

Wendy J. Glenn, PhD

Professor of Literacy Studies

President, Assembly on Literature for Adolescents of the NCTE

Senior Editor, *The ALAN Review*

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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 EXPERIENCES

University of Colorado, Boulder, Colorado, 2017-present

Professor of Literacy Studies

- English Education Program Faculty Coordinator
- Founder, Middle and High School Teaching Plus Licensure (MHST+) Program
- Past Chair, Secondary Humanities Undergraduate and MA+ Teacher Licensure Programs in English, Social Studies, and Spanish
- Past Director of Secondary Teacher Education
- Interim Chair of Teacher Learning, Research, and Practice

University of Connecticut, Storrs, Connecticut

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

- English Education Program Faculty Coordinator
- Interim Director of Teacher Education

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: 7th and 8th 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 21st century*. Westport, CT: Praeger.

Authored Books

Glenn, W. J. (2009). *Laurie Halse Anderson: Speaking in tongues*. [Academic series: Studies in young adult literature]. Lanham, MD: Rowman & Littlefield/ Scarecrow.

Gallo, D., & Glenn, W. J. (2008). *Richard Peck: The past is paramount*. [Academic series: Studies in young adult literature]. Lanham, MD: Rowman & Littlefield/Scarecrow.

Glenn, W. J. (2005). *Sarah Dessen: From burritos to box office*. [Academic series: Studies in young adult literature]. Lanham, MD: Rowman & Littlefield/ Scarecrow.

Refereed Journal Articles

Glenn, W. J. (Accepted, In press for June 2026). Complicating the country: Rural identities and environmental values in youth fiction situated in rural spaces. *International Research in Children's Literature*.

Caasi, E., & Glenn, W. J. (Accepted, In press for Spring 2025). (Re)inscribing ideologies: Examining ideological positioning of Black women athletes in nonfiction for children and young adults. *Children's Literature Association Quarterly*.

Glenn, W. J. (2024). Loving the sport, loving the self: Devotion and defiance in *Furia*. [Special issue: Constructions of childhood(s) in fiction and nonfiction for children]. *Literature*, 4, 296-305.

Glenn, W. J. (2024). Authorial ideology and intention in presentations of place in YA immigration narratives. *Ubiquity: The Journal of Literature, Literacy, and the Arts*, 9(2), 9-33.

Glenn, W. J. (2024). "It's the forgetting that hurts most.": Home in a narrative of forced emigration. *The ALAN Review*, 51(3), 42-51.

Glenn, W. J. (2024/2023 online). Fictional girls who play to play: Pushing on narratives of competition in YA sports literature. *Sport, Education and Society*, 29(8), 923-938.

Glenn, W. J., & Caasi, E. (2023). Teaching with disruptive aims: Countering narratives of Black women athletes in sports nonfiction for young people. *The ALAN Review* 50(2), 32-47.

Glenn, W. J. (2023). Designs of home: Living spaces as identity-shaping places. *English Journal*, 112(3), 64-70.

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. **[Recipient of the Nilsen-Donelson Award for best article published in the volume year]**

Glenn, W. J., & Caasi, E. (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.

[editor article, not peer-reviewed] 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 multi-voiced YAL's treatment of denied identities. [Special issue: Multicultural and multi-voiced stories for adolescents]. *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). Omdefinerer en Norsk Norge¹: 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.

[Recipient of the Richard A. Meade Award for Research in English Education for best article published in the volume year]

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.

¹ Redefining a Norwegian Norway

- 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.
- 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., & Ginsberg, R. (Accepted, In press for Spring 2026). Diverse YA literature in secondary classrooms: A content analysis of 20 years of empirical research. In *Handbook of research on diversity in children's and young adult literature*, edited by Pat Enciso, Sarah Park Dahlen, and Ebony Elizabeth Thomas. New York, NY: Routledge.

Glenn, W. J., & Glaws, A. (Accepted, In preparation for publication in 2025). "When you are young, they assume you know nothing.": Constructions of youth in the *Folklore* love triangle. In A. J. Halsall (Ed.), *Taylor Swift and transmedial storytelling*. Columbus, OH: Ohio State University Press.

Glenn, W. J. (Accepted, In press for Spring 2026). 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. J. Glenn (Eds.), *Engaging critically with multicultural young adult literature in the secondary classroom: Critical approaches for critical educators* (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. J. Glenn (Eds.), *Engaging critically with multicultural young adult literature in the secondary classroom: Critical approaches for critical educators* (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. J. Glenn (Eds.), *Engaging critically with multicultural young adult literature in the secondary classroom: Critical approaches for critical educators* (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.

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 21st 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 21st 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.

PRESENTATIONS

Papers Presented at Conferences

Glenn, W. J., & Caasi, E. (2024). "It wasn't a real sport": Sports literacy as a tool for examining equity in ELA teacher preparation. Intersection of Literacy, Sport, Culture, and Society, Annual convention of the National Council of Teachers of English, Boston, MA.

Glenn, W. J. (2024). Big dreams in a small town: Access and ableism in rural sporting spaces. Groundwork: Heart, Hope, and Humanity in Rural Education, Annual convention of the National Council of Teachers of English, Boston, MA.

Glenn, W. J., & Caasi, E. (2023). Expanding the field—and court and pitch: Sports literacy in teacher education. Intersection of Literacy, Sport, Culture, and Society, Annual convention of the National Council of Teachers of English, Columbus, OH.

Glenn, W. J. (2023). Loving the self, loving the sport: Devotion and defiance in *Furia*. English Language Arts Teacher Educators Teaching Young Adult Literature, Annual Convention of the National Council of Teachers of English, Columbus, OH.

Glenn, W. J. (2023). Complicating the country: Rural identities and environmental values in YA fiction situated in rural spaces. Biennial Congress of the International Research Society for Children's Literature, Santa Barbara, CA.

Glenn, W., & Caasi, E. (2022). The ideological positioning of Simone Biles and Serena Williams in nonfiction for children and young adults: Implications for teaching. Intersection of Literacy, Sport, Culture, and Society, Annual convention of the National Council of Teachers of English, Anaheim, CA.

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

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

Glenn, W., Banack, A., Caasi, E., Ginsberg, R., Glaws, A., Moore, D., & Torres, F. (2022). Locating the self in space and place: The politics of home in young adult literature. Annual convention of the National Council of Teachers of English, Anaheim, CA.

Caasi, E., & Glenn, W. (2021). Ideological positioning of Black women athletes in nonfiction for children and young adults. Intersection of Literacy, Sport, Culture, and Society, Annual convention of the National Council of Teachers of English, virtual conference.

Glenn, W. (2021). Designs of home: Living spaces as political places. Young Adult Literature for Equity, Justice, and Antiracist Teaching, Annual convention of the National Council of Teachers of English, virtual conference.

Glenn, W. J., & Ginsberg, R. (2021). "It hums in broken lullaby": Emotional and physical manifestations of systemic stress of Indigenous women in *#NotYourPrincess*." Interrogating the Social Imagination: Examining the Renegotiation of Self and Others through Young Adult Literature, Annual meeting of the American Educational Research Association, virtual conference.

Glenn, W. (2020). Place in YAL immigration narratives. *Confluence of Immigration Narratives: Awards, Authorship, and Experience in International YA Literature*, Annual convention of the National Council of Teachers of English, Denver, CO. [cancelled due to COVID-19]

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

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

Glenn, W. (2019). Athletic girl on fire: Female athletes in dystopian literature and sports media. *Intersection of Literacy, Sport, Culture, and Society*, Annual convention of the National Council of Teachers of English, Baltimore, MD.

Ginsberg, R., & Glenn, W. (2019). Moments of pause: A model for understanding students' experiences with Muslim young adult literature. 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. *Intersection of Literacy, Sport, Culture, and Society*, Annual convention of the National Council of Teachers of English, Houston, TX.

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

King, D., & Glenn, W. J. (2017). Positioning girls who play with the boys in YA sports fiction. *Intersection of Literacy, Sport, Culture, and Society*, Annual convention of the National Council of Teachers of English, St. Louis, MO.

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

Glenn, W. J. (2016). The role of sport in postcolonial young adult literature. The Intersection of Literacy, Sport, Culture, and Society. Annual convention of the National Council of Teachers of English, Atlanta, GA.

Ginsberg, R., Glenn, W. J., & Moye, K. (2016). Opportunity for advocacy: Examining young adult literature's treatment of erased identities and histories. Annual convention of the National Council of Teachers of English, Atlanta, GA.

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

Glenn, W. J. (2015). Sport as story: Facilitating literature study. Annual convention of the National Council of Teachers of English, Minneapolis, MN.

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. Annual meeting of the Literacy Research Association, Marco Island, FL.

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

Glenn, W. J. (2012). In the name of protecting kids: Censorship, schools, and young adult literature. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Las Vegas, NV.

Glenn, W. J., Ginsberg, R., & Zabrocky, J. (2012). It's all in the telling: Multicultural YA literature and the literary aesthetic. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Las Vegas, NV.

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

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

Glenn, W. J. (2010). Norwegian schooling for social democracy. Annual meeting of the National Network of Educational Renewal, Normal, IL.

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. Hawaii International Conference on Education, Honolulu, HI.

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. Annual meeting of the National Reading Conference, Orlando, FL.

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

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. Annual conference on the Teaching of English as a Second Language, New York, NY.

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*. Annual meeting of the American Educational Research Association, Chicago, IL.

Glenn, W. J. (2007). Applying new lenses: Building confidence and developing skills in struggling student writers. Annual meeting of the American Educational Research Association, Chicago, IL.

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. Annual meeting of the National Reading Conference, Los Angeles, CA.

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. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, New York, NY.

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

Glenn, W. J. (2006). A critical examination of recent young adult literature consumed by conspicuous consumption. Annual meeting of the American Educational Research Association, San Francisco, CA.

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

Glenn, W. J. (2005). Real writers as aware readers: Writing creatively as a means to develop reading skills. Annual convention of the National Council of Teachers of English, Pittsburgh, PA.

Glenn, W. J. (2004). Fictional boys defying patriarchal expectation: A feminist critical analysis of the YA novels of Karen Hesse. Annual meeting of the National Reading Conference, San Antonio, TX.

Glenn, W. J. (2004). Hole in my life (and theirs): Getting YA literature into the hands of students. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Indianapolis, IN.

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

Glenn, W. J. (2003). Out of the box: Beyond interdisciplinary learning and teaching. Annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

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

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

Glenn, W. J. (2002). Refining through reflection: Using the teaching journal as a catalyst for change. Spring conference of the National Council of Teachers of English, Portland, OR.

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

Non-Paper Conference Presentations

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

Glenn, W. J. (2019). Matt Mendez. YA Lit *IS* Complex! Authors and Teachers Explore the Role of Inquiry in Writing and Discussing Young Adult Literature. Annual convention of the National Council of Teachers of English, Baltimore, MD.

Ginsberg, R., & Glenn, W. (2018). Race, class, power, and privilege: Finding my voice and *Piecing Me Together*. Conference on English Education, Annual convention of the National Council of Teachers of English, Houston, TX.

Glenn, W., & Ginsberg, R. (2018). Young adult literature as a mirror. Raising Student Voices by Using YA Literature to Encourage Acting Up and Speaking Out, Annual convention of the National Council of Teachers of English, Houston, TX.

Glenn, W. (2018). Elizabeth Acevedo. YA lit *IS* complex! Authors and Teachers Explore the Complexity of Writing Young Adult Literature, Annual convention of the National Council of Teachers of English, Houston, TX.

Glenn, W. J., & Ginsberg, R. (2017). Research and young adult literature: Rationales and strategies for using young adult literature in secondary classrooms. Annual convention of the National Council of Teachers of English, St. Louis, MO.

Glenn, W. J. & Ginsberg, R. (2016). Examining responses to young adult literature in English education and English language arts classrooms. Annual convention of the National Council of Teachers of English, Atlanta, GA.

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. Annual convention of the National Council of Teachers of English, Atlanta, GA.

Buehler, J., Ginsberg, R., & Glenn, W. J., & Stites, R. (2015). Mediating challenges to infusing YA literature into the K-12 curriculum. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Minneapolis, MN.

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). Annual convention of the National Council of Teachers of English, Minneapolis, MN.

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. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Minneapolis, MN.

Glenn, W. J., (2015). No safe book: Young adult books, children's literature, and censorship. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Minneapolis, MN.

King, D., & Glenn, W. J. (2014). Eight great multicultural American texts (*The House on Mango Street*). Annual convention of the National Council of Teachers of English, Washington, D.C.

Glenn, W. J., & Ward, B. (2014). Defying the censors in defense of democracy. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Washington, D.C.

Glenn, W. J. (2013). Speak loudly: Blurring lines and bold labels in the fight against censorship. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Boston, MA.

Glenn, W. J. (2013). Eight great [censored] American YA novels (*The Perks of Being a Wallflower*). Annual convention of the National Council of Teachers of English, Boston, MA.

Glenn, W. J. (2012). Eight great American YA novelists (Laurie Halse Anderson). Annual convention of the National Council of Teachers of English, Las Vegas, NV.

Glenn, W. J. (2010). The author's craft: Young adult literature as impetus for writing. Annual workshop of the Assembly on Literature for Adolescents of the National Council of Teachers of English, Orlando, FL.

Glenn, W. J. (2008). Race and class in YA novels. Annual convention of the National Council of Teachers of English, San Antonio, TX.

Glenn, W. J. (2007). Living democracy in the classroom: Negotiating curriculum as a means of enacting critical literacy. Annual convention of the National Council of Teachers of English, New York, NY.

Glenn, W. J. (2007). Teaching adolescent literature: Opportunities, challenges, promising new directions. Annual convention of the National Council of Teachers of English. New York, NY.

Glenn, W. J. (2005). Power and propaganda: Applying the lens of critical pedagogy. Annual meeting of the New England Association of Teachers of English, Nashua, NH.

Glenn, W. J. (2005). Creating savvy consumers: Exploring advertising in the English Language Arts classroom. Annual meeting of the New England Association of Teachers of English, Nashua, NH.

Glenn, W. J. (2005). Crossing the line: An interdisciplinary approach to the study of propaganda. Annual meeting of the New England Association of Teachers of English, Nashua, NH.

Thorson, R., Moss, D. M., & Glenn, W. J. (2005). Stone wall secrets. Annual meeting of the National Science Teachers Association, Hartford, CT.

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

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

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

Glenn, W. J. (2004). Bringing in the outside: Using current events to enhance curriculum. Annual meeting of the New England Association of Teachers of English, Nashua, NH.

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

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

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

Glenn, W. J. (2003). Cues . . . set . . . action! Drama for the non-dramatic. Annual meeting of the New England Association of Teachers of English, Nashua, NH.

Glenn, W. J. (2002). Making meaning through metaphor: Teaching the content of our character. Annual meeting of the New England Association of Teachers of English, Nashua, NH.

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

Glenn, W. J. (1999). Integrated thematic instruction. Mesa Public Schools Language Arts Symposium, Mesa, AZ.

KEYNOTES, LECTURES, OUTREACH, AND PUBLIC SCHOLARSHIP

Featured scholar, The history of ALAN: An interview with Wendy Glenn. *Study and Scrutiny: Research on Young Adult Literature* (In press for 2025).

Featured scholar (with A. Banack, S. Bickmore, & J. Blasingame), Collaborative conversation: *The ALAN Review* backwards and forwards. *The ALAN Review*, 52(1): 6-10. 2024.

Consulted scholar, Designing a diverse high school library (by M. Braun, New Vista High School, Colorado). Senior project (2024-2025).

Consulted scholar, What research tells us about what makes an effective teacher high school teacher (by C. Proctor, Staples High School, Connecticut). Classroom inquiry project (2024).

Featured scholar, The Judy Blume renaissance is upon us—even as her books are being banned from schools. *The 19th* (by J. Gerson) (2023). <https://19thnews.org/2023/04/judy-blume-documentary-film-book-bans-schools/>.

Featured scholar, President's teaching scholars joined by two new members: President Saliman honors faculty excellence in teaching, scholarly work. *CU Connections* (2023). <https://connections.cu.edu/stories/president-s-teaching-scholars-joined-two-new-members>.

Featured scholar, Five questions for Wendy Glenn. *CU Connections* (by J. Dedrick) (2023). <https://connections.cu.edu/spotlights/five-questions-wendy-glenn>.

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

Featured scholar, Love of books. *School of Education Magazine* (by H. Fletcher) (2022).

Featured scholar, As book bans rise across the country, one former teacher argues for letting kids read. *CU Boulder Today* (by D. Strain) (2022). <https://colorado.edu/today/2022/08/25/book-bans-rise-former-teacher-argues-letting-kids-read>

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

Invited speaker, Advising doctoral students. CU School of Education Faculty Mentoring Committee Meeting (2022).

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

Keynote speaker, Sport and society in young adult literature. Annual convention of the National Council of Teachers of English, Denver, CO (2020). [cancelled due to COVID-19]

Academic research advisor, Cecily von Ziegesar, *Children's Literature Review: Reviews, Criticism, and Commentary on Books for Children and Young People*, vol. 239 (ed. C. A. Schwartz, Farmington Hills, MI: Gale) (2020).

Supervisory mentor to Boulder Valley School District middle school teacher engaging in the Summit Master Teacher experience (2019-2020).

Curriculum developer, Teaching guide for the young adult novel, *Barely missing anything* (by M. Mendez), Simon & Schuster (2019).

Curriculum developer, Teaching guide for the young adult novel, *With a star in My hand* (by M. Engle), Simon & Schuster (2019).

Invited blog post author (with R. Ginsberg), Resisting readers' identity (re)construction across English and young adult literature course contexts. National Council of Teachers of English (2019). <http://www2.ncte.org/blog/2019/01/resisting-readers-identity-reconstruction-across-english-young-adult-literature-course-contexts/>.

Invited endorser, *Breaking the taboo with young adult literature* (by V. Malo-Juvera & P. Greathouse, Rowman & Littlefield) (2019).

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

Facilitator, Responding to reviewers, CU Boulder Literacy Studies Specialty Seminar (2019).

Faculty mentor, Fulbright proposal for PhD student at Ohio State University (2018)

Co-facilitator (with M. Gort), CV development workshop, CU Boulder Literacy Studies and Equity, Bilingualism, and Biliteracy Specialty Seminar (2018).

Co-facilitator (with K. Willman), Interdisciplinary teaching workshop, CU Boulder secondary English and social studies licensure candidates (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 (2018).

Guest lecturer, Academic publishing in children's and young adult literature Ohio State University, Michelle Abate, instructor (2018).

Co-facilitator (with A. Marcus), Mediating dilemmas in the teaching of the Holocaust. University of Connecticut (2016, 2014, 2012). [Sponsored by the U.S. Holocaust Memorial Museum]

Curriculum developer, Readers' guide for the young adult novel, *The smell of other people's houses* (by B. Hitchcock). Random House (Spring 2016).

Curriculum developer, Readers' guide for the young adult novels, *Every day* and *Another day* (by D. Levithan). Random House (Spring 2015).

Keynote speaker, The realities of school censorship. Seven days and nights to investigate, navigate, debate, and celebrate banned literature, Eastern Connecticut State University (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 A. Brashares). Random House Publishing (2013).

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

Cited expert, La faim justifie-t-elle les moyens? *Le Monde* (by C. Gallot) (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 (S. Chbosky) to the Motion Picture Association of America (2012).

James Houck lecturer, Look in to see out. Annual English Festival, Youngstown State University (2011).

James Houck lecturer, The danger of books. Annual English Festival, Youngstown State University (2011).

James Houck lecturer, Connection and distance: Navigating adolescence through young adult literature. Annual English Festival, Youngstown State University (2011).

Keynote speaker, The changed and (changing) world of fiction for American teens. International American Studies Conference, Kristiansand, Norway (2009).

Invited lecturer, A critical examination of recent young adult literature consumed by conspicuous consumption. International Why English? Conference, Oxford University, England (2007).

Keynote speaker, Lewd, licentious, lascivious: Literary censorship in schools. Banned and Challenged Books, Eastern Connecticut State University (2004).

Invited lecturer, Sex, swearing, and sacrilege: Censorship and textbooks in America. Neag School of Education, University of Connecticut (2004).

Keynote speaker, The value of young adult literature. Annual meeting of the Connecticut Council of Teachers of English (2003).

Keynote speaker, Censorship and young adult literature. Banned and Challenged Books, Eastern Connecticut State University (2003).

Invited speaker, Finding poetic inspiration. Connecticut Writing Project Teacher-Student Writing Conference, University of Connecticut (2003).

Keynote speaker, True confessions of a hypocrite: Failing to make the most of young adult literature in the English classroom. Annual meeting of the Connecticut Council of Teachers of English (2002).

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

Facilitator, Professional development series (lesson planning, classroom management, writing instruction, classroom assessment) presented to graduate teaching assistants, Arizona State University (1999).

EDITORSHIPS, FELLOWSHIPS, AND GRANTS

Recipient (with R. Ginsberg & K. Coffino), The Henry Ford Museum of Innovation: Course building for teachers (Place-based learning, Problem-based learning, Connecting students to communities, Bringing cultural institutions into the classroom) (2022-2024). Funded at \$240,000.

Recipient, Travel grant to present at the Congress of the International Research Society on Children's Literature. Santa Barbara, CA. President's Teaching Scholar Outreach Initiative (2023). Funded at \$2000.

Invited consultant, The SUNPADD (Space weather forecasting with uncertainty prediction using physics and data driven models) Project (V. Harid, P.I.). National Science Foundation (2020). Unfunded.

Senior editor, *The ALAN Review*, peer-reviewed journal of the Assembly on Literature for Adolescents of the National Council of Teachers of English (2012-2019).

Co-PI (with S. Hopewell, S. Nogueron-Liu, J. Stillman, & D. 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 (2016-2017). Unfunded.

Principal investigator, Female preservice teachers of color examine race through multicultural literature. White House Collaborative Funding Competition (2016-2017). Unfunded.

Lead developer (with K. Capshaw & V. Ford Smith), Multicultural children's and young adult literature research center, UConn Teachers for a New Era (2016). Funded at \$15,000.

Program coordinator, Letters about literature program (CI). US Library of Congress (2015-2017). Funded at \$2700.

Column editor, Censorship column in *The ALAN Review*, peer-reviewed journal of the Assembly on Literature for Adolescents of the National Council of Teachers of English (2011-2014).

United States Holocaust Memorial Museum faculty fellow (with A. Marcus), American Association of Colleges of Teacher Education (May 2012).

Fullbright 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).

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

Senior literacy consultant, Project STORY (M. Faggella-Luby, P.I.). Institute for Educational Sciences (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 (E. Howard, P.I.). Institute for Educational Sciences (2007-2011). Funded at \$1,500,000.

Principal investigator, Negotiating curriculum as means of enacting critical literacy. Spencer Foundation (2006). 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).

Co-principal investigator (with D. Moss & R. Thorson), 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

International and National Service Activities

International Research Society on Children's Literature (IRSCL)

Session Chair, Exploring environmental agency in and through YA literature (Glenn, Ginsberg, & Wheeler). Biennial Congress of the International Research Society for Children's Literature, Santa Barbara, CA. (2023).

United States Fulbright Scholar Program

Peer Review Application Committee (2024)

United States Board on Books for Youth (USBBY)

Chair, Astrid Lindgren Memorial Award Committee (2013-2015)

Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN)

- Past President, President, President-Elect (2009-2012)
- Senior Editor, *The ALAN Review* (2012-2019)
- New Workshop Attendee Mentor (2023, 2022)
- PhD Student Mentor (2020-2021)
- Executive Director Search Committee (2020)
- Program Consultant for the annual workshop (2020, 2015-16, 2006-2011)
- Diversity Committee (2018-2019)
- ALAN Foundation Grant Program reviewer (2012-2018)
- ALAN Award Committee (2013-2017)
- Smith-Carlsen Grant Development and Review Committees (2014-2017)
- Membership Mentoring Committee (2011-2015)
- Chair and Column Editor, Censorship Committee (2011-2014)
- University Student Affiliate Planning Committee (2012-2013)
- Founding Chair, Chair, and Past Chair, Amelia Elizabeth Walden Book Award Committee (2008-2012)
- Chair (2010-2011), Member (2009-2012) Hipple Award Committee
- Chair, *The ALAN Review* Ad Hoc Evaluation Committee (2011-2012)
- Executive Director Search Committee (Fall 2010)
- Director, Executive Board (2005-2009)
- Elections Committee (2007-2008, 2006-2007)
- Ad Hoc Committee to evaluate Assembly versus Conference status (2007-2008)
- Green Earth Book Award Selection Committee (2007-2008)

National Council of Teachers of English (NCTE)

- Session Chair, Locating the self in space and place: The politics of home in young adult literature (A. Banack, E. Caasi, R. Ginsberg, A. Glaws, W. Glenn, D. Moore, & F. Torres). Annual convention of the National Council of Teachers of English, Anaheim, CA (2022).

- Respondent, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers, Annual convention of the National Council of Teachers of English, Anaheim, CA (2022).
- Respondent, English Language Arts Teacher Educators (ELATE) teaching session. Annual convention of the National Council of Teachers of English, Anaheim, CA (2022).
- Respondent, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers, Annual convention of the National Council of Teachers of English, virtual conference (2021).
- Respondent, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers, Annual convention of the National Council of Teachers of English, virtual conference (2020).
- Faculty mentor, L. Ramon Veal research seminar, Annual convention of the National Council of Teachers of English, virtual conference (2020).
- Mentor of preservice teacher presenters, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers. Annual convention of the National Council of Teachers of English, Baltimore, MD (2019).
- Faculty mentor, L. Ramon Veal Research Seminar. Annual convention of the National Council of Teachers of English, Baltimore, MD (2019).
- Mentor of preservice teacher presenters, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers, Annual convention of the National Council of Teachers of English, Houston, TX (2018).
- Respondent, Recapturing the YA voice in literature: Culture, family, and identity, Annual convention of the National Council of Teachers of English, St. Louis, MO (2017).
- Mentor of preservice teacher presenters, The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers. Annual convention of the National Council of Teachers of English, St. Louis, MO (2017).
- Special Drafting Group for the NCTE Statement on Classroom Libraries (2017)
- Standing Committee Against Censorship (2012-2016)
- Session Co-chair (with J. Kaywell), Diane Ravitch: Challenging the dominant narrative of teachers and teaching. Annual convention of the National Council of Teachers of English, Washington, D.C. (2014).
- Discussant, A new literary lens on the horizon: Reading stories of adolescence/ts through a youth

lens (R. Petrone, S. Sarigianides, A. Thein, M. Sulzer, R. Schmidt, M. Lewis, & C. Borsheim-Black). Annual convention of the National Council of Teachers of English, Washington, D.C. (2014).

- Chair, Special drafting group for the NCTE Principles for Defending Intellectual Freedom in Education (2013)
- Judge, Achievement in Student Writing Program (2005-2007)
- Chair, Nominating Committee (2005-2006)

American Educational Research Association (AERA)

- Symposium Chair, Interrogating the social imagination: Examining the renegotiation of self and others through young adult literature (K. Bailes, C. Coleman-King, S. Durand, A. Garcia, R. Ginsberg, J. Glazer, W. Glenn, S. Groenke, & R. Seglem). Annual meeting of the American Educational Research Association, virtual conference (2021).
- Invited reviewer, Division K, Section 1 proposal submissions for the 2021 annual meeting, Orlando, FL (2020)
- Symposium Chair, Interrogating the social imagination: Examining the renegotiation of self and others through young adult literature (K. Bailes, C. Coleman-King, S. Durand, A. Garcia, R. Ginsberg, J. Glazer, W. Glenn, S. Groenke, & R. Seglem). Annual meeting of the American Educational Research Association. San Francisco, CA. (2020). [cancelled due to COVID-19]
- Chair, AERA Division K Exemplary Research on Teaching and Teacher Education Committee (2018-2019)
- Invited reviewer, Division K proposal submissions for the 2019 annual meeting in Toronto, Canada (2018)
- Early Career Awards Committee (2011-2013)

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

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

Conference on English Education (CEE)

- Task Force on Young Adult Literature (2006-2007)

- Commission on the Study and Teaching of Adolescent Literature (2004-2006)

Promotion and Tenure Case Evaluation

Invited evaluator of 21 faculty colleagues seeking promotion and tenure (institutions include: Ohio State, Louisiana State, North Carolina, Washington State, Temple, St. Louis, Louisville, Tennessee, Arkansas, Auburn, South Florida, Oklahoma State, Arizona State, Seattle Pacific, Vanderbilt, Missouri, Purdue, Hunter College, Cincinnati)

Manuscript Reviewer/Editorial Board Memberships

Action in Teacher Education

Barnelitterært Forskningstidsskrift: 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

Multicultural Perspectives

NCTE Books

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

Routledge

Research in the Teaching of English

Reading Research Quarterly

Sage Contemporary Readings in Literacy Education series

The ALAN Review

Women in Sport and Physical Activity Journal

Regional Service Activities

New England Association of Teachers of English (NEATE)

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

Northeastern Educational Research Association (NERA)

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

State Service Activities

Connecticut Council of Teachers of English (CCTE)

- President and President-Elect (2005-2007)
- Conference Chair, Booting up in the 21st century: Technology in today's English language arts classroom, Storrs, CT (2005)

Arizona English Teachers Association (AETA)

- Executive Board Member (1998-2002)
- Publicity Chair for fall conference (2001)
- Program Chair for fall conference (1999)

University Service Activities

University of Colorado System

- President's Teaching Scholar Executive Council (2024-present), Member (2023-present)
- Meeting Planning Committee, President's Teaching Scholar Program (2024-2025)

University of Colorado Boulder

- Chair (2024-present), Elected member (2022-2024), Boulder Faculty Assembly Intercollegiate Athletics Committee
- Invited member, Buffs One Read Selection Committee (2023-present)
- Co-chair (with J. Jupille), Faculty Athletics Fellows Program (2024-present)
- Faculty Athletics Fellow, CU Women's Volleyball (2024-present)
- Faculty advisor, University Honors Program (2024-present)
- Presenter, Making the most of your sabbatical, Office of Faculty Affairs Faculty Development Workshop (2025)
- Faculty reviewer, CU Fiscal Certification and Assessment process (2022-2024)
- Presenter, Taking advantage of faculty office hours, Athletics Department First-Year Student Athlete Summer Orientation (2024)
- Faculty evaluator, Boulder Faculty Assembly Administrator Appraisal Committee (2024)
- Faculty recruiter, Office of Admissions Boettcher Scholarship Program (2024, 2023)
- Co-presenter (with K. Ambrose, Director, Center for Teaching and Learning), Thriving as a teacher: Getting ready for the first class...semester...year at CU. Office of Faculty Affairs New Faculty Orientation (2023)
- Mentor, Professional and Academic Conference Endowment Grant for two undergraduate students (2023)
- Faculty rater, CU Boulder 360 Development Tool, Human Resources (2022)
- Invited mentor, CU Faculty Cross-Campus Mentoring Program (2021-2022)
- Norlin Library Children's and Young Adult Literature Collection Advisory Group (2021)
- Invited speaker, Careers in English panel, English Department (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)
- Neag 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)
- Director of Faculty Development Search Committee, Institute for Teaching and Learning (2012)
- Internal Evaluator, University Writing Center Review (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 Research Committee (2004-2005)
- Faculty Mentor, Education Cluster of University Housing (2004-2005)
- Young Adult Literature Course Development Committee (2004-2005)
- Children's Literature Search Committee (English Department) (Spring 2004)

School Service Activities

University of Colorado Boulder

- English Education Program Faculty Coordinator (2017-present)
- Chair, Secondary Humanities Undergraduate and MA+ Licensure programs (2018-2024)
- Co-chair (2018-2021), Member (2018-2024), Teacher Education Leadership Team
 - Program Reauthorization Subcommittee (2022)
 - Orientation and Onboarding Subcommittee (2022)
 - Field Coach Roles and Responsibilities Subcommittee (2022)
 - Partner District Communication and Expectations Subcommittee (2022)
- Chair (2022, 2019), Member (2022-2024, 2018), Primary Unit Evaluation Committee for faculty tenure and promotion review
- Faculty mentor to two Teaching Professors (2019-2024)
- Undergraduate Leadership Council (2021-2024)
- Intent form and proposal lead writer, Middle and High School Teaching major (2022-2024)
- Chair (2024), Member (2023), Secondary Social Studies Faculty Search Committee

- Scholarship Review Committee (teacher licensure candidates) (2024, 2020)
- Academic Advisor Search Committee (2023)
- Pathbreaking Admissions Committee (2023)
- Doctoral Pathways Mentorship Program Application Reviewer (2023, 2022, 2021)
- Future Educator Honor Roll Selection Committee (2022)
- Classroom observer of faculty instructors for tenure and promotion review (2022, 2021)
- Dean's Advisory Council (2018-2021)
- Director, Secondary Teacher Education (2018-2021)
- School of Education Representative, Ed Prep Lab (2019-2021)
- Teacher Learning, Research, and Practice Faculty Search Committee (2021)
- Interim Chair, Teacher Learning, Research, and Practice (2020)
- Chair, Literacy Studies/Secondary English Education Search Committee (2020)
- Faculty mentor, Doctoral Pathways Mentorship Program (2020)
- Co-organizer and Co-facilitator (with L. Bohl and C. Kent), Welcome Week session for PhD finalists (2020)
- PhD Core Development Committee (2019-2020)
- Transnational/Study Abroad Initiative (2019-2020)
- Faculty advisor, *The Assembly: A Journal for Public Scholarship on Education* (2019-2020)
- TLRP Program Development and Design Committee (2018-2019)
- Chair, Secondary Humanities Program Redesign (2017-2018)

University of Connecticut

- Chair (2010-2011), Member (2001-2017), Teacher Education Admissions Committee
- Volunteer, University Open House (2002-2017)
- Co-chair (2016), Member (2016-2017), Creativity and Innovation Task Force
- Co-chair, Social Justice Working Group, Teacher Education Program Redesign (2014-2016)
- English Language Learner Study Group: Project PREPARE-ELLs (2012-2014)
- Professional Development for Cultural Competency Committee (2012-2014)
- Dean Search Committee (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 Candidate Assessment Subcommittee on Teacher Candidate Assessment (2004-2005)
- Teacher Certification Program for College Graduates Clinical Faculty Search Committee (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, Teachers for a New Era/CT State Department of Education faculty survey on the BEST program (2004)
- Survey Reviewer, 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

- Application reviewer, Literacy Studies PhD candidates and Secondary Humanities Teacher Licensure undergraduate and MA+ candidates (2018-present)
- Partner school liaison, Departments of English and Social Studies, Casey Middle School, Centennial Middle School, Manhattan Middle School, Platt Middle School (2021-present)

- Organizer/Facilitator, Program orientation and community building events for Secondary Humanities teacher licensure students (undergraduate and MA+) and mentor teachers (2018-2024)
- Program representative, Secondary Humanities Teacher Licensure at annual recruitment events (Admitted Students Day, Online Open House, and Graduate Preview Day) (2018-2024)
- Scheduler, Secondary Humanities Teacher Licensure courses each semester (2018-2024)
- Teaching observer, Literacy Studies PhD Student Review process (2023, 2022)
- Author, Secondary Humanities Teacher Licensure reports for university and state accreditation processes (2020-2022)
- Designer, Secondary Humanities Teacher Licensure Mentorship Program (2022)

University of Connecticut

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

- Planning Committee for the Donald Graves Writing Conference (2003)
- Graduate Program Evaluation Committee (2002-2003)

HONORS AND AWARDS

President's Teaching Scholar Award Recipient, University of Colorado System (2023)

Nilsen-Donelson Award for the best article featured in *The ALAN Review*: "It never starts with machetes": Interrupting intergenerational transmission of biases through speculative YA fiction, Assembly on Literature for Adolescents of the National Council of Teachers of English (2022)

Ted Hipple Service Award, Assembly on Literature for Adolescents of the National Council of Teachers of English (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, National Council of Teachers of English (2013)

Kappa Kappa Gamma Outstanding Professor, University of Connecticut (2013, 2012)

James Houck Lecturer, Youngstown State University (2011)

Fulbright Scholar, Norway (2009-2010)

University Teaching Fellow, University of Connecticut (2009)

Model Teacher, Institute for Teaching and Learning Exemplary Teacher Electronic Professional Development Series, University of Connecticut (2007-2008)

Nominee, Early Career Achievement Award, National Reading Conference (2007)

Research Fellow, Teachers for a New Era, University of Connecticut (2005-2006)

Excellence in Teaching Award, New England Association of Teachers of English (2003)

Regents Graduate Academic Scholar, Arizona State University (2000-2002)

Outstanding Teacher Award, Dobson High School (selected by students) (1997-2000)

University of Arizona Outstanding Teacher Award (nominated by a former high school student) (1999)

Target (Dayton-Hudson) Outstanding Teacher Award (1999)

Outstanding Teacher Award, Stapley Junior High (selected by colleagues) (1999)

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*, Arizona State University (1992)

Phi Beta Kappa National Honor Society, Arizona State University (1992)

Golden Key National Honor Society, Arizona State University (1990)

Phi Kappa Phi National Honor Society, Arizona State University (1990)

Vice President, Alpha Lambda Delta Honor Society, Arizona State University (1989)

Sigma Tau Delta English Honorary Society, Arizona State University (1989)