

Curriculum Vitae**JAMES S. CHISHOLM**

Associate Professor, English Education
 Department of Elementary, Middle, and Secondary Teacher Education
 College of Education and Human Development
 University of Louisville
 Louisville, KY 40292
 (502) 852-0791
james.chisholm@louisville.edu
[Google Scholar Profile](#)

EDUCATION

Ph.D. University of Pittsburgh English Education	2010
M.A. University of Chicago Germanic Studies	2002
B.A. University of Notre Dame (<i>summa cum laude</i>) Psychology, German	2001

ACADEMIC APPOINTMENTS

Associate Professor (with tenure) Interim Assistant Department Chair Co-Coordinator, Advanced Programs University of Louisville Department of Elementary, Middle, and Secondary Teacher Education	2017-present 2018 2022-present
Visiting Scholar University of Birmingham (United Kingdom) Department of Education and Social Justice MOSAIC Group for Research on Multilingualism	January-March 2020
Assistant Professor University of Louisville Department of Middle and Secondary Education	2012-2017
Assistant Professor Morehead State University Department of English	2010-2012

Graduate Student Researcher University of Pittsburgh Learning Research and Development Center (LRDC)	2008-2010
Teaching Fellow, English Education University of Pittsburgh Department of Instruction and Learning	2007-2010
Graduate Student Researcher University of Pittsburgh Department of Instruction and Learning	2006-2008
Student Teaching Supervisor, English Education University of Pittsburgh Department of Instruction and Learning	2006-2007
Secondary English Teacher Juan Diego Catholic High School Draper, Utah	2003-2006
Lecturer, German University of Chicago Department of Germanic Studies	2002-2003

PUBLICATIONS

(*indicates a graduate student co-author at time of submission. **indicates an undergraduate student co-author at time of submission. †indicates a practicing P-12 teacher co-author at time of submission.)

RESEARCH JOURNAL ARTICLES (PEER-REVIEWED)

- Spector, K., **Chisholm, J. S.**, Griffin, K., Whitmore, K. F., †Cassada, A., †Brow, T., **Orosco, J., & **Regan, A. (2023). Literature, visual-verbal journals, and literacies of well-becoming. *Pedagogies: An International Journal*.
<https://doi.org/10.1080/1554480X.2022.2164499>
- Cook, M. P., **Chisholm, J. S.**, & *Rose-Dougherty, T. (2023). Preservice teachers and discursive shielding during critical conversations. *Journal of Curriculum and Pedagogy*, 20(4), 343-367. <https://doi.org/10.1080/15505170.2022.2042878>
- Gast, M., **Chisholm, J. S.**, & *Sivira-Gonzalez, Y. (2022). Racialization of ESL students in a diverse school and multilingual Latina/o peer mentors. *Race Ethnicity and Education*.
<https://doi.org/10.1080/13613324.2022.2069737>
- Gast, M. J., **Chisholm, J. S.**, *Sivira-Gonzalez, Y., & *Douin, T. (2022). Racialized moments in qualitative interviews: Confronting colour-blind and subtle racism in real time. *International Journal of Research & Method in Education*, 45(3), 284-296.
<https://doi.org/10.1080/1743727X.2022.2046726>

- Chisholm, J. S., & Cook, M. P.** (2021). Examining readers' critical literature circle discussions of *Looking for Alaska*. *Journal of Adolescent and Adult Literacy*, 65(2), 119-128. <https://doi.org/10.1002/jaal.1169>
- Heron-Hruby, A., **Chisholm, J. S.**, & Olinger, A. R. (2020). "It doesn't feel like a conversation": How digital field experiences disrupt preservice teachers' conceptions of writing response. *English Education*, 53(1), 72-93. <https://doi.org/10.58680/ee202030922>
- Shelton, A. L., Sheffield, C., & **Chisholm, J. S.** (2020). From image to inference: Three eighth grade students' meaning making with an informational history-themed graphic novel. *Social Studies Teaching and Learning*, 1(1), 18-42. Retrieved from <https://louisville.edu/education/sstl/files/volume-1/shelton-sheffield-and-chisholm-sstl-vol1-issue1-pp18-42.pdf>
- Foster, M., *Halliday, L., *Baize, J., & **Chisholm, J. S.** (2020). The heuristic for thinking about culturally responsive teaching (HiTCRiT). *Multicultural Perspectives*, 22(2), 68-78. <https://doi.org/10.1080/15210960.2020.1741370>
- Chisholm, J. S.**, Olinger, A. R., & Heron-Hruby, A. (2019). "I didn't want to make them feel wrong in any way": Preservice teachers craft digital feedback on sociopolitical perspectives in student texts. *Contemporary Issues in Technology and Teacher Education*, 19(4), 605-639. Retrieved from <https://citejournal.org/volume-19/issue-4-19/english-language-arts/i-didnt-want-to-make-them-feel-wrong-in-any-way-preservice-teachers-craft-digital-feedback-on-sociopolitical-perspectives-in-student-texts>
- Chisholm, J. S.**, Alford, J., *Halliday, L., & Cox, F. (2019). Teacher agency in English language arts teaching: A scoping review of the literature. *English Teaching: Practice & Critique*, 18(2), 124-152. <https://doi.org/10.1108/ETPC-05-2019-0080>
- Chisholm, J. S.**, Whitmore, K. F., Laman, T. T., & Davis, T. R. (2018). Images and words that reveal one pre-service teacher's ideological becoming. *National Teacher Education Journal*, 11(2), 41-52.
- Chisholm, J. S.**, & Olinger, A. R. (2017). "She's definitely the artist one": How learner identities mediate multimodal composing. *Research in the Teaching of English*, 52(2), 122-155.
- Chisholm, J. S.**, *Shelton, A. L., & Sheffield, C. (2017). Mediating emotive empathy with informational text: Three students' think aloud protocols of *Gettysburg: The graphic novel*. *Journal of Adolescent and Adult Literacy*, 61(3), 289-298. <https://doi.org/10.1002/jaal.682>
- Chisholm, J. S.**, & *Shelton, A. L. (2016). Backchanneling technology: Transforming students' participation during discussions of *If I Grow Up*. *The ALAN Review*, 43(3), 22-34. Retrieved from <https://scholar.lib.vt.edu/ejournals/ALAN/v43n3/chisholm.html>
- Chisholm, J. S.**, & *Loretto, A. J. (2016). Tensioning interpretive authority during dialogic discussions of literature. *L1: Educational Studies in Language and Literature*, 16, 1-32. <https://doi.org/10.17239/L1ESLL-2016.16.02.04>
- Chisholm, J. S.**, & Whitmore, K. F. (2016). Bodies in space/bodies in motion/bodies in character: Adolescents bear witness to Anne Frank. *International Journal of Education and the Arts*, 17(5), 1-31. Retrieved from <http://www.ijea.org/v17n5/>.
- Chisholm, J. S.**, & *Keller, B. K. (2014). Making connections during transactional discussion: Adolescents' empathic responses to *13 Reasons Why*. *The ALAN Review*, 42(1), 24-34. Retrieved from <https://scholar.lib.vt.edu/ejournals/ALAN/v42n1/chisholm.html>

- Chisholm, J. S., & †Trent, B.** (2013). Digital storytelling in a place-based composition course. *Journal of Adolescent & Adult Literacy*, 57(4), 307-318. <https://doi.org/10.1002/jaal.244>
- Chisholm, J. S., & Godley, A. J.** (2011). Learning about language through inquiry-based discussion: Three bidialectal high school students' talk about dialect variation, identity, and power. *Journal of Literacy Research*, 43(4), 430-468. <https://doi.org/10.1177/1086296X11424200>
- Chisholm, J. S.** (2011). A profile of three high school students' talk about literature during multimodal instructional activities and whole-class text-based discussions. In P. J. Dunston, L. B. Gambrell, S. K. Fullerton, V. R. Gillis, K. Headley, & P. M. Stecker, (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 245-262). Oak Creek, WI: Literacy Research Association.

PRACTITIONER JOURNAL ARTICLES (PEER-REVIEWED)

- Chisholm, J. S., Jamner, J., & Whitmore, K. F.** (2021). Amplifying students' musical identities, meanings, and memories. *English Journal*, 110(4), 45-52. <https://doi.org/10.58680/ej202131127>
- Whitmore, K. F., **Chisholm, J. S., & *Fletcher, L.** (2020). Fostering, activating, and curating: Approaching books about social injustices with the arts. *Language Arts*, 98(1), 7-19. <https://doi.org/10.58680/la202030812>
- Whitmore, K. F., **Chisholm, J. S., Laman, T. T., & Davis, T. R.** (2019). Are we really teaching for social justice and equity? A poem for five voices. *Talking Points*, 30(2), 19-22. <https://doi.org/10.58680/tp201830164>
- Chisholm, J. S., & Whitmore, K. F.** (2018). Visual learning analysis: Using digital photography to analyze middle level students' social-emotional learning and engagement. *Voices from the Middle*, 25(4), 34-38. <https://doi.org/10.58680/vm201829627>
- Whitmore, K. F., **Chisholm, J. S., *†Baize, J. P.** (2018). Standing next to Anne Frank to promote social and emotional learning. *English Leadership Quarterly*, 40(4), 6-9. <https://doi.org/10.58680/elq201829593>
- Chisholm, J. S., Whitmore, K. F., *Shelton, A., & *†McGrath, I.** (2016). Moving interpretations: Using drama-based arts strategies to deepen learning about *The Diary of a Young Girl*. *English Journal*, 105(5), 35-41.
- Chisholm, J. S., & †Quillen, B.** (2016). Digitizing the fishbowl: An approach to dialogic discussion. *English Journal*, 105(3), 88-91.
- **Flaherty, S. E., & Chisholm, J. S.** (2015). An analysis of text complexity in young adult literature. *Kentucky English Bulletin*, 64(2), 5-13.
- Sheffield, C., **Chisholm, J. S., & Howell, P.** (2015). More than superheroes and villains: Graphic novels and multimodal literacy in social studies education. *Social Education*, 79(3), 147-150.
- Chisholm, J. S., & McPherson, L.** (2014). Leading through dialogue: Reflections on a yearlong mentoring program in English education. *English in Texas*, 44(1), 74-78.
- Chisholm, J. S., & †Trent, B.** (2012). "Everything affects . . . everything": Promoting critical perspectives toward bullying with *13 Reasons Why*. *English Journal*, 101(6), 75-80.
- *Loretto, A., & Chisholm, J. S.** (2012). Learning to teach generative meaning-making through multimodal inquiry. *English Teaching: Practice and Critique*, 11(1), 136-149.

BOOKS

- Spector, K., **Chisholm, J. S.**, & Whitmore, K. F. (2024). *Learning and teaching literature with the arts for social justice*. New York, NY: Routledge.
- Chisholm, J. S.**, & Whitmore, K. F. (2018). *Reading challenging texts: Layering literacies through the arts*. Urbana, IL: National Council of Teachers of English; New York, NY: Routledge.

BOOK CHAPTERS

- Gast, M. J., *Sivira-Gonzalez, Y., **Chisholm, J. S.**, & *Douin, T. (in press). Multilingual adolescent mentors and tailored college knowledge among immigrant students. In B. R. Silver & G. P. McCarron, (Eds.), *Supporting college students of immigrant origin: New insights from research, policy, and practice*. Cambridge, UK: Cambridge University Press.
- Chisholm, J. S.**, Gast, M. J., & Shelton, A. L. (2022). Culturally responsive caring and emergent tensions in a bilingual mentoring program in a diverse school. In V. Vasudevan, N. Gross, P. Nagarajan, & K. Clonan-Roy (Eds.), *Care-based methodologies: Reimagining qualitative research with youth in US schools* (pp. 159-171). New York, NY: Bloomsbury.
- Chisholm, J. S.**, & Whitmore, K. F. (2021). Critical arts-literacies in classrooms: Moving with abduction, imagination, and emotion across modalities. In J. Z. Pandya, R. A. Mora, J. Alford, N. A. Golden, & R. S. de Roock (Eds.), *The handbook of critical literacies* (pp. 317-326). New York, NY: Routledge. <https://doi.org/10.4324/9781003023425>
- *†Baize, J., & **Chisholm, J. S.** (2020). “It’s important for people to see these types of issues on their own”: Soundings during multimodal composing. In K. F. Whitmore & R. J. Meyer, (Eds.), *Reclaiming literacies as meaning-making: Manifestations of values, identities, relationships, and knowledge* (pp. 208-211). New York, NY: Routledge. <https://doi.org/10.4324/9780367074227>
- Whitmore, K. F., & **Chisholm, J. S.** (2020). Emotional engagement as manifested in students’ bodies: The visual learning analysis. In K. F. Whitmore & R. J. Meyer, (Eds.), *Reclaiming literacies as meaning-making: Manifestations of values, identities, relationships, and knowledge* (pp. 23-32). New York, NY: Routledge. <https://doi.org/10.4324/9780367074227>
- Chisholm, J. S.** (2018). Using backchanneling technology to facilitate dialogic discussions of literature. In E. Ortlieb, E. H. Cheek, & P. Semingson (Eds.), *Best practices in teaching digital literacies (Literacy Research, Practice, and Evaluation, Vol. 9)* (pp. 75-92). Bingley, UK: Emerald Group Publishing Limited. <https://doi.org/10.1108/S2048-045820180000009006>
- Chisholm, J. S.** (2014). The roles of time and task in shaping adolescents’ talk about texts. In C. Compton-Lilly & E. Halverson, (Eds.), *Time and space in literacy research* (pp. 152-165). New York, NY: Routledge.

EDITORIAL INTRODUCTIONS

- Whitmore, K. F., Spector, K., & **Chisholm, J. S.** (2023). Preface. *Literacy Research: Theory, Method, and Practice*, 72, 1-5. OnlineFirst. <https://doi.org/10.1177/23813377231201451>
- Chisholm, J. S.**, Whitmore, K. F., & Spector, K. (2022). Preface. *Literacy Research: Theory, Method, and Practice*, 71, 11-16. <https://doi.org/10.1177/23813377221120607>
- Spector, K., **Chisholm, J. S.**, & Whitmore, K. F. (2021). Preface: Meeting the ethical demands of the present. *Literacy Research: Theory, Method, and Practice*, 70, 9-13. <https://doi.org/10.1177/23813377211040387>
- Chisholm, J. S.**, & Alford, J. (2019). Editorial introduction to special issue on teacher agency. *English Teaching: Practice & Critique*, 18(2), 122-123. <https://doi.org/10.1108/ETPC-06-2019-186>

POSITION STATEMENTS

- Whitmore, K. F., †Brewer, B., Caldas, B., & **Chisholm, J. S.** (2020). [*Drama-based literacies: Position statement*](#). Urbana, IL: National Council of Teachers of English.

EVALUATION REPORTS/POLICY BRIEFS

- Gast, M. J., **Chisholm, J. S.**, *Sivira-Gonzalez, Y., & *Allen, J. (2020, June). *Peers making change: Bilingual youth mentoring English learners*. Policy Brief submitted to Enid Trucios-Haynes and Cate Fosl, Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville.
- Gast, M. J., **Chisholm, J. S.**, and Arnold, A. L. (2019, October). *Transformative bilingual peer youth mentoring*. Policy Brief submitted to Enid Trucios-Haynes and Cate Fosl, Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville.
- Chisholm, J. S.**, & Whitmore, K. F. (2017, December). *A national model for teaching Anne Frank in U.S. middle schools*. Executive Summary and Evaluation Report submitted to Jeff Polson, Executive Director, Jewish Heritage Fund for Excellence.
- Chisholm, J. S.**, Whitmore, K. F., *Shelton, A., *McGrath, I., & *Ousley, C. (2015, May). *Anne Frank: Bearing Witness*. Executive Summary and Evaluation Report submitted to Jeffrey Jamner, Senior Director, School Programs, The Kentucky Center for the Arts.

CURRICULUM

- Landay, E., Whitmore, K. F., **Chisholm, J. S.**, Joiner, K., Whittaker, F., McCrae, T., & Jamner, J. (2015, October). Professional Development Curriculum: Anne Frank and Eva Schloss Curriculum Binder. Louisville, KY: Kentucky Center for the Performing Arts.

MANUSCRIPTS UNDER REVIEW

- Olinger, A. R., Heron-Hruby, A., **Chisholm, J. S.**, **Dungan, B., **Conn, H., & †Nitishin, J. (revise and resubmit). How do I want to be read? Autobiographical and discursive selves in preservice English teachers' embodied actions and written feedback to high school writers.
- *Rose-Dougherty, T., **Chisholm, J. S.**, & Cook, M. P. (revise and resubmit). Asset- and deficit-based sociocultural constructions of adolescents: A thematic analysis of two teacher candidates' responses to student teaching incidents.

INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS (PEER-REVIEWED)

- Chisholm, J. S.**, Sivira-Gonzalez, Y., Gast, M. J., & *Douin, T. (2023, December). *Multilingual adolescents' literacy brokering in a peer mentoring program*. Paper presented at the meeting of the Literacy Research Association, Atlanta, GA.
- *Rose-Dougherty, T., **Chisholm, J. S.**, & Cook, M. P. (2022, November). *Preservice teachers' critical emotional responses to student teaching incidents*. Paper presented at the meeting of the Literacy Research Association, Phoenix, AZ.
- Gast, M. J., **Chisholm, J. S.**, & *Sivira Gonzalez, Y. (2022, August). *Symbolic divisions and symbolic violence: Multilingual Latina/o peer mentors and racialization of 'ESL students'*. Paper presented at the meeting of the American Sociological Association, Los Angeles, CA.
- *Rose-Dougherty, T., **Chisholm, J. S.**, & Cook, M. P. (2022, July). *"I failed to reach them": Emotion and PSTs' reflections on critical incidents in student teaching*. Paper presented at the meeting of the English Language Arts Teacher Educators, Louisville, KY.
- Boyd, A., Celaya, A., **Chisholm, J. S.**, Clark, C., Cook, M. P., Dunn, M., Gonzalez, C., Hochstetler, S., Land, C., McKenzie, C., & Parton, C. (2022, July). *Making a homeplace: A collaborative of ELA educators across (precarious) contexts*. Paper presented at the meeting of the English Language Arts Teacher Educators, Louisville, KY.
- Cook, M. P., **Chisholm, J. S.**, & *Rose-Dougherty, T. (2021, December). *Protective discourse moves as "shielding" in PST talk on YAL*. Paper presented at the meeting of the Literacy Research Association, Atlanta, GA.
- Griffin, K., Whitmore, K. F., **Chisholm, J. S.**, & Spector, K. (2021, November). *Making meaning visible: Visual verbal journals that activate social emotional and social justice responses to children's and adolescent literature*. Paper presented at the meeting of the National Council of Teachers of English, Online.
- Chisholm, J. S.**, Gast, M. J., & Shelton, A. L. (2021, April). *Negotiating emergent tensions and supporting culturally responsive caring in a bilingual mentoring program*. Paper presented at the meeting of the American Educational Research Association, Online.
- Gast, M., **Chisholm, J. S.**, & *Sivira, Y. (2021, April). Multilingual peer mentoring, symbolic violence, and racialization of "ESL students" in a diverse school. Paper presented at the meeting of the Southeastern Immigration Studies Association, Online.

- Chisholm, J. S.**, & Cook, M. P. (2020, November). *Using critical literature circles to examine preservice teachers' youth ideologies in Looking for Alaska*. Paper accepted for presentation at the meeting of the National Council of Teachers of English, Denver, CO.
- Gast, M. J., **Chisholm, J. S.**, *Sivira, Y., & *Allen, J. (2020, April). *Bilingual peer mentoring, symbolic violence, and racialization of ESL students in a diverse school*. Paper accepted for presentation at the meeting of the Southern Sociological Society, Jacksonville, FL.
- Gast, M. J., **Chisholm, J. S.**, *Sivira, Y., & *Allen, J. (2020, February). *Bilingual peer mentoring, symbolic violence, and racialization of ESL students in a diverse school*. Paper presented at the meeting of the Sociology of Education Association, Pacific Grove, CA.
- Chisholm, J. S.**, Alford, J., & *Halliday, L. (2019, December). *Agency in English language arts teaching: A scoping review of the literature*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.
- Heron-Hruby, A., Olinger, A. R., & **Chisholm, J. S.** (2019, December). *Digital dialogue, digital identities: Tensions in learning to respond to student writing*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.
- Chisholm, J. S.**, Whitmore, K. F., & *Fletcher, L. (2019, December). *Mediating transformative learning from challenging texts like Towers Falling with the arts*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.
- Sheffield, C. C., Arnold, A. L., & **Chisholm, J. S.** (2019, November). *Captain America, Iron Man, and civics: Superheroes in the classroom*. Paper submitted for presentation at the meeting of the National Council for the Social Studies, Austin, TX.
- Foster, M., *Halliday, L., *Baize, J., & **Chisholm, J. S.** (2019, July). *Developing, contextualizing/understanding, and planning a heuristic for culturally responsive pedagogies*. Symposium presented at the first inaugural meeting of the Tennessee National Association for Multicultural Education, Cookeville, TN.
- Heron-Hruby, A., **Chisholm, J. S.**, & Olinger, A. R. (2019, April). *Conceptualizing online writing feedback: Teacher candidates' digital responses to high school student writers*. Paper presented at the meeting of the American Educational Research Association, Toronto, ON.
- Whitmore, K. F., & **Chisholm, J. S.** (2019, April). *Activating empathetic and justice-oriented ways of knowing: Teachers' and students' arts-based responses to Towers Falling*. Paper presented at the meeting of the American Educational Research Association, Toronto, ON.
- Sheffield, C. C., **Chisholm, J. S.**, & Arnold, A. L. (2018, December). *March, Maus, and more: Developing historical literacy with graphic memoirs*. Paper presented at the meeting of the National Council for the Social Studies, Chicago, IL.
- Heron-Hruby, A., & **Chisholm, J. S.** (2018, November). *Learning to teach writing using digital mediation*. Paper presented at the meeting of the National Council of Teachers of English, Houston, TX.
- Whitmore, K. F., & **Chisholm, J. S.** (2018, November). *Teaching and learning from challenging texts through the arts*. Paper presented at the meeting of the National Council of Teachers of English, Houston, TX.

- Sheffield, C., **Chisholm, J. S.**, & *Shelton, A. L. (2017, November). *Caring for the past: Mobilizing emotive empathy with an informational graphic novel*. Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA.
- Whitmore, K. F., & **Chisholm, J. S.** (2017, June). *Embodiment and emotion in arts-infused literacy learning: Adolescents engage with the Anne Frank narrative*. Paper presented at the 12th International Conference on the Arts in Society, Paris, France.
- Chisholm, J. S.**, Whitmore, K. F., *Baize, J., & *Jacobs, A. (2017, May). *Documenting, researching, and understanding arts-based inquiry with the Visual Learning Assessment*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Sheffield, C., *Shelton, A. L., & **Chisholm, J. S.** (2017, February). *Eighth grade students' meaning making with an informational history-themed graphic novel*. Paper presented at the meeting of the International Society for the Social Studies, Orlando, FL.
- Chisholm, J. S.**, Whitmore, K. F., *Shelton, A. L., & *Baize, J. (2016, December). *Visual, embodied, and empathetic literacies: Research methods to understand how adolescents see, become, and feel challenging texts*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Chisholm, J. S.**, Sheffield, C., & *Shelton, A. L. (2016, December). *Mobilizing emotive empathy with informational text: Three middle school students' think aloud protocols of Gettysburg: The Graphic Novel*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Whitmore, K. F., **Chisholm, J. S.**, Joiner, K., Whittaker, F., *Shelton, A., & *McGrath, I. (2016, November). *Integrating the arts to layer embodied and empathetic literacies: Middle school learners read Anne Frank*. Paper presented at the meeting of the National Council of Teachers of English, Atlanta, GA.
- Whitmore, K. F., & **Chisholm, J. S.** (2016, August). *Engaged, embodied, and empathetic literacies learning: Evidence from four drama-infused instructional units about the Anne Frank narrative*. Paper presented at the 3rd Baltic Sea/17th Nordic Literacy Conference, Turku/Åbo, Finland.
- Chisholm, J. S.**, & Whitmore, K. F. (2016, May). *Examining embodiment in process drama with the semiotic photo response protocol*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Chisholm, J. S.**, & Whitmore, K. F. (2016, April). *Lines of flight in moments of embodied literacy as eighth graders study Anne Frank*. Poster presented at the meeting of the American Educational Research Association, Washington, DC.
- Whitmore, K. F., & **Chisholm, J. S.** (2016, February). *Using arts-based methods to extend verbocentric analysis: The semiotic photo response protocol*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Ypsilanti, MI.
- Whitmore, K. F., & **Chisholm, J. S.** (2015, May). *Doors and gates: Thinking with theory about identity, place, and power in diverse families*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Chisholm, J. S.**, & *†Quillen, B. (2015, April). *A positive discourse analysis of adolescents' use of backchanneling technology during literary discussions*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

- Davis, T. R., **Chisholm, J. S.**, Laman, T. T., Whitmore, K. F., Weiland, I., & Stevens, A. (2015, April). *Shifting identity positions and ideological becoming in preservice teachers' multimodal conceptualizations of teaching*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Chisholm, J. S.** (2015, February). *Using backchanneling technology to transform teacher facilitation of inquiry-based discussions*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- Chisholm, J. S.**, Whitmore, K. F., *McGrath, I., & *Shelton, A. (2015, February). *Using arts-based literacies to develop, embody, and transmediate empathy in middle grades ELA classrooms*. Paper presented at the meeting of the Journal of Language and Literacy Education, Athens, GA.
- Chisholm, J. S.**, Davis, T. R., Jacobi-Vessels, J. L., Laman, T., Weiland, I. S., & Whitmore, K. F. (2014, December). *Ideological becoming in teacher education: Documenting preservice teachers' identity shifts*. Paper presented at the meeting of the Literacy Research Association, Marco Island, FL.
- Whitmore, K. F., **Chisholm, J. S.**, & *Andris, J. (2014, April). *Parents as researchers and storytellers: The composing stories project*. Paper presented at the 17th International Roundtable on School, Family, and Community Partnerships, Philadelphia, PA.
- Chisholm, J. S.**, & *Keller, B. L. (2014, April). *Leveraging high school students' empathic responses to young adult literature: Speaking and listening for the 21st century*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.
- Chisholm, J. S.**, Whitmore, K. F., *Overstreet, M., & *Andris, J. (2014, January). *Parents as researchers and storytellers: The composing stories project*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Elmhurst, IL.
- Chisholm, J. S.**, Norton-Meier, L. A., & Whitmore, K. F. (2013, October). *Challenging expectations about literacy learning in urban communities: Early findings from the Composing Stories Project*. Paper presented at the meeting of the Coalition of Urban and Metropolitan Universities, Louisville, KY.
- Chisholm, J. S.**, & *Loretto, A. (2013, April). *Shifting interpretive authority across inquiry-based literary discussions*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Chisholm, J. S.**, & *Loretto, A. (2013, February). *Hinting, probing, and carrying the cognitive load: How talk during literary discussions prevents and promotes interpretive authority*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Columbus, OH.
- Chisholm, J. S.**, & †Trent, B. (2012, November). *Digital storytelling and the concept of place: A Vygotskian perspective on high school students' multimodal compositions*. Paper presented at the meeting of the Literacy Research Association, San Diego, CA.
- Chisholm, J. S.**, & †Trent, B. (2012, November). *From text to world: Using young adult literature to promote critical perspectives toward bullying*. Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, NV.

- Chisholm, J. S., & †Trent, B.** (2012, February). *Conceptualizing place: A case study of a non-fiction, place-based composition course in a rural Appalachian high school*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Tuscaloosa, AL.
- Coaplen, C., & **Chisholm, J. S.** (2011, October). *Establishing a community of practice through experiential learning activities*. Paper presented at the meeting of the International Society for Exploring Teaching and Learning, San Diego, CA.
- Chisholm, J. S.** (2011, June). *Negotiating learner identities during collaborative multimodal instructional activities*. Paper presented at the meeting of the International Society for Language Studies, Oranjestad, Aruba.
- Chisholm, J. S., & Coaplen, C.** (2011, April). *Fortunate outcomes: Collaborative inquiry and critical thinking in response to multi-modal and experiential learning*. Paper presented at the meeting of the College English Association, St. Petersburg, FL.
- Chisholm, J. S.** (2011, February). *Time, task, and text: A study of adolescents' talk about literature in small group, whole class, and interview settings*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Madison, WI.
- Chisholm, J. S.** (2010, December). *A profile of three high school students' talk about literature during multimodal instructional activities and whole class text-based discussions*. Paper presented at the meeting of the Literacy Research Association, Fort Worth, TX.
- Chisholm, J. S.** (2010, November). *Professing, enacting and resisting learner identities during collaborative inquiry activities*. Paper presented at the L. Ramon Veal Research Roundtable of the meeting of the National Council of Teachers of English, Orlando, FL.
- Chisholm, J. S.** (2010, April). *Leveraging adolescents' multimodal literacies to promote dialogic discussions of literature in one secondary English classroom*. Poster presented at the meeting of the American Educational Research Association, Denver, CO.
- Chisholm, J. S.** (2010, February). *Unraveling the "instructional dynamic" through classroom discourse analysis: A case of multimodal literacy research in education*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Pittsburgh, PA.
- Chisholm, J. S., & Godley, A. J.** (2009, June). *Dialect variation, identity and power: A discourse analysis of bidialectal high school students' small group discussion*. Paper presented at the meeting of the International Society for Language Studies, Orlando, FL.
- Chisholm, J. S., & Godley, A. J.** (2009, April). *What do bidialectal high school students learn about language variation, identity and power through inquiry-based discussion? A case study*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Chisholm, J. S., & Godley, A. J.** (2009, February). *Promoting critical perspectives toward language, identity, and power through small group discussions among bidialectal high school students*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Los Angeles, CA.

**INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS
(INVITED)**

- Skerrett, A., Bauer, E., Razfar, A., Dobbs, C. L., Parsons, S., Wright, T. S., Edwards, P. A., McLean, C., Rowsell, J., Ehret, C., Kucirkova, N., Whitmore, K. F., & **Chisholm, J. S.** (2022, December). *Meet the editors: Curating literacy research that fosters humanitarian thought and practice*. Paper presented at the meeting of the Literacy Research Association, Atlanta, GA.
- Skerrett, A., Bauer, E., Razfar, A., Jang, B. G., Dobbs, C. L., Parsons, S., Wright, T. S., Edwards, P. A., Whitmore, K. F., **Chisholm, J. S.**, & Goodwin, A. (2022, December). *Meet the editors: Disseminating knowledge that advances equity and justice in literacy research and practice*. Paper presented at the meeting of the Literacy Research Association, Phoenix, AZ.
- Whitmore, K. F., & **Chisholm, J. S.** (2020, July). *Layering literacies through the arts to get students moving, thinking, and feeling*. Paper presented at the South Dakota Council of Teachers of English (SDCTE) Summer YOUiversity. Online.
- Chisholm, J. S.**, & Whitmore, K. F. (2020, April). *Documenting emotional and embodied engagement during arts-based inquiry*. Paper presented at the Centre for Inclusion, Childhood, and Youth, University of Leeds, United Kingdom (canceled due to coronavirus pandemic).
- Chisholm, J. S.**, Gast, M. J., Sivira, Y., & Allen, J. (2020, February). *Bilingual peer mentoring, symbolic power, and racialization of ESL students in a diverse school*. Paper presented at the MOSAIC Group for Research on Multilingualism Seminar Series, University of Birmingham, United Kingdom.
- Chisholm, J. S.**, Olinger, A. R., & Heron-Hruby, A. (2020, February). *"I didn't want to make them feel wrong in any way": Preservice teachers' digital feedback on sociopolitical perspectives in student texts*. Paper presented at the Lancaster Literacy Research Centre, University of Lancaster, United Kingdom.

**REGIONAL CONFERENCE PRESENTATIONS
(INVITED)**

- Gast, M. J., Sivira-Gonzalez, Y., **Chisholm, J. S.**, & *Douin, T. (2024, February). *Multilingual adolescent mentors and tailored college knowledge for immigrant students*. Paper accepted for presentation at George Mason University's 2024 Education & Health Research Hub Conference: College Students of Immigrant Origin: Research, Practice, & Community Engagement, Fairfax, VA.
- **McConnell, L., **Logan, C., Heron-Hruby, A., Olinger, A. R., & **Chisholm, J. S.** (2023, April). *High school students' response to writing mentor feedback of "mirrors, windows, doors literature circle"*. Poster presented at Morehead State University's Celebration of Student Scholarship, Morehead, KY.
- Chisholm, J. S.** (2018, March). *Tenure and promotion with community engaged research*. Panel presented at the University of Louisville Community Engagement Symposium, Louisville, KY.

- Chisholm, J. S., & Whitmore, K.F.** (2018, March). *Reading challenging texts: Layering literacies through the arts*. Paper presented at The Kentucky Center for the Performing Arts, Bearing Witness Summit, Louisville, KY.
- Whitmore, K. F., & **Chisholm, J. S.** (2017, January). *Research methods to understand middle grades readers' semiotic awareness*. Paper presented at the University of Louisville's Discourse & Semiotics Workshop, Louisville, KY.
- Chisholm, J. S., & Olinger, A. R.** (2016, January). "*She's the artist one*": *How learner identities mediate multimodal literacy activities*. Paper presented at the University of Louisville's Discourse & Semiotics Workshop, Louisville, KY.
- Whitmore, K. F., **Chisholm, J. S.**, Davis, T. R., & Laman, T. T. (2015, May). *Are we really teaching for social justice and equity? A poem for four voices*. Paper presented at the i2a Institute, Louisville, KY.
- Chisholm, J. S.** (2015, April). *Using digital tools to conduct community-engaged research in high school English classrooms*. Panel presentation for University of Louisville's Community-Engaged Scholar Series, "Leveraging your digital scholarship for community engagement," Louisville, KY.
- Chisholm, J. S.** (2014, December). *Using backchanneling technology to promote adolescents' response to literature during inquiry-based discussions*. Paper presented at the Nystrand-Offutt Scholar Banquet, Louisville, KY.
- Chisholm, J. S., & Whitmore, K. F.** (2014, November). *Collaborating with parents and children as researchers and authors of their community stories*. Paper presented at the Kentucky Engagement Conference, Morehead, KY.
- Chisholm, J. S., & *Keller, B. L.** (2013, June). *Learning from high school students' talk during literature circle discussions: Empathy, personal projection, and hypothetical plotting*. Paper presented at the English Teacher Connection Conference, Morehead, KY.
- Chisholm, J. S., & Trent, B.** (2012, September). *Digital storytelling in a place-based composition course*. Paper presented at the Kentucky Writing Project Conference on Literacy, Louisville, KY.
- Chisholm, J. S.** (2012, June). *A review of Text complexity: Raising rigor in reading by Fisher, Frey, and Lapp*. Paper presented at the English Teacher Connection Conference, Morehead, KY.
- Chisholm, J. S.** (2011, May). *Multimodal strategies for facilitating adolescents' interpretations of literary texts through inquiry-based discussions*. Paper presented at the English Teacher Connection Conference, Morehead, KY.
- ***Chisholm, J. S., & *Loretto, A.** (2010, March). *Working multimodal instruction into everyday literacy tasks: A study of student, teacher, and researcher learning opportunities*. Paper presented at the University of Pittsburgh Graduate School of Education Student Research Conference, Pittsburgh, PA.
- ***Chisholm, J. S.** (2008, March). *An ethnographic study of pre-service English language arts teachers' attitudes about the value of classroom discussion*. Paper presented at the University of Pittsburgh Graduate School of Education Student Research Conference, Pittsburgh, PA.

EXTERNAL/INTERNAL PROPOSALS (FUNDED TOTAL: \$257,098.00)

<i>School Bonding and Low-Income Students from Immigrant Families in a Peer-Mentoring Program</i> William T. Grant Foundation	2021-2023 (Co-PI, \$49,985, funded)
<i>Social Bonding Among Low-Income Students from Immigrant Families in a Peer-Mentoring Program</i> Spencer Foundation	2021-2023 (Co-PI, \$49,984, funded)
<i>Supporting Peer Mentoring with Low-Income, Immigrant Students During COVID-19</i> Engaged Scholarship Consortium	2020-2022 (Co-PI, \$5,000, funded)
<i>Supporting Preservice English Teachers in Enacting a Sociocultural Approach to Teaching Writing</i> Research and Creative Productions Grant Morehead State University	2020-2021 (Co-PI, \$3,000, funded)
<i>Bilingual Youth Mentoring English Learners</i> Research and Creative Activities Grant College of Arts & Sciences, University of Louisville	2019-2020 (Co-PI, \$2,000, funded)
<i>Peers Making Change: Bilingual Youth Mentoring English Learners</i> Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville	2019-2020 (Co-PI, \$7,500, funded)
<i>The 6 Practices of Highly Agentive Teachers</i> Queensland University of Technology (Australia) Office of Educational Research (OER) Research to Practice Translation Scheme	2020 (Co-PI, \$500, funded)
<i>Arts-Literacy Academy</i> Summer Arts Academies PD (Danville, KY & Elizabethtown, KY) Kentucky Center for the Performing Arts	2019 (Co-PI, \$3,000, funded)
<i>Learning to Teach Writing Using Digital Mediation: Teacher Candidates as Online Writing Mentors for High School Students</i> Conference on English Education, NCTE	2018-2019 (Co-PI, \$2,500, funded)
<i>A National Model for Teaching Anne Frank in U.S. Middle Schools</i> Jewish Heritage Fund for Excellence	2015-2016 (PI, \$56,500, funded)
<i>Anne Frank: Bearing Witness</i> Kentucky Center for the Performing Arts	2015-2016 (PI, \$4,000, funded)

Composing the Stories of Family Scholar House 2014-2016
Office of Community Engagement, University of Louisville (Co-PI, \$5,500, **funded**)

Moving from Inquiry to Advocacy and Action: Increasing Progress Toward Graduating Culturally Responsive Teachers 2014-2015
Ideas to Action Implementation Grant, University of Louisville (Co-PI, \$4,000, **funded**)

Multimodal Tools to Leverage Adolescents' Response to Young Adult Literature 2014-2015
ALAN Foundation, NCTE (PI, \$1,492, **funded**)

Using Backchanneling Technology to Enhance Adolescents' Response to Literature during Inquiry-based Discussions 2014-2015
Nystrand-Offutt Scholar Award, Nystrand Center of Excellence in Education (PI, \$4,715, **funded**)

Anne Frank: Bearing Witness 2014-2015
Kentucky Center for the Performing Arts (PI, \$9,000, **funded**)

Understanding Literacy and Early Childhood Education in Families Facing Intergenerational Poverty 2013-2014
University of Louisville (Co-PI, \$38,000, **funded**)

Bullying and Suicide in Young Adult Literature 2011
Research and Creative Productions Grant (PI, \$3,422, **funded**)
Morehead State University

Building a Community of Practice through Multimodal Instructional Activities among First-Year College Writers 2010-2011
Scholarship of Teaching and Learning Grant (Co-PI, \$2,000, **funded**)
Morehead State University

Leveraging Adolescents' Multimodal Literacies to Promote Dialogic Discussions of Literature in One Secondary English Classroom 2009
Alumni Doctoral Fellowship (PI, \$5,000, **funded**)
University of Pittsburgh

FELLOWSHIPS AND AWARDS

Chapter in Honorable Mention for the 2022 Outstanding Book Award 2022
Council on Anthropology & Education (CAE)
Society for the Study of Social Problems (SSSP)

Chisholm, J. S., Gast, M. J., & Shelton, A. L. (2022). Culturally responsive caring and emergent tensions in a bilingual mentoring program in a diverse school. In V. Vasudevan, N. Gross, P. Nagarajan, & K. Clonan-Roy (Eds.), *Care-based methodologies: Reimagining qualitative research with youth in US schools* (pp. 159-171). New York, NY: Bloomsbury.

Faculty Favorite Nominee 2020-2021
University of Louisville

Student Champion 2020-2021
University of Louisville

Nystrand-Offutt Scholar 2014-2015
Nystrand Center of Excellence in Education
University of Louisville

Division C Graduate Student Seminar 2009
American Educational Research Association (\$350)

Phi Beta Kappa 2001

TEACHING

Institution	Course Title	Year(s) Taught
University of Louisville	<i>Discourse Analysis</i>	Spring 2015; Spring 2017; Spring 2019; Spring 2022; Spring 2024
University of Louisville	<i>Literacy Research and Theory</i>	Fall 2013-2018; Fall 2020-2023
University of Louisville	<i>Middle and High School English Methods</i>	Fall 2012-2014; Spring 2015-2019; Spring 2021; Spring 2023
University of Louisville	<i>Teaching Adolescent Readers</i>	Fall 2012; Spring 2014; Fall 2017-2018; Fall 2020; Fall 2022; Fall 2023
University of Louisville	<i>Capstone Seminar</i>	Spring 2013-2015; Fall 2017-2018; Fall 2020
University of Louisville	<i>Grammar Methods</i>	Spring 2024
University of Louisville	<i>Student Teaching Supervision</i>	Spring 2013
University of Louisville	Independent Study: <i>Methods of Narrative Inquiry & Analysis</i>	Spring 2014
University of Louisville	Independent Study: <i>Ethnographic Methods</i>	Fall 2013-2014; Spring 2016; Spring 2018
University of Louisville	Independent Study: <i>Advanced Research in Composition</i>	Fall 2013
University of Louisville	Independent Study: <i>Identity Studies in Education</i>	Spring 2015
University of Louisville	Independent Study: <i>Advanced Literacy Research and Theory</i>	Spring 2015; Spring 2018; Fall 2020
University of Louisville	Independent Study: <i>Teaching Anne Frank</i>	Spring 2015
University of Louisville	Independent Study: <i>Teaching Apprenticeship</i>	Fall 2017; Spring 2019; Fall 2020; Spring 2021
University of Louisville	Independent Study: <i>Research Apprenticeship</i>	Summer 2014; Spring 2016; Fall 2016; Spring 2019; Fall 2019; Summer 2021; Spring 2022; Summer 2022; Summer 2023

University of Louisville	Independent Study: <i>Research Writing</i>	Spring 2022
University of Louisville	Independent Study: <i>Teaching and Learning</i>	Spring 2018
Morehead State University	<i>Teaching Literature in the Secondary Schools</i>	Fall 2010; Fall 2011
Morehead State University	<i>Teaching Writing in the Secondary Schools</i>	Spring 2011; Spring 2012
Morehead State University	<i>Studies in English for Teachers</i>	Fall 2010; Fall 2011
Morehead State University	<i>Teaching Writing in Elementary and Middle Schools</i>	Spring 2011
Morehead State University	<i>Writing I</i>	Fall 2010; Fall 2011
Morehead State University	<i>Writing II</i>	Spring 2012
Morehead State University	<i>Clinical Practice</i>	Fall 2010; Fall 2011
Morehead State University	<i>Special Topics</i>	Spring 2011
University of Pittsburgh	<i>Research Seminar for MAT Interns</i>	Spring 2010
University of Pittsburgh	<i>Psychology of Learning and Development for Education</i>	Fall 2009
University of Pittsburgh	<i>Shared Inquiry in English Education</i>	Spring 2009
University of Pittsburgh	<i>Student Teaching Seminar: English or Communications Education</i>	Fall 2008
University of Pittsburgh	<i>Teaching Lab: English or Communications Education</i>	Spring 2008; Summer 2009
University of Pittsburgh	<i>Introduction to English or Communications Education</i>	Fall 2007; Summer 2009

Doctoral Dissertation Committee Chair/Co-Chair

Leah Halliday-Johnson, Ph.D., (2023, November). *"I became myself": Exploring cultural learning through stories and storytelling.*

Yohimar Sivira-Gonzalez, Ph.D., (2022, November). *Language ideologies and racialization of language: Multilingual learners' experiences in the first year in a community college.*

Jonathan P. Baize, Ph.D., (2021, March). *“So how real can I get?”: Obstacles and opportunities for teacher learners enacting culturally responsive pedagogy.*

Alysse C. Jacobs, Ph.D., (2019, November). *A case study of teachers in an innovative professional collaborative and the evolution of their curricular conceptions, practices, and agency.*

Ashley L. Shelton, Ph.D., (2017, October). *“It teaches them how to handle a conversation in the real world”: An analysis of how identity performances shape classroom discussions.*

Doctoral Dissertation Committee Member/Reader

Geena Constantin, Ph.D., (2022, April). *“We will work a lot, and you are so loved”: Teacher perspectives on building positive relationship with students.*

Lauren E. Fletcher, Ph.D., (2021, October). *Manifestations of students’ voices: Examining shifts, academic demands, and identity work in how students make themselves understood.*

Christina L. Angleton, Ph.D., (2019, June). *Pedagogies of possibility: A study reconceptualizing the teacher’s role in a Reggio-inspired urban preschool classroom.*

Pamela B. Larkin, Ph.D., (2019, April). *Differences in student perceptions of learning environments across fully on-line versus blended course delivery formats.*

Emily L. Zuccaro, Ph.D., (2019, March). *Discourses in practice: A qualitative case study of an elementary ESL teacher and her four Congolese students.*

Irina V. McGrath, Ph.D., (2017, November). *The feelings we harbor—The role of collage in arousing powerful emotions in an ESL classroom.*

Bianca Nightengale-Lee, Ph.D., (2017, November). *Educating critically: Challenging the familiar contours of literacy teacher education.*

Marsha R. Buerger, Ph.D., (2017, July). *Former students discuss middle school science journalism: A qualitative study of personally meaningful disciplinary writing.*

William R. Thornburgh, Ph.D., (2017, April). *The role of the planetarium in students’ attitudes, learning, and thinking about astronomical concepts.*

Winn C. Wheeler, Ph.D., (2016, April). *Adaptive schools: Investigating impact, continuity, and change in one school district.*

Amy R. Vujaklija, Ph.D., (2016, March). *Understanding through narrative inquiry: Storying a National Writing Project initiative.*

Sonya Burton, Ph.D., (2015, July). *Ideological becoming: Teach For America corps members' experiences of becoming culturally responsive teachers.*

Mikkaka Hardaway Overstreet, Ph.D., (2015, April). *Culture at the core: The impact of culturally relevant professional learning on teacher beliefs and practice. A collection of scholarly papers.*

Debbie Anderson, Ph.D., (2014, December). *Reading achievement in a large urban district: An analysis of four reading programs on the reading growth of four reading ability groups.*

Tracy Busse, Ph.D., (2013, September). *Learning to enact text-based discussions: The development of preservice teachers' enactments during student teaching.*

Doctoral Program Committee Membership (Completed)

Amanda Lacey (Member)

Jane Andris (Member)

Doctoral/Dissertation Program Committee Membership (In Progress)

Kyrstin Price (Co-Chair)

Tyra Deckard (Chair)

Taylor Rose-Dougherty (Chair)

Melissa Zipper (Member)

Jillian Pearsall (Member)

Beth Harper (Member)

Laura Motley (Co-Chair)

Quintera Quinn (Chair)

Jessica Gottbrath (Member)

Master of Arts Thesis Committee Membership

Zachary Garrett Hardin (U of L, Department of English), MA, *Before your eyes* (April 23, 2013).

Abi John (U of L, Department of Communication), MA, *Student attitudes on social media and perception of instructor social media use* (April, 14, 2017).

Summa Cum Laude Undergraduate Thesis Committee Membership

Sarah Flaherty (U of L, Department of Middle and Secondary Education), BS, *Young adult literature: A place in the common core* (November 18, 2015).

Diana Lalata (U of L, Department of English), BA, *"Y'all and all these assessments is a little bit too much": The effects of high-stakes testing on critical literacy pedagogy* (March 20, 2017).

SERVICE – EDITORIAL

Role	Outlet (Journal or Publisher)	Years of Service	# Manuscripts Adjudicated/Reviewed
Lead Co-Editor Volumes 70-72	<i>Literacy Research: Theory, Method, and Practice</i>	2020-2023	201
Guest Co-Editor, Special Issue on Teacher Agency	<i>English Teaching: Practice & Critique</i>	2019	22
Editorial Review Board Member	<i>Journal of Adolescent and Adult Literacy</i>	2015-present	38
Editorial Review Board Member	<i>English Teaching: Practice & Critique</i>	2018-present	17
Editorial Advisory Review Board Member	<i>Literacy Research: Theory, Method, & Practice</i>	2013-2020	14
Editorial Review Board Member	<i>The ALAN Review</i>	2014-2020	12
Editorial Review Board Member	<i>Reading Horizons: A Journal of Literacy and Language Arts</i>	2016-present	5
Ad Hoc Manuscript Reviewer	<i>English Teaching: Practice & Critique</i>	2016-2018	17
Ad Hoc Manuscript Reviewer	<i>L1: Educational Studies in Language and Literature</i>	2015-present	11
Ad Hoc Manuscript Reviewer	<i>English Education</i>	2012-present	13
Ad Hoc Manuscript Reviewer	<i>The New Educator</i>	2019-present	5
Ad Hoc Manuscript Reviewer	<i>Language & Education</i>	2017-present	5
Ad Hoc Manuscript Reviewer	<i>Linguistics and Education</i>	2018-present	4
Ad Hoc Manuscript Reviewer	<i>Journal of Literacy Research</i>	2011	2
Ad Hoc Manuscript Reviewer	<i>Pedagogies: An International Journal</i>	2020-present	2
Ad Hoc Manuscript Reviewer	<i>Action in Teacher Education</i>	2020-present	2

External Reviewer (Nominated) for Special Issue: Modelling Processes of Comprehension, Aesthetic Experience, and Interpretation in Literary Conversations	<i>L1: Educational Studies in Language and Literature</i>	2022-2023	3
Ad Hoc Manuscript Reviewer	<i>Classroom Discourse</i>	2019	1
Ad Hoc Manuscript Reviewer	<i>Language Arts</i>	2021	1
Ad Hoc Manuscript Reviewer	<i>Equity & Excellence in Education</i>	2021	1
Ad Hoc Manuscript Reviewer	<i>Multicultural Perspectives</i>	2023	1
Book Reviewer	National Council of Teachers of English (NCTE)	2017, 2022- present	4
Book Reviewer	Cambridge University Press	2022-2023	2
Book Reviewer	Routledge	2020	1
Quick Resource Guide (QRG) Program Reviewer	National Council of Teachers of English (NCTE)	2019	1
17 journals, 3 book publishers			385

SERVICE - NATIONAL

Literacy Research Association 2022-2025
Member, Student Outstanding Research Award Committee

Literacy Research Association 2018-2021
Member, Technology and Digital Communications Committee

National Council of Teachers of English 2020
Member, NCTE Position Statement Revision Writing Group
Informal Classroom Drama

National Council of Teachers of English 2018-2019
Mentor, ELATE Mentoring Program for Early Career Scholars
in English Language Arts Education

National Council of Teachers of English 2020-2021
Mentor and Respondent, The Future is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers

National Council of Teachers of English 2016-2017
Member, Secondary Section Nominating Committee

Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN) 2015-2018
ALAN Representative for Kentucky

SERVICE - COMMUNITY

Fairdale High School (JCPS) 2018-2019
Member, Teaching & Learning Academy Advisory Board

Fairdale High School (JCPS) 2018-2019
Professor-in-Residence

Ohio Valley Educational Cooperative (OVEC) 2012-2013
Participant, English Language Arts Content Network

Ohio Valley Educational Cooperative (OVEC) 2012-2013
Member, Middle School Literacy Academy Planning Committee

SERVICE – COLLEGE & UNIVERSITY

College of Education and Human Development 2023
CAEP Site Visit Leadership Team

University of Louisville 2023-present
Member, University Educator Preparation Committee

College of Education and Human Development 2020-present
Member, Committee on Committees

College of Arts and Sciences 2019-present
Member, Jewish Studies Steering Committee

College of Education and Human Development 2020-present
Member, Student Academic Grievance Committee

College of Education and Human Development 2020-present
Member, Holmes Scholar Advisory Board

College of Education and Human Development Member, Standards and Admissions Committee	2017-2020
College of Education and Human Development Member, Offutt Scholar Review Board	2018-2020
College of Education and Human Development Member, Qualitative Methods Ad Hoc Committee	2018-2019
College of Education and Human Development Member, Grawemeyer Award in Education Selection Committee	2015-2016
College of Education and Human Development Member, Policy Review Committee	2013-2016
College of Education and Human Development Faculty Co-sponsor, Kentucky Education Association-Student Program (KEA-SP)	2014-2017
University of Louisville Libraries Member, Research Writing Conference Planning Committee	2012-2013
Morehead State University Program Review Coordinator for Kentucky Education Professional Standards Board, English Grades 8-12 Academic Program	2010-2012
Morehead State University Member, Teacher Education Council	2010-2012

SERVICE - DEPARTMENT

Department of Elementary, Middle & Secondary Teacher Education Member, Assistant/Associate Professor Social Studies Search Committee	2023-2024
Department of Elementary, Middle & Secondary Teacher Education Chair, Open Rank Literacy Search Committee	2022-2023
Department of Elementary, Middle & Secondary Teacher Education Chair, EMSTEd Department Chair Search Committee	2021-2022
Department of Elementary, Middle & Secondary Teacher Education Member, Personnel Committee	2019-present
Department of Middle & Secondary Education Member, Personnel Committee	2014-2015, 2017-2019

Division of Teaching & Learning Coordinator, Languages, Literacies, Communities, and Cultures (L2C2)	2017-present
Division of Teaching & Learning Member, Curriculum & Instruction Doctoral Program Committee	2012-2015, 2017-present
Division of Teaching & Learning Member, Leadership Committee	2018
Division of Teaching & Learning Member, Initial Teacher Certification Committee	2018
Department of Middle & Secondary Education Member, Middle and Secondary Placement Coordinator Search Committee	2015
Division of Teaching & Learning Member, Languages, Literacies, Communities, and Cultures (L2C2) Program	2013-2016
Department of Middle & Secondary Education Member, Ad Hoc English Language Arts Prerequisites Review Committee	2015
Department of Early Childhood and Elementary Education Member, Assistant/Associate Professor Search Committee	2014
Department of Middle and Secondary Education Member, Instructor Search Committee	2013-2014
Department of English, Morehead State University Chair, Teacher Education Program English Education Admissions Interview Committee	2010-2012
Department of English, Morehead State University Member, General Education Writing Committee	2010-2012
Department of English, Morehead State University Member, Undergraduate English Committee	2010-2012
Department of English, Morehead State University Member, Graduate English Committee	2010-2012
Department of English, Morehead State University Faculty Advisor, Tau Omega Epsilon, English Education Honor Society	2011-2012
Department of English, Morehead State University Member, Assistant Professor Search Committee	2012

CONFERENCE PROPOSAL REVIEW

Literacy Research Association Annual Research Conference Proposal Reviewer	2011-2014, 2019
New Ways of Analyzing Variation Linguistics and Education Conference Proposal Reviewer	2013
National Council of Teachers of English Assembly for Research Annual Research Conference Proposal Reviewer and Committee Volunteer	2010

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)
 Assembly for Research (NCTEAR)
 English Language Arts Teacher Educators (ELATE)
 Assembly on Literature for Adolescents of the NCTE (ALAN)
International Literacy Association (ILA)
Center for Expansion of Language and Thinking (CELT)