

Wendy J. Glenn, PhD

Professor of Literacy Studies
Professor of Teacher Learning, Research, and Practice
Director of Secondary Teacher Education
Chair, Secondary Humanities Teacher Licensure Program
Fulbright Scholar, Norway
University Teaching Fellow

School of Education
University of Colorado Boulder
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Education

Arizona State University, Tempe, AZ

PhD in Curriculum and Instruction in English Education (December 2001)

Master of Education in Secondary Education (December 1995)

Bachelor of Arts in English from the College of Liberal Arts and the Honors College,
Summa Cum Laude (May 1992)

Professional Experience

University of Colorado, Boulder, CO, 2017-present

Professor of Literacy Studies and Professor of Teacher Learning, Research, and Practice

Director of Secondary Teacher Education

Chair, Secondary Humanities Teacher Licensure in English, Social Studies, and World
Languages

Interim Chair, Teacher Learning, Research, and Practice Program

Course Instructor (Multicultural Young Adult Literature, Narrative and Story in the
Humanities, Secondary English Methods, Framing Equity and Justice in the
Humanities, PhD Literacy and TLRP Seminars)

English Licensure Student Advisor

University of Connecticut, Storrs, CT

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

Director of Teacher Education

English Education Program Coordinator

Course Instructor (Young Adult Literature, Methods of Teaching Literature,
Methods of Teaching Writing and Language, Teacher Research Seminar, PhD
Professional Seminar)

English Education Student Advisor

Northern Arizona University, Flagstaff, AZ
Graduate Instructor, 2001-2002

Course Instructor (Methods of Teaching Literature, Language and Literacy, Practicum)
English Education Student Advisor
English Education Student Teacher Supervisor

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

Teacher of American Literature, Writing, and Humanities (grades 10-12) at Dobson High School (1995-2000)

Teacher of English Language Arts (grades 7-8) at Stapley Junior High School (1994-95)

Arizona State University, Tempe, AZ
Graduate Assistant, 1991-1993, 2001

Supervisor of six English Education student teachers (Spring 2001)

Teaching Assistant, Survey of English Literature, Dr. Bob Bjork (Fall 1993)

Graduate Research Assistant, Center for Medieval and Renaissance Studies (1992-1993)

Undergraduate Research Assistant, Dr. Nicholas Salerno (1991)

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*. Lanham, MD: Rowman & Littlefield/Scarecrow. [Studies in Young Adult Literature series]

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

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

Peer-Reviewed Journal Articles

Glenn, W. J., & Caasi, E. (Accepted, in press). Gendered expectations in sports nonfiction for young adult readers. *Children's Literature in Education*.

Durand, S., Glenn, W. J., Moore, D., Groenke, S., & Scaramuzzo, P. (Accepted, in press). Awards, authors, and paratextual features: Shaping narratives of immigration in young adult literature. *Journal of Adolescent and Adult Literacy*.

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

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

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

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

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

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

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

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

Glenn, W. J., Ginsberg, R., & King, D. (2018). Resisting and persisting: Identity stability among adolescent readers labeled as struggling. *Journal of Adolescent Research* 33(3), 306-331.

Ginsberg, R., & Glenn, W. J. (2018). Inviting critical conversation: A multicultural YAL unit for the student-centered classroom. *Statement* 51(1), 30-35.

Ginsberg, R., Glenn, W. J., Moye, K. (2017). Opportunities for advocacy: Interrogating multivoiced YAL's treatment of denied identities. In Bach, J., & Bull, K. B. (Eds.). *Multicultural and multivoiced stories for adolescents* [Special issue]. *English Journal*, 107(1), 26-32.

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

¹ Redefining a Norwegian Norway

- Glenn, W. J. (2012). Developing understandings of race: Preservice teachers' counter-narrative (re)constructions of people of color in young adult literature. *English Education, 44*(4), 326-353.
- Glenn, W. J., Ginsberg, R., Gaffey, E., Lund, K., & Meagher, I. (2012). From awareness to action: Young adult literature as a road to reflection and catalyst for change. *The ALAN Review, 39*(2), 25-32.
- Glenn, W. J. (2011). Flash back. Forge ahead: Dynamism and transformation in young adult literature. *The ALAN Review, 39*(1), 7-11.
- Glenn, W. J. (2011). "I'm not completely dark." Identity revision in a resistant student writer. *Journal of Teaching Writing, 26*(2), 1-19.
- Glenn, W. J. (2011). The potential power of less appealing appeals: Drawing from cultural context in response to school censors. *SIGNAL: International Literacy Association, 34*(1), 59-63.
- Gort, M., & Glenn, W. J. (2010). Navigating tensions in the process of change: An English educator's dilemma management in the revision and implementation of a diversity-infused methods course. *Research in the Teaching of English, 45*(1), 59-86.
- Glenn, W. J., King, D., Heintz, K., Berg, E., & Klapatch, J. (2009). Finding space and place for young adult literature: Lessons from four first-year teachers engaging in out-of-school professional induction. *The ALAN Review, 36*(2), 6-17.
- Glenn, W. J. (2008). Gossiping girls, insider boys, A-list achievement: Examining and exposing young adult novels consumed by conspicuous consumption. *Journal of Adolescent and Adult Literacy, 52*(1), 34-43.
- Glenn, W. J., & Gort, M. (2008). Discomfort, deficiency, dedication: Preservice teachers voice their ELL-related concerns. *The English Leadership Quarterly, 64*(4), 9-13.
- Glenn, W. J. (2007). Real writers as aware readers: Writing creatively as a means to develop reading skills. *Journal of Adolescent and Adult Literacy, 51*(1), 10-20.
- 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. (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 *Critical approaches for critical educators. Engaging critically with multicultural young adult literature in the secondary classroom* (pp. 113-121). New York, NY: Routledge.

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

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

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

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

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.

Selected Reviews (from 150+ published reviews)

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

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

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

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

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

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

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

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

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

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

Presentations

Keynotes and Invited Lectures

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

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

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

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

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

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

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

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

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

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

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

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

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

Research Papers Presented at Conferences

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

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

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

Glenn, W. J., & Ginsberg, R. (April 2020). "*It hums in broken lullaby*": *Emotional and physical manifestations of systemic stress of Indigenous women in #NotYourPrincess.*" Paper to be presented in the Symposium, Interrogating the social imagination: Examining the renegotiation of self and others through young adult literature, at the Annual Meeting of the American Educational Research Association. San Francisco, CA. [cancelled due to COVID-19]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glenn, W. J. (2010). Norwegian schooling for social democracy. Paper presented at the annual meeting of the National Network of Educational Renewal (NNER), 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. Paper presented at the 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. Paper presented at the annual meeting of the National Reading Conference (NRC), 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. Paper presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), 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. Paper presented at the annual conference on the Teaching English as a Second Language (TESOL), 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*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Glenn, W. J. (2007). Applying new lenses: Building confidence and developing skills in struggling student writers. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, 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. Paper presented at the annual meeting of the National Reading Conference (NRC), 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. Paper presented at the annual meeting of the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN), New York, NY.

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

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

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

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

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

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

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

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

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

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

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

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

Other Conference Presentations (Sessions, Panels, Workshops)

Glenn, W. (Nov. 2020). Faculty Mentor for The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers. Roundtable to be presented at the annual meeting of the National Council of Teachers of English (NCTE), Denver, CO. [cancelled due to COVID-19]

(Nov. 2020). Faculty Mentor for the L. Ramon Veal research seminar. Mentoring session at the annual meeting of the National Council of Teachers of English (NCTE), Denver, CO. [moved online due to COVID-19]

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

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

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

Glenn, W. (Nov. 2019). Faculty Mentor for the L. Ramon Veal Research Seminar. National Council of Teachers of English (NCTE), Baltimore, MD.
<https://www2.ncte.org/groups/elate/l-ramon-veal-research-seminar/>.

Glenn, W. J. (2018). Mentor for The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers. Roundtable accepted for presentation at the annual meeting of the National Council of Teachers of English (NCTE), Houston, TX.

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

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

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

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

Glenn, W.J. (2017). Respondent for Recapturing the YA voice in literature: Culture, family, and identity. Roundtable presented at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, MO.

Glenn, W.J. (2017). Mentor for The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers. Roundtable presented at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, MO.

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

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

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

Glenn, W. J., & Marcus, A. (2016). Mediating dilemmas in the teaching of the Holocaust. Full-day interdisciplinary workshop with preservice teachers at the University of Connecticut, Storrs. [Sponsored by the US Holocaust Memorial Museum]

Buehler, J., Ginsberg, R., Glenn, W. J., & Stites, R. (2015). Mediating challenges to infusing YA literature into the K-12 curriculum. Invited panel presented at the annual meeting of the Assembly on Literature for Adolescents (ALAN), 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). Session presented at the annual meeting of the National Council of Teachers of English (NCTE), 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. Panel presentation at the annual meeting of the Assembly on Literature for Adolescents (ALAN), Minneapolis, MN.

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

Petrone, R., Sarigianides, S. T., Thein, A. H., Sulzer, M. A., Schmidt, R., Lewis, M. A., Borsheim-Black, C., & Knieling, M. (2014). A new literary lens on the horizon: Reading stories of adolescence/ts through a youth lens. Invited Discussant for paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Washington, DC.

Glenn, W. J., & Marcus, A. (2014). Mediating dilemmas in the teaching of the Holocaust. Full-day interdisciplinary workshop with preservice teachers at the University of Connecticut, Storrs. [Sponsored by the US Holocaust Memorial Museum]

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

Glenn, W. J., & Kaywell, J. (2014). Diane Ravitch: Challenging the dominant narrative of teachers and teaching. Co-chair on session presented at the annual meeting of the National Council of Teachers of English (NCTE), Washington, DC.

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

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

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

Glenn, W. J., & Marcus, A. (2012). Mediating dilemmas in the teaching of the Holocaust. Full-day interdisciplinary workshop with preservice teachers at the University of Connecticut, Storrs. [Sponsored by the US Holocaust Memorial Museum]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glenn, W. J. (2000). Four-day professional development series (lesson planning, classroom management, writing instruction, classroom assessment) presented to Arizona junior and senior high school teachers, Arizona State University, Tempe, AZ.

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

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

Expert Role and Public Scholarship

Article featured on *Research in the Teaching of English* social media sites

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).

Mentor to Anna Royal, BVSD middle school teacher engaging in the “Summit Master Teacher” experience, Fall 2019-Spring 2020.

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

Invited by Simon & Schuster Publishing to share pedagogical practices associated with teaching Matt Mendez’s novel, *Barely Missing Anything* (Dec. 2019):
<https://www.simonandschuster.net/books/Barely-Missing-Everything/Matt-Mendez/9781534404458>.

Authored teaching guide for the young adult novel, *With a Star in My Hand* (Margarita Engle), Simon & Schuster Publishing, Dec. 2019.

Invited to write blog post for the NCTE teacher professional development site, Literacy and NCTE, January 2019: <http://www2.ncte.org/blog/2019/01/resisting-readers-identity-reconstruction-across-english-young-adult-literature-course-contexts/>.

Invited to endorse the book, *Breaking the taboo with young adult literature*, by Victor Malo-Juvera and Paula Greathouse. Rowman & Littlefield. Oct. 2019.

Invited to endorse the book, *Constructing the adolescent reader in contemporary young adult fiction*, by Elisabeth Gruner. Feb. 2019. https://www.amazon.com/Constructing-Adolescent-Contemporary-Approaches-Literature/dp/1137539232/ref=sr_1_fknull_1?keywords=constructing+the+adolescent+reader&qid=1555943777&s=books&sr=1-1-fknull&fbclid=IwAR0mzC7NFeMtO1vNkpfw7H2eICmCiT7yRR1_RvUUL-d0VtRiI9mg7ikpgo.

Cited in a 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. January 2018.

Served as a guest lecturer in the Ohio State University PhD course, Academic Publishing in Children’s and Young Adult Literature, Michelle Abate (Instructor). 30 January 2018.

Served as a faculty mentor on a Fulbright proposal for a PhD student at Ohio State University. Fall 2018.

Authored Readers’ Guide for the young adult novel, *The smell of other people’s houses* (Bonnie-Sue Hitchcock). Random House Publishing, Spring 2016.

Authored Readers’ Guide for the young adult novels, *Every day* and *Another day* (David Levithan). Random House Publishing, Spring 2015.

Developed literature response curriculum for the Great Connecticut Caper Novel Project sponsored by the *Connecticut Humanities Council*, 2014-2015.

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

Cited as expert interviewer in article regarding genre and contemporary young adult fiction, quoted in the French edition of *Slate* magazine, Dec. 2013.

Cited as expert interviewer in "La faim justifie-t-elle les moyens?," C. Gallot's review of *The Hunger Games*, by Suzanne Collins. *Le Monde*, 14 April 2012.

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

Editorships, Fellowships, and Grants

Invited Consultant, The SUNPADD (Space weather forecasting with UNcertainty prediction using Physics and Data Driven models) project. National Science Foundation. PI: Vijay Harid, University of CO, Denver. Spring 2020. Unfunded.

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

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

Principal Investigator on a grant project submitted to the UConn Academic Plan Funding Competition to support the *Multicultural Children's and Young Adult Literature Research Center*, Fall 2016-Spring 2019. \$274,000. Unfunded.

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

Lead facilitator on grant to create the UConn *Multicultural Children's and Young Adult Literature Research Center*, Teachers for a New Era, Summer 2016. Funded at \$15,000.

Program Coordinator for the Letters about Literature program in Connecticut, US Library of Congress, 2015-2017. Funded annually at \$900.

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

Fulbright Scholar for the 2009-2010 academic year. 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. Funded.

Senior Researcher on Project PREPARE-ELLs, a three-year, \$100,000 grant to improve pre-service teachers' capacity to teach English Learners. Dr. Thomas Levine, P.I., Teachers for a New Era, 2009-2012. Funded.

Literature and Literary Analysis Section Editor for the *Journal of Literacy Research (JLR)*, the peer-reviewed journal published by the National Reading Conference (NRC)/Literacy Research Association (LRA), 2006-2008. Funded.

Senior Literacy Consultant on Project STORY, a three-year, \$1,000,000 grant designed to develop an effective and feasible universal intervention to improve adolescent reading comprehension in ninth and tenth grade English classes. Dr. Michael Faggella-Luby, P.I., Institute for Educational Sciences (IES), 2007. Unfunded.

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

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

Principal Investigator on a one-year, \$20,000 literacy grant for developing curriculum materials around writing workshop instruction in the middle school classroom, Teachers for a New Era, 2005-2006. Funded.

Principal Investigator on a one-year, \$3,500 induction grant for 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.

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

Co-principal Investigator on a two-year, \$150,000 grant for using children's literature as a springboard for interdisciplinary work in Language Arts and science, National Science Foundation, 2004-2005. Funded.

Service

National Service Activities

Assembly on Literature for Adolescents (ALAN)

- Past President, President, President-elect (2009-2012)
- Senior Editor, *The ALAN Review*, peer-reviewed journal published by the organization, Fall 2012-Spring 2019
- Program Consultant 2020
- Executive Director Search Committee 2020
- ALAN Mentor for PhD Candidate 2020-present
Edcel Cintron Gonzalez
- Diversity Committee (Jan. 2018-2019)
- Smith-Carlsen Grant Development and Review Committees (2014-2017)
- ALAN Award Committee (2013-2017)
- Chair and Column Editor, Censorship Committee (2011-2014)
- Foundation Grant Reviewer (2012-2018)
- University Student Affiliate Planning Committee (2012-2013)
- Mentoring Committee (2011-2015)
- Chair, *The ALAN Review* Ad Hoc Evaluation Committee (2011-2012)
- Founding Chair, Chair, and Past Chair, Amelia Elizabeth Walden Book Award Committee (2008-2012)
- Chair (2010-2011), Member (2009-2010, 2011-2012) Hipple Award Committee
- Executive Director Search Committee (Fall 2010)
- Director, Executive Board (2005-2009)
- Program Consultant, Annual Workshop (2006, 2007, 2008, 2009, 2010, 2011, 2015, 2016)
- Ad Hoc Committee to evaluate Assembly versus Conference Status (2007-2008)
- Elections Committee (2007-2008, 2006-2007)
- Green Earth Book Award Selection Committee (2007-2008)

National Council of Teachers of English (NCTE)

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

United States Board on Books for Youth (USBBY)

- Astrid Lindgren Memorial Award Committee (2013-2015)

American Educational Research Association (AERA)

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

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

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

Conference on English Education (CEE)

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

Review Work

- Manuscript reviewer for
 - The ALAN Review*
 - English Education*
 - Journal of Teacher Education*
 - Research in the Teaching of English*
 - Reading Research Quarterly*
 - Journal of Literacy Research*
 - English Journal*
 - Equity and Excellence in Education*
 - English Teaching: Practice and Critique*
 - Women in Sport and Physical Activity Journal*
 - Journal of Teaching and Learning*
 - ALAN Picks*
 - Action in Teacher Education*
 - Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*
 - Feminist Formations*
 - Critical Inquiry in Language Studies*
- National Steering Committee Member, Children's/Young Adult Literature Symposium, University of Florida (2011-2013)
- Advisory Board Member, Sage *Contemporary Readings in Literacy Education* series
- Proposal Reviewer, International Reading Association (IRA) Annual Conference

Regional Service Activities

New England Association of Teachers of English (NEATE)

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

Northeastern Educational Research Association (NERA)

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

State Service Activities

Connecticut Council of Teachers of English (CCTE)

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

Arizona English Teachers Association (AETA)

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

University Service Activities

University of Connecticut

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

- Cultural and Artistic Life Review Committee (2007-2008)
- Undergraduate Commencement Marshal (2004-2009, 2011-2015)
- Plagiarism Task Force (2004-2006)
- Teachers for a New Era (TNE) Research Committee (2004-2005)
- Faculty Mentor for Education Cluster of University Housing (2004-2005)
- Young Adult Literature Course Development Committee (2004-2005)
- Children’s Literature Position Search Committee (English Department) (Spring 2004)

School Service Activities

University of Colorado Boulder (Aug. 2017-present)

- Director of Secondary Teacher Education
- Chair, Secondary Humanities Teacher Licensure
- Interim Chair, Teacher Learning, Research, and Practice (Spring/Summer 2020)
- Co-Chair, Teacher Education Leadership Team
- Committee Member, Dean’s Advisory Council
- Chair, Literacy Studies/Secondary English Education Search Committee
- PhD Core Development Committee
- Ed Prep Lab representative
- Scholarship Review Committee (teacher licensure candidates)
- Co-chair (with Dr. Sara Staley), Secondary Humanities Program Redesign
- Committee Member, TLRP Program Development and Design
- Mentor, Ashley Cartun
- Chair, Sara Staley’s PUEC, Assistant Research Professor
- Committee Member, Faith Boninger’s PUEC, Assistant Research Professor
- Committee Member, Transnational/Study Abroad Initiative
- Member, Literacy Studies Program Area
- Member, TLRP Program Area
- Participant, Literacy Specialist Seminar
- Participant, ROTATE/TLRP Specialist Seminar
- Co-chair (with Dr. William McGinley and Kent Willmann), Secondary Humanities Admissions Committee
- Committee Member, PhD Literacy Studies Admissions Committee
- Committee Member, PhD ROTATE/TLRP Admissions Committee
- Committee Member, MA Secondary Curriculum and Instruction Admissions Committee
- Faculty Advisor, *The Assembly: A Journal for Public Scholarship on Education*
- Facilitator, Responding to Reviewers session, Literacy Studies Specialty Seminar
- Facilitator (with Dr. Mileidis Gort), CV Development Workshop, Literacy Studies and EECD Specialty Seminar
- Facilitator (with Kent Willman), Two-day Interdisciplinary Teaching Workshop, Secondary English and Social Studies licensure candidates

University of Connecticut (2002-2017)

- Creativity and Innovation Task Force (2016-2017, Co-Chair Fall 2016)
- Co-chair, Social Justice Working Group, Teacher Education Program Redesign (Spring 2014-2016)

- Dean Search Committee (Spring and Fall 2013)
- Teacher Education Admissions Committee (2001-2017, Chair 2010-2011)
- Chair, Teacher Education Admissions Writing Review Subcommittee (2012-2013)
- English Language Learner Study Group: Project PREPARE-ELLs (2006-2014)
- Open House Volunteer (2002-2017)
- Professional Development for Cultural Competency Committee (2012-2014)
- Online Courses Committee (2011-2012)
- Chair, Teacher Education Program Redesign Steering Committee (2010-2011)
- Chair, Teacher Education Program Redesign Areas of Focus Committee (2010-2011)
- Chair, Teacher Education Program Admissions Process Review Committee (2010-2011)
- Undergraduate Commencement Committee (2010-2011)
- Teacher Education Assessment Subcommittee (2010-2011, 2003-2005)
- Community Building Committee (2009-2011)
- National Network for Educational Renewal (NNER) Community Initiative Liaison with Willington Public Schools (2006-2011)
- Sports Management Faculty Search (2006-2008)
- Neag Literacy Advisory Group (2006-2008)
- Course Renumbering Committee (2006-2007)
- Teacher Certification Program for College Graduates Admissions Committee (2004-2006)
- Assistant Research Professor in Residence Search Committee (2006)
- Teacher Education Clinical Faculty Search Committee (2006)
- Teacher Certification Program for College Graduates Clinical Faculty Search Committee (2005)
- Teacher Candidate Assessment Subcommittee on Teacher Candidate Assessment (2004-2005)
- Redesign of Junior Core Courses Task Force (2005)
- Co-chair, Fifth-Year Graduate Seminar Poster Session (2005)
- Teacher Candidate Assessment Subcommittee on Faculty Climate (2004-2005)
- Academic Advisor I Search Committee (2004)
- Survey Reviewer for Teachers for a New Era/CT State Department of Education faculty survey on the BEST program (2004)
- Survey Reviewer for Teachers for a New Era/CT State Department of Education student survey on the BEST program (2004)
- Carnegie Grant Proposal Committee for the Neag School of Education and College of Arts and Sciences (2003)

Department Service Activities

University of Connecticut (2002-2017)

- New Faculty Mentoring Committee (2011-2017)
- Student Scholarships and Awards Committee (2006-2017)
- Secondary Field of Study Graduate Admissions Committee (2002-2017)
- Promotion and Tenure Review Committee (2016-2017, 2011-2012)
- SPA Writer for English Education NCATE Report (2013, 2008)
- Honors' Program Thesis Advisor (2015-2016, 2014-2015, 2012-2013, 2007-2008)

- Literacy Faculty Search Committee (2012-2013)
- Chair, Instrumental Music Education Faculty Search Committee (2010-2011)
- Chair, World Languages Faculty Search Committee (2010-2011)
- Assistant Professor in Reading Search Committee (2010-2011, 2007-2008)
- Program Assessment for Reaccreditation by NEASC Committee (2006-2008)
- Urban Education Search Committee (2007-2008)
- Merit Committee (2002-2008)
- Graduate Admissions Committee (2003-2007, Chair 2005-2007)
- 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 Position Search Committee (2003-2005)
- Science Education Position Search Committee (2003-2004)
- Textbook Review Committee (2002-2004)
- Planning Committee for the Donald Graves Writing Conference (2003)
- Graduate Program Evaluation Committee (2002-2003)

Selected Honors and Awards

- 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 (2013) for paper entitled, “Developing understandings of race: Preservice teachers' counter-narrative (re)constructions of people of color in young adult literature,” published in *English Education*
- Kappa Kappa Gamma Outstanding Professor (2013, 2012)
- James Houck Lecturer (2011)
- Fulbright Fellow, Norway (2009-2010)
- University Teaching Fellow (2009)
- Model Teacher, Institute for Teaching and Learning Exemplary Teacher Electronic Professional Development Series (2007-2008)
- Nominee, Early Career Achievement Award, National Reading Conference (2007-2008)
- Research Fellow, Teachers for a New Era (2005-2006)
- Excellence in Teaching Award, New England Association of Teachers of English (2003)
- ASU Regents Graduate Academic Scholar (2000-2001, 2001-2002)
- Most Outstanding Teacher, Dobson High School (selected by students) (1997-2000)
- University of Arizona Outstanding Teacher Award (1999)
- Target (Dayton-Hudson) Outstanding Teacher Award (1999)
- Outstanding Teacher, Stapley Junior High (selected by Mark Olderog, Principal) (1995)
- Most Inspirational Teacher, Stapley Junior High (selected by students) (1995)
- National Fellowship Winner, Alpha Lambda Delta Honor Society (1992)
- Honors College Thesis, *The Extent to Which Shakespeare was Dependent Upon Ovid as*

- a Classical Source for his Venus and Adonis*, (1990)
- Phi Beta Kappa National Honor Society (1992)
 - Golden Key National Honor Society (1990)
 - Phi Kappa Phi National Honor Society (1990)
 - Alpha Lambda Delta Honor Society Vice-President (1989)
 - Sigma Tau Delta English Honorary Society (1989)