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BACKGROUND INFORMATION

Education

- 2018 Ph. D., Curriculum and Instruction, Texas A&M University
Dissertation Title: “Investigating Factors Associated with Same-Sex Parental Involvement and Children’s Developmental, Early Literacy, and Early Numeracy Outcomes”
Committee: Dr. Patrick Slattery (Chair), Dr. Hersh C. Waxman (Co-Chair), Dr. Trina J. Davis, and Dr. Dudley J. Poston
Graduate Certificate: Education & Social Sciences Advanced Research Methods
- 2012 M. A., Mathematics Education, University of Texas at Austin
Report: “Interventions for English Language Learners in the Mathematics Classroom”
Committee: Dr. Mark Daniels and Dr. Edward Odell
- 2006 B. A., Ethnic Studies with Honors, University of Texas at Austin
Thesis: “Adelitas: An Educational History of the Political Involvement, Awareness & Formation of Three Generations of Women Activists Working Towards Justice”
Advisor: Dr. Angela Valenzuela

Higher Education Professional Experience

- 2021-present Faculty Affiliate and Co-Principal Investigator, Queer and Trans People in Education (QTPiE), The University of Vermont
- 2024-present Associate Professor, School of Teacher Education and Leadership, Utah State University, Logan, UT
- 2019-2024 Assistant Professor, School of Teacher Education and Leadership, Utah State University, Logan, UT
- 2019 Postdoctoral Researcher, Texas Education Research Center, Texas A&M University, College Station, TX
- 2017-2018 Graduate Instructor, Dept of Teaching, Learning and Culture, Texas A&M University, College Station, TX
- 2015-2018 Graduate Research Assistant, Dept of Teaching, Learning and Culture, Texas A&M University, College Station, TX
- 2015-2017 Teaching Assistant, Dept of Teaching, Learning and Culture, Texas A&M University, College Station, TX

K-12 Teaching and Professional Experience

2007-2015 Master Mathematics Teacher, William B. Travis High School, Austin, TX
2014-2015 District Curriculum Writer, Austin Independent School District, Austin, TX

Professional Licenses

Texas, Legacy Master Teacher, Mathematics, Grades 8-12
Texas, Classroom Teacher, Mathematics, Grades 8-12

Research Interests

Queer & Trans Studies in Education	Demography of Sexuality and Gender
Race/Ethnicity	Quantitative Research Methods
STEM Education	Working Conditions of Teachers

RESEARCH AND SCHOLARLY EXPERIENCE

PEER REVIEWED PUBLICATIONS (* denotes graduate student co-author, ‡ denotes undergraduate student co-author)

Books

Suárez, M. I., & Mangin, M. M. (Eds.). (2022). *Trans studies in K-12 education: Creating an agenda for research and practice.* Harvard Education Press.

Journal Articles

1. Murillo, M.* Hur, H., Archuleta, M., **Suárez, M. I.** & Atoloye, A. T. (2025). Immigrant and refugee experiences in the Utah WIC program: A qualitative study. *Journal of Nutrition Education and Behavior*, 57(8), S27. <https://doi.org/10.1016/j.jneb.2025.05.060> (Scopus CiteScore: 5.5; SJR: 1.252; SNIP: 1.831)
2. Iskander, L.* Keenan, H. B., McQuillan, M. T., **Suárez, M. I.**, Owis, B., Cook, C.* & Gallardo, D. * (2025). ‘Everything they think they know, they should forget’: How trans school workers respond to transphobic discourses. *Discourse: Studies in the Cultural Politics of Education*, 46(4), 536-549. <https://doi.org/10.1080/01596306.2024.2431026> (Scopus CiteScore: 4.6; SJR: 0.740; SNIP: 1.532)
3. Iskander, L.* Cook, C.* Keenan, H. B., McQuillan, M. T., & **Suárez, M.** (2025). “A world of trans vibrance and trans liberation”: How school leaders support trans educators. *Journal of Educational Administration*. <https://doi.org/10.1108/JEA-01-2025-0028> (Scopus CiteScore: 3.8; SJR: 1.022; SNIP: 1.658)
4. Garvey, J. C., Sewell, C. J. P., Harry, D. T.* **Suárez, M. I.**, & Lalwani, A. (in press). Mapping matriculation: Queer and trans college student rights, affordability, and enrollment trends by state. *Educational Evaluation and Policy Analysis*. (Scopus CiteScore: 5.0; SJR: 2.454; SNIP: 3.055)
5. **Suárez, M. I.**, Strunk, K. K., Furr, K.* Tuxbury, K.* Justus-Smith, C.* Nicolai, K., Racelis, T.* Frierson, M., Diaz, E., Boateng, O.* & Grigg, J.* (2025). QuantCrit at the intersections: A systematic review of gender and sexuality in QuantCrit research. *Current Opinion in Behavioral Sciences*, 65. <https://doi.org/10.1016/j.cobeha.2025.101549> (Scopus CiteScore: 10.9; SJR: 1.841; SNIP: 1.741)

6. Owis, B., Keenan, H. B., Iskander, L.*, **Suárez, M. I.**, McQuillan, M., Cook, C.*, & Gallardo, D.* (2025). “It’s constant wear and tear”: Trans visibility as educational labour in the neoliberal school. *Journal of Queer and Trans Studies in Education*. <https://doi.org/10.60808/s537-q373>
7. Schircliff, J.*, Hutchinson, B.*, Glass, C., **Suárez, M. I.**, Miller, G., & Marquez-Velarde, G. (2025). Does workplace discrimination contribute to sex work engagement for trans workers? *Social Problems*, 72(2), 643-659. <https://doi.org/10.1093/socpro/spad057> (Scopus CiteScore: 5.7; SJR: 1.278; SNIP: 2.110)
8. Marquez-Velarde, G., Miller, G. H., Aldana Marquez, B., Schircliff, J. *, & **Suárez, M. I.** (2024). Transgender in detention: Victimization experiences in immigration facilities. *Transgender Health*, 9(6), 591-600. <http://doi.org/10.1089/trgh.2022.0083> (Scopus CiteScore: 5.4; SJR: 1.242; SNIP: 1.801)
9. Iskander, L.*, Keenan, H. B., McQuillan, M. T., **Suárez, M. I.**, Owis, B., Cook, C.*, & Gallardo, D.* (2024). “It improved my experience there”: Making space for positive experience in a study with trans educators. *Discourse: Studies in the Cultural Politics of Education*. <https://doi.org/10.1080/01596306.2024.2431026> (Scopus CiteScore: 4.6; SJR: 0.740; SNIP: 1.532)
10. Frederic Jr., A.*, Fitzgerald-Russell, M., Shelton, W.*, **Suárez, M. I.**, & Garvey, J. C. (2024). Unlocking STEM pathways: Revealing STEM choices and science teachers empowering Black queer students. *Education Sciences*, 14(11), 1-18. <https://doi.org/10.3390/educsci14111254>
11. Tofel-Grehl, C., Hawkman, A.M., Feldon, D., **Suárez, M.**, MacDonald, B., & Searle, K., (2024). “I can be the weird STEM kid who is also gay”: Queer rightful presence in STEM making. *Journal of the Learning Sciences*. <https://doi.org/10.1080/10508406.2024.2409101> (Scopus CiteScore: 9.7; SJR: 4.060; SNIP: 4.117)
12. Reale-Smith, C.*, **Suárez, M. I.**, & Mecham, E. (2024). Using mixed methods to explore forms of harassment for K-12 BIPOC trans students. *Journal of Queer and Trans Studies in Education*, 1(2), x-xx. <https://doi.org/10.60808/nv36-q697>
13. **Suárez, M. I.**, Keenan, H. B., Cook, C. *, McQuillan, M. T., Iskander, L.*, Owis, B., Gallardo-Zamora, D.*, & Glass, C. (2024). Union membership, retention, and perceived safety for PK-12 trans school workers of color. *Equity & Excellence in Education*. <https://doi.org/10.1080/10665684.2024.2394904> (Scopus CiteScore: 2.8; SJR: 1.430; SNIP: 1.679)
14. Kwok, A., Patterson, M. S., **Suárez, M. I.**, Huston, D., & Mitchell, D. (2024). Rate your coach: Exploring ratings of coaching skills throughout teacher induction. *Teachers and Teaching*, 30(5), 563-584. <https://doi.org/10.1080/13540602.2023.2265823>
15. McQuillan, M. T., Iskander, L.*, **Suárez, M. I.**, & Keenan, H. B. (2024). “Establishing policy is just one step of twenty”: How and when educational policy protections, district practices, & leadership matter to trans PK-12 school workers. *Teachers College Record*, 126(4-5), 147-186. <https://doi.org/10.1177/01614681241271> (Scopus CiteScore: 2.9; SJR: 0.668; SNIP: 0.901)
16. Aguilar, D. N.*, Lewis, T.*, Dizon, J. P. M., Lo, P.*, Gonzalez, Á., Garvey, J. C., & **Suárez, M. I.** (2024). Oppressive pushout: Examining differences in discipline and “dropout” by race, gender, and sexual orientation. *Journal of Queer and Trans Studies in Education*, 1(1), 1-12. <https://doi.org/10.60808/rgg7-9760>

17. **Suárez, M. I.**, Garvey, J. C., Shaheen, M., & Dolan, C. V.* (2024). Exploring queer and trans students' math identity and high school educational experiences. *AERA Open*, 10(1), 1-19. <https://doi.org/10.1177/23328584241259406> (Scopus CiteScore: 4.5; SJR: 1.327; SNIP: 1.516)
18. Hutchinson, B.*, Shircliff, J.*, Glass, C., Miller, G., Marquez-Velarde, G., & **Suárez, M.** (2024). Analyzing trans and nonbinary workers' response to workplace discrimination. *Work and Occupations*, x(x), x-xx. <https://doi.org/10.1177/07308884241240079> (Scopus CiteScore: 5.3; SJR: 1.388; SNIP: 1.913)
19. Miller, G. H., Marquez-Velarde, G., **Suárez, M. I.**, & Glass, C. (2024). Support saves lives: Exploring the relationship between stage of transition, social support, and retrospective K-12 educational experiences in transgender suicidality. *Transgender Health*, 9(2), 118-127. <https://doi.org/10.1089/trgh.2022.0073> (Scopus CiteScore: 5.4; SJR: 1.242; SNIP: 1.801)
20. **Suárez, M. I.** (2024). Problematizing the measurement of trans identities in K-12 education survey research: A systematic review. *Educational Studies*, 60(1), 68-88. <https://doi.org/10.1080/00131946.2023.2248636> (Scopus CiteScore: 2.9; SJR: 0.530; SNIP: 1.085)
21. Reale-Smith, C.*, & **Suárez, M. I.** (2024). LGBTQ+ students' sense of belonging and harassment: Results from the 2017-2018 School Survey on Crime and Safety. *Journal of School Violence*, 23(4), 448-462. <https://doi.org/10.1080/15388220.2024.2318721> (Scopus CiteScore: 4.0; SJR: 0.940; SNIP: 1.864)
22. **Suárez, M. I.**, Stackhouse, E., Keese, J., & Thompson, C. (2023). A meta-analysis examining the relationship between parents' sexual orientation and children's educational and developmental outcomes. *Journal of Family Studies*, 29(4), 1584-1605. <https://doi.org/10.1080/13229400.2022.2060121> (Scopus CiteScore: 1.8; SJR: 0.427; SNIP: 1.264)
23. Marquez-Velarde, G., Miller, G. H., Schircliff, J.*, & **Suárez, M. I.** (2023). The impact of family support and rejection on suicide ideation and attempt among transgender adults in the U.S. *LGBTQ+ Family*, 19(4), 275-287. <https://doi.org/10.1080/27703371.2023.2192177> (Scopus CiteScore: 3.9; SJR: 0.673; SNIP: 1.284)
24. **Suárez, M. I.**, McQuillan, M. T., Keenan, H. B., & Iskander, L.* (2022). Differences in transgender employees' and students' school experiences. *Educational Researcher*, 51(5), 352-358. <https://doi.org/10.3102/0013189X221100834> (Scopus CiteScore: 7.8; SJR: 3.378)
25. Searle, K. A., Tofel-Grehl, C., Hawkman, A., **Suárez, M.**, & MacDonald, B. (2022). Whiteness at work in the elementary classroom: A case study. *Cultural Studies of Science Education*, 17, 875-898. <https://doi.org/10.1007/s11422-022-10121-8> (Scopus CiteScore: 1.8; SJR: 0.573; SNIP: 0.950)
26. **Suárez, M. I.** (2022). My autohistoria-teoría (trans)formational experience: An autoethnographical case study of a transgender BIPOC teacher's experience with racial healing. *International Journal of Transgender Health* (formerly *International Journal of Transgenderism*), 23(1-2), 243-254. <https://doi.org/10.1080/26895269.2020.1838395> (Scopus CiteScore: 5.1; SJR: 1.027; SNIP: 1.348)
27. **Suárez, M. I.**, Hawkman, A. M., Tofel-Grehl, C., MacDonald, B. L., Searle, K., Feldon, D. F., Sommers, T. ‡, & Hernandez, M. ‡ (2022). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity. *International Journal of Qualitative Studies in Education*, 35(9), 960-979. <https://doi.org/10.1080/09518398.2022.2031333> (Scopus CiteScore: 2.4; SJR: 0.900; SNIP: 1.411)

28. **Suárez, M. I.**, Marquez-Velarde, G., Glass, C., & Miller, G. H. (2022). Cis-normativity at work: Exploring discrimination against U.S. trans workers. *Gender in Management*, 37(6), 716-731. <https://doi.org/10.1108/GM-06-2020-0201> (Scopus CiteScore: 2.5; SJR: 0.358; SNIP: 1.148)
29. Kwok, A., Keese, J., **Suárez, M.**, Mitchell, D., Huston, D. (2022). Novice teacher vertical professional development? Exploring teachers and their coaches' beliefs throughout a two-year induction program. *Learning Environments Research*, 25, 255-270. <https://doi.org/10.1007/s10984-021-09360-3> (Scopus CiteScore: 3.6; SJR: 1.219; SNIP: 1.889)
30. Tofel-Grehl, C., Searle, K., Hawkman, A.M., MacDonald, B., & **Suárez, M. I.** (2021). Rural teachers' cultural and epistemic shifts in STEM teaching and learning. *Theory and Practice in Rural Education*, 11(1), 45-66. <https://doi.org/10.3776/tpre.2021.v11n2p45-66>
31. Kwok, A., Rios, A., Keese, J., **Suárez, M.**, Worley, C., Patterson, M., & Mitchell, D. (2021). Match games: Exploring the match between novice teachers and induction coaches. *Teachers and Teaching*, 27(1-4), 246-268. <https://doi.org/10.1080/13540602.2021.1939003> (Scopus CiteScore: 4.7; SJR: 1.450; SNIP: 2.005)
32. **Suárez, M. I.**, Asadi, L., Scaramuzzo, P., Slattery, P., & Mandala, C. R. (2021). Using photovoice as an arts-based method for grieving: LGBTQ+ students and the Pulse nightclub shooting. *International Journal of Qualitative Studies in Education*, 34(5), 412-428. <https://doi.org/10.1080/09518398.2020.1762255> (Scopus CiteScore: 2.4; SJR: 0.900; SNIP: 1.411)
33. **Suárez, M. I.**, Dabney, A. R., Waxman, H. C., Scott, T. P., & Bentz, A. O. (2021). Exploring factors that predict STEM persistence at a large, public research university. *International Journal of Higher Education*, 10(4), 161-174. <https://doi.org/10.5430/ijhe.v10n4p161> (Scopus CiteScore: 0.2; SJR: 0.120; SNIP: 0.215)
34. Keese, J., **Suárez, M. I.**, & Waxman, H. (2020). Race against time: The effects of principal's race and time use on teacher perceptions of schools and leadership. *NASSP Bulletin*, 104(3), 202-219. <https://doi.org/10.1177/0192636520957745> (Scopus CiteScore: 0.5; SJR: 0.251; SNIP: 0.455)
35. **Suárez, M. I.** (2020). "Bye girl, or bye boy, or whatever you are.": A Latinx transgender man's experience with Queer Battle Fatigue in Texas. *GLQ: A Journal of Lesbian and Gay Studies*, 26(2), 230-232. <https://doi.org/10.1215/10642684-8141774> (Scopus CiteScore: 1.15; SJR: 0.358; SNIP: 2.626)
36. **Suárez, M. I.**, Meister, S. M., & Lindner, A. L. (2019). Envisioning queer curricula: A systematic review of LGBTIQ+ topics in practitioner literature. *Journal of LGBT Youth*, 18(3), 239-255. <https://doi.org/10.1080/19361653.2019.1705223> (Scopus CiteScore: 1.75; SJR: 0.481; SNIP: 0.615)
37. **Suárez, M. I.**, & Wright, K. B. (2019). Investigating school climate and school leadership factors that impact secondary STEM teacher retention. *Journal for STEM Education Research*, 2(1), 55-74. <https://doi.org/10.1007/s41979-019-00012-z>
38. **Suárez, M. I.**, Lai Hing, E., & Slattery, P. (2018). A brief exercise in *currere* and bathroom bills. *Journal of Curriculum and Pedagogy*, 15(3), 278-283. <https://doi.org/10.1080/15505170.2018.1525449> (Scopus CiteScore: 0.53; SJR: 0.198; SNIP: 0.537)
39. Etchells, M. J., Deurmeyer, E., Liles, V. M., Meister, S., **Suárez, M. I.**, & Chalklen, W. (2017). White male privilege: An intersectional deconstruction. *Journal of Ethnic and*

Cultural Studies, 4(2), 13-27. <http://dx.doi.org/10.29333/ejecs/78> (Scopus CiteScore: 0.9; SJR: 0.581; SNIP: 1.903)

40. Hall, K. K., **Suarez, M. I.**, Lee, S., & Slattery, P. (2017). Currere and prolepsis: A literary analysis. *Currere Exchange Journal*, 1(1), 101-110. <https://www.currereexchange.com/uploads/9/5/8/7/9587563/15hallcejv1i1.pdf>

Conference Proceedings

1. MacDonald, B. L., Tofel-Grehl, C., Searle, K. A., Hawkman, A. M., & **Suárez, M. I.** (2020). Putting the “M” back in STEM: Considering how units coordination relates to computational thinking. In A. I. Sacristán, J. C. Cortés-Zavala & P. M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 2336-2340). Cinvestav/AMIUTEM/PME-NA. <https://doi.org/10.51272/pmna.42.2020>
2. Asadi, L., & **Suárez, M. I.** (2019). Queering terrorism: Disrupting the territorialization of gender through conversations about the borderlands of body and nation. In S. Ramirez, L. Mercado-Lopez, & S. Saldivar-Hull (Eds.), *El mundo zurdo 7: Selected works from the 2018 meeting of the Society for the Study of Gloria Anzaldúa* (pp.49-62). Aunt Lute Books.
3. Chu, S. L., Deurmeyer, E., Martin, R., Quek, F., Berman, A., **Suarez, M.**, Zarei, N., Nam, B., & Banigan, C. (2017). Becoming makers: Examining ‘making’ literacy in the elementary school science classroom. *IDC '17: Proceedings of the 2017 Conference on Interaction Design and Children (IDC '17)*, 316-321. <https://doi.org/10.1145/3078072.3079745>
4. Chu, S., Angello, G., **Suarez, M.** & Quek, F. (2016). A systemic analysis of making in elementary schools: Understanding making for children through activity theory. 2016 IEEE 16th International Conference on Advanced Learning Technologies (ICALT), 478-482. <https://doi.org/10.1109/ICALT.2016.11>

Book Chapters

1. Rende Mendoza, K., Wright, G. W., Tran, K. Q., LaChance, A. M., & **Suárez, M. I.** (in press). Gender justice in STEM research and practice. In C.C. Johnson, M. J. Mohr-Schroeder, T. J. Moore, & L.D & English (Eds.), *Handbook of research on STEM education* (pp. x-xx). Routledge.
2. **Suárez, M. I.** (2024). Afterword. In K. Darling-Hammond & B. Evans-Santiago (Eds.), *T* is for thriving: Blueprints for affirming trans* and gender creative lives and learning in schools* (pp. x-xx). Myers Education Press.
3. Knowles, R. T., Hawkman, A. M., & **Suárez, M. I.** (2024). Making quant critical: Centralizing critical theories in quantitative social studies research. In S. A. Mathews (Ed.), *(Re)Envisioning Social Studies Education Research* (pp. 63-80). Information Age Publishing.
4. **Suárez, M. I.** (2024). Building the infrastructure for quantitative criticalism in research methods courses. In C. Tofel-Grehl & E. Schanzer (Eds.), *Improving equity in data science: Re-imagining the teaching and learning of data in K-16 classrooms* (pp. 167-178). Routledge.
5. **Suárez, M. I.**, Hawkman, A. M., Tofel-Grehl, C., MacDonald, B. L., Searle, K., Feldon, D. F., Sommers, T. ‡, & Hernandez, E. ‡ (2023). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity. In B. Wozolek & D. L. Carlson (Eds.), *Queer Battle Fatigue: Education, exhaustion, and everyday oppressions* (pp. 56-75).

Routledge. Note: This chapter is a version of the article published by *International Journal of Qualitative Studies in Education*, Volume 35, Issue 9, optioned by Routledge.

6. **Suárez, M. I.**, Marquez-Velarde, G., Compton, D., & Poston, D. L. (2022). Demographic and socioeconomic characteristics of the transgender and cisgender populations in the U.S. In A. K. Baumle & S. Normarken (Eds.), *Handbook on transgender, non-binary, and gender minority populations* (pp. 73-90). Springer Nature. https://doi.org/10.1007/978-3-031-06329-9_4
7. Keenan, H. B., & **Suárez, M. I.** (2022). Toward trans studies informed theories and methods. In Mario I. Suárez and Melinda M. Mangin (Eds.), *Trans studies in K-12 education: Creating an agenda for research and practice* (pp.13-36). Harvard Education Press.
8. **Suárez, M. I.**, & Wright, K. B. (2020). A critical approach to teaching data management and analysis categories. In S. Wooley & L. Airton (Eds.), *Teaching about gender diversity: Teacher-tested lesson plans for K-12 classrooms* (pp. 139-148). Canadian Scholars Press.
9. Waxman, H. C., **Suárez, M. I.**, & Padrón, Y. N. (2020). Classroom and school factors that develop high-achieving Latino K-12 students. In Paik, Kula, Gonzalez, & Gonzalez (Eds.), *High-achieving Latino students: Successful pathways toward college and beyond* (pp. 217-230). Information Age Publishing.
10. **Suárez, M. I.** (2020). Experiencing queer spaces as a transgender man of color. In J. G. Smith & C. W. Han (Eds.), *Home and community for queer men of color: The intersection of race and sexuality* (pp. 173-182). Lexington Books.
11. **Suárez, M. I.** (2019). *Currere* from the borderlands: An exercise in possibilities for Latinx transgender visibility. In T. R. Berry, C. A. Kalinec-Craig, & M. A. Rodríguez (Eds.), *Latinx curriculum theorizing* (pp. 135-149). Lexington Books.

White Papers & Reports

1. **Suárez, M. I.**, Garvey, J. C., Dolan, C. V., York, T. T., Ingraffea, S., & Thurston, S. (2025). *How perceptions relate to the collection of, editing of and access to sexual orientation, gender identity and assigned sex data at U.S. colleges and universities*. American Association for the Advancement of Science: Washington, D.C. <https://www.aaas.org/sogi-report-perceptions>
2. Garvey, J. C., **Suárez, M. I.**, Dolan, C. V., York, T. T., Ingraffea, S., & Thurston, S. (2025). *Geographies of inclusion: How region shapes SOGI data collection in U.S. higher education*. American Association for the Advancement of Science (AAAS): Washington, D.C. <https://www.aaas.org/sogi-report-inclusion>
3. Garvey, J.C., **Suárez, M. I.**, Dolan, C. V., York, T.T., Ingraffea, S., & Thurston, S. (2024). *Catalyzing a data infrastructure to support LGBTQ inclusion*. American Association for the Advancement of Science (AAAS). https://www.aaas.org/sites/default/files/2025-02/AAAS%20ISEED%20SOGI%20Report_508.pdf
4. Arredondo, M. I., & **Suárez, M. I.** (2019). Ecological determinants of child welfare and juvenile justice involvement. In K. J. Conron & B. D. M. Wilson (Eds.), *A research agenda to reduce system involvement and promote positive outcomes with LGBTQ youth of color impacted by child welfare and juvenile justice systems* (pp. 21-26). The Williams Institute. <https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBTQ-Youth-of-Color-July-2019-3.pdf>

Encyclopedia Entries

1. **Suárez, M. I.**, & Marquez-Velarde, G. (2024). “Medical Experimentation on Mexican Women” in A. Del Castillo and N. Iglesias-Prieto (Eds.), *The Chicana and Chicano Movement: From Aztlán to Zapatistas*. ABC-CLIO/Greenwood Praeger.
2. **Suárez, M. I.** (2024). “Zoot Suit Riots” in A. Del Castillo and N. Iglesias-Prieto (Eds.), *The Chicana and Chicano Movement: From Aztlán to Zapatistas*. ABC-CLIO/Greenwood Praeger.
3. **Suárez, M. I.** (2021). “Trans teachers (K-12)” in K. K. Strunk and S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education* (pp. 704-704). Brill | Sense Publishers. https://doi.org/10.1163/9789004506725_139
4. **Suárez, M. I.** (2021). “Latinx people” in A. Goldberg & G. Beemyn (Eds.), *The SAGE Encyclopedia of Trans Studies* (Vol. 1, pp. 486-488). SAGE Publications, Inc. <https://www.doi.org/10.4135/9781544393858.n167>

Book Reviews

Suarez, M. I. (2018). Review of *Teaching, affirming, and recognizing trans and gender creative youth: A queer literacy* edited by sj Miller. *Journal of LGBT Youth*, 15(4), 370-372. <https://doi.org/10.1080/19361653.2018.1435329>

Under Review

1. McQuillan, M.M., Gill, E. K.*, **Suárez, M. I.**, Iskander, L., & Keenan, H. B. (under review). The professional capital of trans-affirming leaders: A critical mixed-methods study of educational policies, organizational practices, and leadership on trans school workers’ physical and mental health. *Journal of Professional Capital & Community*. (Scopus CiteScore: 3.2; SJR: 0.704; SNIP:1.143)
2. Simpfinderfer, A. D., Wallace, A.*, **Suárez, M. I.**, & Garvey, J. C. (under review). Charting inclusive STEM pathways: A machine learning study of queer and trans students’ academic trajectories. *Research in Higher Education*. (Scopus CiteScore: 4.1; SJR: 1.061; SNIP:1.893)
3. Shelton, W. E.*, Frederic, Jr., A.*, Fitzgerald-Russell, M., **Suárez, M. I.**, & Garvey, J. C. (revise and resubmit). Fill in the blank: Deconstructing post-secondary outcomes of queer and trans youth of color. *Journal of Curriculum and Pedagogy*. (Scopus CiteScore: 1.6; SJR: 0.266; SNIP: 0.925)
4. Salas-SantaCruz, O., **Suárez, M. I.**, & Duran, A. (conditional acceptance). Exploring queer and trans Latinx experiences in formal and informal educational contexts: A systematic review of research grounding the investigation. *Review of Research in Education*. (Scopus CiteScore: 24.1; SJR: 5.772; SNIP: 7.747)

NON-REFEREED PUBLICATIONS

1. Mangin, M. M., Keenan, H. B., Meyer, E. J., McQuillan, M. T., **Suárez, M. I.**, & Iskander, L. (2022). Editors’ introduction: Toward trans studies in K-12 education. *Educational Researcher*, 51(5), 302-306. <https://doi.org/10.3102/0013189X221105513> (Scopus CiteScore: 7.8; SJR: 3.378)
2. **Suarez, M. I.**, & Slattery, P. (2019). Resisting erasure: Transgender, gender nonconforming and nonbinary issues in curriculum studies (Introduction to special issue). *Journal of Curriculum and Pedagogy*, 15(3), 259-262. <https://doi.org/10.1080/15505170.2018.1549172> (Scopus CiteScore: 0.53; SJR: 0.198; SNIP: 0.537)

RESEARCH GRANTS

Proposals Submitted (Total funding: \$41,410)

Investigating Systemic Cisheterosexism in U.S. Higher Education Using Multilevel, Person-Centered Analyses. (Co-PI: Mario I. Suárez, PI: Kamden K. Strunk). Budget: \$41,410 (joint amount: \$374,989) over 24 months. This project seeks to identify institutional, state, and federal factors that shape LGBTQ+ college student experiences. Submitted to the Spencer Foundation. 2026-2028.

Funded Grants (Total funding: \$2,065,575)

Interrogating Systemic Cisheterosexism in U.S. Higher Education Contexts. (Co-PI: Mario I. Suárez, PI: Kamden K. Strunk). Budget: \$74,966 over 12 months. This project seeks to develop a novel instrument to measure systemic cisheterosexism in higher education. Funded by the Spencer Foundation. 2024-2025.

Collaborative Research: Fostering Hawaiian Rightful Presence: A Rural School Model of Community Centered, Culturally Relevant STEM Learning. (Co-PI: Mario I. Suárez, PI: Colby Tofel-Grehl). Budget: \$860,772 over 48 months. This project seeks to design STEM/computer science curricula for rural Hawaiian school with Indigenous students. Funded by the National Science Foundation. 2024-2028.

Catalyzing a Data Infrastructure to Support LGBTQ Inclusion in STEM. (2022). (Co-PI: Mario I. Suárez). Budget: \$101,826 over 24 months (Joint amount: \$461,837). This project seeks to develop a survey that includes sexual orientation and gender identity measures, disseminating it, and running follow-up interviews with a subset of stakeholders interested in LGBTQ inclusion in STEM. Funded by the American Association for the Advancement of Science, 2022-2024.

Investigating the Educational Experiences of PK-12 Latinx Trans+ Youth. (2020). (PI: Mario I. Suárez). Budget: \$1,500. This project consists of exploring the educational experiences of Latinx trans youth and their parents. Funded by the Center for Intersectional Gender Studies and Research, Utah State University, 2020-2021.

GEAR UP Utah – Utah Valley University: Gaining Early Awareness and Readiness for Undergraduate Programs (USDOE Award Number: P334S170016) (2019). (Subcontract PI: Mario I. Suárez taking over for retiring PI Jim Dorward). Budget: \$630,000 over 84 months subcontracted with USU (Full amount: \$3,500,000). Funded by the United States Department of Education GEAR UP program, 2017-2024.

Thinking Critically through Big Data in Education. (2017). (PI: Mario I. Suárez). Budget: \$500 over 12 months. This project consisted of using the 2012 NCES National Household Education Survey to demographically extract lesbian, gay, and heterosexual two-parent families from the dataset and analyze. Funded by the College of Education & Human Development Research Grant at Texas A&M University, 2017.

Curriculum and a Culture of Understanding: Arts-Based Grieving Through Photovoice for LGBTIQ Students and Faculty. (2016). (Co-PI: Mario I. Suárez). Budget: \$36,000 over 12

months. Teaching, Learning and Culture Research Grant. Texas A&M University. This project consisted of using photography as a catalyst for managing grief for LGBTIQ students in a post-Pulse era. Funded by the Dept of Teaching, Learning, and Culture Research Grant, 2016-2017.

Not Funded

Authentic Maker Assessments (AMA). (Co-PI: Mario I. Suárez, PI: Colby Tofel-Grehl). Budget: \$499,861 over 36 months. Submitted to the National Science Foundation DCL grant solicitation. This project seeks to design a qualitatively grounded survey for Maker identity shifts. Proposal submitted to the National Science Foundation. 2024-2027.

Collaborative Research: A Mixed-Methods Examination of Queer and Trans High School Student STEM Identity, School Climate, and Postsecondary STEM Pursuits. (Co-PI: Mario I. Suárez, PI: Jason C. Garvey, University of Vermont). Budget: \$502,318 (joint amount: \$1,144,707) over 36 months. This project is a collaborative proposed study between Utah State University and University of Vermont with the goal of determining the effect(s) of high school educational contexts on the STEM undergraduate pursuits of queer and trans students in comparison to their heterosexual and cisgender counterparts. Proposal submitted to the National Science Foundation DRL ECR-EHR Core Research. 2024-2027.

Collaborative Research: A Mixed-Methods Examination of Lesbian, Gay, and Bisexual High School Student STEM Identity, School Climate, and Postsecondary STEM Pursuits. (2022). (Co-PI: Mario I. Suárez, PI: Jason C. Garvey, University of Vermont). Budget: \$185,120 (joint amount: \$908,124) over 36 months. Proposal submitted to the National Science Foundation DRL ECR-EHR Core Research. This project is a collaborative proposed study between Utah State University and University of Vermont with the goal of determining the effect(s) of high school educational contexts on the STEM undergraduate pursuits of LGB students in comparison to their heterosexual counterparts. 2023-2026.

Making Space: An Arts, STEM and Research Collaborative. (2022). (Co-PI: Mario I. Suárez, PI: Colby Tofel-Grehl). Budget: \$399,496. This project consists of bridging the arts and STEM through maker spaces. Proposal submitted to the National Endowment of the Arts.

Indigenous Hawaiian Rightful Presence: A Rural Whole School Model of Culturally Responsive Computer Science Across the Curriculum. (2022). (Co-PI: Mario I. Suárez, PI: Colby Tofel-Grehl). Budget: \$1,552,293. This project seeks to design STEM/computer science curricula for rural Hawaiian school with Indigenous students. Proposal submitted to the National Science Foundation.

Mapping the Margins: A Longitudinal Study Examining Queer and Trans Student Success and U.S. State Policies. (2021). (Co-PI: Mario I. Suárez, PI: Jason C. Garvey, University of Vermont). Budget: \$62,527 for USU (joint amount: \$247,751) over 24 months. Spencer Foundation.

This project is a collaborative proposed study between Utah State University and University of Vermont with the goal of determining the effect(s) of high school educational contexts and US policies from 2009-2016 on undergraduate success of queer and trans students.

Collaborative Research: Queer(ing) STEM Identity: A Longitudinal Examination of Queer Postsecondary STEM Pursuits. (2021). (Co-PI: Mario I. Suárez, PI: Jason C. Garvey, University of Vermont). Budget: \$138,014 (joint amount: \$957,441) over 36 months. Proposal submitted to the National Science Foundation DRL ECR-EHR Core Research. This project is a collaborative proposed study between Utah State University and University of Vermont with the goal of determining the effect(s) of high school educational contexts on the STEM undergraduate pursuits of queer students in comparison to their heterosexual counterparts.

Computational Migration Project (CMP). (2020). (Co-Investigator: Mario I. Suárez). Budget: 1.9 million over 48 months. Submitted to the Institute for Educational Sciences. This project seeks to design an integrated STEM program for elementary teachers.

Exploring Racial, Socio-Economic and Geographic Inequities in District Responses to COVID-19. (2020). (PI: Colby Tofel-Grehl). Budget: \$49,524 over 24 months. Submitted to The Spencer Foundation.

Authentic Maker Assessments (AMA). (2019). (Co-PI: Mario I. Suárez). Budget: \$499,936 over 36 months. Submitted to the National Science Foundation DCL grant solicitation. This project seeks to design a qualitatively grounded survey for Maker identity shifts.

Computational Migration: Using Coding to Anchor Elementary Cross Curricular Learning. (2019). (Co-Investigator: Mario I. Suárez). Budget: \$1,387,571 over 36 months. Submitted to the Institute of Education Sciences. This project seeks to design an integrated STEM program for elementary teachers.

From Preparation to Retention: Tracking Teacher Candidates' Trajectories into Underserved Schools. (2019). (PI: Andrew Kwok; Co-PI: Mario I. Suárez). Budget: \$374,999 over 30 months. Submitted to Spencer Foundation, Large Grants. This project seeks to determine factors that predict teacher candidates' decision to work at underserved schools.

Novice Teacher Development: Exploring the Impact of Induction and Coaching Through Multiple Methodologies. (2019). (PI: Andrew Kwok; Co-PI: Mario I. Suárez). Budget: \$49,763 over 24 months. Submitted to Spencer Foundation, Small Grants. This project seeks to identify the impact of an induction program in California on novice teacher development.

Queer(y)ing the Teacher Count: Using the National Teacher and Principal Survey to Investigate Demographics of Queer Teachers, Satisfaction, and Retention. (2019). (PI: Mario I. Suárez). Budget: \$34,999.62 over 24 months. Submitted to the American Educational Research Association Research Grants Program. This project seeks to understand job satisfaction, school climate, and safety factors that predict retention of queer teachers in the National Teacher and Principal Survey.

Examining Educational Outcomes in Same-Sex vs Non Same-Sex Families. (2018). (PI: Mario I. Suárez.) Budget: \$18,512.44 over 12 months. Submitted to the American Educational Research Association's Dissertation Grant. This project consisted of using the 2012 National

Household Education Survey to identify factors that influence the early childhood educational outcomes of the children of same-sex and non same-sex families.

PEER-REVIEWED PRESENTATIONS (* denotes student co-presenter)

International

1. Iskander, L.* , Keenan, H., McQuillan, M., **Suárez, M.**, Owis, B., Cook, C.* , & Gallardo, D.* (2024). ‘Everything they think they know, they should forget’: How trans school workers respond to transphobic discourses. Paper accepted to the 2nd International Trans Studies Conference, Evanston, IL.
2. Tofel-Grehl, C., Hawkman, A., **Suarez, M.I.**, & Feldon, D. (2024, January 5). Queering the maker movement: Exploring the unique affordances of making for queer youth. Paper presented at the 22nd Annual Hawaii International Conference on Education, Waikoloa, HI.
3. Tofel-Grehl, C., Hawkman, A., **Suarez, M.**, MacDonald, B., Searle, K., & Feldon, D. (2023, August). Making space: LGBTQ+ rural youth identity development through STEM and Making. Paper presented at The Proceedings of the 16th International Society of the Learning Sciences (ISLS), Montréal, Canada.
4. MacDonald, B. L., Tofel-Grehl, C., Searle, K., Hawkman, A. M., & **Suárez, M. I.** (2020, June). Putting the “M” back in STEM: Considering how units coordination relates to computational thinking. Paper presented at the Annual Meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education (PME-NA), Mazatlan, Sinaloa, Mexico.
5. Poston, D., **Suárez, M. I.**, & Marquez-Velarde, G. (2020). Demographic data and analyses of the transgender and cisgender populations. Paper presented at the 2020 International Sociological Association Annual Meeting, Porto Alegre, Brazil.
6. Asadi, L. & **Suarez, M. I.** (2018, May 18). Queering terrorism: A duoethnographic journey into the borderlands. Paper presented at the El Mundo Zurdo 2018: The International Conference on the Life and Work of Gloria Anzaldúa, Trinity University, San Antonio, TX.
7. Hall, K., Lee, S., **Suarez, M.I.**, Slattery, P. (2015, May). Reading Moby Dick from the borderlands. Paper presented at El Mundo Zurdo 2015, Memoria y Conocimiento: International Interdisciplinary Anzaldúan Studies Conference at The University of Texas at Austin, Austin, TX.

National

1. **Suárez, M. I.** (2025, April). Exploring queer and trans high school students’ STEM portraits with latent profile analysis [Poster]. Paper presented at the 2025 American Educational Research Association Annual Conference, Denver, CO.
2. Shelton, W.* , Frederic, A.* , Fitzgerald-Russell, M., & **Suárez, M. I.** (2024, April 11). Fill in the blank: Deconstructing post-secondary outcomes of queer and trans youth of color [Symposium]. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, PA.
3. Fitzgerald-Russell, M., Frederic, A.* , Shelton, W.* , & **Suárez, M. I.** (2024, April 11). Examining change in queer and trans students’ science and math identities in high school [Symposium]. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, PA.

4. Frederic, A.*, Fitzgerald-Russell, M., Shelton, W.*, & **Suárez, M. I.** (2024, April 11). Unlocking the STEM pathways: Unveiling STEM choices and empowering Black LGBTQ+ students [Symposium]. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, PA.
5. Reale-Smith, C.*, & **Suárez, M. I.** (2024, April 13). Using mixed methods to explore forms of harassment for K-12 BIPOC trans students [Roundtable]. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, PA.
6. **Suárez, M. I.**, McQuillan, M. T., Keenan, H. B., Iskander, L., & Owis, B. (2023, April). Union membership, retention, emotional, and physical safety for PK-12 trans school workers of color [Roundtable session]. Paper presented at the 2023 American Educational Research Association Annual Conference, Chicago, IL.
7. **Suárez, M. I.**, Garvey, J. C., Dolan, C. V., & Shaheen, M. (2023, April). Queer students' math identity, high school educational experiences, and postsecondary STEM enrollment [Paper in symposium]. Paper presented at the 2023 American Educational Research Association Annual Conference, Chicago, IL.
8. Garvey, J. C., **Suárez, M. I.**, Lalwani, A., Sewell, C. J. P., & Harry, D. (2023, April). Mapping matriculation: Queer and trans college student enrollment trends by state [Paper in symposium]. Paper presented at the 2023 American Educational Research Association Annual Conference, Chicago, IL.
9. Dolan, C. V., **Suárez, M. I.**, & Garvey, J. C. (2022, April 22). Using the USTS measures to study trans college student minority stressors [Roundtable]. Paper presented at the 2022 American Educational Research Association Annual Conference, San Diego, CA.
10. Keenan, H. B., & **Suárez, M. I.** (2022, April 23). Toward trans studies informed theories and methods [Symposium]. Paper presented at the 2022 American Educational Research Association Annual Conference, San Diego, CA.
11. **Suárez, M. I.** (2022, April 24). A snapshot of the 2020 Trans Workers in Schools Project: Descriptive results [Symposium]. Paper presented at the 2022 American Educational Research Association Annual Conference, San Diego, CA.
12. **Suárez, M. I.** (2021, August 11). Demographic analyses of the transgender populations [Panel session]. Paper presented at the 2021 JSM: American Statistical Association Meeting, Virtual.
13. **Suárez, M. I.** (2021, June 23). Perspectives on LGBTQ+ inclusion in mathematics teaching practices [Panel session]. Presentation done at the 2021 TODOS: Mathematics for ALL Excellence and Equity in Mathematics Conference, virtual.
14. **Suárez, M. I.**, Hawkman, A. M., Tofel-Grehl, C., MacDonald, B. L., & Searle, K. (2021, April 9). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity [Roundtable session]. Paper presented at the 2021 American Educational Research Association Annual Conference, Orlando, FL. (Conference moved to virtual due to COVID-19)
15. **Suárez, M. I.**, Dabney, A. R., Waxman, H. C., Scott, T. P., & Bentz, A. O. (2021, April 12). Examining STEM persistence at a predominantly White institution using a QuantCrit lens [Individual paper session]. Paper presented at the 2021 American Educational Research Association Annual Conference, Orlando, FL. (Conference moved to virtual due to COVID-19)
16. McIntush, K., **Suárez, M. I.**, & Waxman, H. C. (2021, April 10). Factors that relate to teacher satisfaction and retention in looped versus non-looped classrooms [Roundtable

- session]. Paper presented at the 2021 American Educational Research Association Annual Conference, Orlando, FL. (Conference moved to virtual due to COVID-19)
17. Kwok, A., Rios, A. R., **Suárez, M. I.**, Worley, C., Patterson, M., Keese, J., Huston, D., & Mitchell, D. E. (2021, April 12). Match games: Exploring the match between novice teachers and induction coaches [Poster session]. Paper presented at the 2021 American Educational Research Association Annual Conference, Orlando, FL. (Conference moved to virtual due to COVID-19)
 18. **Suárez, M. I.**, Hawkman, A. M., MacDonald, B., Searle, K., & Tofel-Grehl, C. (2020, Oct 28-Nov 1). Violence manifested through an informal STEM camp for queer youth in rural America [Individual paper]. AESA Annual Conference, San Antonio, TX (Conference cancelled due to COVID-19).
 19. Hawkman, A. M., Searle, K., Tofel-Grehl, C., MacDonald, B., & **Suárez, M. I.** (2020, Oct 28-Nov 1). Reflections on preparing teachers to engage elementary students in discussion of complex social issues [Individual paper]. AESA Annual Conference, San Antonio, TX (Conference cancelled due to COVID-19).
 20. Kwok, A., **Suárez, M. I.**, Mitchell, D., Huston, D., & Almeida, T. (2020). Integrating sustained and vertical professional development for novice teacher growth [Individual paper session]. Paper accepted to the 2020 American Educational Research Association Annual Conference, San Francisco, California. (Conference cancelled due to COVID-19)
 21. Padrón, Y. N., **Suárez, M. I.**, Waxman, H. C., Salazar, R. H., Zhou, X., & Widdison, Y. C. (2020). Examining factors contributing to the satisfaction and retention of bilingual/ESL teachers [Roundtable session]. Paper accepted to the 2020 American Educational Research Association Annual Conference, San Francisco, California. [Conference cancelled due to COVID-19]
 22. **Suárez, M. I.**, Stackhouse, E. W., Keese, J., & Thompson, C. G. (2020). A meta-analysis examining the relationship between parents' sexual orientation and children's developmental outcomes [Roundtable session]. Paper accepted to the 2020 American Educational Research Association Annual Conference, San Francisco, California. [Conference cancelled due to COVID-19]
 23. Lindner, A. L., Piper, R., **Suarez, M.**, & Snow, R. (2019, May). University teaching practices that create safe spaces for transgender individuals [Individual paper]. Paper presented at the 15th Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Champaign, IL.
 24. Keese, J., **Suarez, M. I.**, & Waxman, H. C. (2019, April 9). Investigating principal's time use, student demographics and teacher perceptions [Individual paper session]. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.
 25. Zhu, G., **Suarez, M. I.**, Thompson, C. G., & Peng, Z. (2019, April 8). A meta-analysis on the effect of flipped instruction on K-12 students' academic achievement [Individual paper session]. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.
 26. **Suarez, M. I.**, Asadi, L., Scaramuzzo, P., Slattery, P., & Mandala, C. R. (2019, April 7). Using arts-based methods for grief: *Pulse* and LGBTQ+ students [Individual paper session]. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.

27. **Suarez, M. I.**, Dabney, A. R., Waxman, H. C., Scott, T. P., & Bentz, A. O. (2019, April 7). Examining factors that predict STEM persistence at a large, public research university [Roundtable session]. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.
28. Asadi, L., & **Suarez, M. I.** (2019, April 6). Nepantlerx: A shape shifting duo ethnography exploring the borderlands of gender and nation [Poster session]. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.
29. **Suarez, M. I.**, & Wright, K. B. (2019, April 5). Investigating factors that impact secondary STEM teacher retention [Individual paper session]. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.
30. **Suarez, M. I.** (2018, November 10). Conceptualizing gender identity measurement in education research of youth [Individual paper session]. Paper presented at the Annual Meeting of the American Educational Studies Association, Greenville, SC.
31. Deurmeyer, B., Turner, R., **Suarez, M. I.**, Meister, S. M., Quek, F., Chu, S. L., Burlbaw, L., Larke, P. J., & Schlegel, R. (2018, April). How to support maker teachers in the classroom: Teacher perceptions of “making,” maker-spaces, and maker-teachers [Individual paper session]. Paper presented at the American Educational Research Association Annual Conference, New York City, NY.
32. **Suarez, M. I.**, Asadi, L., Scaramuzzo, P., & Slattery, P. (2017, October 18). Using Photovoice as Arts-Based Instruction for Grieving: LGBTIQ+ students and the Pulse nightclub shooting [Roundtable session]. Paper presented at the Curriculum & Pedagogy Annual Conference, New Orleans, LA.
33. Hall, K., **Suarez, M. I.**, Lee, S., & Slattery, P. (2017, May 1). Reading Moby Dick from the borderlands [Roundtable session}. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.
34. **Suarez, M. I.** (2017, April 27). Same-Sex vs Non Same-Sex Parental Involvement: Results from the 2012 National Household Education Survey Parent and Family Involvement Survey [Roundtable session]. Paper presented at the Queer SIG Pre-Conference at the University of Texas at San Antonio, San Antonio, TX.
35. **Suarez, M. I.**, Scaramuzzo, P., Asadi, L., & Slattery, P. (2017, April 26). We all have a pulse: Epigenetics, proleptic eschatology, and creating a culture of understanding [Individual paper]. Paper presented at the American Association for the Advancement of Curriculum Studies Annual Conference at the University of Texas at San Antonio, San Antonio, TX.
36. Hall, K., Lee, S., **Suarez, M. I.**, & Slattery, P. (2016, October 21). Reading Moby Dick from the borderlands [Roundtable session]. Paper presented at the Curriculum & Pedagogy Conference at Wyndham, Cleveland, OH.
37. **Suarez, M. I.** & Lai Hing, E. (2016, October 21). We Just Need to Pee: Using currere to deconstruct North Carolina’s House Bill 2 [Roundtable session]. Paper presented at the Curriculum & Pedagogy Conference at Wyndham, Cleveland, OH.
38. **Suarez, M. I.**, Scaramuzzo, P. & Slattery, P. (2016, October 20). We all have a pulse: Epigenetics, proleptic eschatology, and creating a culture of understanding [Roundtable session]. Paper presented at the Curriculum & Pedagogy Conference at Wyndham, Cleveland, OH.
39. **Suarez, M. I.**, Slattery, P. (2016, April 7). Toward a Butlerian education: Social justice education through vulnerability [Individual paper]. Paper presented at the American

Association for the Advancement of Curriculum Studies Conference 2016 at George Washington University, Washington, DC.

40. **Suarez, M. I.** (2016, April 7). I am: A Butlerian re-writing of “I am Joaquin” [Individual paper]. Paper presented at the American Association for the Advancement of Curriculum Studies Conference 2016 at George Washington University, Washington, DC.

State/Regional

1. Searle, K. A., Tofel-Grehl, C., Hawkman, A., MacDonald, B., & **Suárez, M. I.** (2021). Developing student-teacher relationships through integrated STEM curricula [Individual paper]. Paper presented virtually to the Utah Academy of Sciences, Arts, and Letters.
2. **Suárez, M. I.**, Marquez-Velarde, G., & Poston, D. (2019, October 24). Demographic and socioeconomic analyses of the transgender and cisgender populations [Individual paper]. Paper presented at the 2019 Southern Demographic Association Annual Meeting, New Orleans, LA.
3. Keese, J., **Suarez, M. I.**, & Waxman, H. C. (2018, October 22). Investigating principal’s time use, student demographics and teacher perceptions [Individual paper]. Paper presented at the Consortium of State Organizations for Texas Teacher Education, San Antonio, TX.
4. Asadi, L., Stackhouse, E., **Suarez, M.**, Zimmer, W., Shields, S., & Wright, K. (2017, June). The importance of integrating multiliteracies in teacher education [Individual paper]. Paper presented at the Texas Association of Teacher Educators Summer Conference, Austin, TX.
5. **Suarez, M. I.** (2017, February 24). A quantitative analysis of same-sex vs non same-sex parental involvement [Individual paper]. Paper presented at the National Association for Chicana and Chicano Studies Tejas FOCO Conference, College Station, TX.
6. Etchells, M. J., Deurmeyer, E., Liles, V., Meister, S., & **Suarez, M. I.** (2017, February 16). Deconstructing White male privilege: A reflection of egotism, ambiguity, and confusion [Individual paper]. Paper presented at Southwestern Educational Research Association Conference, San Antonio, TX.
7. Bicer, A., Perihan, C., Nite, S. B., Capraro, R. M., Currens, K. A., **Suarez, M.**, & Lee, Y., & Capraro, R. M. (2017, February 15). The effects of cognitive behavior therapy on students’ mathematics anxiety [Individual paper]. Paper presented at Southwestern Educational Research Association Conference, San Antonio, TX.
8. Bicer, A., Nite, S. B., Capraro, M. M., Barroso, L. R., **Suarez, M.**, Kwon, J., & Rice, D. (2017, February 15). The effects of STEM summer camp on student interest in STEM careers [Individual paper]. Paper presented at Southwestern Educational Research Association Conference, San Antonio, TX.
9. Meister, S., Lindner, A., & **Suarez, M. I.** (2017, February 16). Silenced under the umbrella: Inclusion and exclusion of LGBTIQ+ voices in practitioner literature [Individual paper]. Paper presented at Southwestern Educational Research Association Conference, San Antonio, TX.

Local

1. **Suárez, M. I.** (2023, November 2). Using latent profile analysis to explore portraits of queer and trans types of students: A proposed project. Paper presented at the TEAL Issues in Education Speaker Series, Utah State University, Logan, UT.
2. **Suárez, M. I.**, Stackhouse, E., Keese, J., & Thompson, C. G. (2020, January 22). A meta-analysis exploring the relationship between parent’s sexual orientation and children’s

developmental outcomes. Paper presented at the TEAL Cultural Studies Speaker Series, Utah State University, Logan, UT.

3. *Itchuaquiaq, C. U., Marquez-Velarde, G., Martinez-Cola, M., & **Suárez, M. I.** (2019, October 30). Decentering whiteness: Radical inclusion in teaching and research. Presented at the 2019 Inclusive Excellence Symposium: “Disrupt,” Utah State University, Logan, UT.
4. **Suarez, M. I.** (2018, March 21). Examining factors that predict STEM persistence at a large, public research university. Paper presented at Texas A&M University’s Student Research Week 2018, College Station, TX. (Best paper award: Division of Student Affairs; 2nd place award: College of Education and Human Development Category).
5. **Suarez, M. I.**, Asadi, L., Scaramuzzo, P., & Slattery, P. (2017, October 4). Using photovoice as arts-based instruction for grieving: LGBTIQ+ students and the Pulse nightclub shooting. Paper presented at the Dept of Teaching, Learning, and Culture Brown Bag Series, College Station, TX.
6. Lee, R., **Suarez, M. I.**, Caldwell, C., & Rice, D. (2017, March 28). Affective engagement in STEM PBL. Paper presented at Texas A&M University’s Student Research Week 2017, College Station, TX.

Invited Presentations

International Audience

1. **Suárez, M. I.**, & Mangin, M. M. (2022, November 17). [Invited panelist]. Trans studies in K-12 education: Creating an agenda for research and practice. Gutman Library Book Talk, Harvard Graduate School of Education. Retrieved from https://www.youtube.com/watch?v=pU28tcFCfIE&list=PLJX6dtNZ-81YegSo5FZPYBs_2nFIC4rn1&index=1
2. Waid, B. E., & **Suárez, M. I.** (2021, February 22). [Invited panelist]. At the intersections. Invited presentation for the Pride in STEM LGBTQ+ History Month Virtual Event, United Kingdom.

Peer-Reviewed Conferences

1. **Suárez, M. I.** (2024, April 14). Exploring new horizons: Critical quantitative methodologies in education [Invited panelist]. Critical Quantitative Methodologies SIG, 2024 American Educational Research Association Annual Conference, Philadelphia, PA.
2. **Suárez, M. I.** (2024, April 14). [Invited Presidential Session]. Discussion presented at the 2024 American Educational Research Association Annual Conference Presidential Session “Advancing data infrastructures to support LGBTQ+ students and scholars”, Philadelphia, PA.
3. **Suárez, M. I.** (2023, August 21). The power of LGBTQ youth. [Invited panelist]. Invited panelist to the 2023 American Sociological Association’s Annual Conference.
4. **Suárez, M. I.** (2022, June 29). IES Listen & Learn Session: LGBTIQ+ Voices in Education Research. [Invited panelist]. Sponsored by the Department of Education’s Institute of Education Sciences. Virtual.
5. **Suárez, M. I.** (2021, April 11). Trans identities in education survey research. [Invited Presidential session]. Paper presented at the 2021 American Educational Research Association Annual Conference Presidential Session “Transgender studies in education: Taking responsibility for harms in schools and charting a new path forward”, Orlando, FL. (Conference moved to virtual due to COVID-19)

6. **Suárez, M. I.** (2021, April 10). [Invited Presidential session]. Discussion presented at the 2021 American Educational Research Association Annual Conference Presidential Session “Spotlight on talent-centered education leadership: Creating more inclusive education work spaces”, Orlando, FL. (Conference moved to virtual due to COVID-19)

University-Wide Lectures

1. **Suárez, M. I.** (2025, January 10). Invited panelist at the Intersectionality: Here and Now, University of Utah, Salt Lake City, UT.
2. **Suárez, M. I.** (2023, April 28). Intersectional pedagogy: Culturally responsive teaching across contents. Keynote address presented at the Utah State University Library’s Beyond the Diversity Assignment: Applying Critical Approaches to Pedagogy, Logan, UT.
3. **Suárez, M. I.** (2023, February 14). Using your knowledge and expertise for public good. Invited guest lecture presented at the Utah State University’s Uintah Basin Speaker Series, Vernal, UT.
4. Tofel-Grehl, C., & **Suárez, M.** (2022, April 1). Supporting rural queer and trans* students from K-12 through college. The 5th Annual Rural Education & Healthcare Symposium, Columbia University, Virtual.
5. **Suárez, M. I.**, (2021, November 11). The Trans Workers in Schools survey project: Challenges and contributions. Guest lecture presented virtually at University of Alabama, sponsored by The Office of Diversity Initiatives & Faculty Development and The Ed Research Program, Virtual.
6. **Suárez, M. I.**, (2020, October 15). Answering Research Questions with Quantitative Approaches and Publicly Available Data: Doing critical research using big data. Guest lecture presented at the USU CEHS Alternative Paths Forward: Strategies and Research Methodologies for Conducting Research without In-Person Participants Series. Logan, UT.
7. **Suárez, M. I.** (2020, October 6). Citation as critical practice. Invited virtual panel presented at the Center for Intersectional Gender Studies and Research Intersections on Inclusion Series, Utah State University, Logan, UT.

Classroom Guest Lectures

1. **Suárez, M. I.** (2023, March 13). Doing quantitative research with theory. Guest lecture presented at Dr. Jessica Shumway’s course TEAL 7552: Mathematics Education Learning Theory course, Logan, UT.
2. **Suárez, M. I.** (2020, October 26). Research agenda and strategies for doctoral students. Guest lecture presented at Dr. Kit Mohr’s course TEAL 7015: Orientation to Educational Research course, Logan, UT.
3. **Suárez, M. I.** (2020, October 8). Critical quantitative methods and tips. Guest virtual lecture presented at Dr. Alyson Lavigne’s course TEAL 7820: Special Topics in Teacher Education and Leadership course, Utah State University, Logan, UT.
4. **Suárez, M. I.** (2020, March 30). Creating a safe space for gender expansive students. Guest virtual lecture presented at Dr. Ruth M. López’s ELCS 8318: Critical Issues in Urban Education course, Houston, TX.
5. **Suárez, M. I.** (2019, September 23). Research agenda and strategies for doctoral students. Guest lecture presented at Dr. Kit Mohr’s course TEAL 7015: Orientation to Educational Research course, Logan, UT.

MEDIA/PUBLIC SCHOLARSHIP

Editorials

Suarez, M. I. (2014, August 8). Be a light in the struggle for human rights. *San Antonio Express-News*. Retrieved from <http://www.mysanantonio.com/opinion/commentary/article/Grateful-for-allies-in-human-rights-fight-5677505.php>

Appearances in Books

Johnson, J. & Bostonian, B. D. (2014). *define: TranNsition*. Houston, TX: iN Media Res Press.

HONORS AND AWARDS

Honors

Department Researcher of the Year. School of Teacher Education and Leadership, Utah State University, 2021-2022.

Invitation to Bridging the Rainbow Gap Conference. Auburn University, August 2-3, 2021.

Invitation to the *Transforming Public Education: A Research Agenda Conference*. Rutgers University, October 17-20, 2019.

Invitation to the 1st Annual Intersectional Convening on LGBTQ Youth of Color in Child Welfare and Juvenile Justice Systems. UCLA Williams Institute, December 4, 2017.

Scholarships and Fellowships

Transformative Intersectional Collective (TRIC) Fellow. Utah Intersections Collective, Utah State University, 2022-2023.

Fred D. and Nancy Thornberry Endowed Fellowship. Texas A&M University, 2018-2019. **\$1000.**

College of Education & Human Development Travel Grant. Texas A&M University, 2017-2018. **\$500.**

American Educational Research Association Pre-Conference Seminar #BlackLivesMatter Grant. Division B (Curriculum Studies), 2017. **\$200.**

Curriculum & Pedagogy Group Conference Support Grant. Curriculum & Pedagogy Group, 2017. **\$750.**

College of Education & Human Development Travel Grant. Texas A&M University, 2017. **\$500.**

Dept of Teaching, Learning and Culture Strategic Graduate Student Scholarship, 2017-2018. **\$1,500.**

Teaching, Learning and Culture Travel Grant. Texas A&M University, 2017. **\$230.**

College of Education & Human Development Research Scholars Award. Texas A&M University, 2016. **\$500.**

College of Education & Human Development Student Scholarship. Texas A&M University, 2016-2017. **\$2,500.**

Teaching, Learning and Culture Travel Grant. Texas A&M University, 2016. **\$850.**

Teaching, Learning and Culture Reallocation Scholarship. Texas A&M University, 2015-2016.

Awards

2024 Outstanding Alumni Early Career Award. Texas A&M University College of Education and Human Development.

Unsung Hero Award. 2018 Community of Scholars Dinner and Dialogue: Resilience in the Face of Adversity. Office of Graduate and Professional Studies, Texas A&M University, April 10, 2018.

2nd Place Oral Presentation in the Graduate Education and Human Development Category. Paper title: “Examining Factors that Predict STEM Persistence at a Large, Public Research University”. 2018 Student Research Week, Texas A&M University, March 19-23, 2018.

Division of Student Affairs Higher Education Award, Higher Education and/or High Impact Learning Research Award. Paper title: “Examining Factors that Predict STEM Persistence at a Large, Public Research University”. 2018 Student Research Week, Texas A&M University, March 19-23, 2018.

UNIVERSITY TEACHING EXPERIENCE **(Sp=Spring, F=Fall, Su=Summer)**

Utah State University (2019-present)

Graduate

- TEAL 7300 Historical, Social and Cultural Foundations of Education (Connect); Sp2025
This course examines the relationship of modern school in terms of historical, cultural, and social foundations of education.
- EDUC 6800 Mixed Methods Research (Connect); Sp2025
Students learn design and analysis of mixed methods research studies in education and human services. Emphasis is on examining epistemological and philosophical issues, sampling, data collection, alternative designs, multiple mixed methods research models, analytic techniques, and relationships among research design, theory, and epistemology.

- EDUC 6040 Applied Research Methods (face-to-face); F2024
Applied introduction to quantitative and qualitative research methodologies and designs used in educational, social and health sciences. Coverage of research ethics, literature searches and critiques, components of research studies, reliability and validity, APA format, and communication of research results.
- TEAL 7820 Special Topics: Queer and Trans Studies in Education (Connect); Sp2024
This course explores issues of disruption and critical change in education through the lens of queer and trans theories. It is a course that addresses an overview of early childhood experiences of two-spirited, lesbian, gay, bisexual, transgender, and queer (2SLGBTQ+) youth, teachers and teaching, intersectional experiences, postsecondary experiences, and reviews policies and practices that impact the experience of 2SLGBTQ+ individuals in PK-16 educational spaces.
- EDUC 6570 Introduction to Educational and Psychological Research (web broadcast; Connect); F2020; F2021; F2023; F2024; F2025
Provides introduction to research methods, including identification of research problem, review and evaluation of research literature, and design and implementation of research project.
- EDUC 6050 Applied Statistical Analysis (face-to-face); Sp2022; Sp2023
Applied introduction to statistical methods commonly used in educational, social, and health sciences. Coverage of data types, data base creation, data exploration and visualization; use of statistical software to compute descriptive and inferential statistics, including correlation, regression, group comparisons, and categorical methods.
- EDUC 6600 Statistical Foundations (face-to-face, IVC broadcast); F2022; F2025
Cross-listed with PSY 6600. This course covers research design and statistical concepts for research in education, human services, and psychology, with an emphasis on the selection and interpretation of statistical analyses.

Undergraduate

- SCED 3210 Educational and Multicultural Foundations (face-to-face, web broadcast); F2019, Sp2020, Sp2021, F2021, Sp2022, F2022
Students examine political, economic, and educational policies influencing students' access to equitable educational experiences. The course explores historical and philosophical foundations influencing multicultural education in our society, the influence of personal biases on instructional practices, and development of multicultural curriculum.
- SOCI 3650 Sociology of Education (asynchronous); F2019
Students develop an understanding of sociological issues in education. Though curriculum plays a role in student achievement, other factors affect this outcome.

Students examine issues of gender, race, class, and sexual orientation related to educational outcomes.

Texas A&M University (2017-2018)

Undergraduate

- TEFB 412 Mathematics Methods in Education (face-to-face); F2018
Introduction to understanding of modern mathematics; integration of content, history and application of discovering techniques using problem solving approach; developing an understanding of four fundamental procedures—structure, measurement, sets, fractions—and communication of important mathematical concepts to elementary children.
- EDCI 353 Early Childhood through Adolescent Development (face-to-face); Sp2017
Early childhood through adolescent approaches and instructional materials that are appropriate for EC through middle school programs; impact of research and theory on child development from gestation to early adolescence on instructional practices.

Thesis/Dissertation Student Committee Service

Utah State University (* denotes chair or co-chair, + denotes outside committee member, # denotes completed studies)

Doctoral Students

- Marlin Brunson (2025-present), School of Teacher Education & Leadership, Ph.D.
+ Cara Haderlie (2025-present), Department of Technical Communication and Rhetoric, Ph.D.
+ Foeday Zinnah (2025-present), Department of Engineering Education, Ph.D.
* Mike Bowden (2024-present) School of Teacher Education & Leadership, Ph.D.
Camille Lund (2024-present), School of Teacher Education & Leadership, Ph.D.
Sherilynn Moody-Bouwhuis (2024-present), School of Teacher Education & Leadership, Ph.D.
+ Kit Turner (2024-present), Dept of Psychology, Ph.D.
+ ALLisia Dawkins (2024-present), Dept of Instructional Technology & Learning Sciences, Ph.D.
Shari Taylor (2024-present), School of Teacher Education & Leadership, Ph.D.
+ Vanessa Tran (2024-present), Dept of Engineering Education, Ph.D.
+ Marlana Petersen (2023-present), Dept of Communicative Disorders and Deaf Education, Au.D.
+ Kevin Butler (2021-present), Dept of Human Development & Family Studies, Ph.D.
+ Aliya Halterman (2022-2025), Dept of Psychology, Ph.D.
Tyler Hansen (2024-2025), School of Teacher Education & Leadership, Ph.D.
* Caroline Smith (2022-2025), School of Teacher Education & Leadership, Ph.D.
Candace Penrod (2022-2025), School of Teacher Education & Leadership, Ph.D.
Charles Stewart (2020-2025), School of Teacher Education & Leadership, Ph.D.
* Sandra Miles (2022-2024), School of Teacher Education & Leadership, Ph.D.
Daron Kennett (2020-2023), School of Teacher Education & Leadership, Ph.D.
Carrie Orson Bala (2020-2022), School of Teacher Education & Leadership, Ph.D.

Masters Students

- + Alexis Orr (2025-present), School of Social Sciences, Sociology M.S.
- # Elliott Tingey (2024), School of Teacher Education & Leadership, M.S.
- # + Melissa Murillo Timoschenko (2023-2025), Nutrition Dietetics & Food Sciences, M.S.

Education Specialist Students

Samantha Yoder (2024-present), School of Teacher Education & Leadership, Ed.S.

Non-USU Students

- # Anna Kushner (2024-2025)—Ph.D., Teachers College, Columbia University
- # Carly Humphrey (2020-2021)—Ed.D., California State University, Los Angeles

SERVICE

PROFESSIONAL/PUBLIC

Boards

- 2024-present Associate Editor. *Equity & Excellence in Education*. Taylor & Francis.
- 2023-present Editorial Board & Associate Editor. *Journal of Queer and Trans Studies in Education*. VCU Scholars Compass.
- 2021-present Editorial Board. *Queer Studies in Education* (Book series). Brill | Sense Publishers.
- 2020-2021 Advisory Board. *Encyclopedia of Queer Studies in Education*. Brill | Sense Publishers.
- 2019-present Editorial Board. *Curriculum Inquiry*.
- 2019-2023 Advisory Board. *Spaces In-between: Beyond Binary Gender Identities and Sexualities* (Book series). Teachers College Press.

Committees

- 2021-2024 Committee Member. Utah Secondary Mathematics Pathways Committee. Utah State Board of Education.

Guest Editorships

- 2017-2018 *Journal of Curriculum & Pedagogy*, Special Issue.

Leadership

- 2024-present Communications Officer. Critical Quantitative Methodologies SIG. AERA.
- 2022-2024 Secretary/Treasurer. Queer Studies SIG. AERA.
- 2017-2018 Graduate Student Representative. Queer Studies SIG. AERA.
- 2018-2019 Core Collective Member. *Trans Educators Network* (www.transeducators.com).

Reviewer

Grants

- W.T. Grant Foundation Ad hoc Grant Reviewer. 09/2024.
- NSF Division of Research on Learning in Formal and Informal Settings. 04/2024.
- Spencer Foundation Conference Grant Review Panel. 05/01/2021-02/28/2022.

Peer Reviewed Journals

Current Opinion in Behavioral Sciences. 2025.
Educational Studies. 2025.
Perspectivas da Educação Matemática. 2024
AERA Open. 2025.
Review of Research in Education. 2024.
Journal of Queer and Trans Studies in Education. 2024-2025.
Instructional Science. 2024.
Teaching for Excellence and Equity in Mathematics. 2023.
Journal of Homosexuality. 2023-2024.
Journal on Empowering Teaching Excellence. 2023.
Educational Studies. 2022-2025.
Educational Designer. 2022-2023.
Educational Researcher. 2022-2023.
National Education Policy Center Review. 2022.
Teachers College Record. 2022.
Journal of Clinical and Experimental Neuropsychology. 2022.
Gender, Work, and Organization. 2021-2022.
Teaching and Teacher Education. 2019-2023.
International Journal of Qualitative Studies in Education. 2019-2022.
Urban Education. 2020.
Curriculum Inquiry. 2020. 2023
Curriculum & Pedagogy. 2017-2019.
Educational Administration Quarterly. 2019.
International Journal of Multicultural Education. 2020.
Learning Environments Research. 2018-2020.

Professional Organizations Meetings

Division G. American Educational Research Association. 2021-present.
Division B. American Educational Research Association. 2019-present.
Queer Special Interest Group. American Educational Research Association. 2017-present.
Curriculum & Pedagogy Group. 2017-2018.
Hispanic Research Issues Special Interest Group. American Educational Research Association. 2017-2019.
AERA Critical Issues in Curriculum and Cultural Studies Graduate Student Paper Award Reviewer. 2020.

Written Endorsements of Books

Michele Dow's *Transgender Educators: Understanding Marginalization through an Intersectional Lens*, Lexington Books

DEPARTMENT, COLLEGE/UNIT, UNIVERSITY, AND OTHER COMMITTEE SERVICE

2025-present Member. Institutional Review Board. Utah State University.

- 2023-2024 Committee Member. Diversity, Equity, and Inclusion Task Force. Emma E. Jones College of Education and Human Services. Utah State University.
- 2022 Committee Member. School of Teacher Education and Leadership Social Studies Tenure-Track Position Search. Utah State University.
- 2021-2022 Committee Member. Center for Intersectional Gender Studies & Research Director Search. Utah State University.
- 2020-2022 Leadership Team. Aspire Alliance IChange Network. Utah State University.
- 2020-2021 Co-founder. School of Teacher Education and Leadership Quantitative Research Club. Utah State University.
- 2019-present Advisory Board, Programming Chair, Teaching Committee Member. Center for Intersectional Gender Studies & Research. Utah State University.
- 2019-2022 Committee Member. Training, Instruction, and Research Working Group. Diversity and Inclusion Task Force. Utah State University.
- 2019-2021 Committee Member. Emma E. Jones College of Education and Human Services. Summit on Poverty. Utah State University.

MEDIA CONTRIBUTIONS/PUBLIC SERVICE INTERVIEWS

Editorials and Articles

1. Richmond, A. (2024, May 21). "Professors from TEAL attend inaugural White House Summit on Equity and Excellence in STEMM." *Utah State Today*. Retrieved from <https://www.usu.edu/today/story/professors-from-teal-attend-inaugural-white-house-summit-on-equity-and-excellence-in-stemm>
2. Meidt, C. (2022, February 1). "Researchers receive grant to support LGBTQ+ inclusion in STEM fields." *Utah Public Radio*. Retrieved from <https://www.upr.org/science/2023-02-01/researchers-receive-grant-to-support-lgbtq-inclusion-in-stem-fields>
3. Kelliher, R. (2022, March 5). "What anti-LGBTQ+ state bills mean for higher ed." *Diverse: Issues in Higher Education*. Retrieved from <https://www.diverseeducation.com/leadership-policy/article/15289294/what-antilgbtq-state-bills-mean-for-higher-ed>
4. McNerny, C. (2018, March 31). "Coming out as transgender strengthened this teacher's commitment to his students." *nprEd*. Retrieved from <https://www.npr.org/sections/ed/2018/03/31/575084016/coming-out-as-transgender-strengthened-this-teachers-commitment-to-his-students>
5. Johnson, L., & Lombardo, C. (2018, March 18). "Transgender teachers: In their own voices." *nprEd*. Retrieved from <https://www.npr.org/sections/ed/2018/03/18/584596293/transgender-teachers-in-their-own-voices>
6. Kamenetz, A. (2018, March 8). "More than half of transgender teachers surveyed tell NPR that they are harassed at work." *nprEd*. Retrieved from <https://www.npr.org/sections/ed/2018/03/08/575723226/more-than-half-of-transgender-teachers-face-workplace-harassment>

Television Interviews

1. Herrera, J. D. (Producer). (2015, July 13). Parte 1: De mujer a hombre (in Spanish) [Television broadcast]. Austin, TX: Univision Austin 62. Retrieved from

<http://www.univision.com/austin/de-itzel-a-mario-la-transicion-de-un-maestro-de-preparatoria-video>

- Herrera, J. D. (Producer). (2015, July 13). Parte 2: De mujer a hombre (in Spanish) [Television broadcast]. Austin, TX: Univision Austin 62. Retrieved from <http://www.univision.com/austin/la-transformacion-de-mario-un-maestro-transgenero-de-austin-video>

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

ACTIVE

- 2023-present American Education Research Association Critical Quantitative Methodologies SIG
- 2022-present TODOS: Mathematics for ALL Excellence and Equity in Mathematics
- 2015-present American Education Research Association
- 2015-present American Education Research Association Queer SIG

INACTIVE

- 2018-2022 American Educational Studies Association
- 2015-2018 American Association for the Advancement of Curriculum Studies
- 2016-2018 Curriculum & Pedagogy Group
- 2015-2018 Teaching, Learning and Culture Graduate Student Association. Texas A&M University. (Social and Service Coordinator, 2016-2017)
- 2015-2018 Hispanic/Latino Graduate Student Association. Texas A&M University
- 2016-2017 American Education Research Association Hispanic Research Issues SIG
- 2014-2015 Austin Independent School District LGBTQ Advisory Committee
- 2009-2015 Education Austin LGBTQ School Equality Initiative

LANGUAGES & SKILLS

Fluent in English and proficient in Spanish; listening, speaking, writing, and reading.

Proficient in IBM SPSS, Stata, Atlas.ti, Comprehensive Meta-Analysis. Basic knowledge of R Studio.