As a scholar, I am invested in projects that address students' needs and offer tangible solutions to pedagogical problems. My article in *Sexual Rhetorics*, "The Unbearable Weight of Pedagogical Neutrality," demonstrates how pressures to perform an alleged pedagogical neutrality around LGBTQ topics harm queer and trans students and faculty by insisting on an even rhetorical playfield that doesn't exist in practice. My other article to be published in *Re/Orienting Writing Studies*, "Queering and Transing Quantitative Research," offers the reluctant quantitative researcher strategies for designing and interpreting surveys in ways that elicit quality data without reducing participants' experiences into a question of "norms" and "standard deviations."

Both articles stem from my current book project, *Doing Justice: Addressing the LGBTQ-Religious Junction in English Studies*, which discusses the results of an interdisciplinary, mixed methods study on queer and/or trans teachers' experiences negotiating conservative Christian discourse and LGBTQ issues in their classrooms. Working from survey and interview data, I first illustrate how multiply-minoritized teachers experience institutional violence with far more frequency than the rest of their colleagues—a phenomena that contributes to similar disempowerment in their classrooms. Using queer of color and psychoanalytic theories, I also examine how participants' (previous) intimate encounters with religious and LGBTQ literacies influence their pedagogical approach to addressing the intersection of queer, trans, and religious discourse. I close my study by demonstrating how the pervasive expectation of neutrality thwarts teachers' attempts to critically and ethically address students' religious orientation(s) toward LGBTQ topics. This project is useful not only because it offers affirmative strategies for negotiating difficult dialogues but also because it offers a unique portrait of the working conditions and professional experiences of diverse LGBTQ faculty. An earlier version of this work received the 2014 Conference on College Composition & Communication’s Lavender Rhetorics Dissertation Award for Excellence in Queer Scholarship.

My commitment to solving pedagogical problems also influences my work in transgender studies. For instance, after several of my composition students found themselves experiencing microaggressions in student orgs and gender nonconforming students. As a scholar, I am invested in projects that address students' needs and offer tangible solutions to pedagogical problems. My article in *Sexual Rhetorics*, "The Unbearable Weight of Pedagogical Neutrality," demonstrates how pressures to perform an alleged pedagogical neutrality around LGBTQ topics harm queer and trans students and faculty by insisting on an even rhetorical playfield that doesn't exist in practice. My other article to be published in *Re/Orienting Writing Studies*, "Queering and Transing Quantitative Research," offers the reluctant quantitative researcher strategies for designing and interpreting surveys in ways that elicit quality data without reducing participants' experiences into a question of "norms" and "standard deviations."

Both articles stem from my current book project, *Doing Justice: Addressing the LGBTQ-Religious Junction in English Studies*, which discusses the results of an interdisciplinary, mixed methods study on queer and/or trans teachers' experiences negotiating conservative Christian discourse and LGBTQ issues in their classrooms. Working from survey and interview data, I first illustrate how multiply-minoritized teachers experience institutional violence with far more frequency than the rest of their colleagues—a phenomena that contributes to similar disempowerment in their classrooms. Using queer of color and psychoanalytic theories, I also examine how participants' (previous) intimate encounters with religious and LGBTQ literacies influence their pedagogical approach to addressing the intersection of queer, trans, and religious discourse. I close my study by demonstrating how the pervasive expectation of neutrality thwarts teachers' attempts to critically and ethically address students' religious orientation(s) toward LGBTQ topics. This project is useful not only because it offers affirmative strategies for negotiating difficult dialogues but also because it offers a unique portrait of the working conditions and professional experiences of diverse LGBTQ faculty. An earlier version of this work received the 2014 Conference on College Composition & Communication’s Lavender Rhetorics Dissertation Award for Excellence in Queer Scholarship.

My commitment to solving pedagogical problems also influences my work in transgender studies. For instance, after several of my composition students found themselves with few resources to write a multimodal children's story about trans identity, I began collaborating with a colleague to write "Representations of Trans and Gender Nonconforming Characters in Animated Film" for *Critical/Cultural Methodologies*. Using critical discourse analysis, this article examines the anxieties around non-normative gender identities and expressions in youth culture—and illustrates how cultural mockery of these characters normalizes violence against trans and gender-nonconforming people. In addition, I am collaborating with a colleague to finish "Trans Cultural Competency in the English Studies Classroom." This manuscript stems from a speaking invitation I received from the University of Michigan Dearborn to facilitate a workshop on confronting transgender oppression in the writing center. Targeted for *Pedagogy*, the article encourages English Studies teachers to consider how to make their classrooms accessible to trans and gender-nonconforming students.

Adjacent to my work in transgender studies, I am nearing completion of "Abridging the Acronym: Neoliberalism & the Proliferation of Identitarian Politics," geared toward the *Journal of LGBT Youth*. This essay draws from my co-author's and my experiences advising a campus organization for queer, trans, and ally students. In it, we illustrate the relationship between multiply minoritized queer and trans students' experiences of microaggressions in student orgs and higher education's love affair with a neoliberal model of inclusion. We see the LGBTQ+ moniker as reflective of an ever-increasing celebration of diversity that stubbornly refuses to consider how said differences are located in overlapping networks of power, privilege, and oppression. This piece is important in that it asks teachers, advisors, and administrators to consider the ways in which calls for inclusion, tolerance, and allyship may serve as an alibi for re-inscribing oppressive institutional practices.