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**Using Intersectionality as a Lens for Detailing Socially Affirming Educational Practices in Undergraduate STEM Education for Latinx Students**

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This keynote presents findings from a project that examined the mathematics experiences of five Latinx students (two women and three men) pursuing engineering majors at a large, predominantly white four-year university. The project adopted intersectionality from Black feminist thought to characterize how educational contexts in undergraduate STEM (science, technology, engineering, and mathematics), including mathematics classrooms, shaped variation in Latinx students' experiences of marginalization and support at intersections of their racial and gender identities. Project findings aim to inform the development of undergraduate STEM educational practices, including mathematics classroom instruction, that affirms the varying intersectionality of experience among Latinx students in STEM higher education.