

**ASHLEY S. BOYD**  
Professor and Chair  
Department of Teaching and Learning  
School of Education  
Virginia Commonwealth University  
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### **EDUCATION**

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

### **SCHOLARLY AREAS OF EXPERTISE**

English education  
Social justice pedagogies  
Critical theories and critical literacies  
Contemporary young adult literature  
Qualitative research, critical discourse analysis, case study methodology

### **PROFESSIONAL EXPERIENCE**

- 2025-present      Chair, Department of Teaching and Learning, Virginia Commonwealth University
- 2024-2025      Professor, Department of English, Washington State University
- 2023-2025      Faculty Fellow, Office of Research, Washington State University
- 2023-2025      Director, University Common Requirements (UCORE), Washington State University
- 2019-2024      Associate Professor, Department of English, Washington State University
- 2019-2025      Affiliate Faculty, Women's, Gender, and Sexuality Studies, Washington State University
- 2015-2025      Affiliate Faculty, College of Education, Cultural Studies and

## Social Thought in Education, Washington State University

|            |                                                                                                        |
|------------|--------------------------------------------------------------------------------------------------------|
| 2019-2023  | Director of Undergraduate Studies, Department of English, Washington State University                  |
| 2014-2019  | Assistant Professor, Department of English, Washington State University                                |
| 2019-2020  | Instructor, Duke Talent Identification eStudies Program                                                |
| 2015-2017  | Investigator, Minnesota Arts Integration Program Evaluation                                            |
| 2015       | Instructor, Cougar Quest, Washington State University                                                  |
| 2010-2014  | Instructor and Research Assistant, School of Education, University of North Carolina at Chapel Hill    |
| 2014, 2013 | Instructor, Duke Talent Identification Summer Studies Program, University of Georgia                   |
| 2013       | Researcher, Minnesota Arts Integration Program Evaluation<br>Research Director: Dr. George Noblit      |
| 2012       | On Site Director, Duke Talent Identification Summer Studies Program, Davidson College                  |
| 2011-2013  | Practicum Supervisor for MAT English, School of Education, University of North Carolina at Chapel Hill |
| 2005-2010  | Secondary English Teacher, South Brunswick High School, Southport, NC                                  |

## CURRENT LICENSURE AREAS

North Carolina, Standard Professional II, Highly Qualified, English 9-12

## COURSES INSTRUCTED

### *Washington State University*

|          |                                                                                        |
|----------|----------------------------------------------------------------------------------------|
| ENGL 598 | Teaching Apprenticeship: Inclusion, Diversity, Equity, and Access in Graduate Teaching |
| ENGL 591 | Graduate Seminar in Topics in Pedagogy: <i>Anti-Oppressive Pedagogies</i>              |

|          |                                                                                                                |
|----------|----------------------------------------------------------------------------------------------------------------|
| ENGL 548 | Graduate Seminar in Critical Cultural Theory: <i>Critical Literacy, Critical Theory, and Critical Pedagogy</i> |
| ENGL 325 | Young Adult Literature                                                                                         |
| ENGL 323 | Approaches to Teaching English                                                                                 |
| T&L 528  | Literacy within the Disciplines                                                                                |
| HUM 103  | Mythology (global campus)                                                                                      |

***University of North Carolina at Chapel Hill***

|          |                                                              |
|----------|--------------------------------------------------------------|
| EDUC 533 | Social Justice in Education<br>Instructor: Dr. George Noblit |
| EDUC 641 | Introduction to Teaching in the<br>21 <sup>st</sup> Century  |

**PUBLICATIONS**

*\*Denotes collaboration with undergraduate student*

*\*\* Denotes collaboration with graduate student*

***Books***

Dyches, J., Sams, B. & Boyd, A. (Eds). (2<sup>nd</sup> Ed.). (2024). *Acts of resistance: Subversive teaching in the English language arts classroom*. Myers Education Press.

Dyches, J., Boyd, A., Baker, K., & Kaulfuss, A. (2023). *Power tools: 30 critical disciplinary literacy strategies for 6-12 classrooms*. Myers Education Press.

Boyd, A. & Darragh, J. (2023). *Reading for justice: Engaging middle level readers in social action through young adult literature*. Rowman & Littlefield.

Beach, R., Boyd, A., Webb, A., & Thein, A. (2022). *Teaching to exceed English language arts standards: A critical inquiry approach for 6- 12 classroom* (3<sup>rd</sup> ed.). Routledge.

Coffey, H. & Boyd, A. (Eds.). (2021). *Yearbook on critical social justice across the spectrum of teaching and learning: Theory and practice in communities and classrooms*. Teachers College Record.

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

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

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

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

### ***Refereed Articles***

Williams, L. C. & Boyd, A. S. (2023). Teaching social justice through gothic young adult literature. *Language Arts Journal of Michigan*, 38(2), 58-64.

Suico, T., Donovan, S., Boyd, A., Hill, C., Bickmore, S., & Unsicker-Durham, S. (2023). Content analysis of young adult literature [scholarly] book publications 2000-2020: Exploring trends in a growing field. *English Education*, 55(2), 116-135.

Clark, C., Skrlac Lo, R., Boyd, A., Cook, M., Crawley, A., & Rish, R. (2022). New conceptual tools for be(coming) antiracist (teacher) educators at PWIs. *English Teaching Practice & Critique*, 21(4), 364-378.

Jeffries, M., Boyd, A., & Darragh, J. (2022). Disrupting monolithic representations of LGBTQ+ youth: Moving toward intersectionality. *Research on Diversity in Youth Literature*, 4(2). <https://sophia.stkate.edu/rdyl/vol4/iss2/3>

Boyd, A. & Darragh, J. (2022). Reading *The Serpent King* to connect to students' lives and experiences in rural contexts. *English Education*, 54(3) 219-235.

Cook, M., Boyd, A., & Sams, B. (2022). Constructions of youth and responses to problematic authors: Examining ELA teachers' choices to select or avoid Sherman Alexie. *English Teaching: Practice and Critique*, 21(4), 350-363.

Boyd, A., Dyches, J, Bonilla, A\*. (2022). The foundations of critical teaching. *Teacher Education Quarterly*, 49(1), 7-28.

Boyd, A., Rose, S.\*\* & Darragh, J. (2021). Shifting the conversation around teaching sensitive topics: Critical colleagueship in a teacher discourse community. *Journal of Adolescent & Adult Literacy*, 65(2), 129-137.

Barnes, M. & Boyd, A. (2021). Analysis Before action: A framework for examining communities as texts with teacher candidates. *Education, Pedagogy, and Cultural Studies*, 43(4), 358-378.

Dyches, J., Boyd, A., & Shulz, J\*\*. (2020). Critical content knowledges in the English language arts classroom: Examining practicing teachers nuanced perspectives. *Journal of Curriculum Studies*, 53(3), 368-384.

Guerrattaz, A. M., Vladamir, V.\*\* , Zahler, T., & Boyd, A. (2020). 'We acted like ELLs':

- Developing praxis and empathy in preservice K-12 ELL teacher education. *Language Teaching Research*, 26(6), 1274-1298.
- Boyd, A. & Miller, J. (2020). Let's give them something to talk (and act!) about: Privilege, racism, and oppression in the middle school classroom. *Voices from the Middle*, 27(3), 15-19.
- Boyd, A. & Darragh, J. (2019). Critical literacies on the university campus: Engaging pre-service teachers with social action projects. *English Teaching: Practice & Critique*, 19(1), 49-63.
- Boyd, A. & Darragh, J. (2019). Complicating censorship: Reading *All American Boys* with parents of young adults. *English Education* 51(3), 229-260.
- Walter, B.\*\* & Boyd, A. (2018). A 'threat'—or 'just a book'? Analyzing Responses to *13 Reasons Why* in a discourse community. *Journal of Adolescent & Adult Literacy*, 62(6), 615-623.
- Darragh, J. & Boyd, A. (2018). Text selection: Perceptions of novice vs. veteran teachers. *Action in Teacher Education*, 41(1), 61-78.
- Jeffries, M.\*\* & Boyd, A. (2018). Cultivating resilience and resistance in Trump's America: Employing critical hope as a framework in LGBTQ+ centers. *The Journal of Critical Scholarship on Higher Education and Student Affairs*, 3(3), 26-37.
- Able, H., Glazier J., Mallous, R., Boyd, A., Bell-Hughes, K., & Eaker-Rich, D. (2018). Reconnect and recharge: Plugging new teachers into support outlets. *Action in Teacher Education*, 40(2), 203-219.
- Boyd, A. & Darragh, J. (2017). Rigor, young adult literature, and socioeconomics: An analysis of high school literacy teachers' text choices from national survey data. *Wisconsin English Journal*, 59 (1-2).
- Boyd, A. & Bereiter, T\*. (2017). 'I don't really know what a fair portrayal is and what a stereotype is': Pluralizing transgender narratives with young adult literature. *English Journal*, 107(1), 13-18.
- Dyches, J. & Boyd, A. (2017). Foregrounding equity in teacher education: Toward a model of social justice pedagogical and content knowledge (SJPACK). *Journal of Teacher Education*, 68(5), 476-490.
- Boyd, A. & Dyches, J. (2017). Taking down walls: Countering dominant narratives of the immigrant experience through the teaching of *Enrique's Journey*. *The ALAN Review*, 42(2), 31-42.
- Matteson, H.\* & Boyd, A. (2017). Are we making "PROGRESS"? A social justice framework

- for engaging preservice teachers in textual analysis. *Journal of Language and Literacy Education*, 13(1), 28-54.
- Boyd, A. & Glazier, J. (2017). The choreography of conversation: An exploration of collaboration and difficult discussions in cross disciplinary teacher discourse communities. *The High School Journal*, 100(2), 130-145.
- Boyd, A., La Garry, A., & Cain, J. (2016). Moving from self to system: A framework for social justice centered on issues and action. *International Journal of Critical Pedagogy*, 7(2), 171-197.
- Glazier, J., Boyd, A., Hughes, K., Able, H. & Mallous, R. (2016). The elusive search for teacher collaboration. *The New Educator*, 13(1), 3-21.
- Boyd, A. & Noblit, G. (2015). Engaging students in autobiographical critique as a social justice tool: Deconstructing and reconstructing narratives of meritocracy and privilege with preservice teachers. *Educational Studies*, 51(6), 441-459.
- Boyd, A. & Pennell, S. (2015). Batteries, big red, and busses: Using critical theory to read for social class in *Eleanor & Park*. *Study and Scrutiny*, 1(1), 95-124.
- Boyd, A., Gorham, J., Justice, J., & Anderson, J. (2013). Examining the apprenticeship of observation with preservice teachers: The practice of blogging to facilitate autobiographical reflection and critique. *Teacher Education Quarterly*, 40(3), 27-49.
- Anderson, J., Justice, J., Gorham, J., Wall, S., Boyd, A., Nichols, K., & Altheiser, L. (2013). The affordance of blogging on establishing communities of practice in a pre-service elementary teacher education program. *Journal of Technology and Teacher Education*, 21(1), 49-88.

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

- Darragh, J., Boyd, A.S., & Podolnyk, K.L. (2023). Studying genetics and ethics through young adult literature: How *The Gardener* can harvest student engagement in biology. In P. Greathouse, M. Hundley, and S. Wendt (Eds.). *Exploring science through young adult literature*. Rowman & Littlefield.
- Boyd, A. & Darragh, J. (2022). A social action approach to young adult Literature: Reading and moving for justice. In S. T. Bickmore, T. H. Strickland, and S. Graber (Eds.). *How young adult literature gets taught: Perspectives, ideologies, and pedagogical approaches for instruction and assessment*. Routledge.
- Boyd, A. (2021). Engaging white privilege, racial injustice, and intersectionality in the canon and young adult literature. In R. W. Evans (Ed.) *Handbook on teaching social issues* (2<sup>nd</sup> ed.). Charlotte, NC: Information Age Publishing.

- Wolney, R.\*\* & Boyd, A. (2021). Reading disability in young adult literature: Preparing pre-service teachers for understanding and selecting diverse texts. In D. E. Hartsfield (Ed.), *Handbook of research on teaching diverse youth literature to pre-service professionals* (pp. 124-141). IGI Global.
- Zecena, R\*\*. & Boyd, A. (2021). Young adult literature as companion to sex, gender, and consent in the canon. In P. Greathouse and V. Malo-Juvera (Eds.) *Young Adult and Canonical Literature: Pairing and Teaching*. Rowman & Littlefield.
- Jeffries, M.\*\* & Boyd, A. (2020). Gender centers in higher education: Spaces for cultivating critical hope. In N. Neimi (Ed.) *The international handbook of gender equity in higher education*. Hoboken, NJ: Wiley-Blackwell Publishers.
- Jeffries, M.\*\*, Boyd, A., Lash, J.\*\*, & Ferry, N.\*\* (2020). Privilege and practice: Examining gender through personal narrative. In S. Woolley and L. Airtion (Eds.) *Teaching about gender diversity: Teacher-tested lesson plans for K-12*. Canadian Scholars.
- Darragh, J. & Boyd, A. (2020). Putting the pieces together: Destigmatizing self-harm through Kathleen Glasgow's *Girl in Pieces*. In V. Malo-Juvera and P. Greathouse (Eds.), *Breaking the taboo with young adult literature*. Lanham, MD: Rowman & Littlefield.
- Sams, B. & Boyd, A. (2019). Parties, pranks, and privilege: Reading *Looking for Alaska* through the lens of critical whiteness. In V. Malo-Juvera and C. Hill (Eds.) *Canonical Young Adult Literature: Criticism & Critique*. Routledge.
- Butler, T. & Boyd, A. (2019). Cultivating critical content knowledge: Shakespeare, pre-service teachers, and new methodologies for social justice. In H. Eklund and W. B. Hyman (Eds.) *Shakespeare and the pedagogies of justice*. United Kingdom: Edinburgh University Press.
- Darragh, J. & Boyd, A. (2018). 'We were dangerous, and brainwashed to kill': Death and resilience in *A Long Way Gone: Memoirs of a Boy Soldier*. In M. Falter and S. Bickmore (Eds.) *13 reasons why and other books where people die* (pp.137-147). Lanham, MD: Rowman & Littlefield.
- Boyd, A. & Sataraka, J.\*\* (2018). Examining islands across contexts: Reading colonization critically in Shakespeare. *Teaching the canon in 21st century classrooms: Challenging genres* (pp. 67-80). Critical Literacy Teaching Series. Rotterdam: Sense Publishers.
- Boyd, A. & Zecena, R\*\*. (2018). Analyzing the text, analyzing the world: Developing students' critical literacies with *Aristotle and Dante discover the secrets of the universe*. In P. Greathouse, B. Eisenbach, J. Kaywell (Eds.) *Queer adolescent literature as a complement to the English language arts curriculum* (pp. 61-70). Lanham, MD: Rowman & Littlefield.

- Roloff, R\*. & Boyd, A. (2018). Learning to Live Authentically: Studying a Transgender Perspective through *Being Emily*. In P. Greathouse, B. Eisenbach, J. Kaywell (Eds.) *Queer adolescent literature as a complement to the English language arts curriculum* (pp. 211-220). Lanham, MD: Rowman & Littlefield.
- Boyd, A., Bauermeister, A.\*\* , & Matteson, H.\* (2017). ‘Project read freely’: Using young adult literature to engender student choice in an English language arts classroom. In S. Pennell, A. Boyd, H. Parkhouse, & A. LaGarry (Eds.). *Possibilities in practice: Social justice teaching in the disciplines* (pp. 161-173). New York, NY: Peter Lang.
- Boyd, A. (2017). Critical social theory as lived experience: A media pedagogue in the making. In J.J. Justice and F. B. Tenore, (Eds.) *Becoming critical teacher educators: Narratives of resistance, possibility and praxis* (pp. 11-19). New York: Routledge.
- Boyd, A. & Senta, A. (2017). Towards structural attribution: Using détournement with preservice teachers to challenge the teacher savior myth. In L. M. Nicosia & R. A. Goldstein (Eds.). *Through a distorted lens: Media as curricula and pedagogy in the 21 Century* (pp. 151-168). Rotterdam: Sense Publishers.
- Boyd, A. (2016). Deconstructing a new teacher savior: Paladins and politics in *Won’t Back Down*. In M. Schoffner, (Ed.), *Exploring teachers in fiction and film: Savors, scapegoats and schoolmarms* (pp. 160-170). New York: Routledge.
- Boyd, A. (2014). D  tournement as anti-oppressive pedagogy and invitation to crisis: Queering Queering gender in a preservice teacher education classroom. In J. Trier, (Ed.), *Detournement as pedagogical praxis* (pp. 107-128). Rotterdam: Sense Publishers.

### ***Non-refereed and/or Invited Publications***

- Wolney, R.\*\* & Boyd, A. S. (2024). Drawing on young adult literature to facilitate mental health literacy: Reading The Words We Keep with pre-service teachers. <http://www.drlickmoresyawednesday.com/weekly-posts/drawing-on-young-adult-literature-to-facilitate-mental-health-literacy-reading-the-words-we-keep-with-pre-service-teachers>
- Donovan, S., Boyd, A. S., & Suico, T. (2023). Possibilities and power in young adult literature: Finding agency in scholarship. NCTE. <https://ncte.org/blog/2023/04/possibilities-and-power-in-young-adult-literature-finding-agency-in-scholarship/>
- Wolney, R. \*\* & Boyd, A. (2023). Reading representation: Examining different abilities in middle grades novels. Dr. Bickmore’s YA Wednesday. <http://www.drlickmoresyawednesday.com/weekly-posts/reading-representation-examining-different-abilities-in-middle-grades-novels-by-rachael-r-wolney-and-ashley-s-boyd>
- Bali, M., Boyd, A., & Kalir, R. (2022). In dialogue: Collaborative reading and writing.



*Research in the Teaching of English*, 57(2), 199-215.

Darragh, J. & Boyd, A. (accepted). Content analysis of research in young adult literature. In V. Malo-Juvera and C. Hill (Eds.). *Oxford handbook of young adult literature*.

Wolney, R. R.\*\* & Boyd, A. (2022). *Disabilities studies with YAL in the English Classroom*. Dr. Bickmore's YA Wednesday. <http://www.drlickmoresyawednesday.com/weekly-posts/disabilities-studies-with-yal-in-the-english-classroom-by-rachel-r-wolney-and-ashley-s-boyd#comments>

Darragh, J. & Boyd, A. Jason Reynolds. (2022). In A. H. Alton (Ed.). *Young Adult Novelists, Second Series: Dictionary of Literary Biography*. Invited entry.

Boyd, A. S. & Darragh, J. J. (2021). Teaching for social justice: Using *All American Boys* to confront racism and police brutality. *American Educator*.  
[https://www.aft.org/ae/spring2021/boyd\\_darragh](https://www.aft.org/ae/spring2021/boyd_darragh)

Boyd, A. S. & Darragh, J. J. (2020). *Young adult literature as a catalyst for social action*. Dr. Bickmore's YA Wednesday. <http://www.yawednesday.com/blog/young-adult-literature-as-a-catalyst-for-social-action-by-ashley-boyd-and-janine-darragh>

Boyd, A. (2019). Preface. In S. Bickmore, G. Rumohr-Vaskuil, & S. Shaffer (Eds.) *Teaching beyond Fear: Arming teachers with words, stories, and power*. New York: Routledge.

Boyd, A. (2018). Response: Teachers Can't Ignore Racism Issues and Hope They 'Will Go Away. Larry Ferlazzo's Blog for Education Week.  
[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2018/09/response\\_teachers\\_cant\\_ignore\\_racism\\_issues\\_hope\\_they\\_will\\_go\\_away.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/09/response_teachers_cant_ignore_racism_issues_hope_they_will_go_away.html)

Jeffries, M.\*\* & Boyd, A. (2018). Fostering transgender inclusion with faculty. *The Department Chair*, 28(4), 7-9.

Boyd, A. (2018). Who knows students better than themselves? Book review of Krista Griffin's *Listening to the Voices of Boys*. Invited book review for Teachers College Record.

Boyd, A., LaGarry, A., Parkhouse, H., & Pennell, S. (accepted). 'Talk to me': Dialogic engagement as pedagogy. In B. Waters & M. Sanchez (Eds.) *How we got here: The role of critical mentoring and social justice praxis*. Rotterdam: Sense Publishers.

### ***Refereed Presentations***

Boyd, A. & Wolney, R. (2024). *Building Communities through Critical Reading and Writing Practices*. National Council of Teachers of English Annual Convention. Boston, MA.

- Boyd, A. & Darragh, J. (2024). *Groundwork: Heart, Hope, and Humanity in Rural Education*. National Council of Teachers of English Annual Convention. Boston, MA.
- Boyd, A. (2024). *Teaching YAL Methods in All Contexts and for All Purposes*. National Council of Teachers of English Annual Convention. Boston, MA.
- Darragh, J. & Boyd, A. (2024). *Teaching Young Adult Literature with and through Heart, Hope, and Humanity*. National Council of Teachers of English Annual Convention. Boston, MA.
- Clark, C., Skrlac Lo, R., Boyd, A., Cook, M., Crawley, A., & Rish, R. (April, 2024). *A Critical Phenomenological Study of White Hegemony Among (Self-Described) Antiracist Teacher Educators at Predominantly White Institutions*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Clark, C., Skrlac Lo, R., Cook, M., Boyd, A., Crawley, A., & Rish, R. (April, 2024). *Stamped From the Beginning: Using an Antiracist Text to Explore Hegemonic Whiteness in Teacher Education*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Cook, M., Boyd, A. & Sams, B. (April, 2024). *Text Selection and Constructions of Youth: English Language Arts Teachers' Decisions to Teach or Avoid Problematic Authors*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Boyd, A. S. & Darragh, J. J. (November, 2023). *Connections within research in YAL*. National Council of Teachers of English Annual Conference. Columbus, OH.
- Boyd, A. S. & Darragh, J. J. (November, 2023). *Conexiones in teaching YAL*. National Council of Teachers of English Annual Convention. Columbus, OH.
- Boyd, A., Clark, C., Cook, M., Crawley, A., Rish, R. & Skrlac Lo, R. (November, 2023). *Connecting Across Geographical Contexts : Learning from Online Discussions of "Stamped", Race, and Antiracism with Preservice and Inservice Teachers across PWIs*. National Council of Teachers of English Annual Convention. Columbus, OH.
- Boyd, A. S., Shoffner, M., George, M. & Lewis, M. (November, 2023). *Young Adult Literature as Connection: Pedagogical Intersections in the ELA Teacher Education Classroom*. National Council of Teachers of English Annual Convention. Columbus, OH.
- Boyd, A. S. (July, 2023). *Toward Antiracism in English Teacher Education: Nuancing Microresistance in Virtual Book Discussions*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Atlanta, GA.

- Boyd, A. S. (July, 2023). *Centering Justice: Educating PSTs for Hope and Agency*. Panel presented at the bi-annual conference for English Language Arts Teacher Educators. Atlanta, GA.
- Boyd, A., Clark, C., Cook, M., Crawley, A., Rish, R. & Skrlac Lo, R. (November, 2022). *Becoming Antiracist Educators at Predominantly White Institutions (PWIs): A Collaborative, Hermeneutic Inquiry*. Paper presented at the annual convention of the National Council of Teachers of English. Anaheim, Ca.
- Suico, T., Donovan, S., Boyd, A., Hill, C., Bickmore, S., & Unsicker-Durham, S. (November, 2022). *Shedding Light on a Growing Field: Identifying Trends in Scholarly Books about YAL*. Paper presented at the annual convention of the National Council of Teachers of English. Anaheim, Ca.
- Boyd, A. & Darragh, J. (November 2022). *Reading Young Adult Literature for Social Justice with Teachers in Rural Areas*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Anaheim, CA.
- Darragh, J. & Boyd, A. (November 2022). *Using a Graphic Novel to Shed Light on Refugee Experiences: Teaching Strategies for When Stars are Scattered*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Anaheim, CA.
- Clark, C., Boyd, A., Cook, M., Crawley, A., Skrlack Lo., Rish, R. (April, 2022). *The Paradox of Becoming White Antiracist Educators in Predominantly White Institutions*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. San Diego, CA.
- Dyches, J. & Boyd, A. (April 2022). *Social Justice-Oriented Content Experts: Examining English Language Arts Teachers' Critical Content Knowledges*. Paper accepted for presentation at the annual meeting of the American Educational Research Association. San Diego, CA.
- Boyd, A. & Darragh, J. (April 2022). *Cultivating Connections to Local Community: A Case Study of Critical Rural English Pedagogy*. Paper presented at a virtual roundtable at the annual meeting of the American Educational Research Association.
- Boyd, A., Clark, C., Cook, M., Crawley, A., Rish, R. & Skrlac Lo, R. (February, 2022). *Using Anti-racist Literature in Support of Racial Justice*. National Council of Teachers of English Assembly for Researchers. Virtual.
- Parton, C., Boyd, A., & Darragh, J. (November, 2021). *They Come by It Honest: Equity, Identity, and (Rural) Teachers Teaching Rural Young Adult Literature*. Paper presented at Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Louisville, KY. Adapted to online due to COVID.

- Boyd, A. Cook, M. & Pennell, S. (November, 2021). *Revisiting the Unit Plan: Requiring Social Justice and Antiracism*. Paper presented at the annual convention of the National Council of Teachers of English. Louisville, KY. Adapted to online due to COVID.
- Boyd, A. & Darragh, J. (November 2021). *Social Justice, Equity and Antiracist Research in Young Adult Literature*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Louisville, KY. Adapted to online due to COVID.
- Boyd, A. & Darragh, J. (November 2021). *Young Adult Literature and Social Justice: Possibilities for Research and Writing*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Louisville, KY. Adapted to online due to COVID.
- Boyd, A., Clark, C., Cook, M., Crawley, A., Rish, R. & Skrlac Lo, R. (November, 2022). *Becoming Antiracist Educators at Predominantly White Institutions (PWIs) with— and beyond—Stamped*. Paper presented at the annual convention of the National Council of Teachers of English. Louisville, KY. Adapted to online due to COVID.
- Boyd, A. & Dyches, J. (November, 2021). *Moving from Theory to Practice: Teachers' Social Justice Knowledges*. Paper presented at the annual meeting of the American Educational Studies Association. Portland, OR.
- Dyches, A. & Boyd, A. (November, 2021). *Social Justice-Oriented Content Experts: Examining ELA Teachers' Critical Content Knowledges*. Paper presented at the annual meeting of the American Educational Studies Association. Portland, OR.
- Rose, S., Darragh, J. J., & Boyd, A. S. (June, 2021). *From Avoiding to Embracing: Exploring Teachers' Responses to Social Justice Topics in a Rural Book Club*. Summit on the Research and Teaching of YA Literature. Las Vegas, NV. Adapted to online due to COVID.
- Boyd, A. (November, 2020). *Acts of Resistance: Subversive Teaching in the English Language Arts Classroom*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Denver, CO. Adapted to online due to COVID.
- Boyd, A. (November, 2020). *Reading at the Intersections: Sexual Orientation, Mental Health, and Culture*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Denver, CO. Adapted to online due to COVID.
- Boyd, A. & Barnes, M. (November, 2020). *Reading Communities As Texts: A Cultural Studies Approach to Support Field Experiences in Teacher Education*. Paper accepted for panel presentation at the annual convention of the National Council of Teachers of English. Denver, CO.

- Boyd, A. & Darragh, J. (June, 2020). *“Why don’t we read more in biology?”: Exploring the potential of using YA literature in the science classroom*. Paper presented at Summit on the Research and Teaching of Young Adult Literature. University of Las Vegas, Nevada. Adapted to online due to COVID.
- Boyd, A. & Darragh, J. (April, 2020). *Collaborating Across the University Campus: Developing Preservice Teachers’ Critical Literacies through Local Social Action Projects*. Paper accepted at a roundtable at the annual meeting of the American Educational Research Association. San Francisco, CA. Adapted to online format due to COVID.
- Boyd, A. & Fulfs, J. (April, 2020). *Collaborations with Place: Local Tribal Knowledge, Narrative Writing, and Storytelling in a Middle School Classroom*. Paper accepted at a roundtable at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Boyd, A. & Dyches, J. (April, 2020). *The Foundations of Critical Teaching: Exploring Practicing Teachers Social Justice Knowledge*s. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. San Francisco, CA. Adapted to online format due to COVID.
- Boyd, A. & Darragh, J. (November, 2019). *WhY(A) War within Ourselves: Inquiring into Adolescents Who Self Harm with Girl in Pieces*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. & Darragh, J. (November, 2019). *Spirited Activism: Engaging Youth in Social Justice through Young Adult Literature*. Paper presented at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. & Miller, J. (November, 2019). *Exploring Privilege and Oppression with Middle School Readers: Inquiries into Self and Community through Young Adult Literature*. Paper presented at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. & Sams, B. (November, 2019). *Parties, Pranks, and Privilege: Reading Looking for Alaska through the Lens of Critical Whiteness*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Baltimore, MD.
- Boyd, A. (July, 2019). *Advocating for Prospective English Teachers’ Participation at Professional Conferences*. Panel presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A. & Darragh, J. (July, 2019). *Using Young Adult Literature to Empower Preservice Teachers toward Self-Interrogation and Social Action*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.

- Boyd, A., Cook, M., & Sams, B. (July, 2019). *Sherman Alexie, #metoo, and the Texts We (Choose to) Teach*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A. (July, 2019). *WhY(A) War: Inquiring into Adolescents in Conflict*. Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Boyd, A. (July, 2019). *Exploring the State of the Field: Where Are We Now in Research on Young Adult Literature?* Paper presented at the bi-annual conference for English Language Arts Teacher Educators. Fayetteville, AR.
- Lash, J. & Boyd, A. (February, 2019). *Examining Consensus in a Classroom Community: Seeking Justice in High School Civics Curriculum*. Paper accepted for presentation at the 14<sup>th</sup> annual international Globalization, Diversity, and Education Conference. Airway Heights, WA.
- Boyd, A. & Jeffries, M. (February, 2019). *Examining the Discourses of Teacher Education: How Do We Address Equity in the Neoliberal University?* Paper accepted for presentation at the 15<sup>th</sup> annual international Globalization, Diversity, and Education Conference. Airway Heights, WA.
- Boyd, A. (November, 2018). *The Human, the Animal, and the Other?: Critical and Creative Projects with Film in the Higher Education Classroom*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Boyd, A. & Dyches, J. (November, 2018). *Complicating Pedagogical Content Knowledge and Equity: Case Studies of Social Justice Pedagogical and Content Knowledge (SJPACK)*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Boyd, A., Ferry, N.\*\* , Lash, J.\*\* , & Jeffries, M\*\* . (November, 2018). *The Complexity of Teaching for Social Action: Exploring a Case Study of Potential Change in a Secondary Civics Classroom*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Boyd, A. & Darragh, J. (November, 2018). *"We Were Dangerous, and Brainwashed to Kill": Death and Resilience in A Long Way Gone: Memoirs of a Boy Soldier*. Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Houston, TX.
- Boyd, A. & Darragh, J. (November, 2018). *Critical, LGBTQ, and Canonical: Raising Voices through Literature*. Paper presented at the annual convention of the National Council of Teachers of English. Houston, TX.
- Boyd, A. & Sataraka, J.\*\* (November, 2018). *Examining Islands Across Contexts: Updating*

- and Reading Colonization Critically in Shakespeare.* Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Houston, TX.
- Boyd, A. (November, 2018). *Teaching for Equity and Justice with Young Adult Literature.* Paper presented at a roundtable at the annual convention of the National Council of Teachers of English. Houston, TX
- Boyd, A. & Walter, B.\*\* (June, 2018). *Controversial Topics and Young Adult Literature.* Paper presented at the Summit on the Research and Teaching of Young Adult Literature. University of Las Vegas, Nevada.
- Boyd, A., Pennell, S., Parkhouse, H., & LaGarry, A. (April, 2018). *Possibilities in Community-Oriented Public Education: Building Local Partnerships through Arts Integration.* Paper presented at a roundtable at the annual meeting of the American Educational Research Association. New York, NY.
- Boyd, A. (April, 2018). *Implementing Curriculum on Indigenous Peoples: A Collective Case Study of Social Justice Knowledge, Pedagogy, and Content.* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Boyd, A., Jeffries, M.\*\*, Lash, J. & Ferry, N.\*\* (April, 2018). *Scaffolding for Social Action: Examining the Potential for Change in a Public School Civics Classroom.* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Dyches, J., & Boyd, A. (April, 2018). *Imagining New Possibilities for Teacher Preparation: Toward a Model of Social Justice Pedagogical and Content Knowledge (SJPACK).* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Jeffries, M.\*\* & Boyd, A. (February, 2018). *Cultivating Critical Hope in Higher Education Gender Centers.* Paper presented at the 14<sup>th</sup> annual international Globalization, Diversity, and Education Conference. Airway Heights, WA.
- Hernandez Farias, D.\* & Boyd, A. (January, 2018). *Native American Curriculum: Examining Teacher Perception and Implementation in Washington State.* Poster accepted for presentation at the annual Hawaii International Conference on Education. Honolulu, Hawaii.
- Boyd, A. (December, 2017). *Developing Pre-Service Teachers' Critical Literacies: Reading Textual Silences and Planning for Practice.* Symposium presenter at the annual conference of the Literacy Research Association. Tampa, FL.
- Boyd, A. (December, 2017). *Young Adult Literature as Tribal Curriculum: A Case Study in Developing Critical, Historic, and Context-Based Literacies.* Paper presented at the annual conference of the Literacy Research Association. Tampa, FL.

- Boyd, A. (December, 2017). *Becoming Critical Teacher Educators: Expanding Meaningfulness through Autoethnography*. Alternative session at the annual conference of the Literacy Research Association. Tampa, FL.
- Boyd, A. (November, 2017). *Curriculum Simulation Tasks: Examining How Teacher Candidates Work within Institutional Structures to Plan for Social Justice*. Paper accepted for a roundtable at the annual convention of the National Council of Teachers of English. St. Louis, MO.
- Boyd, A., Bauermeister, A.\*\*, & Matteson, H.\* (November, 2017). 'Project Read Freely': *Using Young Adult Literature to Engender Student Choice in an English Language Arts Classroom*. Paper presented at the annual convention of the National Council of Teachers of English. St. Louis, MO.
- Boyd, A., Jeffries, M.\*\*, Lash, J. & Ferry, N.\*\* (October, 2017). *TRANSforming our Schools: Rethinking Sexuality and Gender in Educational Spaces*. Workshop presented at the Northwest Conference on Teaching for Social Justice. Seattle, WA.
- Boyd, A. (June, 2017). *Engaging Students' with Educational Autobiographies to Deconstruct Dominant Narratives*. Paper presented at a roundtable at the bi annual meeting of the Conference on English Education. The Ohio State University.
- Boyd, A. & Bereiter, T.\* (June, 2017). *Pluralizing Transgender Narratives with Young Adult Literature in English Teacher Education*. Paper presented at the bi annual meeting of the Conference on English Education. The Ohio State University.
- Boyd, A. (April, 2017). *Critical Reflection for Critical Literacy: Examining the Translation from Self to Practice*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. (April, 2017). *Critical Social Theory as Lived Experience: A Media Pedagogue in the Making*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. (April, 2017). *Partners in Action: Developing a Teacher Discourse Community to Read and Plan for Social Justice*. Poster presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. & Dyches, J. (April, 2017). *Transformation through Non-fiction Young Adult Literature: Developing Critical Consciousness in the Era of Common Core*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A. & Darragh, J. (December, 2016). 'My School Does Not Even Have a Library':



- An Analysis of High School Literacy Teachers' Text Choices from National Survey Data.* Paper presented at the annual conference of the Literacy Research Association. Nashville, TN.
- Darragh, J. & Boyd, A. (November, 2016). *What Are They Reading and Why?: The Impact of SES on Text Selection.* Paper accepted for presentation at the annual conference of the Association Literacy Educators and Researchers. Myrtle Beach, SC.
- Matteson, H.\* & Boyd, A. (November, 2016). *Unifying Texts for Social Justice: A Framework for English Teacher Education.* Paper presented at the annual convention of the National Council of Teachers of English. Atlanta, GA.
- Boyd, A. & Pennell, S. (November, 2016). *Re-Imagining Critical Theory: Young Adult Literature as a Language for Understanding.* Paper presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A., LaGarry, A., & Cain, J. M. (November, 2016). *Moving from Self to System: A Framework for Social Justice Centered on Issues and Action.* Paper presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A. (November, 2016). *Envisioning Social Justice with a Teacher Discourse Community: Critical Readings of Text and Talk.* Poster presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A. (February, 2016). *A Cultural Studies Approach to Exploring Equity, Immigration, and Identity in Film.* Panel presented at the annual International Globalization, Diversity, and Education Conference. Airway Heights, WA.
- Boyd, A. (November, 2015). *Unpacking Cultural Constructions of Disability in YA Lit: Examining Definitions, Boundaries, and Acceptance in Popular Novels.* Panel presented at the annual convention of the National Council of Teachers of English. Minneapolis, MN.
- Boyd, A. (November, 2015). *It's More than Just 'Read This': Approaches to Social Justice in the English Language Arts that Move Beyond Text Selection.* Paper presented at the annual meeting of the American Educational Studies Association. San Antonio, TX.
- Boyd, A. (July, 2015). *Social Justice and Young Adult Literature: An Exploration of Possibilities, Places, and Critical Pedagogies.* Paper presented at the bi-annual meeting of the Conference on English Education. Fordham University.
- Boyd, A. (July, 2015). *Teaching Autobiography to Promote Social Advocacy: Exploring Complex Causes through Young Adult Literature.* Paper presented at the bi-annual meeting of the Conference on English Education. Fordham University.
- Boyd, A. (July, 2015). *Critically Assessing Our Social Justice Assessments.* Workshop

- presented for the bi-annual meeting of the Conference on English Education. Fordham University.
- Boyd, A. (April, 2015). *Contradictions in Teaching: A Collective Case Study of Middle and Secondary Teachers' Social Justice Literacies*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Boyd, A. (November, 2014). *Diet Social Justice? The Need to Move Beyond Critique and Toward Social Action in Public School Classrooms: A Collective Case Study of Teachers' Critical Pedagogies*. Paper presented at the annual meeting of the American Educational Studies Association. Toronto, Canada.
- Boyd, A. & Noblit, G. (November, 2014). *Engaging Students in Autobiographical Critique as a Social Justice Tool: Deconstructing and Reconstructing Narratives of Meritocracy and Privilege with Preservice Teachers*. Paper presented at the annual meeting of the American Educational Studies Association. Toronto, Canada.
- Boyd, A. & Pennell, S. (November, 2014). *Macklemore or Mackle-less? A Cultural Study of 'Same Love' as Public Pedagogy*. Paper presented at the annual meeting of the American Educational Studies Association. Toronto, Canada.
- Boyd, A. (November, 2014). *Macklemore, Musicals, and Miseducation: An Exploratory Case Study of Social Justice Practices in a Secondary English Classroom*. Panel presentation at the annual convention of the National Council of Teachers of English. Washington, DC.
- Boyd, A. & Senta, A. H. (April, 2014). *Towards a Structural Attribution: Using Détournement with Preservice Teachers to Challenge the Teacher Savior Myth*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Boyd, A. (March, 2014). *Using Détournement to Examine Gender in a Preservice Teacher Education Classroom*. Accepted for presentation at the Southeastern Women's Studies Association Conference. Wilmington, NC.
- Boyd, A., Deas, E., Noblit, G. (November, 2013). *Starting from 'Scratch': Trajectory, Tragedy, and Triumph in Teacher Education*. Paper presented at the annual meeting of the American Educational Studies Association. Baltimore, MD.
- Boyd, A. (November, 2013). *Détournement as Anti-Oppressive Pedagogy: Cases for Studying Gender and Masculinity in Teacher Education*. Panel presented at the annual meeting of the American Educational Studies Association. Baltimore, MD.
- Boyd, A., & Glazier, J. (July, 2013). *'We're in the Middle of It': Examining Tensions in English Teachers' Talk*. Paper presented at the bi-annual meeting of the Conference on English Education. Colorado State University.

- Boyd, A. (July, 2013). *Détournement as Social Justice Pedagogy: Facilitating Critical Media Literacy with Preservice Teachers for Transformed Practice*. Paper presented at the bi annual meeting of the Conference on English Education. Colorado State University.
- Boyd, A., Glazier, J. A., Hughes, K., & Mallous, R. (May, 2013). *No More Cheerleaders: An Exploration of Collaboration and Difficult Conversations in Teacher Discourse Communities*. Poster presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Boyd, A. (November, 2012). *Disrupting Popular Perceptions of Teaching through Détournement*. Seattle, WA. Panel presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A. & Glazier, J. A. (November, 2012). *The Choreography of Conversation: Moves in a Teacher Community*. Paper presented at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Boyd, A, Gorham, J. Justice, J. & Anderson, J. (April, 2012). *Pouring the Apprenticeship of Observation into the Preservice Blender: Mix, Crush or Puree? The Practice of Blogging to Facilitate Autobiographical Reflection*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. Vancouver, BC.
- Glazier, J., Boyd, A., Hughes, K., Able, H., & Mallous, R. (April, 2012). *“Collaboration Doesn’t Exist”: So What Now?*. Paper presented at the annual meeting of the American Educational Research Association. Vancouver, BC.
- Mallous, R., Able, H., Glazier, J., Boyd, A., & Hughes, K. *Reconnect and Recharge: Plugging New Teachers into Support Outlets*. (April, 2012). Paper presented at a roundtable at the annual meeting of the American Educational Research Association. Vancouver, BC.
- Boyd, A., & Coleman, B. (January, 2012). *Reconnect and Recharge: A Model for Professional Development*. Presentation at the University of North Carolina Research Symposium. Chapel Hill, NC
- Boyd, A. (November, 2011). *Teaching Methods and Social Foundations*. Panel Presentation at the annual meeting of the American Educational Studies Association. St. Louis, MO.
- Anderson, J., Justice, J., Nichols, K., Jones, J., Wall, S. Altheiser, L., Boyd, A., & Crompton, H. (April, 2011). *The Affordance of Blogging on Establishing Communities of Practice in a Pre-service Elementary Teacher Education Program*. Paper presented at a roundtable at the annual meeting of the American Educational Research Association. New Orleans, LA.
- Boyd, A., Cain, J. M., & Day, K. (January, 2010). *Outsiders Looking In: The Importance, Integration, and Identity of Teachers in Academia*. Paper presented at the annual conference of the Southeastern Association of Educational Studies. Chapel Hill, NC.

### ***Invited Talks and Workshops***

- Boyd, A. & Darragh, J. (2024). *Teaching Young Adult and Social Justice*. Invited virtual speaker for students in English education at Boise State University.
- Boyd, A. (2023). *A Social Justice Approach to Teaching*. Invited speaker at RechargEd Teacher Retreat. Greensboro, NC.
- Boyd, A. (April, 2023). *Exploring social action with secondary students*. Invited presentation for undergraduate social justice in education course. University of North Carolina at Chapel Hill.
- Boyd, A. (March, 2023). *Crimson Reads*. Invited panelist for session on turning dissertation to a book. *Washington State University libraries*.
- Boyd, A. (November, 2022). *Teaching for Social Justice: Taking Action with Students*. Invited presentation for undergraduate social justice course. University of North Carolina at Chapel Hill.
- Boyd, A. (November, 2022). *Critical Disciplinary Literacy Strategies: The Poster Carousel and Treaty Fishing Rights*. Invited presentation for undergraduate disciplinary literacy course. Iowa State University.
- Boyd, A. (October, 2021). *Exploring the Discourse of Parents, Teens, and Preservice Teachers*. Invited presentation for graduate discourse course. University of North Carolina at Chapel Hill.
- Boyd, A. & Cockburn, B. (March, 2021). *Continuing Our Learning: Racial Literacy in Conversations and Classrooms*. Invited workshop for Pullman School District. Pullman, WA.
- Boyd, A. & Cockburn, B. (January, 2021). *Developing Racial Literacy in Our Lives and Classrooms: Concepts, Cases, and Curriculum*. Invited workshop for Pullman School District. Pullman, WA.
- Boyd, A. (November, 2020). *Nudging, Pushing, and Dismantling the Envelope: A Spectrum for Disruption in English Language Arts*. Keynote speaker. North Carolina English Teachers Association.
- Boyd, A. & Cockburn, B. (March, 2020). *Equity and Inclusion in Classroom Practice: Exploring Key Terms, Micro-aggressions, and Identities*. Invited workshop for Pullman School District. Pullman, WA.
- Boyd, A. (March, 2020). *Planning for Social Justice: A Model for Moving to Action*. Invited workshop for the Interdisciplinary Graduate Social Justice Conference. Washington State University. Pullman, WA.

- Boyd, A. (March, 2020). *Qualitative Research, Social Justice, and Working in Schools*. Invited workshop for Graduate Students in Education Organization. Washington State University. Pullman, WA.
- Boyd, A. & Lash, J. (August, 2018). *Allies to Advocates: Building Inclusive Communities*. Invited talk for the Spokane Rotary Club. Spokane, WA.
- Boyd, A. (March, 2018). ‘What’s Your Lane?’ Social Justice, Society, and Us. Invited talk for Passport Program. Washington State University.
- Boyd, A. (March, 2018). *Social Justice for Pre-service teachers*. Universidad Pedagógica y Tecnológica de Colombia. Invited talk for class of pre-service teachers who read *Social Justice Literacies in the English Classroom: Teaching Practice in Action*.
- Boyd, A. & Lash, J. (March, 2018). *Hetero-disruption: Teaching Strategies for Creating Inclusive Spaces*. Invited workshop for the annual conference hosted by Alhadeff Future Teachers of Color (AFTOC). Washington State University.
- Boyd, A. (February, 2018). *Teaching Trans Young Adult Literature in Secondary English Classrooms*. Invited talk via Zoom for Truman State University secondary English students.
- Boyd, A. (with Jeffries, M.\*\*, Lash, J., & Ferry, N\*\*). (January, 2018). *Building Inclusive Spaces: The Continuum of Gender in the Classroom*. Four invited workshops for Pullman School District LID Day. Pullman, WA.
- Boyd, A., Jeffries, M.\*\*, Lash, J. & Ferry, N.\*\* (May, 2017) *TRANSforming the Workplace: Policy and Procedure for Inclusivity*. Invited workshop for Inland Northwest Society of Human Resource Management spring conference. Spokane, WA.
- Boyd, A. (April, 2017). *Was the Book Better? An Analysis of Film Adaptations of Young Adult Literature: Paper Towns from Text to Screen*. Invited panelist for English Club. Washington State University.
- Boyd, A. (with Jeffries, M., Lash, J., & Ferry, N). (April, 2017). *Allies to Advocates: Working with Transgender Children and Parents*. Invited workshop for Asotin School District. Asotin-Anondale Schools.
- Boyd, A. (April, 2017). *Unpacking the Common Core State Standards: Connections to English 101*. Invited workshop for English 101 professional development community. Washington State University.
- Boyd, A. (with Jeffries, M., Lash, J., & Ferry, N). (April, 2017). *Allies to Advocates: Disrupting Heteronormativity*. Invited workshop for Passport Program. Washington State University.

- Boyd, A. (with Jeffries, M., Lash, J., & Ferry, N). (March, 2017). *Allies to Advocates: Language, Policy, and Transgender Youth*. Invited workshop for Pullman High School. Pullman School District.
- Boyd, A. (May, 2016). *Discourse Analysis: Unpacking the Process and the Tool*. Invited talk via Skype. UNC-Chapel Hill.
- Boyd, A. (January, 2016). *Conducting Research: Paradigms, Perspectives, and Projects*. Invited lecture for English 201, English Department, Washington State University.
- Boyd, A. (March, 2016). *Exploring Social Justice through Young Adult Literature: Critical Readings of Text and Talk with a Teacher Discourse Community*. Spring Colloquia Series, English Department, Washington State University.
- Boyd, A. (October, 2014). *The Social Construction of Identity: Gender and Heteronormative Practices in Secondary Schools*. Invited talk via Skype. UNC-Chapel Hill.
- Boyd, A. (July, 2014). *The Road to Culturally Responsive Teaching*. Invited workshop. iPadagogy research initiative. Durham, NC.
- Boyd, A. (January, 2014). *Examining Culturally Responsive Management, Student Engagement, and Classroom Policies in the Secondary English Classroom*. Invited workshop. Chapel Hill, NC.
- Boyd, A. (January, 2013). *Classroom Dynamics: Engagement, Policies, and Procedures and in the Secondary English Classroom*. Invited workshop. Chapel Hill, NC.
- Boyd, A. (October, 2012). *Writing an Intellectual History*. Invited consultant for Foundations of Educational Research course. Chapel Hill, NC.
- Boyd, A. (January, 2012). *Indicators of Inequality*. Invited lecture. Teaching Fellow Scholars. Chapel Hill, NC.
- Boyd, A. (October, 2011). *The House on Mango Street: Differentiation, Media Literacy, and Autobiographical Writing*. Invited workshop. Chapel Hill, NC.

### ***Invited Podcasts and Webinars***

- Boyd, A. & Miller, J. (2020). Marginal Syllabus Project Interview. National Writing Project. <https://educatorinnovator.org/lets-give-them-something-to-talk-and-act-about-privilege-racism-and-oppression-in-the-middle-school-classroom/>
- Boyd, A. & Dyches, J. (August, 2018). Leading Equity: Episode 7. *Podcast Interview*. <https://itunes.apple.com/us/podcast/leading-equity/id1419821427?mt=2>

- Boyd, A. & Jeffries, M. (August, 2018). Being an LGBTQ+ Ally: Faculty & Staff. Invited webinar for WSU faculty.
- Boyd, A. (January, 2018). *Publishing for Graduate Students and New Faculty*. Invited panelist for webinar. American Educational Research Association Division G.
- Dyches, J. & Boyd, A. (January, 2018). *Journal of Teacher Education Insider: Podcast Interview*. <https://edwp.educ.msu.edu/jte-insider/2018/podcast-interview-dyches-boyd/>
- Boyd, A. & Jeffries, M. (December, 2017). *Supporting Transgender Inclusion in Our Classrooms*. Invited webinar for WSU faculty.
- Matteson, H. & Boyd, A. (April, 2017). *Journal of Language and Literacy Education: Podcast Interview*. <https://www.podchaser.com/podcasts/jolle-podcast-preview-229519/episodes/are-we-making-progress-a-criti-15694749>

## RESEARCH

### *Grant Sponsored*

- |           |                                                                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2024-2025 | <i>Planning for Anti-Racist Teaching</i> . Lewis E. and Stella G. Buchanan Distinguished Professor, College of Arts and Sciences, Washington State University. Funded (\$28,000).                                            |
| 2024      | 2023 Teaching Academy Book Club. Transformational Change Initiative. WSU. Funded (\$5,000).                                                                                                                                  |
|           | Co-Investigator. Kara Whitman.                                                                                                                                                                                               |
| 2023      | Teaching Academy Book Club. Transformational Change Initiative. WSU. Funded (\$4,900).                                                                                                                                       |
|           | Co-Investigator. Kara Whitman.                                                                                                                                                                                               |
| 2023      | <i>Palouse Reads: Community Engagement and Action</i> . David G. Pollart Center for Arts and Humanities Fellowship.                                                                                                          |
|           | Principal Investigator. Funded (\$8,950).                                                                                                                                                                                    |
| 2023      | <i>Integrating Social Justice and Culturally Sustaining Pedagogies across English Education</i> . Samuel H. and Patricia W. Smith Teaching and Learning Grant. Vice Provost for Academic Engagement and Student Achievement. |
|           | Co Investigator. Kate Watts, Jeff Jones, Rachael Wolney. Funded (\$5,000).                                                                                                                                                   |

- 2022 *Becoming Antiracist Educators in Partisan, Pandemic Times.* Sustainability Grant. Equity, Diversity, and Global Engagement (EDGE), The Ohio State University.
- Co Investigator. Caroline Clark (Ohio State), Mike Cook (Auburn University), Adam Crawley (University of Colorado), Ryan Rish (University of Buffalo), Rachel Skrlack Lo (Villanova). Funded (\$1,200).
- 2020, 2021, 2022 *Becoming Antiracist Educators in Partisan, Pandemic Times.* Research and Implementation Grant. University Institute for Teaching and Learning (UITL), The Ohio State University
- Co Investigator. Caroline Clark (Ohio State), Mike Cook (Auburn University), Adam Crawley (University of Colorado), Ryan Rish (University of Buffalo), Rachel Skrlack Lo (Villanova). Funded (\$7,500).
- 2020 *Reading with Rural Teachers: Social Justice, Young Adult Literature, and Planning for Practice.* Community Challenge Grant, Center for Arts and Humanities, Washington State University.
- Principal Investigator. Funded (\$1000).
- 2020 *Young Adult Literature in Secondary English Classrooms: Student Responses to Contemporary Topics.* Research Award, Douglas Epperson Fund for Social Justice, Center for Arts and Humanities, Washington State University.
- Principal Investigator. Funded (\$1000).
- 2019-2020 *Further Investigating Controversial Young Adult Literature: Studies in Classroom Practice and Text Selection.* Buchanan Distinguished Scholar Award, College of Arts and Sciences, Washington State University.
- Principal Investigator. Funded (\$12, 000).
- 2019 *Racism, Police Brutality, and White Privilege: Examining Teacher and Study Response to Young Adult Literature in a Middle School Classroom.* College of Arts and Sciences Buchanan Summer Research Fellowship.
- Principal Investigator. Funded. Declined. (\$4,000)
- 2018 *Washington State Senate Bill 5433 and English Teacher Education: Redesigning Curriculum for Inclusive Education.* Samuel H. and Patricia W. Smith Teaching and Learning Grant. Vice Provost for Undergraduate Education, Washington State University.



Principal Investigator. Funded (\$6,000).

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

Principal Investigator. Funded (\$14,000).

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

Principal Investigator. Funded. (\$11,952).

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

Investigator. Funded. (\$83,000).

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

Principal Investigator. Funded. (\$5,000)

- 2015 *Avoiding the Pitfall of Celebratory Multicultural Education: Exploring Social Justice through Young Adult Literature with a Transformative Critical Friends Group.* College of Arts and Sciences Buchanan Summer Research Fellowship

Principal Investigator. Funded. (\$4,000)

- 2010 *Developing Pre-service Teachers' Learning Communities Through Blogging.* Lenovo Collaborative Technologies in the Classroom Grant

Investigator. Funded. (\$10,000)

### ***Additional Research Projects***

- 2022 *Sparkling Empathy, Understanding, and Community Action with Young Adult Literature: A Case Study of a Middle School Classroom.*

Principal Investigator.

- 2021 *Pairing Gothic Classics with Young Adult Novels in the Rural Literature Classroom.*

Co Investigator. Lindsey Carmen (Washington State University).

2020 *Studying Social Action: How Young Adult Literature Can Prompt Civic Engagement and Social Justice with University Students.*

Co Investigator. Janine Darragh (University of Idaho).

2017 *Contextualize, Organize, Act, & Reflect: A Study of a High School Social Action Projects.*

Principal Investigator.

## **PROFESSIONAL SERVICE**

### ***Department and University Service***

2024-2025 MLK University Committee, WSU

2024-2025 Teaching Academy, WSU, Chair

2023-2025 Faculty Advisory Committee, College of Arts & Sciences, WSU

2023 Disabilities Affinity Center Work Group, WSU

2022-2023 Teaching Academy, WSU, Vice Chair

2022-2023 Common Reading Selection Committee, WSU

2022 Promotion and Tenure Review Committee, Digital Technology and Culture, WSU

2022 Promotion Reviewer, College of Education, WSU

2021-2022 Provost's Committee for Inclusive Excellence, WSU

2021-2022 Equity, Diversity, Inclusion Committee, WSU, English Department

2020 President's Teaching Academy, WSU, Policy Committee Chair

2021 President's Teaching Academy, WSU, Faculty Book Club Coordinator and Lead Facilitator

2020-present Faculty mentor, Annual Interdisciplinary Graduate Social Justice Conference

2020 Faculty writing group co-leader. Washington State University

|            |                                                                                                                           |
|------------|---------------------------------------------------------------------------------------------------------------------------|
| 2020       | Search committee member. Cultural Studies and Social Thought in Education (College of Education).                         |
| 2019-2022  | Director of Undergraduate Studies, English Department                                                                     |
| 2019-2020  | College of Arts and Sciences Executive Advisory Committee (elected position)                                              |
| 2019-2020  | UCORE Diversity Subcommittee Member                                                                                       |
| 2019-2020  | Association for Faculty Women, Catering Officer                                                                           |
| 2017-2019  | English Club Faculty Advisor                                                                                              |
| 2016-2019  | Graduate Student Officer, English Department, Washington State University                                                 |
| 2018       | Passport Program Mentor                                                                                                   |
| 2018       | English Department Scholarship Committee                                                                                  |
| 2018       | Research Assistantship for Diverse Scholars, Washington State University, External Application Reviewer                   |
| 2017-2018  | Ad-hoc Committee Member, Master's Program Revision, English Department, Washington State University                       |
| 2017, 2018 | Logan Scholarship Application Reviewer, Washington State University                                                       |
| 2016-2018  | Graduate Studies Committee, English Department, Washington State University                                               |
| 2016-2024  | Showcase for Undergraduate Research and Creative Activities (SURCA) judge                                                 |
| 2016       | Search committee member. Rhetoric & composition (Writing program administration). Washington State University Tri-Cities. |
| 2015       | Junior Writing Portfolio Reviewer                                                                                         |
| 2015       | Inga Krommen Book Awards for Children's Books, Judge                                                                      |
| 2014-2025  | Teacher Education Committee, Washington State University                                                                  |
| 2014-2025  | Teacher Education Applicant Interviews                                                                                    |

***National Service***

|              |                                                                                                          |
|--------------|----------------------------------------------------------------------------------------------------------|
| 2024         | National Council of Teachers of English, College Section, Nominating Committee Member (elected position) |
| 2023         | External Program Reviewer, CUNY Cortland                                                                 |
| 2020, 2021   | Veal Seminar Mentor, National Council of Teachers of English                                             |
| 2019-2020    | English Language Arts Teacher Educators (ELATE) Nominating Committee Member (elected position)           |
| 2018         | Manuscript Reviewer, <i>English Education</i>                                                            |
| 2018         | Book Reviewer, Teachers College Record                                                                   |
| 2018         | Book Proposal Reviewer, Routledge                                                                        |
| 2017         | Roundtable Organizer, Social Justice Commission, Conference on English Education                         |
| 2016         | Position Statement Reviewer, Social Justice Commission, Conference on English Education                  |
| 2015         | Book Reviewer, <i>Teacher Education for High Poverty Schools</i> , Springer                              |
| 2013-present | Manuscript Reviewer, <i>Journal of Teacher Education</i>                                                 |
| 2014-2016    | Manuscript Reviewer, <i>Research in the Teaching of English</i>                                          |
| 2011-present | Manuscript Reviewer, <i>The Urban Review</i>                                                             |
| 2013-2014    | Editorial Board Member, <i>The High School Journal</i>                                                   |
| 2012         | American Educational Studies Association Planning Committee                                              |
| 2012         | Conference Proposal Reviewer, American Educational Studies Association                                   |

### ***Mentoring Activities***

#### PhD Committee Service Completed

Hilary Parkhouse, Education, UNC-Chapel Hill, 2016  
 JT Torres, Education, 2018  
 Zara Moeggenberg, English, 2018  
 Miriam Fernandez, English, 2018  
 Mark Triana, English

Elitza Kotzeva, English, 2019  
Sarah Byrne Bausell, Education, UNC-Chapel Hill, 2019  
Mary Ward Lupinacci, Education, 2019  
Darci Graves, Education, 2019 (co-chair)  
Edie-Marie Roper, English, 2020  
Tabitha Espina, English, 2020  
Paulina Abustan, Education, 2020  
Jeremiah Sataraka, Education, 2020  
Sherwin Sales, English, 2021  
Callie Palmer, Education, 2021  
Lauralea Edwards, Education (Co-chair), 2021  
Beth Spinner, English, Western Michigan University, 2022  
Heather Ramos, English, 2022  
Elle Fournier, English, 2022  
Emma McMain, Education, 2022  
Susan Rose, Education, University of Idaho, 2022  
Marisa Cervantes, Sociology, 2023  
Brandon Edwards-Schuth, Education, 2023  
Nouf Alqahtani, English, 2023  
Nicki Koenis (Chair), English, 2024  
Brooklyn Walter, English (Chair), 2024  
Brandon Cockburn, Education (Co-chair), 2024  
Erica England, Education, 2024  
Rachael Wolney, English, 2025 (Chair)  
Anthony Birano, Education, 2025 (Chair)

#### PhD Committee Service in Progress

Nazua Idris, English (Co-chair)  
Jessie Padilla, English (Co-chair)  
Zulekha Khamisi, Education  
Wyn Richards, English  
Malachi Chukwu, Education  
Angel Bonilla, Education  
Zahra Khodaverdi, Education

#### MA Committee Service Completed

Ellen Underwood, English, 2018  
Sarah Blum, English, 2018  
Victoria Houser, English, 2017  
Alexia Skoulikari, English, 2017  
Faith DeLay, English, 2016 (Chair)  
Drew Roberts, English, 2016 (Co-chair)  
Landon Roper, English, 2019  
Michael Molder, English, 2019  
Rachael Wolney, English, 2019  
Jessie Padilla, English, 2019

Michael Ortiz, English, 2020  
Julian Ankney, English, 2020  
Supoorna Kulatunga, English, 2020  
Caitlin Flaws, 2021  
Melanie Bell (Chair), 2023  
Corita Fernando, 2023  
Shuvro Das, 2023  
Angela Picard, Education, 2023  
Lucky Rickman, English, 2024

#### MA Committee Service In Progress

Genoveva Vega, English

#### MIT Committee Service Completed

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

#### Independent Study Supervision

Norah Dacy, 2024  
Levi Policarpio, 2022  
Steven Sires, 2022  
Rachael Wolney, 2021, 2022  
Brandon Cockburn, 2020, 2021, 2022  
Keola Birano, 2020, 2021  
Brooklyn Walter, 2020, 2021  
Elle Fournier, 2019  
Johnna Lash, 2019  
Angel Bonilla, 2019  
Walter, Brooklyn, 2018  
Marcus Maxey, 2018  
Ismael Garcia, 2018  
Rachel Roloff, 2017  
Ashley Borello, 2017  
Ruben Zecena, 2016  
Sydney Robertson, 2016  
Holly Matteson, 2015  
Corina Welcker, 2015

#### Honors College Project Advisor

Oftsun, Christopher, 2022  
Lindsey Shannon, 2020

McNair Student Mentor  
Akira Park, 2022-present

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

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

Faculty Mentor, College of Arts and Sciences Undergraduate Summer Mini-Grant  
Akira Park, 2023 (\$2,000)  
Tahlia Sanchez, 2022 (\$2,000)  
Kestra Engstrom, 2022 (\$2000)  
Bailey Inama, 2021 (\$1,500)  
Lindsey Shannon, 2019 (\$2,000)  
Alexis Wolf, 2019 (\$2,000)  
Ángel Bonilla, 2018 (\$1,500)  
Rachel Roloff, 2017 (\$3,000)  
Sydney Robertson, 2016 (\$3,000)  
Holly Matteson, 2015 (\$3,000)

Faculty Mentor, Co-Investigator, Publicly Engaged Fellows, Center for Arts and Humanities,  
WSU

Rachael Wolney, 2024  
Lindsey Carman-Williams, 2021  
Nazua Idris, 2022

## **AWARDS AND RECOGNITION**

|      |                                                                                                |
|------|------------------------------------------------------------------------------------------------|
| 2024 | Excellence in Teaching Award, Graduate Mentoring and Advising, College of Arts & Sciences, WSU |
| 2024 | English Graduate Organization, Washington State University, Most Supportive Faculty Member     |

|           |                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 2023      | HERS Leadership Institute attendee                                                                                                           |
| 2023      | Women of Distinction, Nominee, Washington State University                                                                                   |
| 2023      | English Graduate Organization, Washington State University, Best Graduate Seminar Award                                                      |
| 2021-2022 | Provost's Leadership Academy, Washington State University                                                                                    |
| 2020      | President's Teaching Academy, Washington State University                                                                                    |
| 2019      | Buchanan Distinguished Scholar Award, College of Arts and Sciences, Washington State University                                              |
| 2018      | English Graduate Organization, Washington State University, Best Graduate Seminar Award                                                      |
| 2018      | English Graduate Organization, Washington State University, Most Supportive Faculty Member                                                   |
| 2018      | Early Career Achievement Award. College of Arts and Sciences. Washington State University.                                                   |
| 2018      | Martin Luther King Jr. Distinguished Service Award, Faculty Washington State University                                                      |
| 2017      | Buchanan Distinguished Scholar Award, College of Arts and Sciences, Washington State University                                              |
| 2016      | Associated Students of Washington State University, Exceptional Professor Award                                                              |
| 2016      | English Graduate Organization, WSU, Best Graduate Seminar Award                                                                              |
| 2014      | Graduate Student Research Excellence Award, Media, Culture, and Curriculum Special Interest Group, American Educational Research Association |
| 2009      | Teacher of the Year, South Brunswick High School                                                                                             |
| 2008      | Outstanding Young Educator Award, North Carolina Association for Supervision and Curriculum Development                                      |

## **ASSOCIATIONS AND MEMBERSHIPS**



Association for Faculty Women, Washington State University  
American Educational Research Association: Division K, Teaching and Teacher Education  
American Educational Studies Association  
National Council of Teachers of English  
Conference on English Education, Commission on the Study and Teaching of Adolescent  
Literature  
Literacy Research Association