

## **LAURA J. APOL**

Associate Professor, Michigan State University

laura-apol.com  
apol@msu.edu / lauraapol@gmail.com

### **ACADEMIC PREPARATION**

<b>Ph.D.</b>	English Education	The University of Iowa	Iowa City, IA
<b>M.A.</b>	English Literary Studies	The University of Iowa	Iowa City, IA
<b>B.A.</b>	English	Dordt College	Sioux Center, IA

### **PROFESSIONAL BACKGROUND (SELECTED)**

#### **Michigan State University** (East Lansing, MI) Dept. of Teacher Education

Associate Professor, 2002 – present

Assistant Professor, 1996-2002

Core Faculty Member: African and African American Studies  
Asian Studies  
Women in International Development  
Program in Women, Gender, and Social Justice  
Peace and Justice Studies  
Center for Advanced Study of International Development

Affiliate Faculty Member: Writing, Rhetoric and American Cultures

#### **University of Central Oklahoma** (Edmond, OK) Dept. of English—Creative Studies

Adjunct Faculty, 1995-1996

### **AWARDS AND HONORS**

#### **Positions:**

Lansing-area Poet Laureate (2019-2021)

Faculty Fellow, Michigan State University Center for Gender in Global Context (2018-21)

Fellow, Hambidge Center for the Creative Arts and Sciences (2010, 2011, 2012)

Fellow, Virginia Center for the Creative Arts (2010)

Fellow, Banff Center for the Arts, Independent Artist Residency (2010)

#### **Books:**

Annual Midwest Book Award, Poetry (finalist): *Nothing but the blood* (2019)

Oklahoma Book Award, Poetry: *Nothing but the blood* (2019)

Independent Publisher Book Award (IPPY) Silver Medal: *Nothing but the blood* (2019)

Lascaux Poetry Prize (finalist): *Requiem, Rwanda* (2017)

Oklahoma Book Award, Poetry (finalist): *Celestial bodies* (2017)

Overleaf International Chapbook Manuscript Competition: *Celestial bodies* (2015)

Oklahoma Book Award, Poetry: *Crossing the ladder of sun* (2004)

Hungry Mind Books of Distinction Award, Poetry: *Learning to live in the world* (1995)

### **Manuscripts**

Ohio State Hollis Summers Poetry Prize (finalist): *Lullaby* (2020)

Philip Levine Prize (Semi-finalist): *Lullaby* (2019)

Milkweed Ballard Spahr Prize for Poetry (finalist): *Lullaby* (2019)

### **Teaching:**

Global Curriculum Fellowship, MSU Office of International Studies in Education (2019)

Michigan State University Excellence in Diversity Award (2006)

Michigan State University Teacher-Scholar Award (2003)

Lilly Teaching Fellowship (1999-2000)

### **Poetry: (selected)**

Winner, *Crosswinds* Poetry Contest (2020): “Twenty years on”

nominated for Pushcart Prize

Winner, *Briar Cliff Review* Poetry Prize (2015): “Midwinter, my mother”

nominated for Pushcart Prize

Winner, ArtPrize Anthology Competition (2015): “In the vineyards of Teramo”

nominated for Pushcart Prize

Winner, *Sixfold* Poetry Contest (November, 2021): “Umbra and other poems”

Third place, *Nimrod International*—poetry (2021)

Finalist, *Malahat Review* (2020) “Umbra”

Winner, Tucson Festival of Books, Literary Award—poetry (2019)

Winner, Golden Quill Poetry Award (September, 2019): “Evensong”

Winner, *Sixfold* Poetry Contest (June, 2019): “Five poems for Hanna”

Finalist, *Nimrod International*—poetry (2019)

Finalist, *Malahat Review* (2017): “Five prayers to be said upon departure”

Finalist, *Dead Bison* Editor’s Prize in Poetry (2016): Motherline series

Finalist, 49th Parallel Award for Poetry (2016): “*Takotsubo*”

First Honorable Mention, Dana Awards for Poetry (2016)

Honorable Mention, Concrete Wolf chapbook contest (2016): *Wood, with a gift for burning*

First Place Winner, Tucson Festival of Books, Literary Award—poetry (2016)

Winner, Judd's Hill Poetry Contest (2015): “In the vineyards of Teramo”

Second place, Fifth Annual Pat Schneider Poetry Contest (2015): “Mother smoking”

## **SCHOLARSHIP**

### **PUBLICATIONS**

#### **Books**

Apol, L. (2021). *A fine yellow dust*.

Apol, L. (2021). *Poetry, poetic inquiry and Rwanda: Engaging with the lives of others*.

Cham, Switzerland: Springer International Publishing

Apol, L. (2018). *Nothing but the blood*.

East Lansing, MI: Michigan State University Press

Winner, Oklahoma Book Award for Poetry

Finalist, Annual Midwest Book Award, Poetry

Silver Medal, Independent Publisher Book Award (IPPY), Poetry

Apol, L. (2018). *With a gift for burning*.

Georgetown, KY: Finishing Line Press

- Apol, L. (2016). *Celestial bodies*.  
Lantzville, BC: Leaf Press  
Winner, *Overleaf Chapbook Manuscript Competition*  
Finalist, *Oklahoma Book Award for Poetry*
- Apol, L. (2015). *Requiem, Rwanda*.  
East Lansing, MI: Michigan State University Press  
Finalist, *Lascaux Poetry Prize*
- Apol, L. (2015). *Emwe N'imvura Irabyibuka. (Even the rain remembers.)*  
Translated by Ntaganda Mukuru François -Xavier.  
Kigali, Rwanda: Mudacumura Publishing
- Apol, L. (2004). *Crossing the ladder of sun*.  
East Lansing, MI: Michigan State University Press  
Winner, *Oklahoma Book Award for Poetry*
- Apol, L. (1998). *Falling into grace*.  
Sioux Center, IA: Dordt College Press
- Watson, J. & Apol-Obbink, L. (1994). *Learning to live in the world: Earth poems by William Stafford*.  
San Diego: Harcourt Brace  
Winner, *Hungry Mind Books of Distinction Award*

### **Refereed Articles and Book Chapters**

more than 35 authored or co-authored articles and book chapters, including:

- Apol, L. (2021). What happens if I open that door?": Art, truth-telling, and healing in a poetry course for prospective teachers. In T. Kress, C. Emdin & R. Lake (Eds.) *Critical pedagogy for healing*. London, UK: Bloomsbury Publishing (115-124).
- Wargo, J. & **Apol, L.** (2020). "But I can't use this in a classroom!" or, Teaching "risky/risqué" young adult literature in a College of Education. In M. Cadden, K. Coats & R. S. Trites (Eds.) *Options for teaching YA literature*. New York: Modern Language Association (129-138).
- Apol, L. & McCarthy, M.D. (2019). Pedagogy, poetry and politics: Using poetic inquiry to convey, challenge and co/create a response to literature. In S. Faulkner & A. Cloud (Eds.) *Poetry and social justice*. Wilmington, DE: Vernon Press (3-16).
- Apol, L. (2019). Stories as change: Using writing to facilitate healing among genocide survivors in Rwanda. In H. Grayson and N. Hitchcott (Eds.) *Rwanda after 1994: Stories of change*. Liverpool: Liverpool UP (232-251).
- Roue, B. & **Apol, L.** (2019). *Parable of the sower and anti-racist pedagogy: Reading Octavia Butler with pre-service teachers*. In T. Stanley (Ed.) *Approaches to teaching the works of Octavia Butler*. New York: Modern Language Association (69-73).
- Gerde, H.K, **Apol, L.**, Skibbe, L. E., & Bucyana, C. M. (2019). Creating high-quality early childhood education in Rwanda: teacher dispositions, child-centred play, and culturally relevant materials. *Early child development and care*, DOI: [10.1080/03004430.2019.1578760](https://doi.org/10.1080/03004430.2019.1578760)
- Weippert, T., Domke, T., & **Apol, L.** (2018). Creating a third space through intertextuality: Using children's literature to develop prospective teachers' critical literacy. *Journal of language and literacy education*, 14(2), 1-23.
- McCarthy, M., **Apol, L.**, & Roue, B. (2018). "But I've never been to Lebanon..." and other reflections on "unrelatable" texts. *Worlds of words stories*, 5(4).
- Domke, L., Weippert, T., & **Apol, L.** (2018). Beyond school breaks: Reinterpreting the uses of film in classrooms. *The reading teacher*, 72(1), 51-59.

- Apol, L. (2017). Writing poetry in Rwanda: A means for better listening, understanding, processing, and responding. *Journal of poetry therapy: The interdisciplinary journal of practice, theory, research and education*, 30 (2), 71-83.
- Apol, L. & Macaluso, K. (2016). Using the Author-Out writing workshop to counter students' assumptions and anxieties about reading and writing poetry. *English journal*, 105 (6), 31-36.
- Certo, J. L., **Apol, L.**, Wibbens, E., & Hawkins, L. (2012). Living the poet's life: Using an aesthetic approach to poetry to enhance preservice teachers' poetry experiences and dispositions. *English education*, 44(2), 102-146.
- Apol, L. & Certo, J. (2010). A burgeoning field or a sorry state: U.S. poetry for children, 1800-present. In S. Wolf, K. Coats, P. Encisco & C. Jenkins (Eds.), *Handbook of research on children's and young adult literature*. New York: Routledge Press (275-289).
- Certo, J., **Apol, L.**, Yoon, S., & Wibbens, E. (2010). The most neglected of the neglected R: Poetry research we have; poetry research we need. In G. Troia, R. Shankland & A. Heinz (Eds.), *Writing research in classroom practice*. New York: Guilford Press (93-114).
- Damico, J. & **Apol, L.** (2008). Using testimonial response to frame the challenges and possibilities of risky historical texts. *Children's literature in education*, 39 (2), 141-158.
- Apol, L. (2003). Shooting bears, saving butterflies: Ideology of the environment in Gibson's *Herm and I* (1894) and Klass' *California Blue* (1994). *Children's Literature*, 31, 90-115.
- Apol, L. (2002). The power of text: What a 19<sup>th</sup> century periodical taught me about reading and the reader's response. *Journal of children's literature*, 28 (1), 53-60.
- Apol, L. (2002). Why Stafford? Why children? Why poems? *English quarterly*, 32 (1 & 2), 3-8.
- Apol, L. (2002). "What do we do if we don't do haiku?" Seven suggestions for teachers and writers. *English Journal*, 91 (3), 89-97.
- Apol, L. (2001). In search of a woman's voice: A revisionist reading of *Youth's companion* serials set in the west, 1880-1910. *Children's literature association quarterly*, 26 (1), 39-51.
- Apol, L. (2000). Tamings and ordeals: Depictions of female and male coming of age in turn-of-the-century *Youth's companion* serials. *The lion and the unicorn: A critical journal of children's literature*, 24 (1), 61-80.
- Apol, L. & Harris, J. (1999). Joyful noises: Creating poems for voices and ears. *Language arts*, 76 (4), 314-322.
- Apol, L. (1998). "But what does this have to do with kids?": Literary theory in the children's literature classroom. *Journal of children's literature*, 24 (2), 32-46.

### **Poetry** (in journals and anthologies)

more than 100 poems in journals and anthologies

## GRANTS

more than 30 authored or co-authored grants, including:

Delia Koo Global Faculty Endowment (2019)

Project: The Role of Children's Literature in an Indonesian Context: Curriculum Development, Research and Outreach  
\$5000 (funded)

MSU Humanities and Art Research Program (2018)

Project: *Whose Poem is it Anyway?:* The Challenge and Responsibility of Poet as Scholar and Witness  
\$7,735 (funded)

Creating Inclusive Excellence Grant (2018)

Project: Remembering the Rwanda Genocide Against the Tutsi Twenty-five Years Later  
Role: Co-PI  
with Erik Ponder, African Studies Librarian, Jean Kayitsinga, University Outreach and Engagement, and Jean Pierre Nshimimana, Fisheries and Wildlife, MSU  
\$14,500 (funded)

Frank and Adelaide Kussy Memorial Scholarship (2017)

Project: Literature of Social Justice: A Creative Project in Rwanda  
\$2,500 (funded)

CASID International Strategic Partnership Grant (2017)

Project: Building Capacity for Early Childhood Education in Rwanda  
Role: Co-PI  
with Lori Skibbe, Human Development & Family Studies, Hope Gerde, Human Development & Family Studies, Michigan State University  
\$10,000 (funded)

MSU Humanities and Art Research Program (2014)

Project: In Rwanda/In Kinyarwanda: Translation, Production and Distribution  
\$8,000 (funded)

Fulbright-Hays Project Abroad (US Department of Education) (2012)

Project: Understanding, Interpreting and Teaching Africa in the World Through the Humanities and Social Studies: Case Study of Tanzania for Pre-Service and Mentor Teachers  
Role: curriculum consultant (PI Dr. John Metzler, Dr. Margo Glew)  
\$97,300 (funded)

Creating Inclusive Excellence at MSU Grant Program (2011-2012)

Project: Race, Dis/ability and Class: Confronting Interlocking Privilege and Oppression with Dr. Beth Herbel-Eisenmann, Associate Professor, Teacher Education  
\$21,230 (funded)

Creating Inclusive Excellence at MSU Grant Program (2009-2010)

Project: *Understanding privilege and oppression* to create a more just and inclusive community  
\$13,270 (funded)

NCTE Grant-in-Aid (1999-2000)

Laura Apol and Kara Lycke  
Project: Changing literacies, changing identities (teen mothers project)  
\$9,000 (funded)

## **REFEREED CONFERENCE PRESENTATIONS**

### **National and International Conferences**

*more than 60 national and international conference presentations, including:*

- Apol, L. (2019). Language lessons: Stories, poems, power, and resistance. International Symposium on Poetic Inquiry, Nova Scotia, Canada.
- Apol, L. (2018). Writing for healing after a daughter's death: A researcher-poet-mother's journey. Critical Suicide Studies Network Conference, Perth, Australia.
- Apol, L. (2018). Children's literature master class: Poetry, voice and culture. National Council of Teachers of English (NCTE), Houston, TX.
- Apol, L. (2018). Stories *as* change. Paper presented at the international conference Rwanda after 1994: Stories of Change, University of St. Andrews, St. Andrews, Scotland.
- Apol, L., & McCarthy, M. (2018). The use of poetic inquiry to examine prospective teachers' responses to literature about an "other." Paper presented at the American Education Research Association (AERA), New York, NY.
- Apol, L. (2018). The lives of others. Critical Media Literacy Conference, Savannah, GA.
- Apol, L., Domke, L., McCarthy, M., Weippert, T., & White, K. (2017). Identifying and interrogating ideology in literature: Cultivating critical/resistant reading. Literacy Research Association, Tampa, FL.
- Apol, L. (2017). Stories as change: Writing in response to the 1994 genocide against the Tutsi in Rwanda. African Literature Association, Yale University, New Haven, CT.
- Apol, L., & McCarthy, M. (2017). Using poetic inquiry to understand preservice teachers' responses to literature about an "other." Paper presented at the National Council of Teachers of English Research Assembly (NCTEAR), San Francisco, CA.

## **INVITED ADDRESSES**

*more than 40 invited addresses, including:*

- Apol, L. (2021). Exploring "big questions" through metaphor. Dordt University, Sioux Center, IA.
- Apol, L. (2020). Coping with change: Poetry in a pandemic. Keynote address presented for the Michigan College English Association, Lansing, MI.
- Apol, L. (2019). Lost earrings, swans, avocados and Borobudur: poetic attention and the use of imagery in poetry. Yogyakarta University, Yogyakarta, Indonesia.
- Apol, L. (2019). Ideology in children's literature: (Re)reading *The giving tree*. Yogyakarta University, Yogyakarta, Indonesia
- Apol, L. (2019). Poetry with work to do in the world. Bayview Public Library, Bayview, Michigan.
- Apol, L. (2018). Poetry as a healing art. United Universalist Church of Greater Lansing.
- Apol, L. (2017). Transforming the world: Time, place, and story in poems from Rwanda. Part of the Sharper Focus Wider Lens series, MSU Honors College, East Lansing, MI.
- Apol, L. (2017). The sacred connection of story writing in response to trauma in post-genocide Rwanda. St. Lukes Lutheran Church, Federal Way, WA.
- Apol, L. (2016). Writing in response to trauma in post-genocide Rwanda. LATTICE (Linking All Types of Teachers in International Cross-Cultural Education), East Lansing, MI.

- Apol, L. (2016). *Stories as change: Writing as testimony in response to the 1994 genocide against Tutsi in Rwanda*. Albion College, Albion, MI.
- Apol, L. (2016). *Noticing, empathy, and character education in the global context*. Hindu Dharma State Institute. Bali, Indonesia.
- Apol, L. (2016). *Writing for publication in international journals*. Yogyakarta State University. Yogyakarta, Indonesia.
- Apol, L. (2016). *Teaching across cultural difference*. Atma Jaya University. Jakarta, Indonesia.
- Apol, L. (2015). *Preserving the genocide memories through literature*. Presented as keynote for the Survivors' Tribune Conference. The Rwanda High Commission, London, England.
- Apol, L. (2015). *Whose story is it anyway?: When research becomes art*. Seminar in testimony: The Holocaust and Rwanda. King's College, London, England.
- Apol, L. (2015). *Using testimony and witness in response to the 1994 genocide of Tutsis in Rwanda*. Presented as part of the seminar series "Post-traumatic Growth in Testimonies of Survivors and Perpetrators of the Rwanda Genocide." The University of Nottingham, Nottingham, England.
- Apol, L. (2015). *Writing narratives to tell the story; writing narratives for healing*. Presented at the Sumer Workshop on Holocaust and Rwanda Testimonies. University of Michigan, Flint, MI.
- Apol, L. (2014) *The challenge and responsibility of writer as witness*. Address given as part of the Distinguished Speaker Series, Moorings Presbyterian Church, Naples, FL.
- Apol, L. (2013) *Research methods: Poetic inquiry*. Address given to faculty and students at Yogyakarta State University, Yogyakarta Indonesia.
- Apol, L. (2010). *As an other / for an other: The challenge and responsibility of writer as witness*. Address given as part of the Curriculum and Pedagogy Seminar Series, University of Alberta, Edmonton, Alberta.
- Apol, L. (2009). *Learning beyond boundaries: Why we need poetry in the 21<sup>st</sup> century*. Address given at the Japan Association for Supervision and Curriculum Development Annual Spring Conference, Tokyo, Japan.
- Apol, L., Sigal, T., & Bialek, K. (2008). *Using narrative writing to facilitate the healing process among high school aged orphan - survivors of Tutsi genocide In Rwanda*. Part of Cultural Diversity Series. RAMS (Richmond Area Multi Services), San Francisco, CA.
- Apol, L. (1998). *Readers, texts, and critical readings of literature*. Keynote address presented at the 22nd Annual English Conference, Black Hawk College, Moline, IL.
- Apol, L. (1997). *Why Stafford? Why children? Why poems?* Keynote address presented at the Flint Hills Literary Festival, Kansas State University, Manhattan, KS.

### **INVITED WORKSHOPS**

*more than 70 local, national and international workshops, including:*

- Apol, L. (2021). *Poetry of/as witness*. Three-day workshop presented at Honeymoon Bay Retreat Center, Lake Cowichan, BC, Canada
- Apol, L. (2020). *Writing (from) the body*. Four-week virtual workshop for Planet Earth Poetry, Victoria, BC.
- Apol, L. (2020). *Coping with change: Writing the feeling poem*. Day-long virtual workshop presented for the Michigan College English Association, Lansing, MI.
- Apol, L. (2020). *Retreat at home*. Month-long virtual poetry workshop (with poetry readings).

- Apol, L. (2020). Writing the land. Two weekend workshop for the Grand Ledge Public Library, Grand Ledge, MI.
- Apol, L. (2020). The art of poetic inquiry. Daylong workshop presented in Victoria, BC.
- Apol, L. (2019). Poetry as a healing art. Three-day workshop presented at Honeymoon Bay Retreat Center, Lake Cowichan, BC, Canada
- Apol, L. (2016). Writing for healing. Weeklong workshop presented as part of the Fall Writing Series, Ghost Ranch, Abiquiu, NM.
- Apol, L. (2016). Literary responses to literature. Yogyakarta State University. Yogyakarta, Indonesia
- Apol, L. (2014). Open-heart writing. Workshop presented to at Moorings Presbyterian Church, Naples, FL.
- Apol, L. (2013). Writing to an other: Poetry writing and revision. Workshop presented to faculty and students at Sanata Dharma University, Yogyakarta, Indonesia.
- Apol, L. (2011). Those who can, teach: Poetry writing for teachers, K-12. Workshop presented for the Center for Poetry, Michigan State University, East Lansing, MI.
- Apol, L. (2010). Learning to make fire: Writing the relationship poem. Workshop presented at the Rally of Writers, Lansing, MI.
- Apol, L. (2009). Using picture books to enhance critical reading in K-12 classrooms. Workshop presented to English faculty of the International School of the Sacred Heart, Tokyo, Japan.
- Apol, L. (2009). Recognizing the poems in life: A creative writing workshop for teachers. Two-day workshop presented at the Japan Association for Supervision and Curriculum Development Annual Spring Conference, Tokyo, Japan.
- Apol, L. (1999, 2001, 2003, 2004, 2005, 2007, 2008, 2009, 2010, 2012). The sacred in everyday life. Three-day writing workshop at Leaven Retreat Center, Lyons, MI.
- Apol, L. (2003). Becoming comfortable with poetry. Three days of workshops held for students and teachers of Grades 5 to 9 at the Osaka International School and Senri International School, Osaka, Japan.

### **PERFORMANCES: POETRY READINGS**

*more than 80 poetry readings on the local, state, national and international stage*

### **TEACHING (SELECTED)**

**Michigan State University** (East Lansing, MI) Dept. of Teacher Education

#### Doctoral seminars:

- Current Issues in Children's and YA Literature
- Exploring Issues of Diversity in Children's and Adolescent Literature
- Children's Literature and Literary Theory
- Issues of Gender in Children's and Adolescent Literature
- Approaches to Undergraduate Teaching of Children's and Adolescent Literature
- Critical Reading of Children's and Adolescent Literature
- Advanced Qualitative Inquiry: Alternative Methodologies for Conducting "Difficult" Research
- Poetic Inquiry



Graduate Courses:

Teaching Global Studies in the Humanities and Social Studies: Focus on Africa  
Writing for Children  
Children's Literature in Film (online)  
Critical Reading of Children's and Adolescent Literature (online)  
Reading and Writing Poetry with Children  
Awards and Classics of Children's Literature (online)  
Methods and Materials for Teaching Children's and Adolescent Literature (online)  
Comparative Analysis of Education Practice: Children's Literature of Australia  
Methods of Writing Instruction  
Professional Development and Inquiry  
Curriculum Design & Development in Schools

Undergraduate Courses:

Issues of Sexual Violence Against Women and Children  
Reading and Responding to Children's Literature  
Issues of Diversity in Children's and Adolescent Literature  
Reading, Writing and Teaching Poetry  
Teaching Subject Matter to Diverse Learners: Literacy

**University of Central Oklahoma** (Edmond, OK) Dept. of English—Creative Studies

Graduate Courses:

Introduction to Creative Writing  
Poetic Techniques  
20th Century American Literature: Narrative Stance in Women's Novels  
Writing for Children  
Writing from Personal Experience

**Study Abroad Experiences Directed:**

Australia Cross-Cultural Pre-Internship Teaching (4 weeks, graduate),  
2010, 2011, 2012  
China Global Educators Cohort Program Trip (2 weeks, undergraduate),  
with Dr. Lynn Paine, 2012  
Indonesia Fellowship to Enhance Global Understanding Study Tour (3 weeks, doctoral students)  
2013; with Dr. Lynn Paine, 2015; with Dr. Chezare Warren, 2016  
Tanzania Fulbright-Hayes Group Projects Abroad (5 weeks, undergraduate and graduate)  
with Dr. John Metzler, 2014

**Dissertations Directed:**

Tracy Weippert (2020). Of mist drops and camouflage spots: Using children's artmaking conversations to support oral language development.  
Mark McCarthy (2018). Creative interference in the teaching of children's literature: A critical approach to teacher education. Co-directed with Dr. Sandro Barros, Dept. of Teacher Education.  
Bevin Roue (2016). Subversion and critical distance: Black speculative fiction, pre-service teachers, and anti-racist pedagogy. Co-directed with Dr. Scott Michaelsen, Dept. of English.  
Laura Jimenez (2013). Expert readers allocating time and attention in graphic novels. Co-directed with Dr. Doug Hartman, Dept. of Education Psychology.  
Valerie Struthers Walker (2009). Rereading dis/ability in adolescent literature: Textual Invitation and Repertoire in Reader Response

Thomas Crisp (2008). Re-reading *Rainbow Boys*: Romance, repression and representation.

Jacqueline LaRose (2007). Give 'em something to talk about: Questioning the questions in Scholastic Literature Circle editions.

Suzanne Knezek (2006). "But I'm not good at art": Preservice teachers' understanding of artistic response to children's and adolescent literature.

**External Dissertation Examiner:**

Aubrey Elizabeth Swift. (2021). The journey within: Experiences of Canadian teachers in international development programs. University of Regina, Regina, SK.

Norma Gray. (2012). An oral history of Inspectors of Primary Schools in Victoria 1960 - 1983. University of Sunshine Coast, Queensland, Australia.

**External Comprehensive Exams and Dissertation Committee Member:**

Bonnie Nish (2020). The promise of returning home after mild traumatic brain injury. University of British Columbia, Vancouver BC.

Klara Abdi (in progress)  
University of British Columbia, Vancouver BC.

## **PROFESSIONAL SERVICE**

**NATIONAL AND INTERNATIONAL (selected)**

Member, Phoenix Book Award Committee, Children's Literature Association, 2021-2024

Advisory Board Member, Survivors' Tribune Global Educational Initiative; London; 2016 to present

Mentor, Cultivating New Voices among Scholars of Color, National Council of Teachers of English; Roberta Price Gardner, 2015-2016

Chair, Lee Bennett Hopkins Promising Poet Award; International Literacy Association; 2015-16

Chair, Awards Panel Committee; American Education Research Association Writing and Literacies SIG, 2015-17.

Member, Children's Africana Book Awards, 2015-2017.

Chair, Short Story Award; International Literacy Association; 2014-15.

Area Editor: Children's Literature, *Journal of Literacy Research* 2009-13

Co-chair, Committee on Poetry & Prose Award; International Reading Association; 2011-12; 2012-13.

Member, Subcommittee on Poetry & Prose Award; International Reading Association; 2009-10, 2010-11.

Member, Edward Fry Book Award Committee, National Reading Conference, 2009-10