



ASHLEY SUMMER BOYD
ASSISTANT PROFESSOR
DEPARTMENT OF ENGLISH
WASHINGTON STATE UNIVERSITY
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EDUCATION

- 2014 **Ph.D.**, University of North Carolina at Chapel Hill
Culture, Curriculum and Change
- 2005 **MAT**, University of North Carolina at Chapel Hill
English Education
- 2004 **B.A. with Honors**, University of North Carolina at Chapel Hill
English

PROFESSIONAL EXPERIENCE

- 2014-present Assistant Professor, Department of English, Washington State University
- 2015-present Affiliate Faculty, College of Education, Cultural Studies and Social
Thought in Education, Washington State University
- 2015-2017 Investigator, Minnesota Arts Integration Program Evaluation
- 2015 Instructor, Cougar Quest, Washington State University
- 2010-2014 Instructor and Research Assistant, School of Education, University of
North Carolina at Chapel Hill
- 2014, 2013 Instructor, Duke Talent Identification Summer Studies Program,
University of Georgia
- 2013 Researcher, Minnesota Arts Integration Program Evaluation
Research Director: Dr. George Noblit
- 2012 On Site Director, Duke Talent Identification Summer Studies Program,
Davidson College

2011-2013 Practicum Supervisor for MAT English, School of Education, University of North Carolina at Chapel Hill

2005-2010 Secondary English Teacher, South Brunswick High School, Southport, NC

CURRENT LICENSURE AREAS

North Carolina Secondary English

COURSES INSTRUCTED OR ASSISTED

Washington State University

ENGL 548 Graduate Seminar in Critical Cultural Theory: *Critical Literacy, Critical Theory, and Critical Pedagogy*

ENGL 325 Young Adult Literature

ENGL 323 Approaches to Teaching English

T&L 528 Literacy within the Disciplines

University of North Carolina at Chapel Hill

EDUC 533 Social Justice in Education
Instructor: Dr. George Noblit

EDUC 641 Introduction to Teaching in the
21st Century

RESEARCH AND SCHOLARSHIP

**Denotes collaboration with undergraduate student*

*** Denotes collaboration with graduate student*

Books

Boyd, A. (2017). *Social justice literacies in the English classroom: Teaching practice in action*. New York, NY: Teachers College Press. (143 pp.).

Pennell, S., Boyd, A., Parkhouse, H. & LaGarry, A. (Eds.) (2017). *Possibilities in practice: Social justice teaching in the disciplines*. New York, NY: Peter Lang. (259 pp.).

Refereed Articles

- Jeffries, M.** & Boyd, A. (accepted). Cultivating queer resilience and resistance in Trump's America: Employing critical hope as a framework in LGBTQ+ centers. *Journal of Critical Scholarship on Higher Education and Student Affairs*.
- Boyd, A. & Darragh, J. (2017). Rigor, young adult literature, and socioeconomics: An analysis of high school literacy teachers' text choices from national survey data. *Wisconsin English Journal* 59 (1-2).
- Boyd, A. & Bereiter, T*. (2017). 'I don't really know what a fair portrayal is and what a stereotype is': Pluralizing transgender narratives with young adult literature. *English Journal*, 107(1), 13-18.
- Dyches, J. & Boyd, A. (2017). Foregrounding equity in teacher education: Toward a model of social justice pedagogical and content knowledge (SJPACK). *Journal of Teacher Education*, 68(5), 476-490.
- Boyd, A. & Dyches, J. (2017). Taking down walls: Countering dominant narratives of the immigrant experience through the teaching of *Enrique's Journey*. *The ALAN Review*, 42(2), 31-42.
- Matteson, H.* & Boyd, A. (2017). Are we making "PROGRESS"? A social justice framework for engaging preservice teachers in textual analysis. *Journal of Language and Literacy Education*, 13(1), 28-54.
- Boyd, A. & Glazier, J. (2017). The choreography of conversation: An exploration of collaboration and difficult discussions in cross disciplinary teacher discourse communities. *The High School Journal*, 100(2), 130-145.
- Boyd, A., La Garry, A., & Cain, J. (2016). Moving from self to system: A framework for social justice centered on issues and action. *International Journal of Critical Pedagogy*, 7(2), 171-197.
- Glazier, J., Boyd, A., Hughes, K., Able, H. & Mallous, R. (2016). The elusive search for teacher collaboration. *The New Educator*, 13(1), 3-21.
- Boyd, A. & Noblit, G. (2015). Engaging students in autobiographical critique as a social justice tool: Deconstructing and reconstructing narratives of meritocracy and privilege with preservice teachers. *Educational Studies* 51(6), 441-459.
- Boyd, A. & Pennell, S. (2015). Batteries, big red, and busses: Using critical theory to read for social class in *Eleanor & Park*. *Study and Scrutiny* 1(1), 95-124.
- Boyd, A., Gorham, J., Justice, J., & Anderson, J. (2013). Examining the apprenticeship of observation with preservice teachers: The practice of blogging to facilitate autobiographical reflection and critique. *Teacher Education Quarterly* 40(3), 27-49.

Anderson, J., Justice, J., Gorham, J., Wall, S., Boyd, A., Nichols, K., & Altheiser, L. (2013). The affordance of blogging on establishing communities of practice in a pre-service elementary teacher education program. *Journal of Technology and Teacher Education*, 21(1), 49-88.

Book Chapters

Jeffries, M.**, Boyd, A., Lash, Johnna, & Ferry, N.** (accepted). Privilege and practice: Examining gender through personal narrative. In S. Woolley and L. Airton (Eds.) *K-12 gender diversity curriculum*. Collection under review with major press.

Butler, T. & Boyd, A. (accepted). Cultivating critical content knowledge: Shakespeare, pre-service teachers, and new methodologies for social justice. In H. Eklund and W. B. Hyman (Eds.) *Shakespeare and the pedagogies of justice*. Collection under review with major press.

Darragh, J. & Boyd, A. (accepted). ‘We were dangerous, and brainwashed to kill’: Death and resilience in *A Long Way Gone: Memoirs of a Boy Soldier*. In M. Falter and S. Bickmore (Eds.) *13 reasons why and other books where people die*. Lanham, MD: Rowman & Littlefield.

Jeffries, M.** & Boyd, A. (accepted). Gender centers in higher education: Spaces for cultivating critical hope. In N. Neimi (Ed.) *The international handbook of gender equity in higher education*. Hoboken, NJ: Wiley-Blackwell Publishers.

Boyd, A. & Zecena, R**. (accepted). Analyzing the text, analyzing the world: Developing students’ critical literacies with *Aristotle and Dante discover the secrets of the universe*. In P. Greathouse, B. Eisenbach, J. Kaywell (Eds.) *Queer adolescent literature as a complement to the English language arts curriculum*. Lanham, MD: Rowman & Littlefield.

Roloff, R*. & Boyd, A. (accepted). Learning to Live Authentically: Studying a Transgender Perspective through *Being Emily*. In P. Greathouse, B. Eisenbach, J. Kaywell (Eds.) *Queer adolescent literature as a complement to the English language arts curriculum*. Lanham, MD: Rowman & Littlefield.

Boyd, A. & Sataraka, J.** (accepted). Examining islands across contexts: Reading colonization critically in Shakespeare. *Teaching the canon in 21st century classrooms: Challenging genres*, Critical Literacy Teaching Series. Rotterdam: Sense Publishers

Boyd, A., Bauermeister, A.**, & Matteson, H.* (2017). ‘Project read freely’: Using young adult literature to engender student choice in an English language arts classroom. In S. Pennell, A. Boyd, H. Parkhouse, & A. LaGarry (Eds.). *Possibilities in Practice: Social Justice Teaching in the Disciplines* (pp. 161-173). New York, NY: Peter Lang.

- Boyd, A. (2017). Critical social theory as lived experience: A media pedagogue in the making. In J.J. Justice and F. B. Tenore, (Eds.) *Becoming critical teacher educators: Narratives of resistance, possibility and praxis* (pp. 11-19). New York: Routledge.
- Boyd, A. & Senta, A. (2017). Towards structural attribution: Using détournement with preservice teachers to challenge the teacher savior myth. In L. M. Nicosia & R. A. Goldstein (Eds.). *Through a distorted lens: Media as curricula and pedagogy in the 21 Century* (pp. 151-168). Rotterdam: Sense Publishers.
- Boyd, A. (2016). Deconstructing a new teacher savior: Paladins and politics in *Won't Back Down*. In M. Schoffner, (Ed.), *Exploring teachers in fiction and film: Savors, scapegoats and schoolmarms* (pp. 160-170). New York: Routledge.
- Boyd, A. (2014). Dètournement as anti-oppressive pedagogy and invitation to crisis: Queering gender in a preservice teacher education classroom. In J. Trier, (Ed.), *Dètournement as pedagogical praxis* (pp. 107-128). Rotterdam: Sense Publishers.

Non-referred Publications

- Jeffries, M.** & Boyd, A. (accepted). Fostering transgender inclusion with faculty. *The Department Chair*.
- Boyd, A. (accepted). Who knows students better than themselves? Book review of Krista Griffin's *Listening to the Voices of Boys*. Invited book review for Teachers College Record.

Refereed Presentations

- Boyd, A., Pennell, S., Parkhouse, H., & LaGarry, A. (April, 2018). *Possibilities in Community-Oriented Public Education: Building Local Partnerships through Arts Integration*. Paper accepted for presentation at a roundtable at the annual meeting of the American Educational Research Association. New York, NY.
- Boyd, A. (April, 2018). *Implementing Curriculum on Indigenous Peoples: A Collective Case Study of Social Justice Knowledge, Pedagogy, and Content*. Paper accepted for presentation at the annual meeting of the American Educational Research Association. New York, NY.
- Boyd, A., Jeffries, M.**, Lash, J. & Ferry, N.** (April, 2018). *Scaffolding for Social Action: Examining the Potential for Change in a Public School Civics Classroom*. Paper accepted for presentation at the annual meeting of the American Educational Research Association. New York, NY.
- Dyches, J., & Boyd, A. (April, 2018). *Imagining New Possibilities for Teacher Preparation: Toward a Model of Social Justice Pedagogical and Content Knowledge (SJPACK)*. Paper Accepted for presentation at the annual meeting of the American Educational Research

Association. New York, NY.

Jeffries, M.** & Boyd, A. (February, 2018). *Cultivating Critical Hope in Higher Education Gender Centers*. Paper presented at the 14th annual international Globalization, Diversity, and Education Conference. Airway Heights, WA.

Hernandez Farias, D.* & Boyd, A. (January, 2018). *Native American Curriculum: Examining Teacher Perception and Implementation in Washington State*. Poster accepted for presentation at the annual Hawaii International Conference on Education. Honolulu, Hawaii.

Boyd, A. (December, 2017). *Developing Pre-Service Teachers' Critical Literacies: Reading Textual Silences and Planning for Practice*. Symposium presenter at the annual conference of the Literacy Research Association. Tampa, FL.

Boyd, A. (December 2017). *Young Adult Literature as Tribal Curriculum: A Case Study in Developing Critical, Historic, and Context-Based Literacies*. Paper presented at the annual conference of the Literacy Research Association. Tampa, FL.

Boyd, A. (December, 2017). *Becoming Critical Teacher Educators: Expanding Meaningfulness through Autoethnography*. Alternative session at the annual conference of the Literacy Research Association. Tampa, FL.

Boyd, A. (November, 2017). *Curriculum Simulation Tasks: Examining How Teacher Candidates Work within Institutional Structures to Plan for Social Justice*. Paper accepted for a roundtable at the annual convention of the National Council of Teachers of English. St. Louis, MO.

Boyd, A., Bauermeister, A.**, & Matteson, H.* (November, 2017). 'Project Read Freely': *Using Young Adult Literature to Engender Student Choice in an English Language Arts Classroom*. Paper presented at the annual convention of the National Council of Teachers of English. St. Louis, MO.

Boyd, A., Jeffries, M.**, Lash, J. & Ferry, N.** (October, 2017). *TRANSforming our Schools: Rethinking Sexuality and Gender in Educational Spaces*. Workshop presented at the Northwest Conference on Teaching for Social Justice. Seattle, WA.

Boyd, A. (June, 2017). *Engaging Students' with Educational Autobiographies to Deconstruct Dominant Narratives*. Paper presented at a roundtable at the bi annual meeting of the Conference on English Education. The Ohio State University.

Boyd, A. & Bereiter, T.* (June, 2017). *Pluralizing Transgender Narratives with Young Adult Literature in English Teacher Education*. Paper presented at the bi annual meeting of the Conference on English Education. The Ohio State University.

Boyd, A. (April, 2017). *Critical Reflection for Critical Literacy: Examining the Translation*

- from Self to Practice*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. (April, 2017). *Critical Social Theory as Lived Experience: A Media Pedagogue in the Making*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. (April, 2017). *Partners in Action: Developing a Teacher Discourse Community to Read and Plan for Social Justice*. Poster presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. & Dyches, J. (April, 2017). *Transformation through Non-fiction Young Adult Literature: Developing Critical Consciousness in the Era of Common Core*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. & Darragh, J. (December, 2016). *'My School Does Not Even Have a Library': An Analysis of High School Literacy Teachers' Text Choices from National Survey Data*. Paper presented at the annual conference of the Literacy Research Association. Nashville, TN.
- Darragh, J. & Boyd, A. (November, 2016). *What Are They Reading and Why?: The Impact of SES on Text Selection*. Paper accepted for presentation at the annual conference of the Association Literacy Educators and Researchers. Myrtle Beach, SC.
- Matteson, H.* & Boyd, A. (November, 2016). *Unifying Texts for Social Justice: A Framework for English Teacher Education*. Paper presented at the annual convention of the National Council of Teachers of English. Atlanta, GA.
- Boyd, A. & Pennell, S. (November, 2016). *Re-Imagining Critical Theory: Young Adult Literature as a Language for Understanding*. Paper presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A., LaGarry, A., & Cain, J. M. (November, 2016). *Moving from Self to System: A Framework for Social Justice Centered on Issues and Action*. Paper presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A. (November, 2016). *Envisioning Social Justice with a Teacher Discourse Community: Critical Readings of Text and Talk*. Poster presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A. (February 2016). *A Cultural Studies Approach to Exploring Equity, Immigration, and Identity in Film*. Panel presented at the annual International Globalization, Diversity, and Education Conference. Airway Heights, WA.

- Boyd, A. (November, 2015). *Unpacking Cultural Constructions of Disability in YA Lit: Examining Definitions, Boundaries, and Acceptance in Popular Novels*. Panel presented at the annual convention of the National Council of Teachers of English. Minneapolis, MN.
- Boyd, A. (November, 2015). *It's More than Just 'Read This': Approaches to Social Justice in the English Language Arts that Move Beyond Text Selection*. Paper presented at the annual meeting of the American Educational Studies Association. San Antonio, TX.
- Boyd, A. (July, 2015). *Social Justice and Young Adult Literature: An Exploration of Possibilities, Places, and Critical Pedagogies*. Paper presented at the bi-annual meeting of the Conference on English Education. Fordham University.
- Boyd, A. (July, 2015). *Teaching Autobiography to Promote Social Advocacy: Exploring Complex Causes through Young Adult Literature*. Paper presented at the bi-annual meeting of the Conference on English Education. Fordham University.
- Boyd, A. (July, 2015). *Critically Assessing Our Social Justice Assessments*. Workshop presented for the bi-annual meeting of the Conference on English Education. Fordham University.
- Boyd, A. (April, 2015). *Contradictions in Teaching: A Collective Case Study of Middle and Secondary Teachers' Social Justice Literacies*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Boyd, A. (November, 2014). *Diet Social Justice? The Need to Move Beyond Critique and Toward Social Action in Public School Classrooms: A Collective Case Study of Teachers' Critical Pedagogies*. Paper presented at the annual meeting of the American Educational Studies Association. Toronto, Canada.
- Boyd, A. & Noblit, G. (November, 2014). *Engaging Students in Autobiographical Critique as a Social Justice Tool: Deconstructing and Reconstructing Narratives of Meritocracy and Privilege with Preservice Teachers*. Paper presented at the annual meeting of the American Educational Studies Association. Toronto, Canada.
- Boyd, A. & Pennell, S. (November, 2014). *Macklemore or Mackle-less? A Cultural Study of 'Same Love' as Public Pedagogy*. Paper presented at the annual meeting of the American Educational Studies Association. Toronto, Canada.
- Boyd, A. (November, 2014). *Macklemore, Musicals, and Miseducation: An Exploratory Case Study of Social Justice Practices in a Secondary English Classroom*. Panel presentation at the annual convention of the National Council of Teachers of English. Washington, DC.
- Boyd, A. & Senta, A. H. (April, 2014). *Towards a Structural Attribution: Using Détournement*

- with Preservice Teachers to Challenge the Teacher Savior Myth.* Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Boyd, A. (March, 2014). *Using Détournement to Examine Gender in a Preservice Teacher Education Classroom.* Accepted for presentation at the Southeastern Women's Studies Association Conference. Wilmington, NC.
- Boyd, A., Deas, E., Noblit, G. (November 2013). *Starting from 'Scratch': Trajectory, Tragedy, and Triumph in Teacher Education.* Paper presented at the annual meeting of the American Educational Studies Association. Baltimore, MD.
- Boyd, A. (November, 2013). *Détournement as Anti-Oppressive Pedagogy: Cases for Studying Gender and Masculinity in Teacher Education.* Panel presented at the annual meeting of the American Educational Studies Association. Baltimore, MD.
- Boyd, A., & Glazier, J. (July, 2013). *'We're in the Middle of It': Examining Tensions in English Teachers' Talk.* Paper presented at the bi-annual meeting of the Conference on English Education. Colorado State University.
- Boyd, A. (July, 2013). *Détournement as Social Justice Pedagogy: Facilitating Critical Media Literacy with Preservice Teachers for Transformed Practice.* Paper presented at the bi annual meeting of the Conference on English Education. Colorado State University.
- Boyd, A., Glazier, J. A., Hughes, K., & Mallous, R. (May, 2013). *No More Cheerleaders: An Exploration of Collaboration and Difficult Conversations in Teacher Discourse Communities.* Poster presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Boyd, A. (November, 2012). *Disrupting Popular Perceptions of Teaching through Détournement.* Seattle, WA. Panel presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A. & Glazier, J. A. (November, 2012). *The Choreography of Conversation: Moves in a Teacher Community.* Paper presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A, Gorham, J. Justice, J. & Anderson, J. (April, 2012). *Pouring the Apprenticeship of Observation into the Preservice Blender: Mix, Crush or Puree? The Practice of Blogging to Facilitate Autobiographical Reflection.* Paper presented at a roundtable at the annual meeting of the American Educational Research Association. Vancouver, BC.
- Glazier, J., Boyd, A., Hughes, K., Able, H., & Mallous, R. (April, 2012). *"Collaboration Doesn't Exist": So What Now?.* Paper presented at the annual meeting of the American Educational Research Association. Vancouver, BC.
- Mallous, R., Able, H., Glazier, J., Boyd, A., & Hughes, K. *Reconnect and Recharge: Plugging*

New Teachers into Support Outlets. (April, 2012). Paper presented at a roundtable at the annual meeting of the American Educational Research Association. Vancouver, BC.

Boyd, A., & Coleman, B. (January 2012). *Reconnect and Recharge: A Model for Professional Development.* Presentation at the University of North Carolina Research Symposium. Chapel Hill, NC

Boyd, A. (November, 2011). *Teaching Methods and Social Foundations.* Panel Presentation at the annual meeting of the American Educational Studies Association. St. Louis, MO.

Anderson, J., Justice, J., Nichols, K., Jones, J., Wall, S. Altheiser, L., Boyd, A., & Crompton, H. (April, 2011). *The Affordance of Blogging on Establishing Communities of Practice in a Pre-service Elementary Teacher Education Program.* Paper presented at a roundtable at the annual meeting of the American Educational Research Association. New Orleans, LA.

Boyd, A., Cain, J. M., & Day, K. (January, 2010). *Outsiders Looking In: The Importance, Integration, and Identity of Teachers in Academia.* Paper presented at the annual conference of the Southeastern Association of Educational Studies. Chapel Hill, NC.

Invited Talks and Workshops

Boyd, A. (March, 2018). *Social Justice for Pre-service teachers.* Universidad Pedagógica y Tecnológica de Colombia. Invited talk for class of pre-service teachers who read *Social Justice Literacies in the English Classroom: Teaching Practice in Action.*

Boyd, A. & Lash, J. (March, 2018). *Hetero-disruption: Teaching Strategies for Creating Inclusive Spaces.* Invited workshop for the annual conference hosted by Alhadeff Future Teachers of Color (AFTOC). Washington State University.

Boyd, A. (February, 2018). *Teaching Trans Young Adult Literature in Secondary English Classrooms.* Invited talk via Zoom for Truman State University secondary English students.

Boyd, A. (with Jeffries, M.**, Lash, J., & Ferry, N**). (January 2018). *Building Inclusive Spaces –Continuum of Gender in the Classroom.* Four invited workshops for Pullman School District LID Day. Pullman, WA.

Boyd, A., Jeffries, M.**, Lash, J. & Ferry, N.** (2017) *TRANSforming the Workplace: Policy and Procedure for Inclusivity.* Invited workshop for Inland Northwest Society of Human Resource Management spring conference. Spokane, WA.

Boyd, A. (April 2017). *Was the Book Better? An Analysis of Film Adaptations of Young Adult Literature: Paper Towns from Text to Screen.* Invited panelist for English Club. Washington State University.

- Boyd, A. (with Jeffries, M., Lash, J., & Ferry, N). (April 2017). *Allies to Advocates: Working with Transgender Children and Parents*. Invited workshop for Asotin School District. Asotin-Anondale Schools.
- Boyd, A. (April, 2017). *Unpacking the Common Core State Standards: Connections to English 101*. Invited workshop for English 101 professional development community. Washington State University.
- Boyd, A. (with Jeffries, M., Lash, J., & Ferry, N). (April 2017). *Allies to Advocates: Disrupting Heteronormativity*. Invited workshop for Passport Program. Washington State University.
- Boyd, A. (with Jeffries, M., Lash, J., & Ferry, N). (March 2017). *Allies to Advocates: Language, Policy, and Transgender Youth*. Invited workshop for Pullman High School. Pullman School District.
- Boyd, A. (May, 2016). *Discourse Analysis: Unpacking the Process and the Tool*. Invited talk via Skype. UNC-Chapel Hill.
- Boyd, A. (January, 2016). *Conducting Research: Paradigms, Perspectives, and Projects*. Invited lecture for English 201, English Department, Washington State University.
- Boyd, A. (March, 2016). *Exploring Social Justice through Young Adult Literature: Critical Readings of Text and Talk with a Teacher Discourse Community*. Spring Colloquia Series, English Department, Washington State University.
- Boyd, A. (October, 2014). *The Social Construction of Identity: Gender and Heteronormative Practices in Secondary Schools*. Invited talk via Skype. UNC-Chapel Hill.
- Boyd, A. (July, 2014). *The road to culturally responsive teaching*. Invited workshop. iPAdagogy research initiative. Durham, NC.
- Boyd, A. (January, 2014). *Examining culturally responsive management, student engagement, and classroom policies in the secondary English classroom*. Invited workshop. Chapel Hill, NC.
- Boyd, A. (January, 2013). *Classroom dynamics: Engagement, policies, and procedures and in the secondary English classroom*. Invited workshop. Chapel Hill, NC.
- Boyd, A. (October, 2012). *Writing an intellectual history*. Invited consultant for Foundations of Educational Research course. Chapel Hill, NC.
- Boyd, A. (January, 2012). *Indicators of inequality*. Invited lecture. Teaching Fellow Scholars. Chapel Hill, NC.
- Boyd, A. (October, 2011). *The House on Mango Street: Differentiation, media literacy, and*

autobiographical writing. Invited workshop. Chapel Hill, NC.

Invited Podcasts and Webinars

Boyd, A. (January, 2018). *Publishing for Graduate Students and New Faculty.* Invited webinar for AERA Division G.

Dyches, J. & Boyd, A. (January, 2018). *Journal of Teacher Education Insider: Podcast Interview.* <https://edwp.educ.msu.edu/jte-insider/2018/podcast-interview-dyches-boyd/>

Boyd, A. & Jeffries, M. (November, 2017). *Supporting Transgender Inclusion in Our Classrooms.* Invited webinar for WSU faculty.

Matteson, H. & Boyd, A. (April, 2017). *Journal of Language and Literacy Education: Podcast Interview.* <https://www.podchaser.com/podcasts/jolle-podcast-preview-229519/episodes/are-we-making-progress-a-criti-15694749>

RESEARCH AND PREPARATION GRANTS

2017 *Contextualize, Organize, Act, & Reflect: A Study of a High School Social Action Project.* Implementation of social justice lessons bi-weekly and facilitation of students' social action projects in a high school.

Principal Investigator.

2017-2018 *Families and Fiction: Examining Responses to Young Adult Literature in Discourse Communities with Parents, Teens, and Pre-Service Teachers.* College of Arts and Sciences, Washington State University.

Principal Investigator. Full Proposal Submitted March 2017. Funded (\$14,000).

2016-2018 *Tribal Education: For and by Whom? Exploring Curriculum Implementation in Washington State.* Washington State University New Faculty Seed Grant.

Principal Investigator. Full Proposal Submitted February 2016. Funded. (\$11,952).

2015-2017 *Perpich Arts Integration Outreach Project Evaluation.* State of Minnesota.

Investigator. Full Proposal Submitted November 2015. Funded. (\$83,000).

2015 *Exploring Interest and Engagement with Young Adult Literature in a Secondary English Classroom: A Mixed Methods Approach to Reading Attitudes:* College of Arts and Sciences Edward R. Meyer Project Grant.

Principal Investigator. Full Proposal Submitted October 2015. Funded. (\$5,000)

- 2015 *Conversing, Constructing, and Collaborating: Teacher Engagement in Discourse Communities*: Washington State University New Faculty Seed Grant.
Principal Investigator. Full Proposal Submitted February 2015. Not funded.
- 2015 *Avoiding the Pitfall of Celebratory Multicultural Education: Exploring Social Justice through Young Adult Literature with a Transformative Critical Friends Group*: College of Arts and Sciences Buchanan Summer Research Fellowship
Principal Investigator. Full Proposal Submitted September 2014. Funded. (\$4,000)
- 2010 *Developing Pre-service Teachers' Learning Communities Through Blogging*: Lenovo Collaborative Technologies in the Classroom Grant
Investigator. Full Proposal Submitted March 2010. Funded. (\$10,000)

PROFESSIONAL SERVICE

Department and University Service

- 2018 Research Assistantship for Diverse Scholars, Washington State University, External Application Reviewer
- 2017-present English Club Faculty Advisor
- 2017 Logan Scholarship Application Reviewer, Washington State University.
- 2016-2018 Graduate Student Officer, English Department, Washington State University
- 2016-present Graduate Studies Committee, English Department, Washington State University
- 2016, 2017 Showcase for Undergraduate Research and Creative Activities (SURCA) judge
- 2016 Search committee member. Rhetoric & composition (Writing program administration). Washington State University Tri-Cities.
- 2015 Junior Writing Portfolio Reviewer
- 2015 Inga Krommen Book Awards for Children's Books, Judge

2014-present Teacher Education Committee, Washington State University

2014-present Teacher Education Applicant Interviews

National Service

2018 Manuscript Reviewer, *English Education*

2018 Book Reviewer, Teachers College Record

2017 Roundtable Organizer, Social Justice Commission, Conference on English Education

2016 Position Statement Reviewer, Social Justice Commission, Conference on English Education

2015 Editorial Board Member, *Study and Scrutiny: Research on Young Adult Literature*

2015 Book Reviewer, *Teacher Education for High Poverty Schools*, Springer

2013-present Manuscript Reviewer, *Journal of Teacher Education*

2014-present Manuscript Reviewer, *Research in the Teaching of English*

2011-present Manuscript Reviewer, *The Urban Review*

2013-2014 Editorial Board Member, *The High School Journal*

2012 American Educational Studies Association Planning Committee

2012 Conference Proposal Reviewer, American Educational Studies Association

Mentoring Activities

PhD Committee Service Completed

Hilary Parkhouse, Education, UNC-Chapel Hill, 2016

PhD Committee Service in Progress

Marisa Cervantes, Sociology

Edie Marie Roper, English

Mark Triana, English

Elitza Kotzeva, English

Zara Moeggenberg, English

Miriam Fernandez, English

Brooklyn Walter, English (Chair)
Jeremiah Sataraka, Education
Mary Ward Lupinacci, Education
JT Torres, Education
Sarah Byrne Bausell, Education (UNC-Chapel Hill)

MA Committee Service Completed

Faith DeLay, English, 2016 (chair)
Drew Roberts, English, 2016 (co-chair)
Victoria Houser, 2017
Alexia Skoulikari, 2017

MA Committee Service in Progress

Michael Molder
Ellen Underwood
Sarah Blum

MIT Committee Service Completed

Alyssa Bauermeister, (co-chair; research project supervisor)
Emma Holmberg
Evan Davies
Lindsay Hildorfer
Amanda House

MIT Committee Service in Progress

Holly Matteson
Paden Carlson

Independent Study Supervision

Walter, Brooklyn, 2018
Marcus Maxey, 2018
Ismael Garcia, 2018
Rachel Roloff, 2017
Ashley Borello, 2017
Ruben Zecena, 2016
Sydney Robertson, 2016
Holly Matteson, 2015
Corina Welcker, 2015

Research Assistant Supervision

Sydney Robertson, 2017
Dalia Hernandez Farias, 2017, 2016 (NcNair Scholar co-supervisor)
Holly Matteson, 2016
Kelley Bridges, 2016

Course Shadow Supervision

Kevin Parra, 2016
Kyle Sittig, 2016
Faith DeLay, 2015
Drew Roberts, 2015

Faculty Mentor, College of Arts and Sciences Undergraduate Summer Mini-Grant (\$3,000)
Rachel Roloff, 2017
Sydney Robertson, 2016
Holly Matteson, 2015

AWARDS AND RECOGNITION

- 2018 American Educational Studies Association Critics Choice Book Award Nominee for *Social Justice Literacies in the English Classroom: Teaching Practice in Action* (book currently review by award committee)
- 2018 Martin Luther King Jr. Distinguished Service Award, Faculty Washington State University
- 2017 Buchanan Distinguished Scholar Award, College of Arts and Sciences, Washington State University
- 2016 Associated Students of Washington State University, Exceptional Professor Award
- 2016 English Graduate Organization, WSU, Best Graduate Seminar Award
- 2014 Graduate Student Research Excellence Award, Media, Culture, and Curriculum Special Interest Group, American Educational Research Association
- 2009 Teacher of the Year, South Brunswick High School
- 2008 Outstanding Young Educator Award, North Carolina Association for Supervision and Curriculum Development

ASSOCIATIONS AND MEMBERSHIPS

Association for Faculty Women, Washington State University
American Educational Research Association
American Educational Studies Association
National Council of Teachers of English
Conference on English Education, Commission on Social Justice in Teacher Education Programs
Literacy Research Association