

Editorial

Dear Readers,

We would like to welcome you to our newest edition, Volume 19: Issue 3. In this edition, articles will cover topics ranging from STEM policy implementation in schools, to finding ways to encourage STEM success in college, to equipping teachers to better prepare interested students in STEM careers. Our hope is that you will be inspired and encouraged to continue playing a part in the advancement of STEM among students.

To begin, Mustafa Icel discusses the effectiveness of a STEM policy in a K-12 school. The various key factors to this success can be discovered in, "Implementation of STEM Policy."

Authors Anneke E. Lisberg and Brett C. Woods take STEM to the next level with a STEM boot camp for incoming freshmen to promote the retention of underrepresented minorities. The results can be read in, "Mentorship, mindset and learning strategies: an integrative approach to increasing underrepresented minority student retention in a STEM undergraduate program."

As students near college graduation, authors Stephanie Ivey and Alistair Windsor noticed junior and senior students struggling to complete their degree. You can learn about the mid-semester exams used to identify these struggles and encourage student success in, "Mid-Semester Evaluations for Increasing Success of STEM Students."

Authors Caleb Burns, Shweta Chopra, Gretchen Mosher, and Mack Shelley also sought to aid juniors and seniors nearing graduation by connecting the gap between the classroom and the STEM industry. Their research and the results can be reviewed in, "Utilizing Multivariate Analysis for Assessing student's learning through effective college-industry partnership."

In "STEM Teachers' Preparedness for English Language Learners," authors Keith Besterman, Thomas Williams, and Jeremy Ernst affirm an unsettling trend: very few professors are prepared to teach English Language Learners (ELLs). The process of this discovery and suggestions to resolve it are discussed in their article.

Authors Anne M Lucietto, Liza Russell, and Emily Schott detail the findings from their research regarding the diverse backgrounds of STEM educators in their article "STEM Educators, How Diverse Disciplines Teach." In their article, they describe how the use of a generalized survey requiring a large number of open-ended answers was developed with the intent of probing the STEM educator population.

And finally, the importance of STEM teachers is further emphasized by J. Geoff Knowles, Todd R. Kelley, and Jeff D. Holland. These researchers studied and promoted high school teachers' STEM awareness by having them participate in a ten-day, 70-hour course. The results can be read in, "Increasing Teacher Awareness of STEM Careers."

On a personal note, I would like to thank Elizabeth Whitt for her outstanding work as an editorial assistant for the past year. This will be the last issue she will be editing with me as she is graduating in August from Auburn University and moving on to explore new opportunities. We wish her the very best and thank her for her dedicated service to the journal. Personally, I enjoyed working with her and will miss her very much.

I take this opportunity to welcome Brandi Jean Jones to our editorial office. Brandi will take over the responsibilities of Elizabeth and will help Eliza and myself in editing the future issues of the journal.

Furthermore, I would like to thank Eliza Banu, Wally Ridgway, Parmjit Kahai, Chetan Sankar, and Aileen Broaddus for their valuable contributions to the success of the journal over the last year. In addition, we would like to thank all the authors and reviewers who worked with us over the last year in making the journal a success.

In closing, I invite you to share any comments by telephone or via email at jstemed@gmail.com. In addition, please consider our journal for publishing your research pertaining to the STEM field. Feel free to submit manuscripts at jstem.org. We hope you enjoy this edition!

P.K. Raju
Editor-in-Chief
334-332-5197