TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Dr. Ursula Nguyen Title: Assistant Professor

B. Educational Background

Degree	*Year*	*University*	*Major*	*Thesis/Dissertation*
Ph.D.	2023	The University of Texas at Austin	STEM Education	Beyond Engineering Interest: Examining the Gendered Experiences of Young Women in Engineering
B.S.	2014	The University of Texas at Austin	Biomedical Engineering	

C. University Experience

Position	*University*	*Dates*
Assistant Professor	Texas State University	August 2026-Present
Assistant Professor	University of Nebraska-Lincoln	August 2023-May 2026
Graduate Research Assistant	The University of Texas at Austin	August 2017-May 2023
Assistant Instructor	The University of Texas at Austin	Fall 2019, Spring 2022
Teaching Assistant	The University of Texas at Austin	January 2018-December 2021

D. Relevant Professional Experience

Position	*Entity*	*Dates*
Co-Instructor, Secondary mathematics	GEAR UP STEM Academy	June 2019
Mathematics Lead Teacher	Neff Early Learning Center, Houston ISD, Houston, TX	August 2015-May 2016
First Grade Bilingual Math and Science Teacher	Neff Early Learning Center, Houston ISD, Houston, TX	August 2014-May 2016

E. Other Professional Credentials (licensure, certification, etc.)

Standard Texas Educator Certificate, EC-6 Bilingual Generalist – Spanish, Texas Education Agency, since June 2015

II. TEACHING

A. Teaching Honors and Awards:

B. Courses Taught:

Texas State University
Undergraduate
CI 4350: Connecting Children's Thinking and Mathematics Teaching in 3rd through 6th Grade Classrooms

University of Nebraska-Lincoln
Undergraduate
TEAC 308: Teaching Mathematics in the Elementary School
Graduate
TEAC 930K: Quantitative Research Traditions in Education
TEAC 808J: Improvement of Instruction in School Mathematics Special Topics (Attending to Language in Mathematics Education)
TEAC 807A: Equitable Practices in Mathematics Education: Identity, Access, & Equity in Mathematics Education
TEAC 856P: Learning Models: Theories and Applications Specific to Mathematics Instruction
TEAC 905: Practicum: Postsecondary Teaching

The University of Texas at Austin
Undergraduate
EDC 370E: Elementary Mathematics Methods

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Kinnander, B. (June 2025 – July 2026). *Student choice and engagement in a primary elementary mathematics classroom*. [Status: Completed]. Supervisor/Chair. Master's Final Project, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln.

Yound, T. (June 2025 – July 2026). *Observational study of engagement strategies in K-2 mathematics*. [Status: Completed]. Supervisor/Chair. Master's Final Project, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln.

Macdonald, S. (December 2023 – July 2026). *Identity and experience in mathematics courses in the first and second year of university.* [Status: Completed]. Member. Dissertation, Department of Mathematics, University of Nebraska-Lincoln.

Cox, D. (May 2024 – December 2025). *Investigating preservice elementary teachers' STEM teaching self-efficacy and goal orientation*. [Status: Completed]. Member. Dissertation, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln.

White, P. (August 2023 – May 2024). *Teacher roles in correction: Understanding disciplinary alternative school programs in Nebraska*. [Status: Completed]. Member.

Dissertation, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln.

D. Courses Prepared and Curriculum Development:

Graduate New Course Created

TEAC 808J: Improvement of Instruction in School Mathematics Special Topics, Created a special topics course focused on attending to language in mathematics education, University of Nebraska-Lincoln, Taught: July 2024.

Graduate Course Changes

TEAC 856P: Learning Models: Theories and Applications Specific to Mathematics Instruction, Revised Existing Course, University of Nebraska-Lincoln, Taught: August 2025 – December 2025.

TEAC 807A: Equitable Practices in Mathematics Education: Identity, Access, & Equity in Mathematics Education, Revised Existing Course, University of Nebraska-Lincoln, Taught: August 2024 – December 2024.

TEAC 930K: Quantitative Research Traditions in Education, Revised Existing Course, University of Nebraska-Lincoln, Taught: January 2024 – July 2026.

Undergraduate Course Changes

CI 4350: Connecting Children's Thinking and Mathematics Teaching in 3rd through 6th Grade Classrooms, Revised Existing Course, Texas State University, Taught: August 2026 – Present.

TEAC 308: Teaching Mathematics in the Elementary School, Revised Existing Course, University of Nebraska-Lincoln, Taught: August 2023 – May 2026.

E. Teaching Grants and Contracts

1. Funded External Teaching Grants and Contracts:

2. Submitted, but not Funded, External Teaching Grants and Contracts:

3. Funded Internal Teaching Grants and Contracts:

4. Submitted, but not Funded, Internal Teaching Grants and Contracts:

F. Other:

G. Teaching Professional Development Activities Attended

Getting to Know Google Workspace Plus, Center for Teaching, Learning & Scholarship, Texas State University, Attended: August 2026.

Teaching at Nebraska, New Faculty Development Program 2023-2024, University of Nebraska-Lincoln, Attended: September 2023.

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

a. Scholarly Monographs:

b. Textbooks:

c. Edited Books:

d. Chapters in Books:

e. Creative Books:

2. Articles:

a. Refereed Journal Articles:

Fernandez, L., **Nguyen, U.**, Ortiz-Galarza, M., & Asare, M. (2026). Intersecting Beliefs: Exploring Pre-Service Teachers' Beliefs on Mathematics and Emergent Bilingual Mathematics Education. *Bilingual Research Journal,* 1-20. https://doi.org/10.1080/15235882.2025.2598010

Riegle-Crumb, C., **Nguyen, U.**, Lyra, F., & Russo-Tait, T. (2025). Gender Essentialist Beliefs Among Women Engineers in College: Variation by Race and Social Class and Implications for Inequality. *Sex Roles: A Journal of Research, 91*(85), 1-15. https://doi.org/10.1007/s11199-025-01632-z

Ataide Pinheiro, W., Chavez, R., & **Nguyen, U.** (2025). Exploring Gendered Experiences of High-Achieving Undergraduate Women in Mathematics. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, *13*(1), 40-60. https://doi.org/10.46328/ijemst.4361

Menon, D., Johnson, A., Cox, D., Jeon, M., **Nguyen, U.,** & Thomas, A. (2025). STEM-themed Pathways within Elementary Preservice Methods Coursework: Benefits and Challenges Associated with Designing and Implementing Integrated STEM Projects. *School Science and Mathematics,* 1-13. https://doi.org/10.1111/ssm.18321

Nguyen, U., & Riegle-Crumb, C. (2024). Gender Typicality and Engineering Attachment: Examining the Viewpoints of Women College Engineers and Variation by Race/Ethnicity. *Behavioral Sciences*, *14*(7), 573, 1-20. https://doi.org/10.3390/bs14070573

Nguyen, U., Russo-Tait, T., Riegle-Crumb, C., & Doerr, K. (2022). Changing the gendered status quo in engineering? The encouraging and discouraging experiences of young women with engineering aspirations. *Science Education*, *106*(6), 1442-1468. https://doi.org/10.1002/sce.21748

Fernandez, L., **Nguyen, U.**, & Callahan, R. (2022). Learners' mathematics identity and achievement: Where does the teacher come in?. *International Journal of Mathematical Education in Science and Technology,* 1-26. https://doi.org/10.1080/0020739X.2022.2117657

Riegle-Crumb, C., Russo-Tait, T., Doerr, K., & **Nguyen, U.** (2022). Critical consciousness of gender inequality: Considering the viewpoints of racially diverse high school girls with engineering aspirations. *Sociological Perspectives*, 1-23. https://doi.org/10.1177/07311214221112448

Nguyen, U., & Riegle-Crumb, C. (2021). Who is a scientist? The relationship between counter-stereotypical beliefs about scientists and the STEM major intentions of Black and Latinx male and female students. *International Journal of STEM Education, 8*(28), 1-18. https://doi.org/10.1186/s40594-021-00288-x

Riegle-Crumb, C., Morton, K., **Nguyen, U.**, & Dasgupta, N. (2019). Inquiry-based instruction in science and mathematics in middle school classrooms: Examining its association with students' attitudes by gender and race/ethnicity. *AERA Open, 5*(3), 1-17. https://doi.org/10.1177/2332858419867653

b. Non-refereed Articles:

3. Conference Proceedings:

a. Refereed Conference Proceedings:

Nguyen, U., Menon, D., Trainin, G., Hassani, A., & Ashrafabadi, F. (November 2025). *WIP: Elementary Pre-Service Teachers' Perceptions of Engineering within Integrated STEM.* Work in progress paper to be presented at the 2025 Frontiers in Education (FIE) Conference, Nashville, TN. doi: 10.1109/FIE63693.2025.11328452 https://ieeexplore.ieee.org/document/11328452

Nguyen, U. (2025, June), *Can She Relate? Examining Undergraduate Women's Experiences with Engineering Peers,* Paper presented at 2025 ASEE Annual Conference & Exposition, Montreal, Quebec, Canada. https://peer.asee.org/56056

Salami, I. E., Moomau, K., Daher, T., Deters, J., Li, Y., **Nguyen, U.,** Pérez, L., Perry, L. A., Peteranetz, M., & Wonch Hill, T. (2025, June), *Developing a Survey Tool to Measure Cultural Transformation in a College of Engineering,* Work-in-progress paper presented at 2025 ASEE Annual Conference & Exposition, Montreal, Quebec, Canada. https://peer.asee.org/56250

Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024, June), *Board 169: Purposefully Designing Integrated STEM Learning Experiences within Elementary Teacher Education (Work in Progress),* Poster presented at 2024 ASEE Annual Conference & Exposition, Portland, Oregon. https://peer.asee.org/46731

Fernandez, L., & **Nguyen, U.** (2024). Exploring the Interplay Between Preservice Teachers' Mathematical Beliefs and EB Students' Mathematics Education. In S. Cook, B. Katz, & D. Moore-Russo (Eds.), *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1112-1118). Omaha, NE. http://sigmaa.maa.org/rume/RUME26_Proceedings2024-letter.pdf

Nguyen, U., & Riegle-Crumb, C. (2022). Examining the association between peer support and young women's engineering identity and major intentions. *2022 ASEE Annual Conference & Exposition* (1-12). Minneapolis, MN. https://peer.asee.org/41917

Morton, K., & **Nguyen, U.** (2018). The effects of inquiry-based pedagogy on students' attitudes in math. 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. 1147). Greenville, SC: University of South Carolina & Clemson University.

Nguyen, U., Kumaraswamy, N., & Markey, M. (2014). SU-E-I-53: Variation in measurements of breast skin thickness obtained using different imaging modalities. *Fifty-sixth annual meeting of the American Association of Physicists in Medicine* (pp. 42). Austin, TX.

b. Non-refereed:

4. Abstracts:

5. Reports:

6. Book Reviews:

7. Essays:

8. Poems:

9. Short Stories:

10. Other Works in Print:

B. Works Not in Print:

1. Papers Presented at Professional Meetings (peer-reviewed):

Nguyen, U., Menon, D., & Henson, A. (February 2026). *Examining Elementary Pre-Service Teachers' Use of iSTEM and their iSTEM Teacher Identities.* Conference proposal submitted to the 9th Annual STEM Education Conference, South Padre Island, TX. [Proposal accepted]

Nguyen, U., Menon, D., Trainin, G., Hassani, A., & Ashrafabadi, F. (2025, November 2-5). *WIP: Elementary Pre-Service Teachers' Perceptions of Engineering within Integrated STEM.* Work in progress paper to be presented at the 2025 Frontiers in Education (FIE) Conference, Nashville, TN.

Nguyen, U. (2025, June 22-26). *Can She Relate? Examining Undergraduate Women's Experiences with Engineering Peers.* Paper presentation at the 2025 American Society of Engineering Education (ASEE) Annual Conference and Exposition, Montreal, Quebec, Canada.

Salami, I. E., Moomau, K., Daher, T., Deters, J., Li, Y., **Nguyen, U.**, Pérez, L., Perry, L. A., Peteranetz, M., & Wonch Hill, T. (2025, June 22-26). *Developing a Survey Tool to Measure Cultural Transformation in a College of Engineering.* Work in progress paper presentation at the 2025 ASEE Annual Conference and Exposition, Montreal, Quebec, Canada.

Thomas, A., Menon, D., **Nguyen, U.**, & Trainin, G. (2025, March 5-8). *Approaches to Integrated STEM in an Elementary Teacher Education Program.* Paper presentation at the 2025 International Consortium for Research in Science & Mathematics Education (ICRSME) XVII Consultation, Valladolid, Mexico.

Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024, June 23-27). *Purposefully Designing Integrated STEM Learning Experiences within Elementary Teacher Education.* Work in progress poster presentation at the 2024 ASEE Annual Conference and Exposition, Portland, OR.

Riegle-Crumb, C., Lyra, F., **Nguyen, U.,** & Agarwal, R. (2024, April 11-14). *A "Chilly Climate" with Engineering Faculty: Implications for Women's Engineering Identity and Thoughts About Leaving.* Paper presentation at the 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Riegle-Crumb, C., Burgess, C., **Nguyen, U.,** & Russo-Tait, T. (2024, April 11-14). *Considering Race and Critical Consciousness among Women College Engineers.* Roundtable presentation at the 2024 AERA Annual Meeting, Philadelphia, PA.

Thomas, A., Jeon, M., Johnson, K., Menon, D., & **Nguyen, U.** (2024, April 10-14). *Highlighting Mathematics in a STEAM Context with Codable Robotics.* Workshop presentation at the National Council of Teachers of Mathematics (NCTM) 2024 Virtual Conference.

Thomas, A., **Nguyen, U.**, & Amman, K. (2024, April 6). *Short-Form Videos as Tools for Elementary Pre-Service Teachers to Communicate Mathematics Curriculum to Families and Caregivers.* Roundtable presentation at the International Consortium for Research in Science & Mathematics Education (ICRSME) 2024 Virtual Conference.

Fernandez, L. & **Nguyen, U.** (2024, February 22-24). *Exploring the Interplay Between Preservice Teachers' Mathematical Beliefs and EB Students' Mathematics Education.* Preliminary report presentation at the 2024 Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE.

Nguyen, U., & Riegle-Crumb, C. (2023, April 13 - 16). *Examining the Association between Undergraduate Women's Gender Identities and their Sense of Relatedness to Engineering.* Paper presentation at the 2023 AERA Annual Meeting, Chicago, IL.

Riegle-Crumb, C., **Nguyen, U.,** Russo-Tait, T., & Lyra, F. (2023, April 13 - 16). *Examining Gender Essentialist Beliefs and their Association with Beliefs about Engineering Among College Engineering Majors.* Paper presentation at the 2023 AERA Annual Meeting, Chicago, IL.

Nguyen, U., & Riegle-Crumb, C. (2022, June 26 - 29). *Examining the Association between Peer Support and Young Women's Engineering Identity and Major Intentions*. Poster presentation at the 2022 ASEE Annual Conference, Minneapolis, MN.

Nguyen, U., & Riegle-Crumb, C. (2022, April 21 - 26). *All STEM Women Are Not the Same? Unpacking the Gender Identities of Women in Engineering.* Paper presentation at the 2022 AERA Annual Meeting, San Diego, CA.

Nguyen, U., Russo-Tait, T., Riegle-Crumb, C., & Doerr, K. (2022, April 21 - 26). *Exclusionary and Inclusionary Experiences in College Engineering Classrooms: Implications for Women with Different Racial Identities.* Paper presentation at the 2022 AERA Annual Meeting, San Diego, CA.

Nguyen, U., & Riegle-Crumb, C. (2022, March 27 - 30). *Gender Atypical? Examining the Gender Identities of Women in Engineering.* Paper presentation at the 2022 National Association for Research in Science Teaching (NARST) Annual International Conference, Vancouver, BC, Canada.

Russo-Tait, T., Riegle-Crumb, C., **Nguyen, U.,** & Doerr, K. (2022, March 27 - 30). *Examining Exclusionary and Inclusionary College Classroom Experiences: Effects on Women in Engineering Majors by Race/Ethnicity.* Paper presentation at the 2022 NARST Annual International Conference, Vancouver, BC, Canada.

Nguyen, U., Riegle-Crumb, C., Russo-Tait, T., & Doerr, K. (2021, April 8 - 12). *Pushing Past or Defending the Gender Boundary in Engineering: Who Supports or Deters Girls' Aspirations?* Paper presentation at the 2021 AERA Annual Meeting (Virtual Conference).

Russo-Tait, T., Riegle-Crumb, C., Doerr, K., & **Nguyen, U.** (2021, April 8 - 12). *Understandings of Inequality: How Female Adolescents with Engineering Aspirations View Women's Underrepresentation.* Paper presentation at the 2021 AERA Annual Meeting (Virtual Conference).

Russo-Tait, T., Doerr, K., Riegle-Crumb, C., & **Nguyen, U.** (2021, April 7 - 10). *Individualistic or Systemic? High School Girls Make Sense of Gender Inequality in Engineering.* Paper presentation at the 2021 NARST Annual International Conference (Virtual Conference).

Riegle-Crumb, C., **Nguyen, U.**, & Russo-Tait, T. (2020, April 17 - 21). *Next-Generation Engineers? Examining Factors That Shape Young Women's Engineering Identity and Intentions*. Round table presentation at the 2020 AERA Annual Meeting, San Francisco, CA. http://tinyurl.com/sernvk7 (Conference Canceled).

Morton, K., & **Nguyen, U.** (2018, November 15 - 18). *The Effects of Inquiry-Based Pedagogy on Students' Attitudes in Math and Intent to Pursue STEM.* Poster presented at the 2018 North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) Annual Conference, Greenville, SC.

Nguyen, U., Riegle-Crumb, C., & Morton, K. (2018, October 11 - 13). *The Effects of Inquiry-Based Instruction on Middle School Students' Science and Mathematics Attitudes.* Poster presented at the 2018 Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS) National Annual Conference, San Antonio, TX.

Morton, K., Riegle-Crumb, C., & **Nguyen, U.** (2018, April 13 - 17). *Inquiry-Based Pedagogy and Middle School Students' Math Attitudes: An Examination by Gender and Race/Ethnicity.* Poster presented at the 2018 AERA Annual Meeting, New York City, NY.

Nguyen, U., Kumaraswamy, N., & Markey, M. (2014, July 20 - 24). *SU-E-I-53: Variation in Measurements of Breast Skin Thickness Obtained Using Different Imaging Modalities.* Poster presented at the 2014 American Association of Physicists in Medicine (AAPM) Conference, Austin, TX.

2. Invited Talks, Lectures, and Presentations:

Nguyen, U. (2025, November 25). *Elementary Pre-Service Teachers' Perceptions of Integrated STEM and their iSTEM Teacher Identities.* Mathematics Education Research Seminar, School of Mathematical and Statistical Sciences, The University of Texas Rio Grande Valley (Invited Virtual Presentation).

Nguyen, U. (2025, October 23). *Encouraging and Discouraging Sources for SWENext Adolescent Girls.* Rural Community Advisory Board for Nebraska Engineering, University of Nebraska-Lincoln (Invited Virtual Presentation).

Morales, A., **Nguyen, U.,** Ferguson, P., & Ramirez-Benavides, I. (2024, June 16 – 18). *NCRED Research Practice Partnerships Convening*, University of Houston, Houston, TX (Invited Convening).

Nguyen, U. (2024, May 30 – June 1). *Examining the Developing STEM Aspirations of Adolescent Girls and their Implications for Equitable STEM Teaching and Learning.*

What, where, and for what purpose is the mathematics in mathematics teacher education?, University of Nebraska-Lincoln, Lincoln, NE (Invited Presentation).

Nguyen, U. (2023, June 22). *Who Encourages and Discourages SWENext Adolescent Girls? Comparing Across Parent, Teacher, and Peer Sources.* Research Experiences for Teachers in Engineering (RET) Seminar, Cockrell School of Engineering, The University of Texas at Austin, Austin, TX (Invited Presentation).

Nguyen, U. (2023, May 8). *Examining the Experiences of Historically Excluded Students in STEM Education.* Mathematics Education Doctoral Seminar (MEDS), University of Nebraska-Lincoln (Invited Virtual Presentation).

Nguyen, U. (2022, October 21). *The Developing Engineering Aspirations of SWENext Adolescent Girls: A Collaborative Study.* Society of Women Engineers (SWE) WE22 Annual Conference, Houston, TX (Invited Presentation).

Nguyen, U. (2022, September 28). *Testing Hypotheses about Differences between Two Populations.* EDC 385R: Introduction to Quantitative Research, The University of Texas at Austin, Austin, TX (Guest Lecturer Presentation).

Riegle-Crumb, C., & **Nguyen, U.** (2021, March 23 - 25). Interactive session: *What Research Tells Us About Supporting the STEM Ambitions and Success of Girls and Women of Color.* Women of Color STEM Entrepreneurship Conference (Invited Virtual Conference).

Nguyen, U. (2020, September 15). *The Importance of Minoritized Folx in STEM.* Webinar talk presented at the Society of Hispanic Professional Engineers (SHPE) – Austin Professional Chapter, Austin, TX (Invited Virtual Webinar).

Nguyen, U., & Riegle-Crumb, C. (2020, August 28). *Who is a Scientist? Counter-Stereotypical Views and the STEM Major Intentions of Black and Latinx Students*. Research brief presented at the Women of Color in Computing Collaborative Virtual Summit (Invited Virtual Presentation).

Riegle-Crumb, C., & **Nguyen, U.** (2019, July 9). *The Developing Aspirations of Girls of Color Towards Computer Science: A Comparative Examination of the Role of Teachers, Peers, and STEM Stereotypes.* Research brief presented at the Kapor Center's Women of Color in Computing Collaborative Convening, Oakland, CA (Invited Presentation).

3. Consultancies:

4. Workshops:

Russo-Tait, T., & **Nguyen, U.** (2018, June 28 - 29). *Equity in the STEM Classroom: Strategies for Inclusion*. Workshop presented at the UTeach STEM Educators Conference, The University of Texas at Austin, Austin, TX.

5. Other Works not in Print:

a. Works "submitted" or "under review":

b. Works "in progress":

Morales, A. R., Martinez, R., Herrera, S. G., Hamann, E. T., Kiramba, L. K., Gatti, L., Palala Martinez, H., **Nguyen, U.**, Holmes, M., Herrera, K., Harpster, J., Regier, J., Ramirez-Benavides, I., & Johnson, C. (In preparation). "Rooted" youth participatory action research (YPAR): Co-creating liberatory spaces within partnership high schools aimed at diversifying teacher education pathways in the Midwest. Manuscript submitted as a chapter to a forthcoming edited book tentatively titled *Navigating Borderlands: Promoting Emancipation Across Learning Spaces*.

Nguyen, U., Jeon, M., Menon, D., & Thomas, A. (In preparation). Engineering Design in Integrated STEM Learning Experiences within Elementary Teacher Education. Manuscript to be submitted to a peer-reviewed STEM Education journal.

Nguyen, U, & Quist, M**.** (In preparation). The gender identities of young women in undergraduate engineering majors. Manuscript to be submitted to a peer-reviewed STEM Education journal.

c. Other Works Not in Print:

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Pérez, L. (Principal), Li, Y. (Co-Principal), Wonch Hill, T. (Co-Principal), Deters, J. (Co-Principal), Perry, L. (Co-Principal), **Nguyen, U. (Senior Personnel).** BPE-Track 4: Phase I: Developing Complete Engineers: Nebraska Engineering Inclusive Excellence Center (NEIEC). [Grant]. National Science Foundation, Federal, $1,199,999. (Funded: September 2024, Terminated on April 25, 2025).

Morales, A. (Principal), Herrera, S. (Principal), Hamann, T. (Co-Principal), Gatti, L. (Co-Principal), Holmes, M. (Co-Principal), **Nguyen, U. (Senior Personnel).** Project RAÍCES (Re-Envisioning Action and Innovation through Community Collaborations for Equity across Systems). [Grant]. U.S. Department of Education, Federal, $3,391,044. (Funded: October 2023, Terminated on February 11, 2025).

2. Submitted, but not Funded, External Grants and Contracts:

Kiramba, L. (Principal), **Nguyen, U. (Co-Principal)**, Viesca, K. (Co-Principal). Building Bridges to Quality Multilingual Teaching: The Multilingual Educator

Academy. [Grant]. U.S. Department of Education, Federal, $3,497,650. (Submitted: May 2024).

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

Nguyen, U. (Principal). STEM Knowledge and Practices to Support In-Service Teachers. [Grant]. Layman Seed Award Program, University of Nebraska-Lincoln, Internal, $9,996. (Submitted: April 2025).

D. Scholarly / Creative Fellowships, Awards, Honors:

Recognized as a top cited paper in *Science Education* among work published between 1 January 2022 – 31 December 2023:

Nguyen, U., Russo-Tait, T., Riegle-Crumb, C., & Doerr, K. (2022). Changing the gendered status quo in engineering? The encouraging and discouraging experiences of young women with engineering aspirations. *Science Education*, *106*(6), 1442-1468. https://doi.org/10.1002/sce.21748

Selected to participate in Grant-Writing Grand Visions (GWGV) Program, College of Education and Human Sciences, University of Nebraska-Lincoln, $1,375 research stipend

E. Scholarly / Creative Professional Development Activities Attended:

Grant-Writing Grand Visions (GWGV) Program, College of Education and Human Sciences, University of Nebraska-Lincoln, Attended: August 2024 – May 2025.

Writing Winning Grant Proposals, Office of Research and Economic Development, University of Nebraska-Lincoln, Attended: March 2024.

Research at Nebraska, New Faculty Development Program 2023-2024, University of Nebraska-Lincoln, Attended: October 2023.

F. Media Recognition:

IV. SERVICE

A. Institutional

1. University:

2. College:

Texas State University

Attendee. (2026, August). College of Education, Bobcat Welcome.

University of Nebraska-Lincoln

Attendee/Speaker. (2024, March). College of Education and Human Sciences, Admitted Student Day.

3. Department/School:
University of Nebraska-Lincoln

Member. (2024, August – 2026, May). Department of Teaching, Learning, and Teacher Education, Scholarship Committee.

Member. (2023, August – 2026, May). Department of Teaching, Learning, and Teacher Education, Graduate Faculty.

Member. (2023, August – 2026, May). Department of Teaching, Learning, and Teacher Education, (Im)migrant, Multicultural, Multilingual (M3) Initiative.

Presenter/Guest Panelist. (2023, August – 2025, December). Department of Teaching, Learning, and Teacher Education, Doctoral Seminar.

Attendee/Presenter. (2025, August). Department of Teaching, Learning, and Teacher Education, Graduate Student Welcome.

Planning Committee Member. (2024, August – 2024, October). Department of Teaching, Learning, and Teacher Education, 5th Annual Educators of Color Summit.

Attendee. (2023, October). Department of Teaching, Learning, and Teacher Education, 4th Annual Educators of Color Summit.

Attendee. (2023, September). Department of Teaching, Learning, and Teacher Education, Language, Migration, and Education Conference.

B. Professional:

Reviewer. (2026, August). Conference proposals for American Educational Research Association (AERA).

Reviewer. (2024, August - Present). Manuscripts for *Sociology of Education*.

Reviewer. (2024, May - Present). Manuscripts for *Education Sciences*.

Reviewer. (2024, January - Present). Manuscripts for *NCSM Journal of Mathematics Education Leadership*.

Reviewer. (2023, May - Present). Manuscripts for *Journal of Research in Science Teaching*.

Reviewer. (2022, August - Present). Manuscripts for *Science Education*.

Reviewer. (2021, March - Present). Manuscripts for *Journal for STEM Education Research*.

Reviewer. (2020, August - Present). Manuscripts for *International Journal of STEM Education*.

Reviewer. (2025, June). Conference proposals for Association of Mathematics Teacher Educators (AMTE).

Reviewer. (2025, April). Conference proposals for Frontiers in Education (FIE).

Invited Panelist. (2024, April). Student Pre-Conference: (Further) Developing Teacher Education Researchers as Change Agents for the Division K Pre-Conference Mentoring Session, American Educational Research Association (AERA).

Invited Webinar Panelist. (2023, June). The Proposal Playbook: Strategies and Secrets Revealed for the Division K Webinar, American Educational Research Association (AERA).

C. Community:

Invited Curriculum Reviewer. (2025, May). Elementary Mathematics Curriculum, Lincoln Public Schools, Lincoln, NE, Member of Subcommittee of Cognitive Demand and Tasks.

Moderator and Panelist. (2023, October). Enseñando y Aprendiendo en COLOR, Warrior Tech Career & College Fair Day, Schuyler Central High School, Schuyler Community Schools, Schuyler, NE, Moderated in Spanish.

Facilitator. (2020, December). Noche de Ciencias: Applying to College, Society of Hispanic Professional Engineers (SHPE) – Austin Professional Chapter, Austin, TX, Facilitated virtual workshop in Spanish.

Co-Organizer and Co-Facilitator. (2019, April). Un Sábado Gigante in Engineering: Engineering Design Challenges, Allison Elementary (Austin ISD) and Society of Hispanic Professional Engineers (SHPE) – Austin Professional Chapter, Austin, TX.

D. Organization Memberships:

American Educational Research Association (AERA). (March 2017 – Present).

American Society for Engineering Education (ASEE). (March 2022 – Present).

Association of Mathematics Teacher Educators (AMTE). (August 2023 – Present).

E. Service Honors and Awards:

F. Service Grants and Contracts:

1. Funded External Service Grants and Contracts:

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

G. Service Professional Development Activities Attended: