



**ASHLEY SUMMER BOYD**  
ASSOCIATE PROFESSOR  
DEPARTMENT OF ENGLISH  
WASHINGTON STATE UNIVERSITY  
Pullman, WA 99163  
(509) 335.7124  
ashley.boyd@wsu.edu

## **EDUCATION**

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

## **PROFESSIONAL EXPERIENCE**

- 2019-present      Director of Undergraduate Studies, Department of English, Washington State University
- 2019-present      Associate Professor, Department of English, Washington State University
- 2019-present      Affiliate Associate Professor, College of Education, Cultural Studies and Social Thought in Education, Washington State University
- 2019-present      Affiliate Associate Professor, Women's, Gender, and Sexuality Studies, Washington State University
- 2014-present      Assistant Professor, Department of English, Washington State University
- 2015-present      Affiliate Assistant Professor, College of Education, Cultural Studies and Social Thought in Education, Washington State University
- 2019-present      Affiliate Assistant Professor, Women's, Gender, and Sexuality Studies, Washington State University

2019-present	Instructor, Duke Talent Identification eStudies Program
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, Standard Professional II, Highly Qualified, English 9-12

### **COURSES INSTRUCTED OR ASSISTED**

#### ***Washington State University***

ENGL 591	Graduate Seminar in Topics in Pedagogy: <i>Anti-Oppressive Literature Pedagogies</i>
ENGL 548	Graduate Seminar in Critical Cultural Theory: <i>Critical Literacy, Critical Theory, and Critical Pedagogy</i>
ENGL 325	Young Adult Literature
ENGL 323	Approaches to Teaching English
T&L 528	Literacy within the Disciplines

HUM 103                      Mythology (global campus)

**University of North Carolina at Chapel Hill**

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

EDUC 641                      Introduction to Teaching in the  
21<sup>st</sup> Century

**RESEARCH AND SCHOLARSHIP**

\*Denotes collaboration with undergraduate student

\*\* Denotes collaboration with graduate student

**Books**

Coffey, H. & Boyd, A. (under contract). Critical pedagogies for social justice. *Teachers College Record*. Yearbook.

Dyches, J., Sams, B. & Boyd, A. (Eds). (2020). *Acts of resistance: Subversive teaching in the English language arts classroom*. Myers Education Press.

Boyd, A. & Darragh, J. (2019). *Reading for action: Engaging youth in social justice through Young Adult Literature*. Rowman & Littlefield.

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

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

**Refereed Articles**

Guerrattaz, A. M., Vladamir, V., Zahler, T., & Boyd, A. (2020). We acted like language learners: Developing praxis and empathy in preservice K-12 ELL teacher education. (Revise & resubmit). *Language Teaching Research*.

Boyd, A. & Miller, J. (2020). Let's give them something to talk (and act!) about: Privilege, racism, and oppression in the middle school classroom. *Voices from the Middle*, 27(3), 15-19.

Boyd, A. & Darragh, J. (2019). Critical literacies on the university campus: Engaging pre-service teachers with social action projects. *English Teaching: Practice & Critique*, 19(1), 49-63.

Boyd, A. & Darragh, J. (2019). Complicating censorship: Reading *All American Boys* with parents of young adults. *English Education* 51(3), 229-260.

- Walter, B.\*\* & Boyd, A. (2018). A ‘threat’—or ‘just a book’? Analyzing Responses to *13 Reasons Why* in a discourse community. *Journal of Adolescent & Adult Literacy*. doi: 10.1002/jaal.939
- Darragh, J. & Boyd, A. (2018). Text selection: Perceptions of novice vs. veteran teachers. *Action in Teacher Education*. doi: 10.1080/01626620.2018.1533903
- Jeffries, M.\*\* & Boyd, A. (2018). Cultivating resilience and resistance in Trump’s America: Employing critical hope as a framework in LGBTQ+ centers. *The Journal of Critical Scholarship on Higher Education and Student Affairs*, 3(3), 26-37.
- Able, H., Glazier J., Mallous, R., Boyd, A., Bell-Hughes, K., & Eaker-Rich, D. (2018). Reconnect and recharge: Plugging new teachers into support outlets. *Action in Teacher Education*, doi.org/10.1080/01626620.2018.1424048.
- 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.

### ***Refereed Book Chapters***

- Jeffries, M.\*\* & Boyd, A. (in press). 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. & Darragh, J. (accepted). Untold stories: Using narratives of war in the English language arts classroom to prompt social action. In B. Gibbs (Ed.) *On the Teaching of War: Arguments for a Critical Lens*. Lexington.
- Zecena, R. & Boyd, A. (accepted). Cultivating resistance through reading: Young adult literature as counter narrative to sex in the canon. In P. Greathouse and V. Malo-Juvera (Eds.) *Young Adult and Canonical Literature: Pairing and Teaching*. Rowman & Littlefield.
- Jeffries, M.\*\*, Boyd, A., Lash, J.\*\*, & Ferry, N.\*\* (2020). 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.
- Darragh, J. & Boyd, A. (2020). Putting the pieces together: Destigmatizing self-harm through Kathleen Glasgow's *Girl in Pieces*. In V. Malo-Juvera and P. Greathouse (Eds.), *Breaking the taboo with young adult literature*. Lanham, MD: Rowman & Littlefield.
- Sams, B. & Boyd, A. (2019). Parties, pranks, and privilege: Reading *Looking for Alaska* through the lens of critical whiteness. In V. Malo-Juvera and C. Hill (Eds.) *Canonical Young Adult Literature: Criticism & Critique*. Routledge.
- Butler, T. & Boyd, A. (2019). 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*. United Kingdom: Edinburgh University Press.
- Darragh, J. & Boyd, A. (2018). '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* (pp.137-147). Lanham, MD: Rowman & Littlefield.
- Boyd, A. & Sataraka, J.\*\* (2018). Examining islands across contexts: Reading colonization critically in Shakespeare. *Teaching the canon in 21st century classrooms: Challenging genres* (pp. 67-80). Critical Literacy Teaching Series. Rotterdam: Sense Publishers.
- Boyd, A. & Zecena, R\*\*. (2018). 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* (pp. 61-70). Lanham, MD: Rowman & Littlefield.
- Roloff, R\*. & Boyd, A. (2018). 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* (pp. 211-220). Lanham, MD: Rowman & Littlefield.
- 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: Saviors, scapegoats and schoolmarms* (pp. 160-170). New York: Routledge.
- Boyd, A. (2014). Dètournement as anti-oppressive pedagogy and invitation to crisis: Queering Queering gender in a preservice teacher education classroom. In J. Trier, (Ed.), *Detournement as pedagogical praxis* (pp. 107-128). Rotterdam: Sense Publishers.

### ***Non-refereed Publications***

- Boyd, A. (2019). Preface. In S. Bickmore, G. Rumohr-Vaskuil, & S. Shaffer (Eds.) *Teaching beyond Fear: Arming teachers with words, stories, and power*. New York: Routledge.
- Boyd, A. (2018). Response: Teachers Can't Ignore Racism Issues and Hope They 'Will Go Away'. Larry Ferlazzo's Blog for Education Week.  
[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2018/09/response\\_teachers\\_cant\\_ignore\\_racism\\_issues\\_hope\\_they\\_will\\_go\\_away.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/09/response_teachers_cant_ignore_racism_issues_hope_they_will_go_away.html)
- Jeffries, M.\*\* & Boyd, A. (2018). Fostering transgender inclusion with faculty. *The Department Chair*, 28(4), 7-9.
- Boyd, A. (2018). 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.
- Boyd, A., LaGarry, A., Parkhouse, H., & Pennell, S. (accepted). 'Talk to me': Dialogic engagement as pedagogy. In B. Waters & M. Sanchez (Eds.) *How we got here: The role of critical mentoring and social justice praxis*. Rotterdam: Sense Publishers.

### ***Refereed Presentations***

- Boyd, A. & Darragh, J. (June, 2020). "Why don't we read more in biology?": Exploring the potential of using YA literature in the science classroom. Paper accepted for panel presentation at Summit on the Research and Teaching of Young Adult Literature. University of Las Vegas, Nevada.
- Boyd, A. & Darragh, J. (April, 2020). *Collaborating Across the University Campus: Developing Preservice Teachers' Critical Literacies through Local Social Action Projects*. Paper accepted at a roundtable at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Boyd, A. & Fulfs, J. (April, 2020). *Collaborations with Place: Local Tribal Knowledge, Narrative Writing, and Storytelling in a Middle School Classroom*. Paper accepted at a roundtable at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Boyd, A. & Dyches, J. (April, 2020). *The Foundations of Critical Teaching: Exploring Practicing Teachers Social Justice Knowledges*. Paper accepted at a roundtable at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Boyd, A. & Darragh, J. (November, 2019). *WhY(A) War within Ourselves: Inquiring into*

- Adolescents Who Self Harm with Girl in Pieces*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. & Darragh, J. (November, 2019). *Spirited Activism: Engaging Youth in Social Justice through Young Adult Literature*. Paper presented at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. & Miller, J. (November, 2019). *Exploring Privilege and Oppression with Middle School Readers: Inquiries into Self and Community through Young Adult Literature*. Paper presented at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. & Sams, B. (November, 2019). *Parties, Pranks, and Privilege: Reading Looking for Alaska through the Lens of Critical Whiteness*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. (July, 2019). *Advocating for Prospective English Teachers' Participation at Professional Conferences*. Panel presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A. & Darragh, J. (July, 2019). *Using Young Adult Literature to Empower Preservice Teachers toward Self-Interrogation and Social Action*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A., Cook, M., & Sams, B. (July, 2019). *Sherman Alexie, #metoo, and the Texts We (Choose to) Teach*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A. (July, 2019). *WhY(A) War: Inquiring into Adolescents in Conflict*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A. (July, 2019). *Exploring the State of the Field: Where Are We Now in Research on Young Adult Literature?* Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Lash, J. & Boyd, A. (February, 2019). *Examining Consensus in a Classroom Community: Seeking Justice in High School Civics Curriculum*. Paper accepted for presentation at the 14<sup>th</sup> annual international Globalization, Diversity, and Education Conference. Airway Heights, WA.
- Boyd, A. & Jeffries, M. (February, 2019). *Examining the Discourses of Teacher Education: How Do We Address Equity in the Neoliberal University?* Paper accepted for presentation at the 15<sup>th</sup> annual international Globalization, Diversity, and Education Conference. Airway Heights, WA.



- Boyd, A. (November, 2018). *The Human, the Animal, and the Other?: Critical and Creative Projects with Film in the Higher Education Classroom*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Boyd, A. & Dyches, J. (November, 2018). *Complicating Pedagogical Content Knowledge and Equity: Case Studies of Social Justice Pedagogical and Content Knowledge (SJPACK)*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Boyd, A., Ferry, N.\*\* , Lash, J.\*\* , & Jeffries, M\*\* . (November, 2018). *The Complexity of Teaching for Social Action: Exploring a Case Study of Potential Change in a Secondary Civics Classroom*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Boyd, A. & Darragh, J. (November, 2018). *“We Were Dangerous, and Brainwashed to Kill”: Death and Resilience in A Long Way Gone: Memoirs of a Boy Soldier*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Houston, TX.
- Boyd, A. & Darragh, J. (November, 2018). *Critical, LGBTQ, and Canonical: Raising Voices through Literature*. Paper presented at the annual convention of the National Council of Teachers of English. Houston, TX.
- Boyd, A. & Sataraka, J.\*\*(November, 2018). *Examining Islands Across Contexts: Updating and Reading Colonization Critically in Shakespeare*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Houston, TX.
- Boyd, A. (November, 2018). *Teaching for Equity and Justice with Young Adult Literature*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of Teachers of English. Houston, TX
- Boyd, A. & Walter, B.\*\* (June, 2018). *Controversial Topics and Young Adult Literature*. Paper presented at the Summit on the Research and Teaching of Young Adult Literature. University of Las Vegas, Nevada.
- Boyd, A., Pennell, S., Parkhouse, H., & LaGarry, A. (April, 2018). *Possibilities in Community-Oriented Public Education: Building Local Partnerships through Arts Integration*. Paper presented 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 presented 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

- presented 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 presented 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 14<sup>th</sup> 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. & Cockburn, B. (March, 2020). *Equity and Inclusion in Classroom Practice: Exploring Key Terms, Micro-aggressions, and Identities*. Invited workshop for Pullman School District. Pullman, WA.

Boyd, A. (March, 2020). *Planning for Social Justice: A Model for Moving to Action*. Invited workshop for the Interdisciplinary Graduate Social Justice Conference. Washington State University. Pullman, WA.

Boyd, A. (March, 2020). *Qualitative Research, Social Justice, and Working in Schools*. Invited workshop for Graduate Students in Education Organization. Washington State University. Pullman, WA.

Boyd, A. & Lash, J. (August, 2018). *Allies to Advocates: Building Inclusive Communities*. Invited talk for the Spokane Rotary Club. Spokane, WA.

Boyd, A. (March, 2018). ‘What’s Your Lane?’ Social Justice, Society, and Us. Invited talk for Passport Program. Washington State University.

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: The 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.\*\* (May, 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. & Miller, J. (2020). Marginal Syllabus Project Interview. National Writing Project. <https://educatorinnovator.org/lets-give-them-something-to-talk-and-act-about-privilege-racism-and-oppression-in-the-middle-school-classroom/>

Boyd, A. & Dyches, J. (August, 2018). Leading Equity: Episode 7. *Podcast Interview.* <https://itunes.apple.com/us/podcast/leading-equity/id1419821427?mt=2>

Boyd, A. & Jeffries, M. (August, 2018). Being an LGBTQ+ Ally: Faculty & Staff. Invited webinar for WSU faculty.

Boyd, A. (January, 2018). *Publishing for Graduate Students and New Faculty.* Invited panelist for webinar. American Educational Research Association 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. (December, 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**

2020 Community Challenge Grant, Center for Arts and Humanities, Washington State University.

Principal Investigator. Funded (\$1000).

2020 Research Award, Douglas Epperson Fund for Social Justice, Center for Arts and Humanities, Washington State University.

Principal Investigator. Funded (\$1000).

2019-2020 *Further Investigating Controversial Young Adult Literature: Studies in Classroom Practice and Text Selection*. College of Arts and Sciences, Washington State University.

Principal Investigator. Full Proposal Submitted March 2018. Funded (\$12, 000).

2019 *Racism, Police Brutality, and White Privilege: Examining Teacher and Study Response to Young Adult Literature in a Middle School Classroom*. College of Arts and Sciences Buchanan Summer Research Fellowship.

Principal Investigator. Full Proposal Submitted October 2018. Funded. Declined. (\$4,000)

2018 *Washington State Senate Bill 5433 and English Teacher Education: Redesigning Curriculum for Inclusive Education*. Samuel H. and Patricia W. Smith Teaching and Learning Grant. Vice Provost for Undergraduate Education, Washington State University.

Principal Investigator. Full Proposal Submitted March 2018. Funded (\$6,000).

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).

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.

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***

2020 Faculty writing group co-leader. Washington State University

2020 Search committee member. Cultural Studies and Social Thought in Education (College of Education). Washington State University

- 2019-present Undergraduate Studies Committee Member, English Department
- 2019-present College of Arts and Sciences Executive Advisory Committee (elected position)
- 2019-2020 UCORE Diversity Subcommittee Member
- 2019-2020 Association for Faculty Women, Catering Officer
- 2017-2019 English Club Faculty Advisor
- 2016-2019 Graduate Student Officer, English Department, Washington State University
- 2018 Passport Program Mentor
- 2018 English Department Scholarship Committee
- 2018 Research Assistantship for Diverse Scholars, Washington State University, External Application Reviewer
- 2017-2018 Ad-hoc Committee Member, Master's Program Revision, English Department, Washington State University
- 2017, 2018 Logan Scholarship Application Reviewer, Washington State University
- 2016-2018 Graduate Studies Committee, English Department, Washington State University
- 2016-2018 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***

- 2019-2020 English Language Arts Teacher Educators (ELATE) Nominating

Committee Member (elected position)

- 2018 Manuscript Reviewer, *English Education*
- 2018 Book Reviewer, Teachers College Record
- 2018 Book Proposal Reviewer, Routledge
- 2017 Roundtable Organizer, Social Justice Commission, Conference on English Education
- 2016 Position Statement Reviewer, Social Justice Commission, Conference on English Education
- 2015 Book Reviewer, *Teacher Education for High Poverty Schools*, Springer
- 2013-present Manuscript Reviewer, *Journal of Teacher Education*
- 2014-2016 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
- JT Torres, Education, 2018
- Zara Moeggenberg, English, 2018
- Miriam Fernandez, English, 2018
- Elitza Kotzeva, English, 2019
- Sarah Byrne Bausell, Education, UNC-Chapel Hill, 2019
- Mary Ward Lupinacci, Education, 2019
- Darci Graves, Education, 2019 (co-chair)
- Tabitha Espina, English, 2020
- Paulina Abustan, Education, 2020
- Jeremiah Sataraka, Education, 2020

PhD Committee Service in Progress

- Marisa Cervantes, Sociology

Nazua Idris, English  
Sherwin Sales, English  
Elle Fournier, English  
Jessie Padilla, English  
Brooklyn Walter, English (Chair)  
Brandon Cockburn, Education (co-chair)  
Brandon Edwards-Schuth, Education  
Margaret Mount, Education  
Emma McMain, Education  
Callie Palmer, Education  
Lauralea Edwards, Education (co-chair)  
Anthony Birano, Education (co-chair)  
Angela Picard, Education (co-chair)

MA Committee Service Completed

Ellen Underwood, English, 2018  
Sarah Blum, English, 2018  
Victoria Houser, English, 2017  
Alexia Skoulikari, English, 2017  
Faith DeLay, English, 2016 (chair)  
Drew Roberts, English, 2016 (co-chair)  
Landon Roper, English, 2019  
Michael Molder, English, 2019  
Rachael Wolney, English, 2019  
Jessie Padilla, English, 2019  
Michael Ortiz, English, 2020  
Julian Ankney, English, 2020  
Supoorna Kulatunga, English, 2020

MA Committee Service in Progress

Caitlin Flaws

MIT Committee Service Completed

Alyssa Bauermeister, 2016, (co-chair; research project supervisor)  
Emma Holmberg, 2016  
Amanda House, 2017  
Lindsay Hilldorfer, 2017  
Evan Davies, 2017  
Paden Carlson, 2018  
Holly Matteson, 2018  
Cassandra Oft, 2019  
Taylor Bereiter, 2019

Independent Study Supervision

Brandon Cockburn, 2020  
Keola Birano, 2020

Brooklyn Walter, 2020  
Elle Fournier, 2019  
Johnna Lash, 2019  
Angel Bonilla, 2019  
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

Honors College Project Advisor  
Lindsey Shannon

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

Course Shadow Supervision  
Julian Ankney, 2019  
Rachael Wolney, 2018  
Kevin Parra, 2016  
Kyle Sittig, 2016  
Faith DeLay, 2015  
Drew Roberts, 2015

Faculty Mentor, College of Arts and Sciences Undergraduate Summer Mini-Grant  
Lindsey Shannon, 2019 (\$2,000)  
Alexis Wolf, 2019 (\$2,000)  
Angel Bonilla, 2018 (\$1,500)  
Rachel Roloff, 2017 (\$3,000)  
Sydney Robertson, 2016 (\$3,000)  
Holly Matteson, 2015 (\$3,000)

## **AWARDS AND RECOGNITION**

2020            President's Teaching Academy, WSU

2019            Buchanan Distinguished Scholar Award, College of Arts and Sciences,  
Washington State University

- 2018 English Graduate Organization, WSU, Best Graduate Seminar Award
- 2018 English Graduate Organization, WSU, Most Supportive Faculty Member
- 2018 Early Career Achievement Award. College of Arts and Sciences. Washington State University.
- 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: Division K, Teaching and Teacher Education
- American Educational Studies Association
- National Council of Teachers of English
- Conference on English Education, Commission on Social Justice in Teacher Education Programs
- Conference on English Education, Commission on the Study and Teaching of Adolescent Literature
- Literacy Research Association