

Kris Aric Knisely, Ph.D.
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CHRONOLOGY OF EDUCATION

- 2011-2015 Ph.D. Emory University
Major Fields: French and Educational Studies
Dissertation: Language Learning and the Gendered Self: Learner Identities and French Language Study in a US Context
Chair: Dr. Mei-Lin Chang
Committee members: Dr. C. Aiden Downey, Dr. Donald Tuten
- 2009-2011 M.A. University of Wisconsin-Milwaukee
Major Fields: Foreign Language and Literature, French Language Concentration
Foreign Language Methodology and Pedagogy Emphasis
Conferred with distinction
- 2007-2009 B.A. University of Wisconsin-Milwaukee
Major Field: French
Minor Field: Linguistics
Summa cum laude, Dean's Honor List
- 2006-2007 University of Minnesota-Twin Cities

CHRONOLOGY OF EMPLOYMENT

- 2018-Present **Assistant Professor of French and Intercultural Competence**
University of Arizona, Department of French and Italian
Affiliated faculty member in the interdisciplinary PhD program in Second Language Acquisition and Teaching
Affiliated faculty member in the Transgender Studies Research Cluster
- 2015-2018 **Assistant Professor of French**
University of South Dakota, Department of Modern Languages and Linguistics
French and Francophone Studies Program Director
- 2011-2015 Graduate Researcher, Graduate Instructor, and Teaching Assistant
Department of French and Italian, Division of Educational Studies, and Program in Linguistics, Emory University
French and Linguistics
- 2010-2011 Graduate Researcher, Graduate Instructor, and Teaching Assistant
Department of French and Italian, University of Wisconsin-Milwaukee
- 2009-2010 Graduate Fellow
Center for 21st Century Studies, University of Wisconsin-Milwaukee

HONORS AND AWARDS

Received

2021	ACTFL Research SIG Early Career Award , ACTFL
2021	ACTFL/Middlebury Research Forum Invited Scholar , ACTFL/Middlebury
2021	OER Master Creator , COERLL, The University of Texas at Austin
2018	Mosaic Award for Inclusive Excellence , University of South Dakota
2014*	Anne Amari Perry Award , Department of French and Italian, Emory University
2014*	Editor's Choice Award , <i>Journal of International Students</i>
2011-2015*	Laney Graduate School Fellowship , Emory University
2013*	Jacqueline Jordan Irvine Award , Emory University
2009*	Martha Best/Martine Meyer Prize , University of Wisconsin-Milwaukee
2009*	Union Director's Award , University of Wisconsin-Milwaukee

Nominations

2021	Chatfield Outstanding Untenured Researcher Award , The University of Arizona
2021	Five Star Faculty Award , Finalist, Runner-up, The University of Arizona
2017, 2018	Early Career Research Award , Nominee, American Council on the Teaching of Foreign Languages
2017	Whiting Public Engagement Fellowship , Nominee, The Whiting Foundation
2017	Belbas-Larson Award for Excellence in Teaching , Nominee, University of South Dakota
2017	Lambda Chi Teaching Award , Nominee, University of South Dakota
2016, 2017	Mosaic Award for Inclusive Excellence , Nominee, University of South Dakota
2016, 2017	Champion of Inclusive Excellence Award , Nominee, University of South Dakota
2017, 2018	Richard and Sharon Cutler Award in Liberal Arts , Nominee, University of South Dakota

LEADERSHIP SERVICE AND OUTREACH

Local/State Outreach

Arizona

2018	Class visit day with Amphitheater High School Students, The University of Arizona, Tucson, Arizona, November 14, 2018.
	Le Forum Français [The French Forum], Tucson, Arizona, October 2018.

National Service and Leadership in Professional Organizations

American Association of Applied Linguistics

2022	Abstract Reviewer for the language, gender, and sexuality strand for AAAL2023
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American Council on the Teaching of Foreign Languages

2021-2025 Editorial Board Member, *Foreign Language Annals*

CFC Intersections

2022-Present Editorial Board Member, *CFC Intersections*

International Service and Leadership in Professional Organizations

Lavender Languages and Linguistics

2020-Present Lavender Languages and Linguistics Social Media Manager

Lavender Languages and Linguistics Conference Advisory Committee Member

Diversity Decolonization and the French Curriculum

2023-Present Diversity, Decolonization, and the French Curriculum Co-Chair

2020-2023 Diversity, Decolonization, and the French Curriculum Steering Committee Member

2020-Present Mentoring and Communities for people minoritized in and by our field(s), Committee Co-Chair
Social Media Co-Manager

National and International Service as Ad Hoc Reviewer

Journal of Language and Sexuality

Foreign Language Annals

Journal of International Students

Contemporary French Civilization

Pensamiento Educativo

Women's Studies in Communication

Adult Education Quarterly

Gender and Language

Invited Participation/Leadership at Professional Meetings

2021 Knisely, K. (2021, May). *Panel 4: Comparative Approaches to Analyzing Gender and Sexuality in Two or More Languages*. Session Chair at the Lavender Languages and Linguistics Conference, San Francisco, CA. (Online).

2020 Knisely, K. (2020, March). *Attending to and Queering Intersectionality in Applied Linguistics*. Session Co-Organizer at the American Association of Applied Linguistics Conference, Denver, CO. (Conference canceled due to COVID-19 pandemic)

Invited Teaching

2021 Knisely, K. (2021, October). *Gender-justice in the Spanish-language classroom*. Guest lecture and discussion in SPAN 581A *Foreign Language Teaching Theory and Methodology* at the University of Arizona. Course Instructor: Dr. Julieta Fernández.

Departmental CommitteesDepartment of French and Italian, The University of Arizona

August 2023-Present	Graduate Studies Committee, Committee Member
August 2022-December 2022	BA in French Curriculum Committee, Committee Member
August 2021-Present	Outreach and Social Media/Website Committee, Committee Chair
August 2021-December 2021	Curriculum and Assessment Committee, Committee Member
October 2020- December 2021	Graduate Program Committee, Ad-hoc Committee Member Participated in the design and proposal of graduate certificates, including the creation of new courses as needed.
August 2018-July 2021	Outreach and Social Media/Website Committee, Committee Member Hello from Humanities Café Sub-Committee, March-May 2021 Meet Your Major Video Sub-Committee, August 2020 Soirée Francophone, October 2020
November 2020-March 2021	Co-organizer, Tournées Film Festival Co-organizer, Invited Dr. Mame Fatou-Niang to introduce and lead a discussion of her film <i>Mariannes Noires</i> , January 28 2021.

French Program Service, Department of French and Italian, The University of Arizona

September 2018-May 2020	French Lunch and Learn Program, <i>La pause de midi</i> , September 2018-Present (Paused beginning AY20-21 due to COVID-19 pandemic).
November 2019	Reviewer/Member, Scientific Committee for the Graduate Conference in French, MA Program, Department of French and Italian, the University of Arizona.
October 2018	Co-facilitator, MA roundtable <i>Comment postuler à un programme de doctorat?</i>

College CommitteesCollege of Humanities, The University of Arizona

August 2019-March 2020	Committee Member, College of Humanities Teaching and Outreach Grants Review Committee, University of Arizona
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University CommitteesThe University of Arizona

August 2019-May 2020	Early University Program, Working Group, Committee Member
August 2018-May 2020	Intercultural Competence Initiative, Committee Member Intercultural Competence Badge Initiative, August 2018-May 2019. Intercultural Competence Curriculum Development Committee, May 2019-May 2020.

July-August 2019, July-August 2021
 August-September, 2023

Reviewer/Member, Scientific Committee for the Intercultural Competence Conference, Center for Educational Resources in Culture, Language, and Literacy at the University of Arizona

Graduate Committees and Supervision

Second Language Acquisition and Teaching GIDP Service, The University of Arizona

August 2021-May 2022	Faculty Advisor, SLAT Student Association
August 2019-May 2020	Mentor, First-Year Student Mentoring Program
October 2019-May 2020	Academic Advisor, First-Year Student Mentoring Program

Graduate Examinations Directed/Supervised

PhD Comprehensive Examinations Committee Member

February 2023-January 2024	Committee Member, Asya Gorlova, PhD in SLAT (Innovation, accessibility, and social justice in community-based language programs)
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MA Examination Committee Member

January 2023-May 2023	Committee Member, Lorraine Turpault D'Huvé, MA in French (SLAT; equity and justice in materials design, selection, and use; undoing competence, performance, and cilingualism in applied linguistics)
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Graduate Theses Directed/Supervised

PhD Dissertation Committee Member

February 2023-Present	Fernando Gonzalez Lesniak, The University of Minnesota, PhD in Second Language Education (Department of Curriculum & Instruction), <i>Spanish language teacher and administrator attitudes toward gender inclusive and gender-neutral language in Minnesota</i> [tentative title].
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MA Thesis Committee Chair

April 2019-May 2020	Julia Gorham, University of Arizona; <i>Tracing the Development of Symbolic Competence in Intermediate French L2 Students through Film</i>
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MA Thesis Committee Member

April 2020-May 2021	Chantil Bounheuangvilay, University of Arizona; <i>The Sociolinguistic Legacy of French Colonization of Laos</i>
January 2019-May 2019	Austin James Morris, University of Arizona; <i>(Inter)Cultural Learning using Global Simulation</i>
September 2018-May 2019	Etornam Fianoo-Vidza, University of Arizona; <i>Les ressources numériques en FLE au Ghana</i> [Digital Resources in French as a Second Language in Ghana]

Undergraduate Theses Directed/Supervised

BA Honors Thesis Committee Chair

October 2022-May 2023	Natalie Temple, University of Arizona; <i>Enlanguaging nonbinary lives in French and English: Gender across linguacultural contexts</i>
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Other Committees (Internal or External)

January 2023-Present	Consultant, Cengage Inclusive French Materials Development Project
March 2023-April 2023	Application Reviewer, CERCLL Faculty Fellowship Program
November 2016-December 2018	Consultant, Pearson Duolingo Development Project

PUBLICATIONS

* Denotes publication based on work done as a graduate student.

** Denotes page numbers are not yet available for this forthcoming publication.

° Denotes co-author was an undergraduate, graduate, or postdoctoral mentee.

All co-authored publications entail equal percentage effort by each co-author.

Peer-Reviewed Edited Volumes

Knisely, K. and Russell, E. L. (Eds.). (Forthcoming 2024). *Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities*. Multilingual Matters. <http://bit.ly/RLWbook>

Chapters in Scholarly Books

Knisely, K. (Forthcoming 2024). Gender-just language pedagogies: Undoing misunderstandings of and resistance to trans knowledges in language education. In F. Henshaw & K. Potowski (Eds.) *Honing our craft: World language teaching in the U.S.* Volume 2. Klett. **

Knisely, K. & Russell, E. (Forthcoming 2024). Redoing Linguistic Worlds: An Introduction. In Knisely, K. and Russell, E. (Eds.). *Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities*. Multilingual Matters. ** <http://bit.ly/RLWbook>

Knisely, K. & Russell, E. (Forthcoming 2024). Languages and genderers: A guide to redoing linguistic worlds. In Knisely, K. and Russell, E. (Eds.). *Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities*. Multilingual Matters. ** <http://bit.ly/RLWbook>

Knisely, K. & Russell, E. (Forthcoming 2024). Redoing and undoing: on not concluding. In Knisely, K. and Russell, E. (Eds.). *Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities*. Multilingual Matters. ** <http://bit.ly/RLWbook>

Knisely, K. (Forthcoming 2024). Not another binary: gender modality, languaging, and language learning in French. In Knisely, K. and Russell, E. (Eds.). *Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities*. Multilingual Matters. ** <http://bit.ly/RLWbook>

Knisely, K. (Forthcoming 2023). Gender-Just Pedagogies. In Fernández, J. & Warner, C. (Eds.). *CERCLL Introduction to Applied Linguistics for Language Educators*. **

Knisely, K. (In Progress, Expected publication in 2023). Teaching towards gender justice: considerations in materials design, selection, and use. In Hines-Gaither, K., Russell, V., & Murphy-Judy, K. (Eds.). *The Handbook of Research on World Language Instruction*. Routledge. **

Knisely, K. (In Progress, Expected publication in 2023). Teaching languagenderers: Gender-just approaches to language education. In Fäcke, C., Gao, A., and Garrett-Rucks, P. (Eds.) *The Handbook of Intercultural and Plurilingual Language Learning*. Blackwell-Wiley. **

Knisely, K. (2023). Teaching trans: The Impetus for trans, non-binary, and gender non-conforming inclusivity in L2 classrooms. In K. Davidson, S. Johnson, & L. Randolph (Eds.) *How We Take Action: Social Justice in K-16 Language Classrooms*. Information Age. 81-90. <https://www.infoagepub.com/products/How-We-Take-Action>

Knisely, K. (2022). Teaching trans knowledges: Situating expansive possibilities in an intermediate French course. In S. Bouamer & L. Bourdeau (Eds.) *Diversity and Decolonization in French Studies: New Approaches to Teaching*. Palgrave Macmillan. 165-180. https://doi.org/10.1007/978-3-030-95357-7_11
Available open access at: <https://rdcu.be/cKP37>

Knisely, K. (2022). A Starter Kit for Rethinking Trans Representation and Inclusion in French L2 Classrooms. In E.N. Meyer & E. Hoft-March (Eds.) *Teaching Diversity and Inclusion: Examples from a French-Speaking Classroom*. Routledge. 22-33. <https://bit.ly/3oZRsbM> <https://bit.ly/transstarterkit>

Knisely, K. (2021). L/G/B and T: Queer Excisions, Entailments, and Intersections. In J. M. Paiz & J. E. Coda (Eds.) *Intersectional Perspectives on LGBTQ+ Issues in Modern Language Teaching and Learning*. Palgrave Macmillan. 153-182. https://doi.org/10.1007/978-3-030-76779-2_6

Refereed/Peer-Reviewed Journal Articles

Knisely, K. (Under review, Expected publication in 2023). Toward trans multilingualisms: Student attitudes toward and experiences with trans linguacultures in French. *The International Journal of Bilingual*

Education and Bilingualism. Special issue on Queering Multilingualism, edited by Holly R. Cashman & Tommaso M. Milani. **

- Knisely, K.** (Forthcoming, 2023). Gender-justice beyond inclusion: How trans knowledges and linguistic practices can and should be re-shaping language education. *Modern Language Journal*. 107(2). **
- Knisely, K.** (2022). Gender-just language teaching and linguistic competence development. *Foreign Language Annals*. 55(3), 644-667. <https://doi.org/10.1111/flan.12641>
- Knisely, K.** (2022). Gender-justice and the development of intersectional thinking: Evidence from an intermediate French course. *CFC Intersections*. 1(1), 147-160. <https://doi.org/10.3828/cfci.2022.11>
- Knisely, K.** and Paiz, J.M. (2021) Bringing Trans, Non-binary, and Queer Understandings to Bear in Language Education. *Critical Multilingualism Studies*. 9(1), 23-45. <https://cms.arizona.edu/index.php/multilingual/article/view/237>
- Knisely, K.** (2020). Le français non-binaire [Nonbinary French]: linguistic forms used by non-binary speakers of French. *Foreign Language Annals*. 53(4), 850-876. <https://doi.org/10.1111/flan.12500>
- Knisely, K.** (2020). Subverting the culturally unreadable: Understanding the self-positioning of non-binary speakers of French. *The French Review*. 94(2), 149-168. <https://doi.org/10.1353/tfr.2020.0280>
- ^oGorham, J. and **Knisely, K.** (2019). Systems in Need of Activism: Considering the Effects of Segregation and Policy on French and U.S. Primary and Secondary Education. *The Journal of the Midwest Modern Language Association*. 51(2), 183-221. <https://www.jstor.org/stable/45151160>
- Knisely, K.** (2018). Intégration des réseaux sociaux dans les cours de langue : justifications et mises en garde. [Integrating social networks into language courses: justifications and cautions.] *The French Review*. 92(1), 96-111. <https://doi.org/10.1353/tfr.2018.0097>
- Knisely, K.** and Wind, S. (2017). Desarrollando un cuestionario exploratorio de la sensación de pertenencia relacionado al aprendizaje de idiomas utilizando la teoría de medición educacional de Rasch [Developing a Survey to Explore Sense of Belongingness related to Language Learning Using Rasch Measurement Theory]. *Pensamiento Educativo*. 54(2), 1-20. Published in English and Spanish: <https://pensamientoeducativo.uc.cl/index.php/pel/article/view/26009> and <https://pensamientoeducativo.uc.cl/index.php/pel/article/view/24823>
- Knisely, K.** (2017). Exploring the role of culture in the formation of French language ideologies among US post-secondary students. *Contemporary French Civilization*. 42(2), 189-210. <https://doi.org/10.3828/cfc.2017.11>
- Knisely, K.** (2016). Language Learning and the Gendered Self: The Case of French and Masculinity in a US Context. *Gender and Language*. 10(2), 216-239. <https://doi.org/10.1558/genl.v10i2.19810>
- ***Knisely, K.** and Wind, S. (2015). Gendered language attitudes: Exploring language as a gendered construct using Rasch measurement theory. *Journal of Applied Measurement*. 16(1), 95-112.

Other Publications

- Knisely, K.** (2022). Preface to the 28th issue. *Journal of Second Language Acquisition and Teaching (JSLAT)*. 28. 3-4. <https://journals.librarypublishing.arizona.edu/jslat/> <https://journals.librarypublishing.arizona.edu/jslat/article/id/5256/>
- Zorko, D., Alkhas, A. and **Knisely, K.** (2015). Should we go high or low? A few tips on using and choosing technology wisely. *The Voice of WAFLT: A Wisconsin Association of Foreign Language Teachers Publication*, n.p. <https://bit.ly/highorlowtech> (Previously at: <https://www.waflt.org/should-we-go-high-or-low-a-few-tips-on-using-and-choosing-technology-wisely/>)

Open Accessible Summaries

- Knisely, K.** (2022). More ethical, more accurate: Trans knowledges and student language learning. *OASIS Summary of Knisely (2022)*. Gender-just language teaching and linguistic competence development. *Foreign Language Annals*. 55(3). 644-667. doi: <https://doi.org/10.1111/flan.12641> <https://oasis-database.org/concern/summaries/6682x464r?locale=en>
- Knisely, K.** (2020). Read this realness: How non-binary people are taking up and subverting cultural and linguistic spaces in French. *OASIS Summary of Knisely (2020)*. Subverting the culturally unreadable: Understanding the self-positioning of non-binary speakers of French. *The French Review*. 94(2). 149-168. <https://oasis-database.org> <https://oasis-database.org/concern/summaries/2227mp912?locale=en>

Knisely, K. (2020). “How do you say the singular they in French?”: How non-binary people are adapting the French language. *OASIS Summary of Knisely (2020)*. Le français non-binaire: linguistic forms used by non-binary speakers of French. *Foreign Language Annals*. 53(4). 1-27. doi: <https://doi.org/10.1111/flan.12500>. <https://oasis-database.org/concern/summaries/np1939428?locale=en>

Book Reviews

Knisely, K. (2017) Review of *Controverses* [Controversies] by Solberg et al. *The French Review*. 91(4), 71-72.

Knisely, K. (2017). Review of *Décrire le français parlé en interaction* [Describing spoken French in interaction] by Véronique Traverso (2016). *The French Review*. 91(2), 310-311.

Knisely, K. (2017). Review of *Echo A2 : Méthode de français pour l'Amérique du Nord* [Echo A2 : French Method for North America] by Girardet et al. *The French Review*. 91(1), 206-207.

Knisely, K. (2016). Review of *Focus – Grammaire du français A1>B1* [Focus – French Grammar A1>B1] by Akyüz, Bazelle-Shahmaei, and Bonenfant (2015). *The French Review* 90(3), 221-222.

Knisely, K. (2016). Review of *Francophone studies through Film* by Nabil Boudraa and Cecile Accilien (2013). *The French Review*. 89(4), 129.

Knisely, K. (2016). Review of *En Avant!* [Forward!] *Beginning French* by Bruce Anderson and Annabelle Dolidon. (2016) 2nd edition. *The French Review* 89(3), 183-184.

***Knisely, K.** (2014). Review of *Rêvez: le français sans frontières* [Dream: French without Borders] by Cherie Mitchke. *The French Review* 87(3), 233.

***Knisely, K.** (2013). Review of *Written corrective feedback in second language acquisition and writing* by John Bitchener and Dana R. Ferris. *Teacher's College Record*. Published Online, ID Number: 17039.

Translations

***Knisely, K.** (2011). “Women's contribution to knowledge of Moroccan art” a translation of “L'apport des femmes au savoir sur l'art marocain” by Mary Vogl. In Fatima Sadiqi (Ed.) *Women and knowledge in the Mediterranean*. New York, NY: Routledge.

DATA ANALYSIS IN PROGRESS

Data collection complete, analysis in progress for all below-listed works in progress.

Knisely, K. (In Progress). Gender-Just Language Teaching and the Development of Symbolic and Intercultural Competence. Target journal: *Annual Review of Applied Linguistics* or *Applied Linguistics*

Knisely, K. (In Progress). Teacher Attitudes Toward Inclusive and Nonbinary Language. Target journal: *L2 Journal* or *Second Language Research & Practice*

Knisely, K. (In Progress). Proactively Planning for Resistance to Gender-Just Language Teaching. Target journal: *Foreign Language Annals*

CONFERENCES AND SCHOLARLY PRESENTATIONS

Invited Talks

Invited Talks: International

2024 **Knisely, K.** (March, 2024, **Keynote**). *Trans linguacultures, trans logics: Re-imagining the potentiality of applied linguistics through gender justice*. American Association of Applied Linguistics Conference. Houston, TX.

2023 **Knisely, K.** (June, 2023, **Keynote**). *Teaching towards gender-justice: Trans knowledges in the language classroom*. Challenging the Binary: Non-binary, Genderqueer, and Gender-Neutral Language Conference. University College London. London, UK. (Hybrid).

Knisely, K. (March, 2023, **Keynote**). *Gender-just language, Gender-just language pedagogies: Rethinking language education through trans epistemologies*. International Conference on Gender-Inclusive Language Instruction. University of Southern California. (Online). <https://dornsife.usc.edu/center-for-languages-and-cultures/gender-inclusive-language->

[conference/](#)

- 2022 **Knisely, K.** (March, 2022). *Gender-just language pedagogies: Unscripting normativities and centering possibilities, beyond the ethical impetus*. American Council on the Teaching of Foreign Languages Research SIG. (Online).
- Knisely, K.** (March, 2022, **Plenary**). *Gender-just language pedagogies. Illuminating the T in LGBTQ: Perspectives from the Field*. LGBT Professional Learning Network Plenary session at the TESOL International Association Convention and English Language Expo. Pittsburgh, Pennsylvania. (Hybrid).
- 2021 **Knisely, K.** (June, 2021, **Plenary**). *Why languages matter: Thinking with queer and trans knowledges. Why languages matter: Reaching across barriers*. Association of Departments of Foreign Languages Plenary session at the Modern Language Association Leadership Institute. (Online).
- Knisely, K.** (April, 2021). *Beyond gendered (im)possibilities and (in)visibilities: Situating trans knowledges in the language classroom*. Harvard Language Center. Harvard University. Cambridge, MA. (Online).
- Knisely, K.** (April, 2021). (Re)Imagining possibilities: Applying Trans-Affirming & Gender-Just Pedagogies. *Supporting non-binary students while teaching a grammatically binary language*. Harvard Language Center & RLL Language Program. Dialogue for Change discussion series. Harvard University. Cambridge, MA. (Online).
- Knisely, K.** (March, 2021). Inclusive language in the classroom. Michigan State University. East Lansing, MI. (Online).
- Knisely, K.** (March, 2021, **Keynote**). *Resisting normativities, reinventing possibilities: Toward trans-affirming L2 pedagogies*. The Cultural Constructions Conference. The University of Texas-Arlington. Arlington, TX. (Online).
- Knisely, K.** (January, 2021). *Trans (im)possibilities and (in)visibilities: A conversation about gender in the language classroom*. The Foreign Language Association of Georgia. Atlanta, GA. (Online). <http://www.flageorgia.net/>

Invited Talks: National

- 2022 **Knisely, K.** (November, 2022). Gender-just language teaching and student languaging. Presentation at the ACTFL Assembly of Delegates. (Online).
- Knisely, K.** (August, 2022). Gender-just language teaching and linguistic competence development. ACTFL's From research to practice: Not your typical book club series. ACTFL. (Online).
- Knisely, K.** (May, 2022). *The Gender-Just Language Education Project: Benefits, Challenges, and Strategies for Engaging with Trans Knowledges*. The Center for Educational Resources in Culture, Language, and Literacy (CERCLL). The University of Arizona. (Online).
- 2021 **Knisely, K.** (October, 2021). *Gender-just language teaching: Unscripting normativities, centering possibilities*. The University of Texas-Austin. (Online).
- Knisely, K.** (October, 2021). *Gender-just language teaching: Toward a more equitable and robust engagement with trans knowledges and linguistic practices*. Dartmouth. (Online).
- Knisely, K.** (September, 2021). *Toward Gender-Just Language Pedagogies*. The University of San Francisco. (Online).
- Knisely, K.** (June, 2021). Queer and Trans Linguist(ic)s. Lavender Languages Institute Professionalization Panel. A partnership between Lavender Languages and Linguistics and the Linguistics Society of America's Committee on LGBTQ+ Issues in Linguistics (COZIL). (Online).
- Knisely, K.** (June, 2021, **Plenary**). *Teaching gender justice: Being and belonging in language education*. ACTFL/Middlebury Research Forum. (Online).
- Knisely, K.** (June, 2021). *Gender justice and competency development*. ACTFL/Middlebury Research

Forum (Research retreat for invited second language researchers and educational linguists). (Online).

- 2020 **Knisely, K.** (September, 2020). *Un-boxing gender: Toward trans-affirming L2 pedagogies*. The Berkeley College Language Center. The University of California-Berkeley. Berkeley, CA. (Online). <http://blc.berkeley.edu/2020/08/17/lecture-by-kris-knisely-september-11-2020/>
- 2019 **Knisely, K.** (2019, April). *Inclusive L2 pedagogy: Teaching to support students of all genders and sexualities*. Critical and Social Justice Approaches Special Interest Group of the American Council on the Teaching of Foreign Languages. Webinar.

Invited Talks: Regional

- 2023 **Knisely, K.** (April, 2023). Trans remaking and reimagining: Toward gender-justice in the language classroom. Massachusetts Institute of Technology (MIT). Cambridge, MA. (Online).
- Knisely, K.** (April, 2023). Trans cultures of language beyond grammatical binaries. Massachusetts Institute of Technology (MIT). Cambridge, MA. (Online).
- Knisely, K.** (March, 2023). *Exploring Gender in a 'Gendered' Language: Empowering Student Self-Expression*. Emory University. Atlanta, GA. (Hybrid).
- Knisely, K.** (February, 2023). *Gender-just language pedagogies: How trans knowledges reflect and remake linguistic life*. Ohio State University. Columbus, OH. (Online).
- 2022 **Knisely, K.** (October, 2022) *Trans knowledges and gender-just pedagogies in the language classroom: More than language forms alone*. Western Washington University. Bellingham, WA. (Online).
- Knisely, K.** (September 2022). *Gender justice in French language teaching and learning*. American Association of Teachers of French (AATF) Wisconsin and Minnesota Chapters. (Online).
- Knisely, K.** (September 2022). *Trans knowledges in the language classroom: Leveraging gender-just pedagogies to build communities and competencies*. University of Michigan. Ann Arbor, MI. (Online).
- Knisely, K.** (April 2022). *Gender-just language pedagogies: Unscripting normativities, prioritizing possibilities*. Brandeis University. Waltham, MA. (Online)
- Knisely, K.** (March 2022). *Gender justice and language education: Toward a more equitable and robust engagement with trans knowledges and linguistic practices*. California State University, Monterey Bay. Monterey Bay, CA. (Online)
- 2021 **Knisely, K.** (February 2021). *Finding the words and moving the needle: Using queer inquiry-based pedagogies to resist normativity and make visible trans knowledges in the language classroom*. Carleton College. Northfield, MN. (Online)
- Knisely, K.** (January 2021). *Decentering power, (Re)centering possibilities: Toward trans-affirming language pedagogies*. The Pennsylvania State University. University Park, PA. (Online)
- 2020 **Knisely, K.** and McGregor, J. (2020, April). *Defining and Applying Intercultural Competence*. Commission on the Status of Women Speaker Series, The University of Arizona, Tucson, AZ. (Speaker series canceled due to COVID-19 pandemic)
- Knisely, K.** (March 2020). *Le français non-binaire [Nonbinary French]: Linguistic forms used by non-binary speakers of French and their pedagogical implications for linguistic, intercultural, and symbolic competence development*. The University of Kentucky and Asbury University. Lexington, KY. (Speaker series canceled due to COVID-19 pandemic)
- Knisely, K.** (March 2020). *Finding the words: Teaching about and teaching to non-binary speakers of grammatically binary languages*. Carleton College. Northfield, MN. (Speaker series canceled due to COVID-19 pandemic)
- Knisely, K.** (March 2020). *Moving the needle: Applying queer inquiry-based practices to foster trans-affirming L2 pedagogies, materials, and curricula*. Carleton College. Northfield, MN. (Speaker

series canceled due to COVID-19 pandemic)

- Knisely, K.** (March 2020). *Resisting normativity: Queer inquiry-based pedagogies as framework for L2 classroom inclusion*. Carleton College. Northfield, MN. (Speaker series canceled due to COVID-19 pandemic)
- 2019 **Knisely, K.** (2019, November). *Les mouvements linguistiques non-binaires au Canada et en France* [Nonbinary linguistic movements in Canada and in France]. Carnegie Mellon University. Pittsburgh, PA.
- Knisely, K.** (2019, October). *Teaching to and about TGNC individuals in L2 Contexts*. Purdue. West Lafayette, IN.
- Knisely, K.** (2019, April). *Non-binary French: Troubling L2 pedagogy for inclusivity, recruitment, retention, and achievement*. Paper presented at the Innovating Undergraduate French Studies Colloquium. The University of Texas-Austin, Austin, TX.
- 2018 **Knisely, K.** (2018, October). *Supporting non-binary students of second languages in K12 and university contexts*. The University of Wisconsin-Eau Claire, Eau Claire, WI.
- Knisely, K.** (2018, September). *Teaching non-binary French linguistic forms as a part of intercultural and symbolic competence development*. Duke University, Durham, NC.

Invited Workshops

Invited Workshops: International

- 2022 **Knisely, K.** (November, 2022). *Gender-just and trans-informed approaches to language education: From proactive planning to taking action*. American Council on the Teaching of Foreign Languages Research Invited Pre-Convention Workshop. Boston, MA. (Online).

Invited Workshops: Regional

- 2023 **Knisely, K.** (2023, April). *Qualitative research methods: Considering access, ethics, and positionality from study design through data analysis*. SLAT Workshop Series, The University of Arizona. Tucson, Arizona. (Online)
- 2020 **Knisely, K.** (2020, March). *Queer tongues, queer pedagogies: Teaching about and teaching to non-binary speakers of grammatically binary languages*. The University of Kentucky and Asbury University. Lexington, KY. (Speaker series canceled due to COVID-19 pandemic)
- Knisely, K.** (2020, March). *Interrogating norms: Understanding and applying queer inquiry-based pedagogies*. The University of Kentucky and Asbury University. Lexington, KY. (Speaker series canceled due to COVID-19 pandemic)
- 2019 **Knisely, K.** (2019, March). *Gender diversity and L2 pedagogy: Adapting classroom practice for inclusivity*. The University of Wisconsin-Madison, Madison, WI.
- 2018 **Knisely, K.** and McGregor, J. (2018, November). *Intercultural Competence*. UA Global Learn@Lunch Series, The University of Arizona, Tucson, AZ.
- Knisely, K.** (2018, October). *Soyons inclusifs.ves [Let's be inclusive]: Adapting L2 teaching practices to support non-binary students*. The University of Wisconsin-Eau Claire, Eau Claire, WI.
- Knisely, K.** (2018, October, **Keynote**). *Le français non-binaire [Nonbinary French]: linguistic inclusivity and intercultural competence development in the French L2 classroom*. The Wisconsin French Studies Round Table. The University of Wisconsin-Eau Claire, Eau Claire, WI.
- Knisely, K.** (2018, September). *Gender diversity and L2 pedagogy: Cultivating inclusive teaching practices for non-binary students*. Duke University, Durham, NC.

Conference Presentations

ⁱ Denotes international, ⁿ denotes national, ^r denotes regional

- 2023 ⁱ **Knisely, K.** (2023, March). Beyond ally and accomplice: Relational frameworks of care and collaborative inquiry in trans applied linguistics. Paper presented at the American Association of Applied Linguistics Conference, Portland, OR, as a part of the panel *The politics and practice of allyship in queer applied linguistics and language education* organized by James Coda and Ashley Moore. <https://www.aal.org/2023-coda-moore-colloquium>
- ⁱ **Knisely, K.** & Russell, E. L. (2023, March). Redoing Linguistic Worlds. Book launch at the 29th Lavender Languages and Linguistics Conference, Boise, ID. (Hybrid).
- 2022 ⁱ **Knisely, K.** (2022, November). Resisting cisnormativity: Unscripting cislingualism and cislating in language education. Paper presented at the Diversity, Decolonization, and the French Curriculum (DDFC) conference. (Online).
- ⁱ **Knisely, K.** (2022, January). Linguaging across borders and binaries: Exploring the relationships among gender-just pedagogies, intercultural competence, and symbolic competence. Paper presented at the Intercultural Competence Conference, Tucson, AZ. (Online).
- 2021 ⁱ **Knisely, K.** (2021, September). *Gender-justice and the development of intersectional thinking*. Paper presented at the inaugural Contemporary French Civilization Intersections Conference (Online).
- ⁱ **Knisely, K.** (2021, May). *Toward Trans Applied Linguistics*. Paper presented at the 27th annual Lavender Languages and Linguistics Conference. (Online).
- 2020 ⁱ **Knisely, K.** (2020, November). *Weaving transness into the fabric of French L2 learning: Toward TGNC-affirming French L2 pedagogies*. Paper presented at the Diversity, Decolonization, and the French Curriculum (DDFC) conference. (Online).
- ⁱ **Knisely, K.** (2020, March). *Intersectionality Under the Umbrella: The Linguistic Self-Positioning of Trans Speakers*. Paper presented at the American Association of Applied Linguistics Conference, Denver, CO. (Conference canceled due to COVID-19 pandemic)
- ⁱ **Knisely, K.** and McGregor, J. (2020, January). *Intercultural Competence: An Educator's Verb*. Presentation and workshop at the Intercultural Competence Conference, Tucson, AZ.
- 2019 ⁿ **Knisely, K.** (2019, November). *Developing Queer Materials and Practices for L2 Teaching and Learning*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, Washington, DC.
- ⁱ **Knisely, K.** (2019, August). *Subverting the Culturally Unreadable: Understanding the self-positioning of non-binary speakers of French*. Paper presented at the Contemporary French Civilization Conference, Tucson, AZ.
- ⁱ **Knisely, K.** (2019, March). *Parlons non-binarité [Let's talk about nonbinarity]: Troubling binary grammatical constructions in the French language classroom*. Paper presented at the American Association of Applied Linguistics Conference, Atlanta, GA.

AWARDED GRANTS AND CONTRACTS

Internal, funded

Federal

2021

CERCLL Projects Grant, Center for Educational Resources in

Culture, Language, and Literacy, The University of Arizona. Project Leader and Co-Investigator.

\$30,270 sub-award (\$699,650 total awarded) via a competitive grant program to promote scholarly work connected to the mission of CERCLL as a Title VI

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National Language Resource Center, namely to research and develop the teaching of culture, language, and literacy. Independently led project title: Making Gender-Just Language Education Happen: Leveraging Student Perceptions to Inform Teacher Education.

2021 **CERCLL Faculty Research Fellows Program**, Center for Educational Resources in Culture, Language, and Literacy, The University of Arizona. Principal Investigator.

\$5,000 competitive grant program to promote scholarly work connected to the mission of CERCLL as a Title VI National Language Resource Center. Project title: Benefits of inclusion, challenges of resistance: Gender-just language teaching.

Extramural, Funded

State

2019 **Passport to the World: Year of Equity Grant**, The University of Kentucky, Lexington, KY. Co-Principal Investigator.

\$750 competitive grant for speakers and events that treat ways to increase equity and inclusion at UK and in its surrounding communities. The Year of Equity seeks to spark meaningful dialogue on issues across race, gender, ability, sexuality, class ethnicity, citizenship status, and religion at UK, in central Kentucky, and around the globe. Co-submitted with Dr. Julie Human (UK) and Lodz Pierre (Asbury University). Grant was successfully funded but events were not held due to COVID-19 pandemic.

Private Foundation

2020 **The Tournées Film Festival Grant Program**, The FACE Foundation. Co-Principal Investigator.

\$2,200 competitive grant program to bring French and Francophone cinema to US University campuses. Co-submitted with Dr. Lucy Swanson (University of Arizona). Festival program guide: <https://bit.ly/3sIzq0Y>