

**Curriculum Vitae**  
**Amanda Haertling Thein, Ph.D.**  
*Associate Dean for Faculty and Academic Affairs*  
*Professor of Literacy, Culture, and Language Education*  
College of Education  
University of Iowa  
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### **Education**

- PhD, University of Minnesota: Curriculum & Instruction, English Education, 2005
- MA, University of Denver: Curriculum & Instruction, 1999
- BA, University of Colorado at Boulder: English, 1997
- BS, University of Colorado at Boulder: Journalism, 1997

### **Leadership Training**

- Harvard Institute for Higher Education Management Development Program (Summer 2019)
- University of Iowa Department Executive Officer Leadership Development Program (2017-2018)
- Big Ten Academic Alliance Academic Leadership Program Fellow (2014-2015)

### **Leadership Positions**

- Associate Dean for Faculty and Academic Affairs, University of Iowa (2016-Present)
- Program Coordinator, Language, Literacy, and Culture Doctoral Program, University of Iowa (2013-2016)
- Program Coordinator, English Education Program, University of Pittsburgh (2008-2011)

### **Academic Positions**

- Professor of Literacy, Culture, and Language Education, University of Iowa (2017-Present)
- Associate Professor of Language, Literacy, and Culture, University of Iowa (2011-2017)
- Assistant Professor of English Education, University of Pittsburgh (2005-2011)

### **Editorships**

- *English Teaching: Practice and Critique* (with Amanda Godley) (2016-Present)

### **Awards and Honors**

- President, Iowa Academy of Education (2020-2022)
- Iowa Academy of Education member (Inducted Fall 2017)
- University of Iowa Career Development Award (Spring 2017-deferred)
- University of Minnesota College of Education Rising Alumni Award (2016)
- Routledge Education Author of the Month (with Richard Beach and Allen Webb) (2016)
- University of Iowa Old Gold Fellowship Recipient (2012)
- University of Pittsburgh School of Education Faculty Award for Exemplary Teaching (2008)
- National Council of Teachers of English Promising Researcher Award (2007)

- University of Minnesota Graduate School Doctoral Dissertation Fellowship (2004)

### **Professional Development**

- Advancement Partnership and Campaign Readiness Workshop (sponsored by the University of Iowa Center for Advancement) (2021)
- DEI Training for Associate and Assistant Deans (sponsored by the University of Iowa Division of Diversity, Equity, and Inclusion) (2021)
- Faculty Search Committee Train-the-Trainer Workshops (sponsored by the University of Iowa Provost's Office) (2021)
- The Academic Department's Role in Advancing Diversity, Equity, and Inclusion (2019)
- Diversifying the Professoriate: Pathways, Processes, and Practical Strategies for a Changing Academy Workshop (sponsored by the ACM, BTAA, and the University of Iowa) (2016)

## **LEADERSHIP**

### **Associate Dean for Faculty and Academic Affairs, University of Iowa**

#### ***Graduate Student Support and Development***

- Oversee the College of Education's Office of Graduate Teaching Excellence (including supervision of the director)
- Oversee the College of Education's Writing Resource Center (including supervision of four graduate student GAs)
- Negotiate individual student issues with program faculty, department chairs, the Graduate College, General Counsel, the Office of the Ombudsperson, and Office of Equal Opportunity and Diversity
- Partner with Cisco Consulting to bring *The Grad Academy* – an annual day-long workshop on academic reading and writing, time management, and imposter phenomenon – to graduate students in the College of Education and the College of Engineering

#### ***Graduate Program Support and Development***

- Support the development and approval of new graduate programs and certificates, including:
  - PhD in Literacy, Culture, and Language Education (combined existing doctoral programs in Language, Literacy, and Culture; Social Studies Education; and Foreign Language/ESL Education)
  - EdD in Higher Education and PK-12 Administration
  - MS in STEM Education
  - MAT in Art Education
  - U2G (undergraduate to graduate program) in Elementary Education BA/Special Education MA
  - Graduate Certificate in Applied Behavioral Analysis
  - Graduate Certificate in K-12 Equity and Inclusion
  - Graduate Certificate in Institutional Research and Effectiveness
- Support the College of Education's initial and ongoing partnership with an external online program management provider; oversaw the implementation of programs within this partnership including:
  - MA in Teaching, Leadership, and Cultural Competency

- MS in STEM Education
- Supported faculty from six graduate programs in the College of Education and other colleges across the university in preparing for a successful Iowa Department of Education review of educator preparation programs
- Collaborated with faculty, the Graduate College, and outside consultants to facilitate a successful accreditation review of the School Psychology Program
- Met with representatives from accrediting bodies in Rehabilitation and Counselor Education (CACREP), Counseling Psychology (APA) and Couple and Family Therapy (COAMFTE) for program review meetings

### ***Undergraduate Program Support and Development***

- Convened and facilitated an interdepartmental committee that developed a new undergraduate major in Education Studies and Human Relations; generated support from colleges and universities across the state for the major; collaborated with the Associate Provost for Undergraduate Education on a successful Board of Regents approval of the major; facilitated the implementation, policy development process, and the onboarding and supervision of a director for the major
- Collaborated with the Associate Dean for Teacher Education and our constituents in the College of Liberal Arts and Science to develop and gain Board of Regents approval for seven new secondary education majors for students in the College of Education's Teacher Education Program

### ***Faculty Development and Oversight***

- Lead an annual faculty development series for new faculty in their first three years in the College of Education; includes six sessions per year on topics such as *Orientation; Promotion & Tenure; Writing Research, Teaching, & Service Statements; Working with Distressed Students; Revising, Resubmitting, and Dealing with Criticism; Working with Graduate Students; Developing a Grant-Funded Program of Research*
- Provide oversight for the promotion and tenure process
- Consult with department chairs and the dean on the annual merit review process and decisions on salary increases
- Negotiate individual faculty issues with department chairs, the Provost's Office, General Counsel, the Office of the Ombudsperson, and Office of Equal Opportunity and Diversity
- Chair committees for selection of College of Education Career Development Awards (sabbaticals), College of Education Teaching Awards, President and Provosts' Teaching Awards
- Nominate faculty for university awards and opportunities (e.g., Regents Awards for Faculty Excellence, Big 10 Academic Alliance Academic Leadership Fellowships)
- Chaired successful faculty searches in Math Education (2017-2018), Elementary Literacy Education (2018-2019), Social Studies Education (2019-2020), and Art Education (2020-2021)

### ***International Programs***

- Co-developed and co-chaired a task force on College of Education Global Initiatives

- Led a delegation from the College of Education that traveled to Kosovo to conduct a needs assessment related to teacher education; K-12 curriculum, instruction, and assessment; and higher education (2017)
- Co-planned and organized the 2019 University of Iowa Provost’s Global Forum, “Why Schools?: International Perspectives on Education and Social Transformation” (with Gavin Fulmer, David Bills, Lia Plakans, and Greg Hamot); served as a panelist on related World Canvass program and podcast
- Co-chaired the successful search for a new Vice Provost and Dean of International Programs (2019)

***Policy Development and Revision***

- Developed a College of Education Instructional Track Policy that provides long-term lecturers and adjunct faculty strengthened grievance rights, representation on Faculty Senate, a pathway to promotion, and more transparent expectations for workload; generated support from the Provost’s office and College of Education faculty (passed by majority faculty vote in May 2017)
- Revised College of Education policies to clarify faculty membership and voting rights; generated support for these revisions from the Provost’s office and from College of Education faculty (passed by majority faculty vote in May 2019)

***Diversity, Equity, and Inclusion***

- Collaborated with the dean and two faculty members to create an Anti-Racism Steering Committee and an Anti-Racism Collaborative in the College of Education with the goal of creating a sustainable, systemically-embedded process for anti-racist action in the college (2020)
- Serve as member of both the Anti-Racism Steering Committee and the Anti-Racism Collaborative (2020-present)
- Oversaw the development of a nine-part Anti-Racism Professional Educator Webinar Series (2020)
- Facilitated College of Education Baker Teacher Leader Center presentation and meetings with Dr. Amanda Godley, University of Pittsburgh on “Critical Language Pedagogy: Teaching about Dialect Variation, Identity, and Power” (2018)
- Facilitated College of Education Baker Teacher Leader Center presentation and meetings with Dr. Timothy Lensmire, University of Minnesota on “Rereading and Mobilizing White People for Antiracism” (2018)

***COVID-19 Response***

- Lead the College of Education’s Academic Experience Team for Fall 2020 “Return to Campus” planning

***Additional Responsibilities and Accomplishments***

- Oversee the Baker Teacher Leader Center, a comprehensive professional development center for pre-service and in-service teachers in Iowa (including supervision of co-directors)
- Serve as College of Education administrative sponsor for UI LEAD (Leadership Education, Assessment, and Development) staff leadership program

### **Program Coordinator for Language, Literacy, and Culture PhD Program, University of Iowa**

- Led monthly program meetings for six faculty members
- Oversaw progress of ~30 doctoral students
- Coordinated and assigned GA, TA, and RA duties for graduate students in the LLC program
- Coordinated teaching assignments and course schedules for all program faculty, TAs, and adjuncts
- Oversaw the admissions process
- Recruited prospective students
- Coordinated on-campus and virtual visits for prospective students

### **Program Coordinator for English Education, University of Pittsburgh**

- Led monthly program meetings for three faculty members, adjuncts, TAs, and student teaching supervisors
- Oversaw progress of ~50 PhD, MEd, MAT, and Professional Year students
- Coordinated and assigned TA duties for doctoral students in English Education
- Coordinated teaching assignments and course schedules for all program faculty, TAs, and adjuncts
- Oversaw student teaching placements and supervision
- Oversaw the admissions process

## **COMMITTEE AND BOARD MEMBERSHIP AND CHAIRING**

### **University of Iowa**

#### *University*

- Member, International Programs Advisory Council (2016-Present)
- Member, Council of Associate Deans for Faculty (2016-Present)
- Member, Council of Associate Dean for Graduate Programs (2016-Present)
- Co-Chair, UI Strategic Plan Student Success Development Team (2021-Present)
- Unit Leader for the College of Education, Diversity, Equity, and Inclusion (2021-Present)
- Member, Obermann Center for Advanced Studies Advisory Board (2020-Present)
- Member, Quill and Scroll International Society for High School Journalism Board (2020-Present)
- Co-Chair, Vice Provost and Dean of International Programs Search Committee (2019-2020)
- Member, Committee on Access and Use of Faculty Data (2016-2019)
- Member, International Programs Subcommittee on Developing a Global Ready Curriculum (2017-2018)
- Member, Academic Organizational Structure 2020 Phase II Committee (2017-2018)
- Member, Online and Distance Education Strategic Planning Committee (2017-2018)
- Member, Course Banking and Overload Teaching Guidelines Committee (2016-2018)
- Member, College of Education Dean Search Committee (2015-2016)
- Member, Obermann Center for Advanced Studies, Working Group on Social Justice Education (2015-2016)

### ***College of Education***

- Member, Executive Council (2016-Present)
- Member, Administrative Council (2014-Present)
- Chair, New Faculty Group (2016-Present)
- Team Lead, Return to Campus Fall 2020 Academic Experience Team (2020-Present)
- Member, Anti-Racism Steering Committee (2020-Present)
- Member, Anti-Racism Collaborative (2020-Present)
- COE Administrative Liaison, UI LEAD (Leadership Education, Assessment, and Development) (2017-Present)
- Chair, Career Development Award Selection Committee (2016-Present)
- Chair, English Education Search Committee (2021)
- Chair, Art Education Search Committee (2020-2021)
- Co-Chair, College of Education Global Education Initiatives Task Force (2019-2020)
- Chair, Social Studies Education Search Committee (2019-2020)
- Chair, Literacy Education Search Committee (2018-2019)
- Chair, Dean's Fellows Initiative (2017-2018)
- Co-Chair, Mathematics Education Search Committee (2017-2018)
- Member, Teacher Education Committee (2016-present)
- Member, Building Community Initiative Committee (2016-2019)
- Chair, Faculty Advisory Committee (2014-2016)
- Member, Teacher Education Conceptual Framework Committee (2015)
- Member, Iowa Reading Research Center Search Committee Member (2015)
- Co-Leader, Strategic Plan Implementation, Goal 3: New Frontiers (2013-2015)
- Member, Social Studies Faculty Search Committee (2014)
- Member, Career Development Award Committee (2013-2014)
- Member, Task Force on Clinical Faculty Usage (2013-2014)
- Member, Working at Iowa (WAI) Engagement Survey Action Committee (2012-2013)
- Member, Faculty Advisory Committee Member (2011-2014)

### ***Department***

- Language, Literacy and Culture Program & Admissions Committee (2011-present)
- English Education Program & Admissions Committee (2011-Present)
- Member, Merit Review Revision Committee (2014-2015)
- Member, Merit Review Committee (2014-2015)

### ***Other Services***

- Taught a class for the UI Speakers' Series at the Iowa Medical and Classification Center on *Why Reading Literature Matters* (2018)
- University of Iowa College of Education Martin Luther King, Jr. Research Symposium Judge (2012)

### **Committee Assignments (University of Pittsburgh)**

#### ***University***

- Member, Provost's Faculty Diversity Seminar Advisory Committee (2008 - 2011)

- Member, Senate Ad Hoc Committee on Gender Equity (2006 - 2011)

### ***School of Education***

- Member, Applied Developmental Psychology Faculty Search Committee (2010 - 2011)
- Member, Reading Faculty Search Committee (2006 - 2007)

### ***Department of Instruction & Learning***

- English Education Program Committee (2005 - 2011)
- Language, Literacy, & Culture Doctoral Program Committee (2005 - 2011)
- Teacher Education Program Committee (2008 – 2011)
- Doctoral Studies Committee (2008 - 2009)
- Bylaws Subcommittee Co-Chair (2007 - 2009)
- Elementary Education Advisory Committee (2006 - 2007)

## **RESEARCH**

### **Intellectual Contributions**

#### ***Books***

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

Beach, R., Thein, A. H., & Webb, A. (2016). *Teaching to exceed the English language arts Common Core Standards: A critical inquiry approach for 6-12 classrooms*, (2<sup>nd</sup> ed.). New York: Routledge.

Beach, R., Johnston, A., & Thein, A. H. (2015). *Identity-focused ELA teaching: A curriculum framework for diverse secondary classrooms*. New York, NY. Routledge.

Beach, R., Thein, A. H., & Webb, A. (2012). *Teaching to exceed the English language arts Common Core Standards: A literacy practices approach for 6-12 classrooms*. New York: Routledge.

Beach, R., Thein, A. H., & Parks, D. (2007). *High school students' social world: Negotiating identities and allegiances through responding to multicultural literature*. Mahwah, NJ: Lawrence Erlbaum Associates.

#### ***Journal Articles - Refereed***

<sup>1</sup>\*Sulzer, M., Thein, A.H., & Schmidt, R. (2018). What is adapted in youth adaptations? A Critical Comparative Content Analysis of military memoirs repacked as young adult literature. *Journal of Language & Literacy Education*, 14(1), 1-27.

Thein, A.H. & Schmidt, R.R. (2017). Challenging, rewarding emotion work: Critical witnessing in an afterschool book club. *Language Arts* 94(5), 313-325.

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<sup>1</sup> Indicates current or former graduate student

- \*Sulzer, M. & Thein, A.H. (2016). Reconsidering the hypothetical adolescent in evaluating and teaching young adult literature. *Journal of Adolescent & Adult Literacy*, 60(2), 163-171.
- Thein, A.H., \*Guise, M., & \*Sloan, D.L. (2015). Examining emotional rules in the English classroom: A Critical Discourse Analysis of one student's literary responses in two academic contexts. *Research in the Teaching of English*, 49(3), 200-223.
- Thein, A. H., & \*Sulzer, M. A. (2015). Illuminating discourses of youth through the study of first-person narration in young adult literature. *English Journal*, 104(3), 47-53.
- Thein, A.H., \*Sulzer, M. & Schmidt, R. (2013). Engaging students in democracy through adolescent literature: Lessons from two versions of Wes Moore's memoir. *English Journal*, 102(2), 52-59.
- Thein, A. H., & Beach, R. (2013). Critiquing and constructing canons in middle grades English language arts classrooms. *Voices from the Middle*, 21(1), 10-14
- Schmidt, R. R., Thein, A. H., & Whitmore, K. F. (2013). Reading and critiquing: An analysis of talk about strong books for girls. *Talking Points*, 24(2), 15-20.
- Thein, A. H. (2013). Language arts teachers' resistance to teaching LGBT literature and issues. *Language Arts*, 90(3), 169-180.
- Thein, A. H., & \*Sloan, D. L. (2012). Toward an ethical approach to perspective-taking and the teaching of multicultural texts: Getting beyond persuasion, politeness, and political correctness. *Changing English: Studies in Culture and Education*, 19(3), 313-324.
- Thein, A. H., \*Barbas, P., \*Carnevali, C., \*Fox, A., \*Mahoney, A., & \*Vensel, S. (2012). The affordances of design-based research and lesson-study: Reflections and insights from a study of multicultural literature instruction in the English language arts classroom. *English Teaching: Practice and Critique*, 11(2), 121-135.
- Thein, A. H., \*Guise, M., & \*Sloan, D. L. (2012). Exploring the significance of social class identity performance in the English classroom: A case study analysis of a literature circle discussion. *English Education*, 44(3), 215-253.
- Thein, A. H., \*Guise, M., & \*Sloan, D. L. (2011). Problematizing literature circles as forums for discussion of multicultural and political texts. *Journal of Adolescent & Adult Literacy*, 55(1), 15-24.
- Thein, A. H., \*Oldakowski, T., & \*Sloan, D. L. (2010). Using blogs to teach strategies for inquiry into the construction of lived and text worlds. *Journal of Media Literacy Education*, 2(1), 23-36.

- Thein, A. H. (2009). Identifying the history and logic of negative, ambivalent, and positive responses to literature: A case-study analysis of cultural models. *Journal of Literacy Research, 41*(2), 273-316.
- Thein, A. H., Beach, R., & Parks, D. (2007). Perspective-taking as transformative practice in teaching multicultural literature to White students. *English Journal, 97*(2), 54-60.
- Beach, R., Thein, A. H., & Parks, D. (2006). Fostering institutional critique and change in readers' stances through responding to multicultural literature. *The 55th annual yearbook of the National Reading Conference, 110-123.*
- Thein, A. H. (2005). A good daughter and an independent woman: Mapping one student's responses to literature through her negotiations of competing cultural models. *The 54th annual yearbook of the National Reading Conference, 376-391.*
- Berkenkotter, C., & Thein, A. H. (2005). Settings, speech genres, and the institutional organization of practices. *Folia Linguistica, 39*(1-2), 115-142.

#### ***Journal Articles – Invited***

- Watt, S.K., Mahatmya, D., Coghill-Behrends, W., Clay, D.L., Thein, A.H., Annicella, C. (2021). Being with anti-racism organizational change efforts: Using a process-oriented approach to facilitate transformation. *Journal of College Student Development, 62*(1), 130-133.

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

- \*Lechtenberg, K., Thein, A.H., & \*Rushek, K., (2020). Challenging hierarchies of reading and text selection in the *Revised Publishers' Criteria* for the Common Core State Standards. In B. Marshall, J. Manuel, J. Rowsell, and D. Pasternak (Eds.). *The Bloomsbury Handbook of Reading Perspectives and Practices*. New York: Bloomsbury.
- \*Lechtenberg, K., \*Spiering, J., Thein, A.H., & \*Amato, N. (2020). Troubling “girls on fire” in young adult literature about sexual assault: A critical examination of systemic violence and trauma in *Asking for It*. In S. Hentges & S. Connors (Eds.), *Teaching girls on fire: Creating consciousness, informing action* (pp.105-120). Jefferson, NC: McFarland.
- Thein, A.H., \*Sulzer, M., & Schmidt, R. (2019). Critical Comparative Content Analysis: Examining violence, politics, and culture in two versions of *I am Malala*. In R. Ginsberg & W. Glenn (Eds.), *Engaging critically with multicultural young adult literature in the secondary classroom* (pp. 153-161). New York: Routledge.
- Schmidt, R.R., & Thein, A.H. (2019). Strong girls read strong books: Developing reading self-efficacy and critical social awareness in an afterschool book club. In Pradarelli, S., & R. Tilley (Eds.), *As far as the eye can see: The promises and perils of research and scholarship in the 21st century* (pp.61-65). Iowa City, IA: University of Iowa Press.

- Thein, A.H. (2018). A critical emotional approach to canonical literature: Lessons from *Of Mice and Men*. In Macaluso, M., & K. Macaluso (Eds.), *Teaching the canon in 21<sup>st</sup> century classroom: Challenging genres* (pp. 167-180). Rotterdam, NL: Brill Publishers.
- Thein, A.H. (2017). Beyond the personal and individual: Reconsidering the role of emotion in literature learning. In Goodwyn, A., Durrant, C., Reid, L., & L. Scherff, (Eds.), *International perspectives on teaching literature: Global principles and practices* (pp. 55-67). New York: Routledge.
- Thein, A.H., Beach, R. & Johnston, A. (2017). Rethinking identity and adolescence in the teaching of literature: Implications for pre-service teacher education. In Hallman, H, (Ed.), *Innovations in English language Arts teacher education* (pp. 65-87). Castle Hill, Australia: Emerald Press.
- Thein, A. H., & \*Kedley, K. E. (2015). Out of the closet and all grown up: Problematizing normative narratives of coming-out and coming-of-age in young adult literature. In Carlson, D. L., & D. Linville, (Eds.), *Beyond borders: Queer eros and ethos (ethics) in LGBTQ young adult literature* (pp. 3-20). New York: Peter Lang.
- Thein, A. H., & \*Oldakowski, T. (2011). Developing a student-centered, discussion-based online course. In Clouser, S. & Clark, C. (Eds.), *Teaching with technology. (Volume II)*. Learning Technology Consortium Press.
- Thein, A. H., & Beach, R. (2010). Mentoring of doctoral students toward publication within scholarly communities of practice. In C. Aitchison, B. Kamler, & A. Lee (Eds.), *Publishing pedagogies for the doctorate and beyond* (pp. 117-136). New York: Routledge.
- Beach, R., & Thein, A. H. (2009). Being and becoming an English educator: Constructing identities in an English education doctoral program. In Allen Webb (Ed.), *The doctoral degree in English education* (pp. 31-56). Kennesaw, GA: Kennesaw University Press.
- Beach, R., Parks, D., Thein, A. H., & Lensmire, T. (2007). High school students' exploration of class differences in a multicultural literature class. In Van Galen, J., Johnston, W., & Noblit, G. (Eds.), *Late to class: Social class and schooling in the new economy* (pp. 141-166). Albany, New York: State University of New York Press.
- Beach, R., & Thein, A. H. (2006). Challenging standardization through local, place-based critical inquiry. In Sawyer, W., & Doecke, B. (Eds.), *'Only connect': English teaching, schooling, and community* (pp. 263-280). Kent Town, South Australia: Wakefield Press.

### ***Book Reviews (Invited)***

- Thein, A.H. (2016). [Review of the book, *Entering the conversation: Practicing literacy in the disciplines*, by P.L. Stock, T. Schillinger, & A. Stock.] *Teachers College Record*.

### ***Editorials***

Moni, K., Thein, A. H., & Brindley, S. (2014). English curriculum in the current moment: Tensions between policy and professionalism [Editorial]. *English Teaching: Practice & Critique*, 13(1), 1-7.

Thein, A.H. (2006). English (literature) and gender: Engaging with boundaries [Editorial]. *English Teaching: Practice & Critique*, 5(3), 3-6.

### ***Annotated Bibliographies (Invited)***

Frederick, A., Crampton, A., Ortmann, L., Allen, K., Baker, J., Beach, R., Cole, M., David, S., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., Martin-Kerr, K., Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., **Thein, A.H.** (2020). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 54(3), AB1-AB44. Urbana, IL: National Council of Teachers of English.

Frederick, A., Crampton, A., David, S., Allen, K., Baker, J., Beach, R., Cole, M., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., Martin-Kerr, K., Ortmann, L., Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., **Thein, A.H.** (2019). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 53(3), AB1-AB43. Urbana, IL: National Council of Teachers of English.

Tierney, J.D., Mason, A.M., Frederick, A., Allen, K., Baker, J., Beach, R., Case, A., Cole, M., Crampton, A., David, S., Doerr-Stevens, C., Fogarty, E., Isaacson, K., Israelson, M., Ittner, A., Joubert, E., Liang, L.A., Martin-Kerr, K.G., Madson, M., Ortmann, L., Peterson, D., Rummel, A., Struck, M., Stutelberg, E., Sulzer, M., **Thein, A.H.** (2018). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 52(3), AB1-AB45.

Tierney, J.D., Mason, A., Frederick, A., Allen, K., Beach, R., Crampton, A., Cushing-Leubner, J., Helman, L., Isaacson, K., Israelson, M., Ittner, A., Janssen, T., Jones, H., Joubert, E., Liang, L., Madson, M., Martin-Kerr, K., Nielson-Winkelman, T., Ortmann, L., Peterson, D., Rosheim, K., Rombalski, A., Rummel, A., Struck, M., Sulzer, M., & **Thein, A.H.** (2016). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 51(2), AB1-AB55.

Tierney, J.D., Mason, A M., Frederick, A., Allen, K. Beach, R., Bear, D., Bigelow, M., Colebrooke, T., Cushing-Leubner, J., Helman, L., Isaacson, K., Israelson, M., Ittner, A., Janssen, T., Jones, H., Liang, L., Lozenski, B., Madson, M., Nielsen-Winkelman, T., Peterson, D., Rombalski, A., Smith, C., Struck, M., Sulzer, M., & **Thein, A.H.** (2015). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 50(2), AB1-AB49.

Helman, L., Allen, K., Beach, R., Bear, D., Bigelow, M., Brendler, B., Cushing-Leubner, J., Dillon, D., Frederick, A., Isaacson, K., Ittner, A., Janssen, T., Liang, L., Madson, M.,

Mason, A., Ngo, B., O'Brien, D., Peterson, D., Rietdijk, S., Rogers, C., Rummel, A., Scharber, C., Smith, C., Stornaiuolo, A., & **Thein, A.H.** (2014). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 49(2), AB1-AB63.

Helman, L., Braaksma, M., Bigelow, M., Brendler, B., Dillon, D., Frederick, A., Gabrielli, M., Janssen, T., Kapoor, R., Liang, L., Ngo, B., O'Brien, D., Rambow, A., Scharber, C., Sethi, J., Stornaiuolo, A., & **Thein, A.H.** (2013). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 48(2), AB1-AB60.

Beach, R., Bigelow, M., Braaksma, B., Brendler, B., Coffino, K., Dillon, D., Frederick, A., Gabrielli, M., **Thein, A.H.**, Helman, L., Janssen, T., Kapoor, Liang, L., Ngo, B., O'Brien, D., Rambow, A., Scharber, C., Sethi, J., & Stornaiuolo, A. (2012). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 47(2), AB1-AB101.

### ***White Papers***

Schmidt, R.R. & Thein, A.H. (2016). Strong girls read strong books: Developing reading and response practices in an afterschool book club. Iowa City, IA: Iowa Reading Research Center.

### ***Works in Progress***

Lechtenberg, K., Thein, A.H., \*Amato, N., & \*Priske, K. (in preparation). Disrupting assumptions about youth readers: Constructing and exploring personas in a young adult literature course.

Sulzer, M., Thein, A.H., \*Priske, K., & \*Amato, N. (in preparation). Mapping the terrain: A content analysis of 10 years of scholarship on reading, teaching, and analyzing young adult literature.

Thein, A.H., \*Lechtenberg, K., & \*Spiering, J. (in preparation). White teacher identities and pedagogical decision making: Teacher educators leaning into moments of racial tension in their young adult literature courses.

Thein, A.H. & \*Spiering, J. (in preparation). (De)mobilizing emotion about race in multicultural literature pedagogy.

## **Presentations**

### ***Invited Presentations***

Thein, A.H. (*Invited Speaker*) "Implementing" the CCSS: Five teachers, two school, and one plan. Michigan State University Literacy Colloquy, East Lansing, MI. (January 2014).

Beach, R. & Thein, A.H. (*Keynote Session*) *Teaching to exceed the English language arts Common Core State Standards*. Keynote session presented at the 2013 Convention of the Minnesota Council of Teachers of English, Minneapolis, MN. (April 2013).

Thein, A. H., (*Area Chair's Invited Session*) *Directions for research into the place of the local in the Common Core State Standards*. Panel presented at the 61st Annual Meeting of the Literacy Research Association, Jacksonville, FL. (December 2011).

Thein, A. H., (*Promising Researcher Award Invited Session*) *"She's not a prostitute!": Re-reading working-class girls' responses to literature through an examination of interpretive practices*. Paper presented at the 97th Annual Convention of the National Council of Teachers of English, New York, NY. (November 2007).

### ***Refereed Presentations***

\*Sulzer, M., Thein, A.H., \*Priske, K., & \*Amato, N. *Mapping the terrain: A content analysis of 10 Years of scholarship on reading, teaching, and analyzing young adult literature*. Paper accepted at the 109<sup>th</sup> Annual Convention of the National Council of Teachers of English, Denver, CO. (November 2020 – Canceled due to COVID-19)

\*Lechtenberg, K., Thein, A.H., \*Amato, N., & \*Priske, K. *Disrupting assumptions about youth readers: Constructing and exploring personas in a young adult literature course*. Paper accepted for the 2020 Annual Meeting of the American Educational Researchers Association, San Francisco, CA. (April 2020 – Canceled due to COVID-19).

\*Lechtenberg, K., Thein, A.H., \*Amato, N., & \*Priske, K. *Imagining future students: Using personas to disrupt assumptions about youth readers*. Paper presented at the 69th Annual Meeting of the Literacy Research Association, Tampa, FL. (December 2019).

Thein, A.H., \*Lechtenberg, K., & \*Amato, N. *Sexual violence and despair: Why ambivalence and despondence matter in "Asking for It."* Roundtable presented at the 108<sup>th</sup> Annual Convention of the National Council of Teachers of English, Baltimore, MD. (November 2019).

Thein, A.H., \*Rushek, K., & \*Amato, N. *Perspective-taking as activism in English education: Saving the world through small changes that matter*. Paper presented at the 2019 Conference of English Language Arts Teacher Educators, Fayetteville, AK (July, 2019).

Thein, A.H., \*Lechtenberg, K., & \*Spiering, J. *White teacher identities and pedagogical decision making: Teacher educators leaning into moments of racial tension in their young adult literature courses*. Paper presented at the 2019 Annual Meeting of the American Educational Researchers Association, Washington, DC. (April 2019).

Thein, A.H., \*Spiering, J., & \*Lechtenberg, K. *Leaning into racial tension: Cultivating emotion and discomfort in English education*. Paper presented at the 68th Annual Meeting of the Literacy Research Association, Palm Springs, CA. (December 2018).

Thein, A.H. *Developing and exploring critical emotional literacy through "Of Mice and Men."* Paper presented at the 107<sup>th</sup> Annual Convention of the National Council of Teachers of English, Dallas, TX. (November 2018).

- \*Sulzer, M., Thein, A.H., & Schmidt, R. *What is adapted in youth adaptations? A critical comparative content analysis of military memoirs repackaged as young adult literature.* Paper presented at the 67th Annual Meeting of the Literacy Research Association, Tampa, FL. (December 2017).
- Thein, A.H., & \*Spiering, J. *Rethinking race in multicultural literature pedagogy: An analysis of discursive and embodied mobilization of emotion in moments of racial tension.* Paper presented at the 106<sup>th</sup> Annual Convention of the National Council of Teachers of English, St. Louis, MO. (November 2017).
- \*Sulzer, M., & Thein, A.H. *The role of English educators in fostering critical approaches to reading, defining, and approaching YAL.* Paper presented at the 2017 Conference on English Education Summer Conference, Columbus, OH (June, 2017).
- Thein, A.H. & \*Spiering, J. *(De)mobilizing emotion about race in multicultural literature pedagogy.* Paper presented at the 66th Annual Meeting of the Literacy Research Association, Nashville, TN. (December, 2016).
- \*Sulzer, M. & Thein, A.H. *Reading texts, Reading adolescence/ts: An analysis of pre-service teachers' evaluations of young adult literature.* Paper presented at the 105<sup>th</sup> Annual Convention of the National Council of Teachers of English, Atlanta, GA. (November 2016).
- Thein, A.H. & \*Kedley, K. *Problematizing normative narratives of coming-out and coming-of-age in young adult literature: An analysis of Saenz's "Aristotle and Dante."* Paper presented at the 2016 Annual Meeting of the American Educational Researchers Association, Washington, DC. (April 2016).
- Thein, A.H. & \*Kedley, K. *Out of the closet and all grown up: Problematizing normative narratives of coming-out and coming-of-age in young adult literature.* Paper presented at the 65th Annual Meeting of the Literacy Research Association, Carlsbad, CA. (December 2015).
- Thein, A.H. & \*Boylan, J. *Challenging Beliefs about the Working Poor through an Interactive Approach to Non-Fiction.* Paper presented at the 104th Annual Convention of the National Council of Teachers of English, Minneapolis, MN (November 2015).
- Caughlan, S., Thein, A.H., & \*Sulzer, M. *The Common Core State Standards and the promise of teacher professionalism: What happens?* Paper presented at the 64th Annual Meeting of the Literacy Research Association, Marco Island, FL. (December 2014).
- \*Sulzer, M. & Thein, A.H. *Dominant views of youth as deterrents to dialogic literature instruction: An analysis of preservice ELA teachers' strategies for evaluating complex young adult literature.* Paper presented at the 64th Annual Meeting of the Literacy Research Association, Marco Island, FL. (December 2014).

- Thein, A.H., \*Sulzer, M., & Schmidt, R.R. *Analysis of masculinity and meritocracy in adult and YA versions of military memoirs*. Paper presented at the 103<sup>rd</sup> Annual Convention of the National Council of Teachers of English, Washington, DC. (November 2014)
- Thein, A.H. & \*Sulzer, M. *Mediators, family members, and culture brokers: The role of teacher identity in the teaching of multicultural literature in rapidly changing rural contexts*. Paper presented at the 2014 Annual Meeting of the American Educational Researchers Association, Philadelphia, PA. (April 2014).
- \*Sulzer, M., Thein, A.H. & Schmidt, R. R. *Myths of adolescence, masculinity, and the journey toward manhood: A critical content analysis of military memoirs marketed for young adult boys*. Paper presented at the 2014 Annual Meeting of the American Educational Researchers Association, Philadelphia, PA. (April 2014).
- Thein, A.H. *Making sense of young girls' lived world connections to strong girl characters*. Paper presented at the 63<sup>rd</sup> Annual Meeting of the Literacy Research Association, Dallas, TX. (December 2013).
- \*Sulzer, M., Thein, A.H. & Haynes-Moore, S. *Pre-service teachers respond to culturally diverse young adult literature: Transformations and limitations*. Paper presented at the 63<sup>rd</sup> Annual Meeting of the Literacy Research Association, Dallas, TX. (December 2013).
- Thein, A.H., \*Sulzer, M., & Schmidt, R.R. *Yet another Wes Moore: An analysis of young adult and adult versions of Wes Moore's memoir*. Paper presented at the 102<sup>nd</sup> Annual Convention of the National Council of Teachers of English, Boston, MA. (November 2013).
- Thein, A.H., \*Guise, M., & \*Sloan, D.L. *Identity positioning in response to literature: A case study of one high school student's participation in literary discussions across three academic contexts*. Paper presented at the 2013 Annual Meeting of the American Educational Researchers Association, San Francisco, CA. (April 2013).
- Thein, A.H., \*Guise, M., & \*Sloan, D.L. *Shifting and persisting identities: A case-study analysis of one high school student's mobilization of emotion across three sites of textual engagement*. Paper presented at the 62<sup>nd</sup> Annual Meeting of the Literacy Research Association, San Diego, CA (December 2012).
- Schmidt, R., Thein, A.H., & Whitmore, K. *Strong girls read strong books: The Jennifer project*. Panel presented at the 62<sup>nd</sup> Annual Meeting of the Literacy Research Association, San Diego, CA (December 2012).
- Borsheim-Black, C., Juzwik, M. & Thein, A.H. *Am I doing more harm than good? An ethical approach to multicultural literary study*. Panel presented at the 101<sup>st</sup> Annual Convention of the National Council of Teachers of English, Las Vegas, NV. (November 2012).

- Thein, A. H., *Troubling transformative multicultural literature pedagogy: Four teachers' efforts toward moving students beyond the rhetoric of change*. Paper presented at the 2012 Annual Meeting of the American Educational Researchers Association, Vancouver, British Columbia, Canada. (April 2012).
- Thein, A. H., *"I would if I could": A discursive analysis of literacy teachers' resistance to teaching LGBT literature and issues in K-12 classrooms*. Paper presented at the 61st Annual Meeting of the Literacy Research Association, Jacksonville, FL. (December 2011).
- Thein, A.H., *Youth and teachers on the margins: Institutional literacy and language practices at odds with our perceptions*. Discussant for paper symposium at the 61st Annual Meeting of the Literacy Research Association, Jacksonville, FL. (December 2011).
- Thein, A. H., *Avoiding the pitfalls of political correctness, politeness, and persuasion: An authentic approach to perspective-taking in discussions of multicultural literature*. Paper presented at the 100th Annual Convention of the National Council of Teachers of English, Chicago, IL. (November 2011).
- Thein, A. H., \*Oldakowski, T., & \*Sloan, D. L., *Using blogs to teach the tools of progressive literature pedagogy*. Paper presented at the 60th Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), Fort Worth, TX. (December 2010).
- Thein, A. H., *Exploring the effectiveness of online, asynchronous discussion for teaching multicultural literature instruction*. Paper presented at the 2010 Annual Meeting of the American Educational Researchers Association, Denver, CO. (May 2010).
- \*Sloan, D. L., Thein, A. H., & \*Guise, M., *Students' negotiations of social class in Dorothy Allison's "Bastard out of Carolina"*. Paper presented at the Working Class Studies Association 2009 Conference, Pittsburgh, PA. (June 2009).
- Thein, A. H., \*Guise, M., & \*Sloan, D. L., *Reading across texts and contexts: A case study of one high school student's shifting identity positionings in literacy discussions across three academic contexts*. Paper presented at the 2009 Midwinter Conference of the National Council of Teachers of English Assembly for Research, Los Angeles, CA. (February 2009).
- Thein, A. H., \*Guise, M., & \*Sloan, D. L., *"What they actually mean by white trash": The significance of social class in literary response and instruction*. Paper presented at the 58th Annual Meeting of the National Reading Conference, Orlando, FL. (December 2008).

- Thein, A. H., \*Guise, M., & \*Sloan, D. L., *Reading and response a class-specific literacy practices*. Roundtable presented at the 2008 Annual Meeting of the American Educational Researchers Association, New York, NY. (March 2008).
- Thein, A. H., \*Guise, M., & \*Sloan, D. L., *Examining social class-specific interpretive practices in students' responses to literature across texts and contexts*. Paper presented at the 57th Annual Meeting of the National Reading Conference, Austin, TX. (December 2007).
- Thein, A. H., *Mapping social class through high school students' reading practices and responses to classroom literature*. Paper presented at the 97th Annual Convention of the National Council of Teachers of English, New York, NY. (November 2007).
- Parks, D., & Thein, A. H., *Understanding multicultural literature as a location for the evocation of embodied discourses of race, class, and gender*. Paper presented at the 2007 Midwinter Conference of the National Council of Teachers of English Assembly for Research, Nashville, TN. (February 2007).
- Thein, A. H., *Improvising responses to literature through competing local identities*. Paper presented at the 56th Annual Meeting of the National Reading Conference, Los Angeles, CA. (December 2006).
- Thein, A. H., *Uncovering contradictory cultural models for literature learning in two urban classrooms*. Paper presented at the 56th Annual Meeting of the National Reading Conference, Los Angeles, CA. (December 2006).
- Thein, A. H., *Working-class girls improvising "flexible" interpretive practices in negotiating lived and text worlds*. Paper presented at the 96th Annual Convention of the National Council of Teachers of English, Nashville, TN. (November 2006).
- Thein, A. H., *Working-class girls constructing flexible interpretive stances toward social and culture worlds in life and literature*. Paper presented at the 2006 Annual Meeting of the American Educational Researchers Association, San Francisco, CA. (May 2006).
- Godley, A., Trainor, J., & Thein, A. H., *Re-theorizing the local: How students' racial identities affect their literacy experiences*. Paper presented at the 2006 Midwinter Conference of the National Council of Teachers of English Assembly for Research, Chicago, IL. (February 2006).
- Thein, A. H., *Impacts of social negotiations on girls' willingness to engage in institutional critique related to multicultural literature*. Paper presented at the 55th Annual Meeting of the National Reading Conference, Miami, FL. (December 2005).
- Thein, A. H., *Finding common ground in the classroom: Girls co-constructing safe classroom spaces for response and resistance to diverse literature*. Paper presented at the

95th Annual Convention of the National Council of Teachers of English, Pittsburgh, PA. (November 2005).

Thein, A. H., *Discourses of femininity? A socio-cultural analysis of girls' reading and response practices in classroom, focus-group, and interview settings*. Paper presented at the 54th Annual Meeting of the National Reading Conference, San Antonio, TX. (December 2004).

Beach, R., & Thein, A. H., *High school students' identity construction in responding to literature as mediated by discourses of race, class, and gender*. Paper presented at the May 2004 Critical Discourse Analysis Conference, Bloomington, IN. (May 2004).

Beach, R., Parks, D., Thein, A. H., & Lensmire, T., *Working class high school students' discussions of Affirmative Action related to responses to multicultural literature*. Paper presented at the 2004 Annual Meeting of the American Educational Researchers Association, San Diego, CA. (April 2004).

Beach, R., & Thein, A. H., *The teacher's role in mediating discourses of race and class in a multicultural literature class*. Paper presented at the 53rd Annual Meeting of the National Reading Conference, Scottsdale, AZ. (December 2003).

Thein, A. H., *The influences of school and community on students' identities and literary responses*. Paper presented at the 93rd Annual Convention of the National Council of Teachers of English, San Francisco, CA. (November 2003).

Beach, R., Thein, A. H., Parks, D., & Lensmire, T., *High school students' responses to alternative value stances associated with the study of multicultural literature*. Paper presented at the 2003 Annual Meeting of the American Educational Researchers Association, Chicago, IL. (April 2003).

Thein, A. H., Beach, R., & Parks, D., *High school students' responses to multicultural literature*. Paper presented at the 2003 Midwinter Conference of the National Council of Teachers of English Assembly for Research, Minneapolis, MN. (February 2003).

### **Contracts, Grants and Sponsored Research**

Thein, Amanda H (Principal Investigator), "Advancing Literacy through Effective Engagement with Multicultural Literature in the Rural Midwest's Rapidly Changing Landscapes" Sponsored by the Roy J. Carver Charitable Trust, \$197,436.00 (August 2012 – August 2016).

Schmidt, Renita R. & Thein, Amanda H. (Co-Principal Investigators), "Strong Girls Read Strong Books," Sponsored by the Iowa Women's Foundation, \$5,000.00 (January 1, 2015- December 31, 2015).

Schmidt, Renita & Thein, Amanda H (Co-Principal Investigators), "Strong Girls Read Strong Books," Sponsored by the Iowa Women's Foundation, \$4,000.00 (January 2013-December 2014).

Schmidt, Renita & Thein, Amanda H (Co-Principal Investigators), "Strong Girls Read Strong Books," Sponsored by the Dollar General Literacy Grant, \$2,000.00 (September 2013-September 2014).

Thein, Amanda H (Principal Investigator). "Examining student responses to literature across time in an afterschool book club" Sponsored by College of Education Faculty Research Grant, College of Education, University of Iowa, \$1,000.00. (2013-2014).

Thein, Amanda H (Principal Investigator), "Examining literary response activities in an afterschool book club" Sponsored by College of Education Faculty Research Grant, College of Education, University of Iowa, \$1,000.00. (Spring 2013).

Schmidt, Renita, & Thein, Amanda H (Co-Principal Investigators), "Strong Girls Read Strong Books," Sponsored by the Dollar General Literacy Grant, \$2,000.00 (September 2012-September 2013).

Thein, Amanda H (Principal Investigator), "Understanding Teachers' Stances on High Quality Books for Girls," Sponsored by Dean's Research Grant, College of Education, University of Iowa, \$1,000.00. (Spring 2012).

Schmidt, Renita & Thein, Amanda H (Co-Principal Investigators), "Strong Girls Read Strong Books," Sponsored by the Iowa Women's Foundation, \$5,000.00 (January 2012-December 2013).

Thein, Amanda H (Principal Investigator). "Developing Instructional Strategies for a Transformative Multicultural Literature Pedagogy," Sponsored by University of Pittsburgh Central Research Development Fund, \$13,251.00. (June 2010 - June 2011).

Thein, Amanda H (Principal Investigator), \*Guise, Megan, & \*Sloan, DeAnn Long, "Examining social-class specific interpretive practices in students' responses to literature across texts and contexts," Sponsored by National Council of Teachers of English, \$12,400.00. (August 2007 - August 2009).

Thein, Amanda H (Principal Investigator), \*Guise, Megan, & \*Sloan, DeAnn Long, "Examining social-class specific interpretive practices in students' responses to literature across texts and contexts," Sponsored by University of Pittsburgh School of Education Faculty Research Fund, \$2,968.80. (April 2007 - April 2008).

## TEACHING

### Courses Taught: University of Iowa

- PhD Seminar Language, Literacy and Culture: *Affect & Emotion in Teaching, Schooling, and Literacy*

- PhD Seminar Language, Literacy and Culture: *Critical Youth Studies*
- PhD Seminar Language, Literacy and Culture: *Representation and Identity*
- PhD Seminar Language, Literacy and Culture: *Research on Reader Response*
- MA Seminar English Education
- Schooling in the United States
- Language & Learning
- Reading & Teaching Adolescent Literature

**Courses Taught: University of Pittsburgh**

- PhD Seminar *Critical Readings in Language, Literacy & Culture*
- PhD Seminar *Readers, Texts & Authorial Intention*
- PhD Seminar *Research in Reader Response*
- MA Seminar *Theory & Practice: Multicultural Literature*
- MA Seminar *Theory & Practice: Teaching Writing*
- MAT Seminar *Disciplined Inquiry*
- MAT Methods Teaching Literature and Media
- MAT Research Seminar

**Current Advisees**

- Nicole Amato (PhD)
- Chadwick Crawford (MAT)
- Will Kapp (MA)
- Lee Kibbie (PhD)
- Tasha Lindo (PhD)
- Jose Miranda (PhD)
- Katie Priske (PhD)
- Kelli Rushek (PhD)
- Jill Ten Eyck (MA)

**PhD Thesis Chairing**

Kelli Rushek, 2021 (anticipated), Language, Literacy, and Culture: University of Iowa  
 “Early career English language arts teachers’ stances toward and instruction about racial inequity”

University of Iowa Ballard and Seashore Dissertation Fellowship Recipient (2020)

Current/initial position: Visiting Assistant Professor of English Education, Miami University of Ohio

EunJung Kim, 2021, Social Studies Education, University of Iowa

“Mapping South Korean social studies teachers’ conceptualizations of multiculturalism, ethnic nationalism and Korean identity in the emerging multicultural society”

Current/initial position: Assistant Professor of Education, Carolina University

Kate Lechtenberg, 2020, Language, Literacy, and Culture: University of Iowa

“Human frames for controversy: How teacher identities inform secondary teachers’ pedagogical choices for text selection, instructional framing, and discussion facilitation about sociopolitical issues”

University of Iowa Ballard and Seashore Dissertation Fellowship Recipient (2019)

Current/initial position: Adjunct Lecturer, University of Iowa and English Language Arts Teacher, Merrill Middle School, Des Moines Public Schools

Jeannette Gabriel, 2019, Social Studies Education: University of Iowa

“Secondary history teachers use of images to teach racial history”

Current/initial position: Director, Schwalb Center for Israel and Jewish Studies, University of Nebraska, Omaha

Carrie Aldrich, 2018, Language, Literacy, and Culture: University of Iowa

“Working together: Three qualitative approaches to research on peer writing support among doctoral students”

University of Iowa Ballard and Seashore Dissertation Fellowship Recipient (2018)

Current/initial position: Assistant Professor of Writing, University of Alaska Anchorage

Jenna Spiering, 2018, Language, Literacy, and Culture: University of Iowa

“Discourses of adolescence in diverse high school students’ interpretations and responses to literature”

University of Iowa Ballard and Seashore Dissertation Fellowship Recipient (2017)

Current/initial position: Assistant Professor of School Library and Information Science, University of South Carolina

Kate Kedley, 2017, Language, Literacy, and Culture: University of Iowa

“Dynamics of contemporary education in Honduras: Public school teachers and U.S. expatriate teachers”

T. Anne Cleary International Dissertation Research Fellowship Recipient (Spring 2015)

Fulbright U.S. Student Program Alternative (2014)

Current/initial position: Assistant Professor of Literacy Education, Rowan University, New Jersey

Mark Sulzer, 2015, Language, Literacy, and Culture: University of Iowa

“Exploring dialogic teaching: A phenomenological study with middle and secondary English language arts teachers”

University of Iowa Ballard and Seashore Dissertation Fellowship Recipient (2014-2015)

Current/initial position: Assistant Professor of English Education, University of Cincinnati, Ohio

Susanna Benko, 2012, Language, Literacy & Culture: University of Pittsburgh

“Managing complexity: A study of preservice teachers’ understandings and enactments of cognitively challenging writing tasks”

University of Pittsburgh’s School of Education Outstanding Dissertation Award Recipient (2012)

Current/initial position: Associate/Assistant Professor of English Education, Ball State University, Indiana

Timothy J. Oldakowski, 2011, English Education: University of Pittsburgh  
"Multimodal instruction as a means to scaffold literary interpretation in a secondary language arts classroom"

Current/initial: Associate/Assistant Professor of English Education, Slippery Rock University, Pennsylvania

James Chisholm, 2010, English Education: University of Pittsburgh  
"Leveraging adolescents' multimodal literacies to promote dialogic discussions of literature in one secondary English classroom"

Current position: Associate Professor of English Education, University of Louisville, Kentucky

Initial position: Assistant Professor of English Education, Morehead State University, Kentucky

Melissa Awenowicz, 2009, English Education: University of Pittsburgh  
"The influence of beliefs and cultural models on teacher candidates' professional identities and practices"

Current position: Chair, Department of Teacher Education, Newberry College, South Carolina

Initial position: Assistant Professor of English Education, Ohio Wesleyan University

Megan Guise, 2009, English Education: University of Pittsburgh  
"How three English Language Arts teachers negotiate their beliefs and instructional practices in three educational contexts"

Current/initial position: Associate/Assistant Professor of English Education, California Polytechnic University, San Luis Obispo

### **PhD Thesis Membership**

- Raquel Wood, (anticipated 2022), Language, Literacy, and Culture: University of Iowa
- Julie Seier, 2020, Educational Psychology: University of Iowa
- Stacy Peterson, 2020, Language, Literacy, and Culture: University of Iowa
- Alyssa Zwicker Choate, 2020, Counseling Psychology: University of Iowa
- Claudia Potratz, 2020, Language, Literacy, and Culture: University of Iowa
- Michael Young, 2020, Language, Literacy, and Culture: University of Iowa
- William Coghill-Behrends, 2019, Foreign Language/ESL Education: University of Iowa
- Eunjung Kim, 2019, Social Studies Education, University of Iowa
- Reuben Vyn, 2019, Foreign Language/ELSL Education: University of Iowa
- Laura Szech, 2019, Language, Literacy, and Culture: University of Iowa
- Steffany Maher, 2018, PhD, English, Western Michigan University
- Crissa Stephens, 2018, Foreign Language Education: University of Iowa
- Bill Pooch, 2017, Language, Literacy, and Culture: University of Iowa
- Michael Macaluso, 2016, Curriculum, Instruction, and Teacher Education, Michigan State University

- Heather Draxl, 2016, Language, Literacy, and Culture: University of Iowa
- Stacy Haynes-Moore, 2016, Language, Literacy, and Culture: University of Iowa
- Yu-Chi Wang, 2016, Foreign Language Education: University of Iowa
- Mariah Steele, 2015, Language, Literacy and Culture: University of Iowa
- Rossina Zamora Liu, 2015 Language, Literacy and Culture: University of Iowa
- Stephen Bishop McNutt, 2014, Language, Literacy, and Culture: University of Iowa
- Alex Hoobie Schott, 2012, Language, Literacy, and Culture: University of Iowa
- Valerie Nyberg, 2012 Language, Literacy, and Culture: University of Iowa
- Tabetha Bernstein-Danis, 2012, Language, Literacy & Culture: University of Pittsburgh
- Wendy Caszatt-Allen, 2012, Language, Literacy, and Culture: University of Iowa
- Alicia Angemeer, 2012, Social & Comparative Analysis in Education: University of Pittsburgh
- Emily Wender, 2012, English: University of Pittsburgh
- Margot Stafford, 2011, English: University of Pittsburgh
- Michelle Anderson, 2011, Social Studies Education: University of Pittsburgh
- Vivian Mihalakis, 2010, English Education: University of Pittsburgh
- Heather Hendry, 2009, Foreign Language Education: University of Pittsburgh
- Brian Carpenter, 2008, English Education: University of Pittsburgh

## **STATE AND NATIONAL SERVICE**

### **State Professional Memberships and Offices Held**

- Iowa Academy of Education: President (2020-2022)
- Iowa Academy of Education: Member (2016-present)

### **National Professional Memberships**

- American Academy for College of Teacher Education
- American Educational Researchers Association
- English Language Arts Teacher Educators
- International Reading Association
- Literacy Research Association
- National Council of Teachers of English

### **Professional Organization Committee Membership and Offices Held (National organizations)**

- Literacy Research Association: Nominating Committee (2020)
- Literacy Research Association: Co-Chair, Area 9: Text Analysis/Children's, Young Adult, and Adult Literature (2018-2020)
- English Language Arts Teacher Educators (formerly Conference on English Education) Executive Committee Recording Secretary (2019-2020)
- English Language Arts Teacher Educators, Chair, Janet Emig Award for Best Article Published in *English Education* (2020)
- English Language Arts Teacher Educators Geneva Smitherman Cultural Diversity Grant Selection Committee (2018-2020)
- Conference on English Education: Executive Committee Member (November 2016-2020)

- Conference on English Education: Commission on Young Adult Literature (2015-present)
- American Educational Research Association: Division K Mid-Career Award Committee Member (2013–2014)
- Literacy Research Association: Student Outstanding Research Award Committee Member (2011 - 2014)
- National Council of Teachers of English: Assembly for Research, Executive Committee Member (2007-present)
- National Council of Teachers of English: Assembly for Research (2010)
  - Co-Chair and Midwinter Conference Host
- National Council of Teachers of English: Assembly for Research (2009)
  - Co-Associate Chair
- National Council of Teachers of English: Assembly for Research (2007 - 2009)
  - Co-editor of newsletter

### **Professional Organizations: Other Activities**

- National Council of Teachers of English: L. Raymond Veal Seminar mentor (seminar that matches beginning researchers with senior researchers to mentor beginning researchers in writing and publishing research) (2013)
- National Council of Teachers of English: Conference on English Education Online Mentoring Program mentor (2015-2016)

### **Editorial and Review Activities**

#### ***Guest Editorship***

- *English Teaching: Practice and Critique* (May 2014)
  - Guest co-editor (with Karen Moni, University of Queensland, and Sue Brindley, University of Cambridge), Issue on "English curriculum in the current moment: Tensions between policy and professionalism"
- *English Teaching: Practice and Critique* (December 2006)
  - Guest editor, Issue on "Literature and gender"
- *Research in the Teaching of English* (2013-2014)
  - Guest manuscript editor

#### ***Editorial Review Board Member***

- *English Teaching: Practice and Critique* (2006-2016)
- *Language Arts* (2015-present)
- *Journal of Children's Literature* (2016-present)
- *Journal of Literacy Research* (2006-2011)
- *Research in the Teaching of English* (2012-present)

#### ***Manuscript Reviewer***

- *American Education Research Journal*
- *ALAN Review*
- *English Education*
- *Equity & Excellence in Education*

- *Journal of Education for Students Placed at Risk*
- *Journal of Language, Identity, and Education*
- *Journal of Media Literacy Education*
- *Journal of Teacher Education*
- *Linguistics & Education*
- *The English Journal*
- *Voices from the Middle*

***Book Chapter/Manuscript Reviewing Activities***

- *Handbook of Research on Children's and Young Adult Literature*
- Christopher Gordon Publishers
- National Council of Teachers of English
- Routledge/Taylor & Francis Group
- Sage Publications
- State University of New York Press
- Teachers College Press

***Conference Proposal Reviewing Activities***

- American Educational Researchers Association (AERA), Division C: Learning and Instruction; Literature Special Interest Group (2006 - Present)
- English Language Arts Teacher Educators (2017-Present)
- Literacy Research Association, Area 9: Text Analysis - Children's, Young Adult, and Adult Literature (2005 - Present)
- National Council of Teaching of English, General Strand, Rainbow Strand, National Writing Project Strand (2017-Present)

***Promotion and Tenure Reviews***

**2020**

- Michigan State University
- University of Nevada, Las Vegas
- University of New Mexico
- Rowan University

**2019**

- Auburn University
- College of William and Mary
- University at Albany
- University of Colorado at Boulder
- University of South Florida

**2018**

- Augustana University, GA
- Arizona State University
- University of Delaware

- University of Kentucky
- University of Missouri
- Westfield State University, MA

**2017**

- Georgia State University
- University of Kentucky

**2016**

- Indiana University–Purdue University Indianapolis

**2015**

- East Carolina University
- Hunter College, NY
- Westfield State University, MA

**2014**

- University of Pennsylvania, Harrisburg