

Priya V. Prasad
Associate Professor
Department of Mathematics
University of Texas at San Antonio

PERSONAL INFORMATION

CONTACT INFORMATION

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EDUCATION

- Doctor of Philosophy, Mathematics, University of Arizona, August 2014
Field: Mathematics Education; Minor: Teaching and Teacher Education
- Bachelor of Arts, Scripps College, Claremont CA, May 2006
Double Major: Mathematics & Religious Studies

EMPLOYMENT HISTORY

- Associate Professor, 2020-present, University of Texas at San Antonio, San Antonio, TX
- Assistant Professor, 2014-2020, UTSA
- Graduate Teaching/Research Assistant, 2008-2014, UArizona, Tucson, AZ
- Mathematics Teacher & Student Advisor, 2006-2008, The Webb Schools, Claremont, CA

FELLOWSHIPS

- 2015 Fellow, STaR Program: Service, Teaching & Research in Mathematics Education

SCHOLARLY ACTIVITIES

PUBLICATIONS

Peer-Reviewed Academic & Professional Journal Articles

Castro Superfine, A., Olanoff, D., Welder, R. M., & **Prasad**, P. V. (in preparation). A review of research on mathematics teacher educator knowledge and practice: Mapping the terrain. *Journal of Mathematics Teacher Education*.

An, T., Berzina-Pitcher, I., Bigelow, V., Buchbinder, O., Herbst, P., Milewski, A., Miller, N., **Prasad**, P.V., Pyzdrowski, L.J., St. Goar, J., Sears, R., Szydlik, S., & Vestal, S. (in press). A cross-institutional faculty online learning community: Community-guided faculty development in teaching college geometry for teachers. *Handbook of STEM Faculty Development*. Charlotte, North Carolina: Information Age Publishing.

Norman, F.A., & **Prasad**, P.V. (in press). Variations on a theorem of Varignon. *The College Mathematics Journal*.

Gehertz, J., Vallines Mira, R., Duffer, C.J., & **Prasad**, P.V. (2021). Learning at a distance: Can at-home activities measure up?. *International Journal of Mathematics Education in Science and Technology*, 1-9.

- Prasad, P.V.** & Kalinec-Craig, C. (2021). Creating a democratic mathematics classroom: The interplay of the rights and responsibilities of the learner. *Democracy and Education*, 29(1), Article 1.
- Prasad, P.V.** & Boyce, S. (2021). Calling a Taxi(cab): Transforming ideas of congruence. *PRIMUS*. doi: <https://doi.org/10.1080/10511970.2021.1871989>
- Castro Superfine, A., **Prasad, P.V.**, Welder, R. M., Olanoff, D., & Eubanks-Turner, C. (2020). Exploring mathematical knowledge for teaching teachers: Supporting prospective teachers' relearning of mathematics. In A. Appova, R. M. Welder, and Z. Feldman, (Eds.), *Supporting Mathematics Teacher Educators' Knowledge and Practices for Teaching Content to Prospective (Grades K-8) Teachers. Special Issue: The Mathematics Enthusiast* 17(2-3), 367–402.
- Kalinec-Craig, C., **Prasad, P.V.**, & Vallines Mira, R. (2020). Supporting elementary mathematics teacher candidates' use of divergent formative assessment. In C. Martin, D. Polly, & R. Lambert (Eds.), *Handbook of Research on Formative Assessment in Pre-K through Elementary Classrooms*, pp. 226-253.
- Prasad, P.V.** (2020). Using revision and specifications grading to develop students' mathematical habits of mind. *PRIMUS*, 30(8-10), 908-925.
DOI: <https://doi.org/10.1080/10511970.2019.1709589>
- Prasad, P.V.**, & Barron, V.J. (2019). Exercising mathematical authority: Three cases of preservice teachers' algebraic justifications. *The Mathematics Educator*, 28(2), 3-32.
- Liang, S., Vallines Mira, R., **Prasad, P.V.**, & Patterson, C. (2019). Improving our practice as mathematics teacher educators through teaching research. *International Journal of Scholarship of Teaching and Learning*, 13(2), 1-15.
- Kalinec-Craig, C. A., **Prasad, P.V.**, & Luna, C. (2019). Geometric transformations and Talavera tiles: A culturally responsive approach to teacher professional development and mathematics teaching. *Journal of Mathematics and the Arts*, 13(1), 72-90.
- Kalinec-Craig, C. A., **Prasad, P.V.**, Vallines Mira, R., & Walls, C. B. (2019). Unpacking the algorithm: Rethinking elementary pre-service teachers' strategies for solving multi-digit addition problems. *IUMPST (Issues in the Undergraduate Mathematics Preparation of School Teachers): The Journal. Vol 1 (Content Knowledge)*, 1-15.
- Prasad, P.V.** (2016). Leveraging interactive geometry software to prompt discussion. *Mathematics Teaching in the Middle School*, 22(4), 226-233.

Peer-Reviewed Conference Proceedings

- Gehrtz, J., Lee, S., & **Prasad, P.V.** (submitted). College instructors perceptions of barriers & drivers that impact the implementation of active learning. Nashville, TN: *Proceedings of the North American Chapter of the International Group for the Psychology of Mathematics Education*.
- Welder, R., Castro Superfine, A., **Prasad, P.V.**, & Olanoff, D. (submitted). Conceptualizing mathematics teacher educator knowledge: Comparing and contrasting existing frameworks. Nashville, TN: *Proceedings of the North American Chapter of the International Group for the Psychology of Mathematics Education*.
- Olanoff, D., **Prasad, P.V.**, Welder, R. (2021). Exploring mathematics teacher educators' avenues for professional growth: A review of the research literature. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.) *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Mazatlan, Mexico: Cinvestav / AMIUTEM / PME-NA.

- Prasad, P.V., Barron, V.J., & Vallines Mira, R. (2019).** Toward a practice-based framework for developing preservice elementary teachers' mathematical authority. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C., (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. St. Louis, MO: University of Missouri.
- Kalinec-Craig, C. & **Prasad, P.V. (2019).** An exploratory case study of positioning and whiteness in a secondary mathematics teacher professional development. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C., (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. St. Louis, MO: University of Missouri.
- Barbosa, J. S., & **Prasad, P.V. (2019).** Exploring college geometry students' understandings of Taxicab geometry. In (Eds.) A. Weinberg & S. Smith Karunakaran (eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education*, Oklahoma City, OK.
- Boyce, S., & **Prasad, P.V. (2018).** Supporting prospective teachers' understanding of triangle congruence criteria. In (Eds.) A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, and S. Brown, *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education*, San Diego, CA.
- Prasad, P.V., Vallines Mira, R., Patterson, C., & Liang, S. (2018).** Task design and revision as a vehicle for developing mathematical knowledge for teaching teachers. In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC: University of South Carolina & Clemson University.
- Olanoff, D., Welder, R. M., **Prasad, P.V., & Castro Superfine, A. (2018).** Fractalization as a metaphor for mathematical knowledge for teaching teachers: Synthesizing research and exploring consequences. In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC: University of South Carolina & Clemson University.
- Welder, R.M., **Prasad, P.V., Castro Superfine, A. & Olanoff, D. (2017).** Developing a framework for mathematical knowledge for improving the content preparation of elementary teachers. 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*. Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.
- Prasad, P.V., Rodriguez, C. & Bonner, E. P. (2016).** Opportunities and challenges as teachers problem-solve. In M. B. Wood, E. Turner, M. Civil, & J. Eli (Eds), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: University of Arizona.
- Prasad, P.V. (2015).** "I don't think I would teach this way": Investigating teacher learning in professional development. 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*. East Lansing, MI: Michigan State University.
- Prasad, P.V., McGraw, R., & Blackburn, C. (2011).** Integrating content and pedagogy in secondary teacher preparation. In Wiest, L.R. & Lamberg, T.D. (Eds.), *Proceedings of the 33rd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Reno, NV.

Other Publications

Prasad, P.V. (2018). In stitches: Knotty area problems involving knitting. *Mathematics Teaching in the Middle School*, 24(3), 192.

Patterson, C., & **Prasad, P.V.** (2018). Beyond grades: Feedback to stimulate rethinking and intellectual growth. In Art Duval (Ed.), *American Mathematical Society Blog: On Teaching and Learning Mathematics*. <https://blogs.ams.org/matheducation/2018/08/06/beyond-grades-feedback-to-stimulate-rethinking-and-intellectual-growth/>

SELECTED PRESENTATIONS

Refereed

Problematizing the Notion of Rights and Responsibilities in Mathematics Teacher Education
with Crystal Kalinec-Craig, Jo Boaler, Allison Hintz, Elham Kazemi, Kersti Tyson, Robin Anderson, Andrea English, & Amanda Jansen, Association of Mathematics Teachers and Educators (AMTE), Feb. 11, 2022, Las Vegas, NV.

What's Missing in the Research Literature on Mathematics Teacher Educator Knowledge?
with Dana Olanoff & Alison Castro Superfine, AMTE, Feb. 10, 2022, Las Vegas, NV.

Exploring Mathematics Teacher Educators' Avenues for Professional Growth: A Review of the Research Literature
with Dana Olanoff & Rachael Welder, Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Jun. 2021, Mazatlan, Mexico (virtual)

Leveraging Technology to Promote Collaboration in Prospective Teacher Education
with Dana Olanoff, International Consortium for Research in Science and Mathematics Education 2021 Virtual Conference, Feb. 2021 (virtual)

Learning at a distance: Can at-home activities measure up?
with Jessica Gehrtz, Christopher Duffer, & Raquel Vallines Mira, Association of Mathematics Teacher Educators - Texas Chapter 2021 Fall Conference (AMTE-TX), Sep. 2021, San Antonio, TX (virtual)

Mathematics Teacher Educator Knowledge: What Is It, and How Do We Support Its Development?
with Dana Olanoff & Alison Castro Superfine, AMTE, Feb. 2020, Phoenix, AZ.

Designing Statistics Preparation for Elementary Preservice Teachers
with Nirmala Naresh & Raquel Vallines Mira, AMTE, Feb. 2020, Phoenix, AZ

What Can Mathematics Teacher Educators Do To Develop Their Knowledge Bases?
with Raquel Vallines Mira, Cody Patterson, & Su Liang, National Council of Teachers of Mathematics Research Conference (NCTM), Apr. 2019, San Diego, CA.

Exploring College Geometry Students' Understandings of Taxicab Geometry
with Jose Saul Barbosa, Conference on Research in Undergraduate Mathematics Education (RUME), Mar. 2019, Oklahoma City, OK.

Fractalization as a Metaphor for Mathematical Knowledge for Teaching Teachers: Synthesizing Research and Exploring Consequences
with Dana Olanoff, Rachael Welder, & Alison Castro Superfine, PME-NA, Nov. 2018, Greenville, SC.

- Continuously Improving Mathematics Content Courses for PSTs and MTEs*
with Raquel Vallines Mira, Cody Patterson, & Su Liang, AMTE-TX, Sep. 2018, Nacogdoches, TX.
- Learning to Teach Preservice Teachers Similarity Through Teaching Research*
with Su Liang, Raquel Vallines Mira, & Cody Patterson, AMTE, Feb. 2018, Houston, TX
- Supporting Preservice Teachers' Understandings of Triangle Congruence*
with Steven Boyce, Joint Mathematics Meetings (JMM), Jan. 2018, San Diego, CA, & RUME, Jan. 2018, San Diego, CA.
- Developing a Framework for Mathematical Knowledge for Improving the Content Preparation of Elementary Teachers*
with Rachael Welder, Alison Castro Superfine & Dana Olanoff, PME-NA, Oct. 2017, Indianapolis, IN.
- Studying Ourselves as We Improve Our Teaching*
with Cody Patterson & Raquel Vallines Mira, AMTE, Feb. 2017, Orlando, FL.
- Teachers as Problem Solvers: Insights from Professional Development*
with Emily Bonner & Cinthia Rodriguez, National Council of Teachers of Mathematics (NCTM) Research Conference, Apr. 2016, San Francisco, CA.
- Rethinking Elementary Preservice Teachers' Addition Strategies*
with Crystal Kalinec-Craig, Raquel Vallines Mira, & Carey Walls, NCTM Research Conference, Apr. 2016, San Francisco, CA.
- "I don't think I would teach that way": Investigating Teacher Learning in Professional Development*
PME-NA, Oct. 2015, East Lansing, MI.
- Understanding the Factors that Mediate the Effects of Professional Development*
AMTE, Feb. 2014, Irvine, CA.
- Investigating Connections between Content-Based Professional Development and Teachers' Instructional Choices*
JMM, Jan. 2014, Baltimore, MD.
- Understanding Changes in Teaching Practice after Content-Based Professional Development*
JMM, Jan. 2013, San Diego, CA.

Invited

- Implementing Active Learning: Opportunities and Challenges Presented by the Current Moment*
Cal State Long Beach Mathematics Colloquium, Feb. 18, 2022, Long Beach, CA (virtual).
- What are our responsibilities to mathematics teacher education in this moment?*
AMTE Opening Session Panel (with Melissa Adams Corral, Toya Frank, Luis Leyva, & Jared Webb), February 10, 2022, Las Vegas, NV.
- Teaching Geometric Congruence*
Ithaca College Math Colloquium, October 12, 2020, Ithaca, NY (virtual).
- Understanding the Mathematical Knowledge Needed for Teaching Future Teachers*
Sam Houston State University Math Colloquium, September 13, 2017, Huntsville, TX.

GRANTING ACTIVITIES (TOTAL CREDIT AWARDED TO DATE: OVER \$556K)

Funded

- Prasad, P.V. (**Principal**, 50%), & Gehrtz, J. (Co-PI), "Supporting College Instructors in Improving College Algebra Teaching and Student Outcomes (SCI-CAT)," Sponsored by National Science Foundation (IUSE-HSI), Federal, \$486,291.00. (Oct. 15, 2021 – Sep. 30, 2024).
- Prasad, P.V. (**Co-Principal**, 25%), Yuen, T. (PI), Arreguin-Anderson, M. (Co-PI), Bonner, E. (Co-PI), Kalinec-Craig, C (Co-PI), & Fernandez, A. (Co-PI), "CS4SA-HS: Developing a collaborative of secondary computer science teachers to increase Latinx participation in CS (CS4SA-NOW)," Sponsored by National Science Foundation (CS4All – COVID19 supplement), \$196,670.00. (Aug. 1, 2020 – Jul. 31, 2021).
- Prasad, P.V. (Subaward - **Principal**, 50%), & Bonner, E. (Co-PI), Main Award: Patterson, C. (PI – Texas State University) "Reasoning Language for Teaching Secondary Algebra (ReLaTe-SA)," Sponsored by National Science Foundation (DRK-12), Federal, \$105,344. (Sep. 1, 2019 – Aug. 31, 2022).
- Prasad, P.V. (**Co-Principal**, 16.6%), Yuen, T. (PI), Kalinec-Craig, C. (Co-PI), Fernandez, A. (Co-PI), Arreguin-Anderson, M. (Co-PI), & Bonner, E. (Supporting), "CS4SA-HS: Developing a collaborative of secondary computer science teachers to increase Latinx participation in CS," Sponsored by National Science Foundation (CS4All), Federal, \$999,576. (Sep. 1, 2019 – Aug. 31, 2021).
- Prasad, P.V. (Supporting, 15%), Chavez, O. (PI), Gonzalez, A. (Co-PI), Woolard, J. (Co-PI), & Patterson, C. (Supporting), "Student Success-Mathematics Alignment Project (MAP)," Sponsored by Association of Public & Land Grant Universities, National, \$50,000. (Aug. 1, 2018 – Jul. 31, 2019).
- Prasad, P.V. (**Principal**, 25%), Patterson, C. (Co-PI), Vallines Mira, R. (Co-PI), & Liang, S (Co-PI). "Sawtelle Financial Teaching Innovation Grant," Sponsored by Sawtelle Financial, UTSA, \$3,000. (Jun. 2017 - May 2018).
- Prasad, P.V. (Supporting, no credit), Bonner, E. P. (PI), & Travis, B. S. (Co-PI), "San Antonio Science and Mathematics Collaborative," Sponsored by Texas Higher Education Coordinating Board (Improving Teacher Quality), State, \$700,000. (Jun. 1, 2014 – Apr. 30, 2018). (Multiple Cycles)

Pending

- Prasad, P.V. (**Principal**, 100%), Subaward: Wolfe, J. (PI – University of Arizona), & Wood, M.B. (Co-PI - UArizona). "Teachers New to Complex Instruction and their Opportunities to Negotiate Practicalities," Sponsored by College Preparatory Mathematics (Extensive Research), National, \$250,000.
- Prasad, P.V. (**Co-Principal**, 50%), Rao, Hejamadi (PI), "Collaborative: Preparing Secondary Mathematics Preservice Teachers for the Industries of the Future" Sponsored by National Science Foundation, \$99,371.00. (Jan. 1, 2022 – Dec. 31, 2024).

TEACHING ACTIVITIES

LIST OF COURSES TAUGHT AT UTSA

Undergraduate

- MAT 1073: College Algebra for Scientists and Engineers
- MAT 1163: Essential Elements of Mathematics II
- MAT 1214: Calculus I
- UTE 3023: Perspectives on Science and Mathematics
- MAT 3123: Fundamentals of Geometry

- MAT 4113: Computer Mathematical Topics
- C&I 4403: Approaches to Teaching Mathematics in EC-6 Classrooms

Graduate

- MAT 5023: Problem-Solving Seminar
- MAT 5033: Foundations and Fundamental Concepts of Mathematics
- MAT 5963: Introduction to Mathematics Education Research (formerly MAT 6963)

STUDENTS MENTORED

Doctoral

- **Victoria Dougherty** (Doctoral Candidate, Chemistry)
Dissertation Committee Member, Oct. 2020-present
- **Cynthia Rodriguez** (Doctoral Candidate, Curriculum & Instruction)
Dissertation Committee Member, Mar. 2016-Aug. 2020
Dissertation title: *Teachers as Problem Solvers: An Educational Design Research Approach for Teaching and Learning Through Problem Solving*
 - Co-authored proposal accepted to and presented at NCTM 2016, with E. Bonner
 - Co-authored proposal accepted to and presented at PME-NA 2016, with E. Bonner

Master's

- **Victoria Barron** (Master's Degree Candidate, Mathematics Education)
Thesis Committee Member, March 2022
- **Rochelle Garcia** (Master's Degree Candidate, Mathematics Education)
Thesis Committee Chair, Aug. 2020-Dec. 2021
Thesis title: *Mastery-Based Testing: A Quantitative Study in an Undergraduate Corequisite Mathematics Course*
- **Christopher Duffer** (Master's Degree Candidate, Mathematics Education)
Thesis Committee Chair, Jan. 2020-Dec. 2020
Thesis title: *Mathematical Knowledge for Tutoring: Understanding What Tutors Know and What We Can Learn from Them*
- **Carlos Acevedo** (Master's Degree Candidate, Mathematics Education)
Thesis Committee Member, Dec. 2018
Thesis title: *Exploring Students' Ownership of their Conceptual Level Thinking about Sandwich Theorem, Rolle's Theorem, and Mean Value Theorem in Calculus*
- **Travis Brown** (Master's Degree Candidate, Mathematics Education)
Thesis Committee Member, May 2015
Thesis title: *Improving Numeracy in the Secondary Mathematics Classroom*

Undergraduate

- **Jose Saul Barbosa** (Undergraduate, Mathematics/Graduate, Master's in Mathematics)
Research Mentor, Jun. 2018-present
 - Directed Research Project, Spring 2020
 - Mentored through McNair Scholars program in Summer 2018
 - Co-authored paper in RUME 2019 Proceedings, co-presented at RUME 2019

- Solo-authored paper under my direction:
Barbosa, J.S. (2019). An APOS analysis of student learning of congruence in Taxicab geometry. *Journal of Undergraduate Research and Scholarly Works*, 5.
- Collaborated on course development work (MAT 3123) needed to fulfill terms of the Arcie & Craig Jordan Collaboration Grant (\$2300 scholarship for Mr. Barbosa)
- **Victoria J. Barron** (Undergraduate, General Mathematical Studies)
Research Mentor, Mar. 2017-Dec. 2018, continued collaboration after Ms. Barron's graduation in Dec. 2018 to present
 - Co-authored paper in *The Mathematics Educator*
 - Co-authored proposal accepted to PME-NA 2019, with R. Vallines Mira (peer-reviewed conference proposal included in proceedings)

SERVICE ACTIVITIES

SERVICE TO UTSA

Department

- **Graduate Advisor of Record, Master's Degree in Mathematics Education**, Jul. 2019-present
- **Mathematics Education Graduate Committee**, August 2014-present
- **Search Committees** (Student Development Specialist, Administrative Associate, Administrative Services Officer), Fall 2021
- Chair, Course Coordination Committee, Aug. 2019-Aug. 2021
- Faculty Advisor for the Math Lab Tutoring Center, Aug. 2016-Aug. 2021
- Mathematics Education Search Committee Member, 2014-2015 and 2019-2020
- Founder & Organizer, Mathematics Education Research Seminar, 2017-2018
- TA Co-Supervisor, Fall 2016
- Co-founder and Co-organizer, Instructor's Colloquium, Sep. 2015-May 2016
- Curriculum Committee, 2015-2016

College

- **College Policy Committee Member**, Fall 2021-present
- College of Science Dean Search, Fall 2018

University

- Faculty Senator, Fall 2018-Spring 2021
 - *Committees*: Academic Freedom, Evaluation & Merit (Chair: 2020-2021); Ad Hoc Joint Committee on Plus/Minus Grading; Ad Hoc Committee on Senate Structure & Operations
- Founder & Organizer, STEM Education Research Seminar, Aug. 2020-Dec. 2020
- STEM Education Search Committee External Member (Dept. of ILT), 2019-2020

PROFESSIONAL SERVICE

- **Member of Leadership Team**, San Antonio COMMIT (2020-present)
- **Treasurer**, Association of Mathematics Teacher Educators – Texas Chapter (2020-2022)
- **Conference Co-Organizer**, Association of Mathematics Teacher Educators – Texas Chapter (AMTE-TX) 2021 Fall Conference, San Antonio, Texas (conference date: September 18, 2021)
- **Co-Strand Leader** (with Cody Patterson), Student Learning and Related Factors, PME-NA 2020, 2021, 2022
- NSF Panel Reviewer, 2019
- Membership Task Force Member, Association of Mathematics Teacher Educators, 2019-2021

- Elementary Teacher Math Working Group Member, coordinated by the Dana Center in Austin, TX (2018 – 2020)
- Program Coordinator, Special Interest Group of the Mathematical Association of America – Mathematical Knowledge for Teaching (SIGMAA-MKT) (2017 – 2018)
- Working Group on College Geometry Co-Organizer (with Yvonne Lai, Amanda Milewski, & Mollee Schultz) at RUME 2019 (Feb. 2019)
- Member, Local Organizing Committee, North American Chapter of the International Group for the Psychology of Mathematics Education 38th Annual Conference in Tucson, AZ
- Reviewer, multiple conferences & journals (including PME-NA, RUME, AMTE, NCTM, *The Mathematics Educator*, *Investigations in Mathematics Learning*, *PRIMUS*, *Journal of Mathematics Teacher Education in Texas*, *Journal of Mathematics Teacher Education*, *Journal of Research in Mathematics Education*)
- Membership in Professional Organizations:
 - National Council of Teachers of Mathematics
 - National Council of Supervisors of Mathematics
 - Texas Council of Teachers of Mathematics
 - Association of Mathematics Teacher Educators
 - TODOS: Mathematics for ALL
 - International Group for the Psychology of Mathematics Education, North American Chapter

COMMUNITY SERVICE AND OUTREACH

- SA-COMMIT/CAST Network Professional Development Partnership (multiple workshops from Jan. 2021-present)
- Workshop Presenter, Women Breaking Through, St. Philip's College, Oct. 11, 2019
- Co-organizer (with Carolyn Luna), Math and Art Professional Development Series in partnership with the Institute for Texan Cultures, the McNay Art Museum, & the Southwest School of Art, 2018-2019
- Guest Speaker, STEMsation Conference, Academy of Teacher Excellence, UTSA, Oct. 20, 2018
- Guest Speaker, 2018 STEM Faculty Summer Institute, San Antonio College, May 31, 2018
- Presenter, Expanding Your Horizons STEM Day, University of the Incarnate Word, Feb. 2015