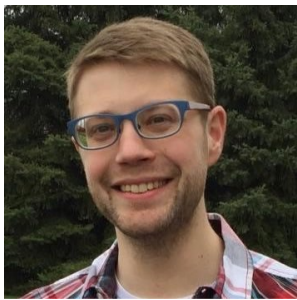


2020 Promising Researcher Award Winner

The Promising Researcher Award selection committee congratulates **Ryan Schey** for being selected as this year's Promising Researcher Award Winner.

Submitted manuscripts were evaluated based on their statements of research problems, reviews of relevant literature, methodology and data analysis, grounding of evidence, significance of results, and clarity and style.

This year's committee had the difficult task of selecting recipients. Serving on the selection committee this year were Nora Peterman (chair), Catí de los Ríos and Dr. Vaughn Watson.



Ryan Schey, PhD

“Youths’ Choices to Read Optional Queer Texts in a High School ELA Classroom:
Navigating Visibility through Literacy Sponsorship”

Ryan Schey is an assistant professor of English education in the Department of Curriculum and Teaching at Auburn University. He received his PhD in adolescent, community, and postsecondary literacies from the Ohio State University in 2018. Before that, he taught high school English, co-advised his school's Genders & Sexualities Alliance for seven years, and served as his local teacher union's co-president during several of these years. His research explores literacy and language practices and social change in schools, focusing on queer youth and those who work in solidarity with them. Currently, he is collaborating with K-12 educators in small-town and rural schools in Alabama with the goal of fostering classrooms that are more just, affirming, and humanizing for queer youth and families. Schey's dissertation was recognized by the Queer Studies Special Interest Group of AERA, receiving the Dissertation of the Year Award for 2019. He recently coauthored the book *Stepping Up! Teachers Advocating for Sexual and Gender Diversity in Schools* with Mollie V. Blackburn, Caroline T. Clark, and members of a central Ohio teacher inquiry group, and his latest scholarship can be found in *Teachers College Record*, *Research in the Teaching of English*, *English Education*, and the *Journal of Literacy Research*.