

LUIS A. LEYVA, Ph.D.
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EDUCATION & CERTIFICATIONS

Ph.D. in Mathematics Education, Rutgers University, May 2016

- Specialization in Undergraduate Mathematics Education
- Graduate Certification in Women's and Gender Studies
- Thesis Title: "*Mapping the margins [in mathematics]*": *Examining the gendered and racialized intersectionality of undergraduate mathematics experiences at a large, predominantly white university*
 - Committee: Dan Battey (chair), Fred Bonner II, Indigo Esmonde, Keith Weber

Ed.M. in Mathematics Education, Rutgers Graduate School of Education, 2011

- Mathematics Certificate of Eligibility with Advanced Standing (New Jersey K-12 Teacher Certification)

B.A. in Mathematics, Rutgers University, 2010

CURRENT ACADEMIC APPOINTMENT

2016 – Present *Assistant Professor of Mathematics Education*: Vanderbilt University, Peabody College of Education & Human Development

PROFESSIONAL EXPERIENCE

2015 – 2016 *Project Manager*: Validating Relational Interactions in Mathematics Classrooms

2012 – 2015 *Graduate Advisor*: Science Success Fast Track Learning Community (STEM Talent Expansion Program [STEP] Grant DUE-0756879, National Science Foundation), Rutgers University

2011 – 2014 *Curriculum Development Coordinator*: First-Year Interest Group Seminars, Rutgers University

2011 – 2013 *Mathematics Instructor & Curriculum Analyst*, TRIO Upward Bound, Rutgers University

2009 – 2010 *Senior Resident Mentor & Tutor*: STEP Summer Bridge to Success, Rutgers University

2008 – 2010 *Learning Communities Intern*: Academic Engagement & Programming, Rutgers University

AREAS OF SPECIALIZATION

- Issues of intersectionality specific to race, gender, and sexuality in undergraduate STEM education
- Historically marginalized students' counter-stories of oppression and resilience in mathematical spaces
- Equitable designs of introductory course instruction and student support services in STEM higher education

PUBLICATIONS

Refereed Articles:

Leyva, L. A. (accepted pending revisions). Black women's counter-stories of resilience and within-group tensions across white, patriarchal spaces of mathematics education. To appear in the *Journal for Research in Mathematics Education*.

**Leyva, L.A., Quea, R., Weber, K., Battey, D., & López, D. (accepted pending revisions). Detailing racialized and gendered mechanisms of undergraduate precalculus and calculus classroom instruction. To appear in *Cognition & Instruction*.

Battey, D., Leyva, L. A., Williams, I., Belizario, V., Greco, R., & Shah, R. (2018). Racial (mis)match in middle school mathematics classrooms: Relational interactions as a racialized mechanism. *Harvard Educational Review*, 88(4), 455-482.

Leyva, L. A. (2017). Unpacking the male superiority myth and masculinization of mathematics at the intersections: A review of research on gender in mathematics education. *Journal for Research in Mathematics Education*, 48(4), 397-452.

* denotes collaboration with undergraduate student
 ** denotes collaboration with doctoral student

- Leyva, L. A. (2016). An intersectional analysis of Latin@ college women's counter-stories in mathematics. *Journal of Urban Mathematics Education*, 9(2), 81-121.
- Battey, D., & Leyva, L. A. (2016). A framework for understanding whiteness in mathematics education. *Journal of Urban Mathematics Education*, 9(2), 49-80.
- Battey, D., Neal, R., Leyva, L. A., & Adams-Wiggins, K. (2016). The interconnectedness of relational and content dimensions of quality instruction: Supportive teacher-student relationships in urban elementary mathematics classrooms. *The Journal of Mathematical Behavior*, 46, 1-19.

Invited Articles:

- Joseph, N. M., & Leyva, L. A. (2019). The affordances of intersectionality in equity-oriented research: Lessons from mathematics education. Invited feature article for *The Gazette* (American Physical Society).
- **McNeill, R. T., Marshall, B. L., & Leyva, L. A. (in press). "I wish I could say 'You should not be here'": An analysis of instructors' and students' contrasting perceptions of a racialized and gendered gatekeeping practice in calculus. Invited feature article for *FOCUS* (Mathematical Association of America).

Invited, Refereed Book Chapters:

- Leyva, L. A. (2019). Beyond the binary and at the intersections: Chronicling contemporary developments of gender equity research in mathematics education. Invited chapter in C. Xenofontos (Ed.), *Equity in mathematics education: Addressing a changing world* (pp. 65-91). Information Age Publishing.
- *Leyva, L. A., & Alley, Z. D. (accepted pending revisions). "Speaking up more" and "talk[ing] less and less about my goals": A counter-storytelling on the role of voice in undergraduate Latinx women's identity constructions as mathematics students and aspiring engineers. Invited book chapter in J. Adams, P. Sengupta, M. Shanahan, & M. Takeuchi (Eds.), *The learning sciences in conversation: Theories, methodologies, and boundary spaces*. Routledge.
- Battey, D., & Leyva, L. A. (2018). Making the implicit explicit: Building a case for implicit racial attitudes to inform mathematics education research. In T. G. Bartell (Ed.), *Toward equity and social justice in mathematics education* (pp. 21-41). New York, NY: Springer.
- Adiredja, A., Leyva, L. A., Seashore, K., & Zavala, M. (2018). Manifesto: Equitable instructional practices in undergraduate mathematics. In B. Braun, B. Burroughs, R. Cleary, J. Epperson, K. Keene, G. LaRose, J. Phelps, & A. Storm (Eds.), *Instructional practices guide: Guide to evidence-based instructional practices in undergraduate mathematics*. Washington, D.C.: Mathematical Association of America.

Refereed Book Chapters and Monographs:

- *Leyva, L. A., & Alley, Z. D. (2020). A counter-storytelling of struggle and support in Black women's mathematical talent development and STEM pursuits across white, patriarchal educational spaces. In N. Joseph (Ed.), *Understanding the intersections of race, gender, and gifted education: An anthology by and about talented Black girls and women in STEM* (pp. 85-106). Information Age Publishing.

Refereed Conference Proceedings:

- *Takeuchi, M. A., Adams, J., Alley, Z. D., Baker, K., Gutiérrez, K., Lehrer, L., Leyva, L. A., Rahm, J., Sengupta, P., Shanahan, M., Tagalik, S., Yin, P., & Kayumova, S. (2020). Rethinking transdisciplinary in the learning sciences: Critical and emergent perspectives. In M. Gresalfi & I. S. Horn (Eds.), *The International Conference of the Learning Sciences (ICLS) 2020, Volume 3* (pp. 1463-1470). Nashville, TN: International Society of the Learning Sciences.
- **Leyva, L.A., Quea, R., Weber, K., Battey, D., & López, D. (2019). Detailing the potentially marginalizing nature of undergraduate mathematics classroom events for minoritized students at intersections of racial and gender identities. In A. Weinberg, D. Moore-Russo, H. Soto, & M. Wawro (Eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 377-384). Oklahoma City, OK.
- Voigt, M., Funk, R., Jett, C. C., Johnson, E., Leyva, L. A., Melhuish, K., Savic, M. (2019). Executive summary of the ad hoc committee for the advancement of lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) inclusion in the RUME community. In A. Weinberg, D. Moore-Russo, H. Soto, & M. Wawro (Eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1-9). Oklahoma City, OK.

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- Leyva, L. A. (2018). The counter-storytelling of Latinx men's co-constructions of masculinities and undergraduate mathematical success. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1031-1040). San Diego, CA.
- Adiredja, A. P., Leyva, L. A., & Mendoza, J. (2018). Impacts of peer mentorship in a calculus workshop on the mentors' identities and academic experiences in undergraduate STEM. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1534-1540), San Diego, CA.
- Walshaw, M., Chronaki, A., Leyva, L. A., Stinson, D., Nolan, K., & Mendick, H. (2017). Beyond the box: Rethinking gender in mathematics education. In A. Chronaki (Ed.), *Mathematics education and life at times of crisis: Proceedings of the Ninth International Mathematics Education and Society Conference* (pp. 184-188). Volos, Greece.
- Batthey, D., & Leyva, L. A. (2016). Making the implicit explicit: A call for exploring implicit racial attitudes in mathematics education. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 664-667), Tucson, AZ.
- *Leyva, L. A., Massa, J., & Batthey, D. (2016). Queering engineering: A critical analysis of the gendered technical/social dualism in engineering and engineering education. In *Proceedings of the American Society for Engineering Education's 123rd Annual Conference and Exposition*, New Orleans, LA. DOI: 10.18260/p.26026. Retrieved from <https://peer.asce.org/26026>.
- Leyva, L. A. (2016). A critical look at undergraduate mathematics classrooms: Detailing racialized and gendered experiences for Latin@ college engineers. In T. Fukawa-Connelly, N. E. Infante, M. Wawro, & S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1040-1046), Pittsburgh, PA.
- Batthey, D., & Leyva, L. A. (2015). Developing a framework for assessing the impact of whiteness in mathematics education. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 494-501), East Lansing, MI.
- Batthey, D., & Leyva, L. A. (2015). Building a case for understanding relational dimensions in mathematics. In S. Mukhopadhyay & B. Greer (Eds.), *Proceedings of the 8th International Mathematics Education and Society Conference* (pp. 328-339), Portland, OR.
- Batthey, D., & Leyva, L. A. (2013). Rethinking mathematics instruction: An analysis of relational interactions and mathematics achievement in elementary classrooms. In M. Martinez & A. Castro Superfine (Eds.), *Proceedings of the 35th Annual Meeting of the North American Chapter of the Psychology of Mathematics Education* (pp. 980-987), Chicago, IL.
- Public Scholarship:**
- Leyva, L. A. (2019, December 31). Round-up of JMM 2020 sessions on issues of diversity, equity, and social justice. Blog post featured in the American Mathematical Society's "inclusion/exclusion" Blog. Retrieved from <https://blogs.ams.org/inclusionexclusion/2019/12/31/jmm2020-jediroundup/>.
- Leyva, L. A. (2018, May 29). Toward humanizing undergraduate mathematics education: A re-imagining of historical perspectives in mathematics. Blog post featured in the American Mathematical Society's "inclusion/exclusion" Blog. Retrieved from <https://wp.me/p7Y6qR-oA>.
- Leyva, L. A. (2017, June 12). The promise of feminist theory and methodology for the advancement of more socially affirming undergraduate mathematics education. Blog post featured in the American Mathematical Society's "inclusion/exclusion" Blog. Retrieved from <https://wp.me/p7Y6qR-dq>.
- Leyva, L. A. (2017, March 11). Equity in review: Reflections on equity research perspectives at the 2017 Research in Undergraduate Mathematics Education Conference. Blog post featured in the American Mathematical Society's "inclusion/exclusion" Blog. Retrieved from <https://wp.me/p7Y6qR-6z>.

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MEDIA COVERAGE ON RESEARCH***Articles:***

- Quinn, C. (2020, August 6). *Dismantling systemic racism starts in schools, educators say*. News report from WGBH News/Local NPR. Retrieved from <https://www.wgbh.org/news/education/2020/08/06/dismantling-systemic-racism-starts-in-schools-educators-say>.
- Moss, E. (2019, August 22). *COURAGE in undergraduate mathematics*. Blog entry in Mathematics Association of America's *DUE Point*. Retrieved from <https://www.mathvalues.org/masterblog/challenging-operationalizing-and-understanding-racialized-and-gendered-events-courage-in-undergraduate-mathematics>.
- Schwartz, S. (2019, January 29). *When majority-Black classroom has a white teacher, punishment may be more common*. Feature article in Education Week Teacher. Retrieved from http://blogs.edweek.org/teachers/teaching_now/2019/01/white_teachers_majority_black_classroom_punishment.html.
- Anderson, M. D. (2017, April 25). *How does race affect a student's math education?* Feature article in *The Atlantic Monthly* on D. Battey & L. A. Leyva (2016), *A framework for understanding whiteness in mathematics education*. Retrieved from <https://www.theatlantic.com/education/archive/2017/04/racist-math-education/524199/>.

Podcasts:

- Zavala, M. (2020, April 9). *What is Luis Leyva doing in Nashville?* Audio podcast on featured on TODOS *Mathematics for ALL Podcast*. Retrieved from https://www.podomatic.com/podcasts/todosmath/episodes/2020-04-09T16_31_51-07_00.
- Brookshire, B. (2017, May 19). *Is our children learning?* Audio podcast on D. Battey & L. A. Leyva (2016), *A framework for understanding whiteness in mathematics education* featured on the Science for the People podcast (Episode 422). Retrieved from <http://www.scienceforthepeople.ca/episodes/is-our-children-learning>.
- Otten, S. (2017, January 4). *An intersectional analysis of Latin@ college women's counter-stories in mathematics*. Audio podcast on the *Journal of Urban Mathematics Education* article featured on the MathEd Podcast: Conversations with Mathematics Education Researchers (Episode 1701). Retrieved from https://www.podomatic.com/podcasts/mathed/episodes/2017-01-04T12_03_01-08_00.

RESEARCH GRANTS & FELLOWSHIPS***Funded:****Vanderbilt LGBT Policy Lab***Sponsor:** Vanderbilt University Office of the Provost**Program:** Trans-Institutional Programs (TIPs)**Amount:** \$1,600,000**Period of Performance:** 07/01/2020 - 07/01/2025**Lead Vanderbilt PI:** Kitt Carpenter (Economics)**Vanderbilt Co-PIs:** Ellen Armour (Divinity), Steph Budwey (Divinity), Jessica Clarke (Law), Katie Crawford (Women & Gender Studies), Rachel Donnelly (Sociology), Gilbert Gonzales (Medicine, Health & Society), Cindy Kam, (Political Science), **Luis Leyva (Teaching & Learning)**, Tara McKay (Medicine, Health & Society), Laurel Schneider (Religious Studies), Matthew Shaw (Leadership, Policy & Organizations)*Queer of Color Counter-stories from Engineering, Computing, and Mathematical Science Majors***Sponsor:** National Academy of Education and Spencer Foundation**Program:** Post-doctoral Fellowship Program**Amount:** \$75,000**Period of Performance:** 01/01/2021 - 12/31/2021*Transformative Inclusion in Postsecondary STEM: Towards Justice***Sponsor:** National Science Foundation (Division of Undergraduate Education)**Program:** Improving Undergraduate STEM Education: Hispanic-Serving Institutions**Amount:** \$2,500,000**Period of Performance:** 04/30/2020 - 02/29/2025**Lead PIs:** Brigitte Lahme (Sonoma State University), Ben Ford (Sonoma State University), Omayra Ortega (Sonoma State University)**Senior Personnel:** Martha Byrne (Sonoma State University), Rochelle Gutiérrez (University of Illinois – Urban Champaign), Pamela Harris (Williams College), **Luis A. Leyva (Vanderbilt University)**, Aris Winger (Georgia Gwinnett College), Michael Young (Iowa State University)

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Toward Inclusivity in Undergraduate Mathematics Environments: Implications from a Synthesis of Equity-Framed Research in Mathematics Education

Sponsor: Bill & Melinda Gates Foundation, New Venture Fund

Program: Mindset Scholars Network Early-Career Fellowship Initiative

Amount: \$12,000

Period of Performance: 07/31/2019 - 02/29/2021

A Cross-Institutional, Intersectional Analysis of Mathematics Identity Constructions among Undergraduate LGBTQ+ Students of Color in STEM

Sponsor: Peabody College of Education & Human Development

Program: Small Grants Program (Traditional Research)

Amount: \$9,968.50

Period of Performance: 11/30/2018 - 12/31/2020

Intersectionality as a Methodological Tool for Understanding Undergraduate Women of Color's Experiences as Computing and Engineering Majors

Sponsor: Center for Gender Equity in Science and Technology (Arizona State University) & Kapur Center

Program: Women of Color in Computing

Amount: \$25,000

Period of Performance: 10/04/2018 - 12/31/2020

A Situated, Intersectional Analysis of Racialized and Gendered Mathematics Experiences among Successful Latin@s in Mathematics-Intensive Majors

Sponsor: National Academy of Education and Spencer Foundation

Program: Dissertation Fellowship Program

Amount: \$27,500

Period of Performance: 06/01/2015 – 05/31/2016

Challenging, Operationalizing, and Understanding Racialized and Gendered Events in Undergraduate Mathematics (Collaborative Research, Award No. [1711553](#) & [1711712](#))

Sponsor: National Science Foundation (Division of Undergraduate Education)

Program: Improving Undergraduate STEM Education

Amount: \$300,000

Period of Performance: 09/01/2017 - 08/31/2020

Lead PIs: Luis A. Leyva (Vanderbilt University) & Dan Battey (Rutgers University)

Co-PIs: Nora Hyland (Rutgers University), Keith Weber (Rutgers University)

Not Funded:

Reducing Educational Inequalities for the Persistence of Undergraduate Queer Students of Color in STEM

Sponsor: William T. Grant Foundation (Major Research Grants Program)

Amount: \$515,000

Date of Submission: January 9, 2019

Lead PI: Maria Ong (Technical Education Research Centers, Inc.)

Co-PIs: Luis A. Leyva (Vanderbilt University), Nuria Jaumot-Pascual (Technical Education Research Centers, Inc.)

The National Center for Equity in Broadening Participation in STEM

Sponsor: National Science Foundation

Program: Science and Technology Centers (STCs): Integrative Partnerships

Amount: \$25,000,000

Period of Performance: 06/01/2021 – 06/01/2031

Lead PI: Erin Lynch (Winston-Salem State University)

Co-PIs: Ivory A. Toldson (Howard University), Luis A. Leyva (Vanderbilt University), Bryan Kent Wallace (Fisk University)

PRESENTATIONS

Invited Talks:

Leyva, L. A., & Joseph, N. M. (2020). Black women and belongingness: An interrogation of STEM education as a White, patriarchal space. Invited presentation for the Society for the Advancement in Biology Education Research (SABER)'s *A call to action: Striving for racial justice in academic biology*. Virtual conference.

**Leyva, L. A., & McNeill, R., T. (2020). Exploring perceptions of entry-level mathematics instruction as a racialized-gendered experience among women of color in computing and engineering. Invited presentation for the Women of Color in Computing Collaborative Virtual Summit.

Leyva, L. A., & Joseph, N. M. (2020). Math and anti-racism session. Invited presentation for the National Educator Anti-Racism Conference. Virtual conference.

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- Marshall, B. L., McNeill, R. T., & Leyva, L. M. (2020). An analysis of racialized and gendered logics in Black women's interpretations of instructional events in undergraduate pre-calculus and calculus classrooms. Invited paper presentation for MAA Mathfest Conference. Virtual.
- Leyva, L. A. (2020). A framework for detailing white, hetero-patriarchy in mathematics education. Invited presentation for the *Equity in Mathematics Education* topic study group at the 14th International Congress on Mathematical Education. Shanghai, China. (Conference cancelled)
- Leyva, L.A., McNeill, R. T., King, V. E., & Guzmán, O.A. (2020). A counter-storytelling analysis of queer Black, Latinx, and Asian students' intersectionality of experiences as undergraduate STEM majors. Invited presentation for the Vanderbilt LGBT Policy Lab Seminar Series. (Series cancelled)
- Leyva, L. A. (2019). Detailing historically marginalized students' perceptions of racialized and gendered mechanisms of instruction in undergraduate pre-calculus and calculus. Invited presentation for the University of Michigan Mathematics Department's Learning Community on Inclusive Teaching. Ann Arbor, MI.
- Leyva, L. A. (2019). Racialized and gendered mechanisms of pre-calculus and calculus instruction: A window into cultural and professional norms in mathematics. Invited presentation for "A Conversation on Professional Norms in Mathematics" workshop (NSF DMS-1652600) at Johns Hopkins University's Mathematics Department. Baltimore, MD.
- **Leyva, L.A., Gu, Q., & McNeill, R. T. (2019). Intersectionality as a methodological tool for understanding mathematics experiences among women of color as computing and engineering majors. Invited presentation for the 2019 Women of Color in Computing Research Collaborative Convening. Oakland, CA.
- Leyva, L. A. (2019). Using intersectionality as a lens for detailing socially affirming educational practices in undergraduate STEM Education for Latinx students. Keynote address delivered at the Conference on Equity for Discipline Based Education Researchers in the Mathematical and Physical Sciences. New Brunswick, NJ.
- Leyva, L. A. (2019). Intersectionality as a methodological tool for understanding undergraduate women of color's experiences as computing and engineering majors. Mini-plenary delivered at the National Center for Women & Information Technology Summit. Nashville, TN.
- Leyva, L. A., Spangler, D., & Berry, R. (2019). Advocacy: It's not just for breakfast anymore. Invited panel presentation for the Emerging Issues Committee delivered at the 2019 Association of Mathematics Teacher Educators Conference. Orlando, FL.
- Leyva, L. A. (2019). "I don't wanna let others know that I don't know": Detailing undergraduate Latinx students' reflections on racialized-gendered instructional moments in entry-level mathematics courses. Invited presentation delivered at the Joint Mathematics Meetings. Baltimore, MD.
- Leyva, L. A. (2018). "It pisses me off that they doubt me so now I have to shove it in your face": Detailing Latinx women's intersectionality of mathematics experiences as undergraduate engineering students. Invited presentation delivered at the School of Engineering Education Research Seminar Series. West Lafayette, IN: Purdue University.
- Leyva, L. A. (2018). Detailing STEM educational opportunities that affirm marginalized students' intersectional identities. Invited panel presentation delivered at the American Association of Physics Teachers Summer Meeting. Washington, D.C.
- *Leyva, L. A., & Alley, Z. (2018). "I'm going to make other people feel bad for understanding it": Detailing Latinx women's intersectionality of mathematics experiences as undergraduate engineering students. Invited presentation delivered for the [Explorations in Diversifying Engineering Faculty Initiative \(EDEFI\)](#) Research Group. Nashville, TN: Vanderbilt University.
- Hollis, T., & Leyva, L.A. (2018). Survive, thrive, and keep hope alive: First-year experiences as a professor at a predominantly White institution. Invited presentation delivered for the Research, Advocacy, Collaboration, Empowerment (R.A.C.E.) Mentoring Conference. Nashville, TN: Vanderbilt University.
- Leyva, L. A. (2018). Toward intersectional LGBTQ+ inclusivity in undergraduate engineering education. Invited panel presentation delivered for the LGBTQ Inclusion in Engineering Workshop (Supported by the National Science Foundation Division of Social and Economic Sciences Grant No. [1656085](#)). Atlanta, GA: Georgia Institute of Technology.

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- Leyva, L. A. (2018). Exploring potentially marginalizing events and insights for equity-oriented instruction in undergraduate mathematics classrooms. Invited presentation delivered at the Equity Working Group (organized by Christine Andrews-Larson & Brian Katz) during the 20th Annual Conference on Research Undergraduate Mathematics Education, San Diego, CA.
- Leyva, L. A. (2018). Building academically and socially supportive relationships with historically marginalized students in undergraduate mathematics: Drawing on classroom observations and student voices about mathematics teaching. Invited presentation at the Joint Mathematics Meetings. San Diego, CA.
- Leyva, L. A. (2017). Blending academic and social support through apoyo and consejos for mathematical success among undergraduate Latinx students. Invited talk presented at the Michigan State University Program in Mathematics Education Colloquium Series. East Lansing, MI. Retrieved from https://mediaspace.msu.edu/media/MathEdColloquium_7Nov2017/1_nscx9fal/11980461.
- Leyva, L. A. (2017). Dualisms of morality... at intersections of typology and identity. Discussant paper presented in Division J: Postsecondary Education paper session at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Civil, M., Herbel-Eisenmann, B., Leyva, L. A., & Stinson, D. (2016). "Where's the math?": Questioning what constitutes mathematics education research. Panel presentation in the Equity Working Group (organized by Erika Bullock, Jennifer Langer-Osuna, & Gregory Larnell) during the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Tucson, AZ.
- Leyva, L. A. (2016). Pipelines, pedagogy, and participation: Three strands of equity research in undergraduate mathematics education. Plenary presentation at the RUME with a View: Cultivating New Researchers on the Frontier of Research on Undergraduate Mathematics Education (RUME) Conference (Supported by the National Science Foundation Division of Undergraduate Education Grant No. [1646996](#)). Norman, OK: The University of Oklahoma.
- Leyva, L. A. (2016). "Mapping the margins [in mathematics]": Examining the gendered and racialized intersectionality of mathematics experiences among marginalized undergraduate student populations. Seminar presented in Mathematics Education Seminar Series in the College of Science and Mathematics at Montclair State University, Montclair, NJ.

Refereed Conference Presentations:

- **Leyva, L.A., McNeill, R. T., King, V. E., & Guzmán, O.A. (2020). "Considering me as a person is becoming relevant in engineering classes": Counter-storytelling queer Black students' intersectionality of experiences as STEM majors. Paper accepted for the annual meeting of the Critical Race Studies in Education Association. (Conference cancelled)
- **Leyva, L. A., & McNeill, R. T. (2020). Exploring perceptions of entry-level mathematics instruction among Black and Latinx women in STEM majors. Paper to be presented at the American Educational Research Association Annual Meeting. San Francisco, CA. (Conference canceled)
- **Marshall, B. L., McNeill, R. T., Leyva, L.A., & Battey, D. (2020). An analysis of racialized and gendered logics in Black women's interpretations of instructional events in undergraduate precalculus and calculus classrooms. Poster presented at the Research in Undergraduate Mathematics Education Conference. Boston, MA.
- **Leyva, L. A., McNeill, R. T. & Marshall, B. (2020). An analysis of racialized and gendered logics in Black and Latinx women's interpretations of instructional events in undergraduate pre-calculus and calculus classrooms. Paper presented at the Joint Mathematics Meetings. Denver, CO.
- **Amman, K., Battey, D., Leyva, L.A., & Wolf, E.A. (2019). "A lot of people don't understand how much courage it takes": Understanding students' responses to discouraging events in undergraduate mathematics. Paper presented at the American Educational Research Association Annual Meeting. Toronto, Ontario.
- *Leyva, L. A., Cervantes, A., & Alley, Z. (2019). An intersectional analysis of identity through helping behaviors among men of color in undergraduate mathematics. Paper presented at the American Educational Research Association Annual Meeting. Toronto, Ontario.
- **Chen, G.A., Joseph, N. M., Leyva, L. A., Dunleavy, T. K., Wager, A. A., Ehrenfeld, N., & Marshall, S. (2019). Moving toward emancipatory pedagogies in the research, teaching, and learning of P-20 mathematics. Extended session held at the Association of Mathematics Teacher Educators Conference. Orlando, FL.

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- Raygoza, M. C., Guzmán, L., Harper, F. K., Leyva, L. A. (2019). A process of “becoming”: Transitioning into equity, social justice-oriented mathematics teacher educator roles. Panel held at the Association of Mathematics Teacher Educators Conference. Orlando, FL.
- *Leyva, L. A., & Cervantes, A. (2019). Detailing shifts in relational dimensions of Latinx students’ mathematics classroom experiences between high school and college. Paper presented at the Joint Mathematics Meetings. Baltimore, MD.
- *Leyva, L. A., Wolf, E.A., Amman, K., & Battey, D. (2019). An analysis of student perceptions of instructional practices that potentially disrupt racial-gender marginalization in undergraduate mathematics classrooms. Paper presented at the Joint Mathematics Meetings. Baltimore, MD.
- *Leyva, L. A., & Alley, Z. D. (2018). “I’m going to make other people feel bad for understanding it”: Detailing Latinx students’ intersectionality of mathematics experiences as undergraduate engineering students. Paper presented at the Association for the Study of Higher Education Annual Conference. Tampa, FL.
- Leyva, L. A. (2018). Braids, glasses, and (Black guy) nerdiness: An intersectional counter-storytelling of Black college men’s stereotype management in mathematics. Paper presented at the American Educational Research Association Annual Meeting. New York, NY.
- Leyva, L. A. (2017). Attending to the intersectionality of mathematics experiences to inform institutional change in undergraduate STEM education. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Battey, D., & Leyva, L. A. (2017). Whiteness and mathematics: Parallels in perceived neutrality. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Leyva, L. A. (2017). Going beyond the binary: Next steps in re-thinking gender in post-secondary mathematics education. Paper presented at the 9th International Mathematics Education and Society Conference, Volos, Greece.
- Battey, D., & Leyva, L. A. (2017). Whiteness in mathematics teacher education: Supporting pre-service teachers in noticing and challenging whiteness in classrooms. Paper presented at the 21st Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Leyva, L. A. (2016). Blending academic and social support through apoyo and consejos for undergraduate mathematics success among Latin@s. Poster presented at the 13th International Congress on Mathematical Education, Hamburg, Germany.
- Leyva, L. A. (2016). “Representing” in engineering: Phenomenology of mathematics success among Latin@ men at a predominantly white institution. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Leyva, L. A. (2016). Intersections of instructional and relational dimensions of urban mathematics classrooms. Symposium organizer during the 2016 National Council of Teachers of Mathematics Research Conference, San Francisco, CA.
- Battey, D., Leyva, L. A., Neal, R., & Adams-Wiggins, K. (2016). Building supportive teacher-student relationships through high-quality instruction in urban elementary mathematics classrooms. Paper presented at the Council of Teachers of Mathematics Research Conference, San Francisco, CA.
- Battey, D., & Leyva, L. A. (2015). Developing a framework for assessing the impact of whiteness in mathematics education. Paper presented at the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, East Lansing, MI.
- Battey, D., & Leyva, L. A. (2015). Building a case for understanding relational dimensions in mathematics. Paper presented at the 8th International Mathematics Education and Society Conference, Portland, OR.
- Leyva, L. A. (2014). MATHulinites: An intersectional analysis of racialized masculinities in mathematics. Workshop presented at Out in STEM 4th Annual Conference, Atlanta, GA.
- Leyva, L. A. (2014). Male superiority to masculinization: Chronicling gender equity in mathematics education. Brief research report presented at the National Council of Teachers of Mathematics Research Conference, New Orleans, LA.

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- Batthey, D., Leyva, L. A., Neal, R., Adams, K. & Milby, A. (2014). Analyzing intersections of sex and ethnicity within mathematics: The impact of relational interactions on achievement. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Leyva, L. A., & Strothers, A. (2014). Intersectional race/gender identities in college mathematics: A critical analysis of student narratives on mathematics learning and STEM retention. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Leyva, L. A. (2014). "Math?! Really? Wow! I would have never expected that!": An intersectional analysis of race/gender mathematics learning identities among first-year Latino college students. Paper presented at the American Association of Hispanics in Higher Education National Conference, Costa Mesa, CA.
- Leyva, L. A., & Strothers, A. (2013). Multidimensional mathematics learners: Examining race/gender positionalities in STEM support programs. Paper presented at the Association for the Study of Higher Education Annual Conference, St. Louis, MO.
- Batthey, D., Neal, R., Leyva, L. A., & Adams, K. (2013). Detailing equitable mathematics classroom practices. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Leyva, L. A. (2013). Multidimensional mathematics learners: Examining race/gender positionalities in STEM programs. Paper presented at the American Association of Blacks in Higher Education Conference, GA.

AWARDS & TRAVEL GRANTS

- 2019 Lathisms Honoree for Hispanic Heritage Calendar
**31 annual honorees of Latinx and Hispanic contributors to the mathematical sciences*
- 2018 Ubuntu Award for Outstanding Service, Organization of Black Graduate and Professional Students, Vanderbilt University
- 2018 Early Career Publication Award, Special Interest Group – Research in Mathematics Education, American Educational Research Association
- 2017 Arleen H. Urban Excellence in Dissertation Award, Rutgers Graduate School of Education Alumni Association
- 2016 Provost Research Studio for Faculty Development and Diversity, Vanderbilt University Provost's Office of Faculty and Academic Affairs, \$5000
- 2016 13th Annual International Congress on Mathematical Education Travel Grant, National Council of Teachers of Mathematics & National Science Foundation, \$2500
- 2015 Excellence in Teaching by a Graduate Student Award, Rutgers Graduate School-New Brunswick
**2 doctoral students were selected from graduate program nominations across the University*
- 2013 Graduate Student Travel Scholarship, Association for the Study of Higher Education, \$400
- 2011 Distinguished Student Teacher of the Year, New Jersey Department of Education
**15 teacher education program graduates across the state were recognized for student teaching*
- 2011 Nancy Higginson Dorr Prize in Teacher Education, Rutgers Graduate School of Education, \$500
**14 teacher education graduates (216 total) were honored as exceptional future K-12 teachers*

HONORARY PROFESSIONAL DEVELOPMENT

- 2018 Service, Teaching, and Research (STaR) in Mathematics Education Fellowship Program, Association of Mathematics Teacher Educators
- 2018 Intersectional Qualitative Research Methods Institute, Consortium on Race, Gender, and Ethnicity, University of Maryland-College Park
- 2018 New Connections Bi-Annual Symposium, Robert Wood Johnson Foundation
- 2017 Early Career Mentoring Seminar, Division G (Social Context of Education), American Educational Research Association
- 2016 Who's Not at the Table? - Building Research Capacity for Underserved Communities in Engineering (NSF Grant. No. [1551402](#)), Working Conference
- 2014 Council for Ethnic Participation Pre-Conference, Association for the Study of Higher Education

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- 2014 Emerging Scholars Workshop, Division J (Postsecondary Education), American Educational Research Association
- 2013 – 2016 Rutgers Chapter of the Carnegie Academy for the Scholarship of Teaching & Learning Fellowship
- 2013 – 2015 Rutgers University Pre-Doctoral Leadership Development Institute Fellowship
- 2013 Graduate Student Policy Seminar, Association for the Study of Higher Education Conference
- 2013 Institute on Statistical Analysis: Mathematics Education & Equity, American Educational Research Association

TEACHING EXPERIENCE [* denotes courses taught in a hybrid (both in-person and online) format]

Graduate Courses:

- 2016 – Present *Instructor of Record*, Peabody College of Education & Human Development
- Spring 2020 EDUC 7300: Power & Identity in STEM
 - Fall 2019, Spring 2020 EDUC 9700: Anthropological Inquiry in Educational Research (Doctoral research group)
 - Fall 2018 EDUC 7500: Diversity & Equity in STEM Learning Environments
 - Fall 2018 MTED 6250: Advanced Teaching of Mathematics in the Elementary School
 - Fall 2017 EDUC 8040: Diversity and Equity in Education
 - Fall 2016, Spring 2017 EDUC 9700: Identities across Educational Contexts (Doctoral research group)
 - Fall 2016 EDUC 6040: Analysis of Teaching (Masters course)
- 2013 – 2016 *Instructor*, Rutgers Teaching Assistant Project
- Spring 2016 COLLEGE TEACHING 857: Introduction to Online & Hybrid Teaching*
 - Spring 2014 & Spring 2015 COLLEGE TEACHING 855: Introduction to College Teaching
 - Fall 2013 & Fall 2014 COLLEGE TEACHING 865: Designing Your Own Course
- 2013 – 2015 *Instructor*, Project Advancing Graduate Education at Rutgers
- Spring 2014, Spring 2015 COLLEGE TEACHING 603: Excellence in Undergraduate Mentoring II
 - Fall 2013, Fall 2014 COLLEGE TEACHING 601: Excellence in Undergraduate Mentoring I

Undergraduate Courses:

- 2016 – Present *Instructor of Record*, Peabody College of Education & Human Development
- Fall 2019 EDUC 3850: Race, Masculinities & Identity in STEM Ed. (Independent study)
 - Spring 2018 EDUC 3850: Equity & Diversity in Higher Education (Independent study)
- Spring 2018, Spring 2019, Fall 2019 MATH TEACHER EDU 2200: Mathematics for Elementary Teachers
 - Spring 2018 MATH TEACHER EDU 3251: Practicum for Elementary Mathematics
 - Fall 2016, Spring 2017 MATH TEACHER EDU 3250: Teaching Mathematics in Elementary Schools
- 2016 *Instructor of Record*, Vanderbilt College of Arts & Sciences
- Fall 2016 WOMEN'S & GENDER STUDIES 3850: Intersectionality in STEM Higher Education (Independent study)
- 2011 – 2015 *Instructor of Record*, Rutgers Graduate School of Education
- Fall 2014, Spring 2015 EDU 401: Individual & Cultural Diversity in the Classroom
 - Fall 2013, Spring 2014 EDU 441: Teaching Mathematics in the Elementary School (K-5)
 - Spring 2012 EDU 342: Supervised Undergraduate Tutoring in Mathematics*
 - Fall 2011 EDU 341: Modern High School Mathematics
- 2012 *Teaching Assistant*, Rutgers School of Arts and Sciences
- Spring 2012 ARTS AND SCIENCES 101: The Latino College Student Experience

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Invited Course Presentations:

2020	EDUC 7100: Learning Out of School (in the Wild) (Dr. Rogers, Hall, Vanderbilt University, M.Ed. program in Learning & Design)
2020	EUC 3890/EDUC 7500: Fundamentals of Qualitative Research in Educational Contexts (Dr. Nicole Joseph, Vanderbilt University, Undergraduate seminar)
2019	CI 518: <i>Race, Identity, and Agency in Mathematics and Science Education</i> (Dr. Danny Martin, University of Illinois at Chicago)
2019	EDUC 6620: <i>Learning, Diversity, and Urban Studies, Seminar II</i> (Dr. Ana Christina da Silva [Iddings], Vanderbilt University, M. Ed. program in Learning, Diversity, and Urban Studies)
2018	MATH 506A: <i>Research on the Learning of Mathematics</i> (Dr. Aditya Adiredja, University of Arizona, Ph.D. program in Mathematics Education)
2018	ED 9740: <i>Current Scholarship in Mathematics Education</i> (Dr. Nicole Sinwell, Clemson University, Ph.D. program in Curriculum & Instruction)
2018 - 2019	EDUC 9700: <i>Research Groups – Intersectionality</i> (Dr. Nicole Joseph, Vanderbilt University, Ph.D. program in Learning, Teaching & Diversity)
2018	MATH 299: <i>Math Literacy, Access, and Culture</i> (Dr. Robin Wilson, Cal Poly Pomona, Undergraduate program in Mathematics)
2018	MATH 5950: <i>Undergraduate Mathematics Curriculum & Pedagogy</i> (Dr. Milos Savic, University of Oklahoma, Undergraduate program in Mathematics)
2017-2020	EDUC 8010: <i>Inquiry into Education</i> , (Dr. Jeannette Mancilla-Martinez, Vanderbilt University, Ph.D. program in Learning, Teaching & Diversity)
2016-2019	EDUC 8030: <i>Advanced Learning and Instruction</i> (Dr. Melissa Gresalfi, Dr. Noel Enyedy, Dr. Tesha Sengupta-Irving, Vanderbilt University, Ph.D. program in Learning, Teaching & Diversity)

K-12 Mathematics:

2011	<i>Long-Term Mathematics Substitute Teacher</i> , John P. Stevens (JPS) High School
2010	<i>Student Teacher</i> , Rutgers Graduate School of Education & JPS High School

ADVISING***Post-doctoral Fellows:***

2017 – 2019	<i>Mentoring Committee Member</i> , Chancellor’s Academic Pathways Postdoctoral Fellowship Program, Vanderbilt University
	<ul style="list-style-type: none"> • Fellow: Monica Ridgeway • Received Honors: <ul style="list-style-type: none"> ○ 2019 Ujima Award for Outstanding Service and Leadership, Organization of Black and Professional Students, Vanderbilt University ○ 2018 Postdoctoral Researcher of the Year (Honorable Mention), Postdoctoral Association, Vanderbilt University

Doctoral Students:

2019 – Present	<i>Faculty Advisor</i> , Mathematics & Science Education (Learning, Teaching & Diversity Ph.D. program), Department of Teaching & Learning, Peabody College Education & Human Development
	<ul style="list-style-type: none"> • Student: R. Taylor McNeill • Received Honor: Russell G. Hamilton Scholar (2019 University Graduate Fellowship), Vanderbilt University Graduate School

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2017 – 2020

External Committee Member, Mathematics & Science Education (Ph.D. Program), College of Education & College of Sciences, San Diego State University & University of California – San Diego

- **Student:** Matthew Voigt

2017 - Present

Dissertation Committee Member, Diversity, Learning & Development (Learning, Teaching & Diversity Ph.D. program), Peabody College of Education & Human Development, Vanderbilt University

- Lydia Bentley
- Abigail Do

Professional Students:

2019 – Present

Research Supervisor, Queer Students of Color in STEM

- Virginia Elizabeth King, Child Studies (non-licensure masters)
- Oscar A. Guzmán, Human Development Counseling (licensure masters)

2019 – 2020

Research Supervisor, Toward Inclusivity in Undergraduate Mathematics Environments: Implications from a Synthesis of Equity-Framed Research in Mathematics Education

- B. R. Balmer, Community Development & Action (non-licensure masters)

2017

Capstone Advisor, Learning & Design Program (non-licensure masters), Peabody College of Education & Human Development, Vanderbilt University

- Kaitlyn Kelleher

Undergraduate Students:

2018

Mentor, Vanderbilt Undergraduate Summer Research Program Fellowship

- **Student:** Zander D. Alley, Peabody '20 (Human and Organizational Development & Political Science)
- **Project Title:** *An Intersectional Analysis of Black and Latinx Undergraduate STEM Students' Counter-stories of K-16 Mathematical Success*
- **Received Honor:** 2018 Peabody College Dean's Office Undergraduate Travel Award

2018

Senior Thesis Reader, Mathematics Senior Thesis, Harvey Mudd College

- **Student:** Jenny Lee, Harvey Mudd College '18 (Mathematics)
- **Project Title:** *On Self-Regulation in College-Level Mathematics Classes*

2018

Faculty Mentor, McNair Scholars Program & Undergraduate Research Opportunities Center, California State University – Monterey Bay

- **Student:** Alexandria Cervantes, College of Science '19 (Mathematics)
- **Current Position:** Ed.M. student in Mathematics, Science & Engineering, University of Illinois at Urbana-Champaign (Advisor: Rochelle Gutiérrez)

2012 – 2013

Interdisciplinary Thesis Advisor, School of Arts & Sciences (SAS) Honors Program, Rutgers University

- Samantha Hod, SAS '15 (Mathematics & Dance)
- **Thesis:** *Manipulative Use in the Elementary Mathematics Classroom*
- **Received Honor:** 2013 Henry Rutgers Scholar Award, \$1,460

SERVICE**Editorial Leadership:**

2019 – Present

Journal of Minority Achievement, Creativity, and Leadership

2019 – Present

AERA Open

2017 – 2020

Editor, "Inclusion/Exclusion" Blog, American Mathematical Society

2017

Contributing Writer, [Instructional Practices Guide: Guide to Evidence-Based Instructional Practices in Undergraduate Mathematics](#), Mathematical

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Association of America (National Science Foundation Grant [DUE-1544324](#))

Advisory Boards:

- 2020 – Present *Member*, Anti-Deficit Learning and Teaching (ADeLanTe): A Community Project Centering Race, Gender, and Mathematics, National Science Foundation, Division of Undergraduate Education (Grant No. [2021313](#))
- 2018 – Present *Member*, Collaborative Research: Reshaping Mathematical Identity by Valuing Creativity in Mathematics, National Science Foundation Division of Undergraduate Education (Grant No. [1836369](#) and [1836371](#)).

Fellowship and Grant Panel Reviewer:

- 2018 - 2020 *Panelist*, Graduate Research Fellowship Program (National Science Foundation)

National Conference Leadership:

- 2019 – Present Events Officer, Board for the Special Interest Group for Research in Mathematics Education, American Educational Research Association
- 2019 – 2020 *Organizing Committee Member*, Critical Issues in Mathematics Education Workshop, Mathematical Sciences Research Institute
- 2018 *Member*, Ad-Hoc Committee for the Advancement of LGBTQ+ Inclusion in the Research in Undergraduate Mathematics Education (RUME) Community
- 2017 – Present *Program Committee Member*, Research in Undergraduate Mathematics Education Conference
- 2016 – 2018 *Chair*, Cross-Division Task Force, Division J, American Educational Research Association Annual Meeting
- 2016 – 2017 *Working Group Facilitator*, Equity Perspectives in Undergraduate Mathematics Education, Research in Undergraduate Mathematics Education Conference
- 2015 – 2016 *Graduate Student Representative*, SIG-RME, American Educational Research Association Annual Meeting
- 2015 – 2016 *Local Organizing Committee Member*, Psychology of Mathematics Education-North American Chapter Conference
- 2015 – 2016 *Reviewer*, Graduate Student Travel Grant Committee, Division J, American Educational Research Association Annual Meeting
- 2014 – 2016 *Graduate Student Representative*, Division J, American Educational Research Association Annual Meeting
- 2014 *Mentor*, Council for Ethnic Participation, Association for the Study of Higher Education Pre-Conference
- 2013-2014 *Coordinator*, Mentoring Match Program, Division J, American Educational Research Association Annual Meeting

Journal Reviewer:

- 2020 – Present *International Journal of STEM Education*
- 2020 – Present *Journal of Women and Minorities in Science and Engineering*
- 2020 – Present *Urban Education*
- 2020 – Present *Mathematics Education Research Journal*
- 2020 - Present *Journal of Urban Mathematics Education*
- 2018 – Present *Cognition & Instruction*
- 2018 – Present *Problems, Resources, and Issues in Mathematics Undergraduate Studies*
- 2018 – Present *Teachers College Record*

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2017 – Present	<i>Educational Researcher</i>
2017 – Present	<i>Review of Research in Education</i>
2017 – Present	<i>American Educational Research Journal</i>
2017 – Present	<i>Journal for Research in Mathematics Education</i>
2016 – Present	<i>Equity & Excellence in Education</i>
2015 – Present	<i>Journal of Critical Scholarship on Higher Education and Student Affairs</i>

Edited Book Reviewer:

2018	<i>A Celebration of the EDGE Program’s Impact on the Mathematics Community and Beyond</i> (Association for Women in Mathematics book series, Springer)
2016	<i>Toward Equity and Social Justice in Mathematics Education</i> (Research in Mathematics Education book series, Springer)

National Conference Reviewer:

2017 – Present	Research in Undergraduate Mathematics Education Conference
2016 – Present	Association of Mathematics Teacher Educators Conference
2015 – Present	Psychology of Mathematics Education - North American Chapter
2014 – Present	National Council of Teachers of Mathematics Research Conference
2014 – Present	Association for the Study of Higher Education National Conference
2013 – Present	AERA Annual Meeting <ul style="list-style-type: none"> • Committee on Scholars and Advocates for Gender Equity in Education • Division C (Learning & Instruction – Mathematics) • Division J (Postsecondary Education) • Division K (Teaching & Teacher Education) • Special Interest Group – Critical Examination of Race, Ethnicity, Class, and Gender in Education • Special Interest Group - Research in Mathematics Education

National Conference Session Chair:

2016	American Society of Engineering Education Annual Conference & Exposition
2015 – Present	American Educational Research Association Annual Meeting <ul style="list-style-type: none"> • Division J (Postsecondary Education) • Special Interest Group – Critical Examination of Race, Ethnicity, Class, and Gender in Education • Special Interest Group – Research in Mathematics Education
2014	Association for the Study of Higher Education National Conference

Service to Vanderbilt University:

2020	<i>Panelist</i> , Community Conversations: Community & Civility with Anderson Cooper (Faculty Senate, joint effort with Chancellor’s Lecture Series; cancelled)
2019	<i>Panelist</i> , Day of the Documents: Spend the Day Creating Your Job Market Materials (Vanderbilt Graduate School & Center for Teaching)
2019	<i>Guest Lecturer</i> , Crawford House Divergent Dessert Series
2019	<i>Review Committee Member</i> , Vanderbilt Undergraduate Summer Research Program
2019	<i>Panelist</i> , “LGBTQ+ People in STEM” Panel Discussion, Lambda Association (undergraduate gender-sexuality-intersex alliance)
2018	<i>Faculty Judge</i> , Vanderbilt University Undergraduate Research Fair
2018 – 2020	<i>Faculty Facilitator</i> , LGBTQI Latinx Affinity Group (LatinQ)

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2018 – Present	<i>Participant</i> , Latinx Community Café y Conversación
2017 – Present	<i>Participant</i> , Gender/Sexuality Matters, Women’s & Gender Studies Program
2017	<i>Panelist</i> , “LGBT+ Life at Vanderbilt” Panel Discussion, Lambda Association (undergraduate gender-sexuality-intersex alliance)
2016 – 2017	<i>Participant</i> , Gender & Sexualities Seminar, Robert Penn Warren Center for the Humanities
2016 – 2017	<i>Member</i> , “Teaching & Social Class” Learning Community, Center for Teaching
<i>Service to Peabody College:</i>	
2020	<i>Invited Presenter</i> , Faculty FaceTime Fridays (Office of Equity, Diversity & Inclusion)
2019	<i>Panelist</i> , Ph.D. Prep & Best Practices Panel (Career Services)
2019	<i>Invited Participant</i> , 4 th Annual Diversity & Inclusion Preview Weekend
2018 – Present	<i>Member</i> , Faculty Council - Equity, Diversity, and Inclusion Committee
2016 – Present	<i>Participant</i> , Social Contexts of Education Workshop
2016 – Present	<i>Participant</i> , Research, Advocacy, Collaboration, Empowerment (R.A.C.E.) Mentoring
<i>Service to the Department of Teaching & Learning:</i>	
2020	<i>Member</i> , Otto Bassler Dissertation Award Committee
2019 – Present	<i>Member</i> , Strategic Planning Committee
2018	<i>Member</i> , Elementary Literacy Education Practice Faculty Search Committee
2017 – Present	<i>Member</i> , Diversity & Inclusion Committee, Department of Teaching & Learning, Peabody College of Education & Human Development, Vanderbilt University
2017 – Present	<i>Faculty Reviewer</i> , Ph.D. Presentation Day (Learning, Teaching & Diversity Ph.D. program), Department of Teaching & Learning, Peabody College of Education & Human Development
2017 – Present	<i>Capstone Project Reviewer</i> , Learning & Design (M. Ed. Program), Peabody College of Education & Human Development <ul style="list-style-type: none"> • Shawn Reilly • Kieran O’Callaghan • Kaitlyn Kelleher
2016 – Present	<i>Member</i> , Learning & Design Curriculum Committee (master’s program), Peabody College of Education & Human Development, Vanderbilt University
2016 – Present	<i>Member</i> , Early Childhood & Elementary Education Curriculum Committee (undergraduate program), Peabody College of Education & Human Development, Vanderbilt University
2016 – Present	<i>Member</i> , Justice, Diversity & Education (formerly Diversity, Learning & Development) Curriculum Committee (Learning, Teaching & Diversity Ph.D. program), Peabody College of Education & Human Development, Vanderbilt University
2016 – Present	<i>Member</i> , Mathematics and Science Education Curriculum Committee (Learning, Teaching & Diversity Ph.D. program), Peabody College of Education & Human Development, Vanderbilt University

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