

LUIS A. LEYVA, Ph.D.

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 Director, [PRISM \(Power, Resistance & Identity in STEM Education\) Research Lab](#)
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ACADEMIC APPOINTMENTS

2023 – Present *Associate Professor (with tenure)*, Vanderbilt University, Peabody College of Education & Human Development

2016 – 2023 *Assistant Professor*, Vanderbilt University, Peabody College of Education & Human Development

AREAS OF SPECIALIZATION

Intersectionality of race, gender, and sexuality in undergraduate STEM education

Critical race theory and counter-storytelling methodology

Equity in instruction across gateway mathematics courses (e.g., calculus)

EDUCATION & CERTIFICATIONS

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

- Graduate Certificate in Women's & Gender Studies
- Dissertation 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 (K-12 Teaching, New Jersey)

B.A. in Mathematics, Rutgers University, 2010

PRIOR PROFESSIONAL EXPERIENCE

2012 – 2015 *Graduate Advisor*, STEM Talent Expansion Program (NSF Grant No. [0756879](#)) & Institutionalizing the Integrative Graduate Research and Education Traineeship Innovations (NSF Grant No. [0930134](#)), Rutgers University

2011 – 2014 *Curriculum Development Coordinator*, First-Year Interest Group Seminars, Rutgers U.

2011 – 2013 *Mathematics Instructor & Curriculum Analyst*, TRIO Upward Bound & Upward Bound Math-Science Program, Rutgers University

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

2008 – 2010 *Learning Communities Intern*, Academic Engagement & Programming, Rutgers U.

AWARDS & HONORS

- 2024 Iris M. Carl Equity Address (National Council of Teachers of Mathematics)
- *National distinction of a mathematics educator advancing equity for underserved student populations*
- 2024 Emerging Scholar Honoree (*Diverse: Issues in Higher Education*)
- *National recognition of 15 young scholars across disciplines and institutions for their research, teaching, and overall scholarly contributions*
- 2023 Global STEM Service Award (Out in STEM)
- *Distinction for an individual who has demonstrated a strong dedication to oSTEM, LGBTQ+ people in STEM, and STEM education*
- 2023 Dr. Zaneta Rago-Craft Award (The Center for Social Justice and LGBT Communities, Rutgers University)
- *Honorary recognition for offering exceptional leadership, campus involvement, and commitment to campus change for LGBTQ+ community members at Rutgers*
- 2023 Lavender Lecture, Spectra (The Association for LGBTQ+ Mathematicians)
- *Honorary lecture at the Joint Mathematics Meetings to recognize LGBTQ+ mathematicians who made significant contributions in the mathematical sciences*
- 2022 Premio a La Mejor Interseccionalidad en Ciencia (Excellence in Intersectionality in Science Award), Vanderbilt School of Medicine Basic Sciences
- *Vanderbilt community members recognized during Hispanic & Latin Heritage Month for their efforts in diversifying STEM fields*
- 2022 Intersectional Advocate of the Year (Office of LGBTQI Life, Vanderbilt University)
- *Vanderbilt community member honored for commitment to justice for LGBTQI+ and intersectional identities through advocacy and creation of brave spaces*
- 2022 LGBTQ+ Educator of the Year (Out to Innovate)
- *Educator in the LGBTQ+ community recognized for their significant impact on STEM students through teaching, counseling, advocacy, and role modeling*
- 2021 Faculty/Staff Equity, Diversity & Inclusion Award (Vanderbilt-Peabody College)
- 2019 Lathisms Honoree for Hispanic Heritage Calendar
- *31 honorees as 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
- 2015 Excellence in Teaching by a Graduate Student Award, Rutgers Graduate School
- *2 doctoral students selected from nominations across Rutgers graduate programs*
- 2011 Distinguished Student Teacher of the Year, New Jersey Department of Education
- *15 teacher education program graduates across the state were recognized*
- 2011 Nancy Higginson Dorr Prize in Teacher Education, Rutgers Graduate School of Education
- *14 teacher education graduates (216 total) honored as exceptional future teachers*

PUBLICATIONS

Articles in Refereed Journals:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A.**, ***Mitchell, N. D., **Posada-Castañeda, R., Byrne, M. H., *Luna-Bazán, R., *Ashkenazy, Y., & *Abreu-Ramos, E. A. (2025). Racially-affirming community in instructional servingness for Latin* students' gateway mathematics classroom participation. *AERA Open*, 11, 1-26. <https://doi.org/10.1177/23328584251367037>.
2. **Leyva, L. A.** (2024). The rights of undergraduate queer and trans* students of color as STEM majors. *Theory Into Practice*, 64(1), 73-91. <https://doi.org/10.1080/00405841.2024.2389015>.
3. **Leyva, L. A.** (2024). Queer of color justice in undergraduate mathematics education. *Notices of the American Mathematical Society*, 71(2), 212-225. <https://doi.org/10.1090/noti2875>.
4. **Leyva, L. A.**, & Joseph, N. M. (2023). Intersectionality as a lens for linguistic justice in mathematics learning. *ZDM – Mathematics Education*, 55(6). <https://doi.org/10.1007/s11858-023-01489-0>.
5. **Leyva, L. A.**, ***McNeill, R. T., **Balmer, B. R., ***Marshall, B. L., **King, V. E., & *Alley, Z. D. (2022). Black queer students' counter-stories of invisibility in undergraduate STEM as a white, cisheteropatriarchal space. *American Educational Research Journal*, 59(5), 863-904. <https://doi.org/10.3102/00028312221096455>.
 - **Most cited article in the journal over the last 3 years**
6. **Leyva, L. A.**, ***Amman, K., ***Wolf McMichael, E. A., *Khan, N., & *Igbinosun, J. (2022). Support for all? Confronting racism and patriarchy to promote equitable learning opportunities in undergraduate calculus instruction. *International Journal of Research in Undergraduate Mathematics Education*, 8, 339-364. <https://doi.org/10.1007/s40753-022-00177-w>.

7. ***McNeill, R. T., **Leyva, L. A.**, & ***Marshall, B. L. (2022). "They're just students. There's no clear distinction": An analysis of colorblind, gender-neutral faculty discourses on undergraduate calculus instruction. *The Journal of Learning Sciences*, 31(4-5), 630-672. <https://doi.org/10.1080/10508406.2022.2073233>.
8. **Leyva, L. A.**, ***McNeill, R. T., & Duran, A. (2022). A queer of color challenge to neutrality in undergraduate STEM pedagogy as a white, cisheteropatriarchal space. *Journal of Women and Minorities in Science and Engineering*, 28(2), 79-94. <https://doi.org/10.1615/JWomenMinorScienEng.2022036586>.
 - **One of the 5 most cited articles in the journal**
9. Battey, D., ***Amman, K., **Leyva, L. A.**, ***Wolf McMichael, E., Hyland, N., & *McClendon, C. (2022). Racialized and gendered labor in students' responses to precalculus and calculus instruction. *Journal for Research in Mathematics Education*, 53(2), 94-113. <https://doi.org/10.5951/jresmetheduc-2020-0170>.
 - **One of the ten most cited articles in the journal over the last 5 years**
10. **Leyva, L. A.**, ***McNeill, R. T., ***Marshall, B. L., & **Guzmán, O. A. (2021). "It seems like they purposefully try to make as many kids drop": An analysis of logics and mechanisms of racial-gendered inequality in introductory mathematics instruction. *The Journal of Higher Education*, 92(5), 784-814. <https://doi.org/10.1080/00221546.2021.1879586>.
11. **Leyva, L. A.** (2021). Black women's counter-stories of resilience and within-group tensions in the white, patriarchal space of mathematics education. *Journal for Research in Mathematics Education*, 52(2), 117-151. <https://doi.org/10.5951/jresmetheduc-2020-0027>.
 - **Second-most cited article in the journal over the last 5 years**
12. **Leyva, L. A.**, ***Quea, R., Weber, K., Battey, D., & ***López, D. (2021). Detailing racialized and gendered mechanisms of undergraduate precalculus and calculus classroom instruction. *Cognition & Instruction*, 39(1), 1-34. <https://doi.org/10.1080/07370008.2020.1849218>.
 - **One of the ten most cited articles in the journal over the last 5 years**
13. 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. <https://doi.org/10.17763/1943-5045-88.4.455>.
14. **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. <https://doi.org/10.5951/jresmetheduc.48.4.0397>.
 - **Third-most cited article in the journal over the last decade**
 - **Recognized with 2018 Early-Career Publication Award from Special Interest Group on Research in Mathematics Education in American Educational Research Association**

15. **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. <https://doi.org/10.21423/jume-v9i2a295>.
16. Battey, D., & **Leyva, L. A.** (2016). A framework for understanding whiteness in mathematics education. *Journal of Urban Mathematics Education*, 9(2), 49-80. <https://doi.org/10.21423/jume-v9i2a294>.
17. 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. <https://doi.org/10.1016/j.jmathb.2016.01.001>.

Refereed Handbook Chapter:

1. **Leyva, L. A.**, & Nazemi, M. (2024). Toward intersectional understandings of gender in mathematics education. In M. A. Clements, B. Kaur, T. Lowrie, V. Mesa, & J. Prytz (Eds.), *Fourth international handbook of mathematics education* (pp. 439-482). Springer. https://doi.org/10.1007/978-3-031-51474-6_18.
 - **The handbook editors invited me as the lead author, and I nominated Nazemi (Thompson Rivers University) as the co-author.**

Invited, Non-Refereed Contributions:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A.**, ***Asada, M., ***Mitchell, N. D., & **Kindall, E. (2025). Writing analyses from longitudinal research data: An illustrative account from the Queer Students of Color in STEM project. In D. J. Nguyen & K. A. Renn (Eds.), *Conducting high-quality longitudinal studies of college students: Considerations for design, analysis, and interpretation* (pp. 132-154). Routledge. <https://doi.org/10.4324/9781003504054-10>.
2. **Leyva, L. A.** (2022). Undergraduate Latin* queer students' intersectionality of mathematics experiences: A Borderlands perspective. In A. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 79-97). Nashville, TN.
3. Takeuchi, M. A., & **Leyva, L. A.** (2022). Queering disciplinary languages: A critical orientation to languages in mathematics education. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2022.2127030>.
4. Joseph, N. M., & **Leyva, L. A.** (2019). Intersectionality in mathematics education research. Invited feature article for *The Gazette* (American Physical Society).

Refereed Book Chapters & Monographs:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A., & *Alley, Z. D. (2023).** “Speaking out more” and “talk[ing] less and less about my goals”: A counter-storytelling of undergraduate Latina women’s critical race-gendered epistemologies as mathematics students and aspiring engineers. In M. Shanahan, B. Kim, K. Koh, P. Preciado-Babb, & M. Takeuchi (Eds.), *The learning sciences in conversation: Theories, methodologies, and boundary spaces* (pp. 39-49). Routledge.
2. ***McNeill, R. T., ***Marshall, B., & **Leyva, L. A. (2023).** “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. In M. Voigt, J. Hagman, J. Gehrtz, B. Ratliff, N. Alexander & R. Levy (Eds.), *Justice through the lens of calculus: Framing new possibilities for diversity, equity and inclusion* (pp. 297-304). Mathematical Association of America.
3. **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.
4. **Leyva, L. A. (2019).** Beyond the binary and at the intersections: Chronicling contemporary developments of gender equity research in mathematics education. In C. Xenofontos (Ed.), *Equity in mathematics education: Addressing a changing world* (pp. 65-91). Information Age.
5. 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). Springer.
6. Adiredja, A., **Leyva, L. A.**, Seashore, K., & Zavala, M. (2018). Equity in practice. In B. Braun, B. Burroughs, R. Cleary, J. Epperson, K. Keene, G. LaRose, J. Phelps, & A. Storm (Eds.), *MAA instructional practices guide: Guide to evidence-based instructional practices in undergraduate mathematics* (pp. 122-131). Mathematical Association of America.

Refereed Conference Proceedings:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A., Byrne, M. H., ***Asada, M., ***Mitchell, N. D., **Posada-Castañeda, R., & *López-Bazán, R. (2024).** Groupwork as a site for servingness among undergraduate Latin* mathematics students. In S. Cook, B. Katz, & D. Moore-Russo (Eds.), *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 711-719). Omaha, NE.
2. ***McNeill, R. T., Gresalfi, M., & **Leyva, L. A. (2024).** Whiteness-at-work in mathematics department initiatives to ameliorate racialized gatekeeping in calculus. In S. Cook, B. Katz, & D. Moore-Russo (Eds.), *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 54-62). Omaha, NE.

3. ***McNeill, R. T., **Leyva, L. A.**, Byrne, M. H., ***Mitchell, N. D., *Lewis, R., & *Abreu-Ramos, E. D. (2023). "Looking outside of my bubble": Whiteness-at-work in mathematics faculty sensemaking about serving Latin* students. In S. Cook, B. Katz, & D. Moore-Russo (Eds.), *Proceedings of the 25th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 270-278). Omaha, NE.
4. **Leyva, L. A.**, ***Mitchell, N. D., ***McNeill, R. T., Byrne, M. H., Ford, B., **Chávez, L. A., & *Abreu-Ramos, E. D. (2022). Faculty and student perceptions of instructional servingness in gateway mathematics courses at a Hispanic-Serving Institution. In A. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 444-452). Nashville, TN.
5. **Leyva, L. A.** (2022). "We can't just turn that off and then do some physics": A counter-storytelling analysis of introductory physics as a white, cisheteropatriarchal space in undergraduate STEM education. In B. W. Frank, D. Jones & Q. Ryan (Eds.), *2022 Physics Education Research Conference (PERC) Proceedings* (pp. 10-15). American Association of Physics Teachers. Grand Rapids, MI. <https://doi.org/10.1119/perc.2022.plenary.pr.Leyva>.
6. ***McNeill, R. T., **Leyva, L. A.**, White, G. D., & ***Mitchell, N. D. (2022). Leveraging queer epistemic subjectivity to advance justice through physics teaching. In B. W. Frank, D. Jones & Q. Ryan (Eds.), *2022 Physics Education Research Conference (PERC) Proceedings* (pp. 16-22). American Association of Physics Teachers. Grand Rapids, MI. <https://doi.org/10.1119/perc.2022.plenary.pr.McNeill>.
7. 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). International Society of the Learning Sciences. Nashville, TN.
8. **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.
9. 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.
10. **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.

11. 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.
12. 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.
13. 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.
14. **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. <http://doi.org/10.18260/p.26026>.
15. **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.
16. 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.
17. 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.
18. 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:

1. **Leyva, L.A.** (2024). *Recommendations for intersectional justice in mathematics classroom practices*. Invited blog post featured in the Blog for the National Council of Teachers of Mathematics. <https://tinyurl.com/4x7yyw5h>.

2. **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://tinyurl.com/95jthp6w>.
3. **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://tinyurl.com/3atyk697>.
4. **Leyva, L. A.** (2017, June 12). *Feminist theory and research methodologies for more socially affirming undergraduate mathematics education*. Blog post featured in the American Mathematical Society's "inclusion/exclusion" Blog. Retrieved from <https://tinyurl.com/2p8uabaw>.
5. **Leyva, L. A.** (2017, March 11). *Equity in review: Reflections on equity research perspectives at the 201 Research in Undergraduate Mathematics Education Conference*. Blog post featured in the American Mathematical Society's "inclusion/exclusion" Blog. Retrieved from <https://tinyurl.com/4ujm7x5u>.

NOTABLE CITATIONS OF RESEARCH

News & Feature Articles:

1. Elfman, K. (2024, March 14). *Pride in the halls*. Feature article from *Diverse: Issues in Higher Education*. Retrieved from <https://tinyurl.com/3m4ww69w>.
2. Elfman, L. (2021, May 5). *Report offers solutions to increase racial equity in math pathways*. News report from *Diverse: Issues in Higher Education*. <https://tinyurl.com/yt9j4nmv>.
3. Quinn, C. (2020, August 6). *Dismantling systemic racism starts in schools, educators say*. News report from WGBH News/Local NPR. Retrieved from <https://tinyurl.com/2p9uftvu>.
4. 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 <https://tinyurl.com/ypm2z4rs>.
5. 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*. <https://tinyurl.com/yzpe2svz>.

Policy Reports:

1. Burdman, P., Hale, A. R., & BeVar, J. (2025). *A complex equation: Confronting math obstacles on the transfer path*. Just Equations. Retrieved from <https://tinyurl.com/yfvd33ev>.
2. Council of Canadian Academies (2024). *Equity, diversity, and inclusion in the post-secondary research system*. Ottawa (ON): Expert Panel on EDI Practices for Impactful Change, CCA. <https://doi.org/10.60870/kx7v-vj32>.
3. National Academies of Sciences, Engineering, and Medicine. (2023). *Advancing antiracism, diversity, equity, and inclusion in STEMM organizations: Beyond broadening participation*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26803>.

4. Alamora Rios, M., & Burdman, P. (2023). *Staying the course: Examining college students' paths to Calculus*. Just Equations. Retrieved from <https://tinyurl.com/25h68sk4>.
5. Burdman, P., Baker, M., & Henderson, F. (2021). *Charting a new course: Investigating barriers on the calculus pathway to STEM*. California Education Learning Lab. Retrieved from <https://tinyurl.com/n2p2y84d>.
6. Dadgar, M., Buck, D., & Burdman, P. (2021). Solving for equity: Design and implementation of new postsecondary math pathways. Just Equations. Retrieved from <https://tinyurl.com/yc6k7thy>.

Blogs & Podcasts:

1. Hinton, A. O., Jr. (2025, October 7). *Disrupting racism and cisheteropatriarchy through research, pedagogy, and mentorship in STEM education*. Audio podcast episode featured on the "STEM Tea: Impact and Sustainability in Mentorship" Podcast. Retrieved from <https://tinyurl.com/j3bvuwk4>.
2. National Council of Teachers of Mathematics (2024, August 6). *Actionable steps in equity*. Audio podcast episode featured on the "Adding It All Up" Podcast. Retrieved from <https://nctm.buzzsprout.com/2319425/15533267-actionable-steps-in-equity>.
3. Otten, S. (2024, March 31). *Queer of color justice in STEM*. Audio podcast episode on the *Notices of the American Mathematical Society* article featured on the MathEd Podcast: Conversations with Mathematics Education Researchers (Episode 2404). Retrieved from <https://tinyurl.com/yv4vpnrt>.
4. Garcia, G. A. (2023, September 17). *Disrupting racialized cisheteropatriarchy in math classrooms for servingness*. Audio podcast featured on ¿Qué Pasa, HSIs?. Retrieved from <https://www.ginaanngarcia.com/podcast-302>.
5. Carnegie Math Pathways (2021, July 9). *Advancing equity in math classrooms: What we mean when we say 'reimagine math teaching and learning.'* Blog entry. Retrieved from <https://tinyurl.com/5sc45dta>.
6. Castillo-Montoya, M., & Romandia, O. (2021, February 24). Antiracist teaching in S.T.E.M. Audio podcast featured on Higher Education Anti-Racist Teaching (H.E.A.R.T.) at the University of Connecticut. Retrieved from <https://tinyurl.com/wzux5b5y>.
7. Zavala, M. (2020, April 9). *What is Luis Leyva doing in Nashville?* Audio podcast featured on *TODOS Mathematics for ALL Podcast*. Retrieved from <https://tinyurl.com/yc3df29n>.
8. Moss, E. (2019, August 22). *COURAGE in undergraduate mathematics*. Blog entry in Mathematics Association of America's *DUE Point*. Retrieved from <https://tinyurl.com/2p89ms7h>.
9. 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 <https://tinyurl.com/bddn3wuh>.

10. 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://tinyurl.com/wr2a3u7p>.

RESEARCH GRANTS & FELLOWSHIPS

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| 2022 – 2024 | Gresalfi, M. S., & Leyva, L. A. (co-PI, \$48,360). <i>FRAME: Faculty Readiness for Antiracist Mathematics Education</i> . Spencer Foundation (Small Research Grants on Education). |
| 2021 – 2022 | Leyva, L. A. (PI, \$75,000). <i>Queer of Color Counter-stories from Engineering, Computing, and Mathematical Science Majors</i> . National Academy of Education & Spencer Foundation (Postdoctoral Fellowship Program). |
| 2020 – 2026 | Lahme, B., Ford, B., Leyva, L. A. , & Ortega, O. (co-PI, \$2,200,000). <i>Supporting HSI STEM Departments to Achieve Transformative Inclusion in Undergraduate STEM Education</i> . National Science Foundation (Division of Undergraduate Education, Improving Undergraduate STEM Education: Hispanic-Serving Institutions). <ul style="list-style-type: none">▪ Award supplement (\$139,258) received in 2022▪ Award supplement (\$197,501) received in 2023 |
| 2020 – 2025 | Carpenter, C., Gonzales, G., McKay, T., Armour, E., Budwey, S., Clark, K., Clarke, J., Crawford, K., Donnelly, R., Kam, C., Leyva, L. A. , Shaw, M. P. (Affiliate, \$1,600,000). <i>Vanderbilt LGBT Policy Lab</i> . Vanderbilt Office of the Provost (Trans Institutional Programs). |
| 2019 – 2021 | Leyva, L. A. (PI, \$12,000). <i>Toward Inclusivity in Undergraduate Mathematics: Implications from a Synthesis of Equity-Framed Research in Mathematics Education</i> . Bill & Melinda Gates Foundation & New Venture Fund (Mindset Scholars Network Early-Career Fellowship Initiative). |
| 2018 – 2020 | Leyva, L. A. (PI, \$9,969). <i>A Cross-Institutional, Intersectional Analysis of Mathematics Identity Constructions among Undergraduate LGBTQ+ Students of Color in STEM</i> . Peabody College of Education & Human Development (Small Grants Program – Traditional Research). |
| 2018 – 2020 | Leyva, L. A. (PI, \$25,000). <i>Intersectionality as a Methodological Tool for Understanding Women of Color's Experiences as Computing & Engineering Majors</i> . Kapor Center & Center for Gender Equity in Science and Technology (Women of Color in Computing Collaborative). |
| 2017 – 2022 | Battey, D., Leyva L. A. , Hyland, N., & Weber, K. (PI, \$300,000). <i>COURAGE (Challenging, Operationalizing, and Understanding Racialized and Gendered Events) in Undergraduate Mathematics</i> . National Science Foundation (Improving Undergraduate STEM Education). |
| 2015-2016 | Leyva, L. A. (PI, \$27,500). <i>A Situated, Intersectional Analysis of Racialized and Gendered Mathematics Experiences among Successful Latin@s in Mathematics-Intensive Majors</i> . National Academy of Education and Spencer Foundation (Dissertation Fellowship Program). |

PRESENTATIONS

Invited Keynotes and Plenaries:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A.** (2025). Student experiences as knowledge for equitable reform and reimagining of mathematics teaching. Presentation delivered for the Opening Session of the National Council of Teachers of Mathematics Virtual Conference. Virtual.
2. **Leyva, L. A.** (2024). Culture, cariño, and consciousness: Intersectional justice in teaching Latin* mathematics learners. Presentation delivered for the Iris M. Carl Equity Address at the National Council of Teachers of Mathematics Annual Meeting & Exposition. Chicago, IL.
3. **Leyva, L.A.** (2024). Interrogating and disrupting mathematics education as a white, cisheteropatriarchal space. Presentation delivered for the School of Gender and Sexuality Studies in Mathematics Education at the Universidade Federal do Rio de Janeiro. Virtual.
4. **Leyva, L. A.** (2024). Framing inquiry about equity issues in undergraduate STEM education: A case study of calculus instruction. Keynote presentation delivered for the Symposium on Equity in Undergraduate STEM Education hosted by the Vanderbilt University STEM Training and Education Program. Nashville, TN.
5. **Leyva, L. A.** (2023). Insights from a trajectory of justice-oriented scholarship on teaching and learning in STEM higher education: The personal, conceptual, and methodological. Keynote presentation delivered for the 7th Annual Teaching & Learning Showcase at the University of Rhode Island. Providence, RI.
6. **Leyva, L. A.** (2023). Undergraduate mathematics education as a white, cisheteropatriarchal space and opportunities for structural disruption to advance queer of color justice. Address delivered for the Spectra Lavender Lecture for the 2023 Joint Mathematics Meetings. Boston, MA.
7. **Leyva, L. A.** (2022). Racialized and gendered logics in postsecondary mathematics departments that shape mechanisms of inequality in undergraduate calculus instruction. Plenary delivered for the University of Michigan Research Experience for Graduates Workshop. Virtual.
8. **Leyva, L. A.** (2022). Deconstructing dissonance and resonance across historically marginalized learners' mathematics experiences to advance intersectional justice. Plenary delivered for the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.
9. **Leyva, L. A.** (2022). "We can't just turn that off and then do some physics": A counter-storytelling analysis of introductory physics as a white, cisheteropatriarchal space in undergraduate STEM education. Plenary delivered for the Physics Education Research Conference. Grand Rapids, MI.
10. ***McNeill, R. T., **Leyva, L. A.**, White, G. D., & ***Mitchell, N. D. (2022). Disrupting the binary wave/particle properties of light: A physics teaching demonstration anchored in queer theory. Plenary delivered for the Physics Education Research Conference. Grand Rapids, MI.

11. **Leyva, L. A.** (2022). “I would analyze that statement and think, “Oh, should I not take STEM?””: Characterizing racialized and gendered mechanisms of undergraduate calculus instruction and their disruptions for equity in STEM higher education. Keynote delivered for the annual meeting of the Society for the Advancement of Biology Education Research. Minneapolis, MN.
12. **Leyva, L. A.** (2021). Detailing features of pedagogical practices for disrupting undergraduate STEM as a white, cisheteropatriarchal space. Keynote presentation delivered for the Inclusiveness in STEM Program (Association for Women in Science & Chicago Council on Science and Technology). Virtual. Retrieved from <https://tinyurl.com/mwb44nx2>.
13. **Leyva, L. A.** (2021). Exploring mechanisms and disruptions of white cisheteropatriarchy in undergraduate mathematics instruction. Plenary presentation delivered for the LGBTQ+ in Mathematics Conference (Spectra, the Association for LGBTQ+ Mathematicians). Virtual.
14. **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.
15. **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.
16. **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 at The University of Oklahoma (Supported by the National Science Foundation Division of Undergraduate Education Grant No. [1646996](#)). Norman, OK.

Invited Lectures, Colloquia, and Webinars:

(*** = Ph.D. student; ** = master’s student; * = undergraduate student)

1. **Leyva, L. A.** (2025). Interrogating disciplinary culture in racial and intersectional injustices through undergraduate STEM pedagogy. Invited presentation delivered for the Howard Hughes Medical Institute Summer Workshop on Inclusive Excellence in STEM at the College of the Holy Cross. Worcester, MA.
2. **Leyva, L. A.** (2025). Racial and intersectional justice in undergraduate pedagogy: STEM education as an illustrative case. Presentation delivered for the University of New Haven Center for Teaching Excellence. Virtual.
3. **Leyva, L. A.** (2025). Characterizing practices of racial equity in introductory mathematics instruction. Presentation for Catch the Next (Teaching and Learning for Student Success Webinar series).
4. **Leyva, L. A.** (2024). Examining and disrupting racialized and intersectional inequities in undergraduate mathematics pedagogy. Presentation delivered for the Oregon State University Mathematics Education Seminar. Virtual.

5. **Leyva, L. A., & ***Amman, K. (2024).** Equity in inquiry-oriented instructional practices across gateway mathematics courses. Workshop delivered for the Inquiry-Based Learning Special Interest Group of the Mathematical Association of America (IBL SIGMAA). Virtual.
6. **Leyva L. A. (2024).** Supportive-for-all practices as necessary yet insufficient for equity in calculus instruction. Presentation delivered for the Distinguished Lecture Symposium at the Center for Research in Mathematics and Science Education (San Diego State University). San Diego, CA.
7. **Leyva, L. A. (2023).** Intersectional justice for Latin* students in undergraduate STEM. Presentation delivered for the *Dimensions of Diversity* Lecture Series in the James L. Curtis Institute for Race and Belonging at Albion College. Albion, MI.
8. **Leyva L. A. (2023).** Instruction in introductory mathematics as a site to advance equity for Latin* students in STEM. Presentation delivered for the Postsecondary Education Research & Implementation Institute (PERI²) *Currently in Education Research* Quarterly Seminar Series at the University of California -Irvine. Irvine, CA.
9. **Leyva, L. A., ***Marshall, B. L., & ***Asada, M. (2023).** Translating research to practice for queer of color justice in undergraduate STEM. Presentation delivered for the Rutgers University Center for Social Justice Education & LGBT Communities *Lunch & Learn* Series. New Brunswick, NJ.
10. **Joseph, N. M., & Leyva, L. A. (2022).** Black students' mathematics experiences in K-16 education: Insights from a review of research. Presentation delivered for Launch Years Initiative All-State Kickoff hosted by The University of Texas at Austin's Charles A. Dana Center. Austin, TX.
11. **Leyva, L. A. (2022).** Disrupting logics and mechanisms of inequality in undergraduate calculus instruction to advance racial and gender equity in STEM. Presentation delivered for the Towson University's Mathematics Department and STEM Education Center. Virtual.
12. **Leyva, L. A., ***McNeill, R. T., & ***Mitchell, N. D. (2022).** Exploring relationships between faculty perceptions and student experiences of racial equity in gateway mathematics instruction. Presentation delivered for the M*A*T*H Colloquium Series in the Sonoma State Mathematics Department. Virtual.
13. **Leyva, L. A., & ***Amman, K. (2022).** Confronting racism and patriarchy to promote equitable learning opportunities in undergraduate calculus instruction. Presentation delivered for the CalcConf 1+3ε (international conference on the teaching and learning of calculus). Virtual.
14. **Leyva, L. A. (2022).** Expanding conceptions of mathematical ability at intersections of race, gender, and other social differences through classroom teaching practices. Presentation delivered for the Equity Webinar Series: Leveraging the Mathematical Brilliance of Students (National Council of Teachers of Mathematics). Virtual.
15. **Leyva, L. A., & ***McNeill, R. T. (2022).** Instructors' and underrepresented students' perceptions of potentially racialized and gendered events in undergraduate calculus instruction. Presentation delivered for the University of Northern Colorado Mathematics Seminar Series. Virtual.

16. **Leyva, L. A.** (2021). A counter-storytelling of navigating and resisting white cisheteropatriarchy in undergraduate STEM education among women of color. Presentation delivered for the Mathematics & Science Education Seminar Series at Middle Tennessee State University. Virtual.
17. **Leyva, L. A.** (2021). Interrogating intent and impact: Student and faculty perspectives on calculus instruction as a racialized-gendered experience. Presentation delivered for the Jumpstart Conference- Initiative for Race, Research & Justice at Vanderbilt University. Virtual.
18. **Leyva, L. A.** (2021). Interrogating intent and impact: An analysis of mathematics faculty and students' perspectives on potentially racialized and gendered events in undergraduate calculus instruction. Lecture delivered for the Racial Equity in Mathematics Leadership Institute (Bill & Melinda Gates Foundation & USC Race and Equity Center). Virtual.
19. **Leyva, L. A.** (2021). Detailing racialized and gendered mechanisms of mathematics instruction. Presentation delivered for Math for America's Wednesday Webinar Series: Powerful Ideas in STEM Education for the Classroom." Virtual.
20. **Leyva, L. A.** (2021). "It seems like they purposefully try to make as many kids drop": Characterizing logics and mechanisms of racial-gendered inequality in undergraduate calculus instruction. Distinguished speaker presentation delivered for the Colloquium Series in the California State Polytechnic University – Pomona Department of Mathematics & Statistics. Virtual.
21. **Leyva, L. A.** (2021). "You're encroaching on space that doesn't belong to you or that society says doesn't belong to you": Exploring Black and Latin* students' perceptions of racialized-gendered mechanisms of undergraduate calculus instruction as a white, patriarchal space. Presentation for the Colloquium Series in the University of California - Berkeley Graduate Group in Science and Mathematics Education. Virtual.
22. **Leyva, L. A.** (2021). An examination of undergraduate calculus instruction as a white, patriarchal space rooted in racialized-gendered logics that produce mechanisms of inequality. Presentation for the Teaching & Learning Seminar at the George Mason University Mathematical Sciences Department. Virtual.
23. **Leyva, L. A.** (2021). "I do think race and gender play a role... I would analyze that statement and think 'Oh, should I not take STEM?': Problematizing neutrality in undergraduate calculus instruction entrenched in racialized-gendered logics and mechanisms of inequality. Presentation for the California State University – Long Beach Department of Mathematics & Statistics Colloquium Series. Virtual.
24. **Leyva, L. A., & Joseph, N. M.** (2020). Black women and belongingness: An interrogation of STEM education as a white, patriarchal space. 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.
25. **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.

26. **Leyva, L. A.**, & Joseph, N. M. (2020). Math and anti-racism session. Invited presentation for the National Educator Anti-Racism Conference. Virtual.
27. **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. Presentation for the Vanderbilt LGBT Policy Lab Seminar Series. (Series cancelled)
28. **Leyva, L. A.** (2019). Detailing historically marginalized students' perceptions of racialized and gendered mechanisms of instruction in undergraduate pre-calculus and calculus. Presentation for the University of Michigan Mathematics Department's Learning Community on Inclusive Teaching. Ann Arbor, MI.
29. **Leyva, L. A.** (2019). Racialized and gendered mechanisms of pre-calculus and calculus instruction: A window into cultural and professional norms in mathematics. Presentation for "A Conversation on Professional Norms in Mathematics" workshop (NSF DMS-1652600) at Johns Hopkins University's Mathematics Department. Baltimore, MD.
30. **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. Presentation for the 2019 Women of Color in Computing Research Collaborative Convening. Oakland, CA.
31. **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. Presentation delivered at the School of Engineering Education Research Seminar Series. West Lafayette, IN: Purdue University.
32. **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. Presentation delivered for the Explorations in Diversifying Engineering Faculty Initiative (EDEFI) Research Group at Vanderbilt University. Nashville, TN.
33. Hollis, T., & **Leyva, L.A.** (2018). Survive, thrive, and keep hope alive: First-year experiences as a professor at a predominantly White institution. Presentation delivered for the Research, Advocacy, Collaboration, Empowerment (R.A.C.E.) Mentoring Conference at Vanderbilt University. Nashville, TN.
34. **Leyva, L. A.** (2017). Blending academic and social support through apoyo and consejos for mathematical success among undergraduate Latinx students. Presentation delivered for the Michigan State University Program in Mathematics Education Colloquium Series. East Lansing, MI. Retrieved from <https://tinyurl.com/2u23heyd>.
35. **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.

Invited Conference Paper Presentations:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A.** (2023). So, I persisted but have I ever truly existed: An intersectional critique about problems of persistence and 'pipelines' in STEM higher education. Discussant paper presented in the *Developing Undergraduate Studies' Science Identities & Experiences* paper session at the 48th Annual Association for the Study of Higher Education Conference. Minneapolis, MN.
2. **Leyva, L. A.** (2023). Sites for intersectional disruption of STEM education as a white, cisheteropatriarchal space. Discussant paper presented in the *Aspirations & Agency among Minoritized Communities in STEM* paper session at the 48th Annual Association for the Study of Higher Education Conference (Council of Ethnic Participation Preconference). Minneapolis, MN.
3. **Leyva, L. A.** (2023). Logics and mechanisms of instruction that reinforce undergraduate calculus as a racialized and gendered experience for historically marginalized populations in STEM. Talk delivered at the 2023 Joint Mathematics Meetings (NSF Session on Outcomes and Innovations from NSF Undergraduate Education Programs in the Mathematical Sciences). Boston, MA.
4. **Leyva, L. A.** (2022). What and whose stories are told in mathematics education and towards what ends? Discussant paper presented in the SIG-Research in Mathematics Education at the American Educational Research Association Annual Meeting. San Diego, CA.
5. **Leyva, L. A.** (2021). Perspectives on LGBTQ+ inclusion in mathematics teaching practices. Moderator paper presented in a panel session at the TODOS Conference. Virtual.
6. **Leyva, L. A.** (2021). A re-imagining of inclusivity in mathematics education through teaching, learning, and professional development. Discussant paper presented in the Special Interest Group: Research in Mathematics Education poster session at the American Educational Research Association Annual Meeting. Virtual.
7. **Leyva, L. A.** (2021). Dismantling oppressive STEM epistemologies: An intersectional perspective on critical transdisciplinarity. Discussant paper presented in the Special Interest Group: Cultural-Historical Research paper session at the American Educational Research Association Annual Meeting. Virtual.
8. **Leyva, L. A.** (2020). A framework for detailing white, heteropatriarchy in mathematics education. Presentation for the *Equity in Mathematics Education* topic study group at the 14th International Congress on Mathematical Education. Shanghai, China. (Conference cancelled)
9. ***Marshall, B. L., ***McNeill, R. T., & **Leyva, L. A.** (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.
10. **Leyva, L. A.** (2018). Toward intersectional LGBTQ+ inclusivity in undergraduate engineering education. Paper presentation delivered for the LGBTQ Inclusion in Engineering Workshop at the Georgia Institute of Technology (Supported by the National Science Foundation Division of Social and Economic Sciences Grant No. [1656085](#)). Atlanta, GA.

11. **Leyva, L. A.** (2018). Exploring potentially marginalizing events and insights for equity-oriented instruction in undergraduate mathematics classrooms. 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.
12. **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. Presentation delivered at Joint Mathematics Meetings. Baltimore, MD.
13. **Leyva, L. A.** (2018). Detailing STEM educational opportunities that affirm marginalized students’ intersectional identities. Panel presentation delivered at the American Association of Physics Teachers Summer Meeting. Washington, D.C.
14. **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. Presentation at the Joint Mathematics Meetings. San Diego, CA.
15. **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.

Invited Panels:

1. Johnson, K. A., & **Leyva, L. A.** (2024). Dissertation Former Fellows Panel. Presentation delivered at the National Academy of Education Fall Retreat. Washington, D.C.
2. Jett, C. C., & **Leyva, L. A.** (2024). Early-career advice. Panel organized by the Equity in Math Education Research Grants Program (National Academy of Education). Washington, D.C.
3. Hall, C. N., Harper, J., Hutchings, Q., **Leyva, L. A.**, & Okello, W. K., & Stewart, T. J. (2023). People-driven work in academia. Panel organized by the Council on Ethnic Participation’s Mentor-Protégé Program in the Association for the Study of Higher Education. Virtual.
4. Joseph, N. M., **Leyva, L. A.**, Major, J. C., & Ramirez, D. (2023). Re-centering historically marginalized mathematics learners’ experiences to advance intersectional justice. Panel workshop organized by the Charles A. Dana Center at The University of Texas at Austin. Austin, TX.
5. **Leyva, L. A.**, Rodriguez-Diaz, C., White, B., & Veldhuis, C. (2023). Navigating identity and career: LGBTQ+ perspectives in STEM. Panel presentation delivered for the Inclusion and Advancement of LGBTQ+ People in STEM Field symposium organized by the American Association for the Advancement of Science and Institute for Sexual and Gender Minority Health. Washington, D.C.
6. Xavier Hall, C. D., & **Leyva, L. A.** (2023). Identifying barriers and supports in STEM recruitment among sexual and gender minority youth and young adults. Webinar presentation delivered for the Scientific Webinar Series hosted by the Sexual & Gender Minority Research Office at the National Institutes of Health. Virtual.

7. Hunter, A., Topaz, C., Wilson-Kennedy, Z., Klingbeil, N., & **Leyva, L. A.** (2023). Uprooting the STEM weed-out system. Panel presentation for *The Mathematics of Opportunity: Advancing by Degrees* Conference for Just Equations. Virtual.
8. Gresalfi, M., **Leyva, L. A.**, & Reeves, M. (2022). Institutional investments/inclusive education. Panel presentation delivered for the *Community Support, Partnerships, and Inclusive Environments for Black Students and Professionals in Science, Engineering, and Medicine* workshop as part of the Roundtable on Black Men & Black Women in Science, Engineering & Medicine hosted by the National Academies of Sciences, Engineering & Medicine. Virtual.
9. **Leyva, L. A.**, Pantula, S. G., & Burn, H., (2022). Math as a gatekeeper to STEMM. Panel presentation delivered for the *Community Conversation* series hosted by the STEM Equity Achievement Change and Improving Undergraduate STEM Education Initiative (American Association for the Advancement of Science). Virtual.
10. Adams Corral, M., Frank, T., **Leyva, L. A.**, & Webb, J. (2022). What are our responsibilities to mathematics teacher education in this moment. Opening panel presentation delivered for 26th Annual Conference of the Association of Mathematics Teacher Educators. Henderson, NV.
11. **Leyva, L. A.**, Spangler, D., & Berry, R. (2019). Advocacy: It's not just for breakfast anymore. Panel presentation for the Emerging Issues Committee delivered at the 2019 Association of Mathematics Teacher Educators Conference. Orlando, FL.
12. 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.

Invited Posters:

1. **Leyva, L. A.**, Lahme, B., Ford, B., & Ortega, O. (2023). Supporting HSI STEM departments to achieve transformative inclusion in undergraduate STEM. Poster presented at the NSF PI Conference for the Hispanic-Serving Institutions Program. San Antonio, TX.
2. **Leyva, L. A.** (2023). Racial and gender equity in instruction across gateway mathematics courses for STEM majors. Poster presented at the Vanderbilt Regional Innovation Showcase. Nashville, TN.

Refereed Conference Presentations:

(*** = Ph.D. student; ** = master's student; * = undergraduate student)

1. **Leyva, L. A.**, **Kindall, E., **Balmer, B. R., & ***Asada, M. (2025). Trans*forming postsecondary STEM education for intersectional justice: A counter-storytelling of support among U.S. queer trans* and nonbinary students of color in STEM majors. Paper accepted for presentation at the Gender & Education Association Conference. Manchester, UK.

2. **Leyva, L. A.**, ***Landeros, E. F., ***Asada, M., ***Castillo, M. M., Byrne, M., & *López-Bazán, R. (2025). Undergraduate Latin* students' counter-stories of (in)equitable support in entry-level mathematics instruction at a Hispanic-Serving Institution. Paper presented at the Critical Race Studies in Education Association Conference. Detroit, MI.
3. ***Asada, M., Battey, D., **Leyva, L. A.**, ***Castillo, M. M., & Weber, K. (2025). An intersectional quantitative analysis of undergraduate students' responses to racialized and gendered instructional events in undergraduate calculus. Poster presented at the 27th Annual Conference on Research in Undergraduate Mathematics Education. Alexandria, VA.
4. **Leyva, L. A.** (2025). An analysis of culturally-affirming features of instruction in introductory mathematics courses for Latin* student STEM success at a Hispanic-Serving Institution. Contributed paper accepted for the Joint Mathematics Meetings. Seattle, WA.
5. **Leyva, L. A.** (2024). Counter-storytelling the intersectionality of mathematics experiences among undergraduate queer and trans* students of color in STEM majors. Symposium paper presentation accepted for the National Council of Teachers of Mathematics Research Conference (Session organizer). Chicago, IL.
6. ***Mitchell, N. D., **Leyva, L. A.**, *Lewis, R., & *López-Bazán, R. (2023). Be 'shy' or be served: Latin* women's intersectionality through instructional experiences in introductory mathematics courses. Symposium paper presented in Division J at the annual meeting of the American Educational Research Association (Session organizer). Chicago, IL.
7. Byrne, M., H., **Leyva, L. A.**, ***Mitchell, N. D., & *López-Bazán, R. (2023). Seeing through windows and holding up mirrors: An analysis of rehumanizing servingness through mathematics instruction. Symposium paper accepted in SIG-RME for presentation at the annual meeting of the American Educational Research Association. Chicago, IL.
8. **Leyva, L. A.**, & **Balmer, B. R. (2022). Identity-affirming practices of classroom teaching and campus support for undergraduate queer and trans* students of color in STEM. Workshop delivered for the 12th Annual Out in STEM Conference. Boston, MA.
9. **Leyva, L. A.**, ***Asada, M., Battey, D., Weber, K., Hyland, N., ***Amman, K., ***Marshall, B. L., & ***McNeill, R. T. (2022). Challenging, operationalizing, and understanding racialized and gendered events (COURAGE) in undergraduate calculus. Poster presented at the National Science Foundation's Improving Undergraduate STEM Education (IUSE) Summit. Washington, D.C.
10. **Leyva, L. A.**, **Balmer, B. R., ***Marshall, B. L., ***McNeill, R. T., **Jefferson, A., & **Roditti, N. (2022). Characterizing agency among gender-expansive Black and Latin* students with queer sexual identities in undergraduate STEM. Symposium paper presented in the SAGE Committee at the American Educational Research Association Annual Meeting (Session organizer). San Diego, CA.
11. **Leyva, L. A.**, & ***McNeill, R. T. (2022). Pedagogy as a site of reinforcing and disrupting STEM as a white, cisheteropatriarchal space. Symposium paper presented in the SAGE Committee at the American Educational Research Association Annual Meeting (Session organizer). San Diego, CA.

12. **Leyva, L. A.** (2022). Approaching to STEM educational research through theoretical perspectives of Queer of Color and Analysis in Education (QOCCAE) and Queer Crit (Queer Critical Race Theory). Symposium paper presented in the SIG-Queer Studies at the American Educational Research Association Annual Meeting. San Diego, CA.
13. ***McNeill, R. T., **Leyva, L. A.**, & **Jefferson, A. (2022). "It was my breaking point": A DisCrit case-study of a Black woman in college calculus. Symposium paper presented in Division G at the American Educational Research Association Annual Meeting San Diego, CA.
14. Joseph, N. M., **Leyva, L. A.**, & Horn, I. S., (2022). Engaging radical practices to realize the full potential of lab communities. Symposium paper presented in Division G at the American Educational Research Association Annual Meeting. San Diego, CA.
15. ***Marshall, B. L., ***McNeill, R. T., & **Leyva, L. A.** (2021). Racialized and gendered benevolence across instructors' and students' perceptions of calculus instruction. Paper presented at the Northeastern Research Conference on Undergraduate Mathematics Education. Virtual.
16. **Leyva, L. A.**, Logue, A., Moena, R., Snell, M., & Dadgar, M. (2021). Solving for equity: Design and implementation of new mathematics pathways. Panel presented at the American Association of State Colleges and Universities Academic Affairs Summer Meeting. Virtual.
17. **Leyva, L.A.**, **King, V. E., ***Marshall, B. L., & ***McNeill, R.T. (2021). Counter-storytelling queer women of color's experiences of undergraduate STEM education as a white, cis-heteropatriarchal space. Paper presented at the Division E: Counseling & Human Development paper session at the American Educational Research Association Annual Meeting. Virtual.
18. **Leyva, L.A.**, ***McNeill, R.T., *Alley, Z.D., **Guzmán, O., & **King, V. E. (2021). Queer Black and Latinx men's counter-stories of undergraduate STEM education as a white, cis-heteropatriarchal space. Paper presented at the Special Interest Group: Queer Studies paper session at the American Educational Research Association Annual Meeting (Session organizer). Virtual.
19. **Leyva, L. A.**, **Balmer, B. R., & ***McNeill, R. T. (2021). A review of equity-oriented research for a proposed framework of equitable practices undergraduate mathematics. Paper presented at the Special Interest Group: Research in Mathematics Education paper session at the American Educational Research Association Annual Meeting (Session organizer). Virtual.
20. ***Marshall, B. L., **Leyva, L. A.**, & ***McNeill, R. T. (2021). Instructors' and students' perceptions of calculus instruction through the lens of white, patriarchal benevolence. Paper presented in the Special Interest Group: Research in Mathematics Education paper session at the American Educational Research Association Annual Meeting (Session organizer). Virtual.
21. ***McNeill, R. T., **Leyva, L. A.**, & ***Marshall, B.L. (2021). "They're just students. There's no clear distinction": Detailing colorblindness in instructor perceptions of calculus instruction. Paper presented in the Special Interest Group: Research in Mathematics Education American Educational Research Association Annual Meeting. Virtual.

22. **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)
23. **Leyva, L. A.**, & ***McNeill, R. T. (2020). Exploring perceptions of entry-level mathematics instruction among Black and Latinx women in STEM majors. Paper presented at the American Educational Research Association Annual Meeting. San Francisco, CA. (Conference canceled)
24. ***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 classes. Poster presented at Research in Undergraduate Mathematics Education Conference. Boston, MA.
25. **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.
26. ***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.
27. **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.
28. ***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.
29. 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.
30. **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.
31. **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.

32. **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.
33. **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.
34. **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.
35. 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.
36. **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.
37. 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.
38. **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.
39. **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.
40. **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.
41. 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.
42. 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.

43. **Leyva, L. A., *Massa, J., & Battey, D. (2015).** Queering engineering: A proposed conceptual framework for detailing the lived experiences of LGBTQ+ students in undergraduate engineering. Workshop presented at the Out in STEM 5th Annual Conference. Pittsburgh, PA.
44. 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.
45. **Leyva, L. A. (2014).** MATHulinites: An intersectional analysis of racialized masculinities in mathematics. Workshop presented at the Out in STEM 4th Annual Conference, Atlanta, GA.
46. **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.
47. 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.
48. **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.
49. **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.
50. **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.
51. 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.
52. **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.

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 |

Leyva CV

- 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 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
- 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
- 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 Graduate Student Travel Scholarship, Association for the Study of Higher Education
- 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

Graduate Courses:

Vanderbilt University (2016 – Present)

- EDUC 6040 *Analysis of Teaching*
- EDUC 7300 *Power & Identity in STEM*
- EDUC 7500 Special Topics in Education
 - *Diversity & Equity in STEM Learning Environments*
 - *Advanced Qualitative Methods: Interviewing*
- EDUC 8010 *Inquiry into Education*
- EDUC 8040 *Diversity and Equity in Education*

Leyva CV

- EDUC 9700 *Doctoral Research Groups*
 - *Anthropological Inquiry in Educational Research*
 - *Identities across Educational Contexts*
 - *Queer & Intersectional Methods and Pedagogies in Edu.*
- EDUC 7960 *Readings & Research in Leadership Policy Studies*
(Independent study)
- EDUC 9960 *Readings & Research in Education* (Independent study)
- MTED 6250 *Advanced Teaching of Mathematics in the Elementary School*

Rutgers University (2013 – 2016)

- COLLEGE TEACHING 601 *Excellence in Undergraduate Mentoring I*
- COLLEGE TEACHING 603 *Excellence in Undergraduate Mentoring II*
- COLLEGE TEACHING 855 *Introduction to College Teaching*
- COLLEGE TEACHING 857 *Introduction to Online & Hybrid Teaching*
- COLLEGE TEACHING 865 *Designing Your Own Course*

Undergraduate Courses:

Vanderbilt University (2016 – Present)

- EDUC 3850 *Independent Study in Education*
 - *Equity & Diversity in Higher Education*
 - *Race, Masculinities & Identity in STEM Education*
- MTED 2200 *Mathematics for Elementary Teachers*
- MTED 3250 *Teaching Mathematics in Elementary Schools*
- MTED 3251 *Practicum for Elementary Mathematics*
- WGS 3850 *Independent Study in Women's & Gender Studies*
 - *Intersectionality in STEM Higher Education*

Rutgers University (2011 – 2015)

- EDUCATION 341 *Modern High School Mathematics*
- EDUCATION 342 *Supervised Undergraduate Tutoring in Mathematics**
- EDUCATION 401 *Individual & Cultural Diversity in the Classroom*
- EDUCATION 441 *Teaching Mathematics in the Elementary School*

Invited Course Presentations:

2025 TE 950: Mathematical Ways of Knowing (Dr. Sandra Crespo, Michigan State University, Ph.D. in Mathematics Education program)

- 2024 EDDL 921: Theories of Learning and Student Development in Science and Mathematics (Dr. Maria Zavala, San Francisco State University, Ed.D. in Educational Leadership program)
- 2024 EDUC 6050: Culture, Identity, and Education (Dr. Karisma Morton, University of North Texas, Ph.D. in Curriculum & Instruction program)
- 2024 EDUC 503: Proseminar in Educational Research (Dr. Keith Weber, Rutgers University, Ph.D. in Education program)
- 2024 GSS 2243: Sociologies of Men and Masculinity (Dr. Stacy C. Simplican, Vanderbilt, Gender & Sexualities Studies undergraduate program)
- 2024 MHS 1001: Commons iSeminar – LGBTQ Rights, Health & Wellness (Dr. Gilbert Gonzales, Vanderbilt, Undergraduate Residential Colleges program)
- 2023 ED 293: *Equity in STEM* (Dr. Sarah Roberts, University of California – Santa Barbara, Graduate School of Education)
- 2023 EDAD 689: *Special Topics in Intersectionality* (Dr. Chayla Haynes Davison, Texas A&M University, Educational Administration graduate program)
- 2022 EDUC 8178: *Advanced Seminar on Learning in Math & Science Education* (Dr. Melissa Braaten, CU Boulder, STEM Education Ph.D. program)
- 2021 SCED 2330: *Pedagogy Seminar* (Dr. Heather Johnson & Dr. Jessica Watkins, Vanderbilt, Center for Teaching’s undergraduate learning assistant program)
- 2021 *Mathematics Education Research Group* (Dr. Jessica Ellis Hagman, Department of Mathematics, Colorado State University)
- 2021 EDUC 7500: *Advanced Qualitative Methods: Interviewing* (Dr. Ilana Horn, Vanderbilt University, Ph.D. program in Learning, Teaching & Diversity)
- 2021 EDUC 7100: *Learning Out of School* (Dr. Rogers, Hall, Vanderbilt University, Learning & Design master’s program)
- 2021 EDUC 3890/7500: *Special Topics in Education – Intersectionality* (Dr. Nicole Joseph, Vanderbilt University)
- 2021 EDU294: *Research Seminar in Science, Mathematics & Agricultural Education* (Dr. Rebecca Ambrose, University of California – Davis)
- 2021 UED 70600: *Introduction to Research Methods* (Dr. Ariana Mangual Figueroa, The Graduate Center, CUNY)
- 2020 *Gallagher & Voigt Mathematics Education Research Group* (Dr. Eliza Gallagher & Dr. Matthew Voigt, Clemson University)

Leyva CV

2020	EDUC 704: <i>Issues of Gender in STEM and STEM Education</i> (Dr. Enrique Suárez, University of Massachusetts – Amherst)
2020 - 2021	EDUC 7810: <i>Inquiry into Contexts</i> (Dr. Marcy Singer Gabella, Vanderbilt University, M. Ed. program in Learning & Design)
2020	LPO 8810: <i>Research Design and Methods for Education Policy</i> (Dr. Ellen Goldring, Masters of Public Policy in Education program)
2020	EDUC 7100: <i>Learning Out of School (in the Wild)</i> (Dr. Rogers, Hall, Vanderbilt University, M.Ed. program in Learning & Design)
2020	EDUC 3890/7500: Fundamentals of Qualitative Research in Educational Contexts (Dr. Nicole Joseph, Vanderbilt University, Undergraduate seminar)
2019 -2022	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)
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)
2016-2022	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)

P-12 Mathematics:

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

ADVISING

Doctoral Students

Primary Advisor:

Elsa F. Landeros (Justice, Diversity & Education concentration), 2024 – Present

- Graduate Research Fellowship Program (Honorable Mention), National Science Foundation
- Russell G. Hamilton Scholar (Provost's Graduate Fellowship), Vanderbilt Graduate School
- Southern Education Leadership Initiative Fellow (2025)

Nicollette D. Mitchell (Justice, Diversity & Education concentration), 2021 – Present

- National Academy of Education/Spencer Foundation Dissertation Fellow (2025)
- Russell G. Hamilton Scholar (Provost's Graduate Fellowship), Vanderbilt Graduate School
- Bonsal Applied Education Research Award, Vanderbilt University – Peabody College

R. Taylor McNeill (Mathematics & Science Education concentration), 2019 – 2024

- Russell G. Hamilton Scholar (University Graduate Fellowship), Vanderbilt Graduate School
- Current Position: Assistant Professor, Michigan State University

Committee Member:

Marlena Eanes, Vanderbilt University

Efrat Ayalon, Vanderbilt University

Christopher Roman, Portland State University

Morgan Mitchell, University of Houston

Elizabeth Metts, Vanderbilt University

Bethany Daniel, Vanderbilt University

Katherine Schneeberger McGugan, Vanderbilt University

Abigail Do, Vanderbilt University

Matthew Voigt, San Diego State University & University of California – San Diego

Lydia Bentley, Vanderbilt University

Early-Career Faculty:

Chair:

Meghan Riling (Assistant Professor of the Practice, Teaching & Learning), 2023 – Present

Committee Member:

Cristina Zepeda (Assistant Professor, Psychology & Human Development), 2023 – Present

Postdoctoral Fellows (committee member):

Monica Ridgeway (Vanderbilt Chancellor's Academic Pathways Postdoctoral Fellow), 2017 – 2019

Professional Students (capstone reader):

Kaitlyn Kelleher, Vanderbilt University

Undergraduate Students (thesis reader):

Elisa Park, Vanderbilt University (Medicine, Health & Society)

Jenny Lee, Harvey Mudd College (Mathematics)

Samantha Hod, Rutgers University (Mathematics & Dance)

- Recipient of the 2013 Henry Rutgers Scholar Award, \$1,460

SUPERVISED RESEARCH & MENTORSHIP:

Doctoral Students:

Maria Maria Castillo (Leadership & Policy Studies), Vanderbilt University, 2023 – Present

- Jackson Scholar, University Council of Education Administration (2024-2026)

Megumi Asada (Mathematics Education), Rutgers University, 2021 – Present

- National Academy of Education/Spencer Foundation Dissertation Fellow (2025)

Brittany L. Marshall (Mathematics Education), Rutgers University, 2019 – 2024

- Current Position: Assistant Professor, San Diego State University

Master's & Professional Students:

Elsie Kindall (Public Policy), Vanderbilt University, 2022 – 2023

Rocío Posada-Castañeda (Public Health), Vanderbilt University, 2022 – 2023

Lorely Chávez (Public Health & Latin American Studies), Vanderbilt University, 2021 – 2022

Janaya Little (Learning, Diversity & Urban Studies), Vanderbilt University, 2021

Michael Parker (Finance), Vanderbilt University, 2021

Aneva Jefferson (Community Development & Action), Vanderbilt University, 2021 – 2022

Niccolo Roditti (Community Development & Action), Vanderbilt University, 2021 – 2022

B R. Balmer (Community Development & Action), Vanderbilt University, 2019 – 2022

Oscar A. Guzmán (Human Development Counseling), Vanderbilt University, 2019 – 2020

Virginia Elizabeth King (Child Studies), Vanderbilt University, 2019 – 2021

Qinyuan Gu (International Education Policy & Management), Vanderbilt University, 2019

Undergraduate Students:

Shalini Thinakaran (Biology & Latin American Studies), Vanderbilt University, 2022 – 2023

Gabriela Nguena Jones (Neuroscience), Vanderbilt University, 2022 – 2023

- Ingram Scholars Program

Enrique Abreu-Ramos (Cognitive Sciences), Vanderbilt University, 2020 – 2023

Alexandria Cervantes (Mathematics), California State University – Monterey Bay, 2018

- Summer research at Vanderbilt funded by the McNair Scholars Program and Undergraduate Research Opportunities Center at California State University – Monterey Bay

Zander Alley (Human & Org. Development & Political Science), Vanderbilt University, 2018 – 2020

- Recipient of the 2018 Vanderbilt University Summer Research Program Fellowship
- Recipient of the 2018 Peabody College Dean's Office Undergraduate Travel Award

Jacob Massa (Chemical Engineering), Rutgers University, 2015 – 2016

- Independent study to conduct literature review on the experiences of LGBTQ+ students in undergraduate engineering

SERVICE

Professional Field

Editorial Leadership:

2025 – Present	Editorial Board Member, <i>Educational Studies in Mathematics</i>
2025 – Present	Editorial Board Member, <i>The Journal of Higher Education</i>
2025 – Present	Associate Editor, <i>International Journal of LGBTQ+ Youth Studies</i>
2022 – Present	Editorial Board Member, <i>International Journal of Qualitative Studies in Education</i>
2022 – Present	Editorial Panel Member, <i>Journal for Research in Mathematics Education</i> <ul style="list-style-type: none"> • Committee Chair for Editorial Panel, National Council of Teachers of Mathematics
2022 – 2024	Editorial Board Member, <i>Journal of Diversity in Higher Education</i>
2019 – Present	Editorial Board Member, <i>Journal of Minority Achievement, Creativity, and Leadership</i>
2019 – 2021	Editorial Board Member, <i>AERA Open</i>
2017 – 2020	Editor, “Inclusion/Exclusion” Blog, American Mathematical Society

Mentorship:

2025 – Present	<i>Mentor</i> , Individual Mentoring Grant Program (Rutgers University Equity & Inclusion)
2024 – Present	<i>Mentor</i> , National Academy of Education Professional Development Retreats

Advisory Boards:

2024 – Present	<i>Member</i> , Equity in Math Education Research Grants (EMERG) Program
2024 – 2025	<i>Member</i> , CAREER: Black Feminist Epistemologies: Building a Sisterhood in Computing, National Science Foundation, Division of Equity for Excellence in STEM (Grant No. 2422606)
2024 – 2025	<i>Member</i> , Inclusive Excellence 3 Learning Community (Vanderbilt University), Howard Hughes Medical Institute
2023 – Present	<i>Member</i> , Identifying and Promoting Mechanisms by Which Learning Assistants Foster Belonging and Self-Efficacy in Underserved Student Populations, National Science Foundation, Division of Undergraduate Education (Grant No. 2235344)
2023 – Present	<i>Member</i> , Active Assessment Supported by Communities of Practice in Mathematics, National Science Foundation, Division of Undergraduate Education (Grant No. 2225295)

Leyva CV

2022 – Present	<i>Member</i> , Improving Undergraduate Mathematics Education with Interleaving, National Science Foundation, Division of Undergraduate Education (Grant No. 2225258)
2022 – Present	<i>Member</i> , Just Equations
2022 – 2023	<i>Member</i> , Measuring Inclusive Constructs of Mathematics Identity (MICMI), Advanced Education Research and Development Fund
2020 – 2025	<i>Member</i> , Anti-Deficit Learning and Teaching (ADeLanTe): A Community Project Centering Race, Gender, and Mathematics, National Science Foundation, Division of Undergraduate Education (Grant No. 2021313)
2019 – 2022	<i>Member</i> , Multiple Intersectionalities among Faculty in STEM: An Arts-Informed Exploratory Study (MiaFS), TERC
2018 – 2022	<i>Member</i> , Collaborative Research: Reshaping Mathematical Identity by Valuing Creativity in Mathematics, National Science Foundation Division of Undergraduate Education (Grant No. 1836369 and 1836371)

Fellowship and Award Review Panels:

2025	“Books of the Year” Award Selection Committee, American Association of Hispanics in Higher Education
2025	Award for Impact on Teaching and Learning of Mathematics (American Mathematical Society)
2024	Research Grants on Reducing Inequality (William T. Grant Foundation)
2024	National Academy of Education/Spencer Foundation Dissertation Fellowship
2024	Lathisms Scholarship (Latinxs and Hispanics in the Mathematical Sciences)
2020	Balance the Equation – A Grand Challenge for Algebra 1 (Bill & Melinda Gates Foundation)
2018 – 2023	National Science Foundation

National Conference Leadership:

2025 – Present	<i>Member</i> , Publications Committee, American Association of Hispanics in Higher Education
2025	<i>Mentor</i> , SIG on Qualitative Research, American Educational Research Association
2024 – Present	<i>Communications Chair</i> , Special Interest Group for Socio-Political Issues in Mathematics and Science Education, American Educational Research Association

Leyva CV 2024	<i>Mentor</i> , Research in Undergraduate Mathematics Education Conference
2023 – 2024	<i>Member</i> , Local Organizing Committee, Mathematics Education & Society Conference <ul style="list-style-type: none"> • <i>Member</i>, Proceedings Subcommittee
2023	<i>Section Co-Chair</i> , Program Committee, Association for the Study of Higher Education Conference
2022 – 2024	<i>Mentor</i> , Special Interest Group for Research in Mathematics Education, American Educational Research Association
2021 – 2024	<i>Member at Large</i> , Division J (Postsecondary Education), American Educational Research Association Annual Meeting
2020	<i>Convener</i> , Racial Justice in Education & Society Virtual Conference (Vanderbilt Initiative for Race Research & Justice, Dr. Tyrone Howard)
2019 – 2021	<i>Events Officer</i> , Board for the Special Interest Group for Research in Mathematics Education, American Educational Research Association
2019 – 2020	<i>Organizing Committee Member</i> , Critical Issues in Mathematics Education Workshop, Mathematical Sciences Research Institute
2018	<i>Member</i> , Ad-Hoc Committee for the Advancement of LGBTQ+ Inclusion in the Research in Undergraduate Mathematics Education (RUME) Community
2017 – 2020	<i>Program Committee Member</i> , Research in Undergraduate Mathematics Education Conference
2016 – 2018	<i>Chair</i> , Cross-Division Task Force, Division J (Postsecondary Education), American Educational Research Association Annual Meeting
2016 – 2017	<i>Working Group Facilitator</i> , Equity Perspectives in Undergraduate Mathematics Education, Research in Undergraduate Mathematics Education Conference
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> , Division J, American Educational Research Association Annual Meeting

Leyva CV

- 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

National Conference Reviewer:

American Educational Research Association Annual Meeting

- Committee on Scholars and Advocates for Gender Equity in Education
- Division C (Learning & Instruction – Mathematics)
- Division G (Social Contexts in Education)
- Division J (Postsecondary Education)
- Division K (Teaching & Teacher Education)
- Special Interest Group – Critical Examination of Race, Ethnicity, Class, and Gender in Educ.
- Special Interest Group – Qualitative Research
- Special Interest Group - Research in Mathematics Education
- Special Interest Group – Sociopolitical Issues in Mathematics and Science Education
- Special Interest Group – Queer Studies

Association for the Study of Higher Education National Conference

Association of Mathematics Teacher Educators Conference

Critical Race Studies in Education Association Conference

National Council of Teachers of Mathematics Research Conference

Psychology of Mathematics Education - North American Chapter

Research in Undergraduate Mathematics Education Conference

National Conference Session Chair:

- 2016 American Society of Engineering Education Annual Conference & Exposition
- 2015 – Present American Educational Research Association Annual Meeting
- 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

Book Reviewer:

- 2024 Routledge/Taylor & Francis
- 2022 Harvard Education Press
- 2018 Association for Women in Mathematics Book Series (Springer)
- 2016 Research in Mathematics Education Book Series (Springer)

Leyva CV

Ad-Hoc Journal Reviewer:

ACM Transactions on Computing Education

AERA Open

American Educational Research Journal

CBE – Life Sciences Education

Cognition & Instruction

Contemporary Educational Psychology

Education Sciences

Educational Researcher

Educational Studies

Educational Studies in Mathematics

Equity & Excellence in Education

Frontiers in Education

Gender and Education

Int'l. J. of LGBTQ+ Youth Studies

Int'l. J. of Qualitative Studies in Education

Int'l. J. of Research in Undergraduate Math Educ.

Int'l. Journal of STEM Education

Journal for Research in Mathematics Education

J of Critical Schol. on Higher Educ. & Student Affairs

Journal of Diversity in Higher Education

Journal of Engineering Education

The Journal of Higher Education

Journal of Hispanic Higher Education

Journal of Learning Sciences

The Journal of Mathematical Behavior

Journal of Mathematics Teacher Education

J. of Minority Ach., Creativity & Leadership

Journal of Urban Education

J. of Women & Minorities in Science & Eng.

Mathematics Education Research Journal

Mathematics Teacher Educator

Pedagogy, Culture & Society

PLOS ONE

Problems, Resources & Issues in Math Und. Studies

Qualitative Research

The Review of Higher Education

Review of Educational Research

Review of Research in Education

School Science and Mathematics

Teachers College Record

Urban Education

Whiteness and Education

ZDM – Mathematics Education

Vanderbilt University

2024	<i>Member, Campus Reading Committee</i>
2024	<i>Invited Panelist, “Teaching at Vanderbilt” Orientation for New Faculty (Center for Teaching)</i>
2024 – 2025	<i>Member, Provost’s Graduate Fellowship Program Review Committee</i>
2023	<i>Member, Provost’s Task Force on LGBTQ+ Legislation in Tennessee</i>
2023	<i>Invited Speaker, Office of Biomedical Research Education and Training</i>
2023	<i>Faculty VUceptor, Visions Program (First-year student seminar initiative)</i>
2023	<i>Invited Speaker, Junior Faculty Teaching Fellowship (Center for Teaching)</i>
2022	<i>Invited Speaker, Faculty Dinner at Commons (West House)</i>
2021	<i>Invited Speaker, Martha Ingram Commons Dinner at the Dean’s Residence</i>
2021	<i>Invited Facilitator, Course Design Institute on Inclusive Teaching (Center for Teaching)</i>

2021	<i>Invited Presenter</i> , Promoting Persistence in STEM Learning (Center for Teaching)
2020	<i>Invited Contributor</i> , Caring and Supporting LGBTQ+ Students (Center for Teaching & K.C. Potter Center)
2020 – 2025	<i>Advisory Board Member</i> , Initiative for Race, Research & Justice
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> , Undergraduate Summer Research Program
2019	Panelist, “LGBTQ+ People in STEM” Panel Discussion, Lambda Association (undergraduate gender-sexuality-intersex alliance)
2018	<i>Faculty Judge</i> , Vanderbilt University Undergraduate Research Fair
2018 – 2023	<i>Faculty Facilitator</i> , LGBTQI Latinx Affinity Group (LatinQ)
2018 – 2019	<i>Participant</i> , Latinx Community Café y Conversación
2017 – 2018	<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

Peabody College

2025	Invited Panelist, Faculty Panel (“Grants, Grinding, and Grace: How to Write and Manage a Successful Grant”), Peabody Student Life
2024	<i>Invited Panelist</i> , Faculty Panel for “Explore Peabody” (Admissions event for prospective master’s and Ed.D. students)
2023 – 2025	<i>Departmental At-Large Representative</i> , Faculty Council <ul style="list-style-type: none"> • <i>Member</i>, Faculty Affairs Committee • <i>Member</i>, Faculty/Staff Awards Committee (2025)

2022	<i>Invited Panelist</i> , Fall into PRO (Lunch for Assistant Professors to discuss opportunities in the Peabody Research Office), Peabody Research Office
2022	<i>Invited Panelist</i> , Faculty Panel for Admitted Master's Student Event
2021	<i>Invited Presenter</i> , Peabody Research Spotlight
2020	<i>Invited Presenter</i> , Faculty FaceTime Fridays (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 – 2020	<i>Member</i> , Faculty Council - Equity, Diversity, and Inclusion Committee
2016 – 2018	<i>Participant</i> , Social Contexts of Education Workshop
2016 – 2018	<i>Participant</i> , Research, Advocacy, Collaboration, Empowerment Mentoring

Department of Teaching & Learning

2025 – Present	<i>Member</i> , STEM Learning/Learning Sciences & Research Methods/Design (Certificates and Micro-Credentials)
2023 – 2025	<i>Chair</i> , Justice & Diversity in Education area specialization of the Learning, Teaching & Diversity Ph.D. program
2021	<i>Member</i> , Russell G. Hamilton Research Mini-Grants Committee
2021	<i>Reviewer</i> , Secondary Education Action Research & Capstone Projects
2020	<i>Member</i> , Otto Bassler Dissertation Award Committee
2019 – 2020	<i>Member</i> , Strategic Planning Committee
2018	<i>Panelist</i> , Doctoral Student Association's Brown Bag Lunch Club Series
2018	<i>Member</i> , Elementary Literacy Education Practice Faculty Search Committee
2017 – 2020	<i>Member</i> , Diversity & Inclusion Committee
2017 – Present	<i>Faculty Reviewer</i> , Ph.D. Presentation Day
2017 – Present	<i>Reviewer</i> , Learning & Design (M. Ed. Program) Capstone Projects
2016 – Present	<i>Member</i> , Learning, Diversity & Urban Studies (master's program)
2016 – Present	<i>Member</i> , Learning & Design Area Specialization (master's program)

Leyva CV

2016 – Present

Member, Early Childhood & Elementary Education Program

2016 – Present

Member, Learning, Teaching & Diversity (Ph.D. program)