

***Wendy J. Glenn, PhD***

Professor of Literacy Studies  
Chair, Secondary Humanities Teacher Licensure Program  
Fulbright Scholar, Norway  
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**Education**

*Arizona State University, Tempe, Arizona*

- PhD in Curriculum and Instruction in English Education (December 2001)
- Master of Education in Secondary Education (December 1995)
- Bachelor of Arts in English, Honors College Graduate, Summa Cum Laude (May 1992)

**Professional Experience**

*University of Colorado, Boulder, Colorado, 2017-present*

*Professor of Literacy Studies*

- Chair, Secondary Humanities Teacher Licensure in English, Social Studies, and Spanish
- Former Director of Secondary Teacher Education
- Former Interim Chair of Teacher Learning, Research, and Practice

*University of Connecticut, Storrs, Connecticut*

*Professor, 2015-2017; Associate Professor, 2008-2015; Assistant Professor, 2002-2008*

- Director of Teacher Education
- English Education Program Coordinator

*Northern Arizona University, Flagstaff, Arizona*

*Faculty Instructor, 2001-2002*

- Courses: Methods of Teaching English, Language and Literacy
- English Education Student Teacher Supervisor

*Mesa Public Schools, Mesa, Arizona*  
*Classroom Teacher, 1994-2001*

- Courses: American Literature, Writing, Humanities, Dobson High School
- Courses: 7<sup>th</sup> and 8<sup>th</sup> grade English Language Arts, Stapley Junior High School

*Arizona State University, Tempe, AZ*  
*Graduate Assistant*

- English Education Student Teacher Supervisor
- Teaching Assistant, Survey of English Literature, Dr. Bob Bjork
- Graduate Research Assistant, Center for Medieval and Renaissance Studies
- Undergraduate Research Assistant, Dr. Nicholas Salerno

## **Publications**

### ***Edited Books***

Ginsberg, R., & Glenn, W. J., Eds. (2019). *Engaging critically with multicultural young adult literature in the secondary classroom: Critical approaches for critical educators*. New York, NY: Routledge.

Moss, D. M., Glenn, W. J., & Schwab, R. L. (2008, 2005). *Portrait of a profession: Teachers and teaching in the 21<sup>st</sup> century*. Westport, CT: Praeger.

### ***Authored Books***

Glenn, W. J. (2009). *Laurie Halse Anderson: Speaking in tongues*. Lanham, MD: Rowman & Littlefield/Scarecrow. [Studies in Young Adult Literature]

Gallo, D., & Glenn, W. J. (2008). *Richard Peck: The past is paramount*. Lanham, MD: Rowman & Littlefield/Scarecrow. [Studies in Young Adult Literature]

Glenn, W. J. (2005). *Sarah Dessen: From burritos to box office*. Lanham, MD: Rowman & Littlefield/Scarecrow. [Studies in Young Adult Literature]

### ***Refereed Journal Articles***

Glenn, W. J. (Accepted, in press). Designs of home: Living spaces as identity-shaping places. *English Journal*.

Glenn, W. J. (Accepted, in press). Authorial ideology and intention in presentations of place in YA immigration narratives. *Ubiquity: The Journal of Literature, Literacy, and the Arts*.

Glenn, W. J., & Caasi, E. (Accepted, in press). Teaching with disruptive aims: Countering narratives of Black women athletes in sports nonfiction for young people. *The ALAN Review*.

Ginsberg, R., & Glenn, W. J. (2022). “Everything is in us”: Collaboration, introspection, and continuity as healing in #NotYourPrincess. *American Indian Quarterly*, 46(1-2): 25-63.

Midgette, L., & Glenn, W. J. (2022). “It never starts with machetes”: Interrupting intergenerational transmission of biases through speculative YA fiction. *The ALAN Review*, 49(2), 30-41.

Glenn, W. J., & Caasi, E. (2021; 2022). Gendered assumptions in the framing of fitness in sports nonfiction for young adult readers. *Children’s Literature in Education*, 53, 76-96.

Durand, S., Glenn, W. J., Moore, D., Groenke, S., & Scaramuzzo, P. (2021). Shaping immigration narratives in young adult literature: Authors and paratextual features of USBBY outstanding international books, 2006–2019. *Journal of Adolescent and Adult Literacy*, 64(6), 665-674.

Glenn, W. J., & Ginsberg, R. (2020). Tensions between envisioned aims and enacted practices in the teaching of Muslim young adult literature. *Teachers College Record* (122)2, 1-44.

Ginsberg, R., & Glenn, W. J. (2020). Moments of pause: A model for understanding students’ shifting perceptions during a Muslim young adult literature learning experience. *Reading Research Quarterly*, 55(4), 601-623.

Glenn, W. J., & Moore, D. (2020). The authorial mediation of religious tensions in YAL narratives of immigration. *The ALAN Review*, 48(1), 13-27.

Glenn, W. J., & King-Watkins, D. (2020). Fictional girls who play with the boys: Barriers to access in the transition to male-dominated sports teams. *Children’s Literature in Education*, 51(3), 309-331.

Hernandez, M., Torres, F. L., & Glenn, W. J. (2020). Centering immigrant youth voices: Writing as counter-storytelling. *English Journal*, 109(5), 35-42.

Torres, F. L., & Glenn, W. J. (2020). The journey stories of young adult authors: Complicating contemporary immigration narratives. *The ALAN Review*, 47(2), 25-36.

Glenn, W. J., & King-Watkins, D. (2019). Being an athlete *or* being a girl: Selective identities among fictional female athletes who play with the boys. *Children’s Literature Association Quarterly*, 44(3), 290-309.

Glenn, W., Ginsberg, R., & King-Watkins, D. (2019). What’s next? Celebrating our newest middle grade and YA authors. *The ALAN Review*, 46(3), 9-14.

- Glenn, W. J., Ginsberg, R., & King, D. (2018). Resisting and persisting: Identity stability among adolescent readers labeled as struggling. *Journal of Adolescent Research* 33(3), 306-331.
- Ginsberg, R., & Glenn, W. J. (2018). Inviting critical conversation: A multicultural YAL unit for the student-centered classroom. *Statement*, 51(1), 30-35.
- Ginsberg, R., Glenn, W. J., Moye, K. (2017). Opportunities for advocacy: Interrogating multivoiced YAL's treatment of denied identities. In Bach, J., & Bull, K. B. (Eds.). *Multicultural and multivoiced stories for adolescents* [Special issue]. *English Journal*, 107(1), 26-32.
- Glenn, W. J. (2017). Space and place and the “American” legacy: Female protagonists and the discovery of self in two novels for young adults. *Children's Literature in Education*, 48(4), 378-395.
- Glenn, W. J., & Ginsberg, R. (2016). Resisting readers' identity (re)construction across English and young adult literature course contexts. *Research in the Teaching of English*, 51(1), 84-105.
- Glenn, W. J. (2016). Vying for position: The role of sport in postcolonial young adult literature. *SIGNAL: International Literacy Association*, 39(2), 28-33.
- Glenn, W. J. (2015). Understanding unfamiliar literary aesthetics: White preservice teachers examine race through story. *Action in Teacher Education*, 37(1), 23-44.
- Groenke, S., Coleman-King, C., Glenn, W., Haddix, M., Kirkland, D., & Price-Dennis, D. (2015). “What if we viewed them as human?”: Disrupting and dismantling the dominant vision of youth of color. *English Journal*, 104(3), 35-40.
- Brown, A., Mitchell, J., and Youngblood, K. with Wendy Glenn, Steve Bickmore, Joe Milner, Linda Spears-Bunton, Victor Malo-Juvera, Jeffrey Kaplan, Tara Anderson, Carol Pope, Chris Crowe, Joan Kaywell, and ReLeah Lent. (2014). “Do I dare disturb the universe?” Fighting for students' right to read. *SIGNAL: International Literacy Association*, 37(2), 30-35.
- Brown, A., & Mitchell, J. with Wendy Glenn, Joan Kaywell, Jacqueline Bach, Jennifer Buehler, Chris Crowe, Kia Jane Richmond, Lisa Scherff, and Steve Bickmore. (2014). The look of classic young adult literature. *The ALAN Review*, 41(2), 6-14.
- Glenn, W. J. (2014). To witness and to testify: Preservice teachers examine literary aesthetics to better understand diverse literature. *English Education*, 46(2), 90-116.
- Glenn, W. J. (2013) Say what? Exploring and responding to the unpredictable realities of censorship. *The Dragon Lode*, 31(2), 59-63.

- Glenn, W. J. (2013). Omdefinierer en Norsk Norge<sup>1</sup>: The influence of changing demographics on Norwegian schooling for social democracy. *Equity and Excellence in Education*, 46(1), 36-47.
- Glenn, W. J., & George, M. (2012). Looking into and beyond time and place: The timeless potential of YA literature in a time of limited opportunity. *The ALAN Review*, 40(1), 38-47.
- Glenn, W. J. (2012). Developing understandings of race: Preservice teachers' counter-narrative (re)constructions of people of color in young adult literature. *English Education*, 44(4), 326-353.
- Glenn, W. J., Ginsberg, R., Gaffey, E., Lund, K., & Meagher, I. (2012). From awareness to action: Young adult literature as a road to reflection and catalyst for change. *The ALAN Review*, 39(2), 25-32.
- Glenn, W. J. (2011). Flash back. Forge ahead: Dynamism and transformation in young adult literature. *The ALAN Review*, 39(1), 7-11.
- Glenn, W. J. (2011). "I'm not completely dark." Identity revision in a resistant student writer. *Journal of Teaching Writing*, 26(2), 1-19.
- Glenn, W. J. (2011). The potential power of less appealing appeals: Drawing from cultural context in response to school censors. *SIGNAL: International Literacy Association*, 34(1), 59-63.
- Gort, M., & Glenn, W. J. (2010). Navigating tensions in the process of change: An English educator's dilemma management in the revision and implementation of a diversity-infused methods course. *Research in the Teaching of English*, 45(1), 59-86.
- Glenn, W. J., King, D., Heintz, K., Berg, E., & Klapatch, J. (2009). Finding space and place for young adult literature: Lessons from four first-year teachers engaging in out-of-school professional induction. *The ALAN Review*, 36(2), 6-17.
- Glenn, W. J. (2008). Gossiping girls, insider boys, A-list achievement: Examining and exposing young adult novels consumed by conspicuous consumption. *Journal of Adolescent and Adult Literacy*, 52(1), 34-43.
- Glenn, W. J., & Gort, M. (2008). Discomfort, deficiency, dedication: Preservice teachers voice their ELL-related concerns. *The English Leadership Quarterly*, 64(4), 9-13.
- Glenn, W. J. (2007). Real writers as aware readers: Writing creatively as a means to develop reading skills. *Journal of Adolescent and Adult Literacy*, 51(1), 10-20.

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<sup>1</sup> Redefining a Norwegian Norway

- Glenn, W. J. (2006). Trusting texts that trust students. *English Journal*, 96(2), 88-92.
- Glenn, W. J. (2006). Boys finding first love: Soul-searching in *The center of the world* and *Swimming in the monsoon sea*. *The ALAN Review*, 33(3), 31-37.
- Glenn, W. J. (2006). Model versus mentor: Defining the necessary qualities of the effective cooperating teacher. *Teacher Education Quarterly*, 33(1), 85-95.
- Glenn, W. J. (2005). History flows beneath the fiction: Two roads chosen in *Redemption* and *A northern light*. *The ALAN Review*, 32(3), 52-58.
- Glenn, W. J. (2005). Finding me at the U: Young adult fiction and the high school to college transition. *SIGNAL: International Literacy Association*, 27(2), 26-31.
- Glenn, W. J. (2004). Refining through reflection: Using the teaching journal as a catalyst for change. *Thinking Classroom*, 5(1), 21-26. [Also published in Russian in *Peremena*]
- Glenn, W. J. (2004). Form follows function: The relationship between structure and content in three of Karen Hesse's novels. *The ALAN Review*, 31(2), 27-31.
- Glenn, W. J. (2003). Imagine the possibilities. A student-generated unit to inspire creative thought. *English Journal*, 92(5), 35-41.
- Glenn, W. J. (2003). Consider the source: Feminism and point of view in Karen Hesse's *Stowaway* and *Witness*. *The ALAN Review*, 30, 30-34.
- Glenn, W. J. (2002). True confessions of a hypocrite: Failing to make the most of young adult literature. *California English*, 8(2), 8-10.
- Glenn, W. J. (2002). Puzzling thoughts: Integrated instruction in the single-teacher classroom. *Connecticut English Journal*, 29, 15-20.
- Glenn, W. J. (2001). Teaching writing the right way: Uncovering the rites and rituals of composition instruction. *Arizona English Bulletin*, 43(2), 3-9.
- Glenn, W. J. (2001). Gotta get back to the Garden of Eden: Environmentalism in young adult literature. *Arizona English Bulletin*, 43(1), 60-64.
- Glenn, W. J. (2000). Making it matter: A celebration of our humanity. *Statement: Colorado Language Arts Society*, 36, 19-22.

Glenn, W. J. (1999). Brock Cole: The good, the bad, and the humorously ironic. *The ALAN Review*, 26, 26-29.

### ***Book Chapters***

Glenn, W. J. (Accepted, in press). Connection, healing, and patriarchal disruption in a community of women responding to sexual violence. In V. Malo & C. Hill (Eds.), *Oxford Handbook of Young Adult Literature*. London, UK: Oxford University Press.

Glenn, W. J. (2020). Athletic girls on fire: Representations of the female athlete in The Hunger Games and sports-related media. In S. Hentges, & S. Connors (Eds.), *Teaching girls on fire: Creating consciousness, informing action* (pp. 19-34). Jefferson, NC: McFarland.

Glenn, W. J. (2020). "No books left on the shelf": Addressing school censorship in the university YAL course. In K. Coats, M. Cadden, & R. S. Trites (Eds.), *Teaching young adult literature* (pp. 139-149). New York, NY: Modern Languages Association.

Glenn, W. J. (2019). Theories of space, place, and navigational identity: Turning *Inside Out and Back Again* in the exploration of immigration. In R. Ginsberg, & W. Glenn (Eds.), *Critical approaches for critical educators. Engaging critically with multicultural young adult literature in the secondary classroom* (pp. 113-121). New York, NY: Routledge.

Ginsberg, R., & Glenn, W. J. (2019). The critical power and potential of multicultural young adult literature. In R. Ginsberg, & W. Glenn (Eds.), *Critical approaches for critical educators. Engaging critically with multicultural young adult literature in the secondary classroom* (pp. 1-10). New York, NY: Routledge.

Glenn, W. J., & Ginsberg, R. (2019). Recognizing and speaking to the challenges that come with courageous teaching. In R. Ginsberg, & W. Glenn (Eds.), *Critical approaches for critical educators. Engaging critically with multicultural young adult literature in the secondary classroom* (pp. 191-196). New York, NY: Routledge.

Glenn, W. J. (2016). Sport as story: Facilitating literature study in the classroom. In A. Brown, & L. Rodesiler (Eds.), *Developing contemporary literacies through sports: A guide for the English classroom* (pp. 2-4). Urbana, IL: National Council of Teachers of English.

Glenn, W. J., & Gort, M. (2014). Preservice teachers' evolving knowledge and practice toward linguistically and culturally responsive pedagogy. In T. Levine, L. Howard, & D. Moss (Eds.), *Preparing classroom teachers to succeed with second language learners: Lessons from a faculty learning community* (pp. 190-218). New York, NY: Routledge. [Research in Teacher Education]

Gort, M., Glenn, W. J., & Settlage, J. (2010). Toward culturally and linguistically responsive teacher education: The impact of a faculty learning community on two teacher educators. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms* (pp. 178-194). Mahwah, NJ: Erlbaum.

Glenn, W. J. (2009). Fictional boys defying patriarchal expectation: A feminist critical analysis of the young adult novels of Karen Hesse. In K. Sanford & R. Hammett (Eds.), *Boys, girls, and the myths of literacies/ learning* (pp. 237-252). Toronto, Canada: Canadian Scholars' Press.

Glenn, W. J. (2008). Rethinking our focus on the future: Reading assessment in the transdisciplinary secondary English classroom. In D. M. Moss, T. Osborn, & D. Kaufman (Eds.), *Interdisciplinary education in an age of assessment* (pp. 119-134). London, UK: Routledge.

Glenn, W. J., Moss, D. M., Kaufman, D., Norlander-Case, K., Case, C., & Lonning, R. (2005). Teachers as leaders, teachers as researchers, teachers who care: The University of Connecticut's journey. In D. M. Moss, W. J. Glenn, & R. L. Schwab (Eds.), *Portrait of a profession: Teachers and teaching in the 21<sup>st</sup> century* (pp. 63-84). Westport, CT: Praeger.

Moss, D. M., & Glenn, W. J. (2005). What's next? Challenges and opportunities facing teachers and the teaching profession. In D. M. Moss, W. J. Glenn, & R. L. Schwab (Eds.), *Portrait of a profession: Teachers and teaching in the 21<sup>st</sup> century* (pp. 207-220). Westport, CT: Praeger.

Glenn, W. J. (2003). Learning to let go: Student participation in the development of an integrated English curriculum. In D. Kaufman, D. M. Moss, & T. Osborn (Eds.), *Beyond the boundaries: A transdisciplinary approach to teaching and learning* (pp. 145-154). Westport, CT: Bergin & Garvey.

Glenn, W. J. (2002). Sex, swearing, and sacrilege: A rationale for the young adult novel, *Vision Quest*. In N. Karolides (Ed.), *Censored books: Critical viewpoints*, vol. 2. (pp. 419-426). Lanham, MD: Scarecrow Press.

### **Select Reviews (from 150+ published reviews)**

Glenn, W. Rev. of *The inexplicable logic of my life*, by Benjamin Alire Sáenz. *ALAN Picks*, Fall 2016.

Glenn, W. Rev. of *The riverman*, by Aaron Starmer. *ALAN Picks*, Summer 2014.

Glenn, W. Rev. of *Loving Will Shakespeare*, by Carolyn Meyer. *Children's Literature*, August/September 2006.

Glenn, W. Rev. of *Swimming in the monsoon sea*, by Shyam Selvadurai. *Children's Literature*, September/October 2005.



Glenn, W. Rev. of *The second summer of the sisterhood*, by Ann Brashares. *Children's Literature*, July/August 2004.

Glenn, W. Rev. of *A northern light*, by Jennifer Donnelly. *Journal of Adolescent and Adult Literacy*, 47(3), Nov. 2003, pp. 265-68.

Glenn, W. Rev. of *Small avalanches and other stories*, by Joyce Carol Oates. *Children's Literature*, April 2003.

Glenn, W. Rev. of *Using young adult literature: Thematic activities based on Gardner's multiple intelligences*, edited by Jacqueline Glasgow. *Children's Literature*, February 2003.

Glenn, W. Rev. of *The complete daily curriculum for early childhood*, by Pam Schiller and Pat Phipps. *Children's Literature*, February 2003.

Glenn, W. Rev. of *Behind the mountains*, by Edwidge Danticat. *Children's Literature*, September 2002.

## **Presentations**

### ***Keynotes and Invited Lectures***

Glenn, W. J. (2020). Sport and society in young adult literature. Keynote to be presented at the Annual Convention of the National Council of Teachers of English. Denver, CO. [cancelled due to COVID-19]

Glenn, W. J. (2015). The realities of school censorship. Keynote presented at the 7 Days and Nights to Investigate, Navigate, Debate and Celebrate Banned Literature event, Eastern Connecticut State University, Willimantic, CT.

Glenn, W. J. (2011). Look in to see out. Invited James Houck Lecture presented at the Annual English Festival, Youngtown State University, Youngstown, Ohio.

Glenn, W. J. (2011). The danger of books. Invited James Houck Lecture presented at the Annual English Festival, Youngtown State University, Youngstown, Ohio.

Glenn, W. J. (2011). Connection and distance: Navigating adolescence through young adult literature. Invited James Houck Lecture presented at the Annual English Festival, Youngtown State University, Youngstown, Ohio.

Glenn, W. J. (2009). The changed and (changing) world of fiction for American teens. Invited lecture presented at the International American Studies Conference, Kristiansand, Norway.

Glenn, W. J. (2007). A critical examination of recent young adult literature consumed by conspicuous consumption. Invited lecture presented at the International Why English? Conference, Oxford University, England.

Glenn, W. J. (2004). Lewd, licentious, lascivious: Literary censorship in schools. Keynote presented at the Banned and Challenged Books event, Eastern Connecticut State University, Willimantic, CT.

Glenn, W. J. (2003). Sex, swearing, and sacrilege: Censorship and textbooks in America. Invited lecture delivered at the Neag School of Education, University of Connecticut, Storrs, CT.

Glenn, W. J. (2003). The value of young adult literature. Invited lecture presented at the annual meeting of the Connecticut Council of Teachers of English, Bridgeport, CT.

Glenn, W. J. (2003). Censorship and young adult literature. Keynote presented at the Banned and Challenged Books event, Eastern Connecticut State University, Willimantic, CT.

Glenn, W. J. (2003). Finding poetic inspiration. Invited lecture at the Connecticut Writing Project Teacher-Student Writing Conference, University of Connecticut, Storrs, CT.

Glenn, W. J. (2002). True confessions of a hypocrite: Failing to make the most of young adult literature in the English classroom. Keynote presented at the annual meeting of the Connecticut Council of Teachers of English, Hartford, CT.

### ***Research Papers Presented at Conferences***

Glenn, W., Caasi, E. (Nov. 2022). The ideological positioning of Simone Biles and Serena Williams in nonfiction for children and young adults: Implications for teaching. Paper presented in the Intersection of Literacy, Sport, Culture, and Society session at the Annual Convention of the National Council of Teachers of English. Anaheim, California.

Glenn, W. (Nov. 2022). Fictional girls who play to play: Pushing on narratives of competition in YA sports literature. Paper presented in the Researching Young Adult Literature: Creating Space to Pursue Light and to Dream session at the Annual Convention of the National Council of Teachers of English. Anaheim, California.

Glenn, W., Kent, C., Kneeland, J. (Nov. 2022). Through a lens of critical love, hope, and heart: Exploring teens' top ten young adult titles for transformative teaching. Paper presented at the Annual Convention of the National Council of Teachers of English. Anaheim, California.

Glenn, W., Banack, A., Caasi, E., Ginsberg, R., Glaws, A., Moore, D., & Torres, F. (Nov. 2022). Locating the self in space and place: The politics of home in young adult literature. Paper presented at the Annual Convention of the National Council of Teachers of English. Anaheim, California. [CHAIR and PRESENTER]

Caasi, E., & Glenn, W. (Nov. 2021). Ideological positioning of Black women athletes in nonfiction for children and young adults. Paper presented in the Intersection of Literacy, Sport, Culture, and Society session at the Annual Convention of the National Council of Teachers of English. Virtual Conference.

Glenn, W. (Nov. 2021). Designs of home: Living spaces as political places. Paper presented in the Young Adult Literature for Equity, Justice, and Antiracist Teaching session at the Annual Convention of the National Council of Teachers of English. Virtual Conference.

Glenn, W. J., & Ginsberg, R. (April 2021). *"It hums in broken lullaby": Emotional and physical manifestations of systemic stress of Indigenous women in #NotYourPrincess.*" Paper presented in the Symposium, Interrogating the Social Imagination: Examining the Renegotiation of Self and Others through Young Adult Literature, at the Annual Meeting of the American Educational Research Association. Virtual Conference. [CHAIR and PRESENTER]

Glenn, W. (Nov. 2020). Place in YAL immigration narratives. Paper accepted for the Confluence of Immigration Narratives: Awards, Authorship, and Experience in International YA Literature session at the annual meeting of the National Council of Teachers of English, Denver, Colorado. [cancelled due to COVID-19]

Caasi, E., & Glenn, W. (Nov. 2020). The positioning of female athletes of color in biographies for young people. Paper accepted for the Sports, Identity, and Literacy: Seeking Meaningful Opportunities for Students' Identity Construction at the Convergence of Sports, Schooling, and Self session at the annual meeting of the National Council of Teachers of English, Denver, Colorado. [cancelled due to COVID-19]

Glenn, W. (Nov. 2020). Intersectional identities in the middle grade novel, *Marcus Vega doesn't speak Spanish*. Paper accepted for the Teaching at the Confluence of Identity: Critical Approaches to YA Literature session at the annual meeting of the National Council of Teachers of English, Denver, Colorado. [cancelled due to COVID-19]

Glenn, W. J., & Ginsberg, R. (April 2020). *"It hums in broken lullaby": Emotional and physical manifestations of systemic stress of Indigenous women in #NotYourPrincess.*" Paper accepted for the Symposium, Interrogating the Social Imagination: Examining the Renegotiation of Self and Others through Young Adult Literature, at the Annual Meeting of the American Educational Research Association. San Francisco, California. [cancelled due to COVID-19]

Glenn, W. (Nov. 2019). Athletic girl on fire: Female athletes in dystopian literature and sports media. Paper presented at the Intersection of Literacy, Sport, Culture, and Society session at the annual meeting of the National Council of Teachers of English, Baltimore, Maryland.

Ginsberg, R., & Glenn, W. (2019). Moments of pause: A model for understanding students' experiences with Muslim young adult literature. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Glenn, W., & King-Watkins, D. (2018). Positions and positionings of "lone wolf" female athletes in young adult literature. Paper presented at the Intersection of Literacy, Sport, Culture, and Society session at the annual meeting of the National Council of Teachers of English (NCTE), Houston, Texas.

Glenn, W. J., & Ginsberg, R. (2018). Tensions between envisioned aims and enacted practices in the teaching of Muslim young adult literature. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York City, New York.

King, D., & Glenn, W. J. (2017). Positioning girls who play with the boys in YA sports fiction: The intersection of literacy, sport, culture, and society. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, Missouri.

Glenn, W. J. (2017). Space, place, and the "American" legacy: Young adult female protagonists and the discovery of self. Paper accepted for the annual meeting of the International Research Society for Children's Literature (IRSCL), Toronto, Canada.

Glenn, W. J. & Ginsberg, R. (2016). Examining responses to young adult literature in English education and English language arts classrooms. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Atlanta, Georgia.

Glenn, W. J. (2015). Sport as story: Facilitating literature study. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Minneapolis, Minnesota.

Glenn, W. J., Ginsberg, R., & King, D. (2015). Resisting and persisting: Identity stability among adolescent readers labeled as struggling. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.

Groenke, S., Coleman-King, C., Price-Dennis, D., Glenn, W., & Haddix, M. (2014). Boundaries, barriers, and bridges: Multicultural young adult literature in preservice teachers' examinations of race. Paper presented at the annual meeting of the Literacy Research Association (LRA), Marco Island, Florida.

Glenn, W. J., & Ginsberg, R. (2014). Permission to question norms and assume agency: Resisting adolescent readers redefine themselves. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, Pennsylvania.

Glenn, W. J., Ginsberg, R., & Zabrocky, J. (2012). It's all in the telling: Multicultural YA literature and the literary aesthetic. Paper presented at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Las Vegas, Nevada.

Glenn, W. J. (2012). Ethnicity and the literary aesthetic: White pre-service teachers developing cultural competence through story. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.

Glenn, W. J. (2011). Developing cultural competence: Pre-service teachers' counter-narrative (re)constructions of people of color in young adult literature. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, Louisiana.

Glenn, W. J. (2010). Norwegian schooling for social democracy. Paper presented at the annual meeting of the National Network of Educational Renewal (NNER), Normal, Illinois.

Glenn, W. J., & Gort, M. (2009). "She still had broken English." Preservice English education students' emergent understanding and implementation of culturally and linguistically responsive pedagogy. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.

Glenn, W. J., & Gort, M. (2008). "She still had broken English." Preservice English education students' emergent understanding and implementation of culturally and linguistically responsive pedagogy. Paper presented at the annual meeting of the National Reading Conference (NRC), Orlando, Florida.

Glenn, W. J., Berg, R., Heintz, K., Gaffey, E., & Puzio, I. (2008). Class, race, sex: Negotiating the self and other through YA literature. Paper presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), San Antonio, Texas.

Glenn, W. J., & Gort, M. (2008). The evolution of a faculty development initiative toward culturally and linguistically responsive teacher education and its impact on two participants' professional development, practice, and curriculum reform efforts. Paper presented at the annual conference on the Teaching English as a Second Language (TESOL), New York City, New York.

Gort, M., Glenn, W. J., & Settlage, J. (2007). Teacher educators' efforts to self-improve in the area of linguistic and cultural diversity: *Al andar se hace camino*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.

Glenn, W. J. (2007). Applying new lenses: Building confidence and developing skills in struggling student writers. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.

Glenn, W. J., & Gort, M. (2007). Mediating tensions in the process of change: Two teacher educators' collaborative efforts at integrating bilingual learner scholarship into the mainstream English Education curriculum. Paper presented at the annual meeting of the National Reading Conference (NRC), Los Angeles, California.

Glenn, W. J., King, D., Heintz, K., Berg, E., & Klapatch, J. (2007). How can I make it fit? Creating the necessary space for YA texts in the ELA classroom. Paper presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), New York City, New York.

Glenn, W. J. (2007). Living democracy in the classroom: Negotiating curriculum as a means of enacting critical literacy. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), New York City, New York.

Glenn, W. J. (2007). Gossiping girls, insider boys, and A-list achievement: Examination of YA novels consumed by conspicuous consumption. Paper presented at the annual meeting of the National Reading Conference (NRC), Los Angeles, California.

Glenn, W. J. (2006). A critical examination of recent young adult literature consumed by conspicuous consumption. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, California.

Kelleher, J., & Glenn, W. J. (2006). Best practice in engaged assessment: Community involvement at the forefront. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, California.

Glenn, W. J. (2005). Real writers as aware readers: Writing creatively as a means to develop reading skills. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Pittsburgh, Pennsylvania.

Glenn, W. J. (2004). Fictional boys defying patriarchal expectation: A feminist critical analysis of the YA novels of Karen Hesse. Paper presented at the annual meeting of the National Reading Conference (NRC), San Antonio, Texas.

Glenn, W. J. (2004). Hole in my life (and theirs): Getting YA literature into the hands of students. Paper presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), Indianapolis, Indiana.

Glenn, W. J. (2003). Out of the box: Beyond interdisciplinary learning and teaching. Paper presented at the annual meeting of the Northeastern Educational Research Association (NERA), Kerhonkson, New York.

Glenn, W. J. (2003). Surprisingly feminist voices: Point of view in Karen Hesse's *Stowaway* and *Witness*. Paper presented at the Conference on Women and Gender, University of Connecticut, Storrs, Connecticut.

Glenn, W. J. (2003). Model versus mentor: Defining the necessary qualities of the effective cooperating teacher. Paper presented at the annual meeting of the Northeastern Educational Research Association (NERA), Kerhonkson, New York.

Glenn, W. J. (2002). Refining through reflection: Using the teaching journal as a catalyst for change. Paper presented at the spring conference of the National Council of Teachers of English (NCTE), Portland, Oregon.

Glenn, W. J. (1999). Einstein and Freud meet Thoreau and Mozart: Integrating instruction in the traditional classroom. Paper presented at the national joint conference of the National Council of the Teachers of English (NCTE) and the National Council of Social Studies (NCSS), Washington, D.C.

### ***Other Conference Presentations***

Glenn, W. J. (2019). Matt Mendez. Roundtable presented at the YA lit *IS* complex! Authors and teachers explore the role of inquiry in writing and discussing young adult literature session at the annual meeting of the National Council of Teachers of English (NCTE). Baltimore, Maryland.

Ginsberg, R., & Glenn, W. (2018). Race, class, power, and privilege: Finding my voice and *Piecing Me Together*. Roundtable presented at the Conference on English Education session at the annual meeting of the National Council of Teachers of English (NCTE), Houston, Texas.

Glenn, W., & Ginsberg, R. (2018). Young adult literature as a mirror. Roundtable presented at the Raising Student Voices by Using YA Literature to Encourage Acting Up and Speaking Out session at the annual meeting of the National Council of Teachers of English (NCTE), Houston, Texas.

Glenn, W. (2018). YA lit *IS* complex: Authors and teachers explore the complexity of writing young adult literature. Roundtable presented at the annual meeting of the National Council of Teachers of English (NCTE), Houston, Texas.

Glenn, W. J., & Ginsberg, R. (2017). Research and young adult literature: Rationales and strategies for using young adult literature in secondary classrooms. Roundtable presented at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, Missouri.

Glenn, W. J., & Ginsberg, R. (2016). Advocating for hope: The Amelia Elizabeth Walden award and its importance in promoting and providing a positive outlook on life for middle and secondary school readers. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), Atlanta, Georgia.

Ginsberg, R., Glenn, W. J., & Moye, K. (2016). Opportunity for advocacy: Examining young adult literature's treatment of erased identities and histories. Session presented at the annual meeting of the National Council of Teachers of English (NCTE), Atlanta, Georgia.

Glenn, W. J. (2016). The role of sport in postcolonial young adult literature: The intersection of literacy, sport, culture, and society. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), Atlanta, Georgia.

Buehler, J., Ginsberg, R., Glenn, W. J., & Stites, R. (2015). Mediating challenges to infusing YA literature into the K-12 curriculum. Panel presented at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Minneapolis, Minnesota.

Glenn, W. J. & King, D. (2015). Great classic and contemporary American nonfiction texts ("Letter from a Birmingham Jail," by Martin Luther King, Jr. and *The Port 50: Disaster, Mutiny, and the Fight for Civil Rights*, by Steve Sheinkin). Roundtable presented at the annual meeting of the National Council of Teachers of English (NCTE), Minneapolis, Minnesota.

Stover, L, Glenn, W. J., Ginsberg, R. (2015). ALAN's Amelia Elizabeth Walden Award: Responsibility towards today's YA readers and the art of young adult literature. Panel presentation at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Minneapolis, Minnesota.

Glenn, W. J., (2015). No safe book: Young adult books, children's literature and censorship. Panel presentation at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Minneapolis, Minnesota.

King, D., & Glenn, W. J. (2014). Eight great multicultural American texts (*The House on Mango Street*). Roundtable presented at the annual meeting of the National Council of Teachers of English (NCTE), Washington, D.C.

Glenn, W. J., & Kaywell, J. (2014). Diane Ravitch: Challenging the dominant narrative of teachers and teaching. Session presented at the annual meeting of the National Council of Teachers of



English (NCTE), Washington, D.C. [CO-CHAIR AND PRESENTER]

Glenn, W. J., & Ward, B. (2014). Defying the censors in defense of democracy. Session presented at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Washington, D.C.

Glenn, W. J. (2013). Speak Loudly: Blurring lines and bold labels in the fight against censorship. Panel presentation at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Boston, Massachusetts.

Glenn, W. J. (2013). Eight great [censored] American YA novels (*The Perks of Being a Wallflower*). Session presented at the annual meeting of the National Council of Teachers of English (NCTE), Boston, Massachusetts.

Glenn, W. J. (2012). Eight great American YA novelists (Laurie Halse Anderson). Session presented at the annual meeting of the National Council of Teachers of English (NCTE), Las Vegas, Nevada.

Glenn, W. J. (2012). In the name of protecting kids: Censorship, schools, and young adult literature. Panel presentation at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Las Vegas, Nevada.

Glenn, W. J. (2010). The author's craft: Young adult literature as impetus for writing. Panel presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), Orlando, Florida.

Glenn, W. J. (2008). Race and class in YA novels. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), San Antonio, Texas.

Glenn, W. J. (2007). Teaching adolescent literature: Opportunities, challenges, promising new directions. Session presented at the annual meeting of the National Council of Teachers of English (NCTE), New York City, New York.

Glenn, W. J. (2005). Power and propaganda: Applying the lens of critical pedagogy. Workshop presented at the annual meeting of the New England Association of Teachers of English (NEATE), Nashua, New Hampshire.

Glenn, W. J. (2005). Creating savvy consumers: Exploring advertising in the English Language Arts classroom. Workshop presented at the annual meeting of the New England Association of Teachers of English (NEATE), Nashua, New Hampshire.

Glenn, W. J. (2005). Crossing the line: An interdisciplinary approach to the study of propaganda. Workshop presented at the annual meeting of the New England Association of Teachers of English (NEATE), Nashua, New Hampshire.

Thorson, R., Moss, D. M., & Glenn, W. J. (2005). Stone wall secrets. Session presented at the annual meeting of the National Science Teachers Association (NSTA), Hartford, Connecticut.

Glenn, W. J. (2005). Creating critical consumers: Evaluating media in the English Language Arts classroom. Session presented at the Northeast Media Literacy Conference, Storrs, Connecticut.

Kelleher, J., Glenn, W. J., & Marcus, A. (2005). Ambassadors of assessment: Creating a positive climate of assessment. Session presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Washington, D.C.

Glenn, W. J., Kaufman, D., & Seal, M. (2004). Writing with your students: A primer for the novice and the nervous. Workshop presented at the annual meeting of the National Council of Teachers of English (NCTE), Indianapolis, Indiana.

Glenn, W. J. (2004). Bringing in the outside: Using current events to enhance curriculum. Workshop presented at the annual meeting of the New England Association of Teachers of English (NEATE), Nashua, New Hampshire.

Glenn, W. J. (2004). All in the name of protecting our kids: Censorship, schools, and young adult literature. Session presented at the Rhode Island Conference on Literature for Young People, Rhode Island College, Providence, Rhode Island.

Glenn, W. J. (2004). Exploring, experimenting, excelling: Using multi-genre writing to enhance traditional forms. Session presented at Confratute, University of Connecticut, Storrs, Connecticut.

Glenn, W. J. (2004). Encouraging critical consumption in the English Language Arts classroom. Session presented at the Northeast Media Literacy Conference, Storrs, Connecticut.

Glenn, W. J. (2003). Nothing but the truth: Admitting (and overcoming) failure to get YA books in the hands of kids. Session presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), San Francisco, California.

Glenn, W. J. (2003). Cues . . . set . . . action! Drama for the non-dramatic. Workshop presented at the annual meeting of the New England Association of Teachers of English (NEATE), Nashua, New Hampshire.

Glenn, W. J. (2003). Finding poetic inspiration. Workshop presented at the Annual Connecticut Writing Project Teacher/Student Writing Conference. University of Connecticut, Storrs, Connecticut.

Glenn, W. J. (2002). Making meaning through metaphor: Teaching the content of our character. Workshop presented at the annual meeting of the New England Association of Teachers of English (NEATE), Nashua, New Hampshire.

Glenn, W. J. (2001). Tradition with a twist: Making old plays new. Workshop presented at joint conference of the Arizona English Teachers Association and Two-Year College Association-West (TYCA), Coolidge, Arizona.

Glenn, W. J. (1999). Integrated thematic instruction. Session presented at the Mesa Public Schools Language Arts Symposium, Mesa, Arizona.

### *Conference Leadership Roles*

Respondent, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers at the annual meeting of the National Council of Teachers of English (NCTE), Anaheim, CA (Nov. 2022).

Respondent, ELATE teaching session at the annual meeting of the National Council of Teachers of English (NCTE), Anaheim, CA (Nov. 2022).

Respondent, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers at the annual meeting of the National Council of Teachers of English (NCTE), Virtual Conference (Nov. 2021).

Symposium Chair, Interrogating the social imagination: Examining the renegotiation of self and others through young adult literature at the Annual Meeting of the American Educational Research Association. Virtual Conference (April 2021).

Respondent, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers at the annual meeting of the National Council of Teachers of English (NCTE). Virtual Conference (Nov. 2020).

Faculty Mentor, L. Ramon Veal research seminar at the annual meeting of the National Council of Teachers of English (NCTE). Virtual Conference. <https://www2.ncte.org/groups/elate/l-ramon-veal-research-seminar/> (Nov. 2020).

Symposium Chair, Interrogating the social imagination: Examining the renegotiation of self and others through young adult literature at the Annual Meeting of the American Educational Research Association. San Francisco, California. [cancelled due to COVID-19] (April 2020).

Mentor, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, Maryland (Nov. 2019).

Faculty Mentor, L. Ramon Veal Research Seminar at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, Maryland (Nov. 2019).

Mentor, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers at the annual meeting of the National Council of Teachers of English (NCTE), Houston, Texas (Nov. 2018).

Respondent, Recapturing the YA voice in literature: Culture, family, and identity at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, Missouri (Nov. 2017).

Mentor, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, Missouri (Nov. 2017).

Discussant, A new literary lens on the horizon: Reading stories of adolescence/ts through a youth lens (Petrone, Sarigianides, Thein, Sulzer, Schmidt, Lewis, Borsheim-Black & Knieling) at the annual meeting of the National Council of Teachers of English (NCTE), Washington, D.C. (Nov. 2014).

### **Outreach and Public Scholarship**

Featured Media Speaker, CU School of Education, Resource person for K12 educators and administrators connected to book banning and censorship (2022-2023).

Featured Scholar, Interviewed for *School of Education Magazine* article, Love of books (by Hannah Fletcher) (2022).

Featured Scholar, Interviewed for *CU Boulder Today* article, As book bans rise across the country, one former teacher argues for letting kids read (by Dan Strain) (2022).

<https://colorado.edu/today/2022/08/25/book-bans-rise-former-teacher-argues-letting-kids-read>

EdTalk Speaker, CU School of Education, The double-edged sword of story: Literary censorship in schools (2022).

Invited Speaker, School of Education Faculty Mentoring Committee. Topic: Advising PhD Students (2022).

Invited Endorser, *Bringing sports culture to the English classroom: An interest-driven approach to literacy instruction* (by Luke Rodesiler, Teachers College Press) (2022).

Academic Research Advisor, Cecily von Ziegesar in the *Children's Literature Review: Reviews, Criticism, and Commentary on Books for Children and Young People*, vol. 239 (ed. Carol A. Schwartz, Farmington Hills, MI: Gale, pp. 83-183) (2020).

Curriculum Developer, Teaching guide for the young adult novel, *Barely Missing Anything* (by Matt Mendez), Simon & Schuster Publishing (2019).

Curriculum Developer, Teaching guide for the young adult novel, *With a Star in My Hand* (by Margarita Engle), Simon & Schuster Publishing (2019).

Blog Post Author, Entry for the NCTE teacher professional development site, Literacy and NCTE, to feature Glenn, W. J., & Ginsberg, R. (2016). <http://www2.ncte.org/blog/2019/01/resisting-readers-identity-reconstruction-across-english-young-adult-literature-course-contexts/> (2019).

Invited Endorser, *Breaking the taboo with young adult literature* (by Victor Malo-Juvera & Paula Greathouse, Rowman & Littlefield) (2019).

Invited Endorser, *Constructing the adolescent reader in contemporary young adult fiction* (by Elisabeth Gruner, Palgrave Macmillan) (2019).

Facilitator, Responding to Reviewers session, CU Boulder Literacy Studies Specialty Seminar (Fall 2019).

Co-facilitator (with Dr. Mileidis Gort), CV Development Workshop, CU Boulder Literacy Studies and EECD Specialty Seminar (Fall 2018).

Co-facilitator (with Kent Willman), Two-day Interdisciplinary Teaching Workshop, CU Boulder Secondary English and Social Studies licensure candidates (Spring 2018).

Cited Expert, New York State School Board Newsletter article focusing on the appeal of dystopian young adult literature to adolescents, particularly given the critique of national politics under Donald Trump (Jan. 2018).

Guest Lecturer, Ohio State University PhD course, Academic Publishing in Children's and Young Adult Literature, Michelle Abate (Instructor) (Jan. 2018).

Co-facilitator (with Dr. Alan Marcus), Full-day interdisciplinary workshops with University of Connecticut preservice teachers, Mediating dilemmas in the teaching of the Holocaust. [Sponsored by the US Holocaust Memorial Museum] (2016, 2014, 2012).

Curriculum Developer, Readers' guide for the young adult novel, *The smell of other people's houses* (by Bonnie-Sue Hitchcock). Random House Publishing (Spring 2016).

Curriculum Developer, Readers' Guide for the young adult novels, *Every day* and *Another day* (by David Levithan). Random House Publishing (Spring 2015).

Curriculum Developer, Literature response curriculum for the Great Connecticut Caper Novel Project sponsored by the *Connecticut Humanities Council* (2014-2015).

Curriculum Developer, Readers' Guide for the young adult novel, *In the here and now* (by Ann Brashares). Random House Publishing (Fall 2013).

Cited Expert, French edition of *Slate* magazine article regarding genre and contemporary young adult fiction. (Dec. 2013).

Cited Expert, *Le Monde*, "La faim justifie-t-elle les moyens?" In C. Gallot's review of *The Hunger Games*, by Suzanne Collins. (April 2012).

Cited Expert, Attested to the literary value and teen appropriateness of the young adult novel, *The Perks of Being a Wallflower*, by writing a letter on behalf of the author (Stephen Chbosky) to the Motion Picture Association of America (March 2012).

Facilitator, Four-day professional development series (lesson planning, classroom management, writing instruction, classroom assessment) presented to Arizona junior and senior high school teachers, Arizona State University, Tempe, Arizona (1999).

Facilitator, Four-day professional development series (lesson planning, classroom management, writing instruction, classroom assessment) presented to graduate teaching assistants, Arizona State University, Tempe, Arizona (1999).

### **Editorships, Fellowships, and Grants**

Invited Consultant, The SUNPADD (Space weather forecasting with uncertainty prediction using physics and data driven models) Project. National Science Foundation. PI: Vijay Harid, University of CO, Denver. Spring 2020. Unfunded.

Co-PI (with Sue Hopewell, Silvia Nogueron-Liu, Jamy Stillman, and Deb Palmer), Preparing excellent teachers for diverse communities with critical multicultural children's literature. CU Diversity and Inclusive Excellence Grants. 2018-2019. Funded at \$3000.

Principal Investigator, Exploring and expanding understandings of Islam through young adult literature. UConn Humanities Institute. Spring 2017. Funded at \$8,000.

Principal Investigator, Multicultural Children's and Young Adult Literature Research Center. UConn Academic Plan Funding Competition. Fall 2016-Spring 2019. \$274,000. Unfunded.

Principal Investigator, Female preservice teachers of color examine race through multicultural literature. White House Collaborative Funding Competition, Fall 2016-Spring 2017. Unfunded.

Lead Facilitator, Multicultural Children's and Young Adult Literature Research Center, UConn Teachers for a New Era, Summer 2016. Funded at \$15,000.

Program Coordinator, Letters about Literature Program (CT). US Library of Congress, 2015-2017. Funded annually at \$900.

United States Holocaust Memorial Museum Faculty Fellow, American Association of Colleges of Teacher Education (AACTE), May 2012. Funded.

Fulbright Scholar. As a Roving Scholar, I visited public schools throughout Norway to discuss American life and culture with Norwegian students in grades 8-10, model innovative teaching practices, and provide professional development for classroom teachers and pre-service teacher candidates. 2009-2010. Funded.

Senior Researcher, Project PREPARE-ELLs (Dr. Thomas Levine, P.I.). Teachers for a New Era, 2009-2012. Funded at \$100,000.

Literature and Literary Analysis Section Editor, *Journal of Literacy Research (JLR)*. Literacy Research Association (LRA), 2006-2008. Funded.

Senior Literacy Consultant, Project STORY (Dr. Michael Faggella-Luby, P.I.). Institute for Educational Sciences (IES), 2007. \$1,000,000. Unfunded.

Literacy Consultant, Content based vocabulary instruction: Using cognates to promote the vocabulary development and reading comprehension of native Spanish speaking adolescents (Dr. Elizabeth Howard, P.I.). Institute for Educational Sciences (IES), 2007-2011. Funded at \$1,500,000.

Principal Investigator, Negotiating curriculum as means of enacting critical literacy. Spencer Foundation, 2006. \$55,000. Unfunded.

Principal Investigator, Writing workshop in the middle school classroom. Teachers for a New Era, 2005-2006. Funded at \$20,000.

Principal Investigator, Using small group case discussions with first-year English teachers to build confidence and increased student performance in writing. Teachers for a New Era, 2005-2006. Funded at \$3,500.

Research Fellow, Teachers for a New Era, 2005-2006. Funded.

Co-principal Investigator, Using children's literature as a springboard for interdisciplinary work in language arts and science. National Science Foundation, 2004-2005. Funded at \$150,000.

## Service

### *National Service Activities*

#### *Assembly on Literature for Adolescents (ALAN)*

- Past President, President, President-elect (2009-2012)
- Senior Editor, *The ALAN Review* (Fall 2012-Spring 2019)
- Mentor, New Attendee Mentorship Program (2022)
- Executive Director Search Committee (2020)
- ALAN Mentor (mentoring program for PhD students) (2020-2021)
- Diversity Committee (2018-2019)
- Smith-Carlsen Grant Development and Review Committees (2014-2017)
- ALAN Award Committee (2013-2017)
- Chair and Column Editor, Censorship Committee (2011-2014)
- Foundation Grant Reviewer (2012-2018)
- University Student Affiliate Planning Committee (2012-2013)
- Mentoring Committee (2011-2015)
- Chair, *The ALAN Review* Ad Hoc Evaluation Committee (2011-2012)
- Founding Chair, Chair, and Past Chair, Amelia Elizabeth Walden Book Award Committee (2008-2012)



- Chair (2010-2011), Member (2009-2010, 2011-2012) Hipple Award Committee
- Executive Director Search Committee (Fall 2010)
- Director, Executive Board (2005-2009)
- Program Consultant, Annual Workshop (2006, 2007, 2008, 2009, 2010, 2011, 2015, 2016, 2020)
- Ad Hoc Committee to evaluate Assembly versus Conference Status (2007-2008)
- Elections Committee (2007-2008, 2006-2007)
- Green Earth Book Award Selection Committee (2007-2008)

*National Council of Teachers of English (NCTE)*

- Special Drafting Group for the NCTE Statement on Classroom Libraries (Summer 2017):  
[http://www.ncte.org/positions/statements/classroom-libraries?utm\\_content=buffer6e571&utm\\_medium=social&utm\\_source=facebook.com&utm\\_campaign=buffer](http://www.ncte.org/positions/statements/classroom-libraries?utm_content=buffer6e571&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer)
- Standing Committee Against Censorship (2012-2016)
- Chair, Special Drafting Group for NCTE Principles for Defending Intellectual Freedom in Education (Fall 2013): <http://www.ncte.org/positions/statements/principles-intell-freedom>
- Chair, Nominating Committee (2005-2006)
- Judge, Achievement in Student Writing Program (2005-2007)

*United States Board on Books for Youth (USBBY)*

- Astrid Lindgren Memorial Award Committee (2013-2015)

*American Educational Research Association (AERA)*

- Invited Reviewer, Division K, Section 1 Proposal Submissions for the 2021 Annual Meeting in Orlando, FL (Summer 2020)
- Chair, AERA Division K Exemplary Research on Teaching and Teacher Education Committee (Fall 2018-Spring 2019)
- Invited Reviewer, Division K Proposal Submissions for the 2019 Annual Meeting in Toronto, Canada (Summer 2018)
- Early Career Awards Committee (2011-2013)
- Invited Reviewer, Division L Proposal Submissions for the 2019 Annual Meeting

*National Reading Conference (NRC)/Literacy Research Association (LRA)*

- Literature and Literary Analysis Section Editor, *Journal of Literacy Research (JLR)* (2006-2008)
- Outstanding Student Research Award Committee (2006-2008)
- Co-chair, Public Relations Initiative (2005-2006)
- Co-chair, Conference Program (Children's, Youth, and Adult Literature) (2004)

*Conference on English Education (CEE)*

- Commission on the Study and Teaching of Adolescent Literature (2004-2006)
- Task Force on Young Adult Literature (2006-2007)

*Review Work*

- Manuscript reviewer/Editorial board member for

*Action in Teacher Education*

*Barnelitterært Forskningstidskrift: Nordic Journal of Childlit Aesthetics*

*Children's Literature Association Quarterly*

*Critical Inquiry in Language Studies*

*English Education*

*English Journal*

*English Teaching: Practice and Critique*

*Equity and Excellence in Education*

*Feminist Formations*

*International Research in Children's Literature*

*Journal of Adolescent and Adult Literacy*

*Journal of Literacy Research*

*Journal of Teacher Education*

*Journal of Teaching and Learning*

*NCTE Books*

*Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*

*Research in the Teaching of English*

*Reading Research Quarterly*

*The ALAN Review*

*Women in Sport and Physical Activity Journal*

- National Steering Committee Member, Children's/Young Adult Literature Symposium, University of Florida (2011-2013)
- Advisory Board Member, Sage *Contemporary Readings in Literacy Education* series
- Proposal Reviewer, International Reading Association (IRA) Annual Conference

### ***Regional Service Activities***

#### *New England Association of Teachers of English (NEATE)*

- Executive Board Member (2003-2008)
- Co-chair, Committee on the Profession (2003-2005)
- Conference Committee (2003-2008)
- Co-organizer, Collaboration across the levels: A spring conversation about teaching writing, Trinity College, May 31, 2003

#### *Northeastern Educational Research Association (NERA)*

- Conference Program Committee (2002-2003)
- Teacher as Researcher Selection Committee (2003-2004)
- Development Committee (2003-2005)

### ***State Service Activities***

#### *Connecticut Council of Teachers of English (CCTE)*

- President and President-Elect (2005-2007)
- Conference Chair, Booting up in the 21<sup>st</sup> century: Technology in today's English/ Language Arts classroom, Storrs, CT, October 1, 2005

#### *Arizona English Teachers Association (AETA)*

- Executive Board Member (1998-2002)
- Program Chair for Fall Conference (1999)
- Publicity Chair for Fall Conference (2001)

## *University Service Activities*

### *University of Colorado Boulder*

- Elected Member of the Boulder Faculty Assembly Intercollegiate Athletics Committee (Fall 2022-present)
- Invited Member of the Buffs One Read Selection Committee (2022-2023)
- Rater of three CU School of Education colleagues using the CU Boulder 360 Development Tool (Human Resources) (Fall 2022)
- Nominated Reviewer in the CU 2022 Fiscal Certification and Assessment process (Summer 2022)
- Invited Mentor, CU Faculty Cross Campus Mentoring Program, two Assistant Professors in the School of Engineering (2021-2022)
- Norlin Library Children's and Young Adult Literature Collection Advisory Group (2021)
- Invited Speaker, Careers in English Panel, CU English Department (Spring 2021)

### *University of Connecticut*

- Liaison, Connecticut Writing Project (Spring 2003-2017)
- Faculty Teaching Mentor, Institute for Teaching and Learning (2006-2017)
- Aetna Advisory Board, Department of English (2011-2017)
- Fulbright Scholarship Committee (2015-2017)
- Mentor, IDEA Grant student applicants (Spring 2016-Spring 2017)
- Evaluator, IDEA Grant submissions (Spring 2016)
- Undergraduate Commencement Marshal (2004-2009, 2011-2015)
- Experimental Classroom Committee (Spring 2015)
- Reviewer, Institute for Teaching and Learning Teacher Scholar Award (Spring 2013)
- Provost's Library Advisory Committee (Fall 2012)
- Institute for Teaching and Learning Director of Faculty Development Search Committee (2012)
- Internal Evaluator, University Writing Center Review (Spring 2011)
- Husky Ally Safe Zone Training Participant (2010-2011)
- Department Representative, Graduate Faculty Council (2005-2009)
- University Interdisciplinary Courses Committee (2008-2009)
- Undergraduate Education and Instruction Group (2008-2009)
- Cultural and Artistic Life Review Committee (2007-2008)

- Plagiarism Task Force (2004-2006)
- Teachers for a New Era (TNE) Research Committee (2004-2005)
- Faculty Mentor for Education Cluster of University Housing (2004-2005)
- Young Adult Literature Course Development Committee (2004-2005)
- Children's Literature Position Search Committee (English Department) (Spring 2004)

### *School Service Activities*

#### *University of Colorado Boulder*

- Chair, Secondary Humanities Teacher Licensure (2018-present)
- Co-Chair (2018-2021) and Member (2018-present), Teacher Education Leadership Team
  - Program Reauthorization (Fall 2022)
  - Orientation/Onboarding Subcommittee (Fall 2022)
  - Field Coach Roles and Responsibilities Subcommittee (Fall 2022)
  - Partner District Communication and Expectations Subcommittee (Fall 2022)
- Member, Undergraduate Leadership Council (2021-present)
- Faculty Mentor, Adam Crawley (2022-present)
- Chair, Dr. Sara Staley's Mid-Tenure Review Committee (PUEC) (Fall 2022)
- Member, Scholar Selection Committee for the Doctoral Pathway Mentorship Program (Fall 2022)
- Reviewer, Future Educator Honor Roll Selection Committee (Spring 2022)
- Classroom Observer, Dr. Stephanie Toliver (PUEC) (Spring 2022)
- Classroom Observer, William Lindsay (PUEC) (Spring 2022)
- Member, Future Educator Honor Roll, Review Committee (Spring 2022)
- Faculty Mentor, Dr. Kristina Stamatis, University of Nebraska Omaha (2021-2022)
- Member, Dean's Advisory Council (2018-2021)
- Director, Secondary Teacher Education (2018-2021)
- Faculty Mentor, Dr. Ashley Cartun (2019-2021)
- School Representative, Ed Prep Lab (2019-2021)
- Member, Teacher Learning, Research, and Practice Faculty Search Committee (2021)
- Classroom Observer, Bethy Leonardi PUEC evaluation (Fall 2021)
- Classroom Observer, Sara Staley PUEC evaluation (Fall 2021)
- Member, Pathways Mentorship Faculty Review Committee (2021)

- Interim Chair, Teacher Learning, Research, and Practice (Spring/Summer 2020)
- Faculty Mentor, Pathways Mentorship Program (2020)
- Co-organizer and Co-facilitator (with Lizz Bohl and Chelsea Kent), Welcome Week session for TLRP PhD Finalists (Spring 2020)
- Member, PhD Core Development Committee (2019-2020)
- Member, Scholarship Review Committee (teacher licensure candidates) (2019-2020)
- Member, Transnational/Study Abroad Initiative (2019-2020)
- Faculty Advisor, *The Assembly: A Journal for Public Scholarship on Education* (2019-2020)
- Member, TLRP Program Development and Design (2018-2019)
- Chair, Sara Staley's PUEC, Assistant Research Professor (2019)
- Co-chair (with Dr. Sara Staley), Secondary Humanities Program Redesign (2017-2018)
- Member, Faith Boninger's PUEC, Assistant Research Professor (2018)

#### *University of Connecticut*

- Chair (2010-2011) and Member (2001-2017), Teacher Education Admissions Committee
- Volunteer, University Open House (2002-2017)
- Co-chair (Fall 2016) and Member (2016-2017), Creativity and Innovation Task Force
- Co-chair, Social Justice Working Group, Teacher Education Program Redesign (Spring 2014-2016)
- English Language Learner Study Group: Project PREPARE-ELLs (2006-2014)
- Professional Development for Cultural Competency Committee (2012-2014)
- Dean Search Committee (Spring and Fall 2013)
- Chair, Teacher Education Admissions Writing Review Subcommittee (2012-2013)
- Online Courses Committee (2011-2012)
- National Network for Educational Renewal (NNER) Community Initiative Liaison with Willington Public Schools (2006-2011)
- Community Building Committee (2009-2011)
- Chair, Teacher Education Program Redesign Steering Committee (2010-2011)
- Chair, Teacher Education Program Redesign Areas of Focus Committee (2010-2011)
- Undergraduate Commencement Committee (2010-2011)
- Teacher Education Assessment Subcommittee (2010-2011, 2003-2005)
- Sports Management Faculty Search (2006-2008)

- Neag Literacy Advisory Group (2006-2008)
- Course Renumbering Committee (2006-2007)
- Teacher Certification Program for College Graduates Admissions Committee (2004-2006)
- Assistant Research Professor in Residence Search Committee (2006)
- Teacher Education Clinical Faculty Search Committee (2006)
- Teacher Certification Program for College Graduates Clinical Faculty Search Committee (2005)
- Teacher Candidate Assessment Subcommittee on Teacher Candidate Assessment (2004-2005)
- Redesign of Junior Core Courses Task Force (2005)
- Co-chair, Fifth-Year Graduate Seminar Poster Session (2005)
- Teacher Candidate Assessment Subcommittee on Faculty Climate (2004-2005)
- Academic Advisor I Search Committee (2004)
- Survey Reviewer for Teachers for a New Era/CT State Department of Education faculty survey on the BEST program (2004)
- Survey Reviewer for Teachers for a New Era/CT State Department of Education student survey on the BEST program (2004)
- Carnegie Grant Proposal Committee for the Neag School of Education and College of Arts and Sciences (2003)

### *Unit /Department Service Activities*

#### *University of Colorado, Boulder*

- Author, Secondary Humanities report for the School of Education licensure programs accreditation process (2021-2022)
- Organizer and Facilitator, Program orientation events for Secondary Humanities licensure students (undergraduate and MA+) and mentor teachers (2018-present)
- Program Representative, Secondary Humanities Licensure at annual recruitment events—Admitted Students Day, Online Open House, and Graduate Preview Day (2018-present)
- Scheduler, Secondary Humanities licensure courses each semester (2018-present)
- School Partner, Ongoing work Casey MS and Centennial MS (2021-present)
- Designer, Secondary Humanities Mentorship Program (Spring 2022)
  - Designed and facilitated the Spring Program Gathering (Feb. 2022)
  - Designed and disseminated an interest survey to undergraduates
  - Worked with an undergraduate student to create a Discord server

Designed and facilitated an International Teaching Panel (April 2022)

Designed and facilitated a Game Night (Nov. 2022)

- Classroom Observer, Andrea Glaws (Spring 2022)
- Chair, Literacy Studies/Secondary English Education Search Committee (2020)

*University of Connecticut*

- Member, Secondary Field of Study Graduate Admissions Committee (2002-2017)
- Member, Student Scholarships and Awards Committee (2006-2017)
- Member, New Faculty Mentoring Committee (2011-2017)
- Member, Promotion and Tenure Review Committee (2011-2012, 2016-2017)
- Faculty Mentor, Undergraduate Honors' Program (2007-2008, 2012-2013, 2014-2015, 2015-2016)
- Author, Report for English Education NCATE accreditation (2013, 2008)
- Member, Literacy Faculty Search Committee (2012-2013)
- Chair, Instrumental Music Education Faculty Search Committee (2010-2011)
- Chair, World Languages Faculty Search Committee (2010-2011)
- Member, Department Merit Committee (2002-2008)
- Member, Assistant Professor in Reading Search Committee (2010-2011, 2007-2008)
- Member, Program Assessment for Reaccreditation by NEASC Committee (2006-2008)
- Member, Urban Education Search Committee (2007-2008)
- Chair (2005-2007) and Member (2003-2007), Graduate Admissions Committee
- Member, PhD Ad Hoc Program Committee (2005-2006)
- Member, TESOL Program Development Committee (2004-2006)
- Member, London Study Abroad Admissions Committee (2003-2006)
- Member, Secondary Social Studies Education Search Committee (2004-2005)
- Member, Literacy Position Search Committee (2003-2005)
- Member, Science Education Position Search Committee (2003-2004)
- Member, Textbook Review Committee (2002-2004)
- Member, Planning Committee for the Donald Graves Writing Conference (2003)
- Member, Graduate Program Evaluation Committee (2002-2003)

***Other Service Activities***



- Mentor, Anna Royal, BVSD middle school teacher engaging in the Summit Master Teacher experience (Fall 2019-Spring 2020)
- Faculty Mentor, Fulbright proposal for a PhD student at Ohio State University (Fall 2018)

### **Selected Honors and Awards**

- President's Teaching Scholar Award Recipient, CU System (2023)
- Nilsen-Donelson Award (ALAN) for the best article featured in *The ALAN Review*: "It never starts with machetes": Interrupting Intergenerational Transmission of Biases through Speculative YA Fiction (2022)
- Ted Hipple Service Award, Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN) (2020)
- Best Should Teach Gold Award Recipient, University of Colorado, Boulder (2019)
- Richard A. Meade Award for Research in English Education, Developing understandings of race: Preservice teachers' counter-narrative (re)constructions of people of color in young adult literature, *English Education*. National Council of Teachers of English (NCTE) (2013)
- Kappa Kappa Gamma Outstanding Professor, University of Connecticut, Storrs (2013, 2012)
- Invited James Houck Lecturer (2011)
- Fulbright Scholar, Norway (2009-2010)
- University Teaching Fellow, University of Connecticut, Storrs (2009)
- Model Teacher, Institute for Teaching and Learning Exemplary Teacher Electronic Professional Development Series, University of Connecticut, Storrs (2007-2008)
- Nominee, Early Career Achievement Award, National Reading Conference (2007-2008)
- Research Fellow, Teachers for a New Era (2005-2006)
- Excellence in Teaching Award, New England Association of Teachers of English (NEATE) (2003)
- Regents Graduate Academic Scholar, Arizona State University, Tempe (2000-2001, 2001-2002)
- Outstanding Teacher Award, Dobson High School (selected by students) (1997-2000)
- University of Arizona Outstanding Teacher Award (1999)
- Target (Dayton-Hudson) Outstanding Teacher Award (1999)
- Outstanding Teacher Award, Stapley Junior High (selected by Mark Olderog, Principal) (1995)
- Most Inspirational Teacher Award, Stapley Junior High (selected by students) (1995)
- National Fellow, Alpha Lambda Delta Honor Society (1992)
- Honors College Thesis, *The Extent to Which Shakespeare was Dependent Upon Ovid as a Classical Source for his Venus and Adonis* (1990)

- Phi Beta Kappa National Honor Society (1992)
- Golden Key National Honor Society (1990)
- Phi Kappa Phi National Honor Society (1990)
- Alpha Lambda Delta Honor Society (Vice-President) (1989)
- Sigma Tau Delta English Honorary Society (1989)