**CURRICULUM VITAE**

**Jennifer L. Ruef**

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University of Oregon

Eugene, OR 97403

**Overview of Research & Teaching Interests**

My research centers on issues of social justice, equity, and identity in mathematics education. Current lines of inquiry include: mathematical identities; mathematics anxiety; Ichishkíin (Indigenous) mathematics curriculum.

**EDUCATIONAL RECORD**

2016 Doctor of Philosophy, Stanford University.Major areas of study: Curriculum and Teacher Education, Mathematics. Dissertation title: *Building powerful voices: Co-constructing public sensemaking.*

2005 Master of Science, University of Wisconsin-Madison. Major areas of study: Curriculum and Instruction, Mathematics Education. Thesis title: *Equity and reform mathematics pedagogy: The revolution starts here.*

1990 Bachelor of Science, University of Wisconsin-Madison. Major areas of study: Mathematics and Education.

1990 Certification to Teach: Secondary Mathematics, Grades 6-12, State of Wisconsin

**ACADEMIC EMPLOYMENT HISTORY**

**Higher Education**

2016-present Associate Professor, College of Education, University of Oregon

2013-2016 Instructor of Record, Graduate School of Education, Stanford University

2012-2015 Teaching Assistant, Graduate School of Education, Stanford University

**Other Professional Experience**

2010-2011 Mathematics Teacher, The College Preparatory School, Oakland, CA

1998-2009 Mathematics Teacher, Madison East High School, Madison, WI

1993-1998 Mathematics Teacher, Winnequah Middle School, Monona, WI

**Awards**

2022 Excellence in Teaching, Early Career, University of Oregon College of Education

2019 Fellowship, Political Conocimiento for Teaching Mathematics Conference

2017 Fellowship, Association of Mathematics Teacher Educators (AMTE) Service, Teaching, and Research (STaR)

2015 Fellowship, Stanford Graduate Voice and Influence Program

2009 Distinguished Service Award, Madison Metropolitan School District

**RESEARCH & SCHOLARSHIP ACTIVITIES**

**Refereed Journal Articles** *(Student authors indicated by \*/Partnering practitioner or tribal Elder authors indicated by ∞/Shared authorship, listed alphabetically, indicated by †)*

18. Jilk, L. M., Ruef, J. L., & Torres, A. (2024). Inclusive classrooms and assigning competence special issue on Complex Instruction. *Intercultural Education*, 1-8. <https://doi.org/10.1080/14675986.2024.2426934>

17. Sun, K. L. & Ruef, J. (2023). Examining and Conceptualizing the Relationship Between Teacher Praise and the Co-construction of Mathematical Competence in Classrooms. *Journal of Mathematical Behavior.* <https://doi.org/10.1016/j.jmathb.2023.101065>

16. Ruef, J. L., & ∞Shepard, R. (2022). Relational equity: Adapting an elementary mathematics teaching methods course to online contexts. *International Electronic Journal of Mathematics Education, 17*(4), em0699. <https://doi.org/10.29333/iejme/12224>

15. Ruef, J., Willingham, J. C., \*Ahearn, M. (2022). Math and equity in the time of COVID: Teaching challenges and successes. *International Electronic Journal of Mathematics Education.* *17*(2), em0681. <https://doi.org/10.29333/iejme/11818>

14. Sun, K. L., Ruef, J., Stoehr, K. J., \*Ahearn, M. (2022). Teaching preservice mathematics teachers in the time of COVID: What’s worth keeping? *Journal of Humanistic Mathematics. 12*(1), 187-209. <https://scholarship.claremont.edu/jhm/vol12/iss1/14>

13. Anderson, R. K., Ruef, J., Reigh, E., Chavez, R., Williamson, P., Villa III, A. (2021). “Math is so much more.” The design, implementation, and outcomes of an elective mathematics methods course. *Teacher Education Quarterly. 48*(4). 28-51. <https://www.proquest.com/docview/2610109371?pq-origsite=gscholar&fromopenview=true>

12. Ruef, J., & Jacob, M. (2021). Fractional Humans: How decolonizing the learning of mathematics can heal. *For the Learning of Mathematics. 41*(1). 14-17. <https://flm-journal.org/index.php?do=show&lang=en&vol=41&num=1>

11. Ruef, J. (2021). How Ms. Mayen and her students co-constructed "good at math." *Journal for Research in Mathematics Education, 52*(2), 152-188. <https://doi.org/10.5951/jresematheduc-2020-0264>

10. Jacob, M., Gonzales, K., Chappell Belcher, D., Ruef, J. & \*RunningHawk Johnson, S. (2020) Indigenous cultural values counter the damages of white settler colonialism, *Environmental Sociology*. DOI: [10.1080/23251042.2020.1841370](https://doi.org/10.1080/23251042.2020.1841370)

9. Ruef, J., & ∞Torres, A. (2020). A menu of risk-taking Scaffolds. *Mathematics Teacher: Teaching and Learning PK-12. 113*(9), 723-730.<https://doi.org/10.5951/MTLT.2019.0091>

8. Ruef, J., Jacob, M., \*Walker, G. K., & ∞Beavert, V. (2020) Why Indigenous languages matter for mathematics education: A case study of Ichishkíin*. Education Studies in Mathematics.104*(3), 313-332. <https://doi.org/10.1007/s10649-020-09957-0>

7. \*Lo, M., & Ruef, J. (2020). Student or teacher? A look at how students facilitate public sensemaking during collaborative groupwork. *Journal of Urban Mathematics Education. 13*(1), 15-33. <https://jume-ojs-tamu.tdl.org/JUME/article/view/372>

6. Ruef, J. (2020). Visions of the possible: Using drawings to elicit and support visions of teaching mathematics. *Mathematics Teacher Educator,* *8*(2), 59-80. <https://doi.org/10.5951/mte-2019-0010>

5. Ruef, J., Sweeny, S., and Willingham, J. C. (2020). Re-envisioning "good at math:" A case study of positive transformation. *International Journal of Gender, Science, and Technology. 11*(3), 383-393. <http://genderandset.open.ac.uk/index.php/genderandset/article/view/624>

4. Ruef, J. (2020). What gets checked at the door? Embracing students' complex math identities. *Journal of Humanistic Mathematics. 10*(1), 22-38. <https://doi.org/10.5642/jhummath.202001.04>

3. Ruef, J., \*RunningHawk Johnson, S., Jacob, M., Jansen, J., and ∞Beavert, V. (2020). Why STEM needs Indigenous Traditional Ecological Knowledge. *International Journal of Gender, Science, and Technology. 11*(3), 429-439. <http://genderandset.open.ac.uk/index.php/genderandset/article/view/662>

2. Ruef, J. (2018). Finding Lucien B. Kinney. *Vitae Scholasticae, 35,* 25-49. ISSN: 0735-1909

1. Ruef, J. (2016).The power of being wrong: Inviting students into mathematical apprenticeships*. New England Mathematics Journal, 43,* 6-16.

**Refereed Book Chapters**

1.\*Chan, B., Basu, D., Ellis, R., Harper, F. K., & Ruef, J. (2022). *The true cost of that $29 t-shirt in the store window.* InConway IV, B. M., Id-Deen, L., Raygoza, M. C., Ruiz, A., Staley, J. W., & Thanheiser, E. (Eds.) *Middle school mathematics lessons to explore, understand, and respond to social injustice*. Corwin Press.

**Refereed Conference Proceedings**

3. Sweeny, S., Ruef, J., & Willingham, J. C. (2018). *What does it mean to be good at math: Tools for discovery.* In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*(p. 835). Greenville, SC. <http://www.pmena.org/pmenaproceedings/PMENA%2040%202018%20Proceedings.pdf>

2. Ruef, J. (2017). *Changes in student perspectives: What it means to be “good at math.”* Proceedings of the 39th annual meeting of the Psychology in Mathematics Education-North America conference. Indianapolis, IN. <https://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf>

1. Ruef, J. (2013). *Mutability and resiliency of teacher beliefs and practices: A case study.* Proceedings of the 35th annual meeting of the Psychology in Mathematics Education-North America conference. Chicago, IL. <http://www.pmena.org/pmenaproceedings/PMENA%2035%202013%20Proceedings.pdf>

**Book Reviews**

3. Ruef, J. (2019). *A Review of Helen Sword's Light & Air & Time & Space: How successful academics write.* Education Review.<https://doi.org/10.14507/er.v26.2571>

2. Ruef, J. (2014). *Articulate While Black: Barack Obama, language, and race in the US.* Urban Education. <https://doi.org/10.1177/0042085913519339>

1. Ruef, J. (2013). *Is Algebra really for all eighth graders? Examining the algebra solution to mathematics reform (Completing the equation).* Education Review. ISSN 1094-5296 <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.379.5853&rep=rep1&type=pdf>

**Internal & External Funding**

***University of Oregon***

1. *CAREER: Inviting all 21st century problem-solvers: Building equity by de-tracking middle school mathematics instruction.* National Science Foundation Faculty Early Career Development Program (CAREER). Principal Investigator, Jennifer Ruef ($1,036,989).

2. *Mathematics and Science Teams Engaging in Research to Inspire Teaching (MaSTERIt).* National Science Foundation Division of Undergraduate Teaching. Principal Investigator, Jenefer Husman, Co-PI, Jennifer Ruef. ($1,999,997: funded).

3. *Sharing the results of teaching mathematics for equity online: Making Accessible Technology Helpful (MATH).* University of Oregon College of Education Professional Development Funding. Principal Investigator, Jennifer Ruef, Co-PI, \*Shareen Springer. ($2,500: funded).

4. *Teaching mathematics for equity online: Making Accessible Technology Helpful (MATH).* University of Oregon Office of the Provost’s COVID-19 Impact Grant. Principal Investigator, Jennifer Ruef, Co-PI, \*Shareen Springer. ($5,000: funded)

***Stanford University***

4. *Learning our voices: The co-construction of productive mathematics discourse communities.* Vice Provost for Graduate Education Diversity Dissertation Research Opportunity Funds Grant. Principal Investigator, Jennifer Ruef. ($6,000: funded).

5. *Making sense of mathematical selves.* Stanford Graduate School of Education Dissertation Support Grant. Principal Investigator, Jennifer Ruef. ($5,000: funded).

**Professional Presentations**

***National***

16. Stoehr, J.L., Ruef, J. L., & \*Ahearn, M. (2022, February). *Reflections on teaching prospective mathematics teachers in COVID times: What’s worth keeping?* Paper presented at the 26th Annual Conference of the Association of Mathematics Teacher Educators, Las Vegas, NV and Virtual Conference.

15. \*Ahearn, M. & Ruef, J. (2022, February). *Math task filter: Developing preservice teachers’ task selection to envision equitable instruction.* Paper presented at the 26th Annual Conference of the Association of Mathematics Teacher Educators, Las Vegas, NV and Virtual Conference.

14. Sweeny, S. P., Ruef, J. L., & Willingham, J. C. (2021, February). *Examining Beliefs and Images Related to Teaching and Learning Mathematics* Paper presented at the 25th Annual Conference of the Association of Mathematics Teacher Educators, Virtual Conference.

13. Ruef, J., \*Lo, M., & \*Ahearn, M. (2020, April). When a mathematical argument turns into a turf battle: Unanticipated enactments of agency and authority. Poster presented at the American Education Research Association annual meeting, San Francisco, CA [http://tinyurl.com/w3jcqh9](https://urldefense.com/v3/__http:/tinyurl.com/w3jcqh9__;!!C5qS4YX3!XiDx00sDghFdZN6JOEGj9nc8ORbMJ4r7cvDPkm6dRH2xNPvz-rWLZYqIeuBBnniA$)

12. Sun, K., Ruef, J., & \*Ahearn, M. (2020, April). Teacher praise in mathematics classrooms. Poster presented at the American Education Research Association annual meeting, San Francisco, CA [http://tinyurl.com/rls49hc](https://urldefense.com/v3/__http:/tinyurl.com/rls49hc__;!!C5qS4YX3!SOyjIYgGlF3ptUlFJjqNyBDHNJ6TFIYcHLqfhIkzhJk_rTOntIVC63tZqi7yGstw$)

11. Willingham, J., Sweeny, S., & Ruef, J. (2020, February). *Exploring the mathematical identity of prospective elementary teachers.*Paper presented at the Association of Mathematics Teacher Educators annual conference, Phoenix, AZ.

10. Ruef, J. & Willingham, C. (2019, April). *Who is Math? Drawings and texts tell stories of healing from math trauma.* Paper presented at the National Council of Teachers of Mathematics Annual Research conference, San Diego, CA.

9. Ruef, J. & Torres∞, A. (2019, April). *Inviting students into mathematical apprenticeships: Scaffolding risk-taking in public presentations.* Workshop presented at the National Council of Teachers of Mathematics Annual Research conference, San Diego, CA.

8. Ruef, J., Sweeny, S., & Willingham, C. (2019, February). ***Assessing What It Means to be Good at Math.* Workshop presented at the Association of Mathematics Teacher Educators annual conference, Orlando, FL.**

7. Gutiérrez, R., Vargas, G., Brown-Tess, K., Myers, M., Ruef, J., Chavez, R., & Anderson R. (2019, February). ***Political Knowledge for Advocacy in Mathematics: Context Matters.* Workshop presented at the Association of Mathematics Teacher Educators annual conference, Orlando, FL.**

6. Ruef, J. (2018, January). Turning the tide: Transformational moments in becoming a mathematics teacher. Workshop presented at the Creating Balance in an Unjust World conference, San Francisco, CA.

5. Ruef, J. (2017, October). *Changes in student perspectives: What it means to be “good at math.”* Paper presented at the 39th annual meeting of the Psychology in Mathematics Education-North America conference, Indianapolis, IN.

4. Ruef, J. (2017, April). *Shifting the focus: Changing what it means to be “good at math.”* Poster presented at the American Education Research Association annual meeting, San Antonio, TX.

3. Ruef, J. (2016, April). *Making sense of mathematics sensemaking—Examining co-constructed learning environments.* Poster presented at the National Council of Teachers of Mathematics Annual Research Convention, San Francisco, CA.

2. Ruef, J. (2014, April). *Which beliefs win in a tug-of-war of Teaching Tensions?* Making *Sense of Alignment Issues in the Influences on Teaching Mathematics.* Paper presented at the American Education Research Association annual meeting, Philadelphia, PA.

1. Ruef, J. (2013, November). *Mutability and resiliency of teacher beliefs: a case study.* Paper presented at the 35th annual meeting of the Psychology in Mathematics Education-North America conference, Chicago, IL.

***State & Local***

7. Ruef, J. (2017, September). *Learning to love math: Engineering a transformative mathematics classroom experience.* Presentation to the Teachers of Teachers of Mathematics conference, Newburg, OR.

6. Ruef, J. (2015, June). *Making sense of making sense: What do students have to say about agency?* Workshop on dissertation ideas conducted at the So What Are You Working On? Annual Meeting, Stanford University, CA.

5. Ruef, J. (2015, June). *Making sense of making sense: What do students have to say about agency?* Workshop on dissertation ideas conducted at the So What Are You Working On? Annual Meeting, Stanford University, CA

4. Ruef, J. & Carney, S. (2008, May). *Building a bridge to transcripted credit.* Sectional presentation to the Wisconsin Mathematics Council, Green Lake, WI.

3. Ruef, J. (1997, November). *Human graphs and other kinetic mathematics lessons.* Curriculum share session conducted at the National Council of Teachers of Mathematics Regional Conference, Milwaukee, WI.

2. Ruef, J. & Davidson, K. (1997, May). *PBS Mathline “Wet Heads:” A lesson on statistics.* Curriculum share session conducted at the Wisconsin Mathematics Council, Green Lake, WI.

1. Davidson, K., & Ruef, J. (1996, May). *Hula hoops and gingerbread people (venn diagrams).* Curriculum share session conducted at the Wisconsin Mathematics Council, Green Lake, WI.

***Invited***

12. Ruef, J. (2023, September 8). *How Ms. Mayen and her students co-created good-at-math.* Presentation to the Mathematics department of Western Norway University, Bergen, Norway.

11. Ruef, J. (2023, September 4). *Complex Instruction as a Transformational Practice.* Complex Instruction research and practice: Working together for equity in diverse classrooms. University of Hamburg, Hamburg, Germany.

10. Ruef, J. (2023, August 30). *How Ms. Mayen and her students co-created good-at-math.* Presentation to the Mathematics department of Maynooth University, Maynooth, Ireland.

9. Ruef, J. (2022, February 3). *Math Anxiety: Who am I to math, who is math to me?* Math Education Nights at Roosevelt Middle School. Eugene, OR.

8. Ruef, J. (2021, April 2). *Reframing and Reclaiming "Good at Math."* Southern Georgia Mathematics Conference. Statesboro, GA.

7. Ruef, J. (2020, December 1). *The Ichishkíin Math Project*. Conversation with the Embodied Underground mathematics learning group. University of California-Berkeley, CA.

6. Ruef, J. (2019, August). *A revolution in one classroom: How Ms. Mayen and her students changed what it meant to be good-at-math.* Presentation to the Oregon Mathematics Leadership Conference, McMinnville, OR.

5. Ruef, J. (2019, June). *Fostering bravery in making sense of mathematics.* Presentation to the Ambitious Math and Science Summer Institute, Oregon State University, Corvallis, OR.

4. Ruef, J. (2017, January). *The Power of Voice.* Presentation to the Math in Real Life Conference, Lane Education Service District, Eugene, OR.

3. Ruef, J. (2016, May). *Making Sense of Making Sense—What do students have to say about agency?* Presentation to the So What Are You Working On? conference, Stanford, CA.

2. Ruef, J., Han, H., Gomez, C., and Semmens, R. (2016, May). Stanford Career Services panel discussion of academic job market success strategies.

1. Ruef, J. & Carney, S. (2008, May). Presentation of student achievements in pilot dual-accreditation course to Madison Metropolitan School District Board, Madison, WI.

**Editorials and Public Outreach**

16. Ruef, J. (2021, May 27). *Regarding schools, what’s worth keeping?* The Register Guard. <https://www.registerguard.com/story/opinion/columns/2021/05/27/guest-view-regarding-schools-whats-worth-keeping-education-pandemic/7432951002/>

15. Ruef, J., Elliott, R. & Thanheiser, E. (2021, March 7). *Antiracist math education adds up to better results for students.* The Oregonian. <https://www.oregonlive.com/opinion/2021/03/opinion-antiracist-math-education-adds-up-to-better-results-for-students.html?fbclid=IwAR04W5o13QR_HdN-F9yp7mT1ranX9QX54vAiVaSSYE6VKzS-2z-d20RCgms>

# 14. Otten, S. (Host). (2020, September 19). Why Indigenous languages matter for mathematics education: a case study of Ichishkíin. (2008) [Audio podcast episode]. In Math Ed Podcast. <https://www.podomatic.com/podcasts/mathed/episodes/2020-09-19T09_44_02-07_00>

# 13. Thanheiser, E. (Host). (2020, April 21). Visions of the Possible: Using Drawings to Elicit and Support Visions of Teaching Mathematics. (13) [Audio podcast episode]. In Mathematics Teacher Educator Podcast. <https://mtepodcast.amte.net/guests/jennifer-ruef>

12. Ruef, J. (2018, December 4). *Math trauma: It's a real thing, says UO prof.* The Jefferson Exchange. <https://www.ijpr.org/post/math-trauma-its-real-thing-says-uo-prof#stream/0>

11. Ruef, J. (2018, November 6). *How to help students heal from math trauma.* Education Week Teacher. <https://www.edweek.org/tm/articles/2018/11/06/how-to-help-students-heal-from-math.html>

10. Ruef, J. (2018, November 1). *Think you're bad at math? You might be suffering from math trauma.* The Conversation. <https://theconversation.com/think-youre-bad-at-math-you-may-suffer-from-math-trauma-104209>

9. Ruef, J. (2018, March 12). *Celebrating Marion Walter--and other unsung female mathematicians.* The Conversation. <https://theconversation.com/celebrating-marion-walter-and-other-unsung-female-mathematicians-92249>

8. Ruef, J. (2018, February 28). *Teachers prep for unnatural disasters--like school shootings.* The San Francisco Chronicle.<https://www.sfchronicle.com/opinion/openforum/article/Teachers-prep-students-for-unnatural-disasters-12718142.php>

7. Ruef, J. (2017, September 27). *You’re all “math people,” but you just didn’t know it.* The San Francisco Chronicle. <http://www.sfchronicle.com/opinion/article/You-re-all-math-people-you-just-12236409.php>

6. Ruef, J. (2017, September 11). *These four easy steps can make you a math whiz.* The Conversation. <https://theconversation.com/these-four-easy-steps-can-make-you-a-math-whiz-82552>

5. Ruef, J. (2017, July 21). *Wonder Woman offers new view of power structure.* The San Francisco Chronicle. <http://www.sfchronicle.com/opinion/article/Wonder-Woman-offers-a-new-view-of-power-11305840.php>

4. Ruef, J. (2017, May). *Meeting Lucien B. Kinney.* Stanford Graduate School of Education Centennial Celebration. <https://gse100.stanford.edu/stories/meeting-lucien-b-kinney?src=pics>

3. Ruef, J. (2016, May 12). *Word to Bill Nye: The message matters.* The Stanford Daily. <http://www.stanforddaily.com/2016/05/12/word-to-bill-nye-the-message-matters/>

2. Ruef, J. (2015, September 6). *Teachers unions protect students.* The Wisconsin State Journal. <http://host.madison.com/wsj/news/opinion/column/guest/jennifer-ruef-teachers-unions-protect-students/article_236faf53-eeff-5960-a013-ace68e5ec816.html>

1. Bay Area People Television Interview, Producer Yokota, L. (2014, August 21). *What should parents expect from the new common core math?* <https://www.youtube.com/watch?v=FwYYa5h95mg>

**INSTRUCTIONAL & ADVISING ACTIVITIES**

**Courses Taught** *(course development is indicated by \*)*

***University of Oregon***EDST 111 Education and Social Change. Spring 2022, 2023EDST 471 \* Foundations in Algebra Learning. Fall 2017, 2019, 2020, Winter 2017, 2019  
EDST 472 \* Foundations in Geometry Learning. Spring 2017, 2019, Winter 2018, 2020, 2021  
EDST 610 \* Seminar on Teacher Education. Theory and Practice. Spring, 2022  
EDST 620 \* Curricular Controversies. Mathematics and Literacy.  
EDST 621 \* Mathematical Concepts (Secondary Mathematics Teaching Methods). Fall 2017   
EDST 622 \* Methods. Mathematical Problem Solving (Secondary Mathematics Teaching Methods). Winter, 2019, 2020, 2021, 2023  
EDST 643 \* Methods: Facts and Inquiry (Elementary Mathematics Teaching Methods). Fall 2018, 2019, 2020, 2021, 2022

***Stanford University***  
EDUC 263D \* Curriculum and Instruction, Mathematics for auxiliary certification. Spring 2016  
EDUC 263C \* Curriculum and Instruction, Mathematics I. Summer 2013, 2014  
EDUC 263B \* Curriculum and Instruction, Mathematics II. Fall 2013, 2014, 2015  
EDUC 263A \* Curriculum and Instruction, Mathematics III. Winter 2014, 2015, 2016  
EDUC 250C \* Introduction to Qualitative Research. Spring 2014, 2015  
EDUC 325B Education Proseminar II: Teaching and Learning. Spring 2013

***Madison College***  
20804201 \* Intermediate Algebra. Fall 2007, Spring 2008, Fall 2008, Spring 2009

**Doctoral Student Advising and Support**

***University of Oregon***

2024 Institutional Representative, **Leigh Foster**. Dissertation title: *The Squish Map and the SL2 Double Dimer Model.*

2019-2022Advisor, **Susan Wilson**, CSSE doctoral student, MSRI travel scholarship recipient

2019-2023 Dissertation Committee Member, **Madeline Ahearn**, CSSE doctoral student, OCTM leadership, AMTE and MSRI travel scholarship recipient

2017 Institutional Representative, **Catherine Hsu**. Dissertation title: *Research in Number Theory: Congruences of Modular Forms.*

**Undergraduate Advising**

***University of Oregon***

2021-2023 Honors Thesis Advisor, **Chloe Miller,** undergraduate scholar of mathematics at UO, Thesis: Combating Math Anxiety Through Interdisciplinary Study and Student Autonomy

2020-2022 Advisor, **Bethany Chan**, member of OMERGE, undergraduate scholar of mathematics at UO, UOTeach graduate

2018-2022 Advisor, **Lauren Flick,** founding member of OMERGE, undergraduate scholar of mathematics at UO, UOTeach graduate

2017-2019 Advisor, **Michelle Lo**, founding member of OMERGE, undergraduate scholar of mathematics at UO, presented original research at AERA, CURE research fellow and UROP grant awardee, Woodrow Wilson Fellow and Knowles Fellow

**SERVICE ACTIVITIES**

**National**

2024, 22, 20 Reviewer, *Educational Studies in Mathematics*

2023, 22 Reviewer, *Investigations in Mathematics Learning*

2022, 21 Reviewer, *Cognition and Instruction*

2022 Reviewer, *Asian Pacific Education Review*

2022, 21, 20, 19, 15 Reviewer, Association of Mathematics Teacher Educators annual research conference

2022 Reviewer, *Teacher Education Quarterly*

2020, 18, 14 Reviewer, American Education Research Association annual research conference

2019 Reviewer, *Journal for Research in Mathematics Education*

2019, 18, 16 Reviewer, National Council of Teachers of mathematics annual research conference

2018 Reviewer, Handbook for Designing, Conducting, and Publishing Quality Research Mathematics Education

2018 Reviewer, *Journal of Mathematics Teacher Education*

2018, 13 Reviewer, Psychology of Mathematics in Education-North America annual research conference

2017 Reviewer, *American Education Research Journal*

**State**

2017-present Consultant to Oregon Department of Education on mathematics education

2018 Organized and facilitated statewide Catalyzing Change in Mathematics Education Conference

**College of Education**

2024-present Member, College of Education Career Faculty Personnel Committee

2023-present Member, Consortium for the Improvement of Professional Education

2020-2023 Member, College of Education Curriculum Committee

2017-present Member, University of Oregon-Oregon State University STEM Committee

2016-2018 Member, Organization Committee for the Network Gender and STEM Conference, University of Oregon

**Department of Education Studies**

2023 Member, Career-Track Hiring Committee

2018-2019 Co-Chair, UOTeach Elementary Course Sequence Redesign Committee

2017-present Facilitator, Oregon Mathematics Education Research Group for Equity (OMERGE)

2017-present Member, UO Sapsik'ʷałá (Teacher) Education Program Recruitment and Outreach Committee

2017-present Member, UO Sapsik'ʷałá Program Alternative Assessment Committee

2017-present Member, Indigenous Traditional Ecological Knowledge (ITEK) committee

2017-present Member, STEM + C Development Committee

**Community Service**

2016 Panelist for Social Justice in Mathematics student presentations, Roosevelt Middle School, Eugene, Oregon

2016 Guest instructor, fourth grade mathematics, Edison Elementary, Eugene, Oregon

**Service at Stanford University**

2015-2016 Member and Reviewer, Stanford Graduate School of Education Dissertation Support Grant Committee

2014-2015 Student Representative, Curriculum and Teacher Education Faculty, Stanford Graduate School of Education

2014-2015 Member, Stanford Graduate School of Education Guild Awards Committee

2013-2015 Facilitator, Stanford Math Education Research Group

**Memberships & Affiliations**

* American Educational Research Association
* Association of Mathematics Teacher Educators
* Educators of Native American Students (TODOS SIG)
* National Council of Teachers of Mathematics
* Oregon Council of Teachers of Mathematics
* Oregon Math Leaders
* Psychology of Mathematics Education-North America
* TODOS: Mathematics for All, Excellence and Equity
* Sociopolitical Issues in Mathematics and Science Education (AERA SIG)
* Wisconsin Mathematics Council