**CARLOS NICOLAS GÓMEZ MARCHANT**
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## EDUCATION

Ph.D., Mathematics Education, University of Georgia, Athens, GA 2016
*Identity formation as a teacher-of-mathematics: The emotional geographies of prospective elementary teachers*; Advisor: Drs. James W. Wilson (Chair), AnnaMarie Conner, Jessica P. Bishop

University of Georgia, M.Ed. in Mathematics Education Received December 2010

University of Texas at El Paso, B.S. in Mathematics Received May 2007

## PROFESSIONAL APPOINTMENTS

Associate Professor, Curriculum & Instruction, The University of Texas at Austin 2024 - present

Assistant Professor, Curriculum & Instruction, The University of Texas at Austin 2020 - 2024

Assistant Professor, Teaching & Learning, Clemson University, Clemson, SC 2016 - 2020

## PUBLICATIONS [Google Scholar Page]

### Peer-Reviewed Journal Articles (including Accepted and In Press)

23. Cridland-Hughes, S., *Buck, K. A.,* Cridland-Hughes, J., & **Gómez Marchant, C. N.** (2026). School boards, book challenges and state literacy policy: A case study of policy layering and literacy. *Reading Research Quarterly*, *61*, 1–17. http://dx.doi.org/10.1002/rrq.70082

22. **Gómez Marchant, C. N.** (2026). Los pulmones tienen una capacidad inherente para sanar y regenerar: Reflections from almost drowning in the whitestream. *Current Issues in Education*, *27*(1), 1–17.

21. *Jones, S. R.* & **Gómez Marchant, C. N.** (2025). Interrogating whiteness in mathematics education research: A critical analysis of the discourses about Latiné communities. *Journal for Research in Mathematics Education*, *56*(5), 283–303.

20. *Sánchez Gutiérrez, G.*, **Gómez Marchant, C. N.**, *Aguilar, A. R.,* & *Johnson, A. R.* (2025). Lo mejor está por venir: Reimagining family science nights con platicas. *Science and Children*. *65*(5), 72–78. DOI: 10.1080/00368148.2025.2528271

19. **Gómez Marchant, C. N.**, *Aguilar, A. R., Johnson, A. R., Sánchez Gutiérrez, G.,* & Baniahmadi, M. (2024). A magical moment counting tires: A counterstory about missed opportunities. *Teaching for Excellence and Equity in Mathematics*, *15*(1), 31–34.

*Advisor names are underlined when they appear in the CV (such as a publication co-author).
*Students' or former students' names appear in italics.

18. **Gómez Marchant, C. N.** & Hardison, H. L. (2024). In the shadows of burgeoning colossi: The whiteness of AI in mathematics teacher education. *AMTE Connections*, *33*(4), 1–6.

17. **Gómez Marchant, C. N.,** *Sánchez Gutiérrez, G.*, *Johnson, A. R., Aguilar, A. R., Méndez Pérez, K,* & Baniahmadi, M. (2024). The Rodrigo & Luz chronicles: A composite counterstory**.** *Journal Committed to Social Change on Race and Ethnicity*, *10*(2), 45–64. https://doi.org/10.15763/issn.2642-2387.2024.10.2.44-64

16. Cordero-Siy, E. & **Gómez Marchant, C. N.** (2023). You will not take us: A counterstory. *Journal for Theoretical & Marginal Mathematics Education*, *2*(1), 1–24. https://doi.org/10.5281/zenodo.10439963

15. **Gómez Marchant, C. N.**, *Aguilar, A. R., &* Gargroetzi, E. C. (2023). "Simply a matter of numbers": Public commentators' use of the myth of mathematics objectivity to maintain white supremacy. *Electronic Journal for Research in Science & Mathematics Education*, *27*(1), 1–17.

14. **Gómez Marchant, C. N.**, *Reed, C. C.,* Gargroetzi, E. C., & *Aguilar, A. R*. (2023). "Look at us as family and not just numbers": Community members refute dehumanizing mathematical discourses during potential school-closure discussions. *Anti-Racist Policy Journal*, *2*, 138–148.

13. Conner, A., & **Gómez Marchant, C. N**. (2022). Seeing it all vs. not seeing anything: Professional identity and belief structures in prospective teachers' interpretations of experiences. *Teaching and Teacher Education, 117*, 1–11.

12. **Gómez Marchant, C. N.** & Cordero-Siy, E. (2022). Were we supposed to bring flowers? A counter-story on distancing and disconnection while assimilating. *The Pen*, Dec., 7–9.

11. *Jones, S. R.*, & **Gomez Marchant, C. N.** (2022). Twin skin of [Latiné] students: Race, language, and mathematics. *Mathematics Teacher: Learning & Teaching PK-12*, *115*(1), 45–48.

10. Che, S. M., **Gomez, C. N.**, & Kombe, D. (2021). Critical perspectives of racialized identities within social justice and equity in mathematics teaching and learning. *Investigations in Mathematics Learning*, *13*(1), 1–4. 10.1080/19477503.2021.1885124

9. **Gomez, C. N.** (2021). The use of metaphor to explore prospective mathematics teachers' projective identity. *School Science and Mathematics*, *121*(3), 143–153. 10.1111/ssm.12458

8. **Gomez Marchant, C. N.**, Park, H., Foster, J., Zhuang, Y., & Conner, A. (2021). Prospective teachers' recontextualization of support for collective argumentation during student teaching. *Journal of Mathematics Teacher Education, 24*(6), 671–699.

7. **Gomez, C. N.** (2020). We are all made of stars: A metaphor for exploring the greater whole in

which beliefs subsist. *Journal of Curriculum Theorizing*, *35*(2), 22–35.

6. **Gomez, C. N.,** & Conner, A. (2020). Impact of Cooney, Shealy, and Arvold's (1998) belief structures: A literature review and citation analysis. *Journal for Research in Mathematics Education*, *51*(4), 468–503. 10.5951/jresematheduc-2020-0046

5. **Gomez, C. N.**, *Jones, S. R.*, & *Tanck, H.* (2020). "Whenever my Mom speaks Spanish at home. It helps me understand more in math": Reflections on the testimonios of bilingual Latinx students. *Teaching for Excellence and Equity in Mathematics*, *11*(2), 43–51.

4. **Translanguaging Study Group.** (2020). Translanguaging and the mathematics classroom. *Teaching for Excellence and Equity in Mathematics*, *11*(2), 8–15.

3. Conner, A., & **Gomez, C. N.** (2019). Belief structure as explanation for resistance to change: The case of Robin. *Journal of Mathematical Behavior*, *53*, 196–209. 10.1016/j.jmathb.2018.08.003

2. **Gomez, C. N.** (2018). Identity work of a prospective teacher: An argumentation perspective on identity. *Mathematics Teacher Education and Development*, *20*(1), 43–61.

1. White, D. Y., **Gomez, C. N.**, Hussien, N., Patel, K., Pratt, J., & Rushing, F. (2018). Working together to assemble the puzzle of students' mathematical strengths. *Mathematics Teaching in the Middle School, 23*(5), 268–275. 10.5951/mathteacmiddscho.23.5.0268

## Non-Peer-Reviewed Articles

1. **Gómez Marchant, C. N.**, *Aguilar, A. R*, Gargroetzi, E. C., & *Reed, C. C.* (2023, Oct.). The measure of all things: From US school closures to quantifying body size, what harm is done by reducing social issues to numbers? [Online]. *The Sociological Review Magazine*. https://doi.org/10.51428/tsr.ltod8142

## Creative Works

Gómez Marchant, C. N., *Benitez, A. K., Estrada, N., Diaz, D. N., & Love, M. E.* (2026). *Roro, Let's Go!* [Youtube vertical video series created in partnership with local school district to connect early reader books to mathematics tasks; https://www.youtube.com/@WonderingwithRoro/shorts]

Gómez Marchant, C. N., *Benitez, A. K., Cortez, J., Love, M. E., Johnson, A. R., Aguilar, A. R., Méndez Pérez, K., Cantu, E.*, Baniahmadi, *M., Díaz, D. N., Sánchez Gutiérrez, G.,* & Fournier, K. (2025). *Wondering with Roro* [Youtube series created in partnership with elementary school librarian to connect birth-2 books with STEM content; https://www.youtube.com/@wonderingwithroro/videos]
Season 1 published June 2025
Episode 1: *Wondering with Roro: Ramen for Everyone by Patricia Tanumihardja*. https://youtu.be/Cm1fXi2SW6E

Episode 2: *Wondering with Roro: The Mystery of the Monarchs by Barb Rosenstock*.
https://youtu.be/vUuWltOkK4Y
Episode 3: *Wondering with Roro: Cinderella with Dogs by Linda Bailey*.
https://youtu.be/Z6UdcGTIZLk
Episode 4: *Wondering with Roro: Two New Years by Richard Ho*.
https://youtu.be/GU5TFWaVpvE
Episode 5: *Wondering with Roro: Mr. S by Monica Arnaldo*
https://youtu.be/SB9oBCUGkLE
Episode 6: *Wondering with Roro: Howard the Average Gecko by Wendy Meddour*.
https://youtu.be/yiu9Eqrs5wc

**Book Chapters (*designates peer-reviewed)**

5. ***Gomez, C. N.**, *Jones, S. R., & Tanck, H.* (2022). Argumentation in the middle grades: Exploring a teacher's support of collective argumentation. In K. N. Bieda, A. Conner, K. W. Kosko, & M. Staples (Eds.). *Conceptions and Consequences of Argumentation, Justification, and Proof for Classroom Research in Grades K-16.* New York, NY: Springer.

4. **Jones, S. R.*, **Gomez, C. N.**, *Tanck, H.*, & Siy, E. (2020). Intersectionality and the wage Gap. In R. Q. Berry, B. Conway IV, B. R. Lawler, & J. W. Staley (Eds.). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* (pp. 132–137). Thousand Oaks, CA: Corwin Publishing.

3. **Tanck, H.*, Siy, E., *Jones, S. R.*, & **Gomez, C. N.** (2020). Geometry and social justice: Using the Paralympics and transformations to talk about ableism. In R. Berry, B. Conway IV, B. R. Lawler, & J. W. Staley (Eds.). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* (pp. 232–238). Thousand Oaks, CA: Corwin Publishing.

2. *White, D. Y., **Gomez, C. N.**, Patel, K., Hussain, N., Simpson, R., Rushing, F., & Pratt, J. (2017). Educators learning from middle school students' views of mathematical strengths. In L. West & M. Boston (Eds.) *2017 Annual Perspectives in Mathematics Education: Reflective and Collaborative Processes to Improve Mathematics Teaching* (pp. 33–49). Reston, VA: NCTM.

1. ***Gomez, C. N.**, & Siy, E. (2016). Problematizing gender: Learning to embrace uncertainty. In D. White, S. Crespo, & M. Civil (Eds.), *Cases for Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms* (pp. 85–94). Charlotte, NC: Information Age Publishing (Association for Mathematics Teacher Educators- AMTE).

**Articles in Peer-Reviewed Conference Proceedings**

14. Hardison, H. L. & **Gómez Marchant, C. N.** (2025). Prospective teachers and AI-generated imagery: Toward pedagogically transformative AI-usage. In A. Wheeler, & P. Kaur

Bharaj (Eds.), *Proceedings of the 52nd Annual Meeting of the Research Council on Mathematics Learning* (pp. 58–65). RCML, College Station, TX.

13. **Gómez Marchant, C. N.** & *Aguilar, A. R.* (2023, July). Tenga cariño con mi historia: Our responsibility and commitments to the fragile gift from learners' counterstories. In R. Marcone, P. Linardi, R. Milani, J. P. A. de Paulo, A. M. Queiroz, & M. Tuchapesk da Silva (eds.). *Proceedings of the 12th international conference of mathematics education and society* (pp. 532–541). São Paulo, Brazil.

12. **Gómez Marchant, C. N.,** *Aguilar, A. R.,* & Gargroetzi, E. C. (2023, June). The production of a crisis at Wilhelm Elementary: Collective construction of a discourse through parents' public comments. E. C. Gargroetzi & K. Jones, Chairs. A. Garcia, N. Mirra, J. Y. Ma, C. Ostrowdun, L. Vogelstein, A. R. Blake, J. Josephson, N. Fatima, & T. Vea, Symposium. *What schooling is and what it could be: Exploring how we learn discourses and technologies of public education in school-adjacent spaces*. The International Society of the Learning Sciences Annual Meeting, Montréal, Canada.

11. *Aguilar, A. R.* & **Gómez Marchant, C. N.** (2023). Eating by numbers: Problematizing numerical negotiations between food, body, and movement. In Cobbs, G. and Kombe. D. (Eds.). *Proceedings of the 50th Annual Meeting of the Research Council on Mathematics Learning* (pp. 77–87). Las Vegas, NV.

10. *Johnson, A. R., Burgess, C. F.,* **Gómez Marchant, C. N.**, *Sánchez Gutiérrez, G., Cantu, E., Méndez Pérez, K., & Aguilar, A. R.* (2023). Mathematics and identity: Lived experiences of prospective teachers of color. In Cobbs, G. and Kombe. D. (Eds.). *Proceedings of the 50th Annual Meeting of the Research Council on Mathematics Learning* (pp. 99–109). Las Vegas, NV.

9. Cirillo, M., Staples, M., Kosko, K.W., Newton, J., Conner, A., & **Gomez Marchant, C. N**. (2022). Working Group Report: Conceptions and consequences of what we call argumentation, justification, and proof. Working Group Report (from the 2021 conference) in Lischka, A.E., Dyer, E.B., Jones, R.S., Lovette, J.N., Strayer, J., & Drown, S. (Eds.), *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (pp. 2115-2123). Nashville, TN.

8. *Sánchez Gutiérrez, G., Jones, S. R., Johnson, A. R., Méndez Pérez, K., Burgess, C. F., Aguilar, A. R.*, & **Gomez Marchant, C. N.** (2022). Parents' as facilitators: Utilization of bilingual language practices during mathematical problem solving. In S. Bateiha and G. Cobbs (Eds.) *Proceedings of the 49th Annual Meeting of the Research Council on Mathematics Learning* (pp. 28–34). Grapevine, TX.

7. *Jones, S. R.* & **Gomez Marchant, C. N.** (2021). Narratives of Raza in Mathematics Education Research Literature. *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Philadelphia, PA.

6. *Jones, S. R.*, **Gomez Marchant, C., N.**, *Kim, H., & Sánchez Gutiérrez, G*. (2021). Counterstorytelling of La Raza at the Borderlands of race, language, and mathematics. In D. Kollosche (Ed.), *Exploring new ways to connect: Proceedings of the Eleventh International Mathematics Education and Society Conference* (Vol. 2, pp. 526–534). Tredition. https://doi.org/10.5281/zenodo.5414310

5. Conner, A., **Gomez, C. N.**, Park, H., Foster, J. K., Zhuang, Y., Staples, M., Cirillo, M., Bieda, K., & Newton, J. (2018). Conceptions and consequences of what we call argumentation, justification, and proof. 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* (pp. 1402–1411). Greenville, SC: University of South Carolina & Clemson University.

4. **Gomez, C. N.** & Conner, A. (2017). Seeking the influence of Cooney, Shealy, and Arvold's (1998) belief structures. In Galindo, E., & Newton, J., (Eds.). *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 845–852). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.

3. **Gomez, C. N.** (2017). Promise of a Sociocultural Perspective of Emotion in Mathematics Education. In T. A. Olson and L. Venenciano (Eds.), *Proceedings of the 44th Annual Meeting of the Research Council on Mathematics Learning* (pp. 41–48). Fort Worth, TX.

2. **Gomez, C. N.**, & Conner, A. (2014). "I also want them to feel comfortable": Affect and the formation of professional identity. In S. Oesterle, P. Liljedah, C. Nicol, S. Oesterle, & D. Allan (Eds.). *Proceedings of the Joint Meeting of PME 38 and PME-NA 36, Vol. 3* (pp. 177–184). Vancouver, Canada: University of British Columbia.

1. Conner, A., Francisco, R., Suominen, A., Park, H. & **Gomez, C. N.** (2014). Prospective Secondary Teachers' Conceptions of Proof and Interpretations of Arguments. In *The Electronic Proceedings for the Seventeenth Special Interest Group of the MAA on Research on Undergraduate Mathematics Education.* Denver, CO: Northern Colorado University.

## Book Reviews (Peer-Reviewed)

1. *Méndez Pérez, K., Aguilar, A. R., Johnson, A. R., Burgess, C. F.*, & **Gómez Marchant, C. N.** (2023). Centering humanity within ethnographic research: A book review of Black boys' lived and everyday experiences in STEM. *Journal of Urban Mathematics Education, 16*(1), 96–106.

## Works Under Review

Gargroetzi, E. C., **Gómez Marchant, C. N.,** *Reed, C. C., Calvin, S. C., & Aguilar, A. A.* (Under Review-Revise & Resubmit). Numeracy as social practice in parental organizing against school closures: A case from central Texas. Submitted for review to *Educational Studies*

**Gómez Marchant, C. N.** & Gargroetzi, E. C. (Under Review-Revise & Resubmit). Counterstories and boundary objects: Exploring new landscapes for political theories. Submitted for review to *Journal of the Learning Sciences.*

**Gómez Marchant, C. N.**, Gargroetzi, E. C., & Cridland-Hughes, S. A. (Under Review). Crawling under barbed wire on a sunny day: Politics of small things, urgency, and hope. Submitted for review to *Mathematics Teacher Educator.*

*Schleisman, A.* & **Gómez Marchant, C. N.** (Under Review). From The over-the-board to the digital realm: The evolution of toxic grandmaster manhood acts in chess. Submitted for review to *Men and Maculinities*.

**Works in Preparation**

**Gómez Marchant, C. N.** *Johnson, A. R., Aguilar, A. R., Sánchez Gutiérrez, G.,* & Baniahmadi, M. (In Progress). Sonically constructing the mathematical testimonios of two elementary Latiné learners. To be submitted to *Journal for Mathematics Education at Teachers College.*

**Media Appearances and Interviews**

3. Lopez, B. (2024, February 12). Texas children are still struggling with math after the pandemic. Some schools are trying a new approach. *The Texas Tribune*. https://www.texastribune.org/2024/02/12/texas-schools-math-scores/

2. Amidon, J., Jones, D., & Thanheiser, E. (Producers & hosts). (2020, November 05). **Nico Gomez**: Foregrounding Issues and Questions to Work on Our Identity [Audio podcast]. Retrieved from https://www.teachingmathteachingpodcast.com/33.

1. Zavala, M. (Producer & host). (2020, March 9). Episode 8: A Conversation with **Carlos Nicolas Gomez** [Audio podcast]. Retrieved from https://www.podomatic.com/podcasts/todosmath/episodes/2020-03-09T15_44_37-07_00.

**Op-Eds and Blog Posts**

1. Gómez Marchant, C. N. (2026, Sept. 23). *Limiting teachers' freedom to learn defers children's dreams* (Substack Post). Higher Ed Advocate. https://higheredadvocate.substack.com/p/limiting-teachers-freedom-to-learn

**RESEARCH FUNDING**

***Sponsored Research Funding -- Candidate PI/ co-PI/ co-I***

***Current:***

**Sponsor:** National Science Foundation (NSF); Award #: 2036549
**Project Title:** CAREER: Mi Raza, Mi Lengua, Mis Matemáticas: Latinx Students' Counter-stories as Doers-of-Mathematics
**Funding period:** 2020-2025
**Principal Investigator:** Gómez Marchant, C. N.
**Role and contribution:** In this project, I am conducting a longitudinal ethnographic study focusing on 8 upper elementary Latinx students as they transition from elementary to middle school mathematics learning environments. The project begins (year 1) with emerging ourselves in the community through the completion of an oral history project with the Latinx communities in the school district.
**Total funding:** $1,021,186

***Completed:***

**Sponsor:** Spencer Foundation
**Project Title:** STEM en Familia: Latine Families Community Cultural Wealth during STEM Activities
**Funding period:** 2023-2025 [Final Report Submitted 10/31/2025]
**Principal Investigator:** Gómez Marchant, C. N.
**Role and contribution of candidate:** This research project seeks a deeper understanding of how Latine caregivers evoke their cultural community wealth (Yosso, 2005) while engaging in and facilitating STEM problem-solving activities. This two-year project will position caregivers as the experts of working with their child(ren). The overarching research question for this study is: What languaging practices and community cultural wealth do Latine caregivers enact while facilitating STEM tasks?
**Total funding requested:** $50,000

**Sponsor:** National Science Foundation (NSF); Award #: 2313609
**Project Title:** RAPID: Mathematics Within the Tapestry of Civic Engagement
**Funding period:** 2023-2026 [Terminated on Apr. 18, 2025]
**Principal Investigator:** Gómez Marchant, C. N.
**Co-Principal Investigator:** Gargroetzi, E. C.
**Role and contribution:** This research project characterizes and analyzes the developing mathematical discourses embedded within the civic engagement of a predominantly Latinx community in the aftermath of school closures and the ensuing 2023 Texas legislative session. The overarching research question for this study is: What mathematical ideas are used by school district personnel and community members during discussions of school closures and promotion of further engagement with the Texas legislative session? To answer this question, this study focuses on the mathematical discourses emerging as a result of school closures and the organizing done by local advocates (community leaders, Parent-Teacher Organizations).
**Total funding:** $199,994

**Sponsor:** National Science Foundation (NSF); Award #: 2405747

**Project Title:** Co-Constructing a Research Program Through Community Dialogues about Mathematical Storylines
**Funding period:** 2024-2025 [Terminated on Apr. 25, 2025]
**Principal Investigator:** Gómez Marchant, C. N.
**Role and contribution of candidate:** This Partnership Development proposal in the Teaching strand will expand existing relationships between the researcher and an elementary school community in central Texas. We have worked together over the last two years in learning more about the experiences of Latiné learners in mathematics. We see this partnership development opportunity to further knit the threads of interest of the collective community. School leadership has expressed interest in enhancing the teaching of upper elementary mathematics through better developing relationships with the greater community. The administration recognizes how Latiné and other language minoritized groups have increased in the area and the need for multilingual pedagogies in mathematics.
**Total funding:** $100,000

***Under Review:***
**Sponsor:** National Science Foundation (NSF) STEM K-23
**Project Title:** Roro, Let's Go!: Bridging Mathematics, Literacy, and Families Through PreK Vertical Videos
**Funding period:** 2027-2030
**Principal Investigator:** Gómez Marchant, C. N.
**Total funding:** $749,999

***Internal Research Funding -- Candidate PI/ co-PI/ co-I***

June 2019 – May 2020 Clemson University Provost Infrastructure Award (**$17K Award; Total UT Award Amount: 0**), *Construction of Learning Spaces Emphasizing Student Thinking and Collaboration* (**PI: C. N. Gomez Marchant**, CO-PI: L. Martin) This internal grant at Clemson University funds the redesign of classroom spaces to help researchers/instructors in accomplishing their research agenda. Our goals was construct a classroom based on the thinking classroom model to study how the model influences prospective mathematics teachers' conceptualization of teaching and learning mathematics.

August 2018 – May 2019 Clemson University Associate Dean of Research Research Award (**$17K; Total UT Award Amount: 0**), *Elementary Latinx Students' Accounts of Learning Mathematics* (EL ALMa) (**PI: C. N. Gomez Marchant**). This research project focused on upper elementary Latinx learners' testimonios about learning and doing mathematics. We examined the intersections of mathematics, race, and language in their experiences at predominantly white schools. This project was a pilot that informed the Mi3 project (NSF CAREER above).

August 2017 – May 2018 Clemson University Associate Dean of Research Research Award (**$6000; Total UT Award Amount: 0**), *Supporting Secondary Mathematics Teachers' Argumentation* (**PI: C. N. Gomez Marchant**) This research grant funded a study on a professional development experience for middle grades mathematics teachers focused on the facilitation of mathematical argumentation. The

investigation focused on how the teachers' beliefs about argumentation changed over time and how they self-evaluated their own discourse practices.

## Research Advisory Boards

Advisory Board Member, Fall 2025–Fall 2026
Project: *Mathematics Language Routines*, PI: Zandra de Araujo. Bill & Melinda Gates Foundation.

Advisory Board Member, Fall 2023–Spring 2028 [Terminated on April 25, 2025]
Project: *CAREER: Preparing Middle and High School Pre-service Teachers for Critical Mathematics Education*. PI: Zareen Aga, James Madison University. National Science Foundation DRK-12 (Award Number: 2237151)

Advisory Board Member, Fall 2023–Spring 2026
Project: *Designing an Equitable Approach to Multiplicative Reasoning through Dynamic Measurement for Area*. PI: Nicole Panorkou, Montclair University. National Science Foundation ECR-CORE (Award Number: 2321234)

Advisory Board Member, Fall 2022–Spring 2025
Project: *Collaborative Research: Leveraging Justification to Advance Equity Goals in Secondary Mathematics*. PIs: Kristen Bieda, Michigan State University & Megan Staples, University of Connecticut. National Science Foundation ECR-HER Core Research (Award Number: 2201858)

Advisory Board Member, Fall 2018–Spring 2020
Project: *Prospective Elementary Teachers Making for Mathematical Learning* (website); PIs: Steven Greenstein & Eileen Fernandez, Montclair University. National Science Foundation EHR (Award Number: 1812887)

## Community Support

Boost Mathematics Summer Camp, July 2021–August 2021 (Budget: $50,000)
Round Rock Independent School District Office of Future Readiness.
Partnered with local elementary school to put on a summer camp for upcoming 4th and 5th graders to develop mathematics. Worked with 30 elementary students and 8 graduate students.

## AWARDS AND HONORS

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| January 2023 | Accessibility Champion, Office of Disability and Access, The University of Texas at Austin |
| December 2020 | Awarded NSF CAREER grant |

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| October 2018 | Clemson CAREER Academy Selected Participant, Office of Research Development, Clemson University |
| January 2017 | Service, Teaching, and Research (STaR) Fellowship, Association of Mathematics Teacher Educators |
| October 2014 | Community for Advancing Discovery Research in Education Fellowship, Educational Development Center |

## PRESENTATIONS

### Invited Talks

7. **Gómez Marchant, C. N.** (2026, September 9). *Proseminar discussion and Q&A with Dr. Nico Gómez Marchant*. Graduate Seminar, Florida Atlantic University.

6. **Gómez Marchant, C. N.** (2023, November 13). *Discussion and Q&A on "Simply a matter of numbers": Public commentators' construction of a mathematical model of equality perpetuating the myth of mathematics as objective and neutral*. Graduate Seminar, Texas State University.

5. **Gómez Marchant, C. N.**, *Aguilar, A. R.*, & Gargroetzi, E. C. (2023, February 7). *Racial and mathematics discourses in the tapestry of civic engagement: Analysis of public comments at Creator ISD school board meetings*. Graduate Seminar, MontClair State University.

4. *Aguilar, A. R.*, **Gómez Marchant, C. N.**, & *Burgess, C. F*. (2022, April 1). *Transfronterizando las matemáticas: Surveillance and work in the mathematics classroom*. Mathematics Education Seminar, Texas State University.

3. **Gomez Marchant, C. N.** (2022, April 13) *Hoy sobrevivo, mañana florecemos: Unlearning in white institutional spaces*. AERA Research in Mathematics Education SIG Mentoring Program, Virtual.

2. **Gomez Marchant, C. N.** (2022, January 28). *No estamos rotos, hicimos el molde: The borderlands of Raza learners.* Mathematics Education Students Association Research Symposium, University of Georgia.

1. **Gomez Marchant, C. N.** (2021, September 20). *Researching the mathematics learning experiences of upper elementary Latinx students*. The University of Houston, College of Education, Critical Issues in Urban Education (ELCS 8313).

### Invited Panelist Presentations

9. **Gomez Marchant, C. N.,** Mak, J., & Rodriguez, A. J. (2024, Apr. 8). CADRE Fellows applying for grant funding webinar. *Community for Advancing Discovery Research in Education Fellows*. EDC, Virtual.

8. **Gómez Marchant, C. N.** (2023, Aug. 9). Honoring Historias: Reflections on 1st Year Ethnography Project with Latiné Elementary Learners. A. A. Wilson-Lopez & A. Santiago Gonzalez, co-chairs. V. N. Bermudez, S. Celedón-Pattichis, M. González-Howard, M. Jimenez-Silva, J. M. Hinestroza, G. Melzi, C. Ontiveros, b. Q. Alonso, D. Román, M. Varelas, & I. V. Alarcón. *Diversity Among Latiné Communities and Implications for Practice and Research*. National Science Foundation Forum on Latiné STEM Education, Virtual.

7. Staley, J. W., Gottlieb, D., **Gómez Marchant, C. N.**, & Jones, S. (2022, Nov. 3) *Launch Years Math Organizations Leadership Network Panel*. Charles A. Dana Center Launch Years Initiative Kick-off Event. Austin, TX.

6. **Gómez Marchant, C. N.** (2022, Oct. 26). En tu propio terruño serás extranjero: Or how we (Un)learn to love the whiteness. J. Shih, Chair. E. Galindo, B. MacDonald, & A. Wager, panelists. *Critiques to principles to guide doctoral programs in mathematics education.* Panel, The Third National Conference on Doctoral Programs in Mathematics Education, Las Vegas, NV.

5. Baker, C., **Gómez Marchant, C. N.,** Munson, J., & Wilhelm, A. (2022, June 15). *Establishing your research agenda and turning your dissertation into a publication*. Association of Mathematics Teacher Educators Webinar, Virtual.

4. Zuckerman, B., Thomas, J., Lockwood, E., Simpkins, S., Sun, M., Gunderson, E., Jaber, L., & **Gomez Marchant, C. N.** (2021, April). *Workshop for NSF Directorate for Education and Human Resources CAREER Applicants*. Panelist on information workshop for prospective NSF CAREER applicants organized by Brian Zuckerman at the National Science Foundation.

3. Scarborough, L. Chang, C., Garbrecht, L., **Gomez Marchant, C. N.,** Incorvia, J. A., & Que, E. (2021, March). *NSF CAREER Info Session with "Ask Us Anything" Panel*. Panelist on info session on NSF CAREER grant organized by Liza Scarborough, Director of Faculty Development at the University of Texas at Austin.

2. **Gomez, C. N.** (2020, February). La jaula de oro: Expanding space for dialogue. M. Steele, Chair; K. Chval, panelist. *Looking down the AMTE road.* Plenary panel, 24th Annual Conference of the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.

1. **Gomez, C. N.** & Ruef, J. (2018, April). *Transitioning from doctoral student to faculty member*. Presenter at the Graduate Student, Junior Faculty, and Researcher Mentoring Session. Invited presentation at NCTM Research Conference, Washington, D. C.

**Conference Presentations**

71. **Gómez Marchant, C. N.**, Gargroetzi, E. C., & Weiland, T. (2027, Feb.). *Quantitative metrics within civic discourses: A unit on data in district politics*. To be presented at the Association of Mathematics Teacher Educators 2027 Conference. Baltimore, MD.

70. **Gómez Marchant, C. N.** & Schleisman, A. (2026, Oct.). *Tipping the king: Challenging chess masculinities in the streaming era.* To be presented at the Second Saint Louis Chess Conference, St. Louis, MO.

69. Schleisman, A. & **Gómez Marchant, C. N.** (2026, Oct.). *Girls who check: Girls' resisting chess masculinities.* To be presented at the Second Saint Louis Chess Conference, St. Louis, MO.

68. **Gómez Marchant, C. N.** (2026, Sept.). *Working in a paradox: Mathematics teacher preparation within the politics of Texas.* 2026 Association of Mathematics Teacher Educators Texas Affiliate Annual Conference, The Woodlands, TX.

67. **Gómez Marchant, C. N.** & Gargroetzi, E. C. (2026, Apr.). *Politics is a mathematical act: A beginning mathematical archaeology on the history of school boards*. American Educational Research Association, Los Angeles, CA.

66. **Gómez Marchant, C. N.,** *Benitez, A. K., Diaz, D. N., & Love, M. E*. (2026, Mar.). *Thinging in the mathematics classroom: Exploring a materialist-engagement approach*. Research Council of Mathematics Learning 2026 Conference, Las Vegas, NV.

65. **Gómez Marchant, C. N.**, *Benitez, A. K., & Love, M. E.* (2025, Nov.). *Mathematics is different now: A school community's perspective on mathematics teaching and learning.* School Science and Mathematics Association Convention, Fort Worth, TX.

64. **Gómez Marchant, C. N.**, *Benitez, A. K., & Love, M. E.* (2025, Nov.). *The library is the perfect place for me: The seeds of a STEM partnership with a school librarian.* School Science and Mathematics Association Convention, Fort Worth, TX.

63. *Lee, H. H., Calvin, S., Love, M. E.,* Gargroetzi, E. C., & **Gómez Marchant, C. N.** (2025, Nov.). *Pedagogical zines as alternative tools for academic communication and engagement in STEM education*. School Science and Mathematics Association Convention, Fort Worth, TX.

62. **Gómez Marchant, C. N.**, Fournier, K.*, Benitez, A. K*., & *Love, M.* (2025, June). *A librarian and a math education team partnering together to produce children's media to bridge literacy and mathematics ideas*. NCTE/NCTM 2025 Joint Conference for Elementary Literacy and Mathematics, Chicago, IL.

61. **Gómez Marchant, C. N.** & Gargroetzi, E. C. (2025, April). *Participation boundaries for providing public comment at a school board meeting*. In L. Teng & C. Yeh (chairs), *Mapping the Field: The Role of Space in Educational Equity*, symposium. 2025 AERA Research Conference, Denver, CO.

60. *Aguilar, A. R.,* **Gómez Marchant, C. N.,** *Johnson, A. R., & Sánchez Gutiérrez, G.* (2025, March). *Exploring mathematics and relationships: The role of care in calculations.* Research Council on Mathematical Learning 2025 Conference, College Station, TX.

59. **Gómez Marchant, C. N.,** *Benitez, A. K., Cortez, J., Love, M. E., Aguilar, A. R., & Johnson, A. R.* (2025, March.). *Co-creating bilingual STEM media to supplement children's books at a school library*. Research Council on Mathematical Learning 2025 Conference, College Station, TX.

58. Hardison, H. L., & **Gómez Marchant, C. N.** (2025, March). Prospective teachers and AI-generated imagery: Toward pedagogically transformative AI-usage. Research Council on Mathematical Learning 2025 Conference, College Station, TX.

57. *Johnson, A. R.,* **Gómez Marchant, C. N.,** *Aguilar, A. R., Benitez, A. K., Cortez, J., & Love, M. E.* (2025, March). *Reconceptualizing play in the mathematics classroom*. Research Council on Mathematical Learning 2025 Conference, College Station, TX.

56. *Aguilar, A. R.,* **Gómez Marchant, C. N.**, *Johnson, A. R., Sánchez Gutiérrez, G.* (2025, February). *Food, body, and numbers: Identifying anti-fatness in word problems*. The Association of Mathematics Teacher Educators 2025 Conference, Reno, NV.

55. Gargroetzi, E C., **Gómez Marchant, C. N.**, *Reed, C. C., Calvin, S., & Aguilar, A. R.* (2024, November). *Theorizing mathematics education as a public thing: A call for researching mathematics in adjacent landscapes*. The 2024 North American Chapter of the Psychology of Mathematics Education Conference. Cleveland, OH.

54. **Gómez Marchant, C. N.**, *Sánchez Gutiérrez, G., Aguilar, A. R., Johnson, A. R.,* Baniahmadi, M., *& Cantu, E.* (2024, November). *Sonically constructing the mathematical geographies of two elementary Latiné learners.* The 2024 North American Chapter of the Psychology of Mathematics Education Conference. Cleveland, OH.

53. Hardison, H. L. & **Gómez Marchant, C. N.** (2024, November). *Illustrated story problems: Prospective teachers' mathematically pedagogical usage of text-to-image generative artificial intelligence.* The 2024 North American Chapter of the Psychology of Mathematics Education Conference. Cleveland, OH.

52. Johnson, A. R., Aguilar, A. R., Gómez Marchant, C. N., & Sánchez Gutiérrez, G. (2024, June). *Inclusive and joyful play through storytelling and mathematics game design.* NCTM/NCTE Joint Conference for Elementary Literacy and Mathematics, New Orleans, LA.

51. Gargroetzi, E. C., **Gómez Marchant, C. N.,** *Aguilar, A. R., Calvin, S. L., & Campbell, C. R.* (2024, April). *The mathematics of parental organizing against impending school closures.* 2024 AERA Annual Meeting. Philadelphia, PA.

50. *Johnson, A. R., Aguilar, A. R.,* & **Gómez Marchant, C. N.** (2024, March). *Inclusive and joyful play in the elementary mathematics classroom.* The 51st Annual Conference of the Research Council on Mathematics Learning. Columbia, SC.

49. **Gómez Marchant, C. N.** & *Aguilar, A. R.* (2023, July/August). *Tenga cariño con mi historia: Our responsibility and commitments to the fragile gift from learners' counterstories*. The 12th International Conference of Mathematics Education and Society. São Paulo, Brazil.

48. **Gómez Marchant, C. N.,** *Aguilar, A. R.,* & Gargroetzi, E. C. (2023, June). The production of a crisis at Wilhelm Elementary: Collective construction of a discourse through parents' public comments. E. C. Gargroetzi & K. Jones, Chairs. A. Garcia, N. Mirra, J. Y. Ma, C. Ostrowdun, L. Vogelstein, A. R. Blake, J. Josephson, N. Fatima, & T. Vea, Symposium. *What schooling is and what it could be: Exploring how we learn discourses and technologies of public education in school-adjacent spaces*. The International Society of the Learning Sciences Annual Meeting, Montréal, Canada.

47. **Gómez Marchant, C. N.**, *Aguilar, A. R.,* & Gargroetzi, E. C. (2023, April). *Exploring the Public Discourse on Shifting Color-lines: The Case of Wilhelm Elementary*. Round Table session, Div G Social Context in Education. 2023 AERA Annual Meeting, Chicago, IL.

46. **Gómez Marchant, C. N.,** *Aguilar, A. R.,* & Gargroetzi, E. C. (2023, April). The Weaponization of the Mathematics Objectivity Myth to Maintain white Supremacy during School Board Public Comments. E. Cordero-Siy, Chair. *Framing Mathematics in Sociopolitical Public Discourse.* Symposium, Sociopolitical Issues in Mathematics and Science Education SIG. 2023 AERA Annual Meeting, Chicago, IL.

45. **Gómez Marchant, C. N.** (2023, April). The mathematics classroom's lived space: A critical race spatial analysis of two Latiné learners testimonios. B. Marshall, Chair. *Interrogating Mathematics Classroom Teaching Practices for the Pursuit of Racial and Intersectional Justice*. Symposium, Research in Mathematics Education SIG, 2023 AERA Annual Meeting, Chicago.

44. *Aguilar, A. R.,* & **Gómez Marchant, C. N**. (2023, March). *Eating by numbers: Problematizing numerical constructions of anti-fatness*. The 50th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

43. **Gómez Marchant, C. N.**, *Aguilar, A. R.,* & Gargroetzi, E. C. (2023, March). *Mapping Magnitudes in Students Public Comments in a School Board Meeting.* The 50th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

42. *Aguilar, A. R.,* **Gómez Marchant, C. N.**, *Jones, S. R., Sánchez Gutiérrez, G., Johnson, A. R., Burgess, C., Breidenich, S.,* & *Méndez Pérez, K.* (2022, November). *Surveillance and work in the mathematics classroom*. Presented at the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.

41. **Gómez Marchant, C. N.,** *Aguilar, A. R., Jones, S. R., Sánchez Gutiérrez, G.,* Leyva, L., Chavez, R., Zavala, M. R*., Johnson, A. R., & Burgess, C.* (2022, November). *Latiné studies in mathematics education: Working group exploring the borderlands of Latiné learners*. Presented at the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.

40. *Jones, S. R.,* **Gómez Marchant, C. N.**, *Sánchez Gutiérrez, G., & Aguilar, A. R.* (2022, October). *Race, Language, and Mathematics: Twin Skin of Raza Learners.* Presented at the 2022 Critical Race Studies in Education Association, Edwardsville.

39. LopezLeiva, C. A., Gallagher, M. A., Weiland, T., **Gómez Marchant, C. N.**, & Ruiz, M. I. (2022, April). *Valuing indigenous mathematical knowledge: Collaborating with Guatemalan teachers for the instruction of Mesoamerican numbers*. Presented at the 2022 American Educational Research Association, San Diego.

38. *Jones, S. R.,* **Gomez Marchant, C. N.**, & Gargroetzi, E. (2022, February). *Counterstorytelling: An avenue for grappling with racial in/justice in methods courses.* Presented at the 2022 Annual Association of Mathematics Teacher Educators Conference. Henderson, NV.

37. Cirillo, M., Staples, M., Kosko, K. W., Newton, J., Conner, A., & **Gomez Marchant, C. N.** (2021, October). *Conceptions and consequences of what we call argumentation, justification, and proof.* Presented at the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

36. *Jones, S. R.* & **Gomez Marchant, C. N.** (2021, October). *Narratives of Raza in Mathematics Education Research Literature*. Presented at the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

35. **Gomez Marchant, C. N.,** & *Jones, S. R.* (2021, October). *Let us be the healing of the wound/Seamos la curación de la herida.* Presented at the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

34. **Gomez Marchant, C. N.,** *Jones, S. R., Kim, H.,* & *Sánchez Gutiérrez, G.* (2021, October). *The Messiness of Research: A Montage.* Presented at 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

33. *Jones, S. R.*, **Gomez, Marchant, C. N.**, *Kim, H., & Sánchez Gutiérrez, G.* (2021, September). *Counter-storytelling of La Raza at the borderlands of race, language, and mathematics.* Presented at Mathematics Education and Society Conference 11, Virtual.

32. **Translanguaging Study Group** (2021, June). *How understanding translanguaging can help us teach mathematics better*. Presented at the TODOS: Mathematics for ALL Virtual Conference 2021, Virtual.

31. **Gomez, C. N.**, *Jones, S. R.*, Yeh, C., Safi, F., Thanheiser, E., & White, D. Y. (2021, February). *Reaffirming solidarity and resistance: Constructing counter-spaces for mathematics teacher educators of color*. Presented at the 25th Annual Conference for the Association of Mathematics Teacher Educators Conference, Virtual.

30. **Gomez, C. N.** & *Jones, S. R.* (2021, April). *Within the storylines of history: Need for richer contextual considerations in mathematics education research*. Presented at the 2021 American Educational Research Association Meeting, Virtual.

29. **Gomez, C. N.**, *Tanck, H.,* & *Jones, S. R.* (2020, June). *Elementary students' strategies for extending a growth pattern.* To be presented at the 14th International Congress on Mathematical Education, Shanghai, China. (Conference Cancelled)

28. *Jones, S. R.* & **Gomez, C. N.** (2020, February). *Developing preservice teachers' critical consciousness.* Presented at the 24th Annual Conference of the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.

27. *Tanck, H., Jones, S. R.,* & **Gomez, C. N.** (2020, February). *Elementary Latinx students' interpretation of their mathematics teachers' expectations.* Presented at the 24th Annual Conference of the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.

26. *Brittain, M.,* Che, S. M., & **Gomez, C. N.** (2020, March). *Girls' mathematical discourse in single-sex and coeducational classrooms.* Presented at the 47th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

25. **Gomez, C. N.**, *Jones, S. R., & Tanck, H.* (2020, March). *Latinx students countering dominant narratives of learning mathematics*. Presented at the 47th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

24. *Jones, S. R.* & **Gomez, C. N.** (2020, March*). Preservice teachers' work towards developing a critical consciousness.* Presented at the 47th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

23. Conner, A., Peters, S., **Gomez, C. N.,** & Singletary, L. M. (2019, February). *Distinctive aspects of reasoning in statistics and mathematics*. Presented at the Twenty-fourth Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

22. **Gomez, C. N.,** *Jones, S. R., Tanck, H., Latimer, Y. R., & Brittain, M*. (2019, February). *Graduate students' developing identities as mathematics education researchers*. Presented at the Twenty-fourth Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

21. *Jones, S. R.* & **Gomez, C. N.** (2019, February). *Preservice Teachers Perspectives on Teaching Mathematics for Social Justice.* Presented at the 46th Annual Conference of the Research Council on Mathematics Learning, Charlotte, NC.

20. Conner, A., **Gomez, C. N.**, Park, H., Zhuang, Y., & Foster, J. K. (2018, November). *Prospective teachers' interpretations of argumentation and corresponding teaching actions*. 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* (pp. 731-734). Greenville, SC: University of South Carolina & Clemson University.

19. **Gomez, C. N.** (2018, October). *The influence of emotional practices of teaching on identity development*. Presented at the Hispanic and Latinx Voices in Academia 2018 Conference, Clemson, SC.

18. **Gomez, C. N.** (2018, April). *Identity development of prospective teachers during practicum experience*. Presented at the 2018 National Council of Teachers of Mathematics Research Conference, Washington, DC.

17. **Gomez, C. N.**, Conner, A., Staples, M. & J. Cavanna (2018, February). *Supporting teachers' use of argumentation in the mathematics classroom*. Presented at the Twenty-second Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX.

16. **Gomez, C. N.**, Pratt, J. D., & Rushing, F. (2018, April). *Raising the bar: Lifting students by learning from their views on mathematical strengths*. Presented at The 2018 National Council of Teachers of Mathematics Annual Meeting and Exposition, Washington, DC.

15. **Gomez, C. N.**, & *Jones, S. R.* (2018, June). *Using argumentation to interrogate practice: Deconstructing arguments to reflect on classroom discourse*. Presented at TODOS 2018 It's ALL about ALL Students Learning Quality Mathematics: Advocating for Equity and Social Justice, Scottsdale, AZ.

14. **Gomez, C. N.**, & *Jones, S. R*. (2018, November). *Argumentation in the mathematics classroom: Social, sociomathematical, and mathematical arguments.* 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* (pp. 1106-1110). Greenville, SC: University of South Carolina & Clemson University.

13. White, D. Y. & **Gomez, C. N.** (2018, February). *A collaborative exploration of middle school students' views on mathematical strengths*. Presented at the Twenty-second Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX.

12. **Gomez, C. N.** (2017, March). *Promise of a sociocultural perspective of emotion in mathematics education*. Presented at the Forty-Fourth Annual Conference of the

Research Council on Mathematics Learning, Fort Worth, TX.

11. Conner, A., Park, H., **Gomez, C. N.**, Zhuang, Y., Salaam, B. O., & Foster, J. K. (2017, February). *Learning to support collective argumentation: Consistencies between interpretations from coursework and teaching actions.* Presented at the Twenty-first Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

10. **Gomez, C. N.** (2017, February). *The use of emotional geographies to explore identity formation of prospective teachers.* Presented at the Twenty-first Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

9. Conner, A., & **Gomez, C. N.** (2015, April). *Seeing it all vs. Not seeing anything: How two prospective teachers interpreted similar experiences*. Presented at the 2015 annual meeting of the American Educational Research Association. Chicago, IL. April 16–20, 2015.

8. **Gomez, C. N.** (2015, November). Using argumentation to investigate the identity as teacher of a prospective teacher. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceeding of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 997). East Lansing, MI: Michigan State University.

7. **Gomez, C. N.**, & Conner, A. (2015, February). *Prospective teachers' differing interpretations of practice: Professional identity as a lens*. Presented at the 19th annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.

6. Siy, E., & **Gomez, C. N.** (2015, February). *Two instruments to discuss the influence of gender in the mathematics classroom*. Presented at the 19th annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.

5. Conner, A., Francisco, R. T., **Gomez, C. N.**, Souminen, A., & Park, H. (2014, February). *Prospective secondary teachers' conceptions of proof and interpretations of arguments*. Presented at the 16th annual Conference on Research in Undergraduate Mathematics Education. Denver, CO.

4. Carreras, A., **Gomez, C. N.,** & Bishop, J. P. (2013, November). Using metaphors to explore preservice teachers' beliefs about teaching mathematics. In M. Martinez, & C. Superfine (Eds.). *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1267). Chicago, IL: University of Illinois.

3. **Gomez, C. N.** (2013, November). Beliefs as part of a greater galaxy: A metaphor. In M. Martinez, & C. Superfine (Eds.). *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1270). Chicago, IL: University of Illinois.

2. White, D., Rushing, F., Hussain, N., Krstina, P., Pratt, J., & **Gomez, C. N.** (2013, October). *Identifying and supporting students' mathematical strengths.* Presented at the 54th annual Georgia Mathematics Conference. Eagle Rock, GA.

1. **Gomez, C. N.** (2012, October). *Crayons and galaxies: A metaphor for looking at the relationship of beliefs and other*. Presented at the 33rd annual Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

**Submitted Peer-Reviewed Conference Presentations**
N/a

## ADVISING AND STUDENT-RELATED SERVICE

**Dissertation Committees**

### The University of Texas at Austin

Committee Chair—In Progress
- Amy R. Johnson, Ph.D. STEM Education (Expected Graduation May 2027)
- Yousef Elsayed, Ph.D STEM Education
- Ana K. Benitez, Ph.D. STEM Education
- Natalia Estrada (initial), Ph.D. STEM Education
- Marissa Martinez (initial), Ph.D. STEM Education

Committee Chair—Completed
- Esteban Cantu, Ph.D. STEM Education (May 2026)
  - Dissertation: *"¿Qué Funciona?": Translanguaging, Link-Making, and Meaning in Computer Programming and Mathematics (CPM) Learning*
- Alexandra R. Aguilar, Ph.D. STEM Education (July 2025)
  - Family Advisor (Texas), National Math Stars
  - Dissertation: *Missing perspectives: Toward Harm Reduction in Mathematics Education*
- Gerardo Sánchez Gutiérrez, Ph.D. STEM Education (July 2024)
  - Assistant Professor, Austin Community College
  - Dissertation*: Construyendo Puentes Entre Comunidades y Escuelas*
- Stacy R. Jones, Ph.D., STEM Education (May 2022)
  - Assistant Professor of Instruction, University of Texas at San Antonio
  - Dissertation: *Estamos en la lucha: Revealing and resisting racism and linguicism in mathematics education*

Committee Member—In Progress
- Carolynn Campbell Reed, Ph.D., STEM Education
- Matthew Hertel, Ph.D., STEM Education
- Franchesca Lyra, Ph.D., STEM Education
- Max E. Love, Ph.D., STEM Education
- Julie Okonya, Ph.D., STEM Education
- Andy Schleisman, Ph.D., Bilingual Education

Lauren Rigby, Ph.D., STEM Education
Angela Villamizar, Ph.D., Bilingual Education
Asami Robledo-Allen Yamamoto, Ph.D., Bilingual Education

Committee Member—Completed
Mic Fenech, Ph.D., STEM Education (2023)
Dissertation: *An Examination of High School Students' Achievement Goal Profiles and How They Relate to Their Attitudes Toward Mathematics*
Ellie Goldberg, Ph.D., STEM Education (2023)
Dissertation: *From teaching mathematics to teaching teachers: A case study of one novice teacher educator's learning to support equitable practices*
Hangil Kim, Ph.D., Ph.D., STEM Education (2023)
Dissertation: *Investigating the nature of opportunities for proving-related activities and guidance offered for teachers in Korean, Singaporean, and United States Secondary Textbooks*
Marialice Mastronardi, Ph.D., STEM Education (2023)
Dissertation: *Engineering Graduate Students' Awareness of Professional Opportunities and Competencies in Engineering and its Role in Career Decision Making*
Ingrid Ristroph, Ph.D., STEM Education (2023)
Dissertation: *Teachers' Treatment of Mathematical Conventions*
Ursula Nguyen, Ph.D., STEM Education (2023)
Dissertation: *Beyond Engineering Interest: Examining the Gendered Experiences of Young Women in Engineering*
Karina Méndez Pérez, Ph.D., STEM Education (2025)
Dissertation: *Desettling science teacher learning and instruction through Two-Eyed Seeing to promote onto-epistemic justice*
Chandel Burgess Price, Ph.D., STEM Education (2026)
*"Because I Never Had That Person": Toward Championing Black Women in STEM*

Outside of Institution Committee Member—Completed
James Drimalla, Ph.D., Mathematics Education, University of Georgia (2023)
Assistant Professor of Education, Gordan College
Dissertation: *Meaning and collective argumentation in mathematics: Investigating inferentialism's potential contributions*

**Master's Thesis Committees**

Committee Member—Completed
Daniel William Fointuna (2023), M.A., STEM Education

**Undergraduate Thesis Committees**
Reader—Completed
Nicholas Tapia (2025), Plan II Honors Thesis

**Clemson University, College of Education**

Committee Chair—Completed

Hilary Tanck, Ph.D., Curriculum & Instruction–Mathematics Education (May 2021)
Assistant Professor, High Point University
Dissertation: *Mapping Middle School Mathematics Teachers' Curriculum Assemblages: A Post-Qualitative Inquiry.*

Committee Member—Completed

Y. Rhoda Latimer, (2025), Ph.D., Curriculum & Instruction–Mathematics Education
Coordinator of Middle/Secondary Mathematics, Fort Mills School District
Dissertation: *More Than Numbers: Interrogating the Instructional Capacity of Middle School Mathematics Teachers*

Alexsandra Dubin, (2022), Ph.D., Parks, Recreation, & Tourism Management
Lecturer, Clemson University
Dissertation: *The Experience of Residential Summer Camp for Children with Severe Food Allergies (SFA)*

Travis C. Smith (2020), Ph.D., Educational Leadership–Higher Education
Assistant Professor, Alabama State University
Dissertation: *Picture This: Examining the Experiences of Black SGA Presidents at HBCUS Using Photo-Elicitation*

McKenzie Brittain (2020), Ph.D., Curriculum & Instruction–Mathematics Education
Assistant Professor, Marshall University
Dissertation: *Girls' Construction of Mathematical Discourse in Single-Sex and Coeducational Classroom Environments*

Deborah Bishop (2019), Ph.D., Educational Leadership–K-12 Education
Dissertation*: Principals' Influences on Culturally Responsive Teaching Self-Efficacy: A Multiple Case Study*

## ADMINISTRATIVE AND PROFESSIONAL SERVICE

### The University of Texas at Austin

### College of Education

*TexCEP Steering Committee,* April 2022–June 2023
*Faculty Development Award Committee*, October 2022; 2024
*College of Education Curriculum Advisory Committee* January 2026–present
*College of Education Research Committee* August 2025–present

### STEM Education Program

*Mathematics Education Faculty Search Committee Member*, September 2021–April 2022
*Graduate Studies Committee*, September 2020–Present
*Graduate Program Coordinator, Advisor July* 2025–Present

### Department of Curriculum and Instruction

*Open Rank AI in Education Search Committee Member,* Sept. 2025–Feb. 2026
*Youth and Community Studies in Cultural Studies Faculty Search Committee Member*, October 2022–April 2023; October 2023–December 2023.
*Graduate Studies Committee* (GSC), Fall 2020–Present
*Programs and Courses Committee*, (2021–2024)
*Fellowship & Other Awards Committee* (2024–2027)

## Professional Service

***Invited Panel Reviewer***
National Science Foundation (NSF), 2017, 2019, 2022, 2024

***Editor***
Editor, *Teaching for Excellence and Equity in Mathematics* (TEEM; May 2023–Present)
Co-Editor, *Investigations in Mathematics Learning* (IML; January 2025–August 2026)

***Editorial Board***
Editorial Board Member, *Investigations in Mathematics Learning* (August 2022–August 2024)

***Tenure & Promotion External Reviewer***
External Tenure & Promotion Review, Department of Education, Culture & Society, The University of Utah, 2025

***Launch Years Initiative at Charles A. Dana Center* (website)**
Launch Years Mathematics Organization Leadership Network (website; March 2022—January 2024)
Part of team creating and putting together resources for states implementing the Launch Years initiative.

***2025 DRK–12 PI Meeting: Moving our Work Forward* (website)**
Member of the DRK-12 PI Meeting Planning Committee (November 2024–June 2025)

***National Organization Service***
American Educational Research Association (AERA), 2024–2026
*Treasurer for Special Interest Group on Research in Mathematics Education*
Association of Mathematics Teacher Educators (AMTE), 2015–2022
*AMTE Program Committee* (2019–2022)
*AMTE Conference Equity Task Force 2018 Annual Conference* (2017–2018)
*Local Organizing Committee for 22nd Annual Conference* (2017–2018)
North American Association for the Psychology of Mathematics Education (PME-NA), 2013–2018
*Local Organizing Committee for 40th Annual Meeting* (2017–2018)
Research Council on Mathematics Learning (RCML), 2016–2024
*RCML Publications Committee* (2021–2024)
TODOS: Mathematics for ALL
*Advocacy Committee* (2019–2022), Chair of Advocacy Committee (2021–2022)

## Editorial Service

**Journal Reviewer (Showing only the last two years)**

*Critical Issues in Education (2025)*
*Electronic Journal for Research in Science & Mathematics Education (2025)*
*Journal for Research in Mathematics Education (2025)*
*Journal for STEM Education Research (2025)*
*Journal of Urban Mathematics Education* (2025, 2026)
*Mathematics Teacher Educator (2025)*
*The Mathematics Educator (2026)*
*Review of Educational Research (2026)*
*School Science and Mathematics (2025)*

**Conference Proposal Reviewer**

Association of Mathematics Teacher Educators (2017–2021, 2026)
National Council of Teachers of Mathematics Research Conference (2017, 2018)
North American Chapter of the International Group for the Psychology of Mathematics Education (2017, 2018, 2021, 2022, 2024)
Research Council on Mathematics Learning Conference (2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025)
American Education Research Association
SIG-Research in Mathematics Education (2024, 2025, 2026)
SIG- Socio-Political Issues in Mathematics and Science Education Student (2024, 2025, 2026)

## Professional Organization Membership

American Educational Research Association (AERA), 2015–Present
*Latina/o/x Research Issues SIG*
*Research in Mathematics Education (RME) SIG*
*Socio-political Issues in Mathematics and Science Education SIG*
Association of Mathematics Teacher Educators (AMTE), 2015–Present
National Council of Teachers of Mathematics (NCTM), 2012–2023
North American Association for the Psychology of Mathematics Education (PME-NA), 2013–2025
Research Council on Mathematics Learning (RCML), 2016–Present
TODOS: Mathematics for ALL (2016–Present)

## UNIVERSITY-LEVEL TEACHING

## Undergraduate Courses at the University of Texas at Austin

EDC 370E (Mathematics): *Elementary Mathematics Methods* (FA 20; FA 21; SP 22; FA 25; FA 26)

**Graduate Courses at the University of Texas at Austin**

EDC 380R: *Understanding Research and Design* (FA 21, FA 22; FA 23; FA 26)
EDC 386R: *Introduction to Qualitative Research* (SU 22; SP 23; FA 25; SU 26)
STM 386: *Curriculum History & Development in STEM Education* (SP 25; SP 26)
STM 390T: *Advanced Topics Graduate Seminar on Counter-stories of Latinx Students in STEM* (SP 21)
STM 390T: *Advanced Topics Graduate Seminar on Systematic Literature Reviews, Citation Analysis, and Other Methods to Critique the System* (SU 22)
STM 390T: *Learning Sciences and STEAM Reform* (SU 24; SU 25; SU 26)
STM 390T: *Advanced Topics Graduate Seminar on Composite Counterstorytelling in Education* (FA 24)

**Undergraduate Courses at Other Institutions**

Clemson University, College of Education
EDSC 3260: *Practicum in Secondary Mathematics*
EDSC 4370: *Technology in Secondary Mathematics*
EDSC 4260: *Teaching Secondary Mathematics*

**Graduate Courses at Other Institutions**

Clemson University, College of Education
EDSC 6370: *Technology in Secondary Mathematics*
EDML 8020: *Early Adolescent Psychology and Philosophy*
EDML 8030: *The Early Adolescent Learner*
ED 9420: *Curriculum & Instruction in Mathematics Education*
EDF 9720: *Phenomenology and Grounded Theory Research Methods and Design*
EDF 9790: *Qualitative Research in Education*

## K-12 TEACHING AND TEACHER EDUCATOR EXPERIENCE

2012–2016 **Graduate Research Assistant,** University of Georgia, Athens, GA

2007–2012 **Secondary Mathematics Teacher**, Winder-Barrow High School, Barrow County Schools, Winder, GA