

Tesha Sengupta-Irving, PhD

2121 Berkeley Way | Berkeley, CA 94704 | (510) 664-4549 | tsi@berkeley.edu

[Website](#) | [Berkeley School of Education Website](#)

Academic Appointments

University of California, Berkeley

- 2021- Associate Professor, Learning Sciences & STEM Education, School of Education
- 2020- Affiliate Faculty, Center for Race and Gender
- 2019-21 Assistant Professor, Learning Sciences & STEM Education, School of Education

Vanderbilt University Peabody College of Education, Department of Teaching & Learning

- 2016-19 Assistant Professor, Learning Sciences & Math Education

University of California, Irvine

- 2011-16 Assistant Professor, Mathematics Education, School of Education
- 2011-16 Affiliate Faculty, Gender and Sexuality Studies Department

University of California, Los Angeles, Graduate School of Education & Information Sciences

- 2009-11 Postdoctoral Researcher
- 2009-11 Assistant Director, Center for Research and Innovation in Elementary Education

Education

- Ph.D. Mathematics Curriculum & Teacher Education (Stanford University, 2009)
- B.S. Electrical Engineering (University of Illinois, Urbana-Champaign, 1999)
- International Minor in Japanese Studies (University of Illinois, Urbana-Champaign, 1999)
- California Single-Subject Credential (Commission on Teacher Credentialing, 2000-2016)

Other Relevant Employment

- 2000-03 High School Mathematics Teacher, Compton Unified School District
- 1999-00 Mathematics Teacher, Cenikor Substance Abuse Treatment Center
- 1999-00 Electrical Engineer, Agilent Technologies
- 1998-99 Electrical Engineer, Hewlett Packard Company

Leadership Development

- 2024 UC Berkeley Faculty Leadership Academy

Awards, Honors, and Fellowships

- 2018 Outstanding Reviewer Award, *Journal of Urban Mathematics Education*
- 2014 Dean's Honoree for Excellence in Undergraduate Teaching, UC Irvine
- 2014 Fellow, Hellman Foundation
- 2008 Dissertation Fellow, Spencer Foundation
- 2004 *FouthR* Educator, Amnesty International Educator Newsletter Profile

- 2003 Fellow, Stanford University Graduate Morgridge Family Fellowship
 2003 Centennial High School Teaching Award, Compton Unified School District
 1996 Electronic Data Systems Scholar, University of Illinois Urbana-Champaign

Research Grants

Funded

- 2023-24 Spencer Vision Grant (\$75K, Senior Leadership Team). Understanding the Production of Racial & Linguistic Ability Stratification: A Blueprint for Systemic Transformation. PI Alfred Artiles, Stanford University.
- 2013-14 Nicholas Endowment (\$50K, PI). An Engineering & Education Collaborative: Teacher Professional Development, a joint venture of the UCI Schools of Education & Engineering.
- 2006-07 Spencer Foundation Research Training Grant (\$7K, PI). A case study of organizing for equitable collaborative learning in a low-track Algebra class.

Internal Funding

- 2023 University Partner, STEAM Education and the Bridge to Cultural Literacy (UCB Chancellor's Community Partnership Fund, \$10K, Community Partner: Kim Anno)
- 2017 PI. STEAMing Ahead: Perceptions of STEAM Learning in Middle Schools (Vanderbilt University Peabody Small Grant, \$10K)
- 2010 PI. At the risk of sharing: Student perceptions of academic and social risk when sharing problem solving strategies in Algebra. (UCLA GSE&IS)
- 2009 Co-PI. A curricular contrast: Comparing student engagement and achievement across two 5th grade math lessons (UCLA GSE&IS)

Advisory Boards

- 2023-2026 Equity in Mathematics Education Research Grant (EMERG) Program
National Academy of Education
- 2022-2027 Teacher Learning Through Expansive Sensemaking in Science
NSF CAREER, PI: Jessica Watkins
- 2022-2023 International Society of the Learning Sciences
2022 Annual Meeting, Hiroshima, Japan

Refereed Publications

Journal Articles

(+) Student at publication (++) Former student (graduated) at publication. (+++) Equal co-authorship

⁺⁺⁺**Sengupta-Irving, T.** & Philip, T. (2024). Teaching beyond the single story of STEM. *Educational Leadership*, 81(7), 0-0.

Sengupta-Irving, T., & Schiffrin-Sands, L. (2023). Principals, paradigms, and possibilities: STEAM Education Reform and the Centering of Black Life. *Urban Education*, 58(4), 0-0.

Sengupta-Irving, T., ⁺Vogelstein, L., Brady, C., & Phillips Galloway, E. (2023). Prolepsis & telos: Interpreting pedagogy and recovering imagination in the mediation of youth learning. *Journal of the Learning Sciences*, 32(2), 211-249.

Sengupta-Irving, T. (2021). Positioning and positioned apart: Mathematics learning as becoming undesirable. *Anthropology & Education Quarterly*, 52(2), 187-208.

McKinney de Royston, M., **Sengupta-Irving, T.**, ⁺Cosby, M. (2021). Radical Reimagining: Problematizing studies of mathematical identit(es) among racially minoritized youth. In J. Langer-Osuna & N. Shah (Eds.), *Journal for Research in Mathematics Education Monograph Series*, pp. 59-82.

Sengupta-Irving, T., ⁺⁺Tunney, J. & ⁺Macias, M. (2020). Stories of garlic, butter and ceviche: Surfacing contestations and macroaggressions in secondary STEM teacher professional development. *Cognition and Instruction*, 39(1), 65-84.

Sengupta-Irving, T. & Vossoughi, S. (2019). Not in their name: Re-interpreting discourses of STEM learning through the subjective experiences of minoritized girls. *Race Ethnicity and Education*, 22(4), 479-501.

⁺⁺⁺McKinney de Royston, M. & **Sengupta-Irving, T.** (2019). Another step forward: Engaging the political in learning, *Cognition and Instruction*, 37(3), 277-284.

⁺Agarwal, P. & **Sengupta-Irving, T.** (2019). Integrating power to advance the study of Connective and Productive Disciplinary Engagement in mathematics and science. *Cognition and Instruction*, 37(3), 349-366.

Sengupta-Irving, T. & ⁺Agarwal, P. (2017). Conceptualizing perseverance in problem solving as collective enterprise. *Mathematical Thinking and Learning*, 19(2), 115-138.

Sengupta-Irving, T. & ⁺Mercado, J. (2017). Anticipating change: An exploratory analysis of teachers' conceptions of engineering in an era of science education reform. *Journal of Pre-College Engineering Education Research (J-PEER)*, 7(1), 108-122.

Sengupta-Irving, T. (2016). Doing things: Organizing for agency in mathematical learning. *The Journal of Mathematical Behavior*, 41, 210-218.

Boaler, J. & **Sengupta-Irving, T.** (2016). The many colors of algebra: The impact of equity focused teaching upon student learning and engagement. *The Journal of Mathematical Behavior*, 41, 179-190.

Sengupta-Irving, T. & Enyedy, N. (2015). Why engaging in mathematical practices may explain stronger outcomes in affect and engagement: Comparing student-driven with highly-guided inquiry. *Journal of the Learning Sciences*, 24(4), 550-592.

Sengupta-Irving, T. (2014). Affinity through mathematical activity: Cultivating democratic learning communities. *Journal of Urban Mathematics Education*, 7(2), 31-54.

Sengupta-Irving, T., ⁺Redman, E., & Enyedy, N. (2013). Re-storying practice: Using stories about students to advance mathematics education reform. *Teaching and Teacher Education*, 31, 1-12.

⁺Michener, C. J., **Sengupta-Irving, T.**, Proctor, C. P., & Silverman, R. (2013). Culturally sustaining pedagogy within monolingual language policy: Variability in instruction. *Language Policy*, 14(3), 199-220.

Conference Proceedings

Sengupta-Irving, T., ⁺Vogelstein, L., Brady, C. & Phillips-Galloway, E. (2020, June). "The pedagogical moves of artist mentors in a library makerspace." *Proceedings of the 14th International Conference of the Learning Sciences*. (Nashville, TN). 19-23 June. 2020.

Sengupta-Irving, T. (2020, June). "Mathematics learning and the neoliberal making of undesirability." *Proceedings of the 14th International Conference of the Learning Sciences* (Nashville, TN). 19-23 June. 2020.

Sengupta-Irving, T. (2020, June). "When dissent and debate risk fracturing mathematics learning communities." *Proceedings of the 14th International Conference of the Learning Sciences*. (Nashville, TN). 19-23 June. 2020.

Sengupta-Irving, T., ⁺⁺Tunney, J. & ⁺Macias, M. (2020, June). "Stories of garlic, butter and ceviche: The slippage between microcontestations and microaggressions in a case of STEM teacher learning." In N. Davis & P. Hooper (Chairs), Taking on the task of reimagining teacher education: Positioning teachers as emergent learning scientists within complex political and ethical ecologies. *Proceedings of the 14th International Conference of the Learning Sciences*. (Nashville, TN). 19-23 June. 2020.

Sengupta-Irving, T., ⁺Vogelstein, L., Brady, C., & Phillips-Galloway, E. (2018, June). "Mentors in the making: A case study of heterogeneity in meaning making at a public library makerspace." *Proceedings of the 13th International Conference of the Learning Sciences*. (London, UK). 23-27 June. 2018.

⁺Agarwal, P. & **Sengupta-Irving, T.** (2018, June). "Power in the digital age: A critical revision to Productive Disciplinary Engagement." *Proceedings of the 13th International Conference of the Learning Sciences*. (London, UK). 23-27 June. 2018.

Sengupta-Irving, T. (2015, November). "Tell them we are rising: Serving more than a pipeline through humanistic STEM learning." In S. Vossoughi, C. Malsbary & F. Erickson (Chairs), What is an anthropology of learning?: Revisiting the past to shape the future. *Proceedings of the 114th American Anthropological Association Meeting*. (Denver, CO). 18-22 Nov. 2015.

Stinson, D. W., & Bullock, E. C. (2015). Exploring different theoretical frontiers: A symposium (Presenters: Drs. I. Esmonde, E. Gutstein, **T. Sengupta-Irving**, D. Martin, & N. Shah; Discussant: Dr. R. Gutiérrez). In S. Mukhopadhyay & B. Greer (Eds.), *Proceedings of the Eighth International Mathematics Education and Society Conference (MES8, Vol. 1, pp. 133–138)*. Portland, OR.

Sengupta-Irving, T. & Enyedy, N. (2014). “Smiles don’t count: A case study of unifying disciplinary engagement with dispositions in the study of mathematical learning.” *Proceedings of the 11th International Conference of the Learning Sciences*. (Boulder, CO). 23-27 June. 2014.

Sengupta-Irving, T. (2007). “In cooperation: A case study of student interactions and the social space of math collaborations.” *Proceedings for the 29th Annual Meeting of the American Chapter of International Group for the Psychology of Mathematics Education* (Stateline, NV). 25 Oct. 2007.

Edited Books and Book Chapters

⁺⁺⁺**Sengupta-Irving, T.** & McKinney de Royston, M. (Eds.). (*in press*). *STEM and the social good: Forwarding political and ethical perspectives in the Learning Sciences*. Routledge.

Sengupta-Irving, T. & ⁺Yeh, C. (2014). Critical pedagogy. In S. Thompson (Ed.) *Encyclopedia of Diversity and Social Justice*. Lanham, MD: Rowman & Littlefield Publishing.

Boaler, J. & **Sengupta-Irving, T.** (2012). Gender equity and mathematics education. In J.A. Banks (Ed.) *Encyclopedia of diversity in education* (pp. 973-976). Thousand Oaks, CA: SAGE Publications.

Gutiérrez, K., **Sengupta-Irving, T.**, & Dieckmann, J. (2010). Developing a mathematical vision: Mathematics as a discursive and embodied practice. In J. Moschkovich (Ed.), *Language and mathematics education: Multiple perspectives and directions for research* (pp. 29-71). Charlotte, NC: Information Age Publishing, Inc.

Boaler, J. & **Sengupta-Irving, T.** (2007). Mathematics. In B.J. Bank, S. Delamont, C. Marshall (Eds.), *Gender and education: An encyclopedia* (pp. 287-293). Westport, CT: Praeger.

Boaler, J. & **Sengupta-Irving, T.** (2006). Nature, neglect and nuance: Changing accounts of sex, gender and mathematics. In C. Skelton, B. Francis, L. Smulyan (Eds.). *The SAGE handbook of gender and education* (pp. 252-264). Thousand Oaks, CA: SAGE Publications.

Refereed Conference Presentations

Sengupta-Irving, T. (2023, October). Elucidating the personal-political of one student’s emergent “undesirability” in mathematics. In B. Herbel-Eisenmann (Chair), *From the personal to the political and back: Using positioning theory as an analytic lens and potential tool for disruption*. Symposium conducted at the annual meeting of the National Council for Teachers of Mathematics, Washington DC.

Agarwal, P. & **Sengupta-Irving, T.** (2021, April). Disrupting gendered epistemic injustice in K–12 mathematics: A research synthesis. Structured poster session at the annual meeting of the

American Educational Research Association, Virtual.

McKinney de Royston, **Sengupta-Irving T.**, & ⁺Cosby, M. (2019, April). (Re)imagining mathematical identities: Positioning, positionality, and dispositions in mathematics education research. In N. Shah (Chair), *Advancing methods for studying social identities in mathematics education: New possibilities and perspectives*. Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, ON.

Sengupta-Irving T., ⁺Vogelstein, L., Brady, C., & Phillips-Galloway, E. (2019, April). Democratizing what: A case study of how mentors in a public library makerspace organize toward expansive possibilities. In S. Vossoughi (Chair), *Educational dignity in making and engineering spaces: Developing close accounts of expansive pedagogy, learning, and self-determination*. Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, ON.

Sengupta-Irving T. & Vossoughi, S. (2019, April). Not in their name: Reinterpreting discourses of STEM learning through the subjective experiences of minoritized girls. In S. Vakil (Chair), *Disrupting 'truth': Theorizing the cultural politics of STEM education through a plurality of perspectives*. Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, ON.

Sengupta-Irving, T. & ⁺⁺McGrath, C. (2019, April). Dissent or discord?: A case study of mathematics debate as a learning opportunity. Roundtable presentation at the annual meeting of the American Educational Research Association, Toronto, ON.

⁺Agarwal, P. & **Sengupta-Irving, T.** (2018, June). Recognizing power as a lens to advance the study of Productive Disciplinary Engagement. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY.

Sengupta-Irving, T., ⁺Vogelstein, L., Brady, C. & Phillips-Galloway, E. (2018, June). Mentors in the making: A case study of heterogeneity in meaning making at a public library makerspace. Poster presentation at the 13th International Conference of the Learning Sciences, London, UK.

Sengupta-Irving, T. (2017, April). Layered positions: Coordinating institutional and interactional analyses of student failure in mathematics. Paper presentation at the annual meeting of the American Educational Research Association, San Antonio, TX.

Sengupta-Irving T., ⁺⁺Tunney, J. & ⁺Macias, M. (2017, April). Relinquishing what we think is true: Teachers contesting what counts as "real" math/science learning. In T. Sengupta-Irving (Chair), *What should be the 'mathematics' in mathematics education?* Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, TX.

Esmonde, I. & **Sengupta-Irving, T.** (2015, April). Leveraging feminist theory to disrupt mathematics education research. In D. W. Stinson & E. C. Bullock (Chairs), *Exploring different theoretical frontiers in mathematics education research: Toward an empowering mathematical experience for all*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

Sengupta-Irving, T. & Esmonde, I. (2015, April). Leveraging feminist theory to disrupt gendered mathematics teaching and learning. In D.W. Stinson & E.C. Bullock (Chairs), *Exploring different theoretical frontiers in mathematics education research: Implications for classroom practice*. Symposium conducted at the annual meeting of the National Council for Teachers of Mathematics, Boston, MA.

Sengupta-Irving, T. & ⁺Mercado, J. (2015, April). Anticipating change: Secondary teachers' beliefs about engineering, students and science reforms. Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.

Sengupta-Irving, T. & ⁺Agarwal, P. (2015, April). Productive struggle and the development of relational equity in a mathematics learning community. Roundtable presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Sengupta-Irving, T. (2012, June). Girlship, boyship, friendship, workshop: A case study of peer relationships when promoting equity in mathematics education through collaboration. Paper presented at the annual Ethnographic and Qualitative Research Conference, Cedarville, OH.

Sengupta-Irving, T., Enyedy, N., ⁺Redman, E., & ⁺Malsbury, C. (2012, April). Learning and affect: A comparison of two approaches to teaching elementary data and statistics. Paper presented at the annual meeting of American Educational Research Association, Vancouver, BC.

Sengupta-Irving, T., ⁺Redman, L., Enyedy, N., & ⁺Malsbary, C. (2011, January). What happens when an accomplished elementary teacher tries a new way of teaching? Paper presented at the 15th annual meeting of Association of Mathematics Teacher Educators Conference, Irvine, CA.

Refereed Essays and Monographs

Sengupta-Irving, T. (2023, May 12). After Innocence: Toward a revolution of values that refutes individualism, wealth accumulation, and competition as what defines success in STEM education." *The New Paradigm*, <https://www.newglobalpolitics.org/the-new-paradigm/>.

Gutiérrez, K., **Sengupta-Irving, T.**, & Dieckmann, J. (2007). Developing a mathematical vision: Mathematics as a discursive and embodied practice. *Monograph for the Spencer Foundation*.

Symposium Discussant

(2024, April). Connective and productive disciplinary engagement: Key concepts, applications, developments, and new directions. Annual conference of the American Educational Research Association, Philadelphia, PA. Virtual.

(2022, June). Humanizing research labs: How faculty use their labs to dismantle, redesign, and reconstruct oppressive systems. Annual conference of the American Educational Research Association, San Diego, CA.

(2022, June). Interaction as a site for ideological negotiation and transformation in science teachers' learning. Annual conference of the American Educational Research Association, San Diego, CA.

(2022, June). Aspiring for equity: Perspectives from design of AI education. Annual conference of the International Society of the Learning Sciences, Hiroshima, Japan. Virtual.

Invited Talks and Presentations

Sengupta-Irving, T. (2023, May 12). After Innocence: Toward a revolution of values that refutes individualism, wealth accumulation, and competition as what defines success in STEM education.” *The New Paradigm*, <https://www.newglobalpolitics.org/the-new-paradigm/>.

Keynote, (2023, December). “Troubling the untroubled center of STEAM education” for the STEAM Education and Cultural Literacy Conference, Berkeley, CA. 22 Dec. 2023.

Speaker, (2023, December). “STEM Education and Black America” for the Berkeley School of Education African American Educators Leadership Network Conference, Berkeley, CA. 2 Dec. 2023.

Keynote, (2023, October). “Peer Coaching as Fellowship and the Making of New Futures” for University of California Women’s Initiative for Professional Development, Berkeley, CA. 13 Oct. 2023.

Panelist (2023, September). “Civics Across the Curriculum: Educating for Democracy” for the Commonwealth Club World Affairs, San Francisco, CA, 7 Sept. 2023.

Keynote, (2023, April). “Radical Joy, Radical Disciplinary Love” for the Contra Costa Community College Annual Pedagogy Conference, San Pablo, CA. 7 Apr. 2023.

Keynote, (2023, March). “After Innocence” for the Democracy Institute of the Ahimsa Center at California Polytechnic’s Inaugural Symposium, “After Life: Identity and Indifference in the Time of Planetary Peril.” Pomona, CA. 10 Mar. 2023.

Panelist, (2023, March). “From Math Anxiety to Math Belonging” for the annual Just Equations Conference, The Mathematics of Opportunity: Advancing by Degrees. Virtual, 7-9 Mar. 2023.

Keynote, (2021, November). Universitas Mataram Conference on Education and Social Sciences, “Emerging Roles of Education and Social Sciences in Post Pandemic.” Virtual, 19-20 Nov. 2021.

Co-Presenter, (2021, October). “Connective and Productive Disciplinary Engagement” for the Lucas Educational Research Student Engagement Symposium. (Virtual). 29. Oct. 2021.

Speaker, (2019, April). “Assessment, Truth(s), and Reconciliation” Presidential Session at the annual meeting of the American Educational Research Association, Toronto, ON.

Keynote, (2018, November). “Seeking New Language and Approaches to the Valuation of Mathematics Learners and Learning.” Curry School of Education Research Series. University of Virginia (Charlottesville, VA).

Panelist, (2018, September). “From Martin Luther King, Jr. to Black Lives Matter: 50 Years of Struggle,” Multi-day symposium on race, education and the law, sponsored by Vanderbilt University’s Divinity School, Law School, and College of Education. (Nashville, TN). 20 Sept. 2018. [\[View here\]](#).

Panelist, (2017, October). Learning Sciences Graduate Student Conference: “Finding Your Voice.” (Bloomington, IN). 20 Oct. 2017.

Presenter, (2017, September). Advanced Doctoral Seminar “Power, Politics and Learning” at the University Colorado, Boulder School of Education. (Boulder, CO). 26 Sept. 2017.

Panelist, (2017, August). 1st Annual Tech Inclusion Nashville Forum: “Driving an Inclusive Future.” (Nashville, TN). 29 Aug. 2017. Conference on race, gender, and STEM education.

Student-Nominated Keynote, (2016, October). “Dinner and a Draft,” The Writing Studio, Vanderbilt University. (Nashville, TN). 18 Oct. 2016.

Keynote, (2015, July). UC Irvine Incoming Freshman Orientation. (Irvine, CA). 27 Jul. 2015.

Panelist, (2014, January). 10th Annual Gender & Sexuality Studies Keywords (“Risk”) Roundtable (Irvine, CA). 22 Jan. 2014.

National Grant-Funded Forum Invitations

Participant, Spencer Foundation, Zuckerberg Foundation and Student Experience Research Network-Funded, “Measurement and Student Experience Convening.” (Chicago, IL). 17-18 May. 2023.

Participant, American Education Research Association funded conference, “Equity by Design: Expanding the Knowledge Based about Social Design-Based Experiments.” (Berkeley, CA). 28-29 Sept. 2017.

Participant, National Science Foundation funded conference, “Advancing Methods for Studying Social Identities in Mathematics.” (East Lansing, MI). 19-20 May. 2017.

Participant, National Science Foundation funded capacity building project (CAP), “Building Capacity for Political and Cultural Perspectives to Strengthen the Learning Sciences.” (San Diego, CA) 27-28 Jan. and (San Antonio, TX) 26 April. 2018.

National Service

2024-27	Commentary Editor, <i>Journal for Research in Mathematics Education</i>
2024-25	Associate Editor, <i>Review of Research in Education</i> , Volume 2025, “Equitable Education Systems that Promote Thriving” (Editors: A. Artiles, N. Nasir, M. Bang)
2024	External Review Committee for a UC Graduate School of Education
2024	NSF Reviewer (March)
2024	NSF Reviewer (May)
2023-24	Faculty Mentor, AERA SIG-Research in Mathematics Education

2021-24	Board Member, Institute for New Global Politics
2021-24	Board Member, Jean Piaget Society
2020-24	Editorial Board, <i>Educational Researcher</i>
2020-24	Editorial Board, <i>Cognition and Instruction</i>
2022 & 23	Palmer O. Johnson Memorial Award Committee, AERA
2021	NSF Reviewer (September)
2020-21	Berkeley Unified School District Math Task Force Member
2019-20	Faculty Mentor, Mindset Scholars Network
2017-18	Metro Nashville Public Schools STEAM Evaluation Sub-Committee Member
2017-20	Scholars & Advocates for Gender Equity Committee, Appointed Member, AERA
2009-12	International Relations Committee, Appointed Member, AERA

Reviewer: *Journal of the Learning Sciences*, *Cognition & Instruction*, *Mind Culture & Activity*, *Mathematical Thinking and Learning*, *Journal of Urban Mathematics Education*, *Science Education*, *Educational Researcher*, *Journal for Research in Mathematics Education*.

University Service

Sp 2024	EVCP Appointed, Taskforce on Mathematics Preparedness
2021-23	Member, Subcommittee on the Breadth Requirement in American Cultures
2018-19	Dept. Teaching & Learning Faculty Council Member at Large (Vanderbilt)
2015-16	Chair, University-Wide Assessment Committee (UCI)
2014-15	Vice Chair, University-Wide Assessment Committee (UCI)
2014-15	Member, University-Wide Assessment Committee (UCI)

School/Department Service

2021-24	Member, Barbara White Bequest Committee
2023-24	Co-Chair, Curriculum and Teaching Committee
Fall 2022	Co-Chair, Curriculum Committee
2021-23	Head Graduate Advisor (+Fellowship, Curriculum, Equity, and Policy Committees)
2020-22	Member, Curriculum Committee
2020-21	EVCP-Appointed Co-Chair, Academic Programs & Fiscal Sustainability Task Force
2019-21	Member, Equity and Diversity Committee
2019-20	Member, Fellowship Committee
2017-18	Member, Search Committee, Tenured Professor of Learning Sciences (Vanderbilt)
2016-19	Member, Learning & Design Curriculum and Planning Committee (Vanderbilt)
2016-19	Member, Learning Sciences & Learning Design Admissions Committee (Vanderbilt)
2016-19	Member, Mathematics & Science Education Admissions Committee (Vanderbilt)
2015-16	Member, School of Education Personnel Committee (UCI)
2013-16	Member, School of Education Undergraduate Steering Committee (UCI)
2014	Member, Eugene Cota Robles Fellowship Selection Committee (UCI)
2013	Member, Fulbright Selection Committee (UCI)
2013-14	Advisor, Undergraduate Education Outreach Club CampMed (UCI)
Oct. 2012	Moderator, Interdisciplinary Conference on Researching Equity (UCI)

Apr. 2012 Moderator, Associated Students & Education Under Fire Panel Discussion (UCI)