

**FENICE B. BOYD, PhD
CURRICULUM VITAE**

University of South Carolina, Columbia
Department of Instruction and Teacher Education
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EDUCATIONAL HISTORY

Certificate	2015–2016	HERS Leadership Institute Wellesley College Boston, MA
PhD		Michigan State University Major: Curriculum, Teaching, and Educational Policy Specialty: Literacy Studies <i>Dissertation title: The Cross-Aged Literacy Project: Extending the Boundaries for Adolescents Who Struggle with Reading, Writing, and Schooling</i> Dissertation Advisor: Taffy E. Raphael
Master of Science		North Carolina Agricultural and Technical State University, Major: Reading Education
Bachelor of Science		North Carolina Agricultural and Technical State University, Major: Music Education

PROFESSIONAL HISTORY

University of South Carolina, Columbia

Chair/Professor, Department of Instruction and Teacher Education, 2017–Present

University at Buffalo, The State University of New York (SUNY)

Associate Professor, Department of Learning and Instruction, 2007–2017

Associate Dean for Teacher Education, 2008–2013

Associate Chair, Department of Learning and Instruction, 2007–2008

Assistant Professor, Department of Learning and Instruction, 2001–2007

University of Georgia

Assistant Professor, Department of Language Education, 1996–2001
Elementary and Middle School Education Program Chair, Department of
Language Education, College of Education, University of Georgia,
1998–2001

Temporary Assistant Professor, Department of Language Education, 1995–1996

Michigan State University

Administrative Assistant, College of Education, Michigan State University, Fall,
1993

Research Assistant, The Early Literacy Project, College of Education, Michigan
State University, 1990–1993

Research Assistant, The Book Club Project, College of Education, Michigan State
University, 1990–1992

Teaching Assistant, College of Education, Michigan State University, 1989–1995

Teaching Assistant, College of Human Medicine, Michigan State University,
Summer: 1988, 1989, 1991, and 1992

Graduate Assistant, College of Education, Michigan State University, 1988–1989

Additional Professional Experiences

Director and Instructor, Developmental Reading Program, Livingstone College,
Salisbury, North Carolina, 1982–1987

Reading Teacher's Aide, Grades 7–9, High Point Public Schools, High Point,
North Carolina, 1978–1980

Music Teacher, Grades, 2–9, High Point Public School, High Point, North
Carolina, 1977–1978.

Awards and Honors

Invited Scholar, Griffith University, Brisbane, Queensland, July 16 – 21, 2018

Invited Scholar, Literacy Research Center and Clinic, University of Wyoming
February 13–14, 2018

Distinguished Professor, Department of Learning and Instruction, Graduate Student Association, Graduate School of Education, University at Buffalo, May 2017

Recipient, 2016 *Albert J. Kingston Award* for distinguished contributions of service to the Literacy Research Association (LRA)

Recipient, 2016 *Virginia Hamilton Essay Honor Award* for making a significant contribution to professional literature concerning multicultural literary experiences for youth

Recipient, 2016 *STAR Award* for Advising, Graduate School of Education, University at Buffalo

Invited Scholar, Queensland University of Technology, Brisbane, Queensland, May 11–15, 2015

Recipient, *Visiting Distinguished Researcher Award*, University of South Australia, Adelaide, South Australia, March – July 2015, \$9,000

Distinguished Faculty, Department of Learning and Instruction, Graduate Student Association, Graduate School of Education, University at Buffalo, May 2006

Invited Scholar, Literacy Volunteer to Macedonia, International Reading Association, March 19–30, 2005; June 18–28, 2005; October 15–25, 2005; May 13–23, 2006; November 4–14, 2006

Invited Scholar, Delegation Leader, Reading Educators to Costa Rica, People to People Citizen's Ambassador Programs International, November 8–16, 2003

Invited Scholar, Reading Education Delegate to Cuba, People to People Citizen's Ambassador Programs International, October 14–22, 2000

Invited Scholar, Southern Africa Faculty Development Seminar, South Africa and Zimbabwe, The University System of Georgia, Council of International Education, August 21–September 9, 1997

Invited Scholar, Fulbright Hays-Group Project Abroad, Harare, Zimbabwe, July 1–August 15, 1990

Recipient, Minority Dissertation Fellowship, American Educational Research Association, 1993–1995, \$20,000

Recipient, Excellence—In—Teaching Citation, Michigan State University, 1994

Recipient, Teacher Education Endowed Fellowship, Michigan State University, College of Education, 1993, \$700

Recipient, United Negro College Fund Faculty Development Fellowship, 1987–1988, \$15,000

PUBLICATIONS

Books

McVee, M. B., Shanahan, L. E., Hayden, H. E., **Boyd, F. B.**, & Pearson, P. D., with Reichenberg, J. (2018). *Video pedagogy in action: Critical reflective inquiry using the gradual release of responsibility model*. New York: Routledge.

McVee, M. B., & **Boyd, F. B.** (2016). *Exploring diversity through multimodality, narrative, and dialogue: A framework for teacher reflection*. New York: Routledge. <http://www.routledge.com/books/details/9781138901070/>

Sturtevant, E., **Boyd, F. B.**, Brozo, W. G., Hinchman, K., Moore, D. W., & Alvermann, D. E., (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Lawrence Erlbaum Associates. <https://www.routledge.com/p/book/9780805851137>

Edited Books

Boyd, F. B., & Brock, C. H. (Eds.) (2015). *Social diversity within multiliteracies: Complexity in teaching and learning*. New York: Routledge. (Nominated for the LRA Edward Fry Book Award for outstanding contributions to literacy research and practice, 2016 and 2017) <https://www.routledge.com/p/book/9781138021983/>

Boyd, F. B. & Brock, C. H. (Eds.) (2004). *Multicultural and multilingual literacy and language: Contexts and practices*. New York: The Guilford Press. (Nominated for the NRC Edward Fry Book Award for outstanding contributions to literacy research and practice, 2005 and 2006)

Refereed Articles – National/International Journals

Note: *Doctoral student(s) and/or teacher(s) authors are denoted with an asterisk (*)*.

Stahl, G., Brock, C. H., Young, J., Caldwell, D., Sharplin, E., & **Boyd, F. B.** (2019). Dispositions toward diversity: two pre-service teachers' experiences of living and teaching in a remote indigenous community. *Pedagogy, Culture & Society*, DOI: 10.1080/14681366.2019.1665090.

Reichenberg, J. S., & **Boyd, F. B.** (2019). The functions of consonance and dissonance in the dialogue of secondary-level literacy coaching. *Teacher Development*, 23(1), 83-100, DOI: 10.1080/13664530.2018.1518848.

- Boyd, F. B., Ridgeway, M. L., & Nyachae, T. M. (2018). "Is there lead in my water?": Employing a culturally compelling instructional perspective to teach for change. *Multicultural Learning and Teaching*.
- Brock, C. H., **Boyd, F. B.**, & Caldwell, D. (2015). Book Club: A view from Mrs. Nguyen's grade four classroom. *Practical Literacy: The Early and Primary Years*, 20(3), 5–8.
- Boyd, F. B., Causey, L. L., & Galda, L. (2015). Culturally diverse literature: Enriching variety in an era of common core state standards. *The Reading Teacher*, 68(5), 376–385. doi: 10.1002/trtr.1326 (**2016 Virginia Hamilton Essay Award Honor Citation**).
- Brock, C. H., & **Boyd, F. B.** (2011). Fostering meaningful middle school literacy learning: Investigating beliefs and practices. *Voices in the Middle*, 19(1), 13–18.
- Boyd, F. B., & *Bailey, N. M. (2009) Commentary: Censorship in three metaphors. *Journal of Adolescent & Adult Literacy*, 52(8), 653–661.
- Boyd, F. B., & *Ikpeze, C. H. (2007). Navigating a literacy landscape: Teaching conceptual understanding with multiple text types. *Journal of Literacy Research*, 39, 217–248.
- *Ikpeze, C. H., & **Boyd, F. B.** (2007). Web-based inquiry learning: Facilitating thoughtful literacy with webquest. *The Reading Teacher*, 60, 644–654.
- Boyd, F. B., Ariail, M., Williams, R., Jocson, K., Tinker-Sachs, G., & McNeal, K., with Fecho, B., Fisher, M., Healy, M. K., Meyer, T., & Morrell, E. (2006). Real teaching for real diversity: Preparing English language arts teachers for 21st century classrooms. *English Education*, 38, 327–348.
- Boyd, F. B., & *Howe, D. R. (2006). Teaching warriors don't cry with other text types to enhance comprehension. *English Journal*, 95, 61–68.
- Hinchman, K. A., Alvermann, D. E., **Boyd, F. B.**, Brozo, W. G., & Vacca, R. T. (2003/2004). Supporting older students' in and out of school literacies. *Journal of Adolescent and Adult Literacy*, 47, 304–310.
- Boyd, F. B. (2003). Experiencing things not seen: Educative events centered on a study of Shabanu. *Journal of Adolescent and Adult Literacy*, 46, 460–474.
- Boyd, F. B. (2002). Conditions, concessions, and the many tender mercies of learning through multicultural literature. *Reading Research and Instruction*, 42, 58–92.
- Boyd, F. B. (2002). Motivation to continue: Enhancing literacy learning for struggling readers and writers. *Reading & Writing Quarterly*, 18, 257–277.

Boyd, F. B. (2000). The cross-aged literacy program: Developing mediational activity to assist ninth-grade African-American students who struggle with literacy learning and schooling. *Reading & Writing Quarterly*, 16, 381–398.

Raphael, T.E., McMahon, S.I., Goatley, V.J. Bentley, J. L., **Boyd, F. B.**, Pardo, L. S., Woodman, D. A. (1992). Research directions: Literature and discussion in the reading program. *Language Arts*, 69, 54–61.

Refereed Articles – State Journals

Boyd, F. B. (2003). Literature circles and national standards for social studies teachers: A plan for reading and discussing children's literature. *The California Reader*, 36, 16–21.

Rozendal, M. S., Brock, C. H., **Boyd, F. B.**, & Morgan, C. (2000). Reflections on collaborating to improve instruction for diverse students. *Language and Literacy Spectrum*, 10, 16–25.

Boyd, F. B. (1995). The cross-aged literacy project: An alternative instructional program for adolescents who struggle with literacy and schooling. *Michigan Reading Journal*, 28, 46–56.

Non-Refereed Articles

Boyd, F. B. (2013). Policy and advocacy: Wading through the consequences of policy decisions. *Journal of Adolescent & Adult Literacy*, 57(1), 12–15.

Boyd, F. B., *Sullivan, M. P., *Popp, J. S., & *Hughes, M. (2012). Policy and advocacy: Vocabulary instruction in the disciplines. *Journal of Adolescent & Adult Literacy*, 56(1), 18–20.

Boyd, F. B., & Moore, D. W. (2011). Serving culturally and linguistically diverse youth: An interview with Fenice B. Boyd. *Journal of Adolescent & Adult Literacy*, 54(6), 455–457.

Boyd, F. B. (December 2012/January 2013). The common core state standards and diversity: Unpacking the text exemplars presented in appendix b. *Reading Today*, 16–17.

Boyd, F. B., & Rozendal, M. S. (2000). Introduction: Social mediation for assisting learning and development in multiple contexts. *Reading & Writing Quarterly*, 16, 295–298.

Handbook Chapters - Invited

Brock, C. H., **Boyd, F. B.**, & Pennington, J. L. (2011). Variation in language and the use of language across contexts: Implications for literacy teaching and learning. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (3rd edition) (pp. 83–89). New York: Routledge.

Brock, C., **Boyd, F. B.**, & Moore, J. A. (2003). Variation in language and the use of language across contexts: Implications for literacy learning. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd edition), (pp. 446–458). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Book Chapters

Nyachae, T. M., McVee, M. B., & **Boyd, F. B.** (2019). Gradually releasing responsibility in justice-centered teaching: Educators reflecting on a social justice literacy workshop on police brutality. In M. B. McVee, E. Ortlieb, J. S. Reichenberg, & P. D. Pearson (Eds.), *The Gradual Release of Responsibility in Literacy Research and Practice* (pp. 103–118). North America: Emerald Publishing.

Hinchman, K. A., & **Boyd, F. B.** (2015). Culturally compelling genre teaching: Inviting all learners to understand and use genre knowledge. In P. R. Schmidt & A. Lazar (Eds.), 2nd edition, *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism* (pp. 261–278). Charlotte, NC: Information Age Publishing, Inc.

Boyd, F. B., & Brock, C. H. (2015). Reflections on the past, working within the “future:” Advancing a multiliteracies theory and pedagogy. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. 1–10). New York: Routledge.

Brock, C. H., Carter, J., & **Boyd, F. B.** (2015). “Deadly ways to learn:” Language variation, ideology, and learning literacies. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. 30–41). New York: Routledge.

Boyd, F. B., & *Tochelli, A. L. (2015). Designing safe places to talk about contentious topics. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. 87–106). New York: Routledge.

Brock, C. H., & **Boyd, F. B.** (2015). Transforming practice in action. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. 201–212). New York: Routledge.

- Boyd, F. B., & Tochelli, A. L. (2014). Multimodality and literacy learning: Integrating the common core state standards for English language arts. In K. A. Hinchman, & H. K. Sheridan-Thomas (Eds.) 2nd edition, *Best Practices in Adolescent Literacy Instruction* (pp. 291–307). New York: The Guilford Press.
- Miller, S. M., Thompson, M. K., Lauricella, A. M., **Boyd, F. B.**, with McVee, M. B. (2012). A literacy pedagogy for multimodal composing: Transforming learning and teaching. In S. M. Miller & M. B. McVee (Eds.), *Multimodal composing in classrooms: Learning and teaching for the digital world* (pp. 114–129). New York: Routledge.
- Boyd, F. B., & Thompson, M. K. (2008). Multimodality and literacy learning: Using multiple texts to enhance content-area learning. In K. A. Hinchman, & H. K. Sheridan-Thomas (Eds.), *Best Practices in Adolescent Literacy Instruction* (pp. 151–163). New York: The Guilford Press.
- Boyd, F. B., Ndura, E., Brock, C. H., & Moore, J. (2004). Exploring (missed) perceptions of African Americans: Implications for literacy instruction and learning. In D. Lapp, C. C. Block, E. J. Cooper, J. Flood, N. Rosen, & J. V. Tinajeros (Eds.), *Teaching all the children: Strategies for developing literacy in urban settings* (pp. 42–52). New York: Guilford Publications.
- Boyd, F. B. (2004). In retrospect: Learning to learn from students' reading experiences. In F. B. Boyd & C. H. Brock, with M. S. Rozendal (Eds.), *Multicultural and multilingual literacy and language: Contexts and practices* (pp. 163–179). New York: The Guilford Press.
- Boyd, F. B. (1997). The cross-aged literacy program: Preparing struggling adolescents for book club discussions. In S. I. McMahon & T. E. Raphael (Eds.), *The book club connection: Literacy learning and classroom talk* (pp. 162–181). New York: Teachers College Press & International Reading Association.
- Raphael, T. E., & **Boyd, F. B.** (1997). When readers write: The Book Club writing component. In S. I. McMahon, T. E. Raphael with V. J. Goatley, & L. S. Pardo (Eds.), *The book club connection: Literacy learning and classroom talk* (pp. 69–88). New York: Teachers College Press & International Reading Association.
- Boyd, F. B. & Galda, L. (1997). Lessons taught and lessons learned: How cross-aged talk about books helped struggling adolescents develop their own literacy. In J. R. Paratore & R. McCormack, (Eds.), *Peer talk in the classroom: Learning from research* (pp. 66–87). Newark, DE: International Reading Association.

Research Report

Alvermann, D. E., **Boyd, F. B.**, Brozo, W., Hinchman, K., Moore, D. E., & Sturtevant, E. (2002). *Principled practices for a literate America: A framework for literacy and learning in the upper grades*. New York: Carnegie Corporation of New York.

Monographs

Raphael, T. E., McMahon, S. I., Goatley, V. J., Bentley, J. L., **Boyd, F. B.**, Pardo, L. S., & Woodman, D. A. (1991). *Reading instruction reconsidered: Literature and discussion in the reading program*. (Series No. 47) Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching. East Lansing, MI: Michigan State University.

Raphael, T. E. & **Boyd, F. B.** (1990). *Synthesizing information from multiple sources: A descriptive study of elementary students' perceptions and performance of discourse synthesis*. (Series No. 45). Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching. East Lansing, MI: Michigan State University.

Book Reviews

Boyd, F. B. (2006). Essay Book Review: Using texts as a lens to study a diverse society. *English Education*, 38, 146–151.

Boyd, F. B. (2004). Book Review: Understanding literacy teaching and learning outside classrooms. *Journal of Literacy Research*, 36, 99–104.

Accreditation and Program Review Document(s)

Boyd, F. B., with Aloe, A. M., & Cantaffa, D. T (2011). Inquiry Brief for the Accreditation Renewal of the Teacher Education Program, University at Buffalo, SUNY, Graduate School of Education. Submitted to the Teacher Education Accreditation Council (TEAC), June 26, 2011. Accreditation renewed for seven years: June 2012–June 2019.

Scholarly Projects Submitted and/or In Progress:

Manuscript(s), book(s) or grant proposal(s) under review and/or under contract:

Boyd, F. B., Nyachae, T. M., Brock, C. H. (revise and resubmit). *Examining Preservice and In-service Teachers' Transactions with Challenged or Banned Culturally Diverse Young Adult Literature: Centering Intersectionality and Ideology*.

Manuscript(s) or book(s) not yet completed:

Grant proposal(s) not yet completed:

Conference Presentations – Refereed/Invited

National/International Presentations

- Boyd, F. B., & Tochelli-Ward, A. (2015, December). *Collaborative conversations: Examining equity, diversity and transformative literacy pedagogy across complex contexts*. Alternative format presented at the Literacy Research Association (LRA), Carlsbad, CA.
- Brock, C. H., & Boyd, F. B. (2015, July). *Book Club: An instructional framework for nurturing children's inquiry with literature*. Workshop presented at the Australia Literacy Educators Association (ALEA), Canberra, Australian Capital Territory.
- Brock, C. H., & Boyd, F. B. (2015, June). *Book Club: Promoting powerful engagement with picture books*. Workshop presented at the Primary English Teaching Association Australia (PETAA), Adelaide, South Australia.
- Hinchman, K. A., & Boyd, F. B. (2013, December). *Formative design of transformative pedagogy: Exploring genres in three sixth-grade classrooms*. Paper presented at the Literacy Research Association (LRA), Dallas, TX.
- Boyd, F. B., Galda, L., & Causey, L. (2012, May). *Research into practice: Culturally diverse children's and young adult literature in a 21st century classroom*. Invited research session presented at the International Reading Association (IRA), Chicago, IL.
- Boyd, F. B. (2009, December). *Review of research on reading-writing connections*. Paper presented at the National Reading Conference/Literacy Research Association (NRC/LRA), Albuquerque, NM.
- Boyd, F. B., & Galda, L. (2009, May). *Layered meanings and re (writing) the giver*. Symposium presented at the International Reading Association (IRA), Minneapolis, MN.
- Boyd, F. B., & Canteen, C. (2008, April). *Learning multimodality: Digital immigrant goes digital native*. Video presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, IL.
- Boyd, F. B., & Alvermann, D. E. (2006, December). *Instructional practices that support adolescent literacy*. Alternative format presented at the National Reading Conference (NRC), Los Angeles, CA.

- Boyd, F. B. & Ikpeze, C. H. (2004, December). *Enhancing comprehension by "reading" multiple texts: A study of social inequality and school desegregation*. A paper presented at the National Reading Conference (NRC), San Antonio, TX.
- Ndura, E., Boyd, F. B., Brock, C. H. & Moore, J. (2003, May). *Exploring misperceptions of African American children in life and literature: Implications for education*. A paper presented at the International Reading Association (IRA), Orlando, FL.
- Brock, C. H. & Boyd, F. B. (2003, May). *Handbook of research on teaching the English language arts: Conversations with the authors*. A paper presented at the International Reading Association (IRA), Orlando, FL.
- Boyd, F. B. (2000, May). *Potential, possibilities, and benefits: Looking at the strengths of African American students who struggle with literacy learning*. A paper presented at the International Reading Association (IRA), Indianapolis, IL.
- Boyd, F. B. (1999, December). *Reading text within text: Studying multicultural literature with ninth-grade students*. A paper presented at the National Reading Conference (NRC), Orlando, FL.
- Boyd, F. B. (1997, March). *Extending the boundaries of literacy learning for African American students who struggle with reading, writing, and schooling*. A paper presented at the American Educational Research Association (AERA), Chicago, IL.
- Boyd F. B. (1997, March). *Exploring motivation in a cross-aged literacy program*. A paper presented at the American Educational Research Association (AERA), Chicago, IL.
- Boyd, F. B., & Galda, L. (1996, December). *Currents and cross currents: Contrasting scholarly responses to breaking free: The transformative power of critical pedagogy*. A paper presented at the National Reading Conference, Charleston, SC.
- Boyd, F. B. (1996, December). *Preparing and giving a job talk*. A paper presented at the National Reading Conference (NRC), Charleston, SC.
- Boyd, F. B. (1995, December). *Learning opportunities in a cross-aged literacy project*. A paper presented at the National Reading Conference (NRC), New Orleans, LA.
- Boyd, F. B. (1995, December). *Making the transition from graduate student to faculty member*. A presentation at the National Reading Conference (NRC), New Orleans, LA.

Boyd, F. B. (1995, April). *Positioning and revoicing in cross-age discussions: What is the nature of interactions*. A paper presented at the American Educational Research Association (AERA), San Francisco, CA.

Boyd, F. B. (1994, May). *Ownership through high school book clubs*. A paper presented at International Reading Association (IRA), Toronto, Ontario.

Boyd, F. B. (1994, April). *Learning together: A case-study of a cross-aged literacy project*. A paper presented at the American Educational Reading Association (AERA), New Orleans, LA.

Boyd, F. B. (1993, December). *Cross-age peers as "more knowledgeable others": Who's leading whom, when and why?* A paper presented at the National Reading Conference (NRC), Charleston, SC.

Raphael, T. E., Boyd, F. B., Aiken, P. (1993, April). *Reading logs in the book club program*. A paper presented at the American Educational Research Association (AERA), Atlanta, GA.

Boyd, F. B. (1992, December). *Examining children's voices in general and special education: The evolving story of Erin*. A paper presented at the National Reading Conference (NRC), San Antonio, TX.

State/Local Presentations – Refereed

Boyd, F. B. & Ricketson, M. A. (2000, February). *The art of teaching multicultural literature*. A paper presented at the Georgia Council of Teachers of English, Callaway Gardens, GA.

Boyd, F. B., & Noble, V. (1999, February). *Reading text within text: Exploring literature response with project success students*. A paper presented at the Georgia Council of Teachers of English, Jekyll Island, GA.

Boyd, F. B. (1996, July). *Reconstructing meanings of literacy learning through the cross-aged literacy program: Intricacies and possibilities*. A paper presented at the Georgia Council of Teachers of English, Athens, GA.

State/Local Presentations – Invited

Boyd, F. B. (2017, March). *Social Justice Teaching in Urban Schools*. Presentation for the 2017 Urban Forum Speaker Series, Bennett High School, Buffalo, NY.

Boyd, F. B. (2015, November). The Buffalo Partnership Project. Presentation for the 2nd public hearing of Governor Cuomo's Common Core Task Force, Buffalo, NY.

- Boyd, F. B. (2015, October). *Culturally diverse literature: Enriching variety in an era of common core*. Buffalo Urban League Young Professionals (BULYP) Education Mini-Conference, Buffalo, NY.
- Boyd, F. B. & Ikpeze, C. H. (2005, January). *Enhancing comprehension by “reading” multiple texts: A study of social inequality and school desegregation*. Brown bag presentation, Department of Learning and Instruction, University at Buffalo, Buffalo, NY
- Boyd, F. B. & Brock, C. H. (2002, November). *Exploring issues of diversity and literacy learning*. New York State Reading Association (NYSRA), New York, NY
- Boyd, F. B. (2002, October). *Creating paths for creative thinking in a study of multicultural literature*. Workshop session presented at the Niagara Frontier Reading Council (NFRC), Buffalo, NY
- Boyd, F. B. (2001, April). *Stories pictures tell about Cuba: Experiences of literacy educators*. Presented at the University of Georgia, College of Education, Multicultural Education Task Force Seminar.
- Boyd, F. B., Davis-Haley, R. T., & Oppong, N. (2001, April). *Middle school faculty and preservice teachers connect “real life” mathematics and language education content to authentic learning*. Poster session presented at the Contextual Teaching and Learning Conference, Athens, GA.

Grants (funded):

- Boyd, F. B. (PI), Ciphrah, R., & Ellis, J. H. (Co-PIs). Enacting and Researching Culturally Sustaining STEM Pedagogies Across Informal Settings in Gullah/Geechee Communities in the Southeastern United States. National Science Foundation, 2020-2022. (funded) \$300,000.
- Boyd, F. B. (PI) & McLaughlin, J. S. (Co-PI) (2016–2017). A Randomized Experiment on Financial Literacy Education: Youth Gaining Economic Equity Knowledge (Y-GEEK). A seed grant from the University at Buffalo, Graduate School of Education, MEGAS program, August 2016–June 2017. (funded) \$10,000.
- Daun-Barnett, N. (PI), **Boyd, F. B.**, Cantaffa, D. T., & Tosado II, L. A. (Co-PIs), *University at Buffalo College Success Initiative, GEAR UP State Sub-Grant, Higher Education Services Corporation* (HESC), March 2015–August, 2020. (funded) \$2,354,000.00.
- Boyd, F. B. (PI), Miller, S., Chiu, M. M., et al (Co-PIs). (2012). *Buffalo Partnership Project: Professional Development for Teachers across the Disciplines to meet English Language Learners’ Needs and Achieve Common Core Learning*

Standards. A professional development grant from New York State Education Department (NYSED), September 2012–August 2015. (funded) \$600,000.00.

Boyd, F. B. & Grant, S. G. (2003). *Reading Historical and Literary Documents Project*. Graduate School of Education, University at Buffalo, SUNY. (funded) \$2,500.

Alvermann, D., (PI) **Boyd, F. B.**, Brozo, W., Hinchman, K., Moore, D., & Sturtevant, E. (Co-PIs) (2002). *Adolescent Literacy: A Knowledge Development Proposal*. Carnegie Corporation of New York. (funded) \$48,600.

Boyd, F. B. (PI) (2000). *Textual Power: Exploring Issues of Cultural Diversity, Gender, and Socioeconomic Status Using Multicultural Literature*. National Council of Teachers of English, Grants-in-Aid Program. (funded) \$3,100.

Boyd, F. B. (PI) (1996). *Cross-Aged Talk About Books*. Funded by The University of Georgia, College of Education Faculty Support/Collaboration Grant. (funded) \$1,500.

Boyd, F. B. (PI) (1996). *The Atlanta Project. Expanding Literate Communities in CRIM Cluster Schools. Funded by The University of Georgia, College of Education; (Conducted monthly seminars focused on reading and writing workshop with elementary and middle school teachers.)* (funded) \$15,000.

Grant Proposals Submitted (unfunded):

Boyd, F. B., McLaughlin, J. S., & Abramovich, S. (Co-PIs): A randomized experiment on professional development and financial literacy education: Youth gaining economic equity knowledge (Y-GEEK). A Letter of Inquiry (LOI) *submitted to* the National Endowment for Financial Education (NEFE), \$182,394.00, June 6, 2017.

Boyd, F. B. (PI), Yerrick, R., Miller, S., et al (Co-PIs). *The Buffalo Partnership Project. A Professional Development Common Core Learning Standards Collaborative*. Grant proposal submitted to New York State Education Department (NYSED), May 26, 2015, \$600,000.00 (unfunded).

Boyd, F. B., & Hinchman, K. A. *Using Genre-Driven, Self-Regulated Strategy Development to Improve Reading and Writing of Middle-Grade Students: A Formative Experiment*. Submitted to the Elva Knight Grant Award, International Reading Association, November 5, 2013, \$8,000 (unfunded).

Boyd, F. B. *A formative and design experiment to study genre-specific writing intervention with sixth-grade students: Laying foundations for college and career readiness*. Submitted to the Civic Engagement Research Fellowship Program for Grant Development, University at Buffalo 2020 Initiative, Grant proposal submitted, October 1, 2013, \$3,500 (unfunded).

- Boyd, F. B. (PI), Aloe, A. M., & Chiu, M. M. (Co-PIs). Investigating Teachers' Pedagogical Approaches and Adolescents' Reading, Critical Thinking, and Writing Outcomes, Using Multiple Text Types. A research grant proposal submitted to the Institute of Education Sciences (IES), September 16, 2010 for \$1,608,617.00 (unfunded).
- Boyd, F. B. (2008). *Investigating Pedagogical Strategies and Adolescents' Understandings about Issues of Social Justice Using Multiple Text Types*. The Elva Knight Research Grant Program submitted to the International Reading Association for \$10,000.00 (unfunded).
- Boyd, F. B. (2007). *Investigating Pedagogical Strategies and Adolescents' Understandings about Issues of Social Justice Using Multiple Text Types*. The Elva Knight Research Grant Program submitted to the International Reading Association for \$10,000.00 (unfunded).
- Boyd, F. B. (2006). *Investigating Pedagogical Strategies and Adolescents' Understanding about Issues of Social Justice Using Multiple Text Types*. The Elva Knight Research Grant Program submitted to the International Reading Association for \$10,000.00 (unfunded).
- Boyd, F. B. & Grant, S. G. (2003). *Reading Historical and Literary Texts*. A research grant proposal submitted to The Spencer Foundation's Small Grants Program for \$35,000.00 (unfunded).
- Boyd, F. B., Grant, S. G., Robinson, C., & Cimbrics, S. (2002). *Reading Historical and Literary Texts in an Era of High-Stakes Testing: A Study of Middle School Teaching Practices and Learning Processes*. A research grant proposal submitted to the USDOE, Washington, DC for \$1,050,000 (unfunded).

Editorial Review Board Memberships

Journal of Adolescent & Adult Literacy, 2010–2014
Reading Research Quarterly, 2003–2006
The California Reader, 2000–2003
Journal of Literacy Research, 1996–2001
Kids InSight Series, International Reading Association, 1999–2003
Reading Research and Instruction, 1999–2005
National Reading Conference Yearbook, 1996 and 1999

Journal of Adolescent & Adult Literacy (JAAL)

Policy and Advocacy, Department Editor (2012–2014)

Vocabulary Instruction in the Disciplines 56(1), 18–20
 Meeting the Needs of English Learners 56(3), 186–188

Promised Land?: English Learners Seeking Refuge at Lafayette High School
56(5), 358–360

Helping High Schools Meet Higher Standards 56(7), 535–539

Wading Through the Consequences of Policy Decision 57(1), 12–15

Scaffolded Silent Reading (ScSR): Advocating a Policy for Adolescents’
Independent Reading 57(3), 185–188

Forging Ahead!: Teachers Reflect on the Early Adopter Program to Implement
the Common Core State Standards 57(5), 357–360

A Broader Vision of Literacy: Including the Visual with the Linguistic 57(7),
527–532

Guest Reviewer for Learned Publications and Professional Organizations

Journal of Adolescent and Adult Literacy, May 2009

American Education Research Association, 2004

National Reading Conference, 2004

Journal of Adolescent and Adult Literacy, 2003

National Reading Conference, 2000

Research in the Teaching of English, 1999 and 2010

Reading & Writing Quarterly (Themed issue), 2000

The National Reading Research Center, 1995–996

The New Advocate, 2002

PROFESSIONAL SERVICE

Literacy Research Association (formerly the National Reading Conference)

Chair, Early Career Achievement Award Committee (2015–2018)

P. David Pearson Scholarly Influence Award Committee (2014–2017)

Board of Directors, Member (elected) (2010–2013)

- Chair, Plenary Address: *The Arizonification of America: The Pedagogical Implications of Latina(o) Students Under Siege*—Donaldo Macedo, Jacksonville, FL (2011)
- Introduction of Speaker, Plenary Address: *Making Our Literacy Research Matter: Lessons from Work with Indigenous Youth*—Teresa McCarty, Dallas, TX (2013)
- Introduction of Speaker, Plenary Address: *Connected Learning and Literacy*—Mimi Ito, San Diego, CA (2012)
- Committee Member, P. David Pearson Scholarly Influence Award (2012)
 - Committee work entailed the establishment of the award

Program Co-Chair (2004–2005)

Multicultural Committee (2000)

Critical Spaces Committee (2000)

International Committee (1996–1999)

Long-Range Planning Committee (1993–1999)

International Literacy Association (ILA) (formerly IRA)

Nominating Committee Member (2011)

Nominating Committee Member (2010)

Nominating Committee Member (2006)

Nominating Committee Member (2005)

Honors Council Delegate Representing the Niagara Frontier Reading Council (2010)

Search Committee Member – Editors for *The Reading Teacher*

(December 2009 – January 2010; February 2010 – April 2010)

Literacy Volunteer to Macedonia (2005–2006)

Subcommittee on Grants Member (2001–2002)

Adolescent Literacy Commission Member (2000–2004)

Conference Proposal Reviewer (1998)

National Council of Teachers of English (NCTE)

National Conference on Research in Language and Literacy (NCRL)

Treasurer (elected) 2005–2008

Nominating Committee Chair, Council of English Education (elected) (2004)

Conference on English Education Leadership and Policy Summit, Diversity Strand,
Atlanta, GA (participant), May 2005

New York State Reading Association (NYSRA)

- State Conference Program Committee (2002)

New York State Association of Teacher Educators/New York State Colleges of Teacher Education (NYSATE/NYSCTE)

- “Day on the Hill” (Participant, June 4–5, 2012)
- “Day on the Hill” (Participant, June 6–7, 2011)

SUNY Deans and Directors of Schools of Education

- Member 2008–2013
- Convener, Spring Conference, June 12–14, 2013, Saratoga Springs, NY
- Convener, Fall Conference, September 19–21, 2012, Buffalo, NY
- Co-Convener, Spring Conference, June 13–15, 2012, Rochester, NY
 - Teacher Education Advisory Group (TEAG) 2012–2013

Local Organizations

Niagara Frontier Reading Council (NFRC)

Board of Directors Member (2008–2012)
Treasurer, 2008–2012
Board of Directors Member (2002–2004)

Pinnacle Charter School

Board of Trustees Member, 2008–2014;
Chair 2011–2012; Vice Chair 2010–2011; Secretary 2009–2010;
Committees: a) Academic; b) Finance; c) Nominating; d) School Improvement Team (SIT)

Consultations and Professional Development Experiences

- Common Core State Standards (CCSS), Chicago Public Schools (CPS): Early Adopter Program, Grades K–5, 2011–2012; Early Adopter Program, Grades 5–8, 2012–2013
- Arkansas English Language Arts Curriculum Framework, Grades K–12, May–June 2009 (review)
- Content Area Reading, Writing, and Study Skills, Twin Falls, ID, March 2009; April 2009
- Content Area Reading, Writing, and Study Skills Birmingham, AL, December 2008; January 2009
- Buffalo English Teachers Conference, Southside Elementary School, Buffalo, NY, May 2005 (review)
- Tuscarora Indian School, Lewiston, NY (2002–2003)
- W. H. Stevenson Elementary School, Ransomville, NY (2002)
- Program for Rural Services and Research in Literacy Education, The University of Alabama, Tuscaloosa, November 1997 (review)
- Regents College, State University of New York, Albany, February and April 1997 (Test Items Development Project)
- Fourth Street Elementary School, Athens, GA., January, 1998 (Writing Assessment Seminar)
- Cleveland Road Elementary School, Athens, GA., November, 1997 (Writer's Workshop Seminar)

Community Relations

- Diversity in Action Institute, University at Buffalo, August 3–7, 2009 (Facilitator)
- University at Buffalo and Buffalo Public Schools Professional Development Initiative, May 12–June 20, 2009 (Lead Organizer)
- McKinley High School, African-American Read-in, Buffalo, NY, February 22, 2005 (Participant)
- Whit Davis Elementary School (Grades K–4), Athens, GA., February 17, 1999 (Lecture and Demonstration on Zimbabwean Culture and Education)
- Athens Attention Home, Athens, GA., 1996 (Literacy Volunteer at Teen Homeless Shelter)

THE STATE UNIVERSITY OF NEW YORK (SUNY)

Initiative(s): \$3.5 Race to The Top (RTTT) Contract (2012–2013)

SUNY – Teacher Education Network (S-TEN)

- Design Team I – Member
- Campus-Based Teacher Education Network (C-TEN) Team – University at Buffalo, Coordinator
- edTPA Coordinator for Implementation of new teacher certification exams in NYS

UNIVERSITY AT BUFFALO – University and Graduate School of Education Service

University Committees

- Faculty Senate (elected) (2016–2018)
- Faculty Senate Equity and Diversity Committee (2015–2016)
- Search Committee Member for Dean, Graduate School of Education (GSE), Office of the Provost (2013)
- Search Committee Member, Director Teaching and Learning Center (TLC), Office of the Provost (2008)
- Executive Committee Representative, The Graduate School (2006–2007)
- Graduate School of Education Committees
- Leadership Initiative For Tomorrow's Schools (LIFTS) Oral Examination Committee, Department of Educational Leadership and Policy (2002; 2011)
- GSE Executive Committee (elected) (2004–2007); (2014–2017)
- Search Committee Member, Department of Educational Leadership and Policy (2006)
- Accreditation Committee (2002–2003)
- Teacher Education Advisory Council (2001–2002)

Department of Learning and Instruction

- Doctoral Studies Committee, Chair (2015–2017)
- Search Committee Member (2013)
- Search Committee Chair (2009)
- Search Committee Chair (2008)
- Search Committee Co-Chair (2010)
- Search Committee Co-Chair (2006)
- Search Committee Co-Chair (2005)
- Search Committee Co-Chair (2003)
- Search Committee Member (2005)
- Search Committee Member (2003)
- Search Committee Member (2002)

UNIVERSITY OF GEORGIA – COLLEGE OF EDUCATION AND DEPARTMENT SERVICE

College of Education

- Middle School Teacher Education Advisory Council (1995–1996)

- Staff Awards Committee Member (1998)
- African Studies Program Advisory Committee (1997–2001)
- Contextual Teaching and Learning (CTL) Preservice Teacher Development Project (USDOE grant; 5% time, Fall and Spring Semesters (1999–2000)
 - Responsibilities entailed:
 - Participation in CTL professional development activities
 - Participation in CTL disciplinary (content area) committee
 - Develop curriculum materials for courses to incorporate CTL concepts and strategies, and contribute to completion of deliverables for which disciplinary committee was responsible
 - Initiate and contribute to evaluation of data collection activities
 - Revise the CTL curriculum and instructional materials based on evaluative data and other measures

Department of Language Education

- Program Chair, Elementary and Middle School Education (1998–2001)

Membership in Professional Organizations

- Literacy Research Association (LRA) (Lifetime Membership)
- National Conference on Research in Language and Literacy (NCRL)
- New York State Reading Association (NYSRA)
- Niagara Frontier Reading Council (NFRC)

GRADUATE TEACHING AND SUPERVISION

University at Buffalo, SUNY – Graduate Courses

LAI 615 – Introduction to Curriculum, Instruction and the Science of Learning (Doctoral)
 LAI 621 – Critical Interpretations and Review of Research (Doctoral)
 LAI 669 – Qualitative Methods in Educational Research (Doctoral)
 LAI 684 – Review of Research in Reading Comprehension (Doctoral)
 LAI 687 – Politics of Literacy and Teacher Education (Doctoral)
 LAI 552 – Middle Childhood/Adolescent Literacy Methods (Master's)
 LAI 560 – Language Arts Methods (Master's)
 LAI 563 – Language, Literacy, and Culture (Master's)
 LAI 580 – Literature for Young Adults (Master's)

Doctoral Student Research and Programs

<u>Name</u>	<u>Department</u>	<u>Role</u>
None at this time		

Dissertation Committee Chair/Co-Chair – Current

Kfouri, Christiana	Learning and Instruction	Co-Chair
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Dissertation Committee Member – Current

None at this time

Dissertation Committee Chair/Co-Chair – Completed

Adams, Paula (2005)	Learning and Instruction	Committee Chair
Ikpeze, Chinwe (2006)	Learning and Instruction	Committee Chair
Lee, Su Jin (2009)	Learning and Instruction	Committee Chair
Morgan, Brian (2006)	Learning and Instruction	Committee Chair
Reichenberg, Jennifer (2017)	Learning and Instruction	Committee Co-Chair
Turner, Sean (2013)	Learning and Instruction	Committee Chair

Dissertation Committee Member – Completed

Bailey, Nancy (2006)	Learning and Instruction	Committee Member
Brown, Carmen (2010)	Learning and Instruction	Committee Member
Christ, Tanya (2007)	Learning and Instruction	Committee Member
Cross, Dawn (2017)	Learning and Instruction	Committee Member
Dechert, Deborah (2007)	Learning and Instruction	Committee Member
Faunce, Jeffrey (2009)	Learning and Instruction	Committee Member
Fayez, Merfat (2007)	Learning and Instruction	Committee Member
Fulmer, Gavin (2007)	Learning and Instruction	Committee Member
Gradwell, Jill (2004)	Learning and Instruction	Committee Member
Haq, Katherine S. (2017)	Learning and Instruction	Committee Member
Hopkins, Maria (2009)	Learning and Instruction	Committee Member
Lee, Jooyoung (2010)	Learning and Instruction	Committee Member
Lee, Myunghee C. (2008)	Learning and Instruction	Committee Member
Madigan, Tim (2006)	Learning and Instruction	Committee Member
McDonel, Jennifer S. (2013)	Learning and Instruction	Committee Member
Nyachae, Tiffany M. (2018)	Learning and Instruction	Committee Chair
Ridgeway, Monica (2017)	Learning and Instruction	Committee Member
Roof, Lisa (2017)	Learning and Instruction	Committee Member
Shanahan, Lynn (2006)	Learning and Instruction	Committee Member
Towle, Brenna (2014)	Learning and Instruction	Committee Member
Wellenzohn, Nancy (2010)	Educational Leadership and Policy	Committee Member
Whelan, Megan (2017)	Learning and Instruction	Committee Member
Wieland, Karen M. (2008)	Learning and Instruction	Committee Member
Wroblewski, René (2005)	Learning and Instruction	Committee Member

Dissertation Committee Member – External

Hughes, Meghan E. (2017)	University of Illinois, Chicago	Committee Member
Wilkins, Ebony J. (2015)	University of Illinois, Chicago	Committee Member