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EDUCATION

- 2014 Ph.D. in Cultural Foundations of Education, Syracuse University, Syracuse, NY.
- 2006 M.A. in English, University of Nebraska at Omaha, Omaha, NE.
- 2002 B.A. in English, Creighton University, Omaha, NE.

PROFESSIONAL POSITIONS

- 2019-present Associate Professor of English Education, Department of English, University of Central Arkansas, Conway, AR.
- 2013-2019 Assistant Professor of English Education, Department of English, University of Central Arkansas, Conway, AR.

PUBLISHED SCHOLARSHIP

Peer-Reviewed Journal Articles

2022. Payne, E. & **Smith, M.** Power, emotion, and privilege: “Discomfort” as resistance to transgender affirmation. *Teachers College Record*.
<https://doi.org/10.1177/01614681221121521>
2019. Payne, E. & **Smith, M.** Insider Stories: Tensions, Resistances, and Missed Opportunities in State LGBT-inclusive Anti-bullying Policy. *International Journal of Bullying Prevention*, 1(4), 231-254. <https://doi.org/10.1007/s42380-019-00049-z>.
2019. **Smith, M.** “I accept all students.” The tolerance discourse and ally work in U.S. Public Schools. *Equity and Excellent in Education*, 51(3-4), 301-315.
2018. Payne, E. & **Smith, M.** Refusing relevance: School administrator resistance to offering professional development addressing LGBTQ issues in school. *Educational Administration Quarterly*, 54(2), 183-215.
2016. **Smith, M.** & Payne, E. Binaries and biology: Conversations with elementary education professionals after transgender professional development. *Educational Forum* 80(1), 34-47.
2015. **Smith, M.** It’s a balancing act: The “good” teacher and the “Ally” identity claim. *Educational Studies*, 51(3), 223-243.
2014. Payne, E. & **Smith, M.** They’re “freaking out”: Elementary school educators’ responses to the presence of a transgender child. *Journal of Homosexuality*, 61(3), 399-418.

2013. Payne, E. & **Smith, M.** LGBTQ kids, school safety, and missing the big picture: How the dominant bullying discourse prevents school professionals from thinking about systemic marginalization, or... Why we need to rethink bullying. *QED: A Journal in LGBTQ Worldmaking*, 1(1), 1-36.
2012. Payne, E. & **Smith, M.** Rethinking “Safe Schools” approaches for LGBTQ students: Changing the questions we ask. *Multicultural Perspectives* 14(4), 187-193.
2012. Payne, E. & **Smith, M.** Safety, celebration and risk: Educator responses to LGBTQ professional development. *Teaching Education*, 23(3), 265-285.
2011. Payne, E. & **Smith, M.** The Reduction of Stigma in Schools: A new professional development model for empowering educators to support LGBTQ students. *Journal of LGBT Youth*, 8(2), 174-200.
2010. Payne, E. & **Smith, M.** Reduction of Stigma in Schools: An evaluation of the first three years. *Issues in Teacher Education*, 19(2), 11-36.
2009. Dotger, B. H. & **Smith, M. J.** “Where’s the line?”: Negotiating simulated experiences to define teacher identity.” *The New Educator*, 5(2), 161-180.

Book Chapters

2022. Payne, E., Airton, L., & **Smith, M.** Preservice and in-service teacher preparation. *Transgender Studies in K-12 Education: Mapping an Agenda for Research and Practice*. Eds. Mario I. Suarez and Melinda Mangin.
2022. Payne, E. & **Smith, M.** Addressing Queer Youth and Bullying: Sociologically-Informed Approaches. *The Sociology of Bullying: Power, Status, and Aggression Among Adolescents*. Ed. Christopher Donoghue. NYU Press.
2021. Payne, E. & **Smith, M.** LGBTQ Education Policy. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1358>
2018. Payne, E. & **Smith, M.** Violence against LGBTQ students: Punishing and marginalizing difference. In H. Shapiro (Ed.) *The Wiley Handbook on Violence in Education: Forms, Factors, and Preventions*. (pp. 393-416). Hoboken, NJ: Wiley.
2017. Payne, E. & **Smith, M.** The Reduction of Stigma in Schools: A new professional development model for empowering educators to support LGBTQ students. In P. Aggleton (Ed.) *Education and Sexualities: Major Themes in Education*. Routledge. (Reprinted from *Journal of LGBT Youth*, 8(2), 2011, pp.174-200.)
2016. Payne, E. & **Smith, M.** Gender Policing. In N. Rodriguez, J. Ingrey, W. Martino, & E. Brockenbrough (Eds.), *Critical Concepts in Queer Studies and Education: An International Guide for the Twenty-First Century*. (pp. 127-136). New York: Palgrave MacMillan.
2016. **Smith, M.** & Payne, E. Educator evaluations of school climate for LGBTQ students: A

- reiteration of the bullying discourse. In V. E. Bloomfield & M.E. Fisher (Eds.), *Voices of LGBTQ Students and Teachers: Changing the Culture of Schooling*. (pp. 73-86). New York: Routledge
2016. **Smith, M.** & Payne, E. School professionals' responses to LGBTQ training. In A. Goldberg (Ed.), *The SAGE Encyclopedia of LGBTQ Studies*. (pp. 990-992). Thousand Oaks, CA: SAGE.
2016. Payne, E. & **Smith, M.** Violence and victimization of youth. In A. Goldberg (Ed.), *The SAGE Encyclopedia of LGBTQ Studies*. (pp. 1287-1291). Thousand Oaks, CA: SAGE.