

RYAN SCHEY

Office Address: Department of Language and Literacy Education
Mary Frances Early College of Education
University of Georgia
315 Aderhold Hall
110 Carlton Street
Athens, Georgia 30602

Email Address: ryanschey@uga.edu

ACADEMIC HISTORY

Assistant Professor of English Education

Department of Language and Literacy Education, University of Georgia
Affiliate Faculty: Institute for Women's Studies
Affiliate Faculty: Interdisciplinary Qualitative Studies

Allocation: 40% Research/Creative Work, 40% Teaching, and 20% Service

Tenure Status: Pre-Tenure

Graduate Faculty Status: Appointed to Graduate Faculty, August 2022

Education

2018 Doctor of Philosophy, Education, Teaching and Learning: Adolescent, Post-Secondary, and Community Literacies

The Ohio State University, College of Education and Human Ecology

Dissertation: *Youth's Queer-Focused Activism in a Secondary Classroom: Pedagogy, (Un)Sanctioned Literacy Practices, and Accountability*

Received the 2019 "Dissertation of the Year" Award from the Queer Studies Special Interest Group of the American Educational Research Association

2007 Master of Education, English Education

The Ohio State University, College of Education and Human Ecology

2006 Bachelor of Arts, with a major in English and minor in Women's Studies

The Ohio State University, College of Arts and Sciences
Graduated Summa Cum Laude with Honors

Academic Positions and Professional Employment

Present-2022: Assistant Professor of English Education

Department of Language and Literacy Education, College of Education

University of Georgia, Athens, Georgia

2022-2021: Visiting Assistant Professor of English Education

Department of Teaching and Learning, College of Education

University of Iowa, Iowa City, Iowa

2021-2018: Assistant Professor of English Education

Department of Curriculum and Teaching, College of Education

Auburn University, Auburn, Alabama

2018-2014: Graduate Associate

Department of Teaching and Learning, College of Education and Human Ecology

The Ohio State University, Columbus, Ohio

2014-2007: High School English Language Arts and Video Production Teacher

Rutherford B. Hayes High School, Delaware City Schools, Ohio

INSTRUCTION

Courses Taught

University of Georgia

| Term | Dept/ Course # | Course Title | Cred. Hrs. | Enr. |
|--------------------|-------------------|--------------------------------------------------------|---------------|------|
| Spring 2024 | LLED 8430 | Temporalities & Social Change in Literacy Education | 3 | 7 |
| Fall 2023 | FYOS 1001 | LGBTQ+ Comics in Education | 1 | 16 |
| | LLED 4230 | English Education Practicum Seminar II | 3 | 11 |
| | LLED 6230 | English Education Practicum Seminar II | 3 | 8 |
| | LLED 8005 | Directed Study in LLED | 3 | 1 |
| | LLED 8045 | Special Topics: Ethnography of Language & Literacy | 3 | 10 |
| Summer 2023 | LLED 6410e | Adolescent & Young Adult Lit for a Changing World | 3 | 16 |
| Spring 2023 | LLED 6210 | English Education Practicum Seminar I | 3 | 6 |
| Fall 2022 | LLED 4400 | Planning Instruction in Secondary English Education | 3 | 2 |
| | LLED 6400 | Planning Instruction in Secondary English Education | 3 | 9 |
| | LLED 8045 | Special Topics: Research & Theory in English Education | 3 | 5 |

University of Iowa

| Term | Dept/ Course # | Course Title | Cred. Hrs. | Enr. |
|--------------------|-------------------|-----------------------------------------------------------|---------------|------|
| Spring 2022 | EDTL 4087 | Seminar: Curriculum and Student Teaching in English | 3 | 20 |
| | EDTL 4314 | Introduction & Practicum: Secondary English | 3 | 12 |
| | EDTL 4315 | Learning to Teach Secondary English & Field Experience | 3 | 9 |
| | EDTL 4091 | Observation & Laboratory Practice in the Secondary School | 6 | 20 |
| | EDTL 4092 | Observation & Laboratory Practice in the Secondary School | 6 | 20 |
| Fall 2021 | LLED 4087 | Seminar: Curriculum and Student Teaching in English | 3 | 9 |
| | LLED 4314 | Introduction & Practicum: Secondary English | 3 | 14 |
| | LLED 4315 | Learning to Teach Secondary English & Field Experience | 3 | 21 |
| | EDTL 4091 | Observation & Laboratory Practice in the Secondary School | 6 | 9 |
| | EDTL 4092 | Observation & Laboratory Practice in the Secondary School | 6 | 9 |

Auburn University

| Term | Dept/ Course # | Course Title | Cred. Hrs. | Enr. |
|--------------------|---------------------|----------------------------------------------------------------------------------------|---------------|------|
| Spring 2021 | CTSE 4910 | English Language Arts Practicum | 3 | 1 |
| | CTSE 4923 | Clinical Residency | 11 | 5 |
| | CTSE 5210/3 | Teacher Inquiry Workshop | 1 | 5 |
| | CTRD 6036 | The Reading of Adolescents | 3 | 2 |
| | CTSE 6216 | Teacher Inquiry Workshop | 1 | 1 |
| | CTSE 7520 | Curriculum & Teaching in English Language Arts | 3 | 5 |
| | CTSE 7926 | Clinical Residency | 11 | 1 |
| Fall 2020 | CTSE 4160 | Teaching English Language Arts II | 4 | 11 |
| | CTSE 5010 | Language Study for Teachers | 3 | 25 |
| Summer 2020 | CTEE/CTSE 7970/6 | Special Topics: Critical and Humanizing Perspectives in Teaching and Teacher Education | 3 | 6 |
| Spring 2020 | CTSE 4923 | Clinical Residency | 11 | 5 |
| | CTSE 5210/3 | Teacher Inquiry Workshop | 1 | 7 |
| | CTSE 7540 | Evaluation of Program in English Ed | 3 | 5 |
| Fall 2019 | CTSE 4160 | Teaching English Language Arts II | 4 | 8 |
| | CTSE 5010 | Language Study for Teachers | 3 | 8 |
| | CTSE 5210/3 | Teacher Inquiry Workshop | 1 | 5 |
| | CTSE 6010 | Language Study for Teachers | 3 | 1 |
| | CTSE 6210/6 | Teacher Inquiry Workshop | 1 | 2 |
| Spring 2019 | CTSE 4190 | English Language Arts Practicum | 3 | 1 |
| | CTRD 5030 | The Reading of Adolescents | 3 | 8 |
| | CTRD 6036 | The Reading of Adolescents | 3 | 5 |
| Fall 2018 | CTSE 4160 | Teaching English Language Arts II | 4 | 17 |
| | CTSE 4923 | Clinical Residency | 11 | 5 |
| | CTSE 5010 | Language Study for Teachers | 3 | 14 |

Development of New Courses

University of Georgia

FYOS 1001: LGBTQ+ Comics in Education
LLED 4210/6210: English Education Practicum Seminar I
LLED 8405: Theory and Research in English Education (Doctoral Seminar)
LLED 8430: Temporalities and Social Change in Literacy Education (Doctoral Seminar)
LLED 8460: Ethnography of Language and Literacy (Doctoral Seminar)

Auburn University

CTEE/CTSE 7960/7976 (Curriculum & Teaching, Elementary Education and Secondary Education): Special Topics: Critical and Humanizing Perspectives in Teaching and Teacher Education (Doctoral Seminar)

Advising and Supervision

Doctoral Dissertation Chair or Co-Chair

| Student | Department | Graduation Date | Current Status |
|----------------|---------------------------------|-------------------------|-----------------------|
| Casey Boersma | Language and Literacy Education | Anticipated Spring 2025 | Student |

Doctoral Dissertation Committee Member

| Student | Department | Graduation Date | Current Status |
|-------------------------|-------------------------------------------------------------|-------------------------|------------------------------------------------|
| Vanessa Raditz | Educational Theory and Practice | Anticipated Spring 2027 | Student |
| William Peak | Curriculum and Instruction (University of Illinois Chicago) | Anticipated Spring 2025 | Student |
| Brandon Haskey-Valerius | Learning, Teaching, and Curriculum (University of Missouri) | Anticipated Spring 2025 | Student |
| Madison Gannon | Language and Literacy Education | Anticipated Spring 2024 | Student |
| Jenn Ervin | Language and Literacy Education | Anticipated Spring 2024 | Student |
| Gretel Thornton | Curriculum and Teaching (Auburn University) | Anticipated Spring 2024 | Student |
| Katharine Brown | Curriculum and Teaching (Auburn University) | Summer 2023 | Director of Auburn University's Writing Center |

Instructional Grants

Schey, R. (2019) Hybrid Summer Course (Re)Design. *Biggio Center Professional Development Funds*, Funder: Auburn University, Role: University Instructor, Project Period: 2019, Award: \$1,000.

PUBLICATIONS

Books (Authored and Co-Authored)

Schey, R. (under contract). *Queer activist pedagogies: Youth and literacy in a high school*. Albany, NY: SUNY Press.

Blackburn, M. V., Clark, C. T., & **Schey, R.** (2018). *Stepping up!: Teachers advocating for sexual and gender diversity*. New York, NY: Routledge. (216 pages)

Edited Book

Duran, A., Strunk, K., & **Schey, R.** (Eds.) (2023). *Bridging the rainbow gap: Possibilities and tensions in queer and trans studies in education*. Leiden, NL: Brill. (187 pages)

Book Chapters

Slovin, L. & **Schey, R.** (2023). Queer(ing) educational ethnography within and beyond schools. In A. Duran, K. Strunk, & R. Schey (Eds.) *Bridging the rainbow gap: Possibilities and tensions in queer and trans studies in education* (pp. 39-57). Leiden, NL: Brill.

Strunk, K., **Schey, R.**, & Duran, A. (2023). Bridging possibilities and imagining futures in queer and trans studies in education. In A. Duran, K. Strunk, & R. Schey (Eds.) *Bridging the rainbow gap: Possibilities and tensions in queer and trans studies in education* (pp. 177-182). Leiden, NL: Brill.

Duran, A., Strunk, K., & **Schey, R.** (2023). The road to the rainbow gap: Unearthing possibilities and tensions in queer and trans studies in education. In A. Duran, K. Strunk, & R. Schey (Eds.) *Bridging the rainbow gap: Possibilities and tensions in queer and trans studies in education* (pp. 1-14). Leiden, NL: Brill.

- Schey, R. (2020). Shifting from knowing *what* to knowing *how*: Centering queer knowledges and activist teaching narratives to (re)conceptualize English education. In C. A. R. Brant & L. Willox (Eds.), *Teaching the teachers: LGBTQ issues in teacher education* (pp. 131-146). Charlotte, NC: Information Age Publishers.
- Schey, R. (2019). Queer reading practices and ideologies: Questioning and (not) knowing with Brezenoff's *Brooklyn, Burning*. In R. Ginsberg & W. Glenn (Eds.), *Critical approaches for critical educators: Engaging with multicultural young adult literature in the secondary classroom* (pp. 93-102). New York, NY: Routledge.
- Schey, R.** & Uppstrom, A. (2018). Teachers sustaining queer activism across time: Changing pathways in working towards queer-friendly schools. In S. V. Chappell, K. Ketchum, & L. Richardson (Eds.), *Gender diversity and LGBTQ advocacy and inclusion in schools: Stories from school and community contexts* (pp. 222-227). New York, NY: Routledge.
- Schey, R. (2016). Situating ally identities within relational epistemes: Learning with LGBTIQ people in order to make supportive decisions. In P. Chamness Miller & E. A. Mikulec (Eds.), *Queering classrooms: Personal narratives and educational practices to support LGBTQ youth in schools* (pp. 27-44). Charlotte, NC: Information Age Publishers.
- Schey, R.**, & Uppstrom, A. (2010). Activist work as entry-year teachers: What we've learned. In M. V. Blackburn, C. T. Clark, L. M. Kenney, & J. M. Smith (Eds.), *Acting out!: Combating homophobia through teacher activism* (pp. 88-102). New York, NY: Teachers College Press.

Encyclopedia Entries and Handbook Chapters

- Schey, R. (under contract). Queer and trans temporalities. In Lizárraga, J. R. & Cortez, A. (Eds.), *Encyclopedia of Social Justice in Education: Language, Literacy, Youth, and Culture*. New York, NY: Bloomsbury.
- Schey, R. (2022). Curriculum inclusive of sexual and gender diversity. In K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education* (pp. 138-143). Leiden, NL: Brill.
- Schey, R. (2022). Queer composing. In K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education* (pp. 498-503). Leiden, NL: Brill.
- Schey, R. (2021). Race and queerness in the US schooling system. In C. Mayo (Ed.), *Oxford Encyclopedia of Gender and Sexuality*. New York, NY: Oxford University Press.
doi:10.1093/acrefore/9780190264093.013.1372

Bloome, D., Beauchemin, F., Brady, J., Buescher, E., Kim, M., & **Schey, R.** (2018). Anthropology of education, anthropology in education, and anthropology for education. In H. Callan (Ed.), *The international encyclopedia of anthropology*. New York, NY: Wiley & Sons. doi:10.1002/9781118924396.wbiea2140

Blackburn, M. V., & **Schey, R.** (2017). Adolescent literacies beyond heterosexual hegemony. In K. Hinchman & D. Appleman (Eds.), *Adolescent literacy: A handbook of practice-based research* (pp. 38-60). New York, NY: Guilford Press.

Invited Peer Reviewed Journal Articles

Mallory, A. B., Blackburn, M. V., & **Schey, R.** (in review). Gendered oppression and intimacy in a high school LGBTQ+-themed literature class.

Schey, R. (in press). The child as epistemic figure: (Im)possibilities for gender and racial justice in a secondary classroom. *Discourse: Studies in the Cultural Politics of Education*.

Peer Reviewed Journal Articles

Haskey-Valerius, B. & **Schey, R.** (in review). “We don’t have to take things so seriously”: Humor, queer livability, and homonormativity for a rural English language arts teacher.

Schey, R. (in review). Composing time in a secondary U.S. classroom: (Not) challenging ideological polarization through straight and queer temporal movements.

Kedley, K. & **Schey, R.** (in review). Reading the rural queerly: Interrogating metronormativity in young adult literature.

Schey, R. (2023). The queer temporalities of (im)possible school futures: Transness, Christian epistemologies, and racial anxiety in a secondary classroom. *Research in the Teaching of English* 58(2), 129-155. DOI: 10.58680/rte202332789

Schey, R. (2023). “Is he gay? That’s like, all I want to know”: Toward epistemological practices of humanizing curiosity in secondary schools. *Curriculum Inquiry*, 53(2), 169-195. DOI: 10.1080/03626784.2023.2176159

Schey, R. (2023). Literacy (dis)orientations in a secondary classroom: Possibilities and limits of an intersectional LGBTQ+-inclusive curriculum. *Reading Research Quarterly*, 58(1), 25-43. DOI: 10.1002/rrq.485

Schey, R. (2023). Youths’ experiences of LGBTQ+-inclusive curriculum in a secondary U.S. classroom at the intersections of sexuality, gender, race, and class. *Equity & Excellence in Education*, 56(1-2), 72-86. DOI: 10.1080/10665684.2022.2160848

Schey, R., Bavisotto, D., Blackburn, M. V., Cramer, K., DesPrez, E., Lee, D., & McEntarfer, H. (2023). Affirming gender diversity through ELA curriculum and pedagogy: Integration, inquiry, and inclusion. *English Journal*, 112(6), 32-39.

This article was recognized through the 2023 English Journal Edwin M. Hopkins Award as an honorable mention for the previous volume year's outstanding article published by someone who is not a classroom teacher.

Schey, R., Griffin, D., & Hopf, M. (2023). School—community collaborations empowering queer and trans educational advocacy. *English Leadership Quarterly*, 45(4), 21-25.

Schey, R., & Shelton, S. A. (2023). Queer(ing) and trans(ing) critical media literacies in response to anti-LGBTQIA+ legislation and policies. *International Journal of Critical Media Literacies*, 3(2021), 73-87.

Schey, R. & Staley, S. (2023). Dominant discomforts: Reflections on our attempts to queer English teacher education. *English Education*, 55(3), 192-199.

Schey, R. (2022). Queer and trans youth (not) knowing: Experiences of epistemic (in)justice in the context of an LGBTQ+-inclusive secondary curriculum. *English Teaching: Practice and Critique* 21(4) 428-442. DOI: 10.1108/ETPC-04-2022-0054

This article was recognized through the 2023 Emerald Literati Awards, receiving the outstanding paper of the year award for volume 21 of English Teaching: Practice and Critique, selected by the editors and editorial review board.

Schey, R. (2022). Queer compositions in a U.S. secondary classroom: Genre, citationality, and linguistic racism. *Reading Research Quarterly*, 57(1), 205-225. DOI: 10.1002/rrq.382

Coleman, J. J., **Schey, R.,** Blackburn, M. V., Brochin, C., Cooper-Novack, G., Crawley, S. A., Cruz, C., Dutro, E., Helton, J., Islam, A., Jiménez, I., Lizárraga, J. R., Shrodes, A., Simon, R., Wickens, C., & Young, C. A. (2022). Intergenerational queer method(ologie)s: Dialogues in literacy research. *Literacy Research: Theory, Method, and Practice* 71(1), 249-267. DOI: 10.1177/23813377221117165

Schey, R. (2021). A queer youth's challenges to normativities of time, space, and queerness: Pedagogical encounters in a small town Christian youth group. *Discourse: Studies in the Cultural Politics of Education*, 7(4), 293-309. doi: 10.1080/01596306.2020.1715921

Schey, R. (2021). Fostering youths' queer activism in secondary classrooms: Youth choice and queer-inclusive curriculum. *Journal of Adolescent and Adult Literacy*, 64(6), 623-632. DOI: 10.1002/jaal.1150

Schey, R. (2021). Queer activism in English education: Listening to and learning from students. *English Journal*, 110(5), 73-79.

Schey, R. (2020). Youths' literacy disidentifications in a secondary classroom: Contesting transphobia through humor in roleplaying. *Teachers College Record* 122(9).

This article was recognized through the 2021 Emerging Scholar Award from the Language and Social Processes Special Interest Group of the American Educational Research Association.

Schey, R. (2019). Youths' choices to read optional queer texts in a high school ELA classroom: Navigating visibility through literacy sponsorship. *English Education* 52(1), 38-69.

This article was recognized through the 2020 Promising Researcher Award from the Standing Committee on Research of the National Council of Teachers of English.

Schey, R. & Blackburn, M. V. (2019). "The Fact of a Doorframe": Adolescents finding pleasure in transgender-themed YAL. *The ALAN Review* 47(1), 29-40.

Schey, R. & Blackburn, M. V. (2019). Queer ruptures to normative literacy practices: Toward visualizing, hypothesizing, and empathizing. *Research in the Teaching of English* 54(1), 58-80.

Blackburn, M. V. & **Schey, R.** (2018). Shared vulnerability, collaborative composition, and the interrogation and reification of oppressive values in a high school LGBTQ-themed literature course. *Journal of Literacy Research* 50(3), 335-358.
doi:10.1177/1086296X18784336

Schey, R. (2017). Towards intersectional literacy practices: Interrogating homonormativity through reading Sáenz's *Artistotle and Dante*. *The ALAN Review* 45(1), 32-43.

Schey, R. (2016). Examining teacher inquiry into literacy: Epistemological, teleological, and experiential tensions. *The Journal of Teaching Writing* 31(1), 97-112.

Guest Editing of Peer Reviewed Journal Special Issue

Shelton, S. A., & **Schey, R.** (Eds.) (2023). Queer(ing) and trans(ing) critical media literacies in response to anti-LGBTQIA+ legislation and policies. *International Journal of Critical Media Literacies*, 3(2021).

Regional Journal Articles

Schey, R. (2015). The push and pull of Kairos: Timing in an educational activist's decisions to support LGBTQQ people. *The Ohio Journal of English Language Arts*, 55(1), 53-55.

Smith, J. M., **Schey, R.**, Sutton, D., & Bednar, M. (2014). Supporting and celebrating LGBTQQ students and families: Jumping in and moving forward [PDF]. *Ohio Voices: Ohio Council of Teachers of English Language Arts*, (Spring), 3-9. Retrieved from http://www.octela.org/_resources/newsletter/Spring-2014.pdf

Invited Book Reviews

Schey, R. (2018). Possibilities of queer educational praxis: A Review of *Critical Concepts in Queer Studies and Education*. *The Journal of LGBT Youth*, 15(3), 256-259. doi: 10.1080/19361653.2017.1405762

Absire, B., Blackburn, M. V., Coleman, D., Giese, H., Hardesty, R., Kauff, S., MacBride, K., Rapp, C., Rietenbach, C., Rue, D., **Schey, R.**, Scott, T., Shafer, J. & Washington, X. (2016). The power of multiple voices: A review of *Beyond Magenta*. *The Journal of LGBT Youth*, 13(4), 397-400.

Professional Organization Position Statement

Bavisotto, D.L., Blackburn, M.V., Cramer, K.M., DesPrez, E., Hermann-Wilmarth, J., Lee, D. McEntarfer, H.K., Ryan, C.L., **Schey, R.**, & Timmons-Long, L. (2021). Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy. *National Council of Teachers of English*. Retrieved from <https://ncte.org/statement/guidelines-for-affirming-gender-diversity-through-ela-curriculum-and-pedagogy/>

Online Publications

Schey, R. (2021). Back to School: Affirming LGBTQIA+ Youth Amidst the COVID-19 Pandemic. *National Council of Teachers of English Blog*. Retrieved from <https://ncte.org/blog/2021/10/affirming-lgbtqia-youth-pandemic/>

Hopf, M. & **Schey, R.** (2021). Using Pressure Maps to Help Middle Grades Readers Develop Nuanced Understandings of LGBTQ+ Characters. *National Council of Teachers of English Blog*. Retrieved from <https://ncte.org/blog/2021/03/using-pressure-maps-help-middle-grades-readers-develop-nuanced-understandings-lgbtq-characters>

Podcast Appearances and Interviews

Acevedo, G., **Schey, R.**, & Trinh, E. (2023). Inquiring Minds Podcast: Affirming LGBTQIA+ Identities. *American Educational Research Association Writing and Literacies Special Interest Group*. Retrieved from https://soundcloud.com/writing-and-literacies/affirming-lgbtqia-identity?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

ADDITIONAL SCHOLARLY ACTIVITIES

Grants

Awarded

- Schey, R. (2024). "Teaching Educational Ethnography through Immersive Participant Observation." *Southeastern Conference Faculty Travel Program*, Funder: Southeastern Conference, Role: PI, Project Period: 2023-2024, Award: \$1,151.
- Schey, R. (2024). "Rural Educators' Perspectives on LGBTQ+-Inclusive Literature Instruction." *Early Career Faculty Research Grant*, Funder: Mary Frances Early College of Education, University of Georgia, Role: PI, Project Period: 2023-2024, Award: \$8,000.
- Schey, R. (2021). "Hope in a Box: Teaching LGBTQ-Inclusive Literature in Rural Secondary Schools." *Summer Scholarship Support Award*, Funder: Auburn University, Role: PI, Project Period: 2021, Award: \$4,000.
- Strunk, K., **Schey, R.** & Duran, A. (2020). "Bridging the Rainbow Gap: Transcending Disciplinary Boundaries in K-12 and Higher Education LGBTQ Scholarship." *Education Research Conference Grants*, Funder: American Educational Research Association, Role: Co-PI, Project Period: 2020-222, Award: \$35,000.
- Schey, R. (2020). "Queer compositions in a secondary U.S. classroom: Youth choice, genre, and intertextuality." *Summer Scholarship Support Award*, Funder: Auburn University, Role: PI, Project Period: 2020, Award: \$4,000.
- Schey, R. (2019) "Collaborating with Educators to Work Against Homophobia and Transphobia through Practitioner Inquiry." *College of Education Seed Grant*, Funder: Auburn University, Role: PI, Project Period: 2019-2020, Award: \$4,000.
- Schey, R. (2019). "A queer youth's challenges to normativities of time, space, and queerness: Pedagogical encounters in a small town Christian youth group." *Summer Scholarship Support Award*, Funder: Auburn University, Role: PI, Project Period: 2021, Award: \$3,500.

Selected Unfunded Proposals

- Schey, R. (2023). "Rural Students' Perspectives on LGBTQ-Inclusive Literature Instruction." *Willson Center Faculty Research Grants in Humanities and Arts*, Funder: University of Georgia, Role: PI, Proposed Budget: \$15,000.

Schey, R. (2021). "Invisible Histories: Teaching Southern LGBTQ History in Secondary Schools through Archives and Multimodality." *Institutes for K-12 Educators*, Funder: National Endowment for the Humanities, Role: PI, Proposed Budget: \$175,000.

Boyd, A., Clark, C., Cook, M., Crawley, A., Rish, R., **Schey, R.** & Skrlac Lo, R. (2020). "Becoming Antiracist Educators in Support of Racial Justice in a Partisan, Pandemic Era." *Education Research Service Projects*, Funder: American Educational Research Association, Role: co-PI, Proposed Budget: \$5,000.

Selected Recognitions, Awards, and Honors

- 2023 Recognized as an honorable mention for *English Journal's* Edwin M. Hopkins award (which is awarded annually to an outstanding article written by someone who is not a classroom teacher)
- 2023 Recipient of the Outstanding Paper of the Year Award for volume 21 of *English Teaching: Practice & Critique* (recognized via [Emerald's 2023 Literati Awards](#))
- 2023 Recipient of the Outstanding Reviewer of the Year Award for *English Teaching: Practice & Critique* (recognized via [Emerald's 2023 Literati Awards](#))
- 2021 Recipient of the Emerging Scholar Award from the Language and Social Processes Special Interest Group of the American Educational Research Association
- 2020 Recipient of the Promising Researcher Award from the Standing Committee on Research of the National Council of Teachers of English
- 2019 Recipient of the Dissertation of the Year Award from Queer Studies Special Interest Group of the American Educational Research Association
- 2019 Author Award, Graduate School, Auburn University
- 2017-2015 Three-time recipient of the College of Education and Human and Ecology Office of Research Graduate Student Travel Grant
- 2017-2015 Three-time recipient of the Department of Teaching and Learning Graduate Student Conference Grant
- 2017 Recipient of the Diversity and Equity Committee Graduate Student Travel Grant
- 2016 Recipient of the American Educational Research Association Division G (Social Context of Education) Graduate Student Travel Stipend
- 2015 Recipient of the Diversity and Identity Studies Collective at OSU (DISCO) Student Travel Grant, supported by the Sexuality Studies Program

- 2013-2010 Rated “Most Effective” K-12 classroom teacher based on individual teacher value-added data received through participation in Battelle for Kids’ SOAR program
- 2007-2006 University Fellowship from the Ohio State University graduate school
- 2006 Denny Award (Outstanding Senior English Major in the Ohio State University’s undergraduate English department)

Supervision of Student Research

Doctoral Dissertation Chair or Co-Chair

| Student | Department | Graduation Date | Current Status |
|----------------|---------------------------------|-------------------------|-----------------------|
| Casey Boersma | Language and Literacy Education | Anticipated Spring 2025 | Student |

Doctoral Dissertation Committee Member

| Student | Department | Graduation Date | Current Status |
|-------------------------|-------------------------------------------------------------|-------------------------|------------------------------------------------|
| Vanessa Raditz | Educational Theory and Practice | Anticipated Spring 2027 | Student |
| William Peak | Curriculum and Instruction (University of Illinois Chicago) | Anticipated Spring 2025 | Student |
| Brandon Haskey-Valerius | Learning, Teaching, and Curriculum (University of Missouri) | Anticipated Spring 2025 | Student |
| Jenn Ervin | Language and Literacy Education | Anticipated Spring 2024 | Student |
| Madison Gannon | Language and Literacy Education | Anticipated Spring 2024 | Student |
| Gretel Thornton | Curriculum and Teaching (Auburn University) | Anticipated Spring 2024 | Student |
| Katharine Brown | Curriculum and Teaching (Auburn University) | Summer 2023 | Director of Auburn University’s Writing Center |

Conference Co-Chaired and Co-Led

Strunk, K., Schey, R. & Duran, A. (2021). *Bridging the Rainbow Gap Conference*. Auburn, AL.

Invited Plenary and Keynote Presentations

Ervin, J. & **Schey, R.** (2023, July). *Collective dreaming for equity and justice in English education*. Plenary session discussant at the English Language Arts Teacher Educators Summer Conference. Atlanta, GA.

Schey, R. (2019, July). *Community-based learning and inquiry*. Panelist at the English Language Arts Teacher Educators Summer Conference. Fayetteville, AK.

Blackburn, M. V., Clark, C. T., Penn, J., **Schey, R.**, & Williams, J. M. (2016, February). *Communities of inquiry symposium: The Pink TIGers: Evolving as a community of inquiry*. Panel presentation participant at the Ethnography in Education Research Forum at the University of Pennsylvania Graduate School of Education. Philadelphia, PA.

Invited Public Panels and Talks

Schey, R. (2023, October). Temporalities in/of ethnography: Queer(ing) time in studying school literacy and language practices. *QUAL Lab Speaker Series in the Department of Lifelong Education, Administration, and Policy of the University of Georgia*. Event held for the public via Zoom.

Schey, R., & Reid, S. (2022, February). Writing and reviewing for JAAL webinar. *International Literacy Association*. Event held for the public via Zoom.

Bavisotto, D. L., Blackburn, M. V., Cramer, K. M., DesPrez, E., Hermann-Wilmarth, J., Lee, D., McEntarfer, H. K., Ryan, C. L., **Schey, R.**, & Timmons-Long, L. (2021, April). Learning Session on Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy. *National Council of Teachers of English*. Event held for NCTE members via Zoom.

Peer Reviewed Presentations

Schey, R., Boersma, C., & Thornton, G. (2023, December). *(Not) queering language ideologies: The temporalities of pre-service teachers' engagement with cisheteronormativity and whiteness in writing instruction*. Paper presented at the Literacy Research Association's annual meeting. Atlanta, GA.

Schey, R. (2023, December). *Representations of gender and sexuality in children's books and reading programs*. Discussant paper presented at the Literacy Research Association's annual meeting. Atlanta, GA.

Haskey-Valerius, B. & **Schey, R.** (2023, November). *Humor as liberation and cisheteronormativity for a queer ELA teacher in a rural school*. Paper presented at the Literacy Research Association's annual meeting. Atlanta, GA.

- Schey, R. (2023, November). *Composing time in a secondary U.S. classroom: (Not) challenging ideological polarization through straight and queer temporal movements*. Paper presented at the Literacy Research Association's annual meeting. Atlanta, GA.
- Schey, R. (2023, November). *Youths' experiences of LGBTQ+-inclusive curriculum in a secondary U.S. classroom at the intersections of sexuality, gender, race, and class*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Columbus, OH.
- Schey, R. (2023, November). *(Not) composing temporal drag: History, time, and gender in a secondary U.S. classroom*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Columbus, OH.
- Schey, R.**, Adams, R. J., & Coleman-Taylor, L. (2023, November). *Eight great censored books: All Boys Aren't Blue*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Columbus, OH.
- Schey, R. (2023, July). *(Not) queering language instruction: Pre-service teachers' language ideologies in English language arts education coursework*. Paper presented at the English Language Arts Teacher Educators Summer Conference. Atlanta, GA.
- Limlamai, N. & **Schey, R.** (2023, July). *Dialoguing with Atlanta history: Exploring space-time in English teacher education*. Paper presented at the English Language Arts Teacher Educators Summer Conference. Atlanta, GA.
- Schey, R. (2023, April). *Queer youth (not) knowing: Experiences of epistemic (in)justice in a secondary classroom*. Paper presented at the American Educational Research Association's annual meeting. Chicago, IL.
- Slovin, L. & **Schey, R.** (2023, April). *Queer(ing) educational ethnography*. Paper presented at the American Educational Research Association's annual meeting. Chicago, IL.
- Schey, R. (2023, March). *The queer temporalities of (im)possible school futures: Transness, Christian epistemologies, and racial anxiety in a secondary classroom*. Paper presented at the Midwinter Conference of the National Council of Teachers of English Assembly for Research. Davis, CA.
- Schey, R. (2022, December). *A critical conversation: Queer theory and children's literature*. Study group paper presented at the Annual Convention of the Literacy Research Association. Phoenix, AZ.
- Schey, R. (2022, November). *"Is he gay? That's like, all I want to know": Queering epistemology, authorial authenticity, and #OwnVoices in a GSA book club*. Paper presented at the Annual Convention of the Literacy Research Association. Phoenix, AZ.

- Schey, R. & Coleman, J. J.** (2022, November). *Introduction: Queer temporalities in literacy research: Pasts, presents, and futures in queer literatures and lives*. Symposium chair paper presented at the Annual Convention of the Literacy Research Association. Phoenix, AZ.
- Schey, R. & Oviatt, R.** (2022, November). *Temporal drag in pre-service teachers' composing: Toward interweaving queer and critical race literacies*. Paper presented at the Annual Convention of the Literacy Research Association. Phoenix, AZ.
- Schey, R. (2022, November). *Queer and trans youth (dis)trusting LGBTQ+-inclusive curricula: Examples from one high school*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Anaheim, CA.
- Schey, R. (2022, November). *Queer futures in English education: Teaching, architecture, and gardening*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Anaheim, CA.
- Schey, R. (2022, July). *"Is he gay? That's like, all I want to know": Queer and trans youth searching for a homeplace in young adult literature*. Paper presented at the English Language Arts Teacher Educators Summer Conference at the National Council of Teachers of English Homecoming. Louisville, KY.
- Schey, R. (2022, July). *Introduction: Working toward queer and trans liberation in and through English education*. Paper presented at the English Language Arts Teacher Educators Summer Conference at the National Council of Teachers of English Homecoming. Louisville, KY.
- Schey, R. (2022, April). *Literacy (dis)orientations in a secondary classroom: Possibilities and limits of an intersectional LGBTQ+-inclusive curriculum*. Paper presented at the American Educational Research Association's annual meeting. San Diego, CA.
- Schey, R. (2022, February). *(Im)possible futures in and through English education: Transness, Christian epistemologies, and racial anxieties*. Paper presented at the Midwinter Conference for the National Council for Teachers of English Assembly for Research. Virtual.
- Schey, R. & Coleman, J. J.** (2021, December). *Introduction: Intergenerational queer method: Exploring inquiries, epistemologies, and ontologies in queer literacy research*. Session chair paper presented at the Annual Convention of the Literacy Research Association. Virtual.
- Schey, R. (2021, November). *Reflections on using non-fiction texts to enact LGBTQ-inclusive secondary curriculum that attends to race and racism*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Virtual.

- Bavisotto, B., Blackburn, M., Cramer, K., Hermann-Wilmarth, J., Lee, D., McEntarfer, H., Ryan, C., & **Schey, R.** (2021, November). *Understand, expect, and embrace gender diversity through ELA curriculum and pedagogy: Using NCTE Position Statements to teach for justice and equity*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Virtual.
- Schey, R. (2021, November). *Introduction: Becoming antiracist educators at predominantly white institutions (PWIs) with— and beyond—Stamped*. Session chair paper presented at the Annual Convention of the National Council for the Teachers of English. Virtual.
- Schey, R.** & English, J. (2021, November). *Virtual teacher inquiry groups interrogating homophobia and transphobia through LGBTQ-inclusive literature: Reflections from the Hope in a Box nonprofit*. Paper presented at the Conference on English Leadership at the Annual Convention of the National Council for the Teachers of English. Virtual.
- Schey, R. (2021, April). *Queer knowledges and epistemic (in)justice in a secondary U.S. school: Toward fluid and relational practices of knowing*. Paper presented at the American Educational Research Association's annual meeting. Virtual.
- Schey, R. (2021, April). *Queer theories of performativity and literacy education research: How might attention to literacy orientations help interrogate (homo)normativities?*. Paper presented at the American Educational Research Association's annual meeting. Virtual.
- Coleman, J. J. & **Schey, R.** (2021, April). *What does queer theory have yet to offer literacy education research?*. Session chair paper presented at the American Educational Research Association's annual meeting. Virtual.
- Schey, R. (2020, December). *Ideologies of discreteness and intersectionality in a high school classroom: Students' discursive constructions of the relationships between queerness and race*. Paper presented at the Annual Convention of the Literacy Research Association. Virtual.
- Schey, R. (2020, December). *Disrupting and unpacking as self-work, research, and teaching*. Study group paper presented at the Annual Convention of the Literacy Research Association. Virtual.
- Schey, R. (2020, November). *Humor, conflict, and resistance in teaching queer-inclusive curricula: Examples from a high school classroom*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Virtual.
- Schey, R. (2020, April). *Queer youth in a small town faith group: Challenging normativities of time, space, and queerness*. Paper accepted for presentation at the American Educational Research Association's annual meeting. San Francisco, CA. <http://tinyurl.com/qv734qp> (Conference Canceled).

- Schey, R. (2020, April). *Youth navigating conflict in queer activism: Exploring literacy events across a secondary classroom and club*. Paper accepted for presentation at the American Educational Research Association's annual meeting. San Francisco, CA.
<http://tinyurl.com/uyl15sc> (Conference Canceled).
- Schey, R. (2020, February). *Cultivating accountability across queer-inclusive literacy events in a high school*. Paper presented at the Midwinter Conference for the National Council for Teachers of English Assembly for Research. Nashville, TN.
- Schey, R. (2019, December). *Youth choosing to compose about queer topics in a secondary classroom: Curriculum, genre, and social change*. Paper presented at the Annual Convention of the Literacy Research Association. Tampa, FL.
- Schey, R. (2019, November). *Composition and student choice in teaching queer-inclusive curricula: Examples from a high school*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Baltimore, MD.
- Schey, R. (2019, July). *Queer youths' experiences of support in a small town's interdenominational Christian youth group: Exploring implications for reshaping ELA pedagogies*. Paper presented at the English Language Arts Teacher Educators Summer Conference. Fayetteville, AK.
- Schey, R. (2019, April). *Reshaping literacy normativity through sponsorship in English education: LGBTQ-inclusive texts in independent choice reading*. Paper presented at the American Educational Research Association's annual meeting. Toronto, CA.
- Schey, R. (2019, April). *Current perspectives on queering elementary education, research, and practice*. Discussant paper presented at the American Educational Research Association's annual meeting. Toronto, CA.
- Schey, R. (2019, February). *Queer activism in a high school: Possibilities for social change through schoolish composing practices in a classroom and club*. Paper presented at the Midwinter Conference for the National Council for Teachers of English Assembly for Research. Birmingham, AL.
- Schey, R. (2018, November). *Youths' choices to read optional queer texts in a high school ELA classroom: Navigating visibility through literacy sponsorship*. Paper presented at the Annual Convention of the Literacy Research Association. Palm Springs, CA.
- Schey, R. (2018, November). *High school teachers' approaches to queer literacy curricula: Reifying and challenging oppressive values*. Paper presented at the Annual Convention of the Literacy Research Association. Palm Springs, CA.
- Schey, R. (2018, November). *Stepping up and speaking out!: English language arts teacher-researchers learning to advocate for sexual and gender diversity in schools*. Paper

- presented at the Annual Convention of the National Council for the Teachers of English. Houston, TX.
- Schey, R. (2018, November). *Critical, LGBTQ, and canonical: Raising voices through literature*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Houston, TX.
- Schey, R. (2018, April). *Youth's literacy disidentifications in a secondary classroom: Contesting transphobia through humor and parody in roleplaying*. Paper presented at the American Educational Research Association's annual meeting. New York, NY.
- Schey, R. (2017, December). *Youth (not) challenging homophobia through school-sanctioned literacy practices in a secondary ELA classroom: Local knowledges, dialogic learning, and social change*. Paper presented at the Annual Convention of the Literacy Research Association. Tampa, FL.
- Schey, R. (2017, November). *Youth embracing vulnerability as a resource for social change and mutual humanization: Contesting cishetero and white normativities in a secondary ELA classroom*. Paper presented at the Annual Convention of the Literacy Research Association. Tampa, FL.
- Schey, R. (2017, November). *Cultivating and obstructing conversations about sexualities and genders beyond heterosexual hegemony: Interactional dynamics in a high school English course*. Paper presented at the Annual Convention of the National Council for the Teachers of English. St. Louis, MO.
- Schey, R. (2017, November). *LGBTQ-Inclusive literacy events in a secondary English language arts classroom*. Paper presented at the Annual Convention of the National Council for the Teachers of English. St. Louis, MO.
- Blackburn, M. V. & Schey, R. (2017, May). *Interrogating and reifying oppressive values through collaborative composition in an LGBTQ-themed high school literature course: Invitations, responses, and constraints*. Paper presented at the American Educational Research Association's annual meeting. San Antonio, TX.
- Schey, R. (2017, April). *Pleasure, politics, and ethics: Pedagogical framings of LGBTQ inclusive and exclusive curricula in a secondary English language arts classroom*. Paper presented at the American Educational Research Association's annual meeting. San Antonio, TX.
- Schey, R., & Blackburn, M. V. (2017, April). *Who looks at whom?: Talking about queer-themed literature in a secondary LGBTQ-themed literature course*. Paper presented at the American Educational Research Association's annual meeting. San Antonio, TX.
- Schey, R., & Blackburn, M. V. (2016, December). *Metaphors of visualization and the gaze: Ways of talking about sexual and gender diversity in a secondary LGBT themed*

- literature course*. Paper presented at the Annual Convention of the Literacy Research Association. Nashville, TN.
- Blackburn, M. V. & **Schey, R.** (2016, December). *Literacies beyond heterosexual hegemony*. Paper presented at the Annual Convention of the Literacy Research Association. Nashville, TN.
- Schey, R. (2016, November). *Diverse reading practices for LGBTQ-themed literature in classrooms: Disrupting heteronormativity and homonormativity through an intersectional reading Sáenz's Aristotle and Dante Discover the Secrets of the Universe*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Atlanta, GA.
- Schey, R.** & Blackburn, M. V. (2016, November). *Vulnerability and protection in a high school LGBT-themed literature course: Seeking, finding, and losing compassion in literacy events*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Atlanta, GA.
- Schey, R.** & Blackburn, M. V. (2016, November). *From understanding to advocacy: Embracing vulnerability in multimodal queer-inclusive classroom literacy practices*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Atlanta, GA.
- Schey, R.** & Sutton, D. (2016, November). *Racialized differences in straight cisgender teachers' experiences of risk and vulnerability when participating in LGBTQQ-focused activism: (In)visibility, relevance, and authority*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Atlanta, GA.
- Schey, R. (2016, April). *(Not) knowing, (not) doing, and (not) learning: Straight cisgender teachers' discussions of their competencies in supporting LGBTQ youth, adults, and families*. Paper presented at the American Educational Research Association's annual meeting. Washington, D.C.
- Schey, R.** & Blackburn, M. V. (2016, April). *Narratives of personal experience as literacy practices in an LGBT-themed literature course: Power, threat, vulnerability, and protection*. Paper presented at the American Educational Research Association's annual meeting. Washington, D.C.
- Blackburn, M. V., Clark, C. T., **Schey, R.**, & Williams, J. M. (2016, February). *The Purposes, power, and persuasiveness of teacher research: Connecting to the larger NCTE research community*. Alternative session presenter at the Midwinter Conference for the National Council for Teachers of English Assembly for Research. Ypsilanti, MI.
- Schey, R. (2016, February). *Teachers' understandings of utilizing and moving through time: Tensions in advocating for LGBTQ people in schools*. Paper presented at the Midwinter

Conference for the National Council for Teachers of English Assembly for Research.
Ypsilanti, MI.

Schey, R., & Blackburn, M. V. (2015, December). *The social construction of literary interpretive frames in analyzing queer literature in an LGBT-themed literature course*. Paper presented at the Annual Convention of the Literacy Research Association. Carlsbad, CA.

Schey, R. (2015, November). *"Even something that would be beneficial like this could backfire": Teachers' understandings of effectiveness in making decisions to support LGBTQQ people in schools*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Minneapolis, MN.

Schey, R., & Blackburn, M. V. (2015, November). *Queering curricular and pedagogical decisions in an LGBT-themed literature course: Analyzing a literacy event involving Brezenoff's Brooklyn, Burning*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Minneapolis, MN.

Blackburn, M. V., & **Schey, R.** (2015, November). *Exploring the teaching and learning of LGBTQ-themed young adult literature in a queer-friendly high school*. Paper presented at the Annual Convention of the National Council for the Teachers of English. Minneapolis, MN.

Schey, R., & Blackburn, M. V. (2015, November). *Reading queer literature in school-based literacy events: Interpretive tensions as a queer reading practice*. Paper presented at the Curriculum and Pedagogy Group Annual Conference. Cleveland, OH.

Schey, R. (2015, April). Universalizing and assimilationist discourses as evasion tactics: A teacher's complicity and complacency in the production of hetero-/cisnormative educational contexts. In C.T. Clark (organizer), *Achieving Social Justice for LGBTQQ and Gender Creative People in Schools: Learning from the Stories of Students, Families, Teachers, Administrators and Other School Personnel and Community Members*. Paper presented at the American Educational Research Association's annual meeting. Chicago, IL.

Schey, R. (2014, November). The push and pull of *Kairos*: Timing in an educational activist's decisions to support LGBTQQ people. In M.V. Blackburn, C.T. Clark, & J. M. Smith (organizers), *Teacher Researchers Learning to Advocate for Diversity in Sexual Identity and Gender Expression in Schools: Overcoming the Barriers and Embracing the Possibilities*. Paper presented at the annual convention of the National Council of the Teachers of English. Washington, D.C.

Schey, R. & Sutton, D. (2014, April). Rethinking "ally" identities: The impact of trailblazers and reminders on teacher decision-making. In M.V. Blackburn, C.T. Clark, & J. M. Smith (organizers), *Teacher Researchers Learning to Advocate for Diversity in Sexual Identity and Gender Expression in Schools: Overcoming the Barriers and Embracing the*

Possibilities. Paper presented at the American Educational Research Association's annual meeting. Philadelphia, PA.

Schey, R. (2009, November). The Danger of a Single Story. In C. T. Clark (organizer), *Seeing Ourselves and Re-Seeing the World: Reading LGBT-Themed Literature In and Out of School*. Paper presented at the annual convention of the National Council of Teachers of English. Philadelphia, PA.

Invited Lectures and Talks

Schey, R. (2024, January). *Designing and conducting ethnographies of language and literacy*. In M. V. Blackburn. (organizer) Presentation for ethnographies of language and literacy course. The Ohio State University, Columbus, OH. Virtual.

Schey, R. (2023, April). *Affirming and advocating with LGBTQIA+ students and families in contested times*. In C. E. Murphy (organizer). Presentation for teaching diverse learners course. Bellarmine University, Louisville, KY. Virtual.

Schey, R. (2023, January). *Peer reviewing for academic journals*. Presentation for the Journal of Language and Literacy Education editorial team. University of Georgia, Athens, GA.

Schey, R. (2021, March). *Literacy sponsorship and queer texts*. In L. Jimerson. (organizer). Presentation for current issues and trends in literacy research course. University of Houston, Houston, TX. Virtual.

Schey, R. (2021, January). *Designing and conducting ethnographic research projects*. In M. V. Blackburn. (organizer) Presentation for ethnographies of language and literacy course. The Ohio State University, Columbus, OH. Virtual.

Schey, R. (2020, July). *Queer and Trans Studies in K-12 Schools*. Presentation for queer studies in education course. Department of Educational Foundations, Leadership, and Technology, Auburn University, Auburn, AL.

Schey, R. (2020, February). *Curriculum and Program Evaluation in K-12 Schools*. Presentation for orientation to teaching & learning course. Department of Curriculum and Teaching, Auburn University, Auburn, AL.

Schey, R. (2019, November). *Designing and conducting ethnographic research projects*. In L. Katz (organizer) Presentation for ethnographies of language and literacy course. The Ohio State University, Columbus, OH. Virtual.

Schey, R. & Auburn Area PFLAG. (2019, March). *PFLAG Auburn and surrounding areas: History and programming*. Presentation for introduction to LGBTQ studies course. Department of Special Education, Rehabilitation, and Counseling, Auburn University, Auburn, AL.

- Schey, R. (2019, January). *Designing and conducting ethnographic research projects*. In M. V. Blackburn (organizer) Presentation for ethnographies of language and literacy course. The Ohio State University, Columbus, OH. Virtual.
- Schey, R. (2018, January). *Designing and conducting ethnographic research projects*. In M. V. Blackburn & L. Katz (organizers) Presentation for ethnographies of language and literacy course. The Ohio State University, Columbus, OH. Virtual.
- Schey, R. (2017, November). *Literacy, narrative literature, and queer studies in education*. In P. Enciso (organizer) Presentation for literary experiences and understanding: readers, texts, and contexts course. The Ohio State University, Columbus, OH.
- Schey, R. (2017, January). *Ethnographic methods: participant observation, fieldnotes, mapping, document collection, and fieldwork dilemmas*. In M. V. Blackburn & L. Katz (organizers) Presentation for ethnographies of language and literacy course. The Ohio State University, Columbus, OH.

Invited Conference Presentations

- Schey, R. (2021, October). *Queer temporalities and literacy pedagogies: Out-of-sync moments and chrononormativity in a secondary humanities course*. Paper presented at the Conference on the Impact of Linguaging Research on Curriculum and Instruction, the Ohio State University.
- Schey, R. (2021, August). *Pedagogy, change, and queer temporalities*. Paper presented at the Bridging the Rainbow Gap Conference, Auburn University.
- Schey, R. (2018, May). *Humor, parody, and signification as queer activist resources in a secondary classroom: Negotiating (dis)agreement with public audiences*. Paper presented at the Discourse Analysis in Education Conference, the Ohio State University.
- Schey, R. (2017, May). *What counts as doing the lesson?: Negotiating procedural display when enacting a queer anti-racist curriculum and pedagogy in a secondary English classroom*. Paper presented at the Discourse Analysis in Education Conference, Indiana University Bloomington.
- Chair: Schey, R. (2017, May). *Queer takes on academia, freaks, and gaming*. Panel at the Queer Places, Practices, and Lives III Conference, the Ohio State University.
- Schey, R., & Blackburn, M. V.** (2016, May). *Mapping changes in ways of talking when reading queer-themed literature across time in an LGBT-themed secondary English class*. Paper presented at the Discourse Analysis in Education Conference, the Ohio State University.

Schey, R., & Blackburn, M. V. (2015, May). *Negotiating meaning around queer literature in a secondary LGBT-themed literature course.* Paper presented at the Discourse Analysis in Education Conference, University of Wisconsin-Madison.

Symposium and Panel Organizing

2023. Co-chair and co-organizer for symposium. *Queering hierarchies: Breathing new life into literacy research through queer and trans studies.* Panelists: Bowen, E. (University of Arizona), J. J. Coleman (University of Iowa), cooper, m. (University of Michigan), martin, s. w. (Ohio State University), and R. Schey (University of Georgia). The Annual Convention of the Literacy Research Association. Atlanta, GA.

2023. Co-chair and co-organizer for symposium. *Bridging the rainbow gap.* Panelists: L. Allen (University of Maryland), M.V. Blackburn (The Ohio State University), R. coloma (Wayne State University), A. Duran (Arizona State University), C.A. Kilgo (Indiana University), K. Kulick (University of Colorado, Boulder), A. Longoria (Western Washington University), S. Pennell (University of Vermont), S.A. Shelton (University of Alabama), L. Slovin (University of British Columbia), & K. Strunk (Virginia Commonwealth University). The American Educational Research Association's annual meeting. Chicago, IL.

2022. Co-chair and co-organizer for symposium. *Queer temporalities in literacy research: Pasts, presents, and futures in queer literature and lives.* Panelists: J. J. Coleman (University of Iowa), S. A. Crawley (University of Colorado, Boulder), J. R. Lizárraga (University of Colorado, Boulder), and R. Schey (University of Georgia). The Annual Convention of the Literacy Research Association. Phoenix, AZ.

2022. Session chair and organizer. *Working toward queer and trans liberation in and through English education.* Panelists: G. Acevedo (Arizona State University), S. A. Crawley (University of Colorado, Boulder), B. Haskey-Valerius (University of Missouri), I. Jiménez (Teachers College, Columbia University), L. Jiménez (Boston University), D. McInnis (West Chester University), s. w. martin (The Ohio State University), R. Oviatt (Eastern Michigan University), and R. Schey (University of Georgia). National Council of Teachers of English Homecoming Conference, English Language Arts Teacher Educators Track. Louisville, KY.

2022. Organizer and chair. *NCTEAR midwinter conference mentoring session.* Panelists: Banack, A. (University of Tennessee, Knoxville), Blackburn, M. V. (The Ohio State University), Bloome, D. (The Ohio State University), Coles, J. A. (University of Massachusetts Amherst), Coppola, R. (Chicago Public Schools), Everett, S. (University of Georgia), Ghiso, M. P. (Teachers College, Columbia University), Green, K. L. (University of Massachusetts Amherst), Johnson, L. (Michigan State University), Kelly, L. L. (Rutgers University), Lyiscott, J. (University of Massachusetts Amherst), Martinez, D. (University of California, Davis), Nuñez, I. (University of Illinois Urbana-Champaign), Ohito, E. O. (Rutgers University), Osorio, S. L. (University of Illinois at Chicago), Price-Dennis, D. (Teachers College, Columbia University), Toliver, S. (University of Colorado, Boulder),

Wargo, J. (Boston College), and Woodard, R. (University of Illinois at Chicago). 84 mentee attendees. National Council of Teachers of English, Assembly of Research's Midwinter Conference. Virtual.

2021. Co-chair and co-organizer for alternative session panel. *Intergenerational queer method: Exploring inquiries, epistemologies, and ontologies in queer literacy research*. Panelists: M. V. Blackburn (The Ohio State University), C. Brochin (University of Arizona), J. J. Coleman (San José State University), G. Cooper-Novak (Syracuse University), S. A. Crawley (University of Texas, Austin), C. Cruz (University of Arizona), J. Helton (Columbia University), A. Q. Islam (Columbia University), I. Jiménez (Columbia University), L. Johnson (University of Alabama), J. R. Lizárraga (University of Colorado, Boulder), R. Schey (University of Iowa), A. Shrodes (Northwestern University), R. Simon (The University of Toronto), C. Wickens (Northern Illinois University), and C. Young (Bloomsburg University of Pennsylvania). The Annual Convention of the Literacy Research Association. Virtual.
- 2021: Session organizer: *Understand, expect, and embrace gender diversity through ELA curriculum and pedagogy: Using NCTE Position Statements to teach for justice and equity*. Participants: D. Bavisotto (St. Joseph's Collegiate Institute), M. Blackburn (The Ohio State University), K. Cramer (Wichita State University), E. DesPrez (John Burroughs School), J. Hermann-Wilmarth (Western Michigan University), H. Lee (SUNY, Old Westbury), H. McEntarfer (SUNY, Fredonia), C. L. Ryan (University of North Carolina, Wilmington), and R. Schey (University of Iowa). The Annual Convention of the National Council for the Teachers of English. Virtual.
2021. Co-chair and co-organizer. *What does queer theory have yet to offer literacy education research?* Panelists: J. J. Coleman (San José State University), I. Jiménez (Columbia University), H. Keenan (University of British Columbia), M. C. Kleekamp (University of Missouri, Columbia), D. McInnis (The University of Pennsylvania), E. G. S. Reyes (The University of Pennsylvania), and R. Schey (Auburn University). The American Educational Research Association's Annual Meeting. Virtual.
2021. Organizer and chair. *NCTEAR midwinter conference mentoring session*. Mentor panelists: Beauchemin, F. (University of Arkansas), Brownell, C. (University of Toronto), Butler, T. (College of Charleston), Clark, C. (The Ohio State University), de los Ríos, C. (University of California, Berkeley), Deroo, M. (University of Miami), Dunn, M. B. (University of South Florida), Enciso, P. (The Ohio State University), Kajder, S. (University of Georgia), Martinez, D. (University of California, Davis), Nyachae, T. (Pennsylvania State University), Perry, T. (University of Alabama, Birmingham), Price-Dennis, D. (Teachers College, Columbia University), Shoffner, M. (James Madison University), Stornaiuolo, A. (University of Pennsylvania), Wetzel, M. M. (University of Texas, Austin), Witte, S. (Oklahoma State University), and Zapata, A. (University of Missouri). 84 mentee attendees. National Council of Teachers of English, Assembly of Research's Midwinter Conference. Virtual.

2020. Chair and panel organizer. *Performing the how of queer activism: The possibilities and tensions of composing, reading, and researching intersectional queer life in literacy education*. Panelists: J. J. Coleman (The University of Pennsylvania), S. A. Crawley (Oklahoma State University), T. M. Hill (University of Pittsburgh), K. B. Jacobs (University of Pittsburgh), L. Johnson (University of Alabama), and R. Schey (Auburn University). Annual Convention of the Literacy Research Association. Virtual.
2019. Chair and panel organizer. *Queer illuminations: Imagining the past, animating the present, and composing the future of queer literacy scholarship*. Panelists: J. J. Coleman (The University of Pennsylvania), S. A. Crawley (Oklahoma State University), K. Kedley (Rowan University), R. Schey (Auburn University), J. Spiering (University of South Carolina), and J. Wargo (Boston College). Annual Convention of the Literacy Research Association. Tampa, FL.
2019. Chair and panel organizer. *Navigating an Academic Job Search*. Panelists: A. Boyd (Washington State University), M. P. Cook (Auburn University), C. Gonzalez (Alabama A+M University), and S. Kerkhoff (University of Missouri, St. Louis). Summer conference of the English Language Arts Teacher Educators (ELATE) of the National Council for Teachers of English. Fayetteville, AK.
2018. Chair and panel organizer. *Frictions and freedoms of LGBTQ activism in literacy research and education*. Panelists: J. J. Coleman (The University of Pennsylvania), S. A. Crawley (Oklahoma State University), K. Kedley (Rowan University), R. Schey (Auburn University), J. Spiering (University of South Carolina), and J. Wargo (Boston College). Annual Convention of the Literacy Research Association. Palm Springs, CA.
2018. Panel co-organizer with C. T. Clark. *Enacting queer literacy curricula in K-12 schools: Working the tensions of (in)action, (de)humanization, and love*. Panelists: C. T. Clark (The Ohio State University), J. M. Hermann-Wilmarth (Western Michigan University), J. I. Penn (The Ohio State University), C. L. Ryan (East Carolina University), and R. Schey (Auburn University). Annual Convention of the Literacy Research Association. Palm Springs, CA.
2017. Chair and panel organizer. *Cultivating sexual and gender diversity in school-based literacies: Working towards meaningful queer activism*. Panelists: S. A. Crawley (University of Georgia), K. Kedley (Rowan University), J. I. Penn (The Ohio State University), R. Schey (The Ohio State University), S. A. Shelton (The University of Alabama), and J. Spiering (University of Iowa). Annual Convention of the Literacy Research Association. Tampa, FL.
2017. Chair and panel organizer. *Exploring sexuality and gender in English language arts classrooms: Cultivating opportunities for interrogating heteronormativity*. Panelists: E. Buescher (Eastern Kentucky University), J. Brady (The Ohio State University), A. Dallacqua (University of New Mexico), R. Schey (The Ohio State University), and S. A. Shelton (The University of Alabama). American Educational Research Association's annual meeting. San Antonio, TX.

2016. Chair and panel organizer. *Mobilizing LGBTQ-themed literature and queer pedagogies in K-12 classrooms: Towards school contexts that help LGBTQ students learn and flourish*. Panelists: C. T. Clark (The Ohio State University), K. Kedley (University of Iowa), R. Schey (The Ohio State University), S. A. Shelton (The University of Alabama), J. Spiering (University of Iowa), and S. E. Van Horn (California State University, Fresno). Annual Convention of the Literacy Research Association. Nashville, TN.
2016. Panel organizer. *Time and space in teachers' practices: Tactical decisions involving comics, emergent teacher identity, and (not) supporting LGBTQ youth*. Panelists: E. Buescher (The Ohio State University), A. Dallacqua (The Ohio State University), and R. Schey (The Ohio State University). Midwinter Conference for the National Council for Teachers of English Assembly for Research. Ypsilanti, MI.
2015. Chair and panel organizer. *Supporting LGBTQ youth in your classroom and school: Ideas from a teacher inquiry group*. Panelists: A. Dallacqua (The Ohio State University), R. Schey (The Ohio State University), J. Smith (The Ohio State University and Westerville City Schools), D. Sutton (The Metro School, Columbus, OH), and L. Vanderhule (Hilliard City Schools). The annual convention of the Ohio Council of Teachers of English Language Arts. Worthington, OH

Regional, State, and Local Presentations

- Schey, R. (2023, October). *Pre-service teachers' language ideologies in an English language arts education course: (Not) taking up sexual and gender diversity*. Paper presented at the Georgia TESOL Conference. Athens, GA.
- Griffin, D. & Schey, R. (2023, March). *LGBTQ+ themes in children's literature and why to include them in a library collection*. Presentation at the Georgia Conference on Children's Literature. Athens, GA.
- Schey, R. (2023, February). *Advocating with and for LGBTQIA+ youth in English education*. Presentation at the Georgia Council of Teachers of English Annual Conference. Athens, GA.
- Schey, R. (2022, December). *Affirming, celebrating, and advocating with LGBTQ+ students and families*. Professional development presentation for the Induction Year Dialogue Series, Athens-Clarke County School District, Athens, GA.
- English, J., Nelson, K., & Schey, R. (2022, June). *Hope in a Box: Supporting LGBTQ+-inclusive education in rural schools*. Panel presentation for the Weil, Gotshal & Manges LLP Pride Month Programming, Weil, Gotshal & Manges LLP, New York, NY. Virtual.

- Schey, R. (2019, October). *Queer activist pedagogies: Youth and literacy in a high school*. Poster presentation for the Auburn Research Faculty Symposium, Auburn University, Auburn, AL.
- Schey, R. (2019, October). *LGBTQ+ topics, lives, and communities in schools and STEM education*. Presentation for the Secondary Mathematics Education Undergraduate and Graduate Program. Department of Curriculum and Teaching, Auburn University, Auburn, AL.
- Schey, R.** & Auburn Area PFLAG. (2019, March). *Queer activism in K-12 schools*. Presentation at the Southeastern LGBTQ+ Student Leadership Conference. Auburn University, Auburn, AL.
- Schey, R. (2019, February). *Facilitating conversations about LGBTQ topics in U.S. schools through civil rights history*. Auburn University, Auburn, AL.
- Williams, J. M. & **Schey, R.** (2016, November). *Kelly Gallagher's Write Like This: Teaching real-world writing through modeling and mentor texts*. Presentation at Westerville City Schools Waiver Day Professional Development. Westerville, OH.
- Williams, J. M. & **Schey, R.** (2016, November). *Teachers as writers: Using Kelly Gallagher's Write Like This to reflect on our own writing practices*. Presentation at Westerville City Schools Waiver Day Professional Development. Westerville, OH.
- Schey, R. (2016, November). Panel Discussion Participant. In T. Kinsway (organizer). *Inter-professional collaboration and parent empowerment in social work*. The Ohio State University, Columbus, OH.
- Schey, R. (2016, November). Panel discussant for *It's Elementary: Talking about gay issues in school*. In K. Grice (organizer). Multicultural documentary film series. The Ohio State University, Columbus, OH.
- Schey, R. (2016, October). Developing a research trajectory as a graduate student: pilot studies, candidacy examinations, and dissertation projects. In C. T. Clark (organizer). *Adolescent, postsecondary, and community literacies area of study*. The Ohio State University, Columbus, OH.
- Schey, R. (2016, September). Panel Discussion Participant. In S. Piasta (organizer). *Research foci, advisory committees, and candidacy examinations*. The Ohio State University, Columbus, OH.
- Schey, R. (2016, August). Graduate, Teaching, and Research Assistantships. In V. Kinloch (organizer). *College of Education and Human Ecology Office of Diversity, Inclusion, and Community Engagement Welcome Event*. The Ohio State University, Columbus, OH.

- Williams, J. M. & **Schey, R.** (2016, August). *Kelly Gallagher's Write Like This: Teaching real-world writing through modeling and mentor texts*. Presentation at Westerville City Schools Waiver Day Professional Development. Westerville, OH.
- Schey, R. (2016, June). Panel Discussion Participant. In L. Salamone (organizer). Graduate Student Advising. The Ohio State University, Columbus, OH.
- Schey, R. (2015, November). Guest Speaker. In T. San Pedro (organizer). Becoming an ally to LGBTQ youth in schools. The Ohio State University, Columbus, OH.
- Schey, R. (2015, October). Panel Discussion Participant. In T. Kinsway (organizer). Inter-professional collaboration and parent empowerment in social work. The Ohio State University, Columbus, OH.
- Schey, R. (2015, February). Disrupting hetero-/cisnormativity with LGTQA youth: Reading trans biographies in a high school English language arts classroom. In R. Schey (organizer), *Supporting LGBTQ youth in your classroom and school: Ideas from a teacher inquiry group*. Presentation at the annual convention of the Ohio Council of Teachers of English Language Arts. Worthington, OH.
- Schey, R. (2015, February). *Argumentative Writing: Using Toulmin's Model as a Heuristic for Curricular Design*. Presentation at Westerville City Schools Waiver Day Professional Development. Westerville, OH.
- Schey, R. (2015, February). *Argumentative Writing: Using Ethical Inquiry to Develop Reasoned Judgments*. Presentation at Westerville City Schools Waiver Day Professional Development. Westerville, OH.
- Schey, R. (2014, November). Panel Discussion Participant. In T. San Pedro (organizer). Teacher Activism and Social Justice Work. The Ohio State University, Columbus, OH.
- Schey, R. (2014, October). Panel Discussion Participant. In T. Kinsway (organizer). Inter-professional collaboration and parent empowerment in social work. The Ohio State University, Columbus, OH.
- Schey, R. (2014, September). *Argumentative Writing: Using Ethical Inquiry to Develop Reasoned Judgments*. Presentation at Westerville City Schools Waiver Day Professional Development. Westerville, OH.
- Schey, R. (2014, April). Guest Speaker (via Skype). In J. Foubert (organizer). Teacher Activists and Teacher Researchers. University of Wisconsin, Madison, WI.
- Schey, R. (2014, April). Guest Speaker (via Skype). In L. Chávez-Moreno (organizer). Teacher Activists and Teacher Researchers. University of Wisconsin, Madison, WI.

- Bednar, M., **Schey, R.**, Smith, J. & Sutton, D. (2014, February). *Unpacking inclusion: Supporting and celebrating lesbian, gay, bisexual, transgender, queer, and questioning students and families*. Presentation at the annual convention of the Ohio Council of Teachers of English Language Arts. Worthington, OH.
- Schey, R. (2013, July). Panel Discussion Participant. In J. M. Smith (organizer). *It's Elementary: Talking about gay issues in school* Panel Discussion. The Ohio State University, Columbus, OH.
- Schey, R. (2013, March). *Teaching argument*. Presentation at the annual convention of the Ohio Council of Teachers of English Language Arts. Worthington, OH.
- Schey, R. (2012, October). Panel Discussion Participant. In J. M. Smith (organizer). *It's Elementary: Talking about gay issues in school* Panel Discussion. The Ohio State University, Columbus, OH.
- Schey, R. (2012, April). Panel Discussion Participant for Pre-Service Educators on LGBTQQ-Focused Teacher Activism. Otterbein University, Westerville, OH.
- Schey, R. (2011, November). Panel Discussion Participant. In M. V. Blackburn (organizer). *It's Elementary: Talking about gay issues in school* Panel Discussion. The Ohio State University, Columbus, OH.
- Schey, R. (2011, February). Panel Discussion Participant for Pre-Service Educators on LGBTQQ-Focused Teacher Activism. Otterbein University, Westerville, OH.
- Schey, R. (2010, November). Panel Discussion Participant. In C. T. Clark (organizer). *It's Elementary: Talking about gay issues in school* Panel Discussion. The Ohio State University, Columbus, OH.
- Schey, R. (2010, April). Panel Discussion Participant for Pre-Service English Educators. The Ohio State University, Columbus, OH.
- Schey, R.** & Howes, M. (2010, March). *Visual literacy and graphic narratives*. Presentation at the annual convention of the Ohio Council of Teachers of English Language Arts. Worthington, OH.
- Schey, R. (2008, October). Panel Discussion Participant. In M. V. Blackburn (organizer) *It's Elementary & It's Still Elementary* Panel Discussion. The Wexner Center for the Arts at The Ohio State University, Columbus, OH.
- Schey, R. (2008, April). Guest Speaker for Pre-Service English Educators. In G. Newell (organizer). The Ohio State University, Columbus, OH.

Public Service

2023-Present

Founder and Leader for “Athens Educator Support Network,” a local LGBTQ+ volunteer organization focused on education in Clarke and surrounding counties, GA.

Board Member for Athens Area PFLAG, a local LGBTQ+ nonprofit organization in Athens, GA.

2020-Present

Community Lead and Internal Researcher with National LGBTQ+ nonprofit organization “Hope in a Box”

2018-2021

Founder and Leader for “Educators for Pride,” a local LGBTQ+ volunteer organization focused on education in Lee County, AL.

2018-2021

Secretary and Board Member for Auburn Area PFLAG, a local LGBTQ+ nonprofit organization in Auburn, AL.

Professional Service

Service to the Institution

Department of Language & Literacy Education

2023-Present: Member, PhD Program Ad Hoc Committee

2023-Present: Member, Search Committee for Connally Endowed Professorship

2023-Present: Program Co-Coordinator, Graduate Level for English Education Program

Mary Frances Early College of Education

2022-Present: Faculty Mentor for the Hutchinson-Crim Scholar Program

Institute of Women’s Studies

2023-present: Affiliate Faculty Representative for Institute for Women’s Studies Steering Committee

Service to Professional Societies and Organizations

2023-Present

Chair, Area 9 Text Analysis / Adult, Children’s and Young Adult Literature, Literacy Research Association

Chair, Awards Committee for the Language and Social Processes (LSP) Special Interest Group (SIG) of the American Educational Research Association

Member, Board of Directors, Assembly on Literature for Adolescents of NCTE (ALAN)

Member, Diversity Equity and Justice Committee, Literacy Research Association

Member, Gender and Sexualities Committee, Literacy Research Association

2022-2023

Member, Selection Committee for the National Council of Teachers of English (NCTE) LGBTQ+ Advocacy and Leadership Award
Secretary of the Gender and Sexualities Equality Alliance (GSEA) of the National Council of the Teachers of English

2021-2023

Member, Awards Committee for the Language and Social Processes (LSP) Special Interest Group (SIG) of the American Educational Research Association

2020-2021

Member, Working Group of the National Council of Teachers of English (NCTE) to Revise Position Statements on Gender
Member of the Committee for the Bill Konigsberg Award for Acts and Activism for Equity and Inclusion through Young Adult Literature, Presented by the Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN and NCTE)
Chair of the Awards Committee for the Queer Studies Special Interest Group (SIG) of the American Educational Research Association

2019-2023

Secretary of the National Council of Teachers of English Assembly for Research (NCTEAR) executive board

2019-2021

Parliamentarian of the Genders and Sexualities Equality Alliance (GSEA) of the National Council of the Teachers of English

2019-2020

Member of the Awards Committee for the Queer Studies Special Interest Group (SIG) of the American Educational Research Association
Member of the “Scholarship Incentive Initiative” Working Group for the Department of Curriculum & Teaching, College of Education, Auburn University
Member of “Review of Mentoring and Peer Review Policies” Committee for the Department of Curriculum & Teaching, College of Education, Auburn University

2018-2021

Member of the Critical Studies Working Group of the College of Education, Auburn University

2017-2019

Conference Director of the CEE-GS (Conference on English Education of the National Council of Teachers of English, Graduate Strand)/ELATE-GS (English Language Arts Teacher Educators, Graduate Strand) leadership team

2017-2018

Planning Committee Member for the Discourse Analysis in Educational Research Conference at the Ohio State University

2016-2017

Planning Committee Member for the CEE (Conference on English Education of the National Council of Teachers of English) Summer Conference at the Ohio State University

Planning Committee Member for QPPL (Queer Places, Practices and Lives) III Conference at the Ohio State University

Planning Committee Member for the Discourse Analysis in Educational Research Conference at the Ohio State University

2010-2014

Leadership Role in the Delaware City Teachers Association

2013-2014: Head spokesperson and leader of contract negotiation team

2011-2014: Association Co-President

2011: Member of the contract negotiation team

2010-2011: Building Representative

Reviewing for Publications

Consulting Editor, Editorial Review Board

2023-present, *Journal of Queer and Trans Studies in Education*

Journal Reviewer, Editorial Review Board

2021-present, *Journal of Adolescent and Adult Literacy*

2021-present, *Reading Research Quarterly*

2022-present, *Research in the Teaching of English*

2018-present, *The ALAN Review*

Advisory Editorial Board

2020-2021, *Encyclopedia of Queer Studies in Education*

Journal Reviewer, Invited

2022-present, *AERA Open*

2023-present, *American Journal of Sexuality Education*

2023-present, *Critical Education*

2023-present, *Discourse: Studies in the Cultural Politics of Education*

2016-present, *English Education*

2021-present, *English Journal*

2023-present, *Environment and Social Psychology*

2018-present, *Equity and Excellence in Education*
2023-present, *Georgia Journal of Literacy*
2023-present, *Journal of Curriculum and Pedagogy*
2023-present, *Journal of Homosexuality*
2023-present, *Race, Ethnicity, and Education*
2019-2022, *Research in the Teaching of English*
2023-present, *Science Education*
2023-present, *Teachers College Record*
2021-present, *The High School Journal*
2016-present, *The Journal of LGBT Youth*
2021-present, *The Professional Educator*
2022-present, *Theory, Research, and Action in Urban Education*
2021-present, *Urban Education*

Journal Reviewer, Ad Hoc

2017-present, *English Teaching: Practice and Critique*
2018-2020, *Journal of Adolescent and Adult Literacy*
2021-present, *Linguistics and Education*
2017-present, *Literacy Research: Theory, Method, and Practice*
2016-present, *Literacy Research and Instruction*

Book Reviewer

2021-present, Routledge, Language and Literacy Education Series
2023-present, Oxford University Press

Conference Proposal Reviewer

2023 English Language Arts Teacher Educators Summer Conference
2023 Literacy Research Association Annual Conference

- Area 9 Text Analysis/Children's, Young Adult, and Adult Literature

2023 National Council of Teachers of English Annual Convention
2023 National Youth Advocacy and Resilience Conference

2022 Literacy Research Association Annual Conference

- Area 7 Social, Cultural, and Political Issues of Literacy Practices In and Out of School
- Area 9 Text Analysis/Children's, Young Adult, and Adult Literature
- Area 11 Research Theory, Methods, and Practices

2022 National Council of Teachers of English Annual Convention
2022 Midwinter Conference for the National Council for Teachers of English Assembly for Research
2022 Annual Meeting of the American Educational Research Association

- Division G Social Context of Education Section 3 Languages, Literacies, and Representations
- Language and Social Processes SIG

- Queer Studies SIG
- Writing and Literacies SIG

2021 Literacy Research Association Annual Conference

- Area 7 Social, Cultural, and Political Issues of Literacy Practices In and Out of School
- Area 9 Text Analysis/Children's, Young Adult, and Adult Literature
- Area 11 Research Theory, Methods, and Practices

2021 National Council of Teachers of English Annual Convention

2021 Annual Meeting of the American Educational Research Association:

- Division G Social Context of Education Section 3 Languages, Literacies, and Representations
- Language and Social Processes SIG
- Queer Studies SIG
- Writing and Literacies SIG

2020 Literacy Research Association Annual Conference

- Area 7 Social, Cultural, and Political Issues of Literacy Practices In and Out of School
- Area 9 Text Analysis/Children's, Young Adult, and Adult Literature
- Area 11 Research Theory, Methods, and Practices

2020 National Council of Teachers of English Annual Convention

2020 Midwinter Conference for the National Council for Teachers of English Assembly for Research

2020 Annual Meeting of the American Educational Research Association:

- Division G Social Context of Education Section 3 Languages, Literacies, and Representations
- Language and Social Processes SIG
- Queer Studies SIG
- Writing and Literacies SIG

2019 Literacy Research Association Annual Conference

- Area 6 Adolescent, College, and Adult Literacy Processes
- Area 7 Social, Cultural, and Political Issues of Literacy Practices In and Out of School
- Area 9 Text Analysis/Children's, Young Adult, and Adult Literature
- Area 11 Research Theory, Methods, and Practices

2019 National Council of Teachers of English Annual Convention

2019 Midwinter Conference for the National Council for Teachers of English Assembly for Research

2019 Annual Meeting of the American Educational Research Association:

- Division G Social Context of Education Section 1 Micro-analyses of the social contexts of teaching and learning
- Division K Teaching and Teacher Education Section 4 Multicultural, Inclusive, and Social Justice Frameworks
- Language and Social Processes SIG
- Queer Studies SIG
- Writing and Literacies SIG

- 2018 Literacy Research Association Annual Conference
- Area 3 Literacy Instruction and Literacy Learning
 - Area 6 Adolescent, College, and Adult Literacy Processes
 - Area 7 Social, Cultural, and Political Issues of Literacy Practices In and Out of School
 - Area 11 Research Theory, Methods, and Practices
- 2018 National Council of Teachers of English Annual Convention
- Annual Convention Reviewer
 - LGBTQ Strand Reviewer
- 2018 Annual Meeting of the American Educational Research Association:
- Division G Social Context of Education Section 1 Micro-analyses of the social contexts of teaching and learning
 - Division K Teaching and Teacher Education Section 4 Multicultural, Inclusive, and Social Justice Frameworks
 - Language and Social Processes SIG
 - Queer Studies SIG
 - Writing and Literacies SIG
- 2017 Literacy Research Association Annual Conference
- Area 3 Literacy Instruction and Literacy Learning
 - Area 6 Adolescent, College, and Adult Literacy Processes
 - Area 7 Social, Cultural, and Political Issues of Literacy Practices In and Out of School
 - Area 11 Research Theory, Methods, and Practices
- 2017 Queer Places, Practices, and Lives III
- 2017 Conference on English Education
- 2017 National Council of Teachers of English Annual Convention
- Annual Convention Reviewer
 - LGBTQ Strand Reviewer
- 2017 Annual Meeting of the American Educational Research Association:
- Division G Social Context of Education Section 1 Micro-analyses of the social contexts of teaching and learning
 - Language and Social Processes SIG
 - Queer Studies SIG
 - Research in Reading and Literacy SIG

Session Organizing and Participation

2019. Roundtable facilitator and respondent. *The future is now: Exploring 21st century teaching ideas with the next generation of English teachers*. Annual Convention of the National Council for the Teachers of English. Baltimore, MD.
2019. Session facilitator. *Community-based learning and inquiry*. English Language Arts Teacher Educators Summer Conference. Fayetteville, AK.

2019. Panelist. *Making a successful transition: Preparing a winning professional portfolio*. Annual Conference for the American Association for Applied Linguistics. Atlanta, GA.
2018. Co-chair and co-organizer. *Sharing our voices: Sustaining teacher educators' desire to acknowledge, value, and raise student voices*. Annual Convention of the National Council for the Teachers of English. Houston, TX.
2018. Roundtable facilitator and respondent. *The future is now: Exploring 21st century teaching ideas with the next generation of English teachers*. Annual Convention of the National Council for the Teachers of English. Houston, TX.
2017. Roundtable facilitator and respondent. *The future is now: Exploring 21st century teaching ideas with the next generation of English teachers*. Annual Convention of the National Council for the Teachers of English. St. Louis, MO.

Selected Mentorship Service

2024. Annual convention proposal coach. *National Council of Teachers of English*. Virtual.
2024. Friendly reviewer for manuscript. *Literacy Research: Theory, Method, and Practice*. Literacy Research Association. Atlanta, GA.
- 2024-2022. Mentor in the Gender and Sexualities Mentorship Program. *Literacy Research Association*.
2023. Mentor for the Language and Social Processes Special Interest Group mentoring session. *American Educational Research Association*. Chicago, IL.
2023. Annual convention proposal coach. *National Council of Teachers of English*. Virtual.
2023. Friendly reviewer for manuscript. *Literacy Research: Theory, Method, and Practice*. Literacy Research Association. Phoenix, AZ.
2022. Graduate student mentor for special issue on “Queer and Trans* Futurities in Educational Research and Practice.” *Theory, Research, and Action in Urban Education*. Virtual
2022. Co-organizer for and co-panelist in pre-conference graduate student mentoring event. *Queer Studies Special Interest Group*. American Educational Research Association. San Diego, CA.
2022. Conference proposal mentor for graduate student. *Literacy Research Association Doctoral Student Innovative Community Group*. Literacy Research Association. Virtual.
2022. Friendly reviewer for manuscript. *Literacy Research: Theory, Method, and Practice*. Literacy Research Association. Virtual.

2021. Conference proposal mentor for graduate student. *Literacy Research Association Doctoral Student Innovative Community Group*. Literacy Research Association. Virtual.
2020. Friendly reviewer for manuscript. *Literacy Research: Theory, Method, and Practice*. Literacy Research Association. Virtual.
2020. Panel participant. *Queer studies SIG virtual mentorship YouTube video series*. American Educational Research Association. Virtual.

Membership in Professional Organizations

American Educational Research Association
 Division G, Social Context of Education
 Language and Social Processes SIG
 Queer Studies SIG
 Writing and Literacies SIG
 Literacy Research Association
 National Council of Research on Language and Literacy
 National Council of Teachers of English
 English Language Arts Teacher Educators
 Genders and Sexualities Equality Alliance
 National Council of Teachers of English, Assembly for Research

Other Service Activities

2017, April

Participant in the American Educational Research Association Language and Social Processes SIG Mentoring Session

2016, December

Participant in the Literacy Research Association Gender and Sexualities Innovative Community Group Mentoring Session

2016, February

Participant in National Council of Teachers of English Assembly of Research's Pre-Conference Mentoring Session

2015, December

Participant in the Literacy Research Association Gender and Sexualities Innovative Community Group Mentoring Session

2015, April

Participant in the Narrative and Research Special Interest Group's Doctoral Student Seminar prior to the American Educational Research Association's Annual Meeting

2013-2014

Member of the teacher cohort trained via the Ohio State University and Royal Shakespeare Company Partnership

2013-2014

Member of the Wexner Center for the Arts Pages Program (a literacy and writing program
immersing high school students in arts experiences and conversations with local artists)