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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

2019-present	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
Race/ethnicity
STEM Education
Demography of Sexuality and Gender
Quantitative Research Methods
Working Conditions of Teachers

RESEARCH AND SCHOLARLY EXPERIENCE

PEER REVIEWED PUBLICATIONS (* denotes student co-author)

Books

1. **Suárez, M. I.,** & Mangin, M. M. (Eds.), *Transgender studies in K-12 education: Mapping an agenda for research and practice.* Harvard Education Press. (anticipated release early 2022)

Journal Articles

1. Tofel-Grehl, C., Searle, K., Hawkman, A.M., MacDonald, B., & **Suárez, M.** (accepted). Rural teachers' cultural and epistemic shifts in STEM teaching and learning. *Theory and Practice in Rural Education.*
2. 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*, *x*(x), x-xx. https://doi.org/10.1080/13540602.2021.1939003 (Scopus CiteScore: 4.7; SJR: 1.450; SNIP: 2.005)
3. **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)
4. Kwok, A., Keese, J., **Suárez, M**., Mitchell, D., Huston, D. (2021). Novice teacher vertical professional development? Exploring teachers and their coaches' beliefs throughout a two-year induction program. *Learning Environments Research,* Online First. https://doi.org/10.1007/s10984-021-09360-3 (Scopus CiteScore: 3.6; SJR: 1.219; SNIP: 1.889)
5. **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)
6. **Suárez, M. I.,** Marquez-Velarde, G., Glass, C., & Miller, G. H. (2020). Cis-normativity at work: Exploring discrimination against U.S. trans workers. *Gender in Management, x*(x), x-xx. https://doi.org/10.1108/GM-06-2020-0201 (Scopus CiteScore: 2.5; SJR: 0.358; SNIP: 1.148)
7. **Suárez, M. I.** (2020). 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*). https://doi.org/10.1080/26895269.2020.1838395 (Scopus CiteScore: 5.1; SJR: 1.027; SNIP: 1.348)

8. 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)
9. **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)
10. **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)
11. **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
12. **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)
13. Etchells, M. J., Deuermeyer, 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)
14. 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/pmena.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). San Francisco, CA: Aunt Lute Books.
3. Chu, S. L., Deuermeyer, 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. Keenan, H. B., & **Suárez, M. I.** (under review). "Toward trans studies informed theories and methods" in *Transgender studies in K-12 education: Mapping an agenda for research and practice,* edited by **Mario I. Suárez** and Melinda Mangin. Harvard Education Press.
2. **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). Toronto, ON: Canadian Scholars Press.
3. 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). Charlotte, NC: Information Age Publishing.
4. **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). Lanham, MD: Lexington Books.
5. **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). Lanham, MD: Lexington Books.

White Papers

1. 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). Los Angeles, CA: The Williams Institute. Retrieved from https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBTQ-Youth-of-Color-July-2019-3.pdf

Encyclopedia Entries

1. **Suárez, M. I.** (in press). "Trans teachers (K-12)" in *Encyclopedia of Queer Studies in Education,* edited by K. K. Strunk and S. A. Shelton. Brill | Sense Publishers.
2. **Suarez, M. I.,** & Marquez-Velarde, G. (in press, anticipated February 2022). "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.
3. **Suarez, M. I.** (in press, anticipated February 2022). "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.
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

1. **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. Tofel-Grehl, C., Hawkman, A.M., **Suarez, M.,** MacDonald, B., Searle, K., & Feldon, D. (revise and resubmit). "I can be the weird STEM kid who is also gay": Queer rightful presence in STEM making. *Journal of the Learning Sciences.*
2. Kwok, A., Patterson, M., **Suárez, M.**, Huston, D., & Mitchell, D. (revise and resubmit). Rate your coach: Exploring ratings of coaching skills throughout teacher induction. *International Journal of Educational Research.* (Scopus CiteScore: 2.5; SJR: 0.737; SNIP: 1.516)
3. Searle, K. A., Tofel-Grehl, C., Hawkman, A., **Suárez, M.,** & MacDonald, B. (under review). Examining white fragility in the elementary classroom: A case study. *Cultural Studies of Science Education.* (Scopus CiteScore: 1.8; SJR: 0.573; SNIP: 0.950)
4. **Suárez, M. I.,** Hawkman, A. M., Tofel-Grehl, C., MacDonald, B. L., Searle, K., Feldon, D. F., Sommers, T., & Hernandez, M. (revise and resubmit). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity. *International Journal of Qualitative Studies in Education.* (Scopus CiteScore: 2.4; SJR: 0.900; SNIP: 1.411)
5. **Suárez, M. I.,** Stackhouse, E., Keese, J., & Thompson, C. (under review). A meta-analysis examining the relationship between parents' sexual orientation and children's educational and developmental outcomes. *Journal of Family Studies.* (Scopus CiteScore: 1.8; SJR: 0.427; SNIP: 1.264)

NON-REFEREED PUBLICATIONS

1. **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)

WORKS IN PROGRESS

1. **Suárez, M. I.** (under review). Trans identities in education survey research. *Educational Researcher.*
2. **Suárez, M. I.,** Marquez-Velarde, G., Compton, D., & Poston, D. L. Demographic and socioeconomic analyses of the transgender and cisgender populations. Chapter in A. K. Baumle & S. Normarken (Eds.), *Handbook on Transgender, Non-Binary, and Gender Minority Populations.* Cham, Switzerland: Springer Nature. Forthcoming.

RESEARCH GRANTS

Under Review

Funded Grants (Total funding: $631,500)

Investigating the Educational Experiences of PK-12 Latinx Trans+ Youth. (PI: Mario I. Suárez). Budget: $1,500. This project consists of using a convenience sample to explore 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) (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. (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. (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.

Not Funded

Computational Migration Project (CMP). (Co-Investigator: Mario I. Suárez). Budget: 1.9 million over 48 months. Submitted to the Institute for Educational Sciences.

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. (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. 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.
2. Poston, D., **Suárez, M. I., &** Marquez-Velarde, G. (2020). Demographic data and analyses of the transgender and cisgender populations. Paper accepted the 2020 International Sociological Association Annual Meeting, Porto Alegre, Brazil.
3. 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.
4. 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.** (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.
2. **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)
3. **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)
4. 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)
5. 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)
6. **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).
7. 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).
8. 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)
9. 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]
10. **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]

11. 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.
12. 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.
13. 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.
14. **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.
15. **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.
16. 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.
17. **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.
18. **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.
19. Deuermeyer, 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.
20. **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.
21. 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.
22. **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.

23. **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.
24. 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.
25. **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.
26. **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.
27. **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.
28. **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., Deuermeyer, 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.,** Stackhouse, E., Keese, J., & Thompson, C. G. (2019, 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.
2. *Itchuaquiyaq, 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.
3. **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).
4. **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.
5. 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.
6. **Suarez, I.** (2006, April). Adelitas: An educational history of the political involvement, awareness & formation of 3 generations of women activists working towards justice. Paper presented at the Center for Mexican American Studies Honors Colloquium, Austin, Texas.
7. **Suarez, I.** (2006, April). Adelitas: An educational history of the political involvement, awareness & formation of 3 generations of women activists working towards justice. Paper presented at the College of Liberal Arts Undergraduate Research Fair, Austin, Texas.

Invited Presentations

1. **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)
2. **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)

3. Waid, B. E., & **Suárez, M. I.** (2021, February 22). At the intersections. Invited presentation for the Pride in STEM LGBTQ+ History Month Virtual Event, United Kingdom.
4. **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.
5. **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.
6. **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.
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.
8. **Suárez, M. I.** (2020, March 30). Creating a safe space for gender expansive students. Guest virtual lecture presented at Dr. Ruth M. López's Critical Issues in Urban Education course, Houston, TX.
9. **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.
10. **Suárez, M. I.** (2019, April 22). Creating a safe space for gender expansive students. Guest virtual lecture presented at Dr. Ruth M. López's Critical Issues in Urban Education course, Houston, TX.
11. **Suárez, M. I.** (2018, October 14). Navigating school and the workplace as an LGBTQ person of color. Guest lecture invited at Eagle Pass SAFE & Un Nuevo Dia Counseling Center's Eagle Pass Pride Talk, Eagle Pass, TX.
12. **Suárez, M. I.** (2018, March 21). Graduate panel. Guest lecture presented at Texas A&M University's Transcend Student Organization, College Station, TX.
13. **Suárez, M. I.** (2018, February 8). Gender and gender identity. Guest lecture presented at Texas A&M University HLTH 342: Human Sexuality Course, College Station, TX.
14. **Suárez, M. I.** (2018, January 27). Creating a safe space for gender and sexual diverse students. Guest lecture presented via Google Hangouts at Tennessee State University EDCI 6300: Multicultural Education, Nashville, TN.
15. Slattery, P., & **Suárez M. I.** (2017, September 28). Gender and sexuality. Guest lecture presented at Texas A&M University HLKN Course, College Station, TX.
16. Slattery, P., & **Suárez, M. I.** (2017, September 21). Gender and sexuality. Guest lecture presented at Texas A&M University HLKN Course, College Station, TX.
17. **Suárez, M. I.** (2017, July 8). GLBT Resource Center presentation. Guest lecture presented at Texas A&M University Fish Camp Counselors' Training, College Station, TX.
18. **Suárez, M. I.** (2017, March 20). Intro to quantitative data analysis: Basic statistics using Excel. Guest lecture presented at Texas A&M University EDCI 636: Educator as Researcher Class, College Station, TX.
19. **Suárez, M. I.** (2017, February 9). Creating an inclusive space for LGBTIQ+ students. Guest lecture presented at Texas A&M University TEFB 273: Introduction to Culture, Community, Society and Schools Class, College Station, TX.

20. **Suárez, M. I.** (2016, April 25). Advocating for LGBTIQ students. Guest lecture presented at Texas A&M University TEFB 324: Teaching Skills II Class, College Station, TX.
21. **Suárez, M. I.** (2016, April 19). Transgender issues. Guest lecture presented via Skype at University of Nebraska-Lincoln Psychology of Diversity Class, Lincoln, NB.
22. **Suárez, M. I.** (2016, March 28). Advocating for LGBTIQ students. Guest lecture presented at Texas A&M University iVision Student Organization, College Station, TX.
23. **Suárez, M. I.** (2015, November 16). Growing as an ally to LGBTQ students. Guest lecture presented at Texas A&M University Strategies for Teaching in a Pluralistic Society Class, College Station, TX.

MEDIA

Editorials

1. **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

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

HONORS AND AWARDS

Scholarships and Fellowships

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.

AISD Future Teacher Scholarship. Austin ISD, 2003-2006.

President's Achievement Scholarship Tier II. The University of Texas at Austin, 2002-2006.

Awards

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

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

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.

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.

Teacher of the Year Nominee. William B. Travis High School, Austin ISD, 2010.

College of Education Outstanding Graduate Award (Undergraduate). The University of Texas at Austin, 2006.

College of Liberal Arts Dean's Distinguished Graduate Award (Undergraduate). The University of Texas at Austin, 2006.

Special Honors (Undergraduate). Mexican American Studies, College of Liberal Arts, The University of Texas at Austin, 2006.

Latino Leadership Opportunity Program (LLOP) Summer Leadership Institute Scholarship Recipient and Participant. Inter-University Program for Latino Research, 2004.

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

Utah State University (2019-present)

Graduate

EDUC 6570 Introduction to Educational and Psychological Research (web broadcast); F2020
Provides introduction to research methods, including identification of research problem, review and evaluation of research literature, and design and implementation of research project.

Undergraduate

SCED 3210 Educational and Multicultural Foundations (face-to-face); F2019, Sp2020, Sp2021
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 (online); 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 Education. Early childhood through adolescent approaches and instructional materials appropriate for EC through middle school programs; impact of research and theory on child development from gestation to early adolescence on instructional practices.

Doctoral Student Committee Service (* denotes chair)

Utah State University
Carrie Orson Bala (2020-present)
Charles Stewart (2020-present)
Daron Kennett (2020-present)

External Committee Member (Non-USU Students)
Carly Humphrey (2020-2021)—Ed.D., California State University, Los Angeles

SERVICE

PROFESSIONAL/PUBLIC

Boards

2020-present Advisory Board. *Encyclopedia of Queer Studies in Education.* Brill | Sense Publishers.
2019-present Editorial Board. *Curriculum Inquiry.*
2019-present Advisory Board. *Spaces In-between: Beyond Binary Gender Identities and Sexualities* (Book series). Teachers College Press.

Guest Editorships

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

Leadership

2017-2018 Graduate Student Representative. Queer SIG. AERA.

Reviewer

Grants
Spencer Foundation Conference Grant Review Panel. 05/01/2021-02/28/2022.

Peer Reviewed Journals
Urban Education. 2020.
Curriculum Inquiry. 2020.
Educational Administration Quarterly. 2019.
Teaching and Teacher Education. 2019, 2020.
International Journal of Qualitative Studies in Education. 2019, 2020.
International Journal of Multicultural Education. 2020.
Learning Environments Research. 2018, 2019, 2020.

Professional Organizations Meetings
Curriculum & Pedagogy Group. 2017, 2018.
Hispanic Research Issues Special Interest Group. American Educational Research Association. 2017-2019.
Division B. American Educational Research Association. 2019-present.
Queer Special Interest Group. American Educational Research Association. 2017-present.

AERA Critical Issues in Curriculum and Cultural Studies Graduate Student Paper Award Reviewer. 2020.

2018-2019 Core Collective Member. *Trans Educators Network (www.transeducators.com)*.

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

2020-present Leadership Team. Aspire Alliance IChange Network. Utah State University.
2020-present Co-founder. School of Teacher Education and Leadership Quantitative Research Club. Utah State University.
2019-present Programming Chair and Committee Member. Center for Intersectional Gender Studies & Research. Utah State University.
2019-present Committee Member. Training, Instruction, and Research Working Group. Diversity and Inclusion Task Force. Utah State University.
2019-present 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. McInerny, 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
2. 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
3. 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
2. 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

2018-present American Educational Studies Association
2016-present Curriculum & Pedagogy Group
2015-present American Education Research Association
2015-present American Education Research Association Queer SIG
2015-present American Association for the Advancement of Curriculum Studies

INACTIVE

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 Spanish; listening, speaking, writing and reading.

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