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 Vanderbilt University - Peabody College of Education & Human Development
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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

PRIOR ACADEMIC APPOINTMENTS

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

2013 – 2015 *Graduate Research Assistant*: Relational Interactions in Mathematics Classrooms, Dan Battey

2012 *Graduate Research Assistant*: Cognitive Interviews as a Tool for Investigating the Validity of Content Knowledge for Teaching Assessments (Educational Testing Service), Drew Gitomer

AREAS OF SPECIALIZATION

Gender and educational equity in undergraduate STEM (science, technology, engineering, and mathematics)

Identity development at intersections of gender, race, sexuality, and mathematics among minoritized STEM students

Undergraduate mathematics classrooms as sites for academic and social support to advance STEM pipeline retention

PUBLICATIONS

Refereed Articles:

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.

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.

Book Chapters and Monographs:

Adiredja, A., Leyva, L. A., Seashore, K., & Zavala, M. (in preparation). 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.

Battey, D., & Leyva, L. A. (revise and resubmit). Making the implicit explicit: Proposing a model of implicit racial attitudes in mathematics education. Monograph submitted to T. G. Bartell (Ed.), *Toward equity and social justice in mathematics education*. New York, NY: Springer.

Refereed Articles in Preparation:

Leyva, L. A. (in preparation). A situated, intersectional analysis of gendered and racialized mathematics experiences among successful Latin@ college engineering students.

Leyva, L. A. (in preparation). An intersectional analysis of two African American college women's mathematics counter-stories at a predominantly white university.

Leyva, L. A., Massa, J., & Battey, D. (in preparation). Queering engineering: A critical analysis of the technical/social dualism in engineering.

Refereed Conference Proceedings:

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.

Leyva, L. A. (2016). Blending academic and social support through apoyo and consejos for undergraduate mathematics success among Latin@s. To appear in the *Proceedings of the 13th International Congress on Mathematical Education*, Hamburg, Germany. DOI: 10.13140/RG.2.2.26659.04644.

Battey, 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., & Battey, 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.asee.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.

Battey, 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.

Battey, 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.

Battey, 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. (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.

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 <http://blogs.ams.org/inclusionexclusion/2017/03/11/equity-in-review-reflections-on-equity-research-perspectives-at-the-2017-rume-conference/>.

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

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. 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:

Brookshire, B. (2017, May 19). *Is our children learning?*. Audio podcast on the *Journal of Urban Mathematics Education* article 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.

GRANT AWARDS***Funded:***

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, Improving Undergraduate STEM Education)

Amount: \$36,020

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

Lead PI: Dan Battey, Associate Professor, Rutgers University

Lead PI: Luis A. Leyva

Co-PI: Nora Hyland, Associate Professor, Rutgers University

Co-PI: Keith Weber, Professor, Rutgers University

PRESENTATIONS***Invited Talks:***

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. (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 in 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 in the 21st Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- 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 2016 National 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.
- Battey, 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.
- Battey, 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.

Invited Discussant Presentations:

- 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.

PROFESSIONAL EXPERIENCE

- 2013 – 2016 *Program Coordinator:* Rutgers Teaching Assistant Project
- 2013 – 2015 *Mentoring Fellowship Coordinator:* Project Advancing Graduate Education at Rutgers (*Innovation through Institutional Integration*, National Science Foundation Grant [DRL-0930134](#)), Jerome Kukor & Eileen Kowler (Co-Principal Investigators)

- 2012 – 2013 *Graduate Advisor:* Rutgers STEM Talent Expansion Program Learning Community (National Science Foundation Grant DUE-0756879), Kathleen M. Scott (Principal Investigator)
- 2011 – 2014 *Curriculum Development Coordinator:* Rutgers University First-Year Interest Group Seminars
- 2009 – 2010 *Senior Resident Mentor:* Rutgers Summer Bridge to Success Program (National Science Foundation Grant DUE-0756879), Kathleen M. Scott (Principal Investigator)

FELLOWSHIPS & AWARDS

- 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 – 2016 National Academy of Education & Spencer Foundation Dissertation Fellowship Program, \$27500
*31 doctoral candidates in the United States were selected from nearly 400 applicants
- 2013 – 2016 Rutgers Chapter of the Carnegie Academy for the Scholarship of Teaching & Learning Fellowship
- 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 – 2015 Rutgers University Pre-Doctoral Leadership Development Institute Fellowship, \$2000
- 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

- 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 Participant, Julie Martin
- 2014 Council for Ethnic Participation Pre-Conference, Association for the Study of Higher Education
- 2014 Emerging Scholars Workshop, Division J (Postsecondary Education), American Educational Research Association
- 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, Susan Lubienski

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
- 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

- Spring 2014, Spring 2015
- Fall 2013, Fall 2014

Instructor, Project Advancing Graduate Education at Rutgers
 COLLEGE TEACHING 603: Excellence in Undergraduate Mentoring II
 COLLEGE TEACHING 601: Excellence in Undergraduate Mentoring I

Undergraduate Courses:

2016 – Present

- Spring 2018
- Fall 2016, Spring 2017

Instructor of Record, Peabody College of Education & Human Development
 MATH TEACHER EDU 2200: Mathematics for Elementary Teachers
 MATH TEACHER EDU 3250: Teaching Mathematics in Elementary Schools

2016

- Fall 2016

Instructor of Record, Vanderbilt College of Arts & Sciences
 WOMEN'S & GENDER STUDIES 3850: Intersectionality in STEM Higher Education (Independent study)

2012

- Spring 2012

Teaching Assistant, Rutgers School of Arts and Sciences
 ARTS AND SCIENCES 101: The Latino College Student Experience

2011 – 2015

- Fall 2014, Spring 2015
- Fall 2013, Spring 2014
- Spring 2012
- Fall 2011

Instructor of Record, Rutgers Graduate School of Education
 EDU 401: Individual & Cultural Diversity in the Classroom
 EDU 441: Teaching Mathematics in the Elementary School (K-5)
 EDU 342: Supervised Undergraduate Tutoring in Mathematics*
 EDU 341: Modern High School Mathematics

K-12 Mathematics:

2011 – 2013

Mathematics Instructor & Curriculum Developer, Rutgers Upward Bound

2011

Long-Term Mathematics Substitute Teacher, John P. Stevens (JPS) High School

2010

Student Teacher, Rutgers Graduate School of Education & JPS High School

ADVISING***Graduate Students:***

2017 – Present

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

- Lydia Bentley

2017 – Present

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

- Kaitlyn Kelleher

Undergraduate Students:

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:***

2017 – Present

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

2017 – Present

Contributing Writer, Instructional Practices Guide: Guide to Evidence-Based Instructional Practices in Undergraduate Mathematics, Mathematical Association of America (National Science Foundation Grant [DUE-1544324](#))

Reviewer:

2017 – Present

American Educational Research Journal

2017 – Present

Journal for Research in Mathematics Education

2016 – Present

Equity & Excellence in Education

2016 – Present	Association of Mathematics Teacher Educators Conference
2015 – Present	<i>Journal of Critical Scholarship on Higher Education and Student Affairs</i>
2015 – Present	Psychology of Mathematics Education - North American Chapter
2015	<i>Cognition & Instruction</i> (Guest reviewer)
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"> • Division J (Postsecondary Education) • Division K (Teaching & Teacher Education) • Special Interest Group - Research in Mathematics Education

National Conference Leadership:

2017 – Present	<i>Program Committee Member</i> , Research in Undergraduate Mathematics Education Conference
2016 – Present	<i>Working Group Facilitator</i> , Equity Perspectives in Undergraduate Mathematics Education, Research in Undergraduate Mathematics Education Conference
2016 – Present	<i>Chair</i> , Cross-Division Task Force, Division J, American Educational Research Association Annual Meeting
2015 – 2016	<i>Graduate Student Representative</i> , SIG-RME, American Educational Research Association Annual Meeting
2015 – 2016	<i>Local Organizing Committee Member</i> , Psychology of Mathematics Education-North American Chapter Conference
2015 – 2016	<i>Reviewer</i> , Graduate Student Travel Grant Committee, Division J, American Educational Research Association Annual Meeting
2014 – 2016	<i>Graduate Student Representative</i> , American Educational Research Association Annual Meeting
2014	<i>Mentor</i> , Council for Ethnic Participation, Association for the Study of Higher Education Pre-Conference
2013-2014	<i>Coordinator</i> , Mentoring Match Program, Division J, American Educational Research Association Annual Meeting

National Conference Session Chair:

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
2016	American Society of Engineering Education Annual Conference & Exposition
2014	Association for the Study of Higher Education National Conference

University Service:

2016 – Present	<i>Participant</i> , Gender & Sexualities Seminar, Robert Penn Warren Center for the Humanities, Vanderbilt University
2016 – Present	<i>Member</i> , “Teaching and Social Class” Learning Community, Center for Teaching, Vanderbilt University

- 2016 – Present *Member*, Early Childhood & Elementary Education Curriculum Committee (undergraduate program), Peabody College of Education & Human Development, Vanderbilt University
- 2016 – Present *Member*, Development, Learning & Diversity Curriculum Committee (Learning, Teaching & Diversity Ph.D. program), Peabody College of Education & Human Development, Vanderbilt University
- 2016 – Present *Member*, Mathematics and Science Education Curriculum Committee (Learning, Teaching & Diversity Ph.D. program), Peabody College of Education & Human Development, Vanderbilt University
- 2017 *Panelist*, “LGBT+ Life at Vanderbilt” Panel Discussion, Lambda Association (undergraduate gender-sexuality-intersex alliance), Vanderbilt University
- 2014 – 2016 *Member*, Bias Prevention Education Committee, Rutgers University
- 2012 – 2014 *Mentor & Ambassador*, Committee to Advance Our Common Purposes, Office of Institutional Diversity & Inclusion, Rutgers University
- 2011 – 2014 *Faculty Mentor*, “Exploring Education” and “Exploring Mathematics,” First Year Interest Group Seminars Program, Rutgers University
- 2010 – 2013 *President*, Student Affairs Committee, Rutgers Graduate School of Education
- 2010 – 2011 *President*, Teachers’ Initiative for MultiAmerica, Rutgers Graduate School of Education