

E. SYBIL DURAND

Department of Teaching, Learning, & Sociocultural Studies
The University of Arizona
sybildurand@arizona.edu

EDUCATION

- May, 2012 **Ph.D.**, Curriculum and Instruction
Louisiana State University, Baton Rouge, LA
Concentrations: English Education and Curriculum Theory
- August, 2007 **M.S.**, Curriculum and Instruction
Purdue University, West Lafayette, IN
Concentrations: Multicultural Education and Curriculum Studies
- April, 2001 **B.S.**, Mass Communications
Florida International University, Miami, FL
Concentration: Advertising. Minor: Visual Arts

ACADEMIC EMPLOYMENT

Professional Employment

- 2022-Present **Associate Professor**, Young Adult Literature
Department of Teaching, Learning, & Sociocultural Studies
College of Education
The University of Arizona, Tucson, AZ
- 2013-2022 **Assistant Professor**, English Education
Department of English
College of Liberal Arts & Sciences
Arizona State University, Tempe, AZ
- 2008-2010 **Secondary English Language Arts Teacher**
The Dunham School, Baton Rouge, LA

Graduate Employment

- 2010-2012 **Teaching Assistant**, Holmes Elementary Graduate Program
Department of Educational Theory, Policy and Practice
Louisiana State University, Baton Rouge, LA
- 2008 **Instructor**
Department of Educational Theory, Policy and Practice
Louisiana State University, Baton Rouge, LA

- 2007-2008 **Research Assistant**
Department of Educational Theory, Policy and Practice
Louisiana State University, Baton Rouge, LA
- 2005-2007 **Instructor/Teaching Assistant**
Department of Curriculum and Instruction
Purdue University, West Lafayette, IN
- 2006 **Research Assistant**, Scientific Literacy Project
Department of Educational Studies
Purdue University, West Lafayette, IN

PUBLICATIONS

Refereed Journal Articles

- Durand, E. S., Glenn, W. J., Moore, D., Groenke, S., & Scaramuzzo, P. (2021). Shaping immigration narratives in young adult literature: Authorship and paratextual features of USBBY Outstanding International Books, 2006-2019. *Journal of Adolescent & Adult Literacy*, 64(6), 1-10. DOI <https://doi.org/10.1002/jaal.1149>
- Durand, E. S., & Hays, A. (2020). From reading to action: Engaging social issues and activism through young adult literature. *SIGNAL*, 43(2), 20-25.
- Bertrand, M., Salinas, S., Demps, D., Rentería, R., & Durand, E. S. (2020). “It’s everybody’s job”: Youth and adult constructions of responsibility to take action for school change through PAR. *The Urban Review*, 52(2), 392-414. (first published online August 2019)
DOI <http://link.springer.com/article/10.1007/s11256-019-00537-y>
- Durand, E. S., & Jiménez-García, M. (2018). Unsettling representations of identities: A critical review of diverse youth literature. *Research on Diversity in Youth Literature*, 1(1.7).
<https://sophia.stkate.edu/rdyl/vol1/iss1/7>
- Bertrand, M., Durand, E. S., & Gonzalez, T. (2017). “We’re trying to take action”: Transformative agency, role re-mediation, and the complexities of youth participatory action research. *Equity & Excellence in Education*, 50(2), 142-154.
DOI <https://doi.org/10.1080/10665684.2017.1301837>
- Durand, E. S. (2015). Understanding diversity in a global context: Preservice teachers’ encounters with postcolonial literature. *The ALAN Review*, 42(2), 80-90.
DOI <https://doi.org/10.21061/alan.v42i2.a.8>
- Cleveland, E., & Durand, E.S. (2014). Critical representations of sexual assault in young adult literature. *The Looking Glass: New Perspectives in Children’s Literature*, 17(3).
- Durand, E. S. (2013). Forging global perspectives through post-colonial young adult literature. *The ALAN Review*, 40(2), 21-28. DOI <https://doi.org/10.21061/alan.v40i2.a.3>

Book Chapters

- Saco, S., & Durand, E. S. (2023). Subverting the canon through culturally relevant young adult literature circles. In J. Dyches, B. Sams, & A. Boyd (Eds.), *Acts of resistance: Subversive teaching in the English language arts classroom* (2nd ed.) (pp. 49-60). Myers Education Press.
- Durand, E. S. (2023). Making “homeplace” in academia. In P. Hendry, M. Quinn, R. Mitchell, & J. Bach (Eds.), *Curriculum histories in place, in person, in practice: The LSU Curriculum Theory Project* (pp. 151-158). Routledge. DOI: 10.4324/9781003349020-17
- Durand, E. S. (2022). Engaging sociocultural issues through characterization and setting in *Little & Lion*. In P. Greathouse, B. Eisenbach, and C. Miller (Eds.), *Queer young adult literature as a complement to the English language arts curriculum* (2nd. ed.) (pp. 209-224). Lanham, MD: Rowman & Littlefield.
- Durand, E. S. (2020). Engaging the intersections of gender, race, and immigration in *American Street* (pp. 201-216). In V. Malo-Juvera & P. Greathouse (Eds.), *Breaking the taboo with young adult literature*. Lanham, MD: Rowman & Littlefield.
- Durand, E. S. (2015). At the intersections of identity: Race and sexuality in LGBTQ young adult literature. In D. Linville & D. Carlson (Eds.), *Beyond borders: Queer eros and ethos (ethics) in LGBTQ young adult literature* (pp. 73-84). New York, NY: Peter Lang. DOI <https://doi.org/10.3726/978-1-4539-1703-9>
- Lewis, M. A., & Durand, E. S. (2014). Sexuality as risk and resistance in young adult literature. In C. A. Hill (Ed.), *The critical merits of young adult literature: Coming of age* (pp. 38-54). New York, NY: Routledge.

Editorials and Columns in Scholarly Publications

- Durand, E. S. (2021, April 21). “Many stories matter”: Diversifying representations of diversity in my YA literature curriculum. YA Wednesday. (Web log). <http://www.yawednesday.com/weekly-posts/many-stories-matter-diversifying-representations-of-diversity-in-my-ya-literature-curriculum-by-e-sybil-durand>
- Durand, E. S., Yenika-Agbaw, V., & Toliver, S. (2021). Closing the imagination gap with African and African American fantasy literature. *Journal of Adolescent & Adult Literacy*, 64(6). DOI <https://doi.org/10.1002/jaal.1157>
- Durand, E. S., Omungun, L., & Saco, S. (2021). Counterstories: Reimagining youth in multiethnic short story anthologies. *Journal of Adolescent & Adult Literacy*, 64(5), 601-603. DOI <https://doi.org/10.1002/jaal.1143>
- Durand, E. S. (2021). Remembering global childhoods. *Journal of Adolescent & Adult Literacy*, 64(4), 477-479. DOI <http://dx.doi.org/10.1002/jaal.1130>

- Durand, E. S., & Johnson, L. (2020). Young adult literature as homeplace: Black love matters. *Journal of Adolescent & Adult Literacy*, 64(3), 357-359.
DOI <https://doi.org/10.1002/jaal.1110>
- Durand, E. S., Hernandez-Geoff, M., & Kim, J. (2020). Engaging gender, race, and culture through images and words. *Journal of Adolescent & Adult Literacy*, 64(2), 237-239.
DOI <https://doi.org/10.1002/jaal.1096>
- Durand, E. S., & Hall, M. (2020). Revisiting homelands: Immigrant youth in transnational contexts. *Journal of Adolescent & Adult Literacy*, 64(1), 111-113.
DOI <https://doi.org/10.1002/jaal.1069>
- Durand, E. S. (2019). Reading for change: Towards a new literary activism. *Research in the Teaching of English*, 54(1), 88-90. <https://library.ncte.org/journals/rte/issues/v54-1/30242>
- Durand, E. S. (2019). Teaching with YA lit: Questionception: Asking questions about using questions to teach YA lit. *Voices from the Middle*, 26(3), 28-30.
- Durand, E. S. (2016, May 16). Embracing diverse perspectives in young adult literature. *Literacy & NCTE: The official blog of the National Council of Teachers of English* (Web log).
<http://www2.ncte.org/blog/2016/05/embracing-diverse-perspectives-young-adult-literature/>
- Durand, E. S., Blasingame, J., & Paulsen, G. (2016). Do no harm. *The ALAN Review*, 43(3), 90-95. **Winner of *The ALAN Review* 2016 editors' best column award for excellence in writing and contribution to the field.**
- Flores, T., Medina, M., Durand, E. S., & Blasingame, J. (2016). Embracing the difficult truths of adolescence through young adult literature. *The ALAN Review*, 43(2), 77-82.
- Blasingame, J., & Durand, E. S. (2015). Right to read: "The books that will never be read." *The ALAN Review*, 43(1), 94-100.
DOI <https://doi.org/10.21061/alan.v43i1.a.10>

Book Reviews

- Reid, S., & Durand, E. S. (2017). First opinion: A deep ocean odyssey: Envisioning *Giant Squid* through multimodal nonfiction poetry [Review of the book *Giant Squid*, by C. Flemming & E. Rohmann]. *First Opinion, Second Reaction*, 10(3), 6-8.
- Durand, E. S. (2016). Literacy of the Other: Renarrating Humanity [Review of the book *Literacy of the Other: Renarrating Humanity*, by Aparna Mishra Tarc]. *International Journal of Qualitative Studies in Education*, 30(6), 596-598.
DOI <http://dx.doi.org/10.1080/09518398.2016.1252868>

- Durand, E. S. (2016). First opinion: Every choice has a consequence: *This Way Home* by Wes Moore and Shawn Goodman [Review of the book *This Way Home*, by Wes Moore and Shawn Goodman]. *First Opinion, Second Reaction*, 9(1), 12-13.
- Durand, E. S. (2014). Second reaction: Already a classic? A look at *The Watsons* across media, teaching, and research [Review of the book *The Watsons Go to Birmingham—1963*, by C. P. Curtis]. *First Opinion, Second Reaction*, 7(1), 37-39.
- Durand, S. (2014). Two Boys Kissing [Review of the book *Two Boys Kissing*, by D. Levithan]. *Journal of Adult and Adolescent Literacy*, 57(8), 690-691.
- Durand, E. S. (2010). The Line [Review of the book *The Line*, by T. Hall]. *The ALAN Review*, 38(1), A6.
- Durand, S. (2008). First opinion: Immigrants in American culture [Review of the book *My Feet Are Laughing*, by L. Norman & F. Morrison (Illus.)]. *First Opinion, Second Reaction*, 1(1), 16-17.

Doctoral Dissertation

- Durand, E. S. (2012). *Examining the curricular and pedagogical challenges and possibilities of post-colonial young adult literature: A narrative inquiry of book clubs with pre-service teachers*. Louisiana State University. DOI 10.31390/gradschool_dissertations.241

GRANTS, FELLOWSHIPS, AND AWARDS

Funded Research Grants

- Community Engaged Partnerships Grant, The University of Arizona. *Re-envisioning the Southern Arizona Writing Project: Building Multilingual and Diverse Literacy Partnerships in the Borderlands*. Co-Principal Investigator. Brochin, C., Bowen, E., Cueto, D., Duran, L., & Durand, S. 2023-2024. **\$24,938**.
- Interdisciplinary Inquiry Studio Team-in-Residence. Mary Lou Fulton Teachers College, Internal Scholarship Grant Program, Arizona State University. *Harnessing interdisciplinary research to examine the relationship between student voice and school change toward equity*. Co-Principal Investigator. Bertrand, M., Durand, E. S., Casanova, S. 2016-2017. **\$17,100**.
- Spencer Foundation. *Developing the civic participation of marginalized youth through a literature-infused youth participatory action research program*. Principal Investigator. Durand, E. S., Bertrand, M., Gonzalez, T. 2015-2017. **\$50,000**.

Unfunded Research Grant Proposals

- Educational Disparities and Teacher Development Grant, Arizona Governor's Office of Strategic Planning & Budgeting. *Addressing learning loss and teacher retention through community-engaged literacy practices for Arizona educators and youth*. Co-Principal Investigator. Brochin, C., Cueto, D., Durand, S., & Short, K. 2023-2024. **\$5,000,000**.

UArizona Provost Investment Fund. *Creative community-building: Investing and connecting in Black community and families*. Co-Principal Investigator. Demps, D., Cueto, D., Deil-Amen, R., Cammarota, J., Dominguez, A., Durand, S. 2022-2024. **\$200,000**.

William T. Grant Foundation. *Possibilities for shifting literacy practices within a literature-driven youth participatory action research program*. Co-Principal Investigator. Bertrand, M., Durand, E. S., Gonzalez, T. 2015-2016. **\$25,000**.

Research Fellowships

Lincoln Center for Applied Ethics Faculty Fellowship, Arizona State University. *Grappling with ethics through youth participatory action research*. Bertrand, M. & Durand, E. S. 2016-2017. **\$1,000**.

Cultivating New Voices Among Scholars of Color (CNV), Research Foundation of the National Council of Teachers of English (NCTE). *Rethinking U.S. teacher education through postcolonial literature*. Fellowship program for early career scholars of color. 2010-2012. **\$1,200**.

Awards

Editors' Best Column Award for excellence in writing and contribution to the field, *The ALAN Review* (2016).

Faculty Mentoring Award, ASU's Graduate Scholars of English Association (GSEA) (2016).

MEDIA PRESENCE

National

Gerson, J. (2023, April 21). The Judy Blume renaissance is upon us—even as her books are being banned from schools [Print interview]. *The 19th*.

<https://19thnews.org/2023/04/judy-blume-documentary-film-book-bans-schools/>

Good Morning America (2023, February 28). James Bond novels being reworked to avoid offending readers [Television interview]. *Good Morning America*.

<https://www.goodmorningamerica.com/culture/video/james-bond-novels-reworked-avoid-offending-readers-97514049>

Modan, N., Han, J. H., & Lucas, S. (2022, November 15). Spar-spangled bans: How Trump's call to preserve history energized a movement to erase it [Print interview]. *K-12 Dive*.

<https://www.k12dive.com/news/star-spangled-bans-trump-call-to-preserve-us-history-energized-movement-to-erase/635856/>

Evering, A. (2021, November 15). Who suffers from book bans? *WPFW's Monday Morning QB* [Radio interview].

<https://soundcloud.com/user-181018358/who-suffers-from-book-bans>

Waller, A. (2021, April 16). Books about racism and police violence fill out list of “most challenged” titles [Print interview]. *The New York Times*.
<https://www.nytimes.com/2021/04/16/books/american-library-association-banned-books.html>

The Spencer Foundation (2018). Featured Grantees. Retrieved from
<https://www.spencer.org/featured-grantees>
<https://www.spencer.org/learning/how-can-youth-participatory-action-research-promote-civic-learning-and-engagement>

Fink, L. (2016, June 29). “Do no harm” *Literacy & NCTE: The official blog of the National Council of Teachers of English* (Web log).
<https://ncte.org/blog/2016/06/do-no-harm/>

Local

Durand, E.S., Acevedo, G., Blasingame, J., Hicks, K., & Moore, C. (2022, March). Course stories, episode #3: Literature for young adults: Expertise and innovation create a buzz for YA [Podcast interview]. *EdPlus Course Stories*, Arizona State University.
<https://teachonline.asu.edu/2022/03/podcast-course-stories-podcast-collaborative-design-collaboration-young-adult-reader-young-adult-books-ya/>

Blasingame, J. (2021, September 18). ASU doctoral students and faculty take the lead among Arizona’s English teachers. *Department of English*.
<https://english.asu.edu/content/asu-doctoral-students-and-faculty-take-lead-among-arizona%E2%80%99s-english-teachers>

Greguska, E. (2016, September 25). ASU experts: Banning books is ‘just wrong’ [Print interview]. *ASU Now: Access, Excellence, Impact*.
<https://asunow.asu.edu/20160925-creativity-asu-experts-banning-books-just-wrong>

LaRue, K. (2015, November 4). ASU project helps empower civic involvement for marginalized youth. *ASU Now: Access, Excellence, Impact*.
<https://asunow.asu.edu/20151105-asu-project-helps-empower-civic-involvement-marginalized-youth>

PROFESSIONAL CONFERENCE PRESENTATIONS

International and National

Durand, E. S. (November, 2023). *YA Bookshelf: How to get free and discounted YA books*. In roundtable session, “Connecting around young adult lit (YAL): Current conversations about YAL in the classroom,” presented at the annual meeting of the National Council of Teachers of English (NCTE), Columbus, OH.

- Durand, E. S. (December, 2022). *"We could be heard": Learning to read and research towards social change*. In panel "No longer silent: Amplifying youth voices through literacy research," presented at the annual meeting of the Literacy Research Association (LRA), Phoenix, AZ.
- Durand, E. S. & Saco, S. (November, 2022). *Arizona English Teachers Association educator book club*. In panel, "Being a light for each other: Connecting across schools and communities through professional book study groups," presented at the annual meeting of the National Council of Teachers of English (NCTE), Anaheim, CA.
- Durand, E. S. (November, 2021). *Multimodal analysis of characterization and settings in Little & Lion by Brandy Colbert*. In roundtable session, "Developing Inclusive and Affirming Curriculum - Merging Queer-Themed YA Texts with Secondary ELA Curriculum Standards and Teaching," presented at the annual convention of the National Council of Teachers of English (NCTE) (virtual).
- Durand, E.S. (November 2019). *Inquiring into the Aftermath of Global Conflict through YA Literature*. In roundtable session, "WhY(A) War: Inquiring into Adolescents in Conflict" presented at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, MD.
- Durand, E. S., Hays, A., & Celaya, A. (July 2019). *From fiction to action: Using YA literature to engage in YPAR in the ELA classroom*. Panel presented at the biannual English Language Arts Teacher Educators (ELATE) conference, Fayetteville, AR.
- Durand, E. S. (July 2019). *Inquiring into the aftermath of global conflict through YA literature*. In session, "WhY(A) War: Inquiring into Adolescents in Conflict" presented at the biannual English Language Arts Teacher Educators (ELATE) conference, Fayetteville, AR.
- Durand, E. S. (November 2018). *Engaging the intersections of gender, race, and immigration in American Street by Ibi Zoboi*. In roundtable session, "Teaching for equity and justice with young adult literature" presented at the annual meeting of the National Council of Teachers of English (NCTE), Houston, TX.
- Durand, E. S., O'Loughlin, H., Simpson, D., & Bybee, K. (June 2018). *Coming of age around the world: Engaging global perspectives through postcolonial YA literature*. Panel presented at the Summit on the Research and Teaching of YA Literature, Las Vegas, NV.
- Durand, S. (June 2017). *Imagination and action: Youth engaging YA literature in a YPAR setting to create social change*. In panel, "Seeing beyond the past and future: Literary and pedagogical approaches for empowering youth of color." Paper presented at the annual meeting of the Children's Literature Association (ChLA), Tampa, FL.

- Durand, E.S. (April 2017). *From reading to action: Engaging YA literature through Youth Participatory Action Research (YPAR)*. In research roundtable “Surveying the frontiers of research on young adult literature: Speculation, representation, emotion, and action.” Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Durand, E.S. (April 2017). *Intersections of race and sexuality in LGBTQ young adult literature*. In symposium, “Queering identities in adolescent literature and classrooms.” Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Durand, E.S. (February 2017). *Fostering youth activism through YA literature in a YPAR setting*. Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research (NCTEAR), San Francisco, CA.
- Durand, E.S. (November 2016). *Learning self-advocacy through young adult literature and youth participatory action research (YPAR)*. In research roundtable session “Research in youth literacies and social justice.” Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Atlanta, GA.
- Durand, E.S. (April 2016). *Immigrant youth, discrepant identities, and young adult literature*. In symposium, “Postcolonialism, globalization, and education: Engaging identities, cultures, and curriculum.” Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- Durand, E.S., Bertrand, M., & Gonzalez, T. (April 2016). *Developing critical civic praxis with youth through literature-infused youth participatory action research*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- Durand, E.S., Bertrand, M., & Gonzalez, T. (December 2015). *Re-imagining participation through literacy: Stories from a literature infused youth participatory action research program*. In symposium, “Re-imagining literacy, equity, and participation in diverse youth communities.” Paper presented at the annual meeting of the Literacy Research Association (LRA), Carlsbad, CA.
- Durand, E.S. & Gonzalez, T. (November 2015). *Examining literacy practices in a literature-driven youth participatory action research program*. In session, “‘Teaching beyond classrooms:’ Three approaches to community literacy learning.” Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Minneapolis, MN.
- Durand, E.S. (February 2015). *Engaging intersectionality in young adult literature featuring immigrant characters*. Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research (NCTEAR) conference, New Orleans, LA.

Durand, E.S. (October 2014). *Discrepant youth identities: Engaging intersectionality in young adult literature*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Lewis, M., & Durand, E.S. (April 2014). *Risk or resistance? Troubling representations of sexuality in young adult literature*. In session "Conversations in children's literature: Multimodal texts, representations of identity, and culturally responsive teacher education." Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Durand, E.S. (November 2013). *Exploring multiple worldviews through postcolonial young adult literature*. In session "Enacting powerful English teaching in the era of standardization." Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Boston, MA.

Durand, E.S. (November 2012). *Examining the curricular and pedagogical possibilities of post-colonial young adult literature: A narrative inquiry of a book club with pre-service teachers*. In session "Resisting the dominant narrative." Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Las Vegas, NV.

Durand, E.S. (April 2012). *Encounters with post-colonial narratives: A narrative inquiry of a pre-service teacher book club*. In session "Students, preservice teachers, and teachers as knowers: Intersections and encounters." Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, B.C.

Asher, N., & Durand, E.S. (April 2012). *Crafting postcolonial pedagogies: At the intersections of theory and practice*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, B.C.

Durand, E.S. (November 2011). *Reading postcolonial young adult literature: A book club with pre-service teachers*. In panel "Reading and teaching urban and global young adult literature." Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.

Durand, E.S. (November 2011). *Reading and teaching postcolonial young adult literature*. Poster presented at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.

Durand, E.S. and Asher, N. (October 2011). *Postcolonial pedagogies emerge: At the intersections of theory, practice, and inquiry*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Durand, E.S. (April 2011). *Imagining difference in education: Postcolonial speculative fiction as alternate/future possibilities*. In panel "Imagining postcolonial futures: Implications for education in a global context." Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

- Durand, E.S. (November 2010). *Challenging a classical curriculum: Exploring postcolonial perspectives through young adult literature*. In panel "Exploring race, class, gender, and post-colonial perspectives through young adult literature." Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Orlando, FL.
- Durand, E.S. (November 2010). *Rethinking U.S. teacher education through postcolonial literature*. Poster presented at the annual meeting of the National Council of Teachers of English (NCTE), Orlando, FL.
- Durand, E.S. (October 2010). *Engaging difference and imagining the future through postcolonial speculative fiction*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Durand, E.S. and Nance, A.D. (April 2010). *Misplaced longings, elusive homeplace: Caribbean narratives of dislocation*. Paper presented at the annual meeting of the Association of Caribbean Women Writers and Scholars (ACWWS), Baton Rouge, LA.
- Durand, E. S. (October 2009). *The importance of space and place: Postcolonial locations in Padma Venkatraman's Climbing the Stairs*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Durand, E. S. (October 2009). *Writing the unspeakable: Healing trauma through narrative in Edwidge Danticat's The Dewbreaker*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Durand, E. S. (April 2009). *Exceeding the frame: Reading graphic memoirs as decolonizing text*. In panel "Decolonization and education: Writing 'home' in a 21st-century postcolonial world." Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Durand, E. S. (April 2008). *Carving a space for the 'unhomely': personal, fictional, and theoretical meditations on transnational identities*. In panel "Redefining colonized spaces and postcolonial identities." Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Durand, S. & Rahman, A. (April 2007). *Public pedagogy, troubled time: Temporal disruption in postcolonial popular media*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Durand, S. (April 2007). *Telling stories: Immigrant experiences as a pedagogical influence in a multiculturalism classroom*. In panel, "Curricular perspectives through narrative and autobiographical lenses." Paper presented at the annual meeting of the American Association for the Advancement of Curriculum Studies (AAACS), Chicago, IL.

Durand, S., & Parker, B. (March 2007). *Emergent ruptures: Immigrant experiences and citizenship education*. Paper presented at the International Globalization, Diversity and Education Conference, Spokane, WA.

Regional and Local

Durand, E. S., Ore, U., Bertrand, M., Estrella-Bridges, A., Katzman, L., & Sampson, C. (June 2022). *From research to practice: How can research improve culturally relevant practices and policies in schools and classrooms?* Panel presented at the annual Teacher Leadership Summit of the Arizona Alliance of Black School Educators (ABSE), Phoenix, AZ.

Hall, M., & Durand, E. S. (September 2020). *Invisible illnesses and invisible characters: Representations of mental health in young adult fiction with characters of color*. Paper presented at the 2020 Arizona English Teachers Association (AETA), AZ. (virtual)

Gorgan, S., Durand, E.S., & Sanchez, F. (September 2018). *Advice from high school students: student perspectives on what works in the ELA classroom*. Panel presented at the 2018 Arizona English Teachers Association (AETA), Chandler, AZ.

Durand, E. S. (January 2017). *Youth learning social activism through young adult literature*. Poster presented at the annual Learning Innovation Showcase, Institute for the Science of Teaching and Learning (ISTL), Arizona State University (ASU), Tempe, AZ.

Jordan, M., Graham, S., Durand, S., Kellam, N. (February 2016). *Interdisciplinarity! With Mirka*. Mary Lou Fulton Teachers College, Language, Literacy, and Technology Program Committee, Tempe, AZ.

Durand, E. S. (September 2015). Reading for change: Examining literacy practices in a *youth participatory action research program*. In panel “Learning beyond the classroom: Three approaches to youth community literacy.” Paper presented at the annual meeting of the Arizona English Teachers Association (AETA), Mesa, AZ.

Durand, E. S., Curlee, A., Nava, N., Suman, R., & Celaya, A. (September 2015). *Exploring relevance, choice, and motivation in the secondary English classroom*. Panel presented at the annual meeting of the Arizona English Teachers Association (AETA), Mesa, AZ.

Durand, E. S. (February 2008). *What in the world is going on? Cultivating global perspectives in teacher education classrooms*. Paper presented at the annual meeting of the Southeast Philosophy of Education Society (SEPES), Baton Rouge, LA.

Durand, E. S. (November 2007). *Of historicity and healing: Haitian stories and memories*. Paper presented at the annual meeting of the Midwest Modern Language Association (MMLA), Cincinnati, OH.

Invited Presentations

Durand, S., Kelly, L.L., & Skerrett, A. (November, 2023). *CNV mentor panel*. Presented at the annual reception of the Cultivating New Voices of Scholars of Color (CNV) at the National Council of Teachers of English (NCTE), Columbus, OH.

Durand, E. S. (March 2020). *Learning to do social justice with youth of color through YAL, critical race theory, and YPAR*. Keynote presentation delivered at the inaugural Washington State University Graduate Social Justice Conference (WSU SJCON), Pullman, WA.

Durand, E. S. (February 2020). *Creating possibilities for communities of transformation: YAL, critical race theory, and YPAR*. In keynote panel “Engaging communities of transformation: Teachers, Preservice teachers, and students.” Paper presented at the annual meeting of the National Council of Teachers of English Assembly on Research (NCTEAR), Nashville, TN.

Durand, E. S. (November 2019). *Revolutionary mentorship: Closing remarks*. A keynote presentation at the Latinx Caucus Mentoring session, “Creating Dialogue Across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families and Communities.” Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, MD.

Durand, S. (February 2012). *Encounters with post-colonial narratives: A narrative inquiry of a pre-service teacher book club*. A featured panel presentation at the annual Curriculum Theory Project’s Curriculum Camp of the College of Education at Louisiana State University, Baton Rouge, LA.

Durand, S. (March 2012). *Exploring the pedagogical possibilities of post-colonial young adult literature: A narrative inquiry of a book club with pre-service teachers*. Curriculum Theory Project’s Lunchtime Roundtable Series, Louisiana State University, Baton Rouge, LA.

He, M. F., Phillion, J., Durand, E. S., Gershon, W., Moon, S. (October 2011). *Provoking dialogues: Personal~passionate~participatory inquiry into social justice education*. A featured panel presentation at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Durand, S., Edwards, K., Milam, J., Mitchell, R. (October 2009). *Practicing what you preach in the in-between: Holding the academy accountable for establishing a critical community*. A featured panel presentation at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Chair & Discussant Roles at Conferences

Durand, E. S., Saco, S., & Chatham-Vasquez, R. (discussant) (June, 2021). *Using culturally sustaining pedagogies to teach YA literature*. Panel presented at the 2021 Young Adult Literature Summit at the University of Las Vegas, NV. (virtual)

- Durand, E.S., Celaya, A., & Griffith, J. (discussant) (June 2021). *Using a Community Cultural Wealth lens to disrupt deficit views and to tell counternarratives*. Panel presented at the 2021 Young Adult Literature Summit at the University of Las Vegas, NV. (virtual)
- Durand, E. S. (discussant), Gorgan, S., Rossi, G., & Saco, S. (November 2019). *Student inquiry: Answering the call for cultural sustainability in the ELA classroom*. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, MD.
- Luszeck, A., Dyer, M., O'Loughlin, H., Simpson, D., & Bybee, K., Durand, E. S. (discussant) (November 2018). *Considering equity and justice in a global context: Teaching postcolonial YA literature*. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), Houston, TX.
- Simpson, D., O'Loughlin, H., Luszeck, A., Bybee, K., Dyer, M., & Durand, E. S. (chair & discussant). (September 2018). *Cultivating a freedom to read the word and the world through postcolonial theory and YA literature*. Panel presented at the 2018 Arizona English Teachers Association (AETA), Chandler, AZ.
- Simpson, D., O'Loughlin, H., Luszeck, A., Bybee, K., Dyer, M., & Durand, E. S. (chair & discussant). (June 2018). *Engaging Global Perspectives through Postcolonial YA Literature*. Panel presented at the 2018 Summit on the Research and Teaching of Young Adult Literature, Las Vegas, NV.
- Hays, A., Celaya, A., & Durand, E. S. (discussant). (November 2017). *From fact to fiction to action: Using YA literature for participatory action research*. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, MS.
- Gorgan, S., Baez, F., Salcido, M., Sanchez, F., & Durand, E. S. (discussant). (November 2017). *Sister ACT: Activist Curriculum by Teachers*. Panel presented at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, MS.
- Gorgan, S., Durand, S. (discussant), Baez, F., Hurtado, F., Salcido, M., & Sanchez, F. (September 2017). *Activism curriculum in the ELA classroom*. Panel presented at the 2017 Arizona English Teachers Association (AETA), Chandler, AZ.
- Griffith, J., Young, N., Kornexl, J., Amore, J., Hoffman, A., & Durand, S. (discussant). (September 2017). *What does this suggest about how we should teach writing? Pre-service teachers reflect on experiences and artifacts*. Panel presented at the 2017 Arizona English Teachers Association (AETA), Chandler, AZ.

WORKSHOPS & OTHER PRESENTATIONS

Young Adult Author Interview & Panel Moderator

Sabaa Tahir, Sonora Reyes & Ibi Zoboi (March 4, 2023). *Warrior girls who make their mark: National Book Award*. Tucson Festival of Books, Tucson, AZ.

Dr. Ibrahm X. Kendi. (June 20, 2022) *Goodnight Racism*. Changing Hands Bookstore, Tempe, AZ. <https://www.changinghands.com/event/june2022/dr-ibram-x-kendi>

Workshops

Durand, E. S., & Burruel-Stone, T. (June 19-20, 2023). *Restoration & healing in The Marrow Thieves*. Human/nature: An exploration of place, story, and climate futurism. National Endowment for the Humanities (NEH) Institute at Sonoma State University, Rohnert Park, CA. <https://climatefuturisms.com/curriculum>

Arenas, S. & Durand, E. S. (May 30, June 26, & July 17, 2023). *Facilitating youth-led book clubs*. AETA Equity, Diversity & Inclusion Book Club. Professional development for secondary English language arts teachers. Arizona English Teachers Association (AETA). (virtual)

Saco, S. & Durand, E. S. (June 2022). *Educator book club: Culturally diverse young adult texts*. AETA Equity, Diversity & Inclusion Book Club. Professional development for secondary English language arts teachers. Arizona English Teachers Association (AETA). (virtual)

Durand, E. S. (June 2022). *Intersectionality as a critical lens to analyze characterization and setting in YA literature*. AETA Equity, Diversity & Inclusion Book Club. Arizona English Teachers Association (AETA). (virtual)

Durand, E. S. (May, 2022). Integrating Youth Participatory Action Research in English courses. Professional development for the Department of English Language Arts. Phoenix Union High School District (PXU), Phoenix, AZ.

Durand, E. S. (May 2019). *Using critical theory to engage diversity in YA literature*. Featured presenter at the second annual Summit on Teaching YA Literature at the University of Nevada Las Vegas (UNLV), Las Vegas, NV.

Durand, E. S. (May 2017). *Who do you think you are? YA literature, intersectionality, and me*. Día de los Niños, Día de los Libros, Tempe, AZ.

Durand, E. S. (May 2016). *Create your own comic: Tell your story*. Día de los Niños, Día de los Libros, Tempe, AZ.

Durand, E. S., Bertrand, M., & Gonzalez, T. (February 2016). *Vision, trust, and expertise: Tools and strategies to sustain collaborative research*. AERA Division G ASU Liaison, Tempe, AZ.

Durand, S. Tempe, AZ. (July 2015). *English Education*. College of Liberal Arts and Sciences, Early Start Program, Tempe, AZ.

Durand, S. Tempe, AZ (March 2015). *Junior faculty perspectives*. Preparing Future Faculty, ASU, Tempe, AZ.

Durand, S. (June 2014). *Telling your story in a comic format*. RI txt, Tempe, AZ.

Durand, S. (June 2014). *Mirrors, windows, and lenses: Writing critical responses to young adult literature*. Central Arizona Writing Project (CAWP), Tempe, AZ.

Durand, S. (March 2014). *Analyzing culture in young adult literature*. Brophy Summit on Race, Brophy College Preparatory, Phoenix, AZ.

Durand, S. (December 2013). *Finding your conference home*. Central Arizona Writing Project (CAWP), Tempe, AZ.

Durand, S. (November 2013). *IRB workshop for human subject research*. Arizona State University Graduate Writing Center, Tempe, AZ.

TEACHING

The University of Arizona

Undergraduate courses:

TLS 385 Learning about Adolescence through Young Adult Literature (Fall 2022, Fall 2023)

TLS 386 Global Citizenship: Reading the World and the Word (Spring 2023, Spring 2024)

Graduate courses:

TLS 585 Literature for Adolescents (Fall 2023)

TLS 640 Social Justice and Equity as a Framework for Education (Spring 2024)

Arizona State University

Undergraduate courses:

ENG 471 Literature for Young Adults (Fall 2013, Fall 2014, Fall 2016)

ENG 482 Methods of Teaching English Language (Spring 2014, Spring 2017)

Graduate courses:

ENG 501 Approaches to Research in English Education (Fall 2016, Fall 2018, Fall 2021)

ENG 506 Methods and Issues of Teaching English: Language (hybrid) (Spring 2014, Fall 2014, Fall 2017, Fall 2019, Fall 2020, Fall 2021)

ENG 540 Teaching Young Adult Literature (Fall 2013)

ENG 598 Special Topic: Youth Participatory Action Research (Spring 2015)

ENG 598 Special Topic: Culturally Sustaining Pedagogy (Spring 2015)

ENG 598 Special Topic: Teaching Postcolonial Literature for Young Adults (Spring 2022)

ENG 606 Advanced Studies in English Education: Teaching Postcolonial Literature for Young Adults (Spring 2018, Spring 2019)

ENG 606 Advanced Studies in English Education: Youth, Identities, Culture, and Education in a Global Context (Spring 2016)

Asynchronous online courses:

ENG 540 Teaching Young Adult Literature (Fall 2017, Spring 2018, Fall 2018, Spring 2019, Summer 2019, Fall 2019, Fall 2020, Spring 2022)

Synchronous online courses:

ENG 598 Special Topic: Teaching Postcolonial Literature for Young Adults (Spring 2021)

ENG 606 Advanced Studies in English Education: Culturally Sustaining Pedagogy (Spring 2021)

Louisiana State University, Graduate Teaching Assistant/Instructor

EDCI 1001 Introduction to College Study (Instructor, Summer 2008)

EDCI 7483 Seminar in Teaching Research II (Spring 2011, Spring 2012)

EDCI 7485 Master's Project Seminar II (Spring 2011, Spring 2012)

EDCI 7482 Seminar in Teaching Research I (Fall 2010, Fall 2011)

EDCI 7484 Master's Project Seminar I (Fall 2010, Fall 2011)

The Dunham School, Secondary English Language Arts Teacher

English II and English II Honors, 10th grade World Literature (2008-2009, 2009-2010)

English III Honors, 11th grade American Literature (2008-2009)

Purdue University, Graduate Teaching Assistant

EDCI 311 Media for Children (large lecture) (Fall 2006, Spring 2007)

EDCI 205 Exploring Teaching as a Career (Fall 2005, Spring 2006, Fall 2006, Spring 2007)

EDCI 285 Multiculturalism and Education (Spring 2005)

GUEST LECTURES

Fall 2023 - TLS 604 Introduction to Qualitative Research. Dr. Desiree Cueto, Department of Teaching, Learning & Sociocultural Studies, University of Arizona.

Fall 2023 - TLS 797 Theoretical and Practical Foundations of Teaching, Learning & Sociocultural Studies. Dr. Cindy Cruz, Department of Teaching, Learning & Sociocultural Studies, University of Arizona.

Spring 2021 - RE 209 Processes and Acquisition of Literacy. Dr. Margarita Gomez, School of Education, Loyola University Maryland.

Spring 2020 - ENG 323 Approaches to the Teaching of English. Dr. Jeffrey Jones, Department of English, Washington State University.

Fall 2018 - HED 494 Decolonizing Research in Higher Education. Dr. Brandan O'Connor, School of Transborder Studies, Arizona State University.

Spring 2018 - EPA 691 Global Postcolonial Perspectives in Education. Dr. Ivetta Silova & Dr. Yeukai Mlambo, Mary Lou Fulton Teachers College, Arizona State University.

Fall 2017 - COE 503 Intro to Qualitative Research. Dr. Kate Anderson, Mary Lou Fulton, Arizona State University.

MENTORING

Ph.D. Committees and Mentoring

The University of Arizona

Dissertation Committee Member. Chris Rendes, Ph.D. in Teaching, Learning & Sociocultural Studies. Doctoral Exams ongoing.

Arizona State University

Co-chair. Sandra Saco, Ph.D. in English Education. All but dissertation.

Member. Kristina Bybee, Ph.D. in English Education. All but dissertation.

Member. Rebecca Chatham-Vazquez, Ph.D. in English Education. December 2023.

Dissertation: *“Culture grows between our toes”*: Beginning to understand the benefits and challenges of being a secondary english language arts educator in rural spaces. Chair: James Blasingame.

Assistant professor, North Dakota State University (2023-present).

Member. Valencia Clement, Ph.D. in Educational Policy and Evaluation. December 2022.

Dissertation: *Methodological reparations queering empirical traditions and curricular approaches to address anti-black racism, homophobia and transphobia in education*. Chair: Keon McGuire.

Member. Heather-Ann O’Loughlin, Ph.D. in English Education. April 2022.

Dissertation: *A Multiliteracies Approach to Teaching YA Graphic Novels & Memoirs in a Secondary English Language Arts Classroom*. Chair: Jessica Early.

Member. Monica Baldonado-Ruiz, Ph.D. in English Education. April 2021.

Dissertation: *Testimonio en Nepantla: Personal narrative in the secondary ELA classroom*. Chair: Jessica Early.

Assistant professor, San Diego State University (2022-present).

Member. Anthony Celaya, Ph.D. in English Education. April 2020.

Dissertation: *Pre-service teachers engaging with critical pedagogies and designing civic action units*. Chair: James Blasingame.

Assistant Professor, Western Washington State (2022-present)

Assistant professor, Southeast Missouri State University (2020-2022).

Member. Kate Hope, Ph.D. in English Education. April 2020.
 Dissertation: *Informed teaching through design and reflection: Pre-service teachers' multimodal writing history memoirs*. Chair: Jessica Early.
 Residential faculty, Glendale Community College (2022-present)
 Assistant professor, California State University, Stanislaus (2020-2022)

Co-chair. Amanda Luszeck, Ph.D. in English Education. December 2019.
 Dissertation: *Those who stay: A narrative inquiry of four English teachers who continue to teach*. Chair: James Blasingame.
 Assistant professor, Utah Valley University (2020-present).

Member. Joseph Sweet, Ph.D. in Learning, Literacies, and Technologies. April 2019.
 Dissertation: *(Re)considering diverse masculinities: Intersections amid art process and middle school boys fracturing masculinities*. Chair: David Carlson.
 Assistant professor, University of North Carolina, Pembroke (2019-present).

Member. Jason Griffith, Ph.D. in English Education. April 2018.
 Dissertation: *Holding space for each others' stories: A phenomenological study of an adolescent story slam*. Chair: James Blasingame.
 Assistant professor, Pennsylvania State University (2018-present).

Member. Alice Hays, Ph.D. in English Education. April 2017.
 Dissertation: *From fiction to fact to potential action: Generating prosocial attitudes and behaviors using young adult literature*. Chair: James Blasingame.
 Assistant professor, California State University – Bakersfield (2017-present).

Master's Committees and Advising (Applied Project Director)

Tracy Weaver	M.A. in English Education. August 2021.
Lexine Day	M.A. in English Education. August 2019.
Bridget Recio	M.A. in English Education. August 2019.
Ginette Rossi	M.A. in English Education. August 2019.
Stephanie Siri	M.A. in English (Literature). April 2019.
Nichol Brown	M.A. in English (Literature). April 2019.
Lelanie Seyffer	M.A. in English Education. August 2018.
Rachel McLaws	M.A. in English Education. August 2018.
Timothy Cox	M.A. in English (Writing, Rhetorics, and Literacies). December 2017.
Alyson Fletcher	M.A. in English Education. December 2016.
Meagan Farney	M.A. in English Education. August 2016.
Rachel Suman	M.A. in English Education. December 2015.
Nicole Nava	M.A. in English Education. August 2015.

Second Reader for Applied Project, M.A. in English Education

Ian Nolan	August 2021
Danielle Dominguez	August 2020
Kara Glithero	August 2020

Sandra Saco	August 2019
Kendall Detlaff	August 2019
Jodi Walters	August 2018
Alexandra Stumer	August 2018
Alicia Wach	August 2017
Samantha Gorgan	August 2017
Erin McDowell	August 2017
April Brewington	August 2016
Amy Hollister	August 2015
Ashley Mentzer	August 2015
Matt Macomber	August 2015

Graduate Independent Study, Internship, & Preceptorship

University of Arizona

ENG 791 - Narges Zandi, Global Citizenship: Reading the World, Spring 2024.

Arizona State University

ENG 784 - Sandra Saco, Research in English Education, Spring 2022.

ENG 784 - Vanessa Brooks, Methods and Issues in English Language Arts, Spring 2022.

ENG 784 - Michael Hall, Preparing to Teach Methods and Issues in English Language Arts, Spring 2021.

ENG 594 - Michael Hall, Representations of Mental Health in YA Literature, Fall 2020.

ENG 784 - Rebecca Chatham, Teaching Young Adult Literature, Fall 2019.

ENG 790 - Stephanie Reid, Multimodality, Postcolonial Theory, and Young Adult Literature, Fall 2018.

ENG 590 - Yvonne Boettcher, Young Adult Historical Fiction and Literacy, Fall 2014.

Barrett Honors Thesis

Chair. Nicole Burbank, Bachelor of Arts in English Education, thesis completed November 2015.

Faculty Advisor

English Language Arts Teacher Educators - Graduate Student Affiliate (ELATE-GSA)
2016-2022.

PROFESSIONAL SERVICE

National Service

Editorships

Guest co-editor, Affirming Queer and Trans Identities and Experiences within
Anti-LGBTQIA+ Contexts, *English Journal*, Vol. 113, issue 6 (2024).

Editor, "Global Texts and Contexts" column, *Journal of Adolescent & Adult Literacy*, Vol. 64,
issues 1-6 (2020-2021).

Co-editor, "Right to Read" column, *The ALAN Review*, Vol. 43, issues 1-3, (2015-2016).

Professional Organizations & Conferences

Assembly on Literature for Adolescents of NCTE (ALAN):

Board Member (2018-2021)
Chair, Elections Committee (2021)
Chair, Committee on Equity, Diversity and Inclusion (2019-2020)
Conference Program Consultant (2019, 2020)
Member, Ad Hoc Committee on Diversity (2018)
State Representative (2017-2018)
Member, Smith/Carlsen Grant Committee (2017)

National Council of Teachers of English (NCTE):

Member, Standing Committee on Research (2018-2021)
Member, Promising Researcher Award Committee of the NCTE Standing Committee on Research (2019, 2021)
Faculty Mentor, NCTE Latinx Caucus (2017-present)

English Language Arts Teacher Educators (ELATE) (Formerly Conference on English Education):

Member, Commission on the Study and Teaching of Adolescent Literature, (2017-2020)
Member, Nominating Committee (2016-2017)

American Educational Research Association (AERA) Annual Meeting:

Program Chair, AERA Postcolonial Studies and Education Special Interest Group (2016-2017)

Editorial Review Board Member

English Teaching: Practice and Critique (2015-2019)
Taboo: The Journal of Culture and Education (2017-2018)
The ALAN Review (2014-2018)

Manuscript Reviewer

Research in the Teaching of English (2023)
National Council of Teachers of English (2023) (book manuscript)
Kritika Kultura (2022)
Jeunesse (2021)
Routledge (2020) (book proposal)
English Journal (2017-2019)
Teachers College Record (2018-2019)
International Journal of Qualitative Studies in Education (2015)
Journal of Curriculum Theorizing (2012)
The ALAN Review (2012)
Teaching Education Journal (2007)

Conference Proposal Reviewer

American Educational Research Association (AERA) Annual Meeting:

Division B

Section 2 – Decolonizing, Transnational, and Indigenous Inquiry (2014)

Section 3 – Methodologies and Ethics (2015)

Division K

Section 1 – Teaching and Teacher Education in the Content Areas (2014)

Special Interest Group

Literature (2014, 2015, 2016)

Postcolonial Studies and Education (2012, 2013, 2015)

Narrative Research (2012, 2013)

Literacy Research Association (LRA) Annual Conference:

Area 9, Text Analysis/Children’s, Young Adult and Adult Literature (2015)

National Council of Teachers of English (NCTE) Annual Convention:

First level reviewer (2021)

Local Service & Outreach

Arizona English Teachers Association (AETA):

Immediate Past President (2024-2025)

President (2023-2024)

Chair, Conference Committee (2019, 2023)

AZ Humanities, 2023 AZ Reads Program (\$2,500)

Board Member (2018-present)

Chair, Diversity, Equity, & Inclusion committee (2022)

2022 NCTE Teachers for the Dream Fund (\$750)

AZ Humanities, 2022 AZ Reads Program (\$2,500)

Member, Conference Committee (2022)

Chair, Conference Committee (2019)

Arizona Humanities:

Member, Project Grant Review Committee (2023)

Tucson Festival of Books:

Organizer, author/illustrator liaison, Creative Teen Arts Summit (CATS) Friday Fiesta (2024)

Event host, panel moderator, and author/illustrator liaison, Creative Teen Arts Summit (CATS) Friday Fiesta (2023)

Teen event panel moderator, “Warrior girls who make their mark: National Book Award” with authors Ibi Zoboi, Sonora Reyes, and Sabaa Tahir (2023)

University Service

The University of Arizona

Department of Teaching, Learning, and Sociocultural Studies

Member, revision committee for the MA in Language, Reading & Culture (2023-2024)

Member, Graduate Faculty Committee (2022-present)

Member, Youth Literature Committee (2022-present)

Reviewer, Ph.D. applications (2023-present)

Arizona State University

Department of English Education

Co-director, Día de los Niños/Día de los Libros (2018-2022)

Member, Awards Committee (2021-2022)

Member, Elections Committee (2020-2021)

Member, Department of English DEN/By-Laws Committee (2014-2015, 2018-2019)

Reviewer, Graduate Awards Committee –William Ferrell Memorial Fellowship (2017)

Reviewer, Undergraduate Awards Committee – Friends of the Department of English Scholarship (2015-2017)

Member, Research, Creative Activities, and Social Events Committee (2015-2016)

Member, Department of English Newsletter Committee (2013-2014)

Member, English Education Program Committee (2013-present)

Member, MA and PhD Admissions Committee for English Education (2014, 2015, 2016, 2019)

Coordinator, Assessment for English Education BA, MA, and PhD degree programs (2018, 2020)

PROFESSIONAL MEMBERSHIPS (CURRENT)

American Educational Research Association (AERA)

Arizona English Teachers Association (AETA)

Assembly on Literature for Adolescents of NCTE (ALAN)

English Language Arts Teacher Education (ELATE)

National Council of Teachers of English (NCTE)