


CANDACE ROSS KUBY, PhD

University of Missouri, Associate Provost for Faculty Affairs
Professor, Learning, Teaching, & Curriculum



EDUCATION

Indiana University, Ph.D., Literacy, Culture, and Language Education, 2010

Minor Areas: 1) Interdisciplinary Critical Inquiry (Qualitative Research Approaches & Theories) and 2) Policy Studies (coursework)

Dissertation: *Understanding an early childhood inquiry curriculum through crystallizing autoethnography, practitioner research, and a performative analysis of emotion.*

Advisor & Chair: Mitzi Lewison

Committee Members: James Damico, Barbara Dennis, & Karen Wohlwend

The University of Alabama at Birmingham, M.A., Early Childhood Education, 2004

The University of Alabama at Birmingham, B.S., Early Childhood Education, 2001

PROFESSORIAL EXPERIENCE

Professor, College of Education & Human Development, Department of Learning, Teaching, & Curriculum, University of Missouri, Columbia, 2021 to present

Associate Professor, College of Education, Department of Learning, Teaching, & Curriculum, University of Missouri, Columbia, 2016 to 2021

Assistant Professor Early Childhood Education, College of Education, Department of Learning, Teaching, & Curriculum, University of Missouri, Columbia, 2010 to 2016

Associate Instructor, School of Education, Department of Literacy, Culture, & Language Education, Indiana University, 2006 to 2010

Higher Education Tutor for Educators from Afghanistan, School of Education, Department of Literacy, Culture, & Language Education, Indiana University, 2009

Research Assistant, Center for Evaluation & Education Policy (CEEP), Indiana University, 2007

Adjunct Instructor, College of Education, Early Childhood Education, Athens State University, Athens, AL, 2004 to 2005

ADMINISTRATIVE EXPERIENCE

Associate Provost, University of Missouri, Columbia, 2022 to present

I have had two associate provost roles. First as Associate Provost for Faculty Success (2022-2024). In 2024 I began as Associate Provost for Faculty Affairs. In this role, I continued the responsibilities and portfolio of faculty success in addition to faculty affairs duties.

Currently, I manage faculty recruitment, hiring, salary and workload adjustments, and the faculty promotion and tenure process. I serve as liaison to Faculty Council and the academic liaison to the SEC. I mentor campus leaders through regular meetings with department chairs, run the Provost Leadership Program, and helped create the Senior Executive Leadership onboarding cohort program. In 2024-2025, I led the university's Higher Learning Commission (HLC) accreditation efforts and served as the Accreditation Liaison Officer (ALO). In May 2025, Mizzou was reaffirmed its accreditation status with no progress monitoring.

In addition to faculty affairs duties, I continue to support faculty success and development, in three ways: 1) support faculty development by building new programs that support faculty and coordinating existing faculty development efforts across campus, 2) manage internal and external honorific awards and recognitions for faculty members, and 3) coordinate efforts to study faculty satisfaction.

Specific duties include:

- Manage faculty recruitment efforts including the review of faculty hires
- Review faculty compensation and workload adjustments
- Oversee the faculty promotion and tenure process
- Review faculty research and development leaves
- Support and provide training to department chairs and program directors
- Serve as liaison to Faculty Council
- Serve as the academic liaison for the SEC
- Run the Provost Leadership Program
- Create sessions for the Senior Executive Leadership Onboarding Program
- Design and oversee new faculty orientation and supports
- Member of MizzouForward leadership team, a transformational campus effort focused on investments in faculty excellence and hiring, infrastructure growth, and student success
- Served as the Higher Learning Commission Accreditation Liaison Officer (ALO) (2024-2025) and on Mizzou's accreditation leadership team (2022-2024)
- Created and manage faculty development cohort programs, such as the Mid-Career Research Development Fellows, Arts & Humanities Fellows, and LEAP (Learning and Expanding Abilities for Professoriate Early-Career Fellows)
- Manage applications for faculty support initiatives, including the Faculty Success Program (NCFDD), the Provost's Great Books Program, Provost Scholars Program, and the Highly Prestigious Awards Course Release Program
- Lead a team to support faculty in external honorific awards & manage internal awards processes
- Coordinate two COACHE survey efforts for campus, serve as a liaison on the campus COACHE committee (Faculty Job Satisfaction Survey & Faculty Retention and Exit Survey), and conduct faculty exit interviews
- Partner with marketing and communications on monthly Provost Office newsletters, website updates, and communications across campus
- Provide leadership and support for Connection, a faculty retention program
- Support faculty mentoring efforts across campus, including Mentoring at Mizzou
- Provide leadership and support for Mizzou's Aspire Alliance & iChange Network efforts

- Provide support for Mizzou's Professional Development Council & Faculty Success Council
- Chair campus committee that plans and hosts all campus-wide faculty recognition events
- Served as a liaison on the campus honorary degree committee (2022-2024)

As Associate Provost, I supervise approximately 10 staff members, post docs, and faculty fellows. I oversee a budget over \$1.8 million to support faculty success efforts. In addition, I work with Advancement and attend events with alumni and donors to build relationships and support the mission of the university.

MU United Way Campaign Co-Chair, University of Missouri, 2022 to 2025

From 2022-2025, I served as a campus leader for the MU United Way Campaign (vice-chair, chair, and past chair). As co-chairs we sought partnerships with students, faculty, staff, retirees, and alumni to ensure campaign success. In each of the three campaigns, we exceeded our ambitious goals. In 2022, we exceeded our goal of \$435,000, raising \$437,000 from 840 donors. In 2023, the goal was \$460,000 from 900 donors. We exceeded these goals, raising more than \$474,000 from over 1,070 donors. For the 2024 campaign, we exceeded our goal of \$500,000 from about 900 donors. I worked with local United Way staff and Mizzou leaders to create new relationships and nurture existing ones with Leadership Circle (\$1,000+) and Alex de Tocqueville Society (\$10,000+) donors.

Department Chair, Learning, Teaching, & Curriculum, College of Education & Human Development, University of Missouri, Columbia, 2019 to 2022

In this role, I was responsible for the effective and efficient administration of a department with nine emphasis areas (*i.e.*, science, math, literacy, art, social studies, early childhood, etc.), including:

- Developing the strategic vision and plans, that focused on creating a vibrant community, critical consciousness, and program & revenue growth,
- Recruiting, retaining, developing, supervising, evaluating, and leading, approximately 30 faculty and staff in addition to numerous adjuncts, post-docs, and graduate instructors & researchers,
- Innovating programs and curriculum in response to accreditation, state department of education, and/or societal needs,
- Supporting undergraduate and graduate students and their organizations,
- Making budgetary decisions and resource allocations for an approximately a \$5 million-dollar annual budget,
- Stewarding scholarships and endowed donations,
- Supporting faculty in efforts on inclusive pedagogies,
- Creating and revising policies with inclusion, diversity, and equity efforts related to annual review, merit pay, admissions, workload, elections & voting, promotion and/or tenure, & shared commitments to dialogue and mentoring,
- Soliciting input from faculty on teaching core classes and committee assignments,
- Securing accreditation from the Council for the Accreditation of Education Preparation (CAEP) for teacher education programs

Co-founder, Missouri Language and Literacies Center, University of Missouri, Columbia, 2019

Served as a co-founder and initial PI for launching the Missouri Language and Literacies Center ([MLLC](#)). Served as PI to implement initial grant for MLLC from 2019-2022. The overarching goal of MLLC is to transform education to meet the complex language and literacies needs of the 21st century. The MLLC gathers scholars with invested stakeholders from Missouri Public Schools to bring contemporary, research-based understandings of language and literacy into preK-12 classrooms.

Director of Qualitative Inquiry, College of Education, University of Missouri, Columbia, 2018 to 2022

I worked across six departments for scheduling classes and created curriculum that met the needs of numerous disciplines and fields. With the development of the doctoral Certificate in Qualitative Research, a campus-wide certificate, I worked with students across campus on course work and internships to meet certificate requirements.

Program Coordinator for Early Childhood Education, College of Education, University of Missouri, Columbia, 2016 to 2017

I scheduled courses, supported with teaching assistants and adjuncts, advised students, mentored new faculty hires, and attended department leadership meetings.

LEADERSHIP PROFESSIONAL DEVELOPMENT

Harvard's Management and Leadership in Education Workshop, 2025
Building an AI University Webinar Conference, University of Florida, 2025
COACHE Faculty Job Satisfaction Survey Strategy Workshop at Harvard, 2024
Association of Public & Land Grant Universities (APLU) Faculty Affairs Retreat, 2024
Higher Learning Commission (HLC) accreditation conferences, 2023, 2024
iChange National Network Annual Conferences, 2022 to 2024
Aspire Alliance Summer Institute, 2022
Association of Public & Land Grant Universities (APLU) conference, 2022 & 2024
Center for the Improvement of Mentored Experiences in Research, certified trainer, 2022
Mizzou leadership mentor (Dr. Stephanie Shonekan), 2021
Provost Leadership Program cohort member, 2021-2022
Leadership coaching through Aperio Consulting Group (Marcus Brooks), 2020
UM System Leadership conference, 2019

SELECTED HONORS AND AWARDS

NATIONAL & INTERNATIONAL

Recipient, Emerging Scholar Award, American Educational Research Association, Critical Perspectives in Early Childhood Education Special Interest Group (SIG), 2015
Finalist, Outstanding Book Award for *Disrupting qualitative inquiry: Tensions and possibilities in educational research*, American Educational Research Association. Qualitative Research SIG, 2015

INSTITUTIONAL & REGIONAL

Recipient, Heart of Missouri United Way, Charlyn Y. Law Award, 2023
 Recipient, Chancellor's Award for Outstanding Research & Creative Activity in the Behavioral & Social Sciences, University of Missouri, 2020
 Recipient, Outstanding College Teaching Award, College of Education, 2020
 Recipient, Isabelle Lyda Research Professorship, College of Education, 2015 to 2017
 Recipient, Graduate Advisor/Mentor of the Year Award, College of Education, 2016

RESEARCH PUBLICATIONS¹

BOOKS

Murris, K. (lead editor), Bozalek, V., Franklin-Phipps, A., Fullager, S., Kuby, C.R., Malone, L., Nxumalo, F., Taylor, C.A., & Zhao, W. (contributing authors). (2022). [*A glossary for doing postqualitative, new materialist and critical posthumanist research across disciplines*](#). New York, NY: Routledge. (proposal peer reviewed)

Murris, K. (lead editor), Bozalek, V., Cole, D.R., Franklin-Phipps, A., Fullager, S., Kuby, C.R., Quinn, J., Taylor, C.A., Wargo, J., & Zhao, W. (contributing authors). (2021). [*Navigating the postqualitative, new materialist and critical posthumanist terrain across disciplines: An introductory guide*](#). New York, NY: Routledge. (proposal peer reviewed & sample chapters)

Kuby, C.R., & Christ, R.C. (2020). [*Speculative pedagogies of qualitative inquiry*](#). New York, NY: Routledge. Research Methods Series. (entire book peer reviewed)

Kuby, C.R., & Gutshall Rucker, T. ^ (2016). [*Go be a writer!: Expanding the curricular boundaries of literacy learning with children*](#). New York, NY: Teachers College Press. Language and Literacy Series. (proposal and sample chapters peer reviewed)

Kuby, C.R. (2013). [*Critical literacy in the early childhood classroom: Unpacking histories, unlearning privilege*](#). New York, NY: Teachers College Press. Language and Literacy Series. (proposal and sample chapters peer reviewed)

EDITED BOOKS

Kuby, C.R., Spector, K., & Thiel, J.J. (Eds.). (2019). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#). New York, NY: Routledge. Expanding Literacies Series. Editors Cynthia Lewis & Jennifer Rowsell. (entire book peer reviewed)

Brown, R.N., Carducci, R., & Kuby, C.R. (Eds.) (2014). [*Disrupting qualitative inquiry: Tensions and possibilities in educational research*](#). New York, NY: Peter Lang. Critical Qualitative Research Series. (entire book peer reviewed)

REFEREED, EDITED JOURNAL VOLUMES

¹ **Bold** names denote graduate students, underline names denote undergraduate students, * names denote PI on grants, and ^ names denote practicing teachers or principals. Most book and journal article publication titles are hyperlinked.

Kuby, C. R., & Bozalek, V. (2023). Post Philosophies and the Doing of Inquiry. *Qualitative Inquiry*, 29(1). Special issue guest editors.

Christ, R.C., Kuby, C.R., & Ulmer, J.B. (2020). [What do Pedagogies Produce? Thinking/Teaching Qualitative Inquiry](#). *Qualitative Inquiry*, 26(1). Special issue guest editors.

Kuby, C.R., & Rowsell, J. (Eds.). (2017). [Early literacy and the posthuman: Pedagogies and methodologies](#). *Journal of Early Childhood Literacy*, 17(3). Special issue guest editors.

Kuby, C.R., Lannin, A., Baker, B., Gilles, C., Kingsley, L., Sanchez, L., & Zapata, A. (Eds.). (2016). [Literacy Research: Theory, Method, and Practice, Volume 65](#). Literacy Research Association.

Baker, B., Clifton, J., Gilles, C., Kingsley, L., Kuby, C.R., Lannin, A., Sanchez, L., & Zapata, A. (Eds.). (2015). [Literacy Research: Theory, Method, and Practice, Volume 64](#). Literacy Research Association.

REFEREED JOURNAL ARTICLES

Kuby, C.R. (2025). [“The only way to be moved to think is to lose one’s way”: Bewilderment\(ing\) reading practices](#). *International Review of Qualitative Research*.

Zapata, A., **Newberry-Wortham, M.**, & Kuby, C.R. (2025). [From islands to collective: Cultivating teacher professional wellness and well-being](#). *International Literacy Association (ILA) Literacy Today*, January/February/March, 14-15.

Kuby, C.R., Zapata, A., & **Hoxha, E.** (2024). [Exploring the material-discursive relations in literacies and language instruction: A state-wide view of binary logics at work](#). *Pedagogies: An International Journal*, 1-23.

Firat, K., Zapata, A., & Kuby, C.R. (2024). [Early childhood teachers’ professional capital: A phenomenological study](#). *Journal of Professional Capital & Community*.

Fathalizadeh, R., Koro, M., Taylor, C., Murris, K., Kuby, C.R., Bozalek, V., & Dopierala, A. (2024). [Teaching postqualitatively](#). *Qualitative Inquiry*.

Fontanella-Nothom, O., & Kuby, C.R. (2024). [Questions, loneliness, lists, and holding space: Mundane significance in qualitative research mentoring](#). *Cultural Studies* ↔ *Critical Methodologies*. 24(6), 411-420.

Kuby, C.R., & Kuntz, A. (2024). [Admining beyond certainty: Generating new educational imaginaries through more-than-faculty roles](#). *Gender & Education*, 36(8), 948–966.

Kuby, C. R., & Bozalek, V. (2023). [Post philosophies and the doing of inquiry: Webinars and WEBing sessions become a special issue\(s\)](#). *Qualitative Inquiry*, 29(1), 3-6.

Kuby, C. R., **Price, E.**, & Gutshall Rucker, T. (2022). [Frictional matters: \(Re\)Thinking identity and subjectivity in the coming-to-be of literacies](#). *Contemporary Issues in Early Childhood*, 23(3) 286–301.

Tesar, M., Hytten, K., Hoskins, T. K., Rosiek, J., Jackson, A. Y., Hand, M., Roberts, P., Opiniano, G. A., Matapo, J., St. Pierre, E. A., Azada-Palacios, R., Kuby, C. R., Jones, A., Mazzei, L. A., Maruyama, Y., O'Donnell, A., Dixon-Román, E., Chengbing, W., Huang, Z., Chen, L., Peters, M. A., & Jackson, L. (2022). [Philosophy of education in a new key: Future of philosophy of education](#). *Educational Philosophy and Theory*, 54(8), 1234-1255.

Kuby, C.R., & Rowsell, J. (2022). [Magic\(al\)ing in a time of COVID-19: Becoming literacies and new inquiry practices](#). *International Studies of Sociology and Education*, 31(1-2), 231-260.

Christ, R.C., Kuby, C.R., Shear, S.B., & Ward, A. (2022). [\(Re\)encountering A Thousand Plateaus: Producing 1000 trail\(ing\)s](#). *Arts and Humanities in Higher Education*, 21(1), 40-58.

Christ, R.C., Gutshall Rucker, T. ^, & Kuby, C.R. (2020). [We will chaos into three\(lines\): Be\(com\)ing writers of three through \(re\)etymologizing “write”](#). *Taboo: The Journal of Culture and Education*, 19(5), 81-102.

Kuby, C.R., & Gutshall Rucker, T^ . (2020). [\(Re\)Thinking children as fully \(in\)human and literacies as otherwise through \(re\)etymologizing intervene and inequality](#). *Journal of Early Childhood Literacy*, 20(1), 13-43.

Kuby, C.R., & Christ, R.C. (2020). [The matter we teach with matters: Teaching with theory, theorizing with \(textbook\) bodies](#). *Qualitative Inquiry*, 26(1), 71-80.

Ulmer, J. B., Kuby, C.R., & Christ, R.C. (2020). [What do pedagogies produce? Thinking/teaching qualitative inquiry](#). (Editorial introduction). *Qualitative Inquiry*, 26(1), 3–12.

Kuby, C.R., & **Christ, R.C.** (2019). [Us-ing: Producing qualitative inquiry pedagogies with/in lively packets of relations](#). *Qualitative Inquiry*, 25(9-10), 965-978.

Vaughn, M., & Kuby, C.R. (2019). [Fostering critical, relational visionaries: Autoethnographic practices in teacher preparation](#). *Action in Teacher Education*, 41(2), 117-136.

Kuby, C.R. (2019). [\(Re\)thinking, \(re\)imagining, and \(re\)defining social with a more-than-human ontology given the limits of \(re\)\(con\)straining language](#). *Cultural Studies ↔ Critical Methodologies*, 19(2), 126-143.

Zapata, A., Kuby, C.R., & Thiel, J.J. (2018). [Encounters with writing: Becoming-with posthumanist ethics](#). *Journal of Literacy Research*, 50(4), 478–501.

Kuby, C.R., & **Fontanella-Nothom, O.** (2018). [Reimagining writers and writing: The end of the book and the beginning of writing.](#) *Literacy Research: Theory, Method, and Practice*, 67, 310-326.

Ward, A., Christ, R.C., Kuby, C.R., & Shear, S. (2018). [Thinking with Klosterman's razor: Diffracting "Reviewer 2" and research wrongness.](#) *Knowledge Cultures*, 6(2), 28-50.

Kuby, C.R., & **Christ, R.C.** (2018). [Productive aporias and inten\(t/s\)ionalities of paradigmming: Spacetime matters in an introductory qualitative research course.](#) *Qualitative Inquiry*, 24(4), 293-304.

Kuby, C.R., & **Crawford, S.** (2018). [Intra-activity of humans and nonhumans in Writers' Studio: \(Re\)imagining and \(re\)defining 'social'.](#) *Literacy*, 52(1), 20-30.

Kuby, C.R. (2017). [Why a paradigm shift of 'more than human ontologies' is needed: Putting to work poststructural and posthumanist theories in Writers' Studio.](#) *International Journal of Qualitative Studies in Education*, 39(9), 877-896.

Kuby, C.R., & **Gutshall Rucker, T. ^**, & **Darolia, L.H.** (2017). [Persistence\(ing\): Posthuman agency in a Writers' Studio.](#) *Journal of Early Childhood Literacy*, 17(3), 353-373.

Kuby, C.R., & Rowsell, J. (2017). [Early literacy and the posthuman: Pedagogies and methodologies](#) (Editorial introduction). *Journal of Early Childhood Literacy*, 17(3), 285-296.

Kuby, C.R., **Aguayo, R.C.**, **Holloway, N.**, **Mulligan, J. A.**, **Shear, S.B.**, & **Ward, A.** (2016). [Teaching, troubling, transgressing: Thinking with theory in a post-qualitative inquiry course.](#) *Qualitative Inquiry*, 22(2), 140-148. Special issue on Teaching Qualitative Research as a Transgressive Practice.

Ferguson, D., & Kuby, C.R. (2015). [Curricular, relational, and physical spaces in the Japanese hoikuen.](#) *International Journal of Early Childhood*, 47(3), 403-421.

Kuby, C.R., & Vaughn, M. (2015). [Young children's identities becoming: Exploring agency in the creation of multimodal literacies.](#) *Journal of Early Childhood Literacy*, 15(4), 433-472.

Kuby, C.R., & **Gutshall Rucker, T. ^** (2015). [Everyone has a Neil: Possibilities of literacy desiring in writers' studio.](#) *Language Arts*, 92(5), 314-327. Themed issue on Writing as a Creative Construction.

Kuby, C.R., **Gutshall, T.L. ^**, & **Kirchhofer, J.M.** (2015). ["Go Be a Writer": Intra-activity with materials, time, and space in literacy learning.](#) *Journal of Early Childhood Literacy*, 15(3), 394-419.

Kuby, C.R. (2014). [Understanding emotions as situated, embodied, and fissured: Thinking with theory to create an analytical tool](#). *International Journal of Qualitative Studies in Education*, 27(10), 1285-1311.

Gutshall, T.L. ^, & Kuby, C.R. (2013). [Students as integral contributors to teacher research](#). *Talking Points*, 25(1), 2-8.

Kuby, C.R. (2013). [Critical inquiry in early childhood education: A teacher's exploration](#). *Voices of Practitioners*, 8(1), 1-15.

Kuby, C.R. (2013). Personal histories and pedagogical decisions: Using autoethnographic methods to unpack ideologies and experiences. *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 26(1), 3-18.

Kuby, C.R. (2013). [Evoking emotions and unpacking layered histories through young children's illustrations of racial bus segregation](#). *Journal of Early Childhood Literacy*, 13(2), 271-300.

Kuby, C.R. (2013). ["OK this is hard": Doing emotions in social justice dialogue](#). *Education, Citizenship, and Social Justice*, 8(1), 29-42.

Kuby, C.R. (2011). Comprehension and young children: What do they bring to the text? *Reading Paradigm*. Fall edition, 32-43.

Kuby, C.R. (2011). [Humpty Dumpty and Rosa Parks: Making space for critical dialogue with 5-and 6-year-olds](#). *Young Children*, 66(5), 36-43. Themed issue on Fostering Critical Thinking and Problem Solving Skills.

Kuby, C.R. (2011). [Kidwatching with a critical eye: The power of observation and reflexive practice](#). *Talking Points*, 22(2), 22-28.

Wohlwend, K., Vander Zanden, S., Husbye, N., & Kuby, C.R. (2011). [Navigating discourses in place in the world of Webkinz](#). *Journal of Early Childhood Literacy*, 11(2), 141-163.

INVITED PUBLICATIONS, REFEREED HANDBOOK & ENCYCLOPEDIA CHAPTERS

Kuby, C.R. (2025). Series editor foreword. *Postdigital play and global education: Reconfiguring research*. In K. Dixon, K. Murris, J. Peers, T. Giroza, & C. Lawrence. Routledge.

Kuby, C.R., & Bozalek, V. (2024). [Opening commentary to the special issue "Becoming 'bad researchers': Putting affect theories to work as ethical processes of disruption"](#). *International Journal of Qualitative Studies in Education*, 37(3), 613-617.

Kuby, C.R. (2024). Foreword for the book *Postdigital play and global education: Reconfiguring research* by Kerry Dixon, Karin Murris, Joanne Peers, Theresa Giroza, & Chonique Lawrence. New York, NY: Routledge.

Kuby, C.R., Christ, R.C., **Hermann, L., Price, E., & Wilson-Kleekamp, T.** (2024). Multimodal inquiries inspired by post-philosophies: More-than-Human relationalities that produce (critical) inquiry(ies). In M. Young & S. Diem (eds.), *Handbook of critical education research: Qualitative, quantitative, and emerging approaches*. (pp. 524-549). New York, NY: Routledge.

Kuby, C.R. (2023). Post-Philosophies inspire the teaching/learning of qualitative inquiry. M. Nind (ed.), *Handbook of Teaching and Learning Social Research Methods*. (pp. 134-149). Edward Elgar Publishing.

Kuby, C.R. (2023). Post-philosophies and the doing of inquiry in literacies studies. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), [*International Encyclopedia of Education*](#), vol. 10. Elsevier. (pp. 938-947).

Kuby, C.R., & Gutshall Rucker, T. ^ (2020). Posthuman theory as a tool to explore literacy desirings: Sara-Taylor-iPad-Book becoming in Writers' Studio. In O. Erstad, R. Flewitt, B. Küemmerling-Meibauer, & Í.S. Pires Pereira (Eds.). [*The Routledge Handbook of Digital Literacies in Early Childhood*](#). (pp. 242-254). New York, NY: Routledge.

Kuby, C.R. (2019). (Re)imagining multiliteracies research practices with post qualitative inquiry. In N. Kucirkova, J. Rowsell, & G. Fallon. (Eds.). [*The Routledge International Handbook of Learning with Technology in Early Childhood*](#). (pp. 127-142). New York, NY: Routledge.

Kuby, C.R., Zapata, A., & **Fontanella-Nothom, O.** (2019). Teaching and learning literacy in early childhood education: Crossroads and intersections. In C.P. Brown, M.B. McMullen, & N. File, [*The Wiley Handbook of Early Childhood Care and Education*](#). (pp. 301-328). Hoboken, NJ: Wiley Blackwell Publishing.

REFEREED BOOK CHAPTERS

Kuby, C.R., & Gutshall Rucker, T. ^ (in press). Speculative play: Exploring the (de)legitimization and binary boundaries of play. In J. Osgood & V. de Rijke (eds.), *Postdevelopmental Approaches to Play*.

Kuby, C.R., & Bozalek, V. (2024). Pedagogy in the context of postfoundational inquiry: Reading-Writing-Thinking-Making together. In A. Jackson & L. Mazzei, *Postfoundational approaches to qualitative inquiry* (pp. 180-194). Routledge.

Thorndahl, K. L., Kuby, C.R., Telléus, P. K., & Stentoft, D. (2023). Playful encounters with problematic paradoxes in problem-based project work: An impressionist expeculation in three parts. In L-M. Geberth, & L-T. Woller (Eds.), *University in the 21st Century* (pp. 191-201). Information Age Publishing.

Zapata, A., & Kuby, C.R., (2021). (Re)Making the past/present/future: Experiencing the picturebook making of Duncan Tonatuih and Yuyi Morales. In C. Porter & R. Griffo (Eds.).

The matter of practice: Exploring new materialisms in the research and teaching of languages and literacies (pp. 119-142). Charlotte, NC: Information Age Press.

Kuby, C.R. (2021). What paradigmatic perspectives make possible: Considerations for inquiry practices, pedagogies, and ethics. In Murris, K., (lead editor), Bozalek, V., Cole, D.R., Franklin-Phipps, A., Fullager, S., Kuby, C.R., Quinn, J., Taylor, C.A., Wargo, J., & Zhao, W. (contributing authors). *Navigating the postqualitative, new materialist and critical posthumanist terrain across disciplines: An introductory guide* (pp. 43-61). New York, NY: Routledge.

Kuby, C.R., Spector, K., & Thiel, J.J. (2019). Cuts too small: An introduction. In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 1-17). New York, NY: Routledge.

Thiel, J.J., & Kuby, C.R. (2019). Careful! There are monsters in this chapter: Posthuman ethical considerations in literacy practice. In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 55-60). New York, NY: Routledge.

Kuby, C.R. (2019). The second monster mutation: The workshop approach for reading and writing instruction. In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 175-183). New York, NY: Routledge.

Thiel, J.J., & Kuby, C.R. (2019). The third monster mutation: An invitation of being-with monsters, care-fully, response-ably. In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 235-238). New York, NY: Routledge.

Thiel, J., Kuby, C., Spector, K. (2019). Agency (section introduction). In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 19-20). New York, NY: Routledge.

Kuby, C., Thiel, J., & Spector, K. (2019). Intra-action and entanglement (section introduction). In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 69-70). New York, NY: Routledge.

Spector, K., Kuby, C., & Thiel, J. (2019). Subjectivity (section introduction). In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 127-129). New York, NY: Routledge.

Spector, K., Thiel, J., & Kuby, C. (2019). Affect (section introduction). In C.R. Kuby, K. Spector, & J.J. Thiel. (Eds). [*Posthumanism and Literacy Education: Knowing/Becoming/Doing Literacies*](#) (pp. 185-186). New York, NY: Routledge.

Kuby, C.R. (2018). Rhizomes and intra-activity with materials: Ways of disrupting

and reimagining early literacy research, teaching, and learning. In J.M. Iorio, & W. Parnell (Eds.), *Disrupting by Imagining: Rethinking Early Childhood Research* (pp. 146-165). New York, NY: Routledge. Changing images of early childhood series.

Kuby, C.R. (2017). Rhizomatic possibilities for writing processes: Fluid structures and components. In R. Meyer, & K. Whitmore (Eds.), [*Reclaiming Early Childhood Literacies: Narrative of Hope, Power, and Vision*](#) (pp. 217-226). New York: Routledge.

Kuby, C.R., & **Aguayo, D.** (2016). A manifesto for teaching qualitative inquiry with/as/for art, science, and philosophy. In C.A. Taylor & A. Bayley, [*Posthumanism and Higher Education: Reimagining Pedagogy, Practice and Research*](#) (pp. 73-83). Cham, Switzerland: Palgrave Macmillan.

Brown, R.N., Carducci, R., & Kuby, C.R. (2014). Introduction. In R.N. Brown, R. Carducci, & C.R. Kuby (Eds.), [*Disrupting qualitative inquiry: Tensions and possibilities in educational research*](#) (pp. 1-34). New York: Peter Lang.

Kuby, C.R. (2014). Crystallization as a methodology: Disrupting traditional ways of analyzing and (re)presenting through multiple genres. In R.N. Brown, R. Carducci, R., & C.R. Kuby, [*Disrupting qualitative inquiry: Tensions and possibilities in educational research*](#) (pp. 129-152). New York: Peter Lang.

Kuby, C.R. (2014). Humpty Dumpty and Rosa Parks: Making space for critical dialogue with 5-and 6-year-olds². In C. Copple, Bredekamp, S., Koralek, D., & Charner, K. (Eds.), [*Developmentally appropriate practice: Focus on kindergartners*](#) (pp. 128-136). Washington, DC: NAEYC.

Kuby, C.R., Gutshall, T.L. ^, & **Taylor Drury, M.** (2013). Mapping it out: Navigating the teacher's role in student-centered inquiry. In V.M. Vasquez, J. Wood, & C. Felderman (eds.), [*Perspectives and provocations in early childhood education*](#). Volume 2. (pp. 5-26). Charlotte, NC: Information Age Publishing.

Kuby, C.R. (2013). Using synesthesia and sedimentation to analyze young children's images of bus segregation. In V.M. Vasquez & J. Wood (eds.), [*Perspectives and provocations in early childhood education*](#). Volume 1. (pp.69-88). Charlotte, NC: Information Age Publishing.

INVITED PUBLICATIONS (peer reviewed)

Kuby, C.R. (2024). Teaching-Researching-Desiring: Relational ethics and inquiries inspired by poststructural and posthumanist philosophies. In A.D. Anders, & G.W. Noblit (Eds.) *After critical ethnography* (pp. 203-227). Oxford, England, UK: Oxford University Press.

² This book chapter was selected by NAEYC for reprint from my *Young Children* article listed aboveby the same title.

Kuby, C. R. (2023). Thinking-Writing (pedagogically) inspired by post-philosophies: A qualitative(ly) différance. In D. Carlson, A. Vasquez, & A. Romero (Eds.), *Writing and the Articulation of Qualitative Research* (pp. 35-46). New York, NY: Routledge.

Kuby, C.R. (2022). Unfinished: (Post)Philosophically informed mentoring and relational ethics. In K. W. Guyotte, & J. R. Wolgemuth (Eds.), *Inquiring-Together: Methodological mentoring in qualitative inquiry* (pp. 108-122). New York, NY: Routledge.

Christ, R.C., & Kuby, C.R. (2020). Speculative (wombing) pedagogies: |Rə'zistəns| in qualitative inquiry. In N. Denzin, & J. Salvo (Eds.), *New directions in theorizing qualitative inquiry: Theory as resistance* (pp. 24-38). Gorham, ME: Myers Education Press.

Kuby, C.R., & Gutshall Rucker, T. ^ (2020). (Non)sensical literacy, (non)sensical relationships. In C. Schulte (Ed.), *Ethics and research with young children: 'New' perspectives* (pp. 211-225). London, UK: Bloomsbury Academic.

Gutshall Rucker, T. ^, & Kuby, C.R. (2020). Making and unmaking literacy desirings: Pedagogical matters of concern from Writers' Studio. Toohey, S. Smythe, D. Dagenais, Forte, M. (Eds.), *Transforming language and literacy education: New materialism, posthumanism, and ontoethics* (pp. 18-31). London, UK: Routledge.

Kuby, C.R. (2020). Knowing/be(com)ing/doing literacies: (Re)Thinking theory-practice with a personal narrative game board. In K. Lenters, & M. McDermott (Eds.), [*Affect, embodiment, and place in critical literacy: Assembling theory and practice*](#) (pp. 147-159). New York, NY: Routledge.

Kuby, C.R. (2019). Literacy-ing: Literacy desiring in Writers' Studio. In B. D. Hodgins (Ed.), [*Feminist research for 21st-century childhoods: Common Worlds Methods*](#) (pp. 53-61). London, UK: Bloomsbury Academic.

Kuby, C.R., & **Christ, R.C.** (2018). An ethico-onto-epistemological pedagogy of qualitative research: Knowing/being/doing in the neoliberal academy. In Bozalek, V., Braidotti, R., Zembylas, M., & Shefer, T. (Eds.), [*Socially just pedagogies: Posthumanist, feminist and materialist perspectives in higher education*](#) (pp. 131-147). London, UK: Bloomsbury Academic.

Kuby, C. R. (2017). Poststructural and posthumanist theories as research methodologies: Tensions and possibilities. In R. Zaidi, & J. Rowsell (Eds.), [*Literacy Lives in Transcultural Times*](#) (pp. 157-174). New York, NY: Routledge.

Kuby, C.R. (2016). Emotions as situated, embodied, and fissured: Methodological implications of thinking with theories. In P. Schutz, & M. Zembylas (Eds.), [*Methodological Advances in Research on Emotion in Education*](#) (pp. 125-136). New York, NY: Springer.

Kuby, C.R. (2016). Literacy assessment: Processes of humans and nonhumans creating literacies. In Fujita, J, Mitchell, K.P., Kuby, C.R., & Koblitz, D. "Classroom voices: Assessing literacy learning", [*Talking Points*](#), 28(1), 29-32.

Kuby, C.R. (2014). Social action through multiple perspectives and multimodal literacies. In M. Lewison, C. Leland, & J.C. Harste, [*Creating critical classrooms: K-8 reading and writing with an edge*](#). (2nd edition) (pp. 113-115). New York: Lawrence Erlbaum Associates.

Kuby, C.R. (2014). Writing as designing: Reclaiming the social and multimodal aspects of writing. In R. Meyer, & K. Whitmore (Eds.), [*Reclaiming Writing: Composing Spaces for Identities, Relationships, and Action*](#) (pp. 224-227). New York: Routledge.

Kuby, C.R. (2012). Synesthetic responses to children's illustrations. In revised edition of K. Pahl & J. Rowsell, [*Literacy and Education: Understanding the New Literacy Studies in the Classroom*](#) (pp. 32-33). Thousand Oaks, CA: Sage.

GRANTS

EXTERNAL FUNDING

Kuby, C.R.* (PI), Gordon, M., Metz, M., Petrone, R., Zapata, A. (Co-PIs). (2021-2022). *Teacher Literacy Development Program*. Dollar General Literacy Foundation Corporate Donation. \$50,000.00 awarded.

Murris, K.* (PI), & Bozalek, V.* (co-PI) (2021-2023). *Post-qualitative research in higher education collective*. South African National Research Foundation. International Collaborators: Kuby, C.R., LeGrange, L., Malone, K., Quinn, J., Taylor, C.A., Tesar, M., & Rautio, P. Requested: 1,048,164.00 South African Rand (\$68, 900 US Dollars).

Zapata, A., (PI)* & Kuby, C.R. (co-PI). (2020-2025). *Family, community, and emergent literacy Birth-K with transitional support to Grade 3* (funding for 2020-2025). Sub-contract awarded: \$2,752,000.00. A sub-contract with Missouri's Department of Elementary and Secondary Education grant: *Show Me Literacies Collaborative (SMLC)*. U.S. Federal Department of Education, Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program, total award for the state: \$18,400,000.00.

Baumann, J.F., Kuby, C.R., Knipping, N.Y., & McCathren, R.B. (co-PIs) (2011-2012). *Investigation of the language and literacy development of preschool children who participate in a supplemental, volunteer literacy tutoring program*. Jumpstart Research Grant. \$7,500 awarded.

Kemp, A.*, Hansen, J., Muller, P., Kuby, C., Fender, H.R., Chien, R., Bai, S., Rinkenberger, B. (11/29/2007). *Evaluations of Reading First: Contract for the state of Indiana*. Indiana University, Bloomington (Summer 2007). Research assistant at The Center for Evaluation and Education Policy (CEEP) responsible for researching and writing evaluations for the Reading First contract for the state of Indiana.

INTERNAL FUNDING

Kuby, C.R.* and Mizzou Aspire & iChange Team Members. (2023-2026). Mizzou's Aspire and iChange team projects for recruiting and retaining URGs STEM faculty members through building inclusive department leaders and opportunities for networking and collaboration. Offices of the President, Provost, and Division of IDE. \$435,00 awarded.

Kuby, C.R.* (2021-2022). QuaRC Speaker Series: Dr. Marjorie Faulstich Orellana (campus wide lecture and workshop/book talk for CEHD graduate students). College of Education and Human Development Office of Research Support. \$1,500 awarded.

Bozalek, V., van Hove, G., & Kuby, C.R. (co-PIs). (2021-2022). *A webinar series: Post philosophies, neuroatypicality and higher education* (funding for 2021-2023). Partnership between the University of Missouri, USA; University of the Western Cape, South Africa; and Ghent University, Belgium. 30,000 South African Rand/\$1,950 awarded.

Gordon, M.*, Kuby, C.R. * (lead PI), Metz, M.*, Petrone, R.*, Syler, C.*, & Zapata, M.* (2019-2021). *The Missouri Language and Literacies Center*. University of Missouri System: Research and Creative Works Investment Program Tier 2. \$375,000 awarded.

Kuby, C.R.*, & Bozalek, V.* (co-PIs) (2019-2021). *Developing an online learning space: The teaching and learning of post qualitative inquiry in higher education* (funding for 2019-2021). Partnership between the University of Missouri and the University of the Western Cape, South Africa. \$5,500 awarded.

Kuby, C.R.* (2019). *Making pedagogical spaces for children's inquiries about the world to be heard and acted upon: A collaborative research study in an elementary school*. Funds for Research Support & Technology. Mizzou Ed Office of Research Support. \$1,312 awarded.

Kuby, C.R.* (2018). *Funds for the European Congress of Qualitative Inquiry (ECQI) in Edinburgh, Scotland and invited research lectures at Manchester Metropolitan University, UK*. Mizzou Ed Faculty International Travel (FIT). \$900 awarded.

Kuby, C.R.* (2018). *Post Qualitative Inquiry Professional Development Leave*. University of Missouri Faculty Development & Research Leave Funds. Approximately \$10,000 awarded.

Bozalek, V.*, & Kuby, C.R.* (co-PIs). (2016-2017). *Planning and implementing pedagogies for multimodal and digital academic literacies in higher education*. Partnership between the University of Missouri and the University of the Western Cape, South Africa. \$8,172 awarded.

Kuby, C.R. (2016). *Disrupting the Introductory Qualitative Research Course: Teaching and Mentoring Graduate Students to Resist Neo-Liberal Politics and Practices*. Mizzou Ed Investments in Faculty Research. \$800 awarded.

Kuby, C.R. (2015). *QuaRC Speaker Series: Drs. Lisa Mazzei & Alecia Youngblood Jackson*

Thinking with Theories as Methodology. MU's Research Council Arts & Humanities Domestic Travel. \$1,500 awarded.

Kuby, C.R. (2015). *QuaRC Speaker Series: Drs. Lisa Mazzei & Alecia Youngblood Jackson Thinking with Theories as Methodology*. Mizzou Ed Investments in Faculty Research. \$4,800 awarded.

Kuby, C.R.* (2011-2012). Consultation with teachers and principals of the Chillicothe School District, Missouri. Professional development focused on reading and writing conferences for K-5 students with a MU Partnership for Educational Renewal (MPER) grant. Facilitated conversations around book studies and classroom practices. \$3,000 awarded.

PRESENTATIONS³

INVITED KEYNOTE ADDRESSES, PRESENTATIONS, WORKSHOPS, & GUEST LECTURES, NATIONAL & INTERNATIONAL

Kuby, C.R. (2024, November). *The Mundane Everyday and Researcher-Teacher Ethics*. Florida International University.

Kuby, C.R. (2023, October). "Speculative pedagogies of qualitative inquiry". At a Spencer Foundation Conference: *Culturally Sustaining Pedagogies*, by K. Guyotte & S.A. Shelton. University of Alabama.

Kuby, C.R. (2023, June). "[Speculative, relational pedagogies \(with/in literacies\)](#)". In *Returnings: Postqualitative webinar series*. Conversation facilitated by M. Lewison. Hosted by the postqualitative research collective K. Murris & R.A. Reynolds. funded by the National Research Foundation of South Africa.

Kuby, C.R. (2022, January). Invited lecture: *Post philosophies and the doing of inquiry in literacies education*. University de Sevilla, Spain.

Kuby, C.R. (2021, December). "If I knew then... what I know now". Panelist on LRA's research committee study group session. Literacy Research Association, Atlanta, GA.

Christ, R.C., & Kuby, C.R. (2019, December) *Speculative theorypractice(s): (Re)etymologizing qualitative inquiry*. Half-day workshop at the University of the Western Cape, Cape Town, South Africa.

Kuby, C.R., & Christ, R.C., (2019, May). *Pedagogy as resistance*. Panel presentation with Gildersleeve, R., Hsiung, P.C., Johnson Mardones, D., Naert, J. Chair & discussant: Aitor Gómez. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

³ Primarily presentations from 2010 to present are included in this CV. Due to page restrictions, some sub-sections have a summary count for presentations pre-tenure (before 2016).

Kuby, C.R. (2019, February). *(Re)imagining Research with Post Qualitative Inquiry Practices: Thinking with Literacy Desirings from Writers' Studio*. [Research presentation at Manchester Metropolitan University, England, UK, at the Education and Social Research Institute \(ESRI\)](#).

Kuby, C.R. (2019, February). *Posthuman Theory as a Tool to Explore Literacy Desirings: Sara-Taylor-iPad-Book Becoming in Writers' Studio*. Workshop at Manchester Metropolitan University, England, UK, at the Education and Social Research Institute (ESRI).

Kuby, C.R. (2017, October). *Knowing/Being/Doing Literacies: Socio-Material (Re)thinking of Theory ↔ Practice*. Keynote presentation at "Affect, embodiment, and space: Assembling theory and practice workshop." University of Calgary, Canada. Funded by Social Sciences & Humanities Research Council (SSHRC) Grant Connection Workshop.

Kuby, C.R. (2017, August). *Colloquium on multimodal pedagogies*. Research presentation at the University of the Western Cape. Cape Town, South Africa.

Kuby, C.R. (2017, August). *Work/Think/Play-ing with multimodal concepts: Processing and producing newness with materials*. Workshop at University of the Western Cape. Cape Town, South Africa.

Kuby, C.R. (2017, August). *(Re)Presentation and theories: Post qualitative ways of inquiring*. Day-long workshop at University of Cape Town, School of Education. Cape Town, South Africa.

Kuby, C.R., (2017, September). *Disrupting qualitative inquiry: Possibilities and tensions*. Keynote for webinar for the University Council for Educational Administrators (UCEA).

Kuby, C.R., & Thiel, J.J. (2016, December). *Multimodal Literacies as a Posthuman Project*. One-day study group co-leader in "Early authoring as multimodal practice study group." Literacy Research Association, Nashville, TN.

Kuby, C.R. (2016, July). *(Re)imagining Literacy Research with 'More than Human' Ethico-Onto-Epistemologies*. Keynote presentation for The Center for the Expansion of Language and Teaching Rejuvenation Retreat. New Haven, MO.

Kuby, C.R. (2015, April). *Literacy desirings: Poststructural and posthumanist theories as pedagogy (and methodology)*. Research presentation at the Transcultural Cosmopolitanism in Multimodal Times conference. Calgary, Alberta: Canada. Funded by Social Sciences & Humanities Research Council (SSHRC) Grant Connection Workshop.

Kuby, C.R. (2015, December). *Doing posthumanist theory as research methodology*. Panel presentation "An Invitation to a posthuman literacy project: Orientations, methodologies, pedagogies, and cruel optimism" with Jones, S., Spector, K., Thiel, J., & Vasudevan, L. Chair Stephanie Jones. Literacy Research Association, Carlsbad, CA.

Kuby, C.R., & **Gutshall Rucker, T.**[^] (2015, July). *Embracing the uncertainties of literacy desirings: Sharing our stories from a multimodal writers' studio*. Keynote speakers for the Early Childhood Education Assembly forum. Whole Language Umbrella Summer Institute, Atlanta, GA.

Kuby, C.R. (2014, November). *Multimodal composing: Creating literacy lessons that move beyond 2-dimensional writing*. Presentation and workshop for teachers. Okayama, Japan.

Kuby, C.R. (2013, May). *How do you take a theory and create a method for analysis? (Part I)*. Keynote panelist at the Multimodal Analysis Working Conference, Indiana University, Bloomington: IN.

Kuby, C.R. (2013, May). *How do you take a theory and create a method for analysis? (Part II)*. Multimodal Analysis Working Conference Research Presentation, Indiana University, Bloomington: IN.

Kuby, C.R. (2012, June). *Thinking through materiality, agency and social aspects of a multimodal writing workshop with post-structural theory*. Discourse Analysis Working Conference, Research Presentation The Ohio State University, Columbus: OH.

Kuby, C.R. (2011, October). *Spirituality, religion and cultural upbringing: Using autoethnographic processes to unpack beliefs and experiences that shape curriculum*. All-conference panelists in session, *Stirring the soul: Spirituality, religion and education*. Other panelists included: T. Elon Dancy, Mark Giles, Noelle Witherspoon Arnold, Michael Dantley, and Roland Mitchell. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Kuby, C.R. (2011, May). *Tensions from analyzing children's images of racial bus segregation: Searching for Tools*. Keynote Conversation Panelist for Discourse Analysis and Multimodality, Indiana University, Bloomington: IN.

Kuby, C.R. (2011, May). *Analyzing discourse for dialogical performances*. Discourse Analysis and Multimodality, Working Conference Research Presentation, Indiana University, Bloomington: IN.

INVITED KEYNOTE ADDRESSES, PRESENTATIONS, WORKSHOPS, & GUEST LECTURES, REGIONAL, STATE, & INSTITUTIONAL

Zapata, A., Kuby, C.R., Xue, M., **Newberry-Wortham, M.**, Beach, K., Manges, T.[^], Robison, S.[^], Gabel, C.[^], & Foret, A.M.[^] (2025, June). "Cultivating family and community literacies in early childhood classrooms". Show Me Literacies Collaborative Teacher Leadership Mini-Conference, Columbia, MO.

Zapata, A., Kuby, C.R., Beach, K., Xue, M., **Newberry-Wortham, M.**, O'Donnell, L.[^], Coffing, T.[^], Alli, A.[^], & Twogood, K.[^] (2025, June). "Supporting foundational literacies among 3-5-year-olds". Show Me Literacies Collaborative Teacher Leadership Mini-Conference, Columbia, MO.

Zapata, A., Kuby, C.R., **Newberry-Wortham, M.**, Xue, M., Beach, K., Ramsey, K.^, Murray, K.^, Kelly, B.^, & Baker, M.J.^ (2025, June). "Exploring expansive literacies through play". Show Me Literacies Collaborative Teacher Leadership Mini-Conference, Columbia, MO.

Zapata, A., Kuby, C.R., Xue, M., **Newberry-Wortham, M.**, Beach, K., Alli, A.^, Manges, T.^, & Kelly, B.^ (2025, June). "Elevating early care educators' professional well-being". Show Me Literacies Collaborative Teacher Leadership Mini-Conference, Columbia, MO.

Lannin, A., Kuby, C.R., Zapata, A., Kline, K., Brosch, T., Hammond, D., Sheerman, J., and PreK-12 CLSD grant teachers^ (2023, March). "Celebrating success in school-based literacy action plans". Write to Learn Conference, Columbia, MO.

Kuby, C.R. (2022, February). *Speculative pedagogies: Post philosophies and the doing and teaching of inquiry*. Keynote speaker for campus-wide St. Louis University School of Education and Office of the Vice President for Research speaker series. St. Louis: MO.

Kuby, C.R. (2022, February). *Post philosophies and the doing of inquiry in literacies education*. Keynote presentation for doctoral students St. Louis University School of Education and Office of the Vice President for Research speaker series. St. Louis: MO.

Kuby, C.R. (2022, February). Panelist for University of Missouri, College of Education and Human Development Office of Research Support Lunch & Learn Session, "Publishing a book: How, when, for whom?" with Marra, R., & Whitaker, T. University of Missouri, Columbia: MO.

Kuby, C.R. (2021, November). Panelist for University of Missouri, Office of Research Support Session on "Open conversation about academic publishing" with Cohen, S., & Gary, D. University of Missouri, Columbia: MO.

Kuby, C.R. (2021, October). Panelist for University of Missouri Session: "Promotion & Tenure for Tenure-Track Faculty" with Harrison, S.M. and Riley-Tillman, C. University of Missouri, Columbia: MO.

Kuby, C.R. (2021, February). Panelist for College of Education and Human Development, "Research alliance: Qualitative inquiry Inspired by critical theories and post-philosophies" with Diem, S., & Dorner, L. University of Missouri, Columbia: MO.

Kuby, C.R. (2021, March). Panelist for University of Missouri Academic Leadership Development Micro-Learning Session, "Managing faculty performance: Deep dive chair training" with Okker, P. University of Missouri, Columbia: MO.

Kuby, C.R. (2021, January). Panelist for University of Missouri Graduate School Dissertation Bootcamp Session. University of Missouri, Columbia: MO.

Kuby, C.R., & Gutshall Rucker, T. ^ (2017, March). *Go be a writer!* Research presentation at the Teachers Applying Whole Language Conference, Columbia: MO.

Kuby, C.R., (2017, March). *Panelist for Mizzou Ed's community engaged scholarship panel.* University of Missouri, Columbia: MO.

Kuby, C.R., (2017, September). *"Go be a writer!": Multimodal literacies in a second grade Writers' Studio.* Panelist for "The role of the arts in preparing children to learn across all disciplines." The Wind Institute. University of Missouri, Columbia: MO.

Kuby, C.R., Christ, R.C., **Hancock, T.**, & Ruopp, A. (2017, September). *Disruptive Methodologies: Stories of (Un)doing.* Department of Communication research colloquium. University of Missouri, Columbia: MO.

Kuby, C.R. (2016, October). *Rethinking What Counts as Writing: Processes and Products.* Research presentation at the Teachers Applying Whole Language Conference, Columbia: MO.

Kuby, C.R. (2014, June). *"Will anything good come from this?": Tensions and possibilities of multimodal literacy workshops.* Research presentation at the Mid-South Reading and Writing Conference, Birmingham: AL.

Kuby, C.R. (2014, June). *Critical Literacy Teaching Starts with Our Own Lives and Experiences.* Research presentation at the Mid-South Reading and Writing Conference, Birmingham: AL.

Kuby, C.R., & **Gutshall, T.L.** ^ (2013, November). *"Will anything good come from this?": Tensions and possibilities of multimodal literacy workshops.* Keynote presentation for the Missouri Writing Project, Columbia: MO.

Kuby, C.R., & **Gutshall, T.L.** ^ (2013, October). *"Will anything good come from this?": Tensions and possibilities of multimodal literacy workshops.* Research presentation at the Teachers Applying Whole Language Conference, Columbia: MO.

Kuby, C. (2011, April). *Using synesthesia and sedimentation as analytical tools to unpack children's multimodal representations of racial bus segregation.* Learning, Teaching, and Curriculum Department Brown Bag series, University of Missouri, Columbia: MO.

REFEREED PRESENTATIONS — INTERNATIONAL

Christ, R.C., & Kuby, C.R. (2025, May). "Five (chronos) years later: A diffractive (re-)reading of *Speculative Pedagogies of Qualitative Inquiry*". International Congress of Qualitative Inquiry.

Kuby, C.R., Menning, S.F., Murris, K., Osgood, J., & **Walsh, C.** (2024, January). "Teaching-Learning-Doing (post) qualitative inquiry: Relational, digital, nest-making. Dream Team Workshop". European Congress of Qualitative Inquiry, Helsinki, Finland.

Kuby, C.R., & Kuntz, A. (2024, January). "Admining beyond certainty: Generating new educational imaginaries through more-than-faculty roles". Paper presentation on panel Gender, feminisms and the 'posts': Contemporary contestations, new educational imaginaries and hope-full renewals with J. Osgood, V. Bozalek, C. Taylor, **H. Hogarth, J. Cranham**, S. E. Truman, & D.B. Shannon. Chairs J. Osgood & C. Taylor. European Congress of Qualitative Inquiry, Helsinki, Finland.

Kuby, C.R., (2024, January). "Frictional matterings: (Re)Thinking identity and subjectivity in the coming-to-be of literacies". Paper presentation on panel *Édouard Glissant and Caribbean theories of the human in educational research* with D.B. Shannon, A. Hackett, L. Trafi-Prats, L. de Freitas, D. Rousell, R. Hohti, & Y. Sinclair. Chair D.B. Shannon. European Congress of Qualitative Inquiry, Helsinki, Finland.

Kuby, C.R., & Bozalek, V. (2024, January). "Pedagogy in the context of postfoundational inquiry: Reading-writing-thinking-making together". Paper on panel presentation *Teaching (post)qualitative inquiry and relational ethics* with M. Koro, **R. Farhalizadeh**, A. Kuntz, & J. Osgood. Chair C.R. Kuby. European Congress of Qualitative Inquiry, Helsinki, Finland.
Koro, M., **Fathalizadeh, R.**, Taylor, C., Kuby, C.R., Bozalek, V., Murris, K., & Osgood, J. (2023, January). (Un)teaching micro-moments in post qualitative research. Workshop. European Congress of Qualitative Inquiry, Portsmouth, UK.

Christ, R.C., & Kuby, C.R. (2019, December). "(Re)configuring qualitative 'inquiry' with/in/through speculative pedagogies." New Materialist Reconfigurations of Higher Education Conference. Cape Town, South Africa.

Christ, R.C., & Kuby, C.R. (2019, December). "*Navigating and negotiating qualitative inquiry.*" Deleuze & Guattari Studies Conference. Cape Town, South Africa.

Kuby, C.R. (2019, February). "(Re)etymologizing intervene: A discussion on ethics as literacies come into being". Panel presentation: "Young children's language and literacies as material, bodily practices" with Hackett, A., MacLure, M., Trafi-Prats, L., & Vladimirova, A. Chair: Abi Hackett. European Congress of Qualitative Inquiry, Edinburgh, Scotland.

Kuby, C.R. (2019, February). "*Speculative pedagogies of qualitative inquiry: Teaching as activism*". Panel presentation: "Teaching Inquiry After Methodology in the 21st Century" with Macedo, E., Miller, J.L., & St. Pierre, E.A. Chair: Elizabeth St. Pierre. European Congress of Qualitative Inquiry, Edinburgh, Scotland.

Christ, R.C., Kuby, C.R., & Shear, S. (2019, April). "(Re)Encountering A Thousand Plateaus: Trails of qualitative inquiry, Teaching, and Learning". Roundtable presentation "Reading and Inquiring with/in/through Post-Theories" with Cannon, S.O., Carlson, D.L., Koro-Ljungberg, M.E., Murris, K., Wells, T. Chair: Jennifer R. Wolgemuth. American Educational Research Association, Toronto, Canada.

Shear, S., Christ, R.C., & Kuby, C.R. (2019, April). Entanglements with(in) the review(er)

machine: How can we (re)view if we are b(l)ind(ed)? Symposium presentation: “Reading, reviewing, mentoring and writing differently in higher education” with Bozalek, V., Carstens, D., Romano, N., Shefer, T., Taylor, C., & Zembylas, M. Chair: Session Chairperson: Vivienne Bozalek. Discussant: Carolina Guzmán. American Educational Research Association, Toronto, Canada.

Kuby, C.R., & Heydon, R.M. (2019, April). Producing newness: Thinking/be(com)ing/doing postqualitative inquiry with/in literacying. Symposium session: “Common worlding methods: (Im)possibilities of postqualitative research” with Berger, I., Blaise, M., Boucher, K., Callaghan, K., Hamm, C., Khatter, R., Kummen, K., Land, N., Murris, K., Nxumalo, F., Pacini-Ketchabaw, V., Rotas, N., & Vintimilla, C.D. Chair: Denise Hodgins. American Educational Research Association, Toronto, Canada.

Kuby, C.R. (2019, April). “*Writing, Thinking, and Connecting*” mentoring session for Qualitative Research SIG. Chair: Sarah Bridges-Rhoads. American Educational Research Association, Toronto, Canada.

Kuby, C.R. (2019, April). “*Global Interactions and Reactions: Leveraging LSP Relationships to Cultivate Collaborative Scholarship and Increase Educational Opportunities*” mentoring session for Language and Social Processes SIG. Chair: Cassie J. Brownell & Allison S. Wyhnoff Olsen. American Educational Research Association, Toronto, Canada.

Sinha, S., Kuby, C.R., & Hanuscin, D.L. (2013, April). *Teacher Leadership Pathways as Seen Through Blogs*. National Association for Research in Science Teaching: Rio Grande, Puerto Rico.

REFEREED PRESENTATIONS — NATIONAL⁴

Xie, W., **Toigo, A.,** & Kuby, C.R. (2025, November). “Resisting the chill: Strategic change and DEI leadership in a politically constrained STEM landscape”. Association for the Study of Higher Education (ASHE), Denver, CO.

Xie, W., **Toigo, A.,** & Kuby, C.R. (2025, November). “Leading from the middle: Departmental DEI leadership in STEM amid political contention”. Association for the Study of Higher Education (ASHE), Denver, CO.

Fontanella-Nothom, O., & Kuby, C.R. (2025, April). “Rethinking ethics in early years qualitative research: Critical posthuman insights”. Paper presentation in *Troubling what is taken for granted in qualitative inquiry* with LJ Slovin, S.O. Cannon, K. O’Brien, H.M. Edber, A.E. Martin, J.B. Fournillier. American Educational Research Association, Denver, CO.

Kuby, C.R., (2023, April). “Thinking-Writing (pedagogically) inspired by post-philosophies: A qualitative(ly) *différance*”. Paper presentation on panel *Writing and the articulation of qualitative research* with J.N. Lester, P.J. Li, J. R. Wolgemuth, K. W. Guyotte, N.L. Lesko, S. A.

⁴ 16 additional national presentations and 4 regional/state from 2010-2015 not listed due to space.

McCall, & J. Ulmer. Chair D. L. Carlson. American Educational Research Association, Chicago, IL.

Kuby, C.R., & Bozalek, V. (2023, April). Pedagogy in the context of postfoundational inquiry: Reading-Writing-Thinking-Making together. Panel presentation *Postfoundational Qualitative Inquiry* with M. Tesar, L. Trafi-Prats, E. de Freitas, B. P. Dernikos, N. L. Lesko, M. Blaise, V. Pacini-Ketchabaw, L. A. Mazzei, & A. Y. Jackson. Chair L.A. Mazzei. American Educational Research Association, Chicago, IL.

Fontanella-Nothom, O., & Kuby, C.R. (2023, April). "The role of micro-ethical events as care: World-making practice in qualitative research mentoring". Paper presentation on a roundtable *Teaching and Learning Qualitative Research* with C. Pedersen Dalland, M. Blikstand-Balas, S. Wessel Svenkerud, E. M. Pope, & A. Kuntz. Chair D.S. Ramos Vosgerau. American Educational Research Association, Chicago, IL.

Firat, K., **Newberry-Wortham, M., Schneringer, J., Wright, J.,** Zapata, A., & Kuby, C.R. (2023, November). "Early childhood teachers' agency in designing their classroom environment towards more comprehensive language and literacies" Paper presentation in *Creating new spaces for literacy learning in the early grades* with S. Reid, V. Lee, K. A. Mathew, & C. Gentile. Chair D. R. Rice. Discussant K. H. Alexander. Literacy Research Association, Atlanta, GA.

Olgun-Baytas, M., **Reid, S., Price, E.,** Zapata, A., & Kuby, C.R. (2022, December). "Early childhood teachers' beliefs and understandings about early language and literacy education in the United States Midwest". Panel presentation *Early childhood teachers' understandings and beliefs in multiple spaces* with P. Pilonieta, C. Whittingham, E. Washburn, & M. Collins. Chair C. Samuelson. Discussant K. Keane. Literacy Research Association, Phoenix, AZ.

Kuby, C.R. (2022, May). "Teaching-Researching-Desiring: Relational ethics and inquiries inspired by poststructural and posthumanist philosophies". International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (2022, May). Paper presentation "The only way to be moved to think is to lose one's way": Bewilderment(ing) reading practices". International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., (2022, April). "What paradigmatic perspectives make possible: Considerations for pedagogies and the doing of (post-)qualitative inquiry". Paper presentation on panel *"Writing together-apart: Navigating the post-qualitative, new materialist, and critical posthumanist research across disciplines"* with Taylor, C. A., Bozalek, V. B., Cole, D. R., Mirzaeirafe, M., Menning, S. F., Murriss, K. S. Chair: Murriss, K. S. American Educational Research Association, San Diego: CA.

Kuby, C.R. (2021, December). "Literacy as bewilderment." Alternative session *"LiterACTivities: Walking toward research-creation in literacies studies"* with Lemieux, A.,

Dernikos, B., Ehret, C., Rowsell, R. Discussant: Kuby, C.R. Literacy Research Association, Atlanta, GA.

Kuby, C.R., Zapata, A., & **Hoxha, E.** (2021, December). “Phonics before lunch, literacy in the afternoon”: Understanding texts and materials in PreK-12 classrooms”. Paper presentation on panel “*A wide angle view of literacy teaching: Interpreting a state-wide exploration of teachers’ beliefs about language and literacy teaching*” with Metz, M., Gordon, M., Nguyen, T.P., Knight, H., Petrone, R. Discussants: Haertling Thein, A., & Wetzol, M. Literacy Research Association, Atlanta, GA.

Kuby, C.R., & Gutshall Rucker, T. ^ (2021, December). “(Re)Thinking children as fully (in)human and literacies as otherwise through (re)etymologizing intervene and inequality. Paper presentation on panel “*Provocations for (re)thinking social inequality in young children’s literacies: Invitations to dialogue on literacies and language as material-discursive practices*” with Murriss, K., Jokinen, P., Burnett, C., Neumann, M.M., Dernikos, B. Chairs: Hackett, A., & Pahl, K. H. Discussants: Thiel, J.J., Hackett, A., & Pahl, K. H. Literacy Research Association, Atlanta, GA.

Kuby, C.R., & Christ, R. C. (2021, May). Workshop Session: “*Speculative theorypractice(s): (Re)etymologizing qualitative inquiry*”. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (2021, May). Paper presentation “Multimodal inquiries inspired by post-philosophies: More-than-human relationalities that produce inquiry(ies)” on panel “*Multimodal inquiries inspired by post-philosophies: More-than-human relationalities that produce inquiry(ies)*” with Hermann, L., Price, E.M., Christ, R.C., & Wilson-Kleekamp, T. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & Christ, R.C. (2021, May). Paper presentation “Co-composing through (re)etymologizing with words and artistic materials” on panel “*Multimodal inquiries inspired by post-philosophies: More-than-human relationalities that produce inquiry(ies)*” with Hermann, L., Price, E.M., & Wilson-Kleekamp, T. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (2021, April). Chair for session “Structural inequalities in play, creativity, and learning with digital technologies” with Thomsen, B.S., Ngambi, D., Murriss, K., & Scott, F. Discussant Kumpulainen, K. P. American Educational Research Association (virtual conference due to COVID-19).

Kuby, C.R., & Christ, R.C. (2021, April). “The Matter We Teach With Matters: Teaching with Theory, Theorizing with (Textbook) Bodies”. Paper presentation on panel: “*What pedagogies produce: Teaching responsible/response(able) qualitative inquiry*” with Guyotte, K. W., Flint, A., Coogler, C., Muller, M., Kruger, F., Cannon, S.O., Cross, S. B., Bridges-Rhoads, S., Shelton, S.A., Melchior, S., Smithers, L.E., & Mazzei, L.M. Chairs: Christ, R.C., Kuby, C.R., & Ulmer, J. American Educational Research Association (virtual conference due to COVID-19).

Kuby, C.R., Zapata, A., & **Hoxha, E.** (2021, April). "Understanding Texts & Materials in preK-12 Classrooms". Paper presentation on panel: "*Catching up with teachers: Statewide exploration of teachers' beliefs about language and literacy teaching*" with Metz, M., Gordon, M., Petrone, R., & Knight, H. Chair: Mike, M. Discussant: Rowsell, J. American Educational Research Association (virtual conference due to COVID-19).

Kuby, C.R. (2020, December). "*Inquiries inspired by post-philosophical concepts: Possibilities and invitations for literacy research*". Paper presentation "New Theoretical Directions in Literacy" with **Carter-Stone, L.J.**, Panos, A., Wessel-Powel, C., Pennington, C., Weir, R. ^, & Carpenter, R. (chair and discussant). Research Literacy Research Association, Orlando, FL.

Gaffney, J.S., **Jacobs, M., Tauwehe Tamati, S., M-C Li, A., Sansom, A.N., Minh Pham, H., Rajapaksha, N.R., & White, A.** (2020, December). Panel "*Storying 'storying methodologies': Being, listening-telling, and un/knowning through early childhood multimodal literacies*". (Kuby, C.R. discussant).

Christ, R.C., & Kuby, C.R. (2020, May). Panel/Workshop: "*Speculative theorypractice(s): (Re)etymologizing qualitative inquiry*". International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign. (conference canceled due to COVID-19).

Kuby, C.R., & Christ, R.C. (2020, May). "*The matter we teach with matters: Teaching with theory, theorizing with (textbook) bodies*". Paper presentation on panel "What do pedagogies produce?: Thinking/Teaching qualitative inquiry (Panel 1)" with Ulmer, J.B., **Melchior, S.**, Shelton, S.A., Cannon, S. O., Kruger, F., Muller, M. and Kuby, C.R. (chair). International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign. (conference canceled due to COVID-19).

Kuby, C.R., Ulmer, J.B., & Christ, R.C. (2020, May). "*Editors' introduction to special issue and panel*". Paper presentation on panel "What do pedagogies produce?: Thinking/Teaching qualitative inquiry (Panel 1)" with **Melchior, S.**, Shelton, S.A., Cannon, S. O., Kruger, F., Muller, M. and Kuby, C.R. (chair). International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign. (conference canceled due to COVID-19).

Kuby, C.R., Ulmer, J.B., & Christ, R.C. (2020, May). "*Editors' introduction to special issue and panel*". Paper presentation on panel "What do pedagogies produce?: Thinking/Teaching qualitative inquiry (Panel 2)" with Golováatina-Mora, P., Roca-Servat, D., Guyotte, K.W., Flint, M.A., Smithers, L., Van de Putte, I., De Schauwer, E. and Kuby, C.R. (chair). International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign. (conference canceled due to COVID-19).

Hermann, L., Wilson-Kleekamp, T., Price, E., & Helmick, L.J. (2020, May). Panel "*(Disrupt)ing data: Art creation for data and analysis*". Kuby, C.R. (chair). International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign. (conference canceled due to COVID-19).

Kuby, C.R., Hackett, A., & Schulte, C. (2019, November). *"The concepts that enliven us to think with others."* Panel presentation. Reconceptualizing Early Childhood Education, Las Cruces, New Mexico.

Becerra Valdivia, K., Hairston, S.L., Hermann, L., & Wilson-Kleekamp, T. (2019, May). Panel presentation: "Becoming together in a poststructural theory Course: Encountering Diffractive Thinking in the Same/Different Ways". Chair & Discussant: Candace Kuby. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & Christ, R.C. (2019, May). *"She is a succulent muse": Theorypractice and philosophically informed QI pedagogy"*. Panel presentation: "Wit(h)dom: Philosophically Informed Pedagogies of Qualitative Inquiry" with Guyotte, K.W., Kuntz, A.M., & Ulmer, J.B. Chair: Rebecca C. Christ. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (2019, May). *"Unfinished: (Post)Philosophically informed mentoring and relational ethics"*. Panel presentation: Mentoring in post-qualitative inquiry: Becomings, (un)makings, gestures, and relationalities" with Bridges-Rhoads, Cain, L., Cannon, S.O., Coker, J., S., Flint, M.A., Giovanni, J., Gonzalez, A., Guyotte, K.W., Haraf, S., MacDonald, A., Migueliz Valcarlos, M., Sabnis, S., Wolgemuth, J.R. Chair: Kelly W. Guyotte. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & **Christ, R.C.** (2018, April). "Trust(ing) in a qualitative inquiry course: Speculative ethics and matters of care". Panel presentation: "Posthuman and care ethics for re-imagining higher education pedagogies" with V. Bozalek, D. Carstens, N.I. Ramano, & M. Zembylas. Chair: Viv Bozalek. Discussant: Joan Tronto. American Educational Research Association, New York: NY.

Kuby, C.R. (2018, April). *"Methodological quandaries in qualitative and post-qualitative research"*. Panel: "Methodological quandaries in qualitative and post-qualitative research" (mentoring session for Qualitative Research SIG). Chair: Sarah Bridges-Rhoads. American Educational Research Association, New York: NY.

Kuby, C.R., & Christ, R.C. (2018, April). *"Awakening a cognitive fire: An Ethico-Onto-Epistemological pedagogy of qualitative research"*. Roundtable presentation: "Learning and becoming qualitative research(ers)" with **A.M. Elfreich, M.A Flint, O. Fontanella-Nothom, T. Hancock, & L. Peck**. Chair: Audra Skukauskaitė. American Educational Research Association, New York: NY.

Escott, H., Hackett, A., Macrae, C., Pahl, K., Rautio, P., Thiel, J.J. (2018, April). Panel presentation: "Rethinking literacy ontologies through the eyes of participants, objects, and sites: Public pedagogies of possibility". Chair: Kate Pahl. Discussant: Candace Kuby. American Educational Research Association, New York: NY.

Bentley, D. F., Devennie, M., Gunn, A., Henward, A.S., Lencl, T., & Yun Choi, S. (2018, April).

Critical Perspectives in Early Childhood Education. Roundtable Chair: Candace Kuby. American Educational Research Association, New York: NY.

Kuby, C.R., & **Christ, R.C.** (2018, May). *“(In)query: Uncertain (w)rest(full) relational liveliness”*. Panel presentation “Art(full) inquiry: Producing (new) concepts” with **Hanawalt, C.**, Hofsess, B., **Ruopp, A.**, **Thrope, H.**, & Unrath, K. Chair: Candace Kuby. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (2018, May). *“Be(com)ing a Responsible Methodologist Teacher”*. Panel presentation “Be(com)ing Responsible Methodologists” with **Becerra Valdivia, K.**, **Fontanella-Nothom, O.**, & **Irons, B.** Chair & Discussant: Aaron Kuntz. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Christ, R.C., **Smithers, L.**, Kuby, C.R., **Panos, A.**, Eaton, P.W. (2018, May). *Becoming Multiple: Thinking With Enoughness*. Chair: Rebecca C. Christ. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., Spector, K., Thiel, J.J., Wargo, J., & Zapata, A. (2017, December). *Knotty articulations: Wrestling with posthumanism, intersectionality, and justice in literacy research* (three-day study group leaders). Literacy Research Association, Tampa: FL.

Thiel, J.J., & Kuby, C.R. (2017, December). *Care-ful! There are monsters in here: Posthuman ethical considerations in literacy practices*. Panel presentation “Lines of inquiry within posthuman literacy research” with T.P. Nichols, J. Rubin, K. Spector, & L. Gourlay. Literacy Research Association, Tampa: FL.

Kuby, C.R., & **Fontanella-Nothom, O.** (2017, December). *Reimagining writers and writing: The end of the book and the beginning of writing*. Panel presentation “Reimagining and expanding writing development” with K.E. Batchelor, & O.G. Steward. Literacy Research Association, Tampa: FL.

Kuby, C.R. (chair). (2017, December). *Re-thinking and re-defining early childhood literacies with more-than-human-ontologies: Children/Materials re-configuring their worlds*. Literacy Research Association, Tampa: FL.

Kuby, C.R. (co-chair of invited Area 14 session with Bong Gee Jang). (2017, December). *Productive provocations and possibilities with posthumanism: Discussions on race, LGBTQ2, translingualism, and social class in literacy*. Literacy Research Association, Tampa: FL.

Kuby, C.R. (2017, December). *Multimodal literacies as posthuman project*. In study group “Early authoring as multimodal practice”. Study group facilitator: Melanie Reaves. Literacy Research Association, Tampa: FL.

Kuby, C.R. (2017, May). *“It reads more like a methodological and theoretical piece than a piece of social-science research”*. Panel presentation “‘Reviewer 2’ and research wrong(ness): Conversations with Klosterman’s ‘But What if We’re Wrong?’” with Ward, A., **Christ, R.C.**, Kuby, C.R., & Shear, S. International Congress of Qualitative Inquiry, University

of Illinois, Urbana-Champaign.

Kuby, C.R. (Discussant). (2017, May). *Coming out: Pantsuit Nation, safety pins, and safe spaces*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (Chair). (2017, May). *Coalition for critical qualitative inquiry: Deleuze and critical research*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & **Aguayo, D.** (2017, May). *Qualitative inquiry pedagogy as philosophizing: Teaching with/as/for art, philosophy, and science*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., Van Cleave, J., Ulmer, J., Hofsess, B.A., **Christ, R.C.**, Nordstrom, S.N., Thiel, J.J., & Bridges-Rhoads, S. (2017, May). *Becoming multiple: Fabrications, virtual assemblages, and (post)structures of support*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & **Christ, R.C.** (2017, April). *Productive aporias and inten(t/s)ionalities of paradigmming: Spacetime matters in an introductory qualitative research course*. Panel presentation, "(A)New Politics: Attuning to the materiality of pedagogies for social resistance in times of austerity" with Arndt, S., Iverson, G., Renold, E., Taylor, C., & Tesar, M. Chair: Elizabeth Adams St. Pierre. American Educational Research Association, San Antonio, TX.

Kuby, C.R., Spector, K., & Thiel, J.J. (2017, April). *Introduction to posthuman literacies*. Structured poster session with Bailey, L., Bozalek, V.G., Franklin-Phipps, A., Guyotte, K.W., Holbrook, T.J., Mikulan, P., Newfield, D., Niccolini, A.D., Nichols, T.P., Nxumalo, F., Ophelia Cannon, S., Rath, C.L., & Rubin, J.C., Schulte, C.M. American Educational Research Association, San Antonio, TX.

Zapata, A., Kuby, C.R., & Thiel, J.J. (2017, April). *Putting to work Posthumanist Theories as Methodologies: De-centering Common Assumptions in Writing Pedagogies*. Panel presentation. Chair: Gail Boldt. Discussant: Lalitha Vasudevan. American Educational Research Association, San Antonio, TX.

Clark, A., Koro-Ljungberg, M.E., Kresin Delaney, K., Sherbine, K. B., & Tesar, M. (2017, April). (Re)thinking and (re)defining approaches to research in early childhood. Panel presentation. Chair: Candace Kuby. American Educational Research Association, San Antonio, TX.

Kuby, C.R., Thiel, J.J., & Zapata, A. (2016, December). *Putting to work Posthumanist Theories as Methodologies: De-centering Common Assumptions in Writing Pedagogies*. Panel presentation. Literacy Research Association, Nashville, TN.

Collier, D., Crampton, A., Dockter Tierney, J., Honeyford, M., Lewis, C., Naqvi, R., & Rowsell, J. (2016, December). *Mobilizing Literacies for Transcultural and Cosmopolitan Transformations*. Chair: Marjorie F. Orellana. Discussant: Candace Kuby. Literacy Research Association, Nashville, TN.

Baker, B., Dennis, D., Gambrell, L., Gilles, C., Goatley, V., Gonzales, J., Kingsley, L., Kuby, C.R., Lannin, A., Manning, L., Martinez, M., Neuman, S., Sailors, M., Sanchez, L., & Zapata, A. (2016, December). *Disseminating literacy research for social transformation in the Journal of Literacy Research; Reading Research Quarterly; and Literacy Research: Theory, Method, and Practice*. Discussant: Karchmer-Klein, R. Literacy Research Association, Nashville, TN.

Spector, K., Kuby, C.R., Jones, S., Thiel, J.J., & Vasudevan, L. (2016, December). *Diffractions in a Posthuman Literacy Workshop*. Literacy Research Association, Nashville, TN.

Kuby, C.R., & Crawford, S. (2016, December). *Intra-activity of humans and nonhumans in Writers' Studio: (Re)Imagining and (Re)Defining Social*. Panel presentation "Entanglements of Matter and Meaning in Literacy Research" with Lenters, K., Collier, D., Rowsell, J., Olmstead, K., and Kabuto, B. Chair: Michelle Honeyford. Literacy Research Association, Nashville, TN.

Kuby, C.R., Thiel, J.J., & Zapata, A. (2016, November). *Persistence(ing): Posthuman Agency in Writers' Studio*. Panel presentation "Young Children and Materials Expanding Writing Possibilities: Aesthetic Inspirations, Literacy Desirings, and Co-Curators of Literacies." National Council of Teachers of English, Atlanta, GA.

Kuby, C.R., & **Aguayo, R. C.** (2016, May) *Cutting together apart the teaching ↔ learning of a disruptive introductory qualitative research course in the neoliberal academy*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & **Aguayo, R. C.** (2016, May) *Productive aporias of paradigm proliferations: spacetime matters in an introductory qualitative research course*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Aguayo, R.C., & Kuby, C.R. (2016, May). *Thinking with theories, tissue paper, scissors, and glue: Intra-activity in an introductory qualitative research course*. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R., & **Gutshall Rucker, T.** ^ (2016, May). *Matter matters: Exploring the intra-activity of students and materials in Writers' Studio*. Panel presentation "Early literacy and the posthuman: Pedagogies and methodologies" with Bridges-Rhoads, S., Thiel, J., & Van Cleave, J. Chair: Candace Kuby. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Kuby, C.R. (2016, April). *Putting data and theories in conversation: Methodological implications for researching emotions*. Panel presentation "Methodologies of Researching Emotions in Teaching and Teacher Education" with Brown, K., Lanas, M., McLeod, J., Schutz,

P., & Zembylas, M. Chair: Michalinos Zembylas. American Educational Research Association, Washington, D.C.

Kuby, C.R. (2016, April). *Poststructural and posthumanist theories as literacy research methodologies*. Panel presentation “Literacy and ephemerality: methodological explorations” with Burnett, C., Lenters, K., Merchant, G., & Wohlwend, K. Chair: Guy Merchant. American Educational Research Association, Washington, D.C.

WEBINAR ORGANIZER & HOST

Bozalek, V., von Hove, G., & Kuby, C.R. (October 2021-July 2022). Doing higher education differently: In conversation with Neuroatypicality. Funded through UM System, UWC, and Ghent University partnership. <https://education.missouri.edu/learning-teaching-curriculum/webinars/>; YouTube Channel: https://www.youtube.com/channel/UCP-uUH3uArqNzIYwb8_FOfg

Bozalek, V., & Kuby, C.R. (August 2020-September 2021, 14 webinars). *Post philosophies and the doing of inquiry*. Funded through UM System and UWC partnership. <https://education.missouri.edu/learning-teaching-curriculum/webinars/>; YouTube Channel: https://www.youtube.com/channel/UC4P_GUK6QV2Wp_OAWEpw87Q

PODCAST & WEBINAR PARTICIPANT

Kuby, C.R. (2025, July). Perspectives on reading to go beyond oneself. [Virtual webinar](#) hosted by Drs. Paul Eaton & Asilia Franklin-Phipps.

Kuby, C.R. (2025, March). Doing the glossary 9: Thing power. [Virtual workshop](#) hosted Karin Murris, University of Oulu.

Hochstetler, S., Zapata, A., & Kuby, C.R. (2024, September 17). Everyday Advocacy: Shifting the Public Narrative in Literacy Education. Listen [here](#).

Kuby, C.R., Christ, R.C., Guyotte, K., & McCall, S. (2022, June 21). Speculative pedagogies of qualitative inquiry. American Educational Research Association Qualitative Research SIG. Listen [here](#).

Kuby, C.R. (2021, March 24). *What paradigmatic perspectives make possible*. Postqualitative Research Collective. [Listen here](#) or on [YouTube](#).

Kuby, C.R., Lester, J.N., & Wolgemuth, J. (2019, March 27). American Educational Research Association Qualitative Research SIG, [Episode 14: AERA Annual Meeting Preview](#).

Kuby, C.R., Lester, J.N., & Wolgemuth, J. (2018, March 28). American Educational Research Association Qualitative Research SIG, [Episode 6: AERA Annual Meeting Preview](#).

CO-HOST OF PODCAST FOR [VOICE OF LITERACY](#) (2014-2016)⁵

Kuby, C.R., Chilton, M., & Ehri, L. (2016, May 2). Semantically Connected Sentence Contexts on Vocabulary Learning.

Kuby, C.R., & Certo, J. (2016, April 18). Poetic Practices of Fifth Grade Writers.

Kuby, C.R., & McGee, L. (2016, March 21). First Graders’ Actions at the Point of Difficulty While Reading.

Kuby, C.R. & Davis, D. (2016, February 22). Test-centric practices of literacy instruction.

⁵ 15 *Voice of Literacy* podcasts before tenure (2016) not listed here due to space.

TEACHING

GRADUATE COURSES — UNIVERSITY OF MISSOURI

Contemporary Challenges and Methodologies of Qualitative Research
Narrative Inquiry and Research Methods
Philosophical Perspectives in Educational Research
Poststructural Theory and Research
Qualitative Research Writing Workshop: Methods and Practices of Representation
Qualitative Methods in Educational Research I
Research Theories & Methodologies in Early Childhood Education
Readings on Critical Race Theory and Social Justice in Mathematics Education: An International Perspective
Early Childhood Curriculum Theory and Practice: Critical and Poststructural Perspectives
Literacies in Early Childhood: Critical and New Literacy Studies Perspectives
Research in Curriculum and Instruction (dissertation supervision)

UNDERGRADUATE COURSES — UNIVERSITY OF MISSOURI

Early Childhood Education Literacy Methods & Assessment I
Early Childhood Education Literacy Methods & Assessment II
Emergent and Developing Literacy in Early Childhood
Emergent Language Development
Methods of Science Instruction in Early Childhood Education
Undergraduate Honors Research Lab

TEACHING ABROAD

University of the Western Cape: Cape Town, South Africa (July to September 2017)

Multimodal pedagogies and post-qualitative scholarship in higher education teaching and learning, as part of the Cape Higher Education Consortium (CHEC). Co-instructors with: Vivienne Bozalek (University of the Western Cape), Denise Newfield (University of Witwatersrand), Daniela Gachago (Cape Peninsula University of Technology), Elmarie Costandius (Stellenbosch University), & Lucia Thesen (University of Cape Town) & Kristy Stone (University of the Western Cape). Facilitated two class sessions: 1) *Post Qualitative Inquiry* & 2) *Diffractive Analysis*.

PreK – 12 TEACHING

Class A Alabama Teaching Certificate (Birth-3rd grade) with Transdisciplinary Certification (team teaching students with mild disabilities)

Early Childhood Teacher, Children's Creative Learning Center Summer Program, 2003-2005, 2008

Coordinator, Community Partners in Reading Program, Fairview Elementary School, Bloomington, IN, 2006-2007

English Teacher, at Futaba, Midori, Tomiyama, & Hikari Nursery Schools and Chugoku College, Okayama & Fukuyama, Japan, 2005-2006

First Grade Teacher, Riverchase Elementary School, Hoover City Schools, AL, 2004-2005

Kindergarten and First Grade Teacher (Modified Multi-Age), Green Valley Elementary School, Hoover City Schools, AL, 2002-2004

Kindergarten Teacher, Gibson Elementary School, Birmingham City Schools, AL, 2001-2002
Museum Educator, McWane Center (Hands-on Science Center), Birmingham, AL, 1998-2002

GUEST TEACHING PRESENTATIONS & LECTURES

NATIONAL & INTERNATIONAL

Kuby, C. (2018). Post qualitative inquiry and writing in the academy. Dr. Viv Bozalek.
University of the Western Cape.
Kuby, C. (2017). Post qualitative inquiry. Dr. Fikile Nxumalo. University of Texas, Austin.
Kuby, C. (2013). Critical Literacy and Teacher Research. Dr. Mariana Souto-Manning. Teachers
College, NY.

UNIVERSITY OF MISSOURI CAMPUS⁶

Kuby, C. (2021) Qualitative II research course: Post qualitative inquiry. Dr. Sarah Diem.
Kuby, C. (2021). Qualitative II research course: Post qualitative inquiry. Dr. Mike Metz.
Kuby, C. (2020). Qualitative II research course: Post qualitative inquiry. Dr. Sarah Diem. (twice)
Kuby, C. (2020). Qualitative I research course: Narrative inquiry. Dr. Tony Castro.
Kuby, C. (2019). Qualitative I research course: Narrative inquiry. Dr. Lisa Dorner.
Kuby, C. (2018). Social theories. Dr. Sarah Diem.
Kuby, C. (2017). Art-full post qualitative inquiry. Dr. Amy Ruopp.
Kuby, C. (2016). Review of literacy methods for pre-service teachers. Dr. Linda Aulgur.
Kuby, C. (2016). Social theory and research methods. Drs. Raj Darolia and Sarah Diem.

ADVISING

DIRECTING DISSERTATIONS

Fontanella-Nothom, Oona, PhD, Learning, Teaching, & Curriculum, Early Childhood Education,
"Little people can learn about race": Thinking with the wake in a first-grade classroom.
(May 2019)
Christ, Rebecca C., PhD, Learning, Teaching, & Curriculum, Social Studies Education (co-chair),
Meeting Rwanda halfway: The entanglement of matter and meaning. (May 2017)
Darolia, Laura Herring, PhD, Learning, Teaching, & Curriculum, Early Childhood Education,
*Pedagogical becoming: One teacher's journey toward social justice teaching in an early
childhood classroom.* (April 2017)
Kirchhofer, Jessica. PhD, Learning, Teaching, & Curriculum, Early Childhood Education (co-
chair), *Experiences of low-income families from a Parents as Teachers program
as their children transition to kindergarten: A phenomenological study.* (July 2014)

DISSERTATION COMMITTEES (with completion dates)

Traci Wilson-Kleekamp, PhD, Learning, Teaching, & Curriculum, Social Studies Education
(April 2025)
Amanda Carr, PhD, Educational Leadership & Policy Analysis (October 2024)
Sarah Walters, PhD, Educational Leadership & Policy Analysis (July 2024)
Tracey Kenyon Milarsky, PhD, Special Education (June 2024)
Scotti Branton, PhD, Communication (July 2022)
Mojtaba Khajeloo, PhD, Learning, Teaching, & Curriculum, Science Education (April 2021)

⁶ 16 guest teaching lectures prior to 2016 not listed here due to space.

Lauren Hermann, PhD, Learning, Teaching, & Curriculum, Art Education (June 2021)
 Michelle Todd, PhD, School of Information Sciences & Learning Technologies (December 2020)
 Sarah Hairston, PhD, Educational Leadership & Policy Analysis (November 2020)
 Monica Kleekamp, PhD, Learning, Teaching, & Curriculum, Literacy Education (August 2020)
 Eric Biener, PhD, Educational, School, & Counseling Psychology (May 2020)
 Bethanie Irons, PhD, Learning, Teaching, & Curriculum, Art Education (May 2019)
 Tim M. White, PhD, Educational, School, & Counseling Psychology (May 2019)
 Anna Valiavska, PhD, Communications (May 2019)
 Rachel Straughn-Navarro, PhD, Learning, Teaching, & Curriculum, Art Education (May 2018)
 David Aguayo, PhD, Educational Leadership & Policy Analysis (April 2018)
 Tamara Hancock, PhD, Learning, Teaching, & Curriculum, Science Education (April 2018)
 TJ Thomson, PhD, Journalism (April 2018)
 Chang Su Russell, PhD, Human Development and Family Studies (March 2018)
 Amy Ruopp, PhD, Learning, Teaching, & Curriculum, Art Education (May 2017)
 Andrea Hawkman, PhD, Learning, Teaching, & Curriculum, Social Studies (April 2017)
 Alison Copeland, PhD, Educational Leadership & Policy Analysis (November 2016)
 Amber Lattner, PhD, Educational, School, & Counseling Psychology (November 2016)
 Selena Van Horn, PhD, Learning, Teaching, & Curriculum, Literacy Education (July 2016)
 Shonna Crawford, PhD, Learning, Teaching, & Curriculum, Literacy Education (May 2015)
 Amber Ward, PhD, Learning, Teaching, & Curriculum, Art Education (April 2015)
 John Pruitt, PhD, Sociology (April 2015)
 Somnath, Sinha, PhD, Learning, Teaching, & Curriculum, Science Education (August 2014)
 Luz V. Chavez, PhD, Learning, Teaching, & Curriculum, Math Education (April 2014)
 Jill Smith, PhD, Learning, Teaching, & Curriculum, Early Childhood Education (June 2012)
 Jean Dickinson, PhD, Learning, Teaching, & Curriculum, Literacy Education (March 2012)

EDUCATION SPECIALIST (EdS)

Erin Price, EdS, Learning, Teaching, & Curriculum, Doctoral Student, Art Education (co-chair) (2023)

VISITING SCHOLAR MENTOR & HOST

Liedtke Thorndahl, K. (2019, fall semester). Visiting PhD fellow focusing on post qualitative inquiry from the Centre for Health Science Education and PBL, Department of Health Science and Technology, Aalborg University, Denmark.

SERVICE

NATIONAL & INTERNATIONAL ACTIVITIES

EDITORIAL WORK & ADVISORY BOARDS

Routledge Encyclopaedia of Qualitative Methods, Advisory Board Member for Theory and Philosophy Section, Editor: Aaron Kuntz (2021-present)

Journal of Early Childhood Literacy, Editorial Board Member, invited (2019-present)

Teachers College Press Book Publisher, Early Childhood Education Series Editorial Advisory Board Member, invited (2019-present)

Literacy Research: Theory, Method, and Practice, Editorial Board Member, appointed (2014-2017)

Midsouth Literacy Journal, Inaugural Editorial Board Member, invited (2014-present)
Language Arts, Editorial Review Board Member, invited (2012-present)
International Literacy Association Books Program, Editorial Board Member, invited (2013-2015)

BOOK SERIES EDITOR

Series Title: *Postqualitative, new materialist and critical posthumanist research* (London, UK: Routledge, inaugural year 2019)
Chief Editor: Karin Murris, University of Oulu (Finland)
Editors: Vivienne Bozalek, University of the Western Cape (South Africa); Asilia Franklin-Phipps, City University of New York (United States); Simone Fullager, Griffith University (Australia); Candace R. Kuby, University of Missouri (United States); Karen Malone, Swinburne University of Technology (Australia); Carol A. Taylor, University of Bath (United Kingdom); Weili Zhao, The Chinese University of Hong Kong (China)

PROFESSIONAL ASSOCIATIONS ACTIVITIES

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Committee Member, Qualitative Research (QR) SIG, Egon G. Guba Award for Outstanding Contributions to Qualitative Research Committee, appointed (2021-2024)
Conference Co-Chair, Qualitative Research (QR) SIG Conference, elected (2016-2019)
Committee Chair, Critical Perspectives on Early Childhood Education Early/Emerging Scholar (CPECE) Awards Committee, appointed (2016-2017)
Conference Proposal Mentor, QR SIG (2016-present)
Committee Member, QR SIG Mentoring Committee (2015-2016)
Nominee, QR SIG, Outstanding Qualitative Research Dissertation Committee Chair (2015)
Nominee, CPECE SIG Secretary (2014)
Nominee, QR SIG Secretary (2014)
Nominee, CPECE SIG Co-Chair (2013)
Conference Proposal Reviewer, Division D, Section 3 Qualitative Research Methods (2012)
Secretary, CPECE SIG, elected (2011)
Conference Proposals Reviewer, CPECE SIG (2011)

LITERACY RESEARCH ASSOCIATION

Conference Co-Chair, Area 13 "Other Topics", invited (2015-2018)
Reviewer, annual conference proposals (2016-2018)
Editorial Board Member, *Literacy Research: Theory, Method, & Practice*, (2014-2017)
Field Council Representative for Missouri (2012-2013)

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Board of Directors, Early Childhood Education Assembly (ECEA), elected (2015-2018)
Committee Member, ECEA Awards/Scholarship Committee (2011-present)
Policy Analyst, Missouri's Higher Education Policy Analyst (2014-2015)
Nominee, Nominating Committee (2013)
Conference Proposals Reviewer, Whole Language Umbrella (2012)
Committee Chair, ECEA Social Networking Committee (2011-2013)
Nominee, Whole Language Umbrella Executive Board (2009)

NATIONAL CENTRE FOR RESEARCH METHODS (NCRM) PEDAGOGY NETWORK

Invited Member, organization based in the UK that aims to coordinate researchers interested in researching and developing research methods teaching and learning in the UK and internationally (2021-present)

VIRTUAL CONFERENCE FOR QUALITATIVE INQUIRY

Advisory Board Member, invited for two-years to serve as advisory board member for this international conference (2020-present)

POSTQUALITATIVE RESEARCH COLLECTIVE (2020-present)

Co-Founding Member, this international collective brings together an international team of experts in post-qualitative research in higher education with a plethora of experience guiding and supporting colleagues, supervisors and postgraduate students in post-qualitative research. This network is a response to the need to care for the more-than-human in the Anthropocene, the reconfiguration of the human in the digital age and the current push in the South to decolonise higher education. <https://postqualitativeresearch.com/>; YouTube: <https://www.youtube.com/channel/UCgqmRnAtWPpdGfYsbvEbz6Q>

DECOLONIZING CHILDHOOD DISCOURSES: A CRITICAL POSTHUMANIST ORIENTATION IN HIGHER EDUCATION (2021-present)

Invited Member, this international project examines how agential realism, posthumanism and new materialism could contribute towards a reconfiguration of childhood in the design and content of postqualitative, postcolonial curricula and research projects
<https://www.decolonizingchildhood.org/>

AD HOC REVIEWER ACTIVITIES

EXTERNAL REVIEWER FOR TENURE AND/OR PROMOTION DOSSIERS

Five dossiers since 2022

DEPARTMENTAL PROGRAM REVIEWER

Served as an external reviewer and co-chair of the committee to review Georgia State University's Department of Early Childhood and Elementary Education (2021-2022)

BOOK PROPOSAL REVIEWER: Reviewer for over 10 book manuscripts since 2011

JOURNAL ARTICLE REVIEWER (selections since 2016)

Gender & Education (2023-present)

Reading Research Quarterly (2023-present)

Children's Geographies (2021)

Qualitative Inquiry (2021-present)

International Studies in Sociology of Education (2020-2021)

International Review of Qualitative Research (2020-present)

Journal of Early Childhood Literacy (2012-present)

Language Arts (2012-present)

Talking Points (2011-present)

Video Journal of Education and Pedagogy (2019)
Journal of Literacy Research (2018)
Research in the Teaching of English (2018)
International Journal of Qualitative Studies in Education (2018)
Journal of Curriculum Theorizing (2018)
Journal of Social Justice (2018)
International Journal of Early Childhood (2017)
Reconceptualizing Educational Research Methodology (2017)
Departures in Critical Qualitative Research (2015-2016)
Midsouth Literacy Journal (2016)
Journal of Higher Education (2015)
Early Years: An International Research Journal (2015)

GRANT PROPOSAL REVIEWER

Composing stories across the borders: Promoting equity through digital storytelling with biliteracy curricula. PIs: Zhang, Z. & Heydon, R. Social Sciences and Humanities Research Council of Canada. (2021)
Decolonising early childhood discourses: Critical posthumanism in higher education. PI: Murris, K. National Research Foundation of South Africa. (2018)
Children's digital multilingual and multimodal composition. PI: Dagenais, D. Social Sciences and Humanities Research Council of Canada. (2017)

UNIVERSITY ACTIVITIES

UNIVERSITY OF MISSOURI CAMPUS/SYSTEM

Leadership Team Member, Higher Learning Commission Accreditation Committee (2022-present)
Co-Chair, United Way Campaign Committee (2022-present)
Member, Executive Search Committee, Assistant Vice Chancellor for Inclusive Excellence and Strategic Initiatives; Law School Dean; and Universities Libraries Dean (2022-present)
Chair, Inaugural Faculty Ombudsperson Search Committee (2022-2023)
Member, University of Missouri System Academic Leadership Development Advisory (ALD) Board Member, invited (2020-present)
Member, Graduate Faculty Senate, Policy Sub-Committee Member, elected (2019-present)
Alternate Member, Graduate Faculty Senate, elected (2018-2019)
Review Panel Member, Office of Graduate Studies Fellowships Program (2016-2019)
Faculty Sponsor, *Post-Inquiry Working Group*. An inter-college/departmental doctoral level post-qualitative research group, meets monthly (2014-2019)

UNIVERSITY OF MISSOURI COLLEGE OF EDUCATION

Co-Chair, Qualitative Inquiry Faculty Search Committee (2021-2022)
Member, Mizzou Ed Administrative Leadership Team (2019-2022)
Director, Qualitative Inquiry (2018-2022)
Member, Research Growth Plan Task Force (2018)
Member, Isabelle Lyda Research Professorship Selection Committee (2017)
Member, Teacher Education Committee (2015-2016)
Member, Mizzou Methodology Committee (2014-2018)

Member, Qualitative Methodologist Faculty Search Committee (2014)
Co-Founder & Director, Graduate Certificate in Qualitative Research (CQR) (2013-present)
Founding Member & Chair, College of Education Committee, Qualitative Research Consortium (QuaRC) (2011-2016; 2019 to present)
Organizer of QualCons (Qualitative Conversations series sponsored by QuaRC) (2011-present)
Member, Honors Program Steering Committee (2011-2016)

UNIVERSITY OF MISSOURI DEPARTMENT OF LEARNING, TEACHING, & CURRICULUM

Co-Chair, Preparing Future Faculty Post Doc Search Committee (2020-2021)
Department Chair, Learning, Teaching, & Curriculum (2019-2022)
Co-Chair, Literacy education faculty search committee (2018)
Member (elected position), Academic Personnel Committee (2017-2019)
Member, Faculty Awards Committee (2011-2019)
Dossier Mentor, for Dr. Angie Zapata (2016-2018)
Emphasis Area Leader & Coordinator, Early Childhood Education (2016-2017)
Task Force Chair, PhD Program Core Curriculum Creation (2016)
Chair, Early Childhood Education Faculty Search Committee (2016-2017)
Member, Instructional Materials Committee (2011-2017)
Chair, Early Childhood Education Faculty Search Committee (2015-2016)
Member, Social Studies Education Faculty Search Committee (2015)