

ROCHELLE GUTIÉRREZ

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University of Illinois at Urbana-Champaign
Champaign, Illinois 61820
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EDUCATION

UNIVERSITY OF CHICAGO

PhD, Education (Curriculum and Instruction), December 1995, cum laude

M.A., Social Sciences, March 1995

Dissertation title-- *Beyond Tracking: How the Beliefs, Practices, and Cultures of High School Mathematics Departments Influence Student Advancement*

STANFORD UNIVERSITY

B.A., Human Biology, 1990

PROFESSIONAL EXPERIENCE

Professor, Department of Curriculum and Instruction, College of Education, University of Illinois at Urbana-Champaign (Aug. 2011 -- present). Faculty Affiliate, Department of Latina/Latino Studies. (Aug. 2011--present)

Associate Professor, Department of Curriculum and Instruction, College of Education, University of Illinois at Urbana-Champaign (Jan. 2002- present). Faculty Affiliate in Latina/Latino Studies. (Jan. 2002 – Aug. 2011)

Fulbright Scholar, Center for International Exchange of Scholars. (May 2004 - May 2005).

Maternity leave (Aug. 2003-Jan. 2004)

Assistant Professor in the Department of Curriculum and Instruction, College of Education, University of Illinois at Urbana-Champaign (Jan. 1996-Jan. 2002). Faculty Affiliate in Latina/Latino Studies. (Aug. 1996-Jan. 2002)

RELATED ACADEMIC EMPLOYMENT (Partial List)

Research Assistant. Opportunity to Learn: A Study of American High Schools (awarded by the National Science Foundation to Charles Bidwell and Anthony Bryk). (11/93-5/94)

Evaluation Associate. University of Chicago School Mathematics Project. Textbook Evaluation Team (Transition Mathematics & Algebra). (12/92--5/93)

Research Assistant. Subject Matter as a Context for High School Teaching (awarded by the Spencer Foundation to Susan Stodolsky). (1/91--6/94)

Mathematics Teacher, Research Consultant. José Valdés Summer Math Institute. (6/90-12/92)

Mathematics and Science Teacher. Clyde Fischer Middle School, San José, California. Coach, track and field. (8/89--6/90)

GRANTS

Spencer Foundation, Conference Grant. *Political Knowledge and Practice for Teaching Mathematics*. Co-Principal Investigator (with Maxine McKinney de Royston & Julia Aguirre). \$50,000. (3/18 – 12/20)

Illinois-Sweden Program for Educational and Research Exchange. *New Belonging Through Math Education*. A look at the mathematical experiences of immigrant youth in the US and Sweden. Awarded to Paola Valero (Stockholm University) and Rochelle Gutiérrez (University of Illinois). \$199,520 (8/16 – 12/17)

National Science Foundation. Principal Investigator. *Noyce Illinois: Preparing Excellence and Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools*. \$900,000. (6/09 - 6/14)

University of Illinois at Urbana-Champaign, Public Engagement Grant. Principal Investigator. *iMATHS: Building Mathematical Identities with/in Latin@ and Black Youth*. \$12,500. (1/12 – 12/12) \$8,200. (1/15 – 12/15)

American Educational Research Association/Institute of Education Sciences, United States Department of Education. Principal Investigator. *A Community of Practice Model for Teacher Education: Developing Teacher Candidates' Abilities to Teach Quality Mathematics to Diverse Students*. \$25,000. (7/03-8/05; one year extension 6/07-6/08).

Fulbright Scholars Program. Council for International Exchange of Scholars. Principal Investigator. *Understanding Mathematics Teacher Work Groups as a Model for Professional Development: Learning from México*. \$33,000. (5/04-5/05).

Research Board. University of Illinois at Urbana-Champaign. Principal Investigator. *Teacher Candidates' Understanding of Teaching Mathematics to Diverse Students*. \$25,000. (8/02-5/03).

National Academy of Education. Co-principal Investigator (with Lory Dance and Mary Hermes). *Teaching Students of Color: Cross-Cultural Explorations*. \$5,625. (2/00-8/02).

Faculty Fellows Program. Bureau of Educational Research, University of Illinois at Urbana-Champaign. Principal Investigator. *Teaching for Latina/Latino Student Advancement*. \$15,000. (8/99-6/00).

National Academy of Education/Spencer Foundation Post-doctoral Fellowships. Principal Investigator. *Advancing Latina/o Urban High School Students in Mathematics: Practices, Beliefs, and Consequences of an Effective Mathematics Department*. \$45,000. (5/98-6/99).

National Academy of Education. Co-principal Investigator (with Danny Martin and Rodney McNair). *Culture and Mathematics*. \$6,000. (10/98-10/99).

Graduate Student Awards and Grants

The Spencer Foundation. Dissertation Award. *Beyond Tracking: How the Beliefs, Practices, and Cultures of High School Mathematics Departments Influence Student Advancement*. \$22,000. (9/94-12/95).

University of Chicago School Mathematics Project. Principal Investigator. *Student Advancement and the Teaching Cultures in High School Mathematics Departments* \$15,000. (9/93-12/94).

University of Chicago Board of Trustees Fellow. \$125,000. (9/90-6/94)

REVIEW PANELS (government agencies, foundations, and universities)

Member, Standards for Mathematics Teacher Preparation Writing Team, Association of Mathematics Teacher Educators (AMTE). Lead writer for Standard 2.4. (6/15 – 5/17)

Member, National Advisory Committee. Museum of Science and Industry. Chicago, Illinois. (10/13 – 2/17)

Member, Advisory Panel, Knowles Science Teaching Foundation. Moorestown, New Jersey. (8/13 – 3/16)

Member, Advisory Panel to consider reconstituting a National Board on Mathematics Education. National Academies of Sciences, Engineering, and Medicine. Washington, District of Columbia. (6/16)

Member, Mathematics Core Leadership Item Review Committee. Partnership for Assessment of Readiness for College and Careers (PARCC). (9/13 – 12/15)

Member, Review Panel, Research and Evaluation on Education in Science and Engineering, National Science Foundation (NSF). (2010).

Member, Design Team, Strategic Education Research Partnership (SERP)/Minority Student Achievement Network (an outgrowth of the National Academy of Sciences). (6/07-6/08)

Member, Investigating the Practice of School Improvement: Theory, Methodology, and Relevance. Rockefeller Foundation. Bellagio Study and Conference Center, Bellagio, Italy (8/04).

Member, National Academy of Sciences, Committee on Increasing Urban High School Students' Engagement and Motivation to Learn, (8/01 – 4/03).

Member, RAND National Study Panel on Mathematics, (5/00 – 1/03).

Member, Review Panel, Mathematics and Science Partnership, National Science Foundation (NSF). (2002)

Member, Review Panel, Research on Education, Policy, and Practice, National Science Foundation (NSF). (1999).

Member, Review Panel, Mathematics and Science Partnership, National Science Foundation (NSF). (1999)

External reviewer for promotion and tenure of assistant and associate professors (6/03 – present)

Claremont College
 Iowa State University
 Indiana University-Purdue University, Indianapolis
 Georgia State University
 Michigan State University (multiple)
 New York University
 University of Arizona
 University of Colorado, Boulder
 University of Delaware
 University of Iowa
 University of Illinois at Chicago (multiple)
 University of New Mexico
 University of Texas at Austin
 University of Virginia
 University of Washington
 Vanderbilt University

HONORS, RECOGNITIONS, AND OUTSTANDING ACHIEVEMENTS

DiversityEd Social Justice Award for Faculty/Staff, (honorable mention). University of Illinois. (2017).

Iris M. Carl Equity and Leadership Award, TODOS Mathematics for All. (2016).

Dean's Diversity Lecture, Vanderbilt University. (2016).

Center for Research in Mathematics and Science Education (CRSME) Distinguished Lecturer. (2015-2016).

The Richard Andrews Lecturer, University of Missouri. (2016).

Invited Delegate. Mathematics Education and Contemporary Theory. Manchester Metropolitan University. Manchester, England. (2011; 2013; 2016).

Excellence in Research in Mathematics Teacher Education Award, Association of Mathematics Teacher Educators, (2011).

Outstanding Faculty Award for Service, College of Education, University of Illinois at Urbana-Champaign, (2010).

Distinguished Educator, The Pedagogy of Success in Urban Schools, Pace University, (2009).

Visiting Scholar, Graduate School of Education. University of Pennsylvania, (2008-2009).

Visiting Scholar in the Learning Sciences Institute. Vanderbilt University, (2006-2007).

Research Scholar, Visiting Scholars in Education Program, University of Wisconsin, Madison, (2002-2003).

Faculty Fellow, Bureau of Educational Research, College of Education, UIUC, (1999-2000).

Post-doctoral Fellow, National Academy of Education/Spencer Foundation, (1998-1999).

Semi-Finalist for the 1999 Jason Millman Promising Scholar Award given by Cornell University.

Nominee, Center for Advanced Studies in the Behavioral Sciences, Fellows Program, Stanford University, (1998).

Summer Fellow, Center for Advanced Study in the Behavioral Sciences, Urban Education Institute, Stanford University, (1998).

Graduate Student Awards

Fellow, Spencer Foundation Dissertation Program, (1994-1995).

Grant recipient, The University of Chicago School Mathematics Project, (1994).

Fellow, The University of Chicago Board of Trustees, (1990-1994).

Dean's List, The University of Chicago, (1991-1995).

Member, Pi Lambda Theta Honor Society, (1992-1995).

Current Editorial Service

Guest co-editor (with Imani Goffney) for themed issue, Rehumanizing Mathematics for Students who are Black, Indigenous, and Latinx. National Council of Teachers of Mathematics, Annual Perspectives in Mathematics Education (2018).

Guest editor for special issue on equity (identity and power) in Journal for Research in Mathematics Education, volume 41(6).

Editorial Advisory Board for Journal of Mathematics Teacher Education

Editorial Advisory Board for Journal of Humanistic Mathematics

Reviewer for Journal for Research in Mathematics Education

Reviewer for Mathematical Thinking and Learning

Reviewer for American Journal of Education

Reviewer for Teaching and Teacher Education

Reviewer for Journal of Urban Mathematics Education

PUBLICATIONS

* = stringent editorial review by peers

+ = invited and prestigious

= derived from doctoral thesis

JOURNAL ARTICLES (In Print and Accepted)

+ Gutiérrez, R. (2018). When mathematics teacher educators come under attack. *Mathematics Teacher Educator*, 6(2), 68-74.

+Gutiérrez, R. (2017). Why mathematics (education) was late to the backlash party: The need for a revolution. *Journal of Urban Mathematics Education*, 10(2), 8-24. Available at <http://ed-osprey.gsu.edu/ojs/index.php/JUME/issue/view/23>

*Gutiérrez, R. (2017). Living mathematx: Towards a vision for the future. *Philosophy of Mathematics Education Journal*, 32(1), 1-34. Available at <http://socialsciences.exeter.ac.uk/education/research/centres/stem/publications/pmej/pome32/index.html>

*Gutiérrez, R. (2016). Strategies for Creative Insubordination in mathematics teaching. *Teaching for Excellence and Equity in Mathematics*, 7(1), 52-60.

- *Gutiérrez, R. (2015). HOLA: Listening to Latin@ students. *Mathematics Teacher*, 109(4), 271-277.
- +Gutiérrez, R. (2013). Why (urban) mathematics teachers need political knowledge. *Journal of Urban Mathematics Education*, 6(2), 7-19. Available for download at: http://www.creatingbalanceconference.org/resources/wp-content/uploads/formidable/Gutierrez_2013_Politics-of-Urban-Math-Teaching.pdf
- +Gutiérrez, R. (2010/2013). The sociopolitical turn in mathematics education. *Journal for Research in Mathematics Education*, 44(1), 37-68. Appeared online on 2010; in print in 2013.
- D'Ambrosio, B., Frankenstein, M., Gutiérrez, R., Kastberg, S., Martin, D. B., Moschovich, J., Taylor, E., & Barnes, D. (2013). Positioning oneself in mathematics education research. *Journal for Research in Mathematics Education*, 44(1), 11-22.
- D'Ambrosio, B., Frankenstein, M., Gutiérrez, R., Kastberg, S., Martin, D. B., Moschovich, J., Taylor, E., & Barnes, D. (2013). Addressing racism. *Journal for Research in Mathematics Education*, 44(1), 23-36.
- *Gutiérrez, R. (2012). Embracing "Nepantla:" Rethinking knowledge and its use in teaching. *REDIMAT-Journal of Research in Mathematics Education*, 1(1), 29-56.
- *Dance, L. J., Gutiérrez, R., Hermes, M. (2010). More like jazz than classical: Reciprocal interactions among educational researchers and respondents. *Harvard Educational Review*. 80(3), 327-352.
- +Gutiérrez, R. (2009). Framing equity: Helping students "play the game" and "change the game." *Teaching for Excellence and Equity in Mathematics*, 1(1), 4-8.
- *Gutiérrez, R. (2009). Embracing the inherent tensions in teaching mathematics from an equity stance. *Democracy and Education*, 18(3), 9-16.
- Gutiérrez, R. (2009). Identity and power issues in teaching students mathematics and science. *Hispanic Outlook in Higher Education*, 19(18), 27.
- *Gutiérrez, R. (2008). A "gap gazing" fetish in mathematics education? Problematizing research on the achievement gap. *Journal for Research in Mathematics Education*. 39(4), 357-364.
- *Lubienski, S. T. & Gutiérrez, R. (2008). Bridging the "gaps" in perspectives on equity in mathematics education. *Journal for Research in Mathematics Education*. 39(4), 365-371.

- *Gutiérrez, R. (2003). Beyond Essentialism: The complexity of language in teaching Latina/o students mathematics. *American Educational Research Journal*. 39(4), 1047-1088.
- *Gutiérrez, R. (2002). Enabling the practice of mathematics teachers in context: Towards a new equity research agenda. *Mathematical Thinking and Learning*. 4(2&3), 145-187.
- *#Gutiérrez, R. (2000). Advancing African American, Urban Youth in Mathematics: Unpacking the Success of One Mathematics Department. *American Journal of Education*. 109(1), 63-111.
- *Gutiérrez, R. (1999). Advancing Urban Latina/o Youth in Mathematics: Lessons from an Effective High School Mathematics Department. *The Urban Review*, 31(3), 263-281.
- +Gutiérrez, R. (1998). Departments as Contexts for Understanding and Reforming Secondary Teachers' Work: Continuing the Dialogue. *Journal of Curriculum Studies*, 30(1), 95-103.
- *#Gutiérrez, R. (1996). Practices, Beliefs, and Cultures of High School Mathematics Departments: Understanding their Influence on Student Advancement. *Journal of Curriculum Studies*, 28(5), 495-529.

JOURNAL ARTICLES (Submitted and Under Review)

BOOKS

- Goffney, I. & Gutiérrez, R. (2018). *Annual Perspectives in Mathematics Education: Rehumanizing mathematics for students who are Black, Indigenous, and Latinx*. Reston, NJ: National Council of Teachers of Mathematics.
- Gutiérrez, R. (in preparation). *The mirror test: Why mathematics teachers need political knowledge to reclaim the profession*.

CHAPTERS IN BOOKS

- Gutiérrez, R. (2018). Why we need to rehumanize mathematics. In Goffney, I. and Gutiérrez, R. (eds.), *Annual Perspectives in Mathematics Education: Rehumanizing mathematics for students who are Black, Indigenous, and Latinx (pp. 1-10)*. Reston, NJ: National Council of Teachers of Mathematics.
- +Gutiérrez, R. (2017). Political conocimiento for teaching mathematics: Why teachers need it and how to develop it. In Kastberg, S., Tyminski, A. M., Lischka, A., & Sanchez, W. (eds.), *Building support for scholarly practices in mathematics methods (pp. 11-38)*. Charlotte, NC: Information Age Publishing.

- +Gutiérrez, R., Gerardo, J. M., Vargas, G.E., & Irving, S.E. (2017). Rehearsing for the politics of teaching mathematics. In Kastberg, S., Tyminski, A. M., Lischka, A., & Sanchez, W. (eds.), *Building support for scholarly practices in mathematics methods* (pp. 149-164). Charlotte, NC: Information Age Publishing.
- +Gutiérrez, R. (2015). Nesting in Nepantla: The importance of maintaining tensions in our work. In Joseph, N. M., Haynes, C. & Cobb, F. (eds.), *Interrogating Whiteness and relinquishing power: White faculty's commitment to racial consciousness in STEM classrooms*, (pp. 253-282). New York: Peter Lang.
- +Gutiérrez, R. (2014). Improving education and the mistaken focus on “raising test scores” and “closing the achievement gap.” In Gorski, P. C. & Zenkov, K. (ed.) *The Big Lies of School Reform: Finding Better Solutions for the Future of Public Education*, pp 17-28. New York: Routledge.
- +Gutiérrez, R. & Irving, S. E. (2013). Making mathematics matter for Black and Latin@ students. In Wolfe, R. E., A. Steinberg, & N. Hoffman (eds.) *Anytime, anywhere: Student centered learning for schools and teachers*, pp. 123-152. Cambridge: Harvard Education Press.
- +Gutiérrez, R. (2012). Beyond the achievement gap: What it takes to become an effective leader in mathematics for marginalized youth. In Theoharis, G. and Brooks, J. S. (eds.), *What every principal needs to know: Instructional leadership for equitable and excellent schools*, pp. 31- 54. New York: Teachers College Press.
- +Gutiérrez, R. (2012). Stand and deliver: The challenge of language to the study of mathematics. In Valdivia, A. N. & M. Garcia (eds.) *Mapping Latina/Latino Studies: An interdisciplinary reader*, pp. 169-200. New York: Peter Lang.
- +Gutiérrez, R. (2012). Issues of identity and power in teaching Latin@ students mathematics. In Celedón-Pattichis, S. & Ramirez, N. (eds.). *Beyond good teaching: Strategies that are imperative for ELLs in mathematics classrooms*, pp. 119-126. Reston, NJ: National Council of Teachers of Mathematics.
- +Gutiérrez, R. (2012). Context matters: How should we conceptualize equity in mathematics education? In Choppin, J., Herbel-Eisenmann, B., & Wagner, D., (eds.), *Equity in discourse for mathematics education: Theories, practices, and policies*, pp. 17-33. New York: Springer.
- +Strutchens, M. E., Quander, J. R., & Gutiérrez, R. (2011). Mathematics learning communities that foster reasoning and sense making for all high school students. In Strutchens, M. E. (Ed.) *Focus in high school mathematics: Fostering reasoning and sense making for all students*, pp. 101-114. Reston, VA: National Council of Teachers of Mathematics.
- Gutiérrez, R. and Dixon-Román, E. (2011). Beyond gap gazing: How can thinking about education comprehensively help us (re)envision mathematics education? In Atweh, B.,

Graven, M., Secada, W., and Valero, P. (eds.), *Mapping equity and quality in mathematics education*, (pp. 21-34). New York: Springer.

- +Gutiérrez, R. (2007). (Re)defining equity: The importance of a critical perspective. In Nasir, N. and Cobb, P. (Eds.) *Diversity, equity, and access to mathematical ideas*, pp. 37-50. New York: Teachers College Press.
- +Gutiérrez, R. and Morales, H. (2002). Teacher community, socialization, and biography in reforming mathematics. In Lee, V. E. and Bryk, A. (Eds.) *Reforming Chicago's high schools: Research perspectives on school and system level change*, pp. 223-249. Chicago, IL: Consortium on Chicago School Research.
- +Gutiérrez, R. (2000). Is the Multiculturalization of Mathematics Doing Us More Harm than Good? In Mahalingam, R. and McCarthy, C. (Eds.) *Multicultural Curriculum: New Directions for Social Theory, Practice, and Policy*, (pp. 199-219). New York: Routledge.

CONFERENCE PROCEEDINGS

- Gutiérrez, R. (2019). *Mathematx: Towards a way of being*. In Subramanian, J. (Ed.), Proceedings of the 10th International Mathematics Education and Society conference. Hyderabad, India.
- Vargas, G. E., & Gutiérrez, R. (2018). *Reimagining definitions of teaching mathematics for social justice for pre-service secondary mathematics teachers*. In Hodges, T.E., Roy, G. J., & Tyminski, A.M, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* Greenville, SC.
- Gutiérrez, R. (2017). Living mathematx. In E. Galindo & J. Newton, (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2-26). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.
- Gutiérrez, R. (2015). Risky business: Mathematics teachers using creative insubordination. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K., & Dominguez, H. (Eds.). *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* pp. 679-686. East Lansing, MI: Michigan State University.
- Gutiérrez, R. (2014). La importancia de identidad y poder en la matemática educativa (The importance of identity and power in mathematics education). *Proceedings of the Décimo Octavas Jornadas Nacionales de Educación Matemática (18th Annual National Conference on Mathematics Education)*. November, 2014. SOCHIAM: University of Santiago, CHILE.

- Gutiérrez, R. (2013). Mathematics teachers using creative insubordination to advocate for student understanding and robust mathematical identities. In Martinez, M. & Castro Superfine, A (Eds.). (2013). *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, pp. 1248-1251. Chicago, IL: University of Illinois at Chicago.
- Gerardo, J. M. & Gutiérrez, R. (2013). Negotiating Nos/otr@s relationships in an after-school mathematics club. In Martinez, M. & Castro Superfine, A (Eds.). (2013). *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, p. 919. Chicago, IL: University of Illinois at Chicago.
- Gutiérrez, R. & Dixon-Roman, E. (2011). Beyond gap gazing: How can thinking about education comprehensively help us (re)envision mathematics education? *Proceedings of the 2011 Mathematics Education and Contemporary Society conference*. Manchester, United Kingdom. ENGLAND.
- +Gutiérrez, R. (2008). What is "Nepantla" and how can it help physics education researchers conceptualize knowledge for teaching? In Hsu, L., Henderson, C., & Sabella, M. (Eds.) *2008 Physics Education Research Conference Proceedings*, (pp. 3-11). Edmonton, Alberta, Canada. University of Alberta. AIP publishing.
- +Gutiérrez, R. (2007) Context matters: Equity, success, and the future of mathematics education. In Lamberg, T. & Wiest, L. R. (Eds.). *Proceedings of the 29th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1-18). Stateline (Lake Tahoe), Nevada. University of Nevada, Reno.
- +Gutiérrez, R. (2004). The complex nature of practice for urban (mathematics) teachers. *Proceedings of the Rockefeller Foundation conference: Investigating the practice of school improvement: Theory, methodology, and relevance*. August 10-15, Bellagio, ITALY. Available at <http://dls.sesp.northwestern.edu/bellagio/papers.html>
- WHITE PAPERS/BULLETINS/REPORTS/PODCASTS
- Abolition Science. (2018). Rehumanizing mathematics with Dr. Rochelle Gutiérrez. Abolition Science, episode 8. Available at <https://www.abolitionscience.org/home/2018/12/11/rehumanizing-math-and-science-with-dr-rochelle-gutierrez>
- Otten, S. (2016). Equity and politics in mathematics education interview with Rochelle Gutiérrez. Math Ed Podcast, episode 1605. Available at <https://theeducatorsroom.com/mathematics-political-post-session-rochelle-gutierrez/>
- Chao, T., Murray, E., & Gutiérrez, R. (2014). What are classroom practices that support equity-based mathematics teaching? Research Brief published by the National Council of Teachers of Mathematics. Available at <https://www.nctm.org/Research-and->

[Advocacy/research-brief-and-clips/Classroom-Practices-That-Support-Equity-Based-Mathematics-Teaching/](#)

Mshinda, K. (2014). All mathematics is political: Post session with Rochelle Gutiérrez. An interview conducted after the Iris M. Carl invited equity session at the Annual Meeting of the National Council of Teachers of Mathematics. Available at <https://theeducatorsroom.com/mathematics-political-post-session-rochelle-gutierrez/>

Gutiérrez, R. & Irving, S. (2012). Student centered learning: Latin@s, Blacks, and mathematics. A white paper commissioned by the Nellie Mae Foundation. Boston: Nellie Mae.

Gutiérrez, R., Bay-Williams, J., and Kanold, T.D. (2008). Moving beyond access and achievement: What should mathematics teachers and leaders consider when addressing equity issues? *NCTM News Bulletin*, 1, 3. Reston: NCTM.

Gutiérrez, R. (2008). Framing equity: Helping students "play the game" and "change the game." *Noticias*. 4(1), 1-3. *TODOS Mathematics for All*.

Gutiérrez, R. (2008). Realizing the potential of Chicanas/os and Native Americans: Engaging identity and power issues in teaching students mathematics and science. *SACNAS News*. 11(1), 10-11, 15.

Bishop, A., Bazzell, I., Gutiérrez, R., & Johnston, D., Stengrim, L., Westcoat, J. (2007). *Great Campus scoping study: Partnering university teaching with community needs*. University of Illinois at Urbana-Champaign. Chancellor's Task Force on Civic Commitment for the 21st Century. Champaign, IL. (42 pp.)

BOOK REVIEWS

Gutiérrez, R. (1997). Latino High School Graduation: Defying the Odds, by Harriet D. Romo and Toni Falbo (book review). *American Journal of Education*, 105(1), 117-121.

MANUSCRIPTS IN PROGRESS

Gutiérrez, R. (in preparation). *With an eye towards mathematx: Rehumanizing mathematics now and into the future*.

Gutiérrez, R. (in preparation). *Mathematics as dispossession: Indigenous students and learning*.

Gutiérrez, R., Irving, S. E., Gerardo, J. M., & Vargas, G. E. (in preparation). *Mathematics, marginalized youth, and creative insubordination: A model for preparing teachers to reclaim the profession*.

Vargas, G.E. & Gutierrez, R. (in preparation). *Reimagining definitions of teaching mathematics for social justice for pre-service secondary mathematics teachers*.

Gerardo, J. M. & Gutiérrez, R. (in preparation). *Systemic Functional Linguistics as a tool to examine positions of nos/otr@s in mathematics education discussions*. To be submitted to *Linguistics and Education*.

Gerardo, J. M., Vargas, G. E., & Gutiérrez, R. (in preparation). *Constructing conocimiento in community through In My Shoes*.

Vargas, G. E., Gutiérrez, R., Gerardo, J. M., & Irving, S. E. (in preparation). *Social justice, risk taking, and identity: Mathematics teachers preparing to take a stand*.

NATIONAL AND INTERNATIONAL INVITED PRESENTATIONS (Partial List)

Why rehumanizing mathematics matters for students and society. Invited convocation. Carleton College. Northfield, MN. October, 2019

What's at stake in rehumanizing college mathematics? Politics and Possibilities. The James R. C. Leitzel Lecture. Mathematics Association of America. July, 2019

Beyond truth and reconciliation with Indigenous communities: Living mathematx. Annual Meeting of the Canadian Mathematics Education Study Group May, 2019

Beyond silos and pedagogical knowledge: The politics of preparing mathematics teachers for advocacy. Invited plenary presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Orlando, FL. February, 2019

Rehumanizing mathematics for Indigenous, Latinx, and Black students. Invited presentation in the Rossier School of Education Scholars of Color lecture series. University of Southern California. Los Angeles, CA. January, 2019

Mathematx: Towards a way of being. Plenary presentation given at the 10th International Mathematics Education and Society Conference. January, 2019. Hyderabad, INDIA.

Risk taking in mathematics (education): Towards a future that rehumanizes. An invited presentation in the Mathematics and Social Change Session. American Mathematics Society. San Francisco, CA. October, 2018.

Rehumanizing mathematics: Why should mathematicians care? An invited lecture given in the Department of Mathematics. San Francisco State University. San Francisco, CA. October, 2018

Rehumanizing mathematics: A vision for the future. A keynote address given in the Rehumanizing Mathematics Conference. Santa Clara County Office of Education. San Jose, California. September, 2018

Activism for mathematicians: Learning to change the game. An invited workshop provided in MathFest. Mathematics Association of America. August, 2018. Denver, CO.

Should we rehumanize mathematics? Invited paper session. Strategies to synergize culture in the learning and doing of mathematics. MathFest. Mathematics Association of America. August, 2018. Denver, CO.

Rehumanizing mathematics. Distinguished Lecture Series, Mathematics Association of America. June, 2018. Washington, DC.

Equity in mathematics education. Presentation in the Mathematics Teacher Circle. Mathematics Association of America. June, 2018. Washington, DC.

Rehumanizing mathematics: Should that be our goal? Invited keynote in The Equity-Minded Teaching Institute hosted by the Center for Urban Education. Rossier School of Education, University of Southern California. June, 2018. Los Angeles, CA.

Politics, activism, and mathematics teacher education. An invited presentation in the Division K (Teaching and Teacher Education) Fireside Chat. Annual Meeting of the American Educational Research Association. April, 2018. New York, NY.

Navigating the politics of the academy: How to organize with love in a time of hate. An invited presentation in the Critical Educators for Social Justice (CESJ) Early Career Scholars Forum: Radical Dreaming for Radical Change. CESJ Special Interest Group. Annual Meeting of the American Educational Research Association. April, 2018. New York, NY.

Rehumanizing mathematics. An invited plenary given in the Latinx in the Mathematical Sciences Conference. Institute for Pure and Applied Mathematics. March, 2018. Los Angeles, CA. Video available at <https://www.youtube.com/playlist?list=PLHyI3FbmV0SfUMTemP8HvPQdG5HCbYp-0>

Rehumanizing mathematics: Should that be our goal? An invited address given in the Claremont Colleges Mathematics Colloquium. March, 2018. Pomona, CA.

Whose mathematics and for what purpose? An invited address given in the Pomona College Community Seminar on Culture, Identity, and Mathematics. Claremont College. March, 2018. Pomona, CA.

Rehumanizing mathematics for classrooms and citizens. A plenary address given in the Critical Issues in Mathematics Education Workshop. *Mathematical Sciences Research Institute.* February, 2018. Berkeley, CA.

Rehumanizing mathematics: Should that be our goal? An invited address given at the University of Connecticut. February, 2018. Storrs, CT.

Rehumanizing mathematics: A vision for the future. An invited address given in the Race, Inequality, and Language in Education Speaker Series. Graduate School of Education, Stanford University. February, 2018. Stanford, CA.

Rehumanizing mathematics: What does it gain us? An invited lecture given in Engineering 117: Expanding Engineering Limits: Culture, Diversity, and Gender. Stanford University. February, 2018. Stanford, CA.

Rehumanizing mathematics for students and teachers. An invited presentation given to the Stanford Teacher Education Program (STEP). Graduate School of Education, Stanford University. February, 2018. Stanford, CA.

Should our goal be to rehumanize mathematics? An invited paper presented at the Joint Mathematics Meetings (Mathematical Association of America, American Mathematical Society). January, 2018. San Diego, CA.

Rehumanizing mathematics: Should that be our goal? An invited address in the Hugo Rossi Lecture Series. Center for Science and Mathematics Education, University of Utah. February, 2018. Salt Lake City, UT. Video can be accessed at <https://csme.utah.edu/rochelle-gutierrez-hugo-rossi-lecture-jan-18/>

Rethinking our equity practices with an eye towards dismantling barriers. A featured address given in the National Council of Teachers of Mathematics Regional Conference and Exhibition. November, 2017. Chicago, IL.

Rehumanizing mathematics: A vision for the future. An invited address given in the National Council of Teachers of Mathematics Innov8 Conference. November, 2017. Las Vegas, NV.

Taking a stand for students. Invited closing plenary given in the National Council of Teachers of Mathematics Innov8 Conference. November, 2017. Las Vegas, NV.

Navigating the politics of mathematics education. A featured session given in the National Council of Teachers of Mathematics Innov8 Conference. November, 2017. Las Vegas, NV.

A political approach to immigrant failure in mathematics education. An invited address given in the In(ex)clusion and the Construction of the “Other” in Mathematics and Science Education Conference. Stockholm University. September, 2017. Stockholm, Sweden.

Rehumanizing mathematics: What teachers and teacher educators need to know. An invited keynote address to be given in the Southeast Regional Robert Noyce Conference (sponsored by the National Science Foundation). June, 2017. Mobile, AL.

Using creative insubordination to rehumanize mathematics. An invited keynote address given in the Math Counts Summer Institute (a partnership between Carnegie Learning and the School District of Philadelphia). June, 2017. Philadelphia, PA.

Mathematics, ethics, and creative insubordination. An invited address given in the Kaput Center Interdisciplinary Colloquium Series. May, 2017. North Dartmouth, MA.

By any means necessary: Creative Insubordination, risk taking, and reclaiming the profession. An invited keynote address given at the Annual Meeting of the National Council of Teachers of Mathematics. April, 2017. San Antonio, TX.

Equity: How the E-word helps and hurts our cause in mathematics education. A plenary address given in the Critical Issues in Mathematics Education Workshop. *Mathematical Sciences Research Institute.* March, 2017. Berkeley, CA. Video can be accessed at <https://www.msri.org/workshops/836/schedules/21847>

Rehumanizing Mathematics Classrooms. A keynote address given in the Equitable Mathematics Education Observation Tools conference funded by the Spencer Foundation. March, 2017. Pittsburg, PA.

How do our definitions of equity and mathematics influence who excels in our classrooms? A webinar presented in the Global Math Department. February, 2017. Video accessed at <https://www.bigmarker.com/GlobalMathDept/How-our-Definitions-of-Math-and-Equity-relate-to-Who-Excels>

Mathematics teaching as subversive activity: Advocating for Latinx and Black students. An invited address given in the School of Education. February, 2017. University of Colorado, Boulder. Boulder, CO.

Creative insubordination for teachers who want to reclaim the profession. An invited workshop presented in EDUC 5205, Elementary Math Theory & Methods. University of Colorado, Boulder. February, 2017. Boulder, CO.

Rehumanizing mathematics education: Teaching students to change the game. An invited address given in the Student-Centered Learning Research Collaborative Seminar (a partnership between Jobs for the Future and the Nellie Mae Education Foundation). November 17, 2016. Accessed at <http://studentsatthecenterhub.org/resource/research-collaborative-seminar-rehumanizing-mathematics-education/>

Beyond the STEM pipeline: Mathematics, social justice, and society. An invited address given in the Dean's Diversity Lecture Series, Peabody College, Vanderbilt University. November, 2016. Nashville, TN.

Should our goal be to rehumanize mathematics? An invited lecture in the Mathematics Education Colloquium Series at the University of Georgia. October, 2016. Athens, GA.

Providing windows and mirrors to students in mathematics. An invited keynote address at the Teachers of Color and Allies (TOCA) Summit. October, 2016. Boulder, CO.

Rehumanizing mathematics. An invited keynote address at the Colorado Council of Teachers of Mathematics. September, 2016. Denver, CO.

Subversive Teaching? Mathematics Teachers Using Creative Insubordination to Address Social Justice. The 2015-16 Center for Research in Mathematics and Science Education (CRMSE) Distinguished Lecture. San Diego State University. May, 2016. San Diego, CA.

Mathematics Teaching as Subversive Activity: Common Core, Social Justice, and Creative Insubordination. A featured presentation at the Annual Meeting of the National Council of Teachers of Mathematics. April, 2016. San Francisco, CA. Accessed at <http://www.nctm.org/Conferences-and-Professional-Development/Annual-Meeting-and-Exposition/Past-and-Future/2016-San-Francisco/>

Weapons of Mass Distraction and Other Challenges in Mathematics Education. An invited and president-highlighted presentation on the panel “Power Concedes Nothing Without a Demand.” Research Pre-session of the National Council of Teachers of Mathematics. April, 2016. San Francisco, CA.

Stand Up For Students. A featured presentation in Shadow Con (a teacher-led mini-conference of the National Council of Teachers of Mathematics). April, 2016. San Francisco, CA. Talk accessed at <http://meetings.nctm.org/2016-annual-meeting/stand-up-for-students/>

Mathematics Teachers Using Creative Insubordination to Advocate for Student Learning. The Tenth Annual Richard Andrews Distinguished Lecture in Mathematics Education. University of Missouri. March, 2016. Columbus, MO.

Mathematics Teaching, Social Justice, and Creative Insubordination. An invited keynote given in the Metropolitan Mathematics Club of Chicago. Chicago, IL. November, 2015.

Political Conocimiento for Teaching Mathematics: Why and How? A keynote address given in the Scholarly Inquiry and Practice conference sponsored by the National Science Foundation. October, 2015. Atlanta, GA. Accessed at <https://www.youtube.com/watch?v=zdnapLKMDCo>

When mathematics teaching gets political: Common Core State Standards, social justice, and creative insubordination. An invited presentation given in the Mathematics Education Colloquium. Boston College. April, 2015. Boston, MA.

The Sociopolitical Turn in Mathematics Education. An invited lecture given in MTE756: Social Justice, Equity, and STEM Education. A doctoral seminar at University of Massachusetts, Dartmouth. February, 2015. North Dartmouth, MA.

La importancia de identidad y poder en la matemática educativa (The importance of identity and power in mathematics education). A plenary presentation given in the Décimo Octavas Jornadas Nacionales de Educación Matemática (18th Annual National Conference on Mathematics Education). November, 2014. Santiago, CHILE.

The Politics of Teaching Mathematics in an Era of High Stakes Education. Invited presentation given in the Eastern Illinois University Math Colloquium Series. December, 2014. Charleston, IL.

Equity in the mathematics classroom. Math Ed Out Podcast, Episode 1605. July, 2016. Accessed at <https://mathedout.wordpress.com/2016/07/14/ep-14-feat-prof-rochelle-gutierrez-on-equity-in-the-mathematics-classroom/>

Why mathematics teachers need to develop political clarity and how they can best do that. Annual Meeting of TODOS Mathematics for All (an affiliate of NCTM). Invited keynote address. June, 2014. Phoenix, AZ.

All mathematics is political: Post session with Rochelle Gutiérrez. An interview conducted after the Iris M. Carl equity address at the Annual Meeting of the National Council of Teachers of Mathematics. The Educator's Room. May, 2014. Accessed at <http://theeducatorsroom.com/2014/05/mathematics-political-post-session-rochelle-gutierrez/>

Why "Getting Real" Requires Being "Radical:" The Politics of Teaching Mathematics in an Era of High Stakes Education. The Iris M. Carl equity address. Annual Conference of the National Council of Teachers of Mathematics. New Orleans, LA. April, 2014. Accessed at http://www.nctm.org/Conferences-and-Professional-Development/Webinars-and-Webcasts/2014-NCTM-Annual-Meeting-Iris-M_-Carl-Equity-Address_-Why-Getting-Real-Requires-Being-Radical-in-High-Stakes-Education/

Rochelle Gutierrez: Interview. Math Ed Podcast, Episode 1605. Accessed at <https://www.youtube.com/watch?v=6BzUAIUp-UY>

Preparing Teachers to Reclaim the Profession: What Can Colleges of Education Do? Invited keynote. Teaching, Learning, and Sociocultural Studies Graduate Student Colloquy. University of Arizona. Tucson, AZ. February, 2014.

Common Core State Standards in Mathematics: Leveling the Playing Field for Latin@ Students and English Learners or Just Another Set of Obstacles to Overcome? Invited paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California. April, 2013.

How Can Teachers Learn to Subvert the Climate of High Stakes Testing? An invited talk given to North Carolina State University, College of Education. March, 2013.

Mathematics Teaching as Subversive Activity. Keynote address given at the Annual Creating Balance in an Unjust World Conference. San Francisco, California. January, 2013.

When Mathematics Teaching is Subversive Activity: Pre-service Teachers Learning Creative Insubordination. An invited talk given in the Research in Cognition and Mathematics Education Lecture Series, University of California at Berkeley. Berkeley, California. December, 2012.

Why Mathematics Teachers Need to Use Creative Insubordination. Keynote address given at the Annual Meeting of the Ohio Council of Teachers of Mathematics. Columbus, Ohio. October, 2012.

Developing Political Knowledge for Teaching Mathematics: One Way of Making Classrooms More Equitable for All Students. A webinar presented to the Association of Mathematics Teacher Educators. October, 2012. Available at <http://amte.net/content/developing-political-knowledge-teaching-mathematics>

Mathematics Teaching as a Subversive Activity: The Role of Creative Insubordination. An invited lecture given to the College of Education. Georgia State University. Atlanta, Georgia. April, 2012.

Playing/Changing the game: Effective mathematics teachers, educational equity, and Latin@ youth. Plenary address given at the annual meeting of the Greater San Diego Mathematics Council. San Diego, California. February, 2012.

Political knowledge for teaching marginalized students in mathematics. An invited lecture given in the Mathematics Education Lecture Series, University of Ottawa. Ottawa, Ontario. Canada. December, 2011.

Desarrollando Nepantler@s: Rethinking the Knowledge Needed to Teach Mathematics. An invited lecture given in the University of North Carolina NC Latina/o Cultures Speakers Series. Chapel Hill, North Carolina. October, 2011.

Beyond gap gazing: How can thinking about education comprehensively help us (re)envision mathematics education? A paper given in the Mathematics Education in Contemporary Society Conference. Manchester, England. United Kingdom. July, 2011.

Changing the game in mathematics education: Why academics need to embrace the tensions. A keynote address given at the Center for Mathematics Education of Latinos conference. Charlotte, North Carolina. May, 2011.

Playing/changing the game: Rethinking the knowledge that mathematics teachers need to teach marginalized students. The “Excellence in Scholarship Award Presentation.” Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, California. January, 2011.

Playing/changing the game: Effective mathematics teachers, educational equity, and Latin@ and African American youth. An invited lecture given in the College of Education. Michigan State University, East Lansing, Michigan. November, 2010.

Nesting in Nepantla: Rethinking teaching and teacher education with an eye towards uncertainty. An invited talk given in the Alternative Forms of Knowledge Construction in Mathematics Lecture Series. Portland State University. Portland, Oregon. May, 2010.

From knowledge for teaching to tensions in teaching: The value of shifting our research lens. An invited talk given in the Mathematics Education Research Colloquium Series, Michigan State University. East Lansing, Michigan. March, 2010.

Nudging us towards Nepantla: Rethinking teaching and teacher education with an eye towards equity. An invited paper presented at "Practitioners and researchers learning together: A national conference on the mathematics teaching and learning of Latinos/as," funded by the National Science Foundation. Tucson, Arizona. March, 2010.

Is there more to it than the achievement gap? What do new urban teachers need to understand about equity, critical pedagogy, and advocacy? Keynote address given at the TEAMS/Americorps (Teacher Education for the Advancement of a Multicultural Society) Fellows retreat. University of San Francisco. February, 2010.

Changing the game of mathematics education: Why researchers need to embrace the tensions. An invited talk given to the Diversity in Mathematics Education (DiME) National Summer Retreat, a National Science Foundation Center for Teaching and Learning. Northwestern University. Chicago, Illinois. July, 2009.

A decade of equity research: Examining what works. Invited talk given at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics. Washington, DC. April, 2009.

Diverse voices: Critical issues of identity and power in math teaching and learning. Invited presentation at the Annual Meeting of the National Council of Teachers of Mathematics. Washington, DC. April, 2009.

Engaging African American and Latina/Latino students in mathematics: What works? Invited talk given in the 7th Annual Distinguished Educators Lecture Series. Pace University. New York. April, 2009.

On belonging, shapeshifting, and other musings of a Nepantlera. Invited lecture given in the Alliance for Graduate Education in the Professoriate lecture series, funded by the National Science Foundation. Rice University. June, 2008.

Engaging urban and Latina/o students in mathematics: What works? Invited lecture given to the Mathematics Leadership Institute at Rice University. Houston, TX. June, 2008.

"Gap gazing:" Is it doing us more harm than good? An invited talk given in the Visiting Scholars Lecture Series. The University of Pennsylvania Graduate School of Education. Philadelphia, Pennsylvania. January, 2009.

What is "Nepantla" and how might it help physics education researchers conceptualize knowledge for teaching? Invited plenary given at the annual meeting of the Physics Education Research Conference. Edmonton, Alberta. July, 2008.

The role of teacher education partnerships in preparing teachers to use mathematics for social justice. Invited talk given at the Creating Balance in an Unjust World: Conference on Math Education and Social Justice (Radicalmath.org). Brooklyn, New York. April, 2008.

Context matters: Equity, success, and the future of mathematics education. Invited plenary at the Annual Conference of the North American Chapter of the International Group of the Psychology of Mathematics Education. Lake Tahoe, Nevada. October, 2007.

On belonging, shapeshifting, and mathematics education: Reflections of a Nepantlera. Invited keynote address given at the annual meeting of the Society for Advancement of Chicanos and Native Americans in Science. Kansas City, MO. October, 2007.

Engaging urban students in mathematics: What do we know about what works? Invited plenary given in the National Science Foundation Noyce Scholars conference. Washington, DC. June, 2007.

Embracing Nepantla: Rethinking knowledge and its use in mathematics teaching. Invited lecture given in the Visiting Scholars Program of the Learning Sciences Institute, Vanderbilt University. Nashville, TN. February, 2007.

Mathematics teacher education and equity: Implications for research and practice. Plenary session for the annual meeting of the Association of Mathematics Teacher Educators. Irvine, CA. January, 2007.

Embracing Nepantla: Rethinking “knowledge” and its connection to equity in mathematics. An invited lecture given at the National Center for Mathematics Education of Latinos/Latinas (CEMELA) research conference on culture, language, and mathematics. Tucson, AZ. January, 2007.

Un paso p’adelante: The preparation of pre-service teachers for Latina/o students. An invited paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA. April, 2006.

Moving beyond translation: The complexity of language in teaching mathematics to Latina/o students. An invited presentation given at the International Mathematics Education Conference. July 7-9, 2005. San Antonio, Texas.

Organizing for Advancement: Can teacher communities foster equity? Plenary address, Annual Meeting of the National Council of Teachers of Mathematics, research pre-session. Los Angeles, California. April 4, 2005.

The fragile nature of practice for urban mathematics teachers. Invited talk given at the Rockefeller Foundation conference “Investigating the Practice of School Improvement: Theory, Methodology, and Relevance.” Bellagio Study and Conference Center. Bellagio, ITALY. August 10-15, 2004.

Formación de grupos orgánicos en la enseñanza de la matemática (The formation of teacher work groups in the teaching of mathematics). Invited plenary given at the 3rd international Los Nuevos Escenarios Educativos en el Mundo Globalizado (New educational trends in a globalized world). Guadalupe, Zacatecas, México, June 24-28, 2004.

Taking the NCTM “Equity” Principle seriously: Teachers supporting urban, Latina/o students in mathematics. An invited lecture given in the Scholars in Education Lecture Series, University of Wisconsin, Madison. October, 2002.

Advancing Latina/Latino Urban Youth in Mathematics: What Works and Why? Invited lecture given to San Jose State University, Hosted by Honorable Dr. George Castro, the President's Advisory Commission on Excellence for Hispanic Americans. May, 2001.

Collective Teacher Action and the Advancement of Latina/Latino Urban Youth in Mathematics. An invited lecture given in the Curriculum and Teacher Education Lecture Series, School of Education, Stanford University. Stanford, CA. April, 2001.

Inquiry Learning in Secondary Mathematics and Science: Teacher Education at the University of Illinois at Urbana-Champaign. An invited lecture given to the National Academy of Sciences, Cambridge, MA. (with F. Abd-El-Khalick and D. Brown.) January, 2001.

The Role of Teacher Community in Advancing Latina/Latino Youth in Mathematics. An invited lecture given in the Diversity and Education Lecture Series at Vanderbilt University, sponsored by the College of Education and Afro-American Studies, Nashville, TN. April, 2000.

Advancing Urban Latina/o Youth in Mathematics: Exploring the Link between Teacher Community and Classroom Practice. An invited lecture given at the Annual Meeting of the National Academy of Education, Harvard University, Massachusetts. March, 2000.

Measuring Mathematical Success: Issues and Problems in Researching Urban Schools. Invited lecture given to the Mathematics Education Group at the University of Wisconsin-Madison. November, 1998.

Teachers' beliefs and stereotypes: A review of the literature. Invited address to the interdisciplinary research group at Teachers College, Columbia University, New York, NY. May, 1997.

Balancing teaching and research. Invited panel address for The Spencer Foundation Dissertation Fellows' Fall Forum. March, 1997.

Cultures of effective, high school mathematics departments. Invited address to the Spencer Foundation Winter Forum at Harvard University, Cambridge, MA. December, 1995.

SCHOLARLY PRESENTATIONS

Gutiérrez, R. (2019, April). *Mathematics as dispossession: Rejecting recognition by living mathematx*. Selected paper to be presented at the Annual Meeting of the American Educational Research Association. Toronto, ON. CANADA.

Gutiérrez, R. (2019, April). *Mathematx as a way of being: Rethinking our relationships with land and water*. Selected paper to be presented at the Annual Meeting of the American Educational Research Association. Toronto, ON. CANADA.

Gutiérrez, R., Vargas, G.E., Gerardo, J.M., Brown-Tess, K. (2019). *In my shoes: Preparing teachers to reclaim the profession*. Selected presentation to be given in the Annual meeting of the Association of Mathematics Teacher Educators. Orlando, FL.

Vargas, G. E., & Gutierrez, R. (2018, Nov.). *Reimagining definitions of teaching mathematics for social justice for pre-service secondary mathematics teachers*. Research presentation given in Annual Meeting of the North American Chapter of the International Psychology of Mathematics Education, North America. Greenville, SC.

Gutiérrez, R. (2018, April). *Is it time to decenter humans in mathematics education?* Selected paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Gutiérrez, R. (2018, Mar.). *Negotiating the politics of our profession*. Invited presentation in the Latinx in the Mathematical Sciences conference. Los Angeles, CA.

Aguirre, J., Gutiérrez, R., and Kokka, K. (2018, Feb.). *Navigating the politics of mathematics education*. A presentation given in the Critical Issues in Mathematics Education Workshop. *Mathematical Sciences Research Institute*. Berkeley, CA.

Gutierrez, R. (2018, February). *Supporting STEM intellectuals under attack*. A presentation given in the Science for the People Conference. Ann Arbor, MI.

Greer, B., Gutierrez, R., Gutstein, E., & Rampal, A. (2017, April). *Majority counts: What mathematics for life to deal with crises?* A selected paper to be presented in the Mathematics Education and Society Conference. Volos, GREECE.

Gutierrez, R. (2017, April). *How the current STEM movement prevents humane mathematics*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.

Gutiérrez, R. (2016, April). *How teachers and teacher education lost the profession and how to get it back*. Invited panel member. College of Education, University of Illinois at Urbana-Champaign.

Gutiérrez, R. (2016, April). *Nesting in Nepantla: The importance of maintaining tensions in our work*. Selected paper presented at the Annual Meeting of the American Educational

Research Association. Washington, DC.

Gutiérrez, R. (2016, April). *Weapons of mass distraction: Keeping teachers from seeing the real problems in mathematics education*. A presentation in the Power Concedes Nothing Without a Demand symposium. Annual Meeting of the National Council of Teachers of Mathematics. San Francisco, CA.

Gutiérrez, R. (2016, April). *Sociopolitical perspectives on mathematics methods courses*. A selected paper to be presented at the Annual Meeting of the National Council of Teachers of Mathematics. San Francisco, CA.

Gutiérrez, R. (2015, Nov.). *What is mathematics? Pre-service secondary mathematics teachers' perceptions*. Selected paper presented in the Third International Meeting of the Association for the Philosophy of Mathematical Practice. Institute Henri Poincaré. Paris, France.

Gutiérrez, R. (2015, April). *Why do urban mathematics teachers need political knowledge?* Selected paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Gutiérrez, R. (2015, Jan.). *When teaching mathematics gets political*. Metropolitan Mathematics Club of Chicago Conference. Lincolnshire, IL

Gutiérrez, R. (2014, Oct.). *When professional development is not enough: Secondary mathematics teaching in an era of high stakes education*. Selected presentation given in the Annual Meeting of the Society for Advancement of Chicanos and Native Americans in Science. Los Angeles, CA.

Gutiérrez, R. (2014, April). *Changing the game in mathematics education: Embrace the tensions*. A presentation given in the Power and Privilege Symposium. University of Illinois at Chicago. Chicago, IL.

Gutiérrez, R. & Nowak, L. (2014, Feb.). *What is mathematics and how does it influence who learns?* Professional development workshop provided to mathematics teachers in the annual Metropolitan Mathematics Club of Chicago Conference. Lemont, IL.

Gutiérrez, R. (2013, Nov.) *Mathematics Teachers Using Creative Insubordination to Advocate for Student Learning and Robust Mathematical Identities*. Selected research paper presented at the Annual Meeting of the Psychology of Mathematics Education. Chicago, IL.

Gerardo, J. M., Gutiérrez, R. (2013, Nov.) *Negotiating Nos/Otr@s Relationships in an After School Mathematics Club*. Selected research paper presented at the Annual Meeting of the Psychology of Mathematics Education. Chicago, IL.

- Gutiérrez, R. (2013, Oct.) *What is mathematics? The roles of Ethnomathematics and Critical Mathematics in (re)defining mathematics for the field of education*. Selected paper presented in the Second International Meeting of the Association for the Philosophy of Mathematical Practice. Urbana, IL.
- Gutiérrez, R. (2013, April). *Mathematics Teaching as Subversive Activity: Why Teachers Need Political Conocimiento*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- Gutiérrez, R., Irving, S. E., Gerardo, J. M., & Vargas, G. E. (2013, April). *Mathematics, Marginalized Youth, and Creative Insubordination: A Model for Preparing Teachers to Reclaim the Profession*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- Irving, S., Gutiérrez, R., & Gerardo, J. M. (2013, April). *Defining Success in Mathematics for Marginalized Students: Examining the Evolving Conceptions of Success Held by Pre-Service Secondary Mathematics Teachers in an Equity-Oriented Professional Development Program*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- Gerardo, J. M., Gutiérrez, R., & Irving, S. (2013, April). *Opportunities and Challenges of an After-School Mathematics Club: How Secondary Pre-service Teachers Negotiate Relationships and Mathematics with Marginalized Middle School Students*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- Gutiérrez, R. & Gregson, S. (2013, April). *Mathematics Teachers and Creative Insubordination: Taking a Stand in High-Poverty Schools*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California. April, 2013.
- Gutiérrez, R. (2013, April) *Beyond the Achievement Gap: What it Takes to Become an Effective Leader in Mathematics for Marginalized Youth*. Selected paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- Gerardo, J. M. & Gutiérrez, R. (2013, April). *Systemic Functional Linguistics as a Tool to Examine Positions of Nos/Otr@s in Mathematics Education Discussions*. A selected paper presented at Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics. Denver, Colorado.
- Gutiérrez, R. (2012, Oct.) *Playing games to change the way pre-service teachers and middle school students view mathematics*. Presentation given at the Annual Meeting of the Society for Advancement of Chicanos and Native Americans in Science. Seattle, Washington.

- Gutiérrez, R. (2012, Oct.) *Common Core State Standards and Latin@ students: The good news and the bad news*. Presentation given at the Annual Meeting of the Society for Advancement of Chicanos and Native Americans in Science. Seattle, Washington.
- Gutiérrez, R. (2011, Dec.). *Political knowledge needed for teaching marginalized students mathematics*. A presentation given to the Teacher Education Council. University of Ottawa. Ottawa, Ontario. Canada.
- Gutiérrez, R. (2011, Oct.) Reclaiming the profession: Political knowledge needed for teaching Latin@ students mathematics. Presentation given at the Annual Meeting of the Society for Advancement of Chicanos and Native Americans in Science. San Jose, California.
- Gutiérrez, R. (2011, Apr.). *Identity and power: Who decides what counts as research in mathematics education?* Presented at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics. Indianapolis, Indiana.
- Gutiérrez, R. (2011, Apr.). *Beyond gap gazing: What do mathematics teachers and teacher leaders need to know about equity?* Presented at the Annual Meeting of the National Council of Teachers of Mathematics. Indianapolis, Indiana.
- Gutiérrez, R. (2011, Feb.). *Playing/changing the game: Rethinking the knowledge that mathematics teachers need to teach students*. Presentation given in the Learning Science Colloquium Series, Northwestern University. Evanston, Illinois.
- Gutiérrez, R. (2011, Jan.). *Becoming the “other:” Learning to teach mathematics to English learners*. A presentation given at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, California.
- Gutiérrez, R. (2010, Oct.). *Mathematics teaching of Latin@s: Helping the field better understand and predict the future of STEM*. Presented at the Annual Meeting of the Society for Advancement of Chicanos and Native Americans in Science. Anaheim, California.
- Gutiérrez, R. (2009, Oct.). *Beyond gaps and pipelines: New theoretical perspectives on equity in mathematics education*. Presented at the Annual Meeting of the Society for Advancement of Chicanos and Native Americans in Science. Dallas, Texas.
- Gutiérrez, R. (2009, April). *Supporting students learning mathematics: What can we learn from a Mexican secundaria?* Selected paper presented at the Annual meeting of the American Educational Research Association. San Diego, CA.
- Gutiérrez, R. (2009, April). *Understanding the “gap-gazing” fetish in mathematics education: How might we better address issues of identity and power in mathematics teaching and learning?* Selected paper presented at the Annual meeting of the American Educational Research Association. San Diego, CA.

- Gutiérrez, R. (2009, April). *Moving beyond the "gap-gazing" fetish: A Foucauldian Analysis*. Selected paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics. Washington, DC.
- Gutiérrez, R. (2009, April). *Understanding Gap Gazing: Rethinking Identity and Power in Mathematics Learning and Teaching*. Selected paper presented at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics. Washington, DC.
- Gutiérrez, R. (2008, Nov.). *Confronting identity and power issues in teaching mathematics*. A presentation given to the Mathematics, Science, and Technology Pro-seminar at the University of Illinois. Champaign, IL.
- Gutiérrez, R. (2007, Oct.). *Countering deficit narratives on Mexican schooling: Another look at Mexico's results on the 2003 PISA*. Presentation to the Transnational and Borderlands Research Working Group. Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Lake Tahoe, Nevada.
- Gutiérrez, R. (2007, April). *Teaching and learning mathematics in México's secundarias: A look at classroom practices*. Selected paper presented at the Annual meeting of the American Educational Research Association. Chicago, IL
- Gutiérrez, R. (2007, April). *What is Nepantla? Rethinking "knowledge and its use in teacher education*. Selected paper presented at the Annual meeting of the American Educational Research Association. Chicago, IL.
- Gutiérrez, R. (2006, November). *Learning mathematics in Zacatecas, México: A focus on cultural practices*. A presentation given at the Annual Conference of the North American Chapter of the International Group of the Psychology of Mathematics Education. Mérida, México.
- Gutiérrez, R. (2004, April). *"So that's what it means to teach urban Latina/o students quality mathematics:" A community of practice model of teacher education*. Selected paper presented at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Gutiérrez, R. (2002, April). *Calculus for all: Collective teacher commitment and the practice of a new reform*. Selected paper presented at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Gutiérrez, R. (2002, April). *Enabling the practice of mathematics teachers in context: Towards a new equity research agenda*. Selected paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Pre-session, Las Vegas, NV.

- Gutiérrez, R. (2001, April). *Creating a Space for Latina/os in Mathematics: Teacher Thought and Practice*. A selected paper presented at the Research Pre-Session of the Annual Meeting of the American Educational Research Association. Seattle, Washington.
- Gutiérrez, R. (2000, April). *Advancing Urban Latina/o Youth in Mathematics: The Power of Teacher Community*. Selected paper presented at the Annual Meeting of the National Council of Teachers of Mathematics. Chicago, IL.
- Gutiérrez, R. (1999, Oct.). *Race and the (In)Significance of Language in the Teaching of Latina/o Students*. Selected paper presented at the Territories and Boundaries: Geographies of Latinidad Conference, Center for Advanced Studies, University of Illinois at Urbana-Champaign. Champaign, IL.
- Gutiérrez, R. (1999, Oct.). *Advancing Urban Latina/o Youth in Mathematics: Practices, Beliefs, and Consequences of a Successful Mathematics Department*. Paper presented at the Annual Meeting of the National Academy of Education. Pittsburg, PA.
- Gutiérrez, R. (1999, April). *Triumphs and Trials of Community Membership: Mathematics Teachers Implementing Reform*. Selected paper presented at the Annual Meeting of the American Educational Research Association in Montreal, Quebec, Canada.
- Gutiérrez, R. (1998, April). *Advancing Urban Latino Youth in Mathematics: Lessons from an Effective High School Mathematics Department*. Selected paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Gutiérrez, R. (1998, April). *Teacher Beliefs and Stereotyping in Cultural Contexts: Directions for Future Research and Professional Development*. Selected paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Gutiérrez, R. (1997, April). *Autonomy in Heterogeneous Mathematics Classrooms: Challenges for Teachers*. Selected paper presented at the Annual Meeting of the National Council of Teachers of Mathematics in Minneapolis, Minnesota.
- Gutiérrez, R. (1997, March). *Secondary school teachers' belief systems as context for exploring the "mathematics for all" reform agenda*. Selected paper presented at the Annual Meeting of the American Educational Research Association in Chicago, Illinois.
- Gutiérrez, R. (1997, March). *Is the (current) multiculturalization of mathematics doing us more harm than good?* Selected paper presented at the Annual Meeting of the American Educational Research Association in Chicago, Illinois.
- Gutiérrez, R. (1995, April). *The cultures of high school mathematics departments: Understanding their impact on student advancement*. Selected paper presented at the Annual Meeting of the American Educational Research Association in Chicago, Illinois.

Gutiérrez, R. (1994, April). *Organizing for Advancement: A Two-Pronged Approach for Addressing the Problems Raised by Tracking in Mathematics*. A paper presented at the annual conference of the American Educational Research Association in New Orleans.

Gutiérrez, R. and Rosiek, J. (1994, April). *The Need for Subject Matter Specificity in Multicultural Education Research: The Case of Mathematics*. A paper presented at the Annual Meeting of the American Educational Research Association in New Orleans.

Gutiérrez, R. (1992, April). *The José Valdés Summer Math Institute: Helping Break Academic and Social Barriers for Inner City Youth*. A paper presented at the Eyes on the Mosaic: Inquiries and Explorations in Race and Ethnic Studies Conference. Chicago, Illinois.

Gutiérrez, R. (1992, January). *The Effects of Culturally Relevant Mathematics on Latino Students*. A paper presented at the annual conference of the Society for the Advancement of Chicanos and Native Americans in Science in El Paso, Texas.

TEACHING AT UNIVERSITY OF ILLINOIS

Teaching Fields: Mathematics education, teacher education, urban education, critical pedagogy.

Courses Taught (partial list, does not include independent studies)

* = Undergraduate (pre-service teacher) methods courses for secondary mathematics education

Education 202: Social Justice, Schooling, & Society

Curriculum and Instruction 590, CP: Critical and Social Justice Perspectives on Pedagogy
(online)

Educational Policy Studies 500 / Curriculum and Instruction 507: Topics in Educational Policy:
Philosophical, Political & Sociological Foundations of Mathematics & Science Education

Curriculum and Instruction 508: Urban Schools and Schooling

Curriculum and Instruction 547: Sociopolitical Perspectives in Mathematics and Science
Education

Curriculum and Instruction 546, MSE: Mathematics, Science, and Engineering Proseminar II:
Understanding the Publishing Process

Curriculum and Instruction 499, NS: Noyce Seminar

Curriculum and Instruction 499, RT: Reflective Teaching

*Curriculum and Instruction 404/304, M: Teaching and Assessing Secondary School Students,
Mathematics

*Curriculum and Instruction 403/303, M: Teaching Diverse High School Students, Mathematics

*Curriculum and Instruction 402/302, M: Teaching Middle School Mathematics in a Diverse Society

*Curriculum and Instruction 401/301, M: Teaching Secondary Mathematics in a Diverse Society

*Curriculum and Instruction 219, M: Field Experience in Secondary Teaching, Mathematics

*Curriculum and Instruction 101, M: Introduction to Secondary Teaching in Mathematics

Teaching Awards

(Incomplete) List of Teachers Ranked Excellent by Students, UIUC (Fall, 2016; Spring, 2012; Spring, 2010; Fall, 2006; Spring, 1999; Spring, 1998; Spring, 1996).

PUBLIC ENGAGEMENT

GeoJam, Central High School, Edison Middle School, Champaign Unit 4 Schools; Urbana High School, Urbana District 116. An evening math event created to engage students who do not traditionally perform well in mathematics in teams with their parents/guardians. Information can be found at: <http://geojam.centralmath.org/2015/about/index.html> (August 2005 – present)

iMATHS, Director. After-school bilingual mathematics club engaging Black and Latin@ adolescents in advanced mathematics (e.g., topology, combinatorics, graph theory) through the use of games, simulations, and logic puzzles. Coordinate undergraduate mathematics students to create activities for the club. Oversee a youth leadership team that runs events in the community, such as “family math day” and “math nights.” This is in partnership with the Champaign Public Library. (February 2011 – 2016)

University of Illinois Laboratory High School. Multicultural Parent Advisory Group. Chairperson (August 2013-2017), member (Aug. 2011 – 2017). University High School Advisory Committee. Member, (August 2012 – present). Governing Board member (2017 – present). Hosted and moderated public forums on racism/multiculturalism. Taught various courses in Agora Days, including Race, Illusions, & Uni High.

Sew Cool Afterschool, Co-leader. After-school sewing club that combines mathematics with community outreach. Black and Latin@ 5th grade students at Stratton Elementary carry out sewing projects for a local nursing home. (August 2013 – 2015)

University of Illinois Chancellor’s Academy. Keynote speaker. In-service teacher workshop where participants learned how to combine issues of social justice with mathematics teaching. (June, 2013)

FIRST LEGO League Robotics Competition. Coach (regional and state levels). Provided expertise and guidance to teams of 4th through 8th grade students of color learning to program robots, conduct research on a scientific topic, and present a creative solution for a global problem to members of the local community. (August 2007 – 2013)

Partnership with Second Chance High School. Provided professional development to a math teacher and his students in an alternative Chicago Public High School serving Latina/o students. (July 2002-2005)

Featured speaker. Orange County Mathematics Conference. (March, 2011).

Invited speaker, Dream Week, Stratton Elementary School. Presented lectures on what a professor in mathematics education does, and the mathematics of *papel picado* (Mexican paper cutting). (April, 2010)

Professional development for mathematics faculties of San Jose City College, Evergreen Community College, and National Hispanic University. *Beyond gap gazing: How do effective mathematics departments support Latina/o students?* (February, 2010).

Outreach to the plaintiff case in their development of the Great Campus proposal as a response to the consent decree for Champaign Unit 4 Public Schools (redressing past injustices for African American students in the district). (August 2006 – August 2009).

Invited plenary, Orange County Mathematics Conference. *Language, culture, and mathematics: What do we know about what works?* March, 2007.

In-service professional development provided to Urbana School District to address the achievement gap. *Advancing All Students in Mathematics: What Do Effective Teachers Do?* (February, 2006)

Collaborator with two middle/high schools in Zacatecas, México. Supported the teaching of mathematics to students in public schools. Helped organize and run sessions to prepare students for local/state/national mathematics olympiad competitions. Secundaria #2, Lázaro Cardenas; Secundaria #2, Salvador Vidal. (August 2004-May 2005)

Teaching Resource/ Lesson Plan developer for Danville High School mathematics teachers who aim to make their teaching more equitable for their culturally diverse student population. (September 1998-May 2002)

Invited speaker at the Conference on Chicago High School Reform, University of Chicago. Chicago, IL. *Developing and Sustaining a Teacher Community that Advances Latina/Latino Students in Mathematics: What it Takes*. March, 2001.

Invited speaker for McNair Scholars Program, University of Illinois. *The Academy as a Place for Knowledge Construction and Activism*. (January, 2001)

Invited participant, Center for Advanced Study seminar: Interdisciplinary Perspectives on Theory, Methodology, and Curriculum in Latina/o Studies, UIUC (Spring, 1999)

Chair, Mathematics Board of Directors, Educare (a non-profit organization dedicated to the advancement of Latinos in mathematics), (1996-1998).

Keynote speaker, Calculus Award Night for parents and students, Lake View High School, Chicago, IL. *Mathematics and Your Future: The Sky's the Limit*. (December, 1997)

Invited guest speaker for graduate student seminar on Women and the Academy, University of Illinois at Urbana-Champaign. *Avoiding Straight Lines and Boxes: Life as a Latina Academic*. (October, 1997)

Invited guest speaker for Phi Delta Epsilon (education honor society) undergraduate students at the University of Illinois at Urbana-Champaign. *Myths and Facts about Students in Urban Settings*. (October, 1997)

Invited panelist in the workshop *Transition Mathematics: Adapting to Diverse Learners*. Developed for Baltimore High School mathematics teachers. (August, 1997)

Invited speaker for career class at DeAnza Community College, San Jose, CA. *What does a professor of education do?* (May, 1997)

Invited panelist for the Spencer Foundation Dissertation-Year Fellows' Conference on Pedagogy. *Balancing Teaching and Research*. (March, 1997)

Invited speaker for Development and Socialization Process (DASP) workshop series, University of Illinois at Urbana-Champaign. *Student Advancement and High School Mathematics Departments*. (January, 1997)

Panelist for Latina/o Studies Program, University of Illinois at Urbana-Champaign. Get to know your professors night. (December, 1996)

PROFESSIONAL SERVICE (partial list)

American Educational Research Association.

Member, Exemplary Contributions to Practice-Engaged Research Award Committee (2018 - present). Mentor, Research Mentoring Program, Committee on Scholars of Color in Education (2013). Elected secretary of Hispanic Research Special Interest Group (1996-1997); invited member, Minority Student Dissertation Award Committee (2000-2003); Section Chair, Division C (Mathematics Learning and Instruction), Annual Program Committee for 2003. (March, 2002 – April, 2003); member of Division K, Hispanic Research SIG, Native American Research SIG, Bilingual Research SIG, SIG/Research in Mathematics Education (1990-present), invited mentor at annual meeting (2009).

Science for the People. A professional organization of scientists that seeks to address social and political action in society. Chair, working group on Supporting STEM Intellectuals Under Attack. Member, national steering committee. Member, Science for the People (Champaign-Urbana chapter). (2017 - present).

Revisioning, Reclaiming, and Reconciling School Mathematics (RRRSM) project. External advisory group. A group of mathematics educators who have experience with Indigenous cross-cultural teaching, research, and administration who seek to develop illustrated specifications for a renewed school mathematics for Saskatchewan, consistent with Canada's era of reconciliation, designed according to proven mathematics education practices, and informed by the culture-based renewal of the school science program in 2008-2014. (2/17 – present)

Association of Mathematics Teacher Educators. Member, Standards for the Preparation of Teachers of Mathematics writing team (2/12 – 5/17). Lead writer on Standard 2.4 (Social and Historical Perspectives on Mathematics Education). Co-chair, Equity Task Force. (10/07 – 2/10). Created and offered professional development workshops on equity in math methods courses (2011, 2012, 2013) developed “learn & reflect” strand for 2013 & 2014 conference years, webinar (2012), resource list for professional society (2013).

The Museum of Science and Industry. Educational Leadership Advisory Committee. Developing a ratings system to evaluate the Chicago Public Schools. (11/13 – 6/16).

Partnership for Assessment of Readiness for College and Careers (PARCC), Mathematics Core Leadership Item Review Committee. Responsible for creating and revising items for the Common Core State Standards in Mathematics exams. (9/13 – 10/15)

Knowles Science Teaching Foundation. Member, Fellowship Selection Committee, teaching fellowships (2013-2017). Member, Advisory panel, postdoctoral fellowships. (2006-2007)

TODOS, Mathematics for All. Member, Research and Publications Committee, Monographs (2013-2015). Member, Iris Carl Awards Committee for outstanding contributions to teaching mathematics for Latina/o students (12/05-6/08; 2017 - present). Member, Research and Publications Committee, editorial panel for monograph series (12/06-1/09).

National Council of Teachers of Mathematics. Invited participant to Equity Summits 1 & 2, helped develop equity position statement 2008 and policy documents. *Journal for Research in Mathematics Education*. Guest editor, special issue on equity. (2/08 – 1/13).

Journal of Humanistic Mathematics. Member, Advisory panel. (11/09-present).

Coalition for Equity and Excellence in Mathematics Education. Founding member. (2/08 – 2/09).

Journal of Mathematics and Culture. Member editorial panel. (3/08-present).

Journal of Mathematics Teacher Education (international). Member editorial panel. (8/05-present).

Society for Advancement of Chicanos and Native Americans in Science.

Judge for scientific posters (10/09–10/15). Member, design/writing team for National STEM Institute (7/08-7/10). Founding member and adviser (with Wilfred van der Donk in Chemistry), University of Illinois student chapter (12/07-present). Elected student member, Board of Directors. Member, Finance Committee. (4/93-4/95). Member (1/90-present).

The Spencer Foundation.

Member, Dissertation Award Committee (8/07-5/09).

Member, Minority Scholars Advisory Committee. (9/01-9/03).

Strategic Educational Research Program (SERP)/Minority Student Achievement Network (an outgrowth of the National Academies of Science). Member, design team seeking to improve mathematics teaching and learning in urban schools throughout the United States. (6/07 – 6/08)

UNIVERSITY SERVICE

Universidad Pedagógica Nacional, México. Offered lectures for doctoral students on analyzing qualitative data, (Aug. 2004-May 2005).

University of Illinois System (Urbana-Champaign, Chicago, Springfield)

Diversity and Access Task Force, Office of the Vice President for Academic Affairs, University of Illinois Administration, (2009 – 2011).

University of Illinois at Urbana-Champaign

University of Illinois Laboratory High School Governing Board, Office of the Provost, (2017 – present)

Academic Program Review Council, Office of the Vice Provost and Vice Chancellor for Academic Affairs, (2016 – present)

Chancellor/Provost Faculty Consultation Group, (2015 - 2016)

Gender and Equity Council, Office of the Chancellor, (2013 – 2015)

University Fulbright Interview Committee, Campus Center for Advising & Academic Services, (2009 - 2011).

Mathematics Intercollegiate Transfer Committee, Office of the Provost, (2005-present).

Civic Commitment Task Force, Office of the Chancellor, (2005-2008).

Pathways in Undergraduate Education Task Force. Office of the Chancellor, (2006-2007).

Martin Luther King Commemorative Committee, Office of the Chancellor, (2002-2007).

Chair, Mathematics Area Committee, Office of the Provost and Vice Chancellor for Academic Affairs, (1996-2001; 2002-2005).

Latina/Latino Studies, College of Liberal Arts and Sciences
Faculty affiliate (1997- present).

Elected member, Advisory Board of Directors, (1998-1999; 2000-2002).

Member, Search Committee for Director, Office of the Dean, (2001-2002).

Member, Committee on University and Community Affairs, (1997-1999).

Member, Committee on Latina/Latino Studies, Office of the Provost and Vice Chancellor for Academic Affairs, (developed a minor in Latina/Latino studies for the College of Liberal Arts), (1996-1997).

George A. Miller Committee, Office of the Vice Chancellor for Research and Graduate College, (responsible for reviewing university research lecture grants), (1996-1999).

College of Education

Promotion and Tenure Review Committee (2017 – present).

Re-envisioning Teacher Education Committee (2012 - 2014), Co-leader on equity/diversity.

College Research Committee (2011-2012)

Diversity and Equity Working Group, (2009-2011).

ULI/STEM Faculty Excellence Search Committee, (2009-2011).

Online Diversity and Equity Master's Program Advisory Committee, (2008-2010).

Center for Education in Small Urban Communities' Advisory Council, (2007-2009).

Curriculum and Instruction Department Head Search Committee, (2007-2008).

Diversity Task Force, (2006-2007).

College Liaison, Women and Gender in Global Perspectives, (2005-2006).

Secondary Education Redesign Committee, Council on Teacher Education, (1996-2003).

Faculty Awards and Honors Committee, (2000-2002).

Professional Development and Programs Committee, (1998-2000).

Student Appreciation and Awards Committee, (1997-1998).

Department of Curriculum and Instruction

Bilingual Education Faculty Search Committee, Chair. (2018- present).

Faculty Advisory Committee (elected), (2016- present).

Course Load Policy Task Force, Chair. (2018).

Curriculum and Instruction Head Search Committee. (2017 – 2018).

Promotion Committee, Eury Bauer, (2016 – 2017).

Tenure & Promotion Committee, Gloriana Gonzalez, (2013 - 2015).

Educational Technology Faculty Search Committee, (2012-2013).

Bilingual Education Faculty Search Committee, (2011-2012).

Chair (elected), Division of Mathematics, Science, and Technology, (2010-2012).

Chair, Secondary Mathematics Education Faculty Search Committee, (2008-2009).

Faculty Advisory Committee (elected), (2006-2008).

Interim Leadership Team, (2006-2008).

Co-chair, Secondary Mathematics Education Faculty Search Committee, (2005 – 2007).

Student Awards Committee, (2005-2007).

Tenure and Promotion Committee, (1997-1999).

Secondary Mathematics Education Faculty Search Committee, (1997-1998).

Elementary Mathematics Education Faculty Search Committee, (1997-1998; 2001-2002).

CONSULTING

Adviser, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison (1998). Served as a resource for math education faculty who are providing professional development to mathematics teachers in a Milwaukee, WI public high school.

Panel member, School Organizational Assessment Profile (SOAP) Validation Study, School Climate and Professional Development Area, Children's Research Center (1997). Helped validate measures used to assess the improvement of professional development within Teachers' Academy for Mathematics and Science in Chicago, IL.

Consultant, Consortium for Chicago School Reform, University of Chicago, Spring, 1990.

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Association of Mathematics Teacher Educators

Association for the Philosophy of Mathematical Practice

Metropolitan Mathematics Club of Chicago

National Council of Teachers of Mathematics

Society for the Advancement of Chicanos and Native Americans in Science

Science for the People

LANGUAGE AND COMPUTER SKILLS

Spanish: fluent reading and speaking ability.

Statistics and Data Handling: Hierarchical Linear Modeling (HLM), SAS, SYSTAT, Meta-analysis, NVivo/Nudist, Ethnograph.

Computer software: Geometer's Sketchpad, Geogebra, Tinkerplots, Fathom, Excel; Power Point, Dreamweaver, Netscape Composer.

INTERESTS

Salsa dancing, Indigenous cultures and history, and power yoga.