

**Amy M. Vetter, Ph.D.**

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**PROFESSIONAL SPECIALIZATIONS**

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English education	Critical conversations
Writing lives of youth	Practitioner research
Identity and literacy	Qualitative research

**EDUCATION**

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PhD in Language and Literacy, University of Texas at Austin, 2007  
 Certificate in Women and Gender Studies, University of Texas at Austin, 2007  
 MA in Curriculum and Instruction, University of Texas at Austin, 2003  
 BA in English, Southwestern University, 1998  
 Texas Teaching Certificate in English grades 9-12, Southwestern University, 1998

**PROFESSIONAL EXPERIENCE**

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**UNIVERSITY**

Associate Professor, University of North Carolina at Greensboro, Department of Teacher Education and Higher Education, 2007-present  
 Women and Gender Studies Affiliate 2013-present

Graduate student and Instructor, Department of Language and Literacy, University of Texas at Austin, 2005-2007

Adjunct Instructor, Department of Curriculum and Instruction, Texas State University at San Marcos, 2005-2007

**K-12 EDUCATION**

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English Teacher, Grades 10 and 12, McNeil High School, Austin, TX, 1998-2003

**AWARDS AND HONORS**

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**TEACHING**

2015 UNCG Alumni Teaching Excellence Award, Nominated  
 2016 UNCG Alumni Teaching Excellence Award, Nominated

**SCHOLARSHIP**

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**PEER-REVIEWED JOURNAL ARTICLES**

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Myers, J. & **Vetter, A.** (2018). Making room for collaboration and teacher research in professional learning communities. *The Reader*. XXX

**Vetter, A.** & Langston-Demott, B. (2018). Youth disrupting traditional notions of gender identity and sexual orientation through writing. *Ubiquity: Journal of Literature, Literacy, and the Arts*, 4(2), 57-106.

**Vetter, A.**, Schieble, M. & Meacham, M. (2018). Critical conversations in English education: discursive strategies for examining how teacher and student identities shape classroom discourse. *English Education*, XXX

Hungerford-Kresser, H., & **Vetter, A.** (2017). Political tensions: English teaching, standards, and postsecondary readiness. *English Teaching: Practice & Critique*, 16(3), 407-422.

**Vetter, A.**, Myers, J., Reynolds, J., Stumb, A., and Barrier, C. (2017). The daybook defense: how reflection fosters the identity work of readers and writers. *Journal of Adolescent and Adult Literacy*, 60(5), 37-41.

Zoch, M., Myers, J., Lambert, C., **Vetter, A.**, & Fairbanks, C. (2016). Reimagining instructional practices: exploring the identity work of teachers of writing. *Teaching/Writing: The Journal of Writing Teacher Education*, 5(1), 1.

**Vetter, A.**, Hartman, S. V., & Reynolds, J. M. (2016). Confronting unsuccessful practices: repositioning teacher identities in English education. *Teaching Education*, 27(3) 1-22.

Schieble, M. and **Vetter, A.** (2015). A discourse analytic approach to video analysis of teaching. Aligning desired identities with practice. *Journal of Teacher Education*. 66(3), 245-260.

He, Y., **Vetter, A.** & Fairbanks, C. (2014). Reframing literacy practices for English learners in US schools. *English Education*. 46(4), 327-344.

**Vetter, A.**, & Hungerford-Kresser (2014). "We gotta change first": Racial literacy in a high school English classroom. *Journal of Language and Literacy in Education*, 10(1), 82-89.

**Vetter, A.** & Myers, J. (2014). Negotiating ideologies about teaching writing in a high school English classroom. *Teacher Educator*. 49(1), 10-27.

**Vetter, A.**, Meacham, M. & Schieble, M. (2013). Level[ing] the field: Negotiating positions of power as a pre-service teacher. *Action in Teacher Education*, 35(4), 230-251.

**Vetter, A.** (2013). "You need some laugh bones!": Leveraging AAE in a high school english

classroom. *Journal of Literacy Research*. 45(2), 173-206.

**Vetter, A.**, Reynolds, J., Roquemore, K., Beane, H., Alred, K., & Rorrer, A. (2012). Reframing resistance in the English classroom. *English Journal*. 102(2), 114-121.

**Vetter, A.** and Reynolds, J. (2012). Lessons from a preservice teacher: Examining missed opportunities for multicultural education in an English education program. *Networks: An Online Journal for Teacher Research*, 14(1), 1-10.

**Vetter, A.** (2012). Teachers as architects of transformation: The change process of an Elementary school teacher in a practitioner researcher group. *Teacher Education Quarterly*, 39(1), 27-49.

Hungerford-Kresser, H. and **Vetter, A.** (2012). Positioning and the discourses of urban education: A Latino student's university experience. *The Urban Review*, 44(1), 219- 238.

**Vetter, A.** & Russell, G. (2011). "Taking a cross-country journey with a world map": Examining the construction of practitioner researcher identities through one case study. *Educational Action Research*, 19(2), 171-187.

**Vetter, A.** (2011). A writing assignment extended: An occasion for youth to construct writer identities. *Changing English*, 18(2), 187-197.

**Vetter, A.** (2010). Cause I'm a G with two stars at the end': The identity work of a lesbian youth in a high School. English classroom. *Journal of Adolescent and Adult Literacy*, 54(2), 98-108.

**Vetter, A.** (2010). Positioning students as readers and writers: An Examination of teacher's improvised responses in a high school English classroom. *English Education*, 43(1), 33-64.

**Vetter, A.** Fairbanks, C., and Arial, M. (2010). "Crazyghettosmart": A case study in Latina identities, *Qualitative Studies in Education*. 24(2), 185-207.

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## BOOKS

**Vetter, A.** and Schieble, M. (July 2015). *Observing Teacher Identities through Video Analysis: Practice and Implications*. New York: Routledge.

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## BOOK CHAPTERS

**Vetter, A.** & Schieble, M. (2018). Exploring tensions of critical conversations in English methods classrooms. *Pedagogies in Context: Current issues in teaching the English language arts methods course*, XXX.

Gonzalez, L., Janke, E., Carlone, H., & **Vetter, A.** (2018) Advocacy-based research. In K. Wester

& C. Watcher (Eds), *A Practitioner's Guide to Research Methods: How to Design and Implement Effective Studies*. XXX

**Vetter, A.**, Meacham, M. and Schieble, M. (2015). Critical conversations in English Education: Using video analysis to discuss the identity positions of preservice teachers. In Schmidt, P. (Ed.) *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism: A Tribute to Peter Mosenthal*

**Vetter, A.**, Marty, M., Meyers, J. Wrobelski, H., Hitchcock, A. (2010). Opportunities and Obstacles: Thriving and Overcoming in Practitioner Research. In I.M. Saleh and M.S. Khine (Eds.), *Practitioner Research in Teacher Education: Theory and Best Practices* (pp. 239-264). New York: Peter Lang.

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## ONLINE PUBLICATIONS

**Vetter, A.** XXX (2018). The Writing Identities of Youth. BLOG NAME.

**Vetter, A.**, Meacham, M., and Lane, T. (2015). Organizing a young writers' camp dedicated to 21<sup>st</sup> century literacies. *Initiative for 21<sup>st</sup> Century Literacies Research*.  
<http://www.initiativefor21research.org/our-thinking>

Meacham, M., **Vetter, A.** and Lane, T. (2015). What we learned from young writers at a camp dedicated to 21<sup>st</sup> century literacies. *Initiative for 21<sup>st</sup> Century Literacies Research*.  
<http://www.initiativefor21research.org/our-thinking>

Layne, T., Meacham, M. and **Vetter, A.** (2015). A day in the life of a young writer attending a camp dedicated to 21<sup>st</sup> century literacies. *Initiative for 21<sup>st</sup> Century Literacies Research*.  
<http://www.initiativefor21research.org/our-thinking>

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## MANUSCRIPTS UNDER REVIEW/IN PROGRESS

**Vetter, A.** XXX (peer-reviewed article under review). Supporting youth as they use digital and social media to write. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*.

Schieble, M. & **Vetter, A.** (peer-reviewed article under review). Silences in critical conversations. *Linguistics in Education*.

Schieble, M. & **Vetter, A.** (book proposal under review). *Critical conversations in the classroom*. Teachers College Press.

**Vetter, A.** & Schieble, M. (peer-reviewed article under review). Teacher moves that maintain and sustain critical conversations. *Research in the Teaching of English*.

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## PRESENTATIONS

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### Invited Presentations

Vetter, A. (Invited talk) Discourse analysis and critical conversations in teacher education. Language Education and Society at Ohio State University (March 2017).

**Vetter, A.** (Invited speech) *Gate City Writes and Impact for Innovation*, The Dean's Dinner (November 2017).

**Vetter, A.** (Invited podcast) *Inclusive high school English classroom: Leveraging AAL*, Voice of Literacy Podcast, Literacy Research Association (September 2013) (<http://www.voiceofliteracy.org/posts/53932>).

Vetter, A., Myers, J. (Invited speaker) *What is teacher research?* Elon University, Elon, North Carolina (June 2011).

Vetter, A. (Invited speaker for panel) *ENRICH cooperating teachers*, University of North Carolina Greensboro, Greensboro, NC (July 2010, 2011, 2012).

Vetter, A. (Invited speaker) *Plagiarism in high school*. Northern High School, Greensboro, NC (2009, 2010, 2011).

Vetter, A. (Invited speaker) *Integrating strategies for English Language Learners*, SPEAK, University of North Carolina Greensboro, Greensboro, NC (Spring 2008).

Vetter, A. (Invited speaker) *Positioning theory and discourse analysis*, Critical Discourse Analysis Course, University of North Carolina Greensboro, Greensboro, NC (Fall 2009).

Vetter, A. (Invited speaker). Qualitative research in literacy education. Qualitative Methods in Education Course. University of North Carolina Greensboro, Greensboro, NC (Fall 2007, 2008, 2009, 2010, 2014).

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### Refereed Presentations

**Vetter, A.** & Schieble, M. (April 2018). *Using discourse analysis to examine critical conversations in a high school English classroom*. Presentation at American Educational Research Association in New York, NY.

Vetter, A. & Schieble, M. *Fostering critical conversations in a high school English classroom*. Presentation at National Conference for Teachers of English Assembly Research in Towson, MD.

**Vetter, A.** and Schieble, M. (December 2017). *Exploring what is not said: using critical discourse analysis with teacher researchers to foster critical conversations*. Presentation at the 67th Annual Literacy Research Association in Tampa, FL.

Taylor, L., **Vetter, A.**, & Arya, D. (December 2017). *Approaches to discourse analysis*. Study Group at the 67th Annual Literacy Research Association in Tampa, FL.

**Vetter, A.** (December 2016). *Critical conversations with literacy teachers*. Literacy Research Association Conference in Nashville, TN.

Taylor, L., **Vetter, A.**, & Justice, J. (December 2016). *Approaches to discourse analysis*. Study Group at the 66th Annual Literacy Research Association in Nashville, TN.

Gonzalez, C., Golden, N., Petrone, R., Sarigianides, S., Schieble, M., & **Vetter, A.** (June 2017). *Centering intersectional, justice-oriented English education*. Conference for English Education, Columbus, OH.

Butler, T., DeStigter, & **Vetter, A.** (June 2017). *Engaging in justice-oriented research and scholarship: Dilemmas, strategies, and next steps*. Conference for English Education, Columbus, OH.

**Vetter, A.** (November 2016). *Using digital and social media to compose in a young writers' camp*. Presentation at the National Conference for Teachers of English in Atlanta, GA.

**Vetter, A.** and Schieble, M. (November 2016). *Critical conversations in English education*. Presentation at the National Conference for Teachers of English in Atlanta, GA.

**Vetter, A.** (November 2015). *Writing identities and digital media tools*. Presentation at the National Conference for Teachers of English in Minneapolis, MN.

**Vetter, A.**, and Langston-Demott, Brooke (November 2015). *Gender and literacy: Using a feminist lens to promote multiple literacies and advance teacher expertise*. Presentation at the National Conference for Teachers of English in Minneapolis, MN.

**Vetter, A.** and Schieble, M. (November 2015). *Critical conversations: Using video analysis to explore the identity positions of pre-service teachers*. Presentation at the National Conference for Teachers of English in Minneapolis, MN.

**Vetter, A.**, Schieble, M. and Meacham, M. (December 2015). *Using video analysis to explore the identity positions of teachers*. Presentation at the Literacy Research Association Conference in Carlsbad, CA.

**Vetter, A.**, Fairbanks, C., Myers, J., Lambert, C., Layne, T., and Zoch, M. (December 2015). *The significance of writing identities as teachers of writing*. Presentation at the Literacy Research Association Conference in Carlsbad, CA.

**Vetter, A.** and Meacham, M. (December 2015). *How three young writers formed a community of writers in a summer camp*. Presentation at the Literacy Research Association Conference in Carlsbad, CA.

**Vetter, A.**, Reynolds, J. and Meyers, J. (2014) *Intersections: Daybooks as a tool for reading/writing connections in ELA classrooms*. Presented at National Council for Teachers of English.

**Vetter, A.**, Schieble, M., and Meacham, M. (December 2013). *Developing as social equity literacy teachers: Video self-analysis projects that move teachers forward*. Presentation at the 63rd Annual Literacy Research Association in Dallas, TX.

Fairbanks, C., Lambert, C. and **Vetter, A.** (December 2013). *Community voices from a community cultural wealth perspective*. Presentation at the 63rd Annual Literacy Research Association in Dallas, TX.

**Vetter, A.**, Meacham, M., Caughlan, S., Compton-Lilly, C., Paugh, P., and Lewis, C. (December 2013). *Examining literacy learning and instruction through various methods of discourse analysis*. Presentation at the 63rd Annual Literacy Research Association in Dallas, TX.

**Vetter, A.**, Zoch, M., Martin, N., Meacham, M., Myers, J., and Lambert, C. (December 2013). *The identity work of young writers in a new literacies writing camp*. Presentation at the 63rd Annual Literacy Research Association in Dallas, TX.

Wetzel, M., Mallozzi, J., Justice, J., and **Vetter, A.** (December 2013). *Approaches to discourse analysis*. Study Group at the 63rd Annual Literacy Research Association in Dallas, TX.

Hungerford, H., Reynolds, R., **Vetter, A.**, and Montgomery, R. (November 2013). *(Re)inventing teacher identity in the age of common core: How preservice teachers negotiate the tension between identity and mandate*. Presentation at National Conference for Teachers of English in Boston, MA.

**Vetter, A.** and Gomez, M. (November 2013). *Developing a social justice perspective with middle grades students*. Presentation at National Conference for Teachers of English in Boston, MA.

Fairbanks, C., **Vetter, A.**, and Lambert, C. (December 2012). *Community voices and the problem of English: Rethinking language practices*. Presentation at the 62nd Annual Literacy Research Association in San Diego, CA.

**Vetter, A.** (December 2012) *Investigating methods of discourse analysis that critically examine literacy practices in educational contexts*. Presentation at the 62nd Annual Literacy Research Association in San Diego, CA.

**Vetter, A.**, Martin, N., Mangrum, J., Meyers, J., Meacham, M., Lambert, C. and Adams- Budde, M. (December 2012). *Constructing writer identities in a young writers' camp: Implications for supporting 3rd-12th grade writers' development*. Presentation at the 62nd Annual Literacy Research Association in San Diego, CA.

**Vetter, A.** and Myers, J. (November 2012). *Daybooks as a tool for social justice*. To be presented at National Conference for Teachers of English in Las Vegas, NV.

**Vetter, A.** and Hungerford, H. (November 2012). *Igniting imagined teacher identities within the boundaries of public schools*. Presentation at National Conference for Teachers of English in Las Vegas, NV.

**Vetter, A.** & Schieble, M. (April 2012). *The critical identity work of pre-service teachers*. Presentation at American Educational Research Association in Vancouver, CA

**Vetter, A.**, Schieble, M., and Meachum, M. (December 2011). Pre-service teachers exploring classroom interactions through discourse analysis in secondary schools. Presentation at the 61<sup>st</sup> Annual National Reading Conference in Jacksonville, FL.

Fairbanks, C., He, Y., and **Vetter, A.** (December 2011) *Critical appreciation of Englishes*. Presentation at the 61<sup>st</sup> Annual National Reading Conference in Jacksonville, FL.

**Vetter, A.**, Reynolds, J., Beane, H., Roquemore, K., Rorrer, A., and Allred-Shepard, K. (November 2011). *Reframing resistance: repositioning the resistant student*. Presentation at the National Conference of Teachers of English in Chicago, IL.

Masterson, L., Fairbanks, C., and **Vetter, A.** (November 2011). *Rethinking professional development in writing instruction: Learning from the past to inform the future*. Presentation at the National Conference of Teachers of English in Chicago, IL.

**Vetter, A.** and Schieble, M. (July 2011). *Identity work with preservice teachers*. Presentation at Conference for English Education in New York, NY.

**Vetter, A.**, Schieble, M., and Meachum, M. (December 2011). Pre-service teachers exploring classroom interactions through discourse analysis in secondary schools. Presentation at the 61<sup>st</sup> Annual National Reading Conference in Jacksonville, FL.

**Vetter, A.** (April 2010). *Examining how a multiracial teacher candidate constructed his teacher identities*. American Educational Research Association in New Orleans, LA.

Fairbanks, C., Masterson, L., and **Vetter, A.** (December 2010). *Stories of teacher change: three case studies*. Presentation at the 60<sup>th</sup> Annual National Reading Conference in Fort Worth, TX



Mosley, M., **Vetter, A.**, Burke, A., Zoch, M. Stevens, E., and Tenore, B. (December 2010). *Exploring methods of discourse analysis in literacy research*. Presentation at the 60<sup>th</sup> Annual National Reading Conference in Fort Worth, TX.

**Vetter A.**, Reynolds, J. and Woodard, S. (November 2010). *Constructing literacy identities: Shaping the literate lives of pre-service English teachers*. Presentation at the National Conference of Teachers of English in Orlando, FL.

**Vetter, A.** and Reynolds, J. (December 2009). *Examining the borderlines: How research in teacher education provides opportunity for a better world for pre-service teachers*. Presentation at the 59<sup>th</sup> Annual National Reading Conference in Albuquerque, NM.

**Vetter, A.**, Russell, G., Myers, J., Wrobelski, H., and Marty, M. (November 2009). *Advancing literacy through teacher research*. Presentation at the National Conference of Teachers of English in Philadelphia, PA.

**Vetter, A.** and Reynolds, J. (November 2009). *Unpacking the relationship between reflective practices and teacher identities in a Secondary English Education Program*. National Conference of Teachers of English in Philadelphia, PA.

**Vetter, A.**, May, L., and Reynolds, J. (April 2009). *Improvisation in teaching: Exploring the practice and preparation of social responsible teachers*. Presentation at the American Educational Research Association in San Diego, CA.

**Vetter, A.** and Hungerford-Kressor, H. (December 2008). *Figuring worlds of schools: Exploring literacy and identity through three case studies*. Presentation at the 58<sup>th</sup> Annual National Reading Conference in Orlando, FL.

**Vetter, A.**, Reynolds, J., and Russell, G. (November 2008). *Turning points: The process of becoming a teacher researcher*. Presentation at the National Council of Teachers of English in San Antonio, TX.

Reynolds, J. and **Vetter, A.** (October 2008). *Are we there yet? Addressing race in the 21st century classroom*. Presentation at North Carolina English Teachers Association in Durham, NC.

Fairbanks, C. and **Vetter, A.** (December 2007). *Keeping the personal, private: Exploring identities in a high school English classroom*. Presentation at the 57<sup>th</sup> Annual National Reading Conference in Austin, TX.

**Vetter, A.** (April 2007). *"You need some laugh bones:" The relationship of humor and talk about issues of identity in a high school English classroom*. Presentation at the American Educational Research Association in Chicago, IL.

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## DISCUSSANT AND CHAIR ACTIVITIES

*The future is now: exploring 21st-century teaching ideas with the next generation of English teachers* (November 2017). Presentation at the National Conference for Teachers of English in St. Louis, MO. (Discussant).

*One size does not fit all: Teaching English for social justice in different contexts* (November 2015). National Council for Teachers of English, St. Louis, MO. (Chair).

*The role of language, discourse, and discussion in pre-service teachers' learning* (December 2015). Sixty-Fourth Annual Literacy Research Association Conference. Marco Island, FL. (Chair and discussant).

*Dialogic literacies and dialogic analysis* (December 2015). Sixty-Fourth Annual Literacy Research Association Conference. Marco Island, FL. (Chair).

*Reframing resistance: Repositioning the resistant student*. (November 2011). National Conference of Teachers of English. Chicago, IL. (Chair).

*Connecting home, community, and school spaces*. (December 2010). Sixty-first Annual Literacy Research Association Conference. Jacksonville, FL. (Chair)

*Cognition and self-efficacy in reading and writing* (December 2010). Sixtieth Annual Literacy Research Association Conference. Fort Worth, TX. (Discussant)

*Exploring methods of discourse analysis in literacy research*. (December 2010). Sixtieth Annual Literacy Research Association Conference. Fort Worth, TX. (Chair)

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## RESEARCH GRANT ACTIVITY

Vetter, A., Zoch, M. Faircloth, B. and Oring, S. *Re-storying communities: Literacy learning through multimodal narratives of refugee youth and adults* (July 2017-July 2018). Coalition for Diverse Language Communities Grant (Awarded \$3,000).

Vetter, A., Zoch, M., Lambert, C. and Fairbanks, C. *Gate city writes* (August 2016-August 2017). Impact through Innovation Grant (Awarded \$10,000).

Schieble, M. and Vetter, A. *Using discourse analysis to facilitate critical conversations in the English classroom* (August 2017-August 2018). Spencer Small Grant (Awarded \$30,000).

Vetter, A. (Principal Investigators). *The writing lives of teens* (May -December 2017). UNCG Faculty Grant (Awarded \$5,000).

Vetter, A. and Zoch, M. (Principal Investigators). *Promoting equitable literacy education for*

*students from diverse cultural and linguistic backgrounds by supporting teachers through professional development* (January-May 2014). Coalition for Diverse Language Communities (Awarded \$3,000).

Faircloth, B., Myers, J. and Vetter, A. (Principal Investigators) *Examining common core standards through teacher research* (January – May 2013). USTEP Grant (Awarded \$15,000).

## TEACHING

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### COURSES TAUGHT

TED 465 Student Teaching Seminar  
 TED 535 Literacy in the Content Area  
 TED 551 Teaching Practices and Curriculum in English Education  
 TED 628 Identity Matters  
 TED 628 Gender and Education  
 TED 676 Teacher as Researcher and Leader I  
 TED 677 Teacher as Researcher and Leader II  
 TED 695 Youth Literacies  
 TED 730 Qualitative Research Design in Education

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### CURRENT ADVISEES

April Whitehurst (PhD), Audrey Smith (MED), Dominique McDaniel (PhD), Taylor Eidson (MED)

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### PHD DISSERTATION CHAIR

Brooke Langston-Demott, 2016, Teacher Education and Higher Education: University of North Carolina Greensboro, "Critical literacy in practice: A formative experiment using critical literacy to address issues of gender inequity with a fifth grade class"

Current position: Assistant professor of Elementary Literacy Education at the University of North Carolina Wilmington

Patrick Hales, 2016, Teacher Education and Higher Education: University of North Carolina Greensboro, "Using participatory action research to approach teacher professional development: An analysis of teacher talk in a writing professional learning community"

Current position: Assistant professor in the Department of Teaching, Learning, and Leadership at South Dakota State University

Mark Meacham, 2014, Teacher Education and Higher Education: University of North Carolina Greensboro, "Opening and entering critical spaces: Exploring how high school students and their English teacher navigate the critical literacy classroom"

Current position: Lead Instructional Coach of the North Carolina Teacher Support Program

Joy Myers, 2014, Teacher Education and Higher Education: University of North Carolina Greensboro, "Understanding teachers' inquiries and classroom literacy practices"

Current position: Assistant professor of Elementary Literacy Education at James Madison University.

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#### PHD COMMITTEE MEMBERSHIP

Ayesha Swinton, in progress, Teaching Education and Development, University of North Carolina Greensboro

Dominique McDaniel, in progress, Teaching Education and Development, University of North Carolina Greensboro

Amy Hewitt, in progress, in progress, Teaching Education and Development, University of North Carolina Greensboro

Tierney Foley, in progress, Teacher Education and Higher Education, University of North Carolina Greensboro

Christopher Kirkman, in progress, Teaching Education and Development, University of North Carolina Greensboro

April Whitehurst, in progress, Special Education Services, University of North Carolina Greensboro

Whitney Austin, in progress, Special Education Services, University of North Carolina Greensboro

Miguel Gomez, 2016, Teacher Education and Higher Education, University of North Carolina Greensboro

Claire Lambert, 2015, Teacher Education and Higher Education, University of North Carolina Greensboro

Stephanie Davis, 2015, Teacher Education and Higher Education, University of North Carolina Greensboro

Allison Ormond, 2014, Teacher Education and Higher Education, University of North Carolina Greensboro

Vickie Morefield, 2013, Teacher Education and Higher Education, University of North Carolina Greensboro

Toni Williams, 2013, Teacher Education and Higher Education, University of North Carolina Greensboro

Penny Mason, 2012, Teacher Education and Higher Education, University of North Carolina Greensboro

Melissa Marty, 2010, Health and Human Services, University of North Carolina Greensboro

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#### ADMINISTRATIVE AND COMMITTEE SERVICE

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##### CURRENT NATIONAL COMMITTEE MEMBERSHIPS

American Educational Research Association

Conference for English Education

Literacy Research Association

National Conference of Teachers of English

North Carolina English Teachers Association

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## PROFESSIONAL ORGANIZATION COMMITTEE MEMBERSHIPS AND OFFICES HELD (NATIONAL)

Conference on English Education Nominating Committee President (November 2016-2017)  
 Conference on English Education: Commission for Social Justice (2013-present)  
 Conference on English Education: Commission on Digital Literacies and Teacher Education (2015-present)  
 Literacy Research Association: Early Career Awards Committee (2010-2011)  
 Literacy Research Association: Discourse Analysis Study Group Co-Chair (2010-present)

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## PROFESSIONAL ORGANIZATIONS: OTHER ACTIVITIES

National Council of Teachers of English: Conference on English Education Online Mentoring Program mentor (2017-present)  
 Literacy Research Association: Doctoral Student Innovative Community Group Mentor (2016-present)

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## EDITORIAL AND REVIEW ACTIVITIES

### Editorial Review Board Member

*Journal of Adolescent and Adult Literacy* (2013-present)

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### Manuscript Reviewer

*Literacy Research: Theory, Method, and Practice* (2010-present)  
*Journal of Literacy Research* (2015-present)  
*Teaching and Teacher Education* (2015-present)  
*Language Arts* (2014-present)  
*English Education* (2013-present)  
*The High School Journal* (2015-present)  
*Urban Education* (2014-present)

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### Book Chapter/Manuscript Reviewing Activities

*Millennial Teachers: Learning to Teach* by Heidi L. Hallman; Routledge

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### Conference Proposal Reviewing Activities

Conference on English Education (2015-Present)  
 Literacy Research Association, Area 7. Social, Cultural, and Political Issues of Literacy Practices In and Out of School (2010 - Present)  
 National Council of Teaching of English (2013-Present)  
 National Youth-At-Risk Conference (2016-2017)

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### University Committee Membership

Chancellor's Advisory Committee for Equity, Diversity, and Inclusion (2011- 2013)  
 CACEDI LGBTQ Subcommittee (2011-2012)

Coalition for Diverse Language Communities (2011-present) (Chair 2015-2016)  
 GLT Subcommittee (2009-2010)  
 Cone Committee (Chair 2015-present) (2011-present)

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### **School of Education Committee Membership**

Promotion and Tenure Committee (2016-present)  
 Access and Equity Committee (Chair 2011-2013)  
 Research Assignment Committee (2009-2010)  
 Collaborator for Education Preparation Committee (2007-present)  
 English Education Committee (2007-present)  
 Secondary Teacher Education Program Committee (2007-present)  
 Library and Information Science Search Committee (2015)  
 Mentor for LIS Faculty April Dawkins (2017-present)

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### **Department Committee Membership**

Awards sub-committee (2013-present)  
 Self-study committee for equity and access (2016-present)  
 William E. Moran Distinguished Professor in Literacy Search Committee (2016)  
 Mentor for TEHE Faculty Jeanette Alarcon (2013-present)

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## **COMMUNITY ENGAGEMENT**

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Director of UNCG Young Writers' Camp (2012-present)  
 Co-director of Gate City Writes (2017-present)  
 Co-director of Triad Teacher Research Group (2008-present)  
 Co-organizer of Triad Teacher Researcher Conference (2010-present)  
 Co-organizer of Diversity Language and Culture Conference (2017-present)  
 Professional development: What is teacher research? (PTEC: Summer 2012)