

Dina Verdín

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POSITION

Arizona State University
Assistant Professor of Engineering, Fall 2020-present
The Polytechnic School, Fulton Schools of Engineering

EDUCATION

Doctor of Philosophy, Engineering Education, Summer 2020
Purdue University, West Lafayette, IN

Master of Science, Industrial Engineering, 2019
Purdue University, West Lafayette, IN

Bachelor of Science, Industrial & Systems Engineering, 2013
San José State University, San José, CA

SPONSORED FUNDING (Total = \$7,570,645; Verdín Share = \$2,271,039)

National Science Foundation EEC #2440685

CAREER: Developing Novel Methods and Tools for Engineering Education Researchers
Single PI- \$697,078

National Science Foundation EES #2411936 (#2411933, 2411934, 2411935)

Collaborative Research: A Student Asset-based Approach to the Formation of Equitable Teams (SAFE Teams); Grant Duration: August 2024-2029
Co-PI, \$4,940,731; Verdín Share \$692,778

- **Terminated due to anti-DEI efforts on April 25, 2025**

National Science Foundation EEC #2422009 (# 2422010)

Collaborative Research: Reconceptualizing Community Cultural Wealth in an engineering design context: Efforts towards curricular integration; Grant Duration: August 2024-2027
Lead PI, \$428,613; Verdín Share \$249,442

- **Terminated due to anti-DEI efforts on April 25, 2025**

National Science Foundation IUSE: BCSER #2225306

BCSER: Empowering Children of Migratory/Seasonal Farmworkers with Gamification and Culturally-Responsive Engineering Design Instruction; Grant Duration: October, 2022-2025
Single PI- \$349,994

National Science Foundation EEC: EDA-Eng Diversity Activities #2139096

Addressing Demographic Disparities in Students' Choice of Engineering Disciplines (ADDS-CoED); Grant Duration: July 2022-2025
Co-PI, \$454,335; Verdín Share \$77,000

- **Terminated due to anti-DEI efforts on April 25, 2025**

National Science Foundation IUSE: HSI #2122941

HSI Implementation and Evaluation Project: Commitment to Learning Instilled by Mastery-Based Undergraduate Program (CLIMB-UP); Grant Duration October, 2021- 2024
Senior Personnel, \$699,894, Verdín Share \$204,747

RESEARCH OVERVIEW

SUMMARY OF PUBLICATIONS

Total Journal Publications	20
Refereed Conference Papers	56
Invited Book Chapters Published	2
Journal Manuscripts Submitted/In Revision/In Press	3
Journal Manuscripts in Preparation	2

CITATION INDICES

(source: Google Scholar; Aug. 2025)

	All	Since 2019
Citations	1546	1352
h-index	21	19
i10-index	35	32

ADVISING

Engineering Education Systems & Design (EESD); Ph.D. Chair

A. Lili Castillo; Started Fall 2022-Summer 2026
NSF Graduate Research Fellow

Ulises Trujillo Garcia; Started Fall 2022-Summer 2026
NSF Graduate Research Fellow

Diego Reyes; Started Spring 2025

Alumni Engineering Education Systems & Design (EESD)

Carlos Perez Leon, PhD, (2024, Chair)

Former Postdoctoral Scholar

Timothy Wells, PhD; Started Fall 2024

Ph.D. Committee Member

Ieshya Anderson, EESD; estimated graduation Spring 2024

Master's Committee Member

Jana Vandenberg, School of Mathematics & Statistical Sciences, ASU; Graduated 2021
Arielle Rainey, Humanitarian Engineering, Colorado School of Mines; Graduated 2021

TEACHING

Graduate Course

EGR 572: Quantitative methods for engineering education research (2021, 2022, 2024)

Introduction to the specific basic quantitative analysis techniques used in the field of engineering education, with a special focus on hypothesis testing, one-way and two-way analysis of variance, multiple regression, and instrument design.

Undergraduate Courses

EGR 280: Engineering Statistics (2022; 2023, 2024), Arizona State University

Applications-oriented introduction to statistics using statistical software for formulating and solving engineering problems. Providing the fundamentals of probability, descriptive statistics, sampling distributions, parameter estimation, tests of hypotheses, regression analysis, analysis of variance, and design of experiments.

EGR 101: Foundations of Engineering Design I (2021, 2025), Arizona State University

Students are taught the engineering design process, modeling, working in dynamic teams and communicating their design products to end-users.

ENGR 131: Transforming Ideas to Innovation I & II: Instructor of Record (Fall 2019, Spring 2020), Purdue University

(I) Students learn data analytics, mathematical modeling, design process to develop innovative solutions to engineering challenges, team-work, communication skills, and project management. (II) Students will learn basic programming concepts using MATLAB including relational operators, logical operators, user-defined functions, selected structures, while loops, for loops, and complex loops, linear and non-linear regression.

JOURNAL PUBLICATIONS (J)

13 first-authored; 1 *Honorable Mention for Best Paper Award

- J.20. **Verdín, D.,** & ^GPerez Leon, C. Encouraging a Growth Mindset: The Influence of Classroom Goals on Engineering Students. *Journal of First-generation Student Success*, 1-24. <https://doi.org/10.1080/26906015.2025.2532770>
- J.19. ^GPerez Leon, C., & **Verdín, D.,** Navigating Mistakes: How Undergraduate Engineering Students Learned to Achieve in a Mastery Course at a Hispanic Serving Institution. *International Journal of Engineering Education* 41(2), pp. 453-475
- J.18. **Verdín, D.,** Unmasking the Impact of First-generation College Students' Psychological Capital: A Person-Centered Approach. *Journal of First-generation Student Success*, 1-24. <https://doi.org/10.1080/26906015.2024.2393123>
- J.17. **Verdín, D.,** Smith, J., & Lucena, J. (2024). First-Generation College Students' Funds of Knowledge Support the Development of an Engineering Role Identity. *Journal of Engineering Education*. 113(2), pp. 383-406 <https://doi.org/10.1002/jee.20591>
- J.16 Benedict, B., Scalo, C., Godwin, A., Kim, A., & **Verdín, D.** (2024). Exploring Experiences that Foster Recognition in Engineering Across Race and Gender *Journal of Engineering Education* <https://doi.org/10.1002/jee.20587>
- J.15 **Verdín, D.,** & ^GCastillo, A.L. (2024). Validating Practices and Messages that Promote Minoritized Women's Engineering Classroom Belongingness: An Intersectional Approach. *Journal of Women and Minorities in Science and Engineering*. 30(6), pp.129-154 DOI: 10.1615/JWomenMinorScienEng.2023048084
- J.14 ^GPerez Leon, C. & **Verdín, D.** (2023) A Systematic Literature Review of Mastery Learning in Undergraduate Engineering Courses. *International Journal of Engineering Education*. 39(6). pp. 1358-1385
- J.13 **Verdín, D.,** Smith, J., & Lucena, J. (2021). Recognizing the funds of knowledge of first-generation college students in engineering: An instrument development. *Journal of Engineering Education*, 1-29. <https://doi.org/10.1002/jee.20410>
- J.12 **Verdín, D.,** (2021). The Power of Interest: Minoritized Women's Interest in Engineering Fosters Persistence Beliefs Beyond Belongingness and Engineering Identity. *International Journal of STEM Education*, 8(33), <https://doi.org/10.1186/s40594-021-00292-1>
- J.11 **Verdín, D.,** Smith, J., & Lucena, J. (2021). First-Year Engineering Students' Funds of Knowledge Supports their Confidence in the Classroom and Certainty of Majoring in Engineering. *Journal of Pre-College Engineering Education Research*, 11(1), Article 11—Special Issue on Asset-Based Pre-College Engineering Education to Promote Equity <https://doi.org/10.7771/2157-9288.1281>

- J.10 Lee, W., Hall, J., Godwin A., Knight, D., & **Verdín, D.** (2021). Operationalizing and monitoring student support in undergraduate engineering education. *Journal of Engineering Education*, 1-29. <https://doi.org/10.1002/jee.20431>
- *J.9 **Verdín, D.**, Godwin, A., & Benedict, B. (2020). Exploring First-Year Engineering Students Innovation Self-Efficacy Beliefs. *Journal of Civil Engineering Education*, 146(4), 1-14. doi: 10.1061/(ASCE)EI.2643-9115.0000020
- J.8 **Verdín, D.**, Godwin, A., Kirn, A., Benson, L., & Potvin, G. (2019). Engineering role identity fosters grit differently for women first-generation and continuing-generation college students. *International Journal of Engineering Education*, 35(4), 1037-1051.
- J.7 Rohde, J. A., Musselman, L. J., Benedict, B., **Verdín, D.**, Godwin, A., Kirn, A., Benson, L., & Potvin, G. (2019). Design experiences, identity and belonging in early-career electrical and computer engineering students. *IEEE Transactions on Education*. vol. 62, no. 3, pp. 165-172. doi: 10.1109/TE.2019.2913356
- J.6 **Verdín, D.**, Godwin, A., & Klotz, L. (2018). Exploring the sustainability-related career outcome expectations of community college students interested in science and engineering careers. *Community College Journal of Research and Practice*. 1-16. doi: 10.1080/10668926.2018.1558133
- J.5 **Verdín, D.**, Godwin, A., & Ross, M. (2018). STEM roles: How students' ontological perspectives facilitate STEM identities. *Journal of Pre-College Engineering Education Research*, 8(2), Article 4, 1-39. doi: 10.7771/2157-9288.1167
- J.4 **Verdín, D.** & Godwin, A. (2018). Exploring first-generation Latinas' identities, self-efficacy and institutional integration to inform achievement in engineering. *Journal of Women and Minorities in Science and Engineering*, 24(3), 261–290. doi: 10.1615/JWomenMinorScienEng.2018018667
- J.3 **Verdín, D.**, Godwin, A., Kirn, A., Benson, L., & Potvin, G. (2018). Engineering women's attitudes and goals in choosing disciplines with above and below average female representation. *Social Science- Special Issue: Women in Male-Dominated Domains*. 7(3), 44, 1-25. doi: 10.3390/socsci7030044
- J.2 Potvin, G., McGough, C., Benson, L., Boone, H. J., Doyle, J., Godwin, A., Kirn, A., Ma, B., Rohde, J., Ross, M., & **Verdín, D.** (2018). Gendered interests in electrical, computer and biomedical engineering: Intersections with career outcome expectations. *IEEE Transactions on Education*, 61(4), 298-304. doi: 10.1109/TE.2018.2859825
- J.1 Godwin, A., **Verdín, D.**, Kirn, A., & Satterfield, D. (2017). The intersection of gender and race: Exploring chemical engineering students' attitudes. *Chemical Engineering Education—Special Issue on Diversity in Chemical Engineering*, 52(2), 89-97.

BOOK CHAPTER (BC)

- BC.2 **Verdín, D.** (2024). Examining the Funds of Knowledge that Support Latinx Students' Engineering Identity Development and Career Certainty. In Perez-Felkner, L., Rodriguez, S. L., & Fluker, C. (Ed.) *Latin* Students in Engineering: An Intentional Focus on a Growing Population*
- BC.1 **Verdín, D.** (2021). "I learned how to divide at 25": A counter-narrative of how one Latina reclaims her agency and begins to see herself as someone that can do engineering. In E. González, F. Fernandez, M. Wilson. (Ed.) *Latinas Studying and Researching in STEM: An Asset-Based Approach to Increasing Resilience and Retention*. Routledge

JOURNAL MANUSCRIPTS UNDER REVIEW (JUR)

G = Graduate Student; P = Postdoctoral Scholar

JUR.3. ^GTrujillo Garcia, U., & **Verdín, D.**, *Cultivando* Engineering Skills: Uncovering the Funds of Knowledge Among Engineering Students and Professionals with Migratory Backgrounds. Submitting to the *Journal of Hispanic Higher Education*

JUR.2. **Verdín, D.**, ^PWells, T., & ^GTrujillo Garcia, U. Developing Latina High School Girls Engineering Interest and Self-Efficacy Beliefs: Findings from a Culturally Responsive Gamified Engineering Design Activity. *Journal of Engineering Education*

JUR.1. **Verdín, D.**, "I don't feel like I belong there": A Latina Post-Traditional Student's Journey of Negotiating Belongingness under the Guise of a Hispanic-Serving Institution. Submitting to the *Journal of Engineering Education*

JOURNALS IN PREPARATION (JIP)

G = Graduate Student; P = Postdoctoral Scholar

JIP.1. ^GCastillo, A. L., & **Verdín, D.**, "I still feel like I need a little more": A phenomenographical approach to uncover when Latinx students see themselves as engineers. To be submitted to *Journal of Engineering Education*

JIP.2. ^GCastillo, A. L., & **Verdín, D.**, Being, Becoming, and Belonging: A Mixed Method Exploration of Latinx Persistence Through Engineering Identity and Belonging. To be submitted to the Special Issue on Enhancing Policies and Practices for Latin* Engineering Students in Higher Education in the *Journal of Hispanic Higher Education*

CONFERENCE PROCEEDING (CP; refereed)

G = Graduate Student Author; P = Postdoctoral Scholar

*Best Diversity Paper Award; ⁺Nominated for ERM Best Paper Award, ⁺⁺Nominated for Best Diversity Papers

*CP.56 **Verdín, D.**, (2025) Whose Goals Are We Measuring? A QuantCrit Analysis Examining the Cultural Blind Spots in Achievement Goal Theory. 2025 *ASEE Annual Conference & Exposition*, Montreal, Canada

⁺⁺CP.55 ^PWells, T., & **Verdín, D.**, (2025) Developing Engineering Agency Beliefs among Migratory High School Students Through a Culturally Responsive Engineering Design Activity. 2025 *ASEE Annual Conference & Exposition*, Montreal, Canada

CP.54 ^GCastillo, A. L., & **Verdín, D.**, (2024). Who I am now and who I hope to be: Examining when Latinx students actualize their engineering identity and how that supports their persistence. 2025 *ASEE Annual Conference & Exposition*, Montreal, Canada

CP.53 **Verdín, D.**, Wells, T., Trujillo Garcia, U., & Castillo, A.L., (2025). Empowering Adolescents from Migratory Backgrounds with Gamification and Culturally-Responsive Engineering Design Instruction: A Summary of 2-Years of Effort. 2025 *ASEE Annual Conference & Exposition*, Montreal, Canada

CP.52 **Verdín, D.**, Failing to Serve: How Engineering Faculty at a Hispanic Serving Institution Invalidate Latinas' Sense of Belonging. 2025 *American Educational Research Association Annual Meeting*, Denver, CO

CP.51 **Verdín, D.**, & ^GTrujillo Garcia, U., Cultivating an Engineering Identity Among Latinx Youth and Addressing Gender Disparities Through Culturally Responsive Efforts. 2025 *American Educational Research Association Annual Meeting*, Denver, CO

- [†]CP.50 [†]Castillo, A. L., & **Verdín, D.**, & (2024) “I see myself as an engineer”: Disentangling Latinx engineering students’ perspectives of the engineering identity survey measure. *Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, Oregon. 10.18260/1-2-46405*
- CP.49 **Verdín, D.**, & [†]Perez, C., (2024) Classroom Goal Structures Impact Mindsets: A Study of Undergraduate Engineering Students at a Hispanic Serving Institution. *Paper presented at the 2024 annual meeting of the American Educational Research Association* <https://doi.org/10.3102/2099451>
- CP.48 [†]Trujillo Garcia, U., & **Verdín, D.**, (2024). Examining Engineering Migratory Students’ Funds of Knowledge: Uncovering Interpersonal Skills Needed in Engineering *American Educational Research Association Annual Meeting*, Philadelphia
- CP.47 [†]Castillo, A. L., & **Verdín, D.**, (2023). La Familia y Los Amigos: Understanding how Social and Familial Capital Impact Latinx Engineering Students. 2023 IEEE Frontiers in Education Conference (FIE), College Station, TX, USA, 2023, pp. 1-9, doi: 10.1109/FIE58773.2023.10343444.
- CP.46 [†]Perez Leon, C., & **Verdín, D.**, (2023). The Effect of a Mastery Learning Course on Rafael’s Growth Mindset. 2023 IEEE Frontiers in Education Conference (FIE), College Station, TX, USA, 2023, pp. 1-5, doi: 10.1109/FIE58773.2023.10342983.
- CP.45 [†]Vincent, S., [†]Johnson, T.Y., [†]Lightner, T., Lee, W. C., & **Verdín, D.**, (2023). Exploring the Significance of Internship Experiences for the Career Development of Racially Minoritized Undergraduate Engineering Students. 2023 IEEE Frontiers in Education Conference (FIE), College Station, TX, USA, 2023, pp. 01-09, doi: 10.1109/FIE58773.2023.10343203.
- CP.44 **Verdín, D.**, [†]Perez Leon, C., Krinsky, S., & Allen, E. (2023). Shift in Mindsets: Examining How and Why Engineering Students’ Mindsets Shifted Over the Course of a Semester. Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore, Maryland. <https://peer.asee.org/43477>
- CP.43 **Verdín, D.**, Krinsky, S., Rymond, D., Schiorring, E., Allen, E., & [†]Perez Leon, C., (2023). Board 305: HSI Implementation and Evaluation Project: Commitment to Learning Instilled by Mastery-Based Undergraduate Program (CLIMB-UP). Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore, Maryland. <https://peer.asee.org/42846>
- CP.42 [†]Perez Leon, C. & **Verdín, D.** (2022). Mastery Learning in Undergraduate Engineering Courses: A Systematic Review. Paper presented at 2022 ASEE Annual Conference & Exposition, Minneapolis, MN. <https://peer.asee.org/40522>
- CP.41 **Verdín, D.** & Szkupinski Quiroga, S. (2022). Pilot Study Using a Culturally Relevant Approach to Expose Migratory High School Students to the Engineering Design Process (Work in Progress, Diversity). Paper presented at 2022 ASEE Annual Conference & Exposition, Minneapolis, MN. <https://peer.asee.org/40520>
- CP.40 **Verdín, D.** (2022). Developing Migratory High School Students’ Critical Engineering Agency: Preliminary Results from a Culturally Responsive Virtual Activity. American Educational Research Association Annual Meeting, San Diego, CA
- CP.39 **Verdín, D.** (2022). Examining how Math and Science Identities Support Migratory High School Students’ Engineering Career Aspirations. American Educational Research Association Annual Meeting, San Diego, CA. DOI <https://doi.org/10.3102/1888002>
- CP.38 **Verdín, D.** & Godwin, A. (2021). Confidence in Pursuing Engineering: How First-Generation College Students’ Subject-Related Role Identities Supports their Major Choice,

- 2021 *IEEE Frontiers in Education Conference (FIE)*, Lincoln, NE, USA, 2021, pp. 1-9, doi: 10.1109/FIE49875.2021.9637157.
- CP.37 **Verdín, D.** & Godwin, A. (2021). First in My Family: A Comparison of Subject-Related Role Identities by Parental Level of Education and Gender, *2021 IEEE Frontiers in Education Conference (FIE)*, Lincoln, NE, USA, 2021, pp. 1-9, doi: 10.1109/FIE49875.2021.9637164.
- CP.36 **Verdín, D.** (2021). Negotiating Belongingness: A Longitudinal Narrative Inquiry of a Latina, First-Generation College Student's Experience in the Engineering. *Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference*. 10.18260/1-2--37524
- CP.35 ^GLiu, Y., **Verdín, D.**, & Sonnert, G. (2021) Understanding How Social Agents and Their Communicative Messages Influence High School Girls' Engineering Career Interest *Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference*. 10.18260/1-2--37959
- CP.34 ^GRainey, A. M., **Verdín, D.**, & Smith, J. (2021) Classroom Practices that Support Minoritized Engineering Students' Sense of Belonging. *American Society for Engineering Education Annual Conference & Exposition*
- CP.33 **Verdín, D.**, Sonnert, G., & Sadler, P. M. (2021) Out-of-School Experiences that Support Latinx Students' Interest in Pursuing an Engineering Career. *American Educational Research Association Annual Meeting*. DOI <https://doi.org/10.3102/1685046>
- CP.32 **Verdín, D.**, Smith, J., & Lucena, J. (2020) The Influence of Interest and Performance/Competence Beliefs on Graduation and Career Success for Latinx Students in Engineering. *2020 Association for the Study of Higher Education*
- ⁺CP.31 **Verdín, D.**, Smith, J., & Lucena, J. (2020, June) The Influence of Connecting Funds of Knowledge to Beliefs about Performance, Classroom Belonging, and Graduation Certainty for First-Generation College Students. Paper presented at 2020 ASEE Virtual Annual Conference Content Access, Virtual Online 10.18260/1-2—35343
- CP. 30 Benedict, B. S., & Maxey, K. R., & **Verdín, D.**, & Godwin, A. (2020, June), *A Review of Agentic Frameworks in Engineering Education*. Paper presented at 2020 ASEE Virtual Annual Conference Content Access, Virtual Online. 10.18260/1-2—34044
- CP.29 **Verdín, D.**, Smith, J., & Lucena, J. (2020). Exploring how First-Generation College Students' Funds of Knowledge Supports the Formation of an Engineering Identity. *American Educational Research Association Annual Meeting*. Virtual Meeting. DOI <https://doi.org/10.3102/1568029>
- CP.28 **Verdín, D.** & Godwin, A, "Engineering Disciplinary Interests by Gender and Parental Level of Education," *2019 IEEE Frontiers in Education Conference (FIE)*, Covington, KY, USA, 2019, pp. 1-5, doi: 10.1109/FIE43999.2019.9028611.
- CP.27 Benedict, B., **Verdín, D.**, Rohde, J. A., Brown, H., Baker, R., & Godwin, A. "An Early adaptation of identity trajectory theory to understand the identities of undergraduate engineering students," *2019 IEEE Frontiers in Education Conference (FIE)*, Covington, KY, USA, 2019, pp. 1-5, doi: 10.1109/FIE43999.2019.9028365.
- CP.26 Hall, J., Lee, W. C., Knight, D., Godwin, A., and **Verdín, D.**, "Disciplinary differences of undergraduate students' perceived support in STEM: Exploring the potential of college profiles," *2019 IEEE Frontiers in Education Conference (FIE)*, Covington, KY, USA, 2019, pp. 1-5, doi: 10.1109/FIE43999.2019.9028454.

- CP.25 **Verdín, D.**, & Godwin, A. (2019, June), *Board 51: An Initial Step Toward Measuring First-Generation College Students' Personal Agency: A Scale Validation* Paper presented at 2019 ASEE Annual Conference & Exposition, Tampa, Florida. 10.18260/1-2—32367
- CP.24 **Verdín, D.**, Smith, J.M., & Lucena, J. (2019, June), *Recognizing Engineering Students' Funds of Knowledge: Creating and Validating Survey Measures* Paper presented at 2019 ASEE Annual Conference & Exposition, Tampa, Florida. 10.18260/1-2—33226
- CP.23 Godwin, A., Thielmeyer, A. H., Rohde, J. A., **Verdín, D.**, Benedict, B., & Baker, R. (2019, June), *Using Topological Data Analysis in Social Science Research: Unpacking Decisions and Opportunities for a New Method* Paper presented at 2019 ASEE Annual Conference & Exposition, Tampa, Florida. 10.18260/1-2—33522
- CP.22 Smith, J.M., **Verdín, D.**, & Lucena, J.C. (2019, June), *Board 143: EAGER: Broadening Participation of First-generation College Students in Engineering – Backgrounds, Experiences and Strategies for Success* Paper presented at 2019 ASEE Annual Conference & Exposition, Tampa, Florida. 10.18260/1-2—32258
- CP.21 **Verdín, D.**, & Godwin, A. (2019). The Relationship Between Engineering Identity and Belongingness on Certainty of Engineering Major for First-Generation College Students. Paper presented at the 2019 annual meeting of the American Educational Research Association. Retrieved from the AERA Online Paper Repository. DOI <https://doi.org/10.3102/1431660>
- CP.20 Hall, J., **Verdín, D.**, Lee, W.C., Knight, D., & Godwin, A. (2019, April), *Toward a Measurement of Co-Curricular Support: Insights from an Exploratory Factor Analysis* Paper presented at 2019 CoNECD- The Collaborative Network for Engineering and Computing Diversity, Crystal City, Virginia. <https://strategy.asee.org/31801>
- *CP.19 **Verdín, D.**, Godwin, A., Sonnert, G., & Sadler, P. M., “Understanding how First-Generation College Students' Out-of-School Experiences, Physics and STEM Identities Relate to Engineering Possible Selves and Certainty of Career Path,” *2018 IEEE Frontiers in Education Conference (FIE)*, San Jose, CA, USA, 2018, pp. 1-8, doi: 10.1109/FIE.2018.8658878.
- CP.18 Benedict, B., **Verdín, D.**, Baker, R., & Godwin, A. “I Don't FIT the Stereotype, but I see Myself as an Engineer: First-Year Engineering Students' Attitudes and Beliefs about their Engineering Identities,” *2018 IEEE Frontiers in Education Conference (FIE)*, San Jose, CA, USA, 2018, pp. 1-7, doi: 10.1109/FIE.2018.8659229.
- CP.17 Rohde, J. A., **Verdín, D.**, Doyle, J. M., Godwin, A., Kirn, A., Benson, L., & Potvin, G., “Investigating the intersection of career aspirations and engineering beliefs among first year engineering students.” *2018 IEEE Frontiers in Education Conference (FIE)*, San Jose, CA, USA, 2018, pp. 1-8, doi: 10.1109/FIE.2018.8659311.
- CP.16 Godwin, A., **Verdín, D.**, Benedict, B., & Baker, R. (2018). CAREER: Actualizing latent diversity: building innovation through engineering students' identity development—an executive summary. Proceedings of the 125th American Society for Engineering Education Annual Conference & Exposition, Salt Lake City, UT.
- ⁺⁺CP.15 Benedict, B., **Verdín, D.**, & Godwin, A., (2018, June), *Uncovering Latent Diversity: Steps Towards Understanding 'What Counts' and 'Who Belongs' in Engineering Culture* Paper presented at 2018 ASEE Annual Conference & Exposition, Salt Lake City, Utah. 10.18260/1-2—31164

- CP.14 **Verdín, D.**, & Godwin, A. (2018, April). First-generation college students identifying as future engineers. Paper presented at the 2018 *American Educational Research Association Annual Meeting*. Retrieved from the AERA Online Paper Repository. doi 10.302/1300654
- CP.13 **Verdín, D.**, Godwin, A., Kirn, A., Benson, L., & Potvin, G. (2018, April), *Understanding How Engineering Identity and Belongingness Predict Grit for First-Generation College Students* Paper presented at 2018 CoNECD- The Collaborative Network for Engineering and Computing Diversity Conference, Crystal City, Virginia. <https://peer.asee.org/29589>
- CP.12 **Verdín, D.**, & Godwin, A. "Testing for measurement invariance in engineering identity constructs for first-generation college students," *2017 IEEE Frontiers in Education Conference (FIE)*, Indianapolis, IN, 2017, pp. 1-5, doi: 10.1109/FIE.2017.8190616.
- CP.11 Benedict, B., **Verdín, D.**, Godwin, A., & Milton, T. (2017). Social and latent identities that contribute to diverse students' belongingness in engineering. *Proceedings of IEEE Frontiers in Education Conference*, Indianapolis, IN.
- CP.10 **Verdín, D.** (2017). Quantifying and assessing trends on National Science Foundation's broader impact criterion. *Proceedings of the 124th American Society for Engineering Education Annual Conference & Exposition*, Columbus, OH.
- CP.9 **Verdín, D.**, & Godwin, A. (2017). Physics identity promotes alternative careers for first-generation college students in engineering. *Proceedings of the 124th American Society for Engineering Education Annual Conference & Exposition*, Columbus, OH.
- CP.8 Benson, L., Potvin, J., Kirn, A., Godwin, A., Doyle, J., Rohde, J. A., **Verdín, D.**, & Boone, H. (2017) characterizing student identities in engineering: Attitudinal profiles of engineering majors. *Proceedings of the 124th American Society for Engineering Education Annual Conference & Exposition*, Columbus, OH.
- CP.7 Kirn, A., Godwin, A., Pearson, N., Rodriguez-Simmonds, H. E., Rohde, J. A., **Verdín, D.**, & Ross, M. (2017) Building supports for diversity through engineering teams. *Proceedings of the 124th American Society for Engineering Education Annual Conference & Exposition*, Columbus, OH.
- CP.6 **Verdín, D.**, Godwin, A., & Capobianco, B. (2016). Synthesis review of the funds of knowledge framework in STEM education. *Proceedings of the 123rd American Society for Engineering Education Annual Conference & Exposition*, New Orleans, LA.
- CP.5 Kirn, A., Godwin, A., Benson, L., Potvin, G., Doyle, J. M., **Verdín, D.**, Boone, H. (2016). Intersectionality of non-normative identities in the cultures of engineering (InIce). *Proceedings of the 123rd American Society for Engineering Education Annual Conference & Exposition*, New Orleans, LA.
- CP.4 Fernandez, T., Godwin, A., **Verdín, D.**, Kirn, A., Potvin, G., Doyle, J., & Boone, H. (2016). More comprehensive and inclusive approaches to demographic data collection. *Proceedings of the 123rd American Society for Engineering Education Annual Conference & Exposition*, New Orleans, LA.
- CP.3 **Verdín, D.**, & Godwin, A. (2015). First in the family: A comparison of first-generation and non-first-generation engineering college students. *Proceedings of IEEE Frontiers in Education Conference*, El Paso, TX.
- CP.2 De Urquidi, K., **Verdín, D.**, Hoffmann, S., & Ohland, M. (2015). Outcomes of accepting or declining advanced placement calculus credit. *Proceedings of IEEE Frontiers in Education Conference*, El Paso, TX.
- CP.1 **Verdín, D.**, Godwin, A., & Morazes, J. (2015). Qualitative study of first-generation Latinas: understanding motivation for choosing and persisting in engineering. *Proceedings*

of the 122nd American Society for Engineering Education Annual Conference & Exposition, Seattle, WA.

PRESENTATIONS, POSTERS, WORKSHOPS (refereed)

*Recognized as Top 3 Research Presentations

10. **Verdín, D.**, (2024). Latinx Students' Funds of Knowledge: Cultivating Engineering Identity Development and Career Certainty. Symposium. *American Educational Research Association Annual Meeting*. Philadelphia, PA
9. **Verdín, D.**, (2024). Uplifting the Comunidad: A Focus on Latin* Students in Engineering Education at Today's Colleges and Universities: *American Society for Engineering Education. Leading the Workshop*: Sarah L. Rodriguez, Lara Perez-Felkner; **Workshop Collaborators**: Maria L. Espino, Adriana Facundo, Ulises Trujillo Garcia, René Hernandez, Tonisha B. Lane, Brian D. Le, Leonardo Pollettini Marcos, Janice Mejia, Renata Revelo, Hector E. Rodriguez-Simmonds, Cristián Vargas-Ordóñez, Kevin Jay Kaufman-Ortiz, Lisette E. Torres, Dina Verdín
8. **Verdín, D.**, & ^GTrujillo Garcia, U. (2023). Infusing Culturally Responsive Instruction with Gamification: Early Findings from an Engineering Design Activity for High School Migratory Youth. Poster presented at *2023 IEEE Frontiers in Education Conference (FIE)*, College Station, TX, USA
7. Smith, J. & **Verdín, D.** (2022). Capitalizing on Funds of Knowledge to Inform First-Generation College Students Engineering Persistence Beliefs. Symposium titled More Just and Equitable Higher Education: Cultivating First-Generation College Student Success for the 21st Century. *American Educational Research Association Annual Meeting*, San Diego, CA
6. Godwin, A. & **Verdín, D.** (2020). Engineering Disciplinary Differences in Women's Attitudes and Goals. *Society for Personality and Social Psychology (SPSP)*. New Orleans, LA. Confirmed for February 2020
2. **Verdín, D.**, Smith, J., & Lucena, J. (2019). Preliminary Steps Towards Recognizing the Funds of Knowledge of First-Generation College Students Majoring in Engineering. Poster presented at *ASHE: Association for the Study of Higher Education*. Portland, OR. November 13-16.
3. ⁴***Verdín, D.** (2018). Poster: Invisible innovators: understanding how first-generation college students negotiate their multiple identities and agency in the culture of engineering. Presented in at the Division D: In-Progress Research Gala *American Educational Research Association Annual Meeting*, New York, NY. April 13-17, 2018.
2. **Verdín, D.** & Godwin, A. (March, 2018). Exploring the sustainability-related career outcome expectations of community college students interested in science. Poster presented at NARST 2018: *National Association of Research in Science Teaching Annual International Conference*. Atlanta, GA. March 10-13, 2018.
1. **Verdín, D.**, Ross, M., & Godwin, A. (April 2016). STEM Roles: How students' ontological perspectives facilitate STEM identities. Poster presented at NARST 2016: *National Association of Research in Science Teaching Annual International Conference*, Baltimore, MD.

INVITED PRESENTATIONS (non-refereed)

7. **Verdín, D.** (November, 2024). Recognizing the funds of knowledge of first-generation college students in engineering: An instrument development. Seminar in the Department of Engineering Education. University of Colorado Boulder
6. **Verdín, D.** (November, 2023). Funds of Knowledge: Exploring How Household Knowledge and Work Experiences Support First-Generation College Students' Engineering Role Identity Development. Seminar in the Department of Humanitarian Engineering. Colorado School of Mines
5. **Verdín, D.** (March, 2023). Achieving Equity through Alternative Grading Practices: Deconstructing the Impact of Mastery-Based Grading on Minoritized Students Mindsets. Seminar in the Department of Engineering Education. Purdue University, West Lafayette
4. **Verdín, D.** (September, 2021). The Untapped Potential of Household Knowledge: Examining How First-Generation College Students Funds of Knowledge Supports their Persistence in Engineering. *Ohio State University Engineering Education Department: Research Seminar*
3. **Verdín, D.** (November, 2020). The Untapped Potential of Household Knowledge: Examining How First-Generation College Students Funds of Knowledge Supports their Persistence in Engineering. *First-Generation College Student Week 2020 Purdue University: Research Seminar*. <https://engineering.purdue.edu/Engr/AboutUs/News/Spotlights/2020/first-gen-awareness-week>
2. **Verdín, D.,** Smith, J., & Lucena, J. (2019). How First-Generation College Students' Funds of Knowledge Support the Formation of an Engineering Identity. *NSF Engineering Education and Centers Grantee Conference* Arlington, VA. October 21-23, 2019.
1. **Verdín, D.** (2017). A comparison of first-generation and non-first-generation engineering college students. Presented at the *42nd Annual American Studies Symposium*. West Lafayette, IN.

HONOR & AWARDS

Faculty Awards or Fellowships

American Association of Hispanics in Higher Education (AAHHE) Faculty Fellowship Program, 2022-2023

ASEE ERM Faculty Apprentice Grant, 2022

ASU CCI Catalyst Award for Poly Sol an Employee Organization, 2020

Graduate Student Awards

National Science Foundation (NSF) Graduate Research Fellowship, 2016-2019

IEEE Frontiers in Education Best Diversity Paper Award, 2019

College of Engineering Outstanding Graduate Student Research Award, 2019

Alliance for Graduate Education and the Professoriate (AGEP) Distinguished Scholar, 2019

AERA Division D In-Progress Research Gala Top 3 Research Proposals, 2018

Ford Foundation Honorable Mention, 2016

National Association of Research in Science Teaching, Jhumki Basu Scholar Award, 2016

Purdue University Engineering Education Explorers Fellowship, 2014

ADDITIONAL SERVICE

ASEE ERM Best Diversity, Equity, & Inclusion Paper Committee Chair, 2022-2023

ASEE ERM Session Moderation, 2022

NSF Reviewer, 2021

Journal of Engineering Education (JEE)

- Manuscript Reviewer, 2017-present

Journal of Women and Minorities in Science and Engineering (JWMSE)

- Manuscript Reviewer, 2018-present
American Society for Engineering Education (ASEE)
- Conference Proceedings Reviewer, 2014-present
IEEE Frontiers in Education (FIE)
- Conference Proceedings Reviewer, 2015-present
National Association for Research in Science Teaching (NARST)
- Conference Proposal Reviewer, 2017-2018