

Curriculum Vitae

ELIZABETH A. MCNEILLY, PhD

*250 Chaparral Place SE
Calgary, AB T2X 3K5 Canada
(403) 805-3608
mcneillyea@gmail.com*

SCHOLARLY INTERESTS

Higher education teaching & learning, instructional design, social justice, diversity education, teacher education, curriculum development, classroom culture, adult learning, transformative learning, design-based thinking.

EDUCATION

PhD Adult Learning, 2021, University of Calgary, Werklund School of Education, Calgary, Alberta
Dissertation: Reframing families: Transforming meaning in families with transgender and non-binary members; Supervisor: Dr. Catherine Burwell

Indigenous Canada Certificate, 2021, *Indigenous Canada*, University of Alberta, Coursera

Administrator I Certification, 2016, Maryland State Department of Education, USA.

Certification for school administration and leadership (generally for assistant principalship)

M.A. Curriculum and Instruction, 2008, Loyola University Maryland, Baltimore, Maryland, USA
Master's Thesis: In this my identity bloomed: A critical race analysis of Black alumnae's experiences at an elite single sex school; Supervisor: Dr. Stephanie Flores-Koulsh

B.Sc. Education (summa cum laude), 2002, University of Maryland, College Park, Maryland, USA
Teaching certifications: Elementary grades 1-8; middle school English; high school English

B.A. English (cum laude), 1994, University of Ottawa, Department of English, Ottawa, Ontario
Minor: psychology

UNIVERSITY TEACHING & RESEARCH

Sessional Lecturer, 2023 to present, Mount Royal University, General Education, Calgary

GNED 1202 Nature and Ideas, 2024

GNED 1303 Conflict in the Social Context, 2023, 2024

UGST 1001 Effective Learning in the Undergraduate Context, 2023, 2024

UGST 1002 Change, Challenge and Choice: The University Context and Beyond, 2024

Sessional Instructor, 2017 to present, University of Calgary, Werklund School of Education, Calgary

EDER 600 Research Methodology in Education, 2021, 2023 (MEd program)

EDBT 601 Contemporary Education, 2020 (Bridge to Teaching program)

EDUC 445 Individual Learning (lab instructor), 2020, 2021, 2022, 2023

EDUC 465 Field Experience II, 2019, 2020, 2021

EDUC 520 Interdisciplinary Learning, 2017, 2020

EDUC 535 Specialization II English Language Arts, 2017, 2018, 2019, 2020, 2021, 2022, 2024

EDUC 535 Specialization II Social Studies, 2018

EDUC 540 Field Experience III, 2018

EDUC 546/545 Design-based Thinking, 2018, 2019, 2020, 2021, 2022

EDUC 550 Curriculum II: Arts & Humanities, 2017

EDUC 560 Field Experience IV, 2017

Teaching Assistant, 2020 (under Dr. Janet Groen, University of Calgary)

EDER 733 Advanced Adult Learning Theories and Contexts (doctoral student program; online)

Research Assistant, 2018-present (under Dr. Amy Burns, University of Calgary)

Alberta Education project involved curriculum mapping of field experience, interviewing field experience instructors, and documenting how ten universities across Alberta are interpreting and implementing the Teacher Quality Standard.

Research Assistant, 2019 (under Dr. Amy Burns, University of Calgary)

Complete ethics application for University of Calgary Teaching and Learning Grant approved research to study how Clifton Strengths influences future teachers' self-perception and personal strengths in their learning and teaching.

Research Assistant, 2018-2019 (under Dr. Jennifer Lock, University of Calgary)

Prepared a literature review for WSE's Creativity and Teaching Symposium that covered definitions of creativity, creative development, and how to design and facilitate creativity and creative practice in teaching and learning. Followed up with a report for all attendees.

Research Assistant, 2016-2017 (under Dr. Catherine Burwell, University of Calgary)

Gathered resources and prepared for literature review; coded interviews in qualitative research; researched journals for publication opportunities.

OTHER PROFESSIONAL EXPERIENCE

Instructional Designer, 2021-2023, (Contract) Centre for Sexuality, Calgary

Responsible for the planning, designing, and coordinating the asynchronous, blended, and synchronous versions of the Relationship and Sexual Health Education curriculum to support under-served communities in Alberta, including youth, 2SLGBTQ+, Indigenous communities, and people with developmental disabilities; this federally funded \$2M grant also includes the development of four asynchronous modules for healthcare professionals who serve these populations.

Instructional Designer/Curriculum Writer, 2018-2019, (Contract) 4 Seasons Transportation, Calgary

Translated in-class curricula for bus drivers of complex needs children to an online interactive platform for international public schools; wrote curriculum and scripts, filmed teachers, created interactive lessons on Rise Articulate 360, and transferred it to a Learning Management System.

Teacher, 2013-2016, Franklin High School, Baltimore County Public Schools, Maryland

Taught grade 9 and 11 English and AVID, a college readiness program; completed educational leadership practicum, advised teacher candidates from Towson University in high school field placements; Team taught with special educator; Student Government Association advisor.

Curriculum Writer, summer 2014 and 2015, Baltimore County Public Schools, Baltimore, Maryland

Co-authored the new grade 9 and 12 curricula reflecting Common Core scope and sequence; created lesson plans that can be either customized to differentiate/modify instruction or personalized for student choice; established a blended learning curriculum to reflect BCPS's technology initiative.

Teacher, 2009-2013, Maryvale Preparatory School, Lutherville, Maryland

Taught grade 7 and 8 English; integrated technology with the campus-wide iPads initiative, sponsored student council, middle school newspaper, creative writing club, annual speech and poetry competition.

Teacher, 2003-2009, St. Paul's School for Girls, Lutherville, Maryland

Taught grades 5 and 6 English, and grades 7 and 8 Reading; Grade 6 Team Lead; ran team meetings, organized field trips; sponsored middle school newspaper and creative writing club.

Teacher, 2002-2003, Silver Spring International Middle School, Silver Spring, Maryland

Taught metacognitive reading and critical thinking skills to grade 7 students; sponsored the middle school newspaper; edited the middle school newsletter.

PUBLICATIONS

Refereed Journal Articles

McNeilly, E., Bene, R., Crawford, K., & Danyluk, P. (2023). Rethinking Classroom Management from a Student-Centered Perspective: An Online Module Approach.[Manuscript submitted for publication]. Werklund School of Education, University of Calgary.

McNeilly, E. (2023, December). Parenting the Phoenix: Navigating the Transition of Transgender and Non-binary Children. *Canadian Journal for the Study of Adult Education*, 35(2).
<https://doi.org/10.56105/cjsae.v35i02.5658>

McNeilly, E. (2022). Perspective transformation and emancipatory praxis of parents of transgender and nonbinary children, *Proceedings of the 38th CASAE/ACEEA Annual Conference*, May 14-17.

McNeilly, E., Nickel, J., Burns, A., Danyluk, P., Kapoyannis, T., & Kendrick, A. (2022). The Canadian preservice teacher education practicum: An examination of the literature on fostering collaboration, mentor teacher guidance, and recentring the practicum. *Interchange*. <https://doi.org/10.1007/s10780-022-09455-7>

Burns, A., Danyluk, P., Nickel, J., Kendrick, A., Kapoyannis, T., & McNeilly, E. (2022, Spring) Aligning goals for certification and professional growth: Building cooperation among Bachelor of Education programs in Alberta. *Alberta Journal of Educational Research*, 68(1), 103-118.

McNeilly. (2021). *Reframing families: Transforming meaning in families with transgender and gender non-binary members*. Werklund School of Education.

Bene, R. & McNeilly, E. (2020) Getting radical: Using design thinking to foster collaboration. *Papers on Postsecondary Learning and Teaching*, 4, 50-57.

McNeilly, E. (2019) Disrupting cisnormativity: Decentering gender in families. *Emerging Perspectives*, 3(2), 35-41.

McNeilly, E. (2019). The journey of parents of gender diverse children: Exploring transformative learning through a psychocritical lens, *Proceedings of the 38th CASAE/ACEEA Annual Conference*, University of British Columbia, June 1-4.

McNeilly, E., and Lei, L. (2018, summer). Transitions and Transformations: Extracts from a duoethnographic exploration of gender identities in Canada and China. *Cultural & Pedagogical Inquiry*, 10(1), 62-77.

McNeilly, E. (2018). A transformative journey: Negotiating meaning in families with transgender members, *Proceedings of the 37th CASAE/ACEEA Annual Conference*, University of Regina, May 27-29.

Non-Refereed Articles and Proposals

McNeilly, E., Muller, L. E., PhD, Silverman, D., Cullinane, J., & Lindsay, S. (2014, January 15). The Oasis School: A Maryland State Charter School Proposal. Baltimore County, Baltimore.

McNeilly, E. (2008). The African American experience. *Spiritus*. Brooklandville, MD: St. Paul's Schools.

Curriculum Writing

To Kill a Mockingbird --Connections [9th grade Literature Curriculum]. (2014, July/August). Baltimore County Public Schools, Towson, MD.

Hamlet "To Be or Not to Be" [12th Grade Literature Curriculum]. (2015, July/August). Baltimore County Public Schools, Towson, MD.

PRESENTATIONS

McNeilly, E. (2024, June 12-17). Establishing positive classroom culture using online modules. [Conference session]. Canadian Association for Teacher Education (CATE), Canadian Society for the Study of Education (CSSE), McGill University.

Bene, R., & McNeilly, E. (2024, April). Student-centered Classroom Management for the Student-centered Classroom. [Conference session]. WestCAST, Werklund School of Education, University of Calgary.

Bene, R., & McNeilly, E. (2024, February). Aligning classroom culture and management with student-centered teaching and learning strategies [Symposium]. Werklund Sessional Instructors Symposium, Werklund School of Education, University of Calgary.

Bene, R., Crawford, K., Danyluk, P., McNeilly, E., & Pagaling, R. (2023, April 27). Classroom flow: Developing and sustaining classroom culture [Conference session]. Postsecondary Learning and Teaching, University of Calgary.

McNeilly, E. (2022, May 14-17). Perspective transformation and emancipatory praxis of parents of transgender and non-binary children [Paper presentation]. Canadian Association for the Study of Adult Education (CASAE), Congress of the Humanities and Social Sciences, Canada.

McNeilly, E. (2021, May 30-June 3). Facing discomfort with gender transition: Looking within and without for perspective and moralistic transformation [Conference session]. Queer Studies in Education and Culture (QSEC), Canadian Association for the Study of Women and Education (CASWE), Canadian Society for the Study of Education (CSSE), University of Alberta.

Burns, A., Hill, L., Kapoyannis, T., Bright, R., McNeilly, E., & Weir, C. (2021, May 3-5). From four to thirty: Growing a provincial learning partnership [Conference session]. Conference on Postsecondary Learning and Teaching, University of Calgary.

Barrett, L., Kendrick, A., and McNeilly, E. (2020, August). Inclusion and Diverse Perspectives: Implications of Alberta's new Teaching Quality Standard for Pre-Service Teacher Assessment. Paper at the Canadian Association of School System Administrators in NB. (Conference canceled-Covid 19)

McNeilly, E. (2020, June 15-18). Parenting the phoenix: Navigating the transition of transgender and gender non-binary children. Paper at the Gender & Education Association Conference at the University of Calgary. (Conference canceled-Covid 19)

- Burns, A., Bright, R., Hill, L., Kapoyannis, T., McNeilly, E., and Weir, C. (2020, May). From four to thirty: Growing a provincial learning partnership. Paper at the Conference on Postsecondary Learning and Teaching at the University of Calgary. (Conference canceled-Covid 19)
- McNeilly, E. (2020, March). Learning to be Chill with your Gender Chill Students [Symposium]. Celebrating Sessionals Symposium, University of Calgary.
- Bene, R., & McNeilly, E. (2020, March). Radical Collaboration: Who's In and Who's Out? [Symposium]. Celebrating Sessionals Symposium, University of Calgary.
- Bene, R., & McNeilly, E. (2019, May). Getting Radical: Collaborative Design-based Thinking [Conference session]. Postsecondary Learning and Teaching Conference, University of Calgary.
- McNeilly, E. (2019, June). Transforming Meaning: Processing Newer Conceptions of Gender Identity [Conference session]. Queer Studies in Education and Culture (QSEC), Canadian Association for the Study of Women and Education (CASWE), Canadian Society for the Study of Education (CSSE), University of British Columbia,
- McNeilly, E. (2019, June). The journey of parents of gender diverse children: Exploring transformative learning through a psycho-critical lens [Conference session]. Canadian Association for the Study of Adult Education (CASAE), Canadian Federation for the Humanities and Social Sciences Annual Congress, University of British Columbia.
- McNeilly, E. (2018, June). Re-framing families: Finding meaning in families with transgender members [Conference session]. Queer Studies in Education and Culture (QSEC), Canadian Association for the Study of Women and Education (CASWE), Canadian Society for the Study of Education (CSSE), University of Regina.
- McNeilly, E. (2018, June). A transformative journey: Negotiating meaning in families with transgender members [Conference session]. Canadian Association for the Study of Adult Education (CASAE), Canadian Federation for the Humanities and Social Sciences Annual Congress, University of Regina.
- McNeilly, E. (2018, March 23). Transfamily Theory: An Interdisciplinary Approach to Interrogate Gender [Conference session]. Moving Trans History Forward (MTHF) Conference, University of Victoria.
- McNeilly, E. (2017, February 22). Ambiguous Loss in Trans Families [Conference session]. Peer Beyond Graduate Research Symposium, University of Calgary.

ACADEMIC HONORS AND AWARDS

- Nominated, University of Calgary's nomination in the Social Sciences category for the CGS Pro-Quest Distinguished Dissertation Award Competition, 2022
- Recipient, Taylor Institute for Teaching & Learning's Scholarship in Teaching & Learning (SoTL) Grant, 2021-2023.
- Nominated for the Governor General's Gold Medal Award for an Outstanding Dissertation, 2021.
- Recipient, Social Sciences and Humanities Research Council (SSHRC) Doctoral Award, 2019-2021.
- Recipient, *Family Process* Institute 2019 New Writers' Fellowship, 2019.
- Recipient, Werklund Doctoral Fellowship, University of Calgary, 2018-2019.
- Recipient, Werklund School of Education PhD Scholarship, University of Calgary, 2017-2018.
- Recipient, Werklund School of Education PhD Scholarship, University of Calgary, 2016-2017.

Recipient, Class of 1988 Award for Scholarly Research, St. Paul's School for Girls, 2007-2008.

Graduated Summa Cum Laude, University of Maryland, 2002.

PROFESSIONAL AFFILIATIONS

Member, Queer Studies in Education and Culture (QSEC), 2017-present.

Member, Canadian Association for the Study of Adult Education (CASAE), 2016-present.

Member, Canadian Society for the Study of Education (CSSE), 2016-present.

Member, Canadian Society for the Study of Higher Education (CSSHE), 2016-present.

Maryland State Department of Education (MSDE) Administrator I Certification, 2015.

MSDE Teacher Certification, Elementary Education, Secondary English (expired 2018).

Member, Association for Supervision and Curriculum Development (ASCD), 2013-2016.

Member, National Council of Teachers of English (NCTE), 2013-2016.

National Middle School Association (NMSA), 2003-2008; 2009-2013.

COMMUNITY SERVICE

Mentor (Caring Hearts Program), Skipping Stone Foundation, 2021-present

Canadian Journal for the Study of Adult Education (CJSAE), reviewer, 2019-present.

Emerging Perspectives: Interdisciplinary Graduate Research in Education and Psychology, reviewer, 2018-2021.

PURE Undergraduate Scholarship, adjudicator, Werklund School of Education, University of Calgary, 2018, 2019.

Teaching Across Borders (TAB), group interviewer, Werklund School of Education, university of Calgary, 2018.

"Finding Your Inner Author," graduate student panel, Werklund School of Education, University of Calgary, 2018

First Year BEd writing tutorial (multiple), tutor, Werklund School of Education, 2017.

"Inside Out," workshop on sexual and gender diversity in the classroom, assistant, University of Calgary, 2017.

PFLAG support group for parents of gender and sexual diverse children, coordinator, 2013-2015.