



Dr. Nuala M. Drescher Diversity and Inclusion Leave Program, New York State/United University Professionals Joint Labor Management, Jan-May 2021  
 Writing in the Disciplines Faculty Fellowship, Institute for College Teaching, SUNY Cortland, 2019-2020  
 Undergraduate Research Assistant Program Award, SUNY Cortland, 2019-2020  
 Curriculum Inquiry Writing Fellowship (Canada), 2017  
 Ralph C. Preston Award, University of Pennsylvania Graduate School of Education, 2016  
 Ph.D. Dissertation awarded "With Distinction," University of Pennsylvania, 2016  
 American Educational Studies Association - Taylor & Francis Past President's Award for Outstanding Graduate Student Research, 2015  
 William Waters Scholarship for Urban Educators, University of Toronto, 2010

## LEADERSHIP AND OFFICES

Co-Chair, Teachers' Work/Teachers Unions Special Interest Group, American Educational Research Association (3 year term, elected position), 2021-2024  
 Secretary/Treasurer, Teachers' Work/Teachers Unions Special Interest Group, American Educational Research Association (3 year term, elected position), 2018-2021

## ADVISORY BOARD SERVICE

Advisory Board Member, *Workplace: A Journal for Academic Labor*, 2022-present  
 Advisory Board Member, Urban Education Justice Project, *Towson University*, 2019-present  
 Advisory Board Member, Sophia's Garden Institute, *SUNY Cortland*, 2019-present  
 Advisory Board Member, Equity and Inclusion Leadership Council, *Ithaca City School District*, 2018-2020

## EDITORIAL LEADERSHIP

Co-Editor, *Critical Perspectives on Teaching and Teachers' Work* (book series), *Routledge*, 2021-present  
 Co-Editor, *Handbook on Teachers' Work: International Perspectives on Research and Practice*. *Routledge*  
 Co-Editor, *Contemporary Educator Movements: Transforming Unions, Schools, and Society in North America* (journal special series consisting of four issues), *Critical Education*, 2020-2022  
 Assistant Editor, *Wagadu: A Journal of Transnational Women's and Gender Studies*, 2021-present

## PUBLISHED SCHOLARSHIP

[Note: \* denotes students]

## PUBLICATIONS – HANDBOOK (Refereed)

1. Bascia, N. & **Maton, R.M.** (Eds.). (in press, 2026). *Handbook on Teachers' Work: International Perspectives on Research and Practice*. *Routledge*.

**PUBLICATIONS – ARTICLES IN ACADEMIC JOURNALS (Refereed)**

17. Stark, L., Tarlau, B., **Maton, R.** (2024). “For once we are asking for MORE testing”: Organizational infrastructure in the safe schools movement during Covid-19. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2023.2279049>
16. Gichuru, M., **Maton, R.**, Nagel, M., Lin, L. (2024). Engaging children in philosophical inquiry through picturebooks. *Athens Journal of Education*, 11, 1-13. <https://doi.org/10.30958/aje>
15. Clonan-Roy, K., **Maton, R.M.**, Jacobs, C., Matthews, C. P., Kokozos, M., Kitzmiller, E. (2023). White parent and caregiver perceptions of, and resistance to, equity and anti-racism work in an independent school. *Teachers College Record*. 125(7-8), 77-109. <https://doi.org/10.1177/01614681231199558>
14. Nichols, T.P., **Maton, R.**, Simon, E. (2023). Opposing innovations: Race and reform in the West Philadelphia Community Free School, 1969-1978. *History of Education Quarterly*, 63(2). doi:10.1017/heq.2023.11
13. **Maton, R.** (2022). Vers un syndicalisme de justice sociale dans l’enseignement obligatoire aux États-Unis (French translation by Sylvaine Herold). *Revue Internationale d’Education de Sevres*. 91. 111-120. <https://journals.openedition.org/ries/13432>
12. **Maton, R.**, Urias-Velasquez, E.\*, Dexter, B.\*, McKeon, N.\*, Washington, B.\* (2022). Far apart, close in heart: Exploring representations of familial incarceration in children’s picturebooks. *Journal of Children’s Literature*. 48(2), 19-32.
11. **Maton, R.** (2022). ‘What we want is the same thing you want’: Educator union organizing for the ‘common good’ during Covid-19. *Radical Teacher*. 124, 43-50.
10. Carrick-Hagenbarth, J. & **Maton, R.** (2022). (De)Colonizing pedagogy: Possibilities and tensions in undergraduate transformative learning through simulation. *Journal of Transformative Education*.
9. **Maton, R.** (2022). Fighting on the frontlines: Intersectional organizing in educators’ social justice unions during Covid-19. *Gender, Work and Organization*. <https://doi.org/10.1111/gwao.12827>
8. **Maton, R.** & Carrick-Hagenbarth, J. (2022). ‘This could be me’: Simulation of refugee experiences. *Kappa Delta Pi Record*. 58(1), 4-6. <https://doi.org/10.1080/00228958.2022.2005423>
7. **Maton, R.** (2021). Talking race: The role of risk-taking in activist teachers’ collaborative learning. *The SoJo Journal: Educational Foundations and Social Justice Education*, 7(1), 15-33.
6. **Maton, R.** & Stark, L. W. (2021). Educators learning through struggle: Political education in social justice caucuses. *Journal of Educational Change*. <https://doi.org/10.1007/s10833-021-09444-0>
5. **Maton, R.**, & Mantas, K. (2020). Nurturing mentorship relationships through inquiry-based dialogue. *The SUNY Journal of the Scholarship of Engagement*, 1(1).
4. **Maton, R.**, & Nichols, T. (2020). Mobilizing public alternative schools for post-neoliberal futures: Legacies of critical hope in Philadelphia and Toronto. *Policy Futures in Education*, 18(1), 159-178. <https://doi.org/10.1177/1478210318789730>
3. **Maton, R.** (2018). From neoliberalism to structural racism: Problem framing in a teacher activist organization. *Curriculum Inquiry*, 48(3), 293-315. <https://doi.org/10.1080/03626784.2018.1474711>

2. **Maton, R.** (2016). WE learn together: Philadelphia educators putting social movement unionism into practice. *Workplace: A Journal for Academic Labor*, 26, 5-19. ISSN 1715-0094
1. Bascia, N., & **Maton, R.** (2015). Teachers' work and innovation in alternative schools. *Critical Studies in Education*, 57(1), 131-141. <http://dx.doi.org/10.1080/17508487.2016.1117004>

#### **PUBLICATIONS – BOOK CHAPTERS IN EDITED VOLUMES (Refereed)**

6. **Maton, R.** (in press). Educator organizations with collectivist social justice orientations in Canada and the U.S.: A typology. In Bascia, N. & Maton, R.M. (Eds.), *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.
5. **Maton, R.** (in press, 2025). Educators' social justice union organizing during Covid-19 in the U.S.A. In Mehta, N., Wozniak, J. & Nevel, D. (Eds.), *The Bloomsbury Encyclopedia of Social Justice in Education*, Bloomsbury.
4. **Maton, R.** (2022). *The Chicago Teachers Union as counterhegemony: Organized resistance during Covid-19*. Sharma, A., Schmeichel, M., & Wurzburg, B. (Eds.), *Progressive Neoliberalism in Education*. Routledge. <https://doi.org/10.4324/9781003224013>
3. Stark, L. W., & **Maton, R.** (2019). Teacher radicalization and school closures in the United States. In E. M. Duncan (Ed.), *Shuttered Schools: Race, Community, and School Closures in American Cities*, pp. 287-324. Information Age Publishing.
2. **Maton, R.**, & Nichols, T.P. (2017). Tracing tensions in humanization and market-based ideals: Philadelphia alternative education in the past and present. In Bascia, N., Fine, E. & Levin, M. (Eds.), *Alternative Schooling and Student Engagement: Canadian Stories of Democracy within Bureaucracy*, pp. 25-37. Palgrave Macmillan.
1. Bascia, N., & **Maton, R.** (2017). Curriculum development in alternative schools: What goes on in alternative schools stays in alternative schools. In Bascia, N., Fine, E. & Levin, M. (Eds.), *Alternative Schooling and Student Engagement: Canadian Stories of Democracy within Bureaucracy*, pp. 3-10. Palgrave Macmillan.

#### **PUBLICATIONS – EDITORIAL INTRODUCTIONS**

12. Bascia, N. & **Maton, R.M.** (Eds.). (in press, 2026). Introduction: Handbook on Teachers' Work. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.
11. Bascia, N. & **Maton, R.M.** (Eds.). (in press, 2026). Section 1: Policy and teachers' work. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.
10. Bascia, N. & **Maton, R.M.** (Eds.). (in press, 2026). Section 2: Situating teachers' work in context. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.
9. **Maton, R.M.** & Bascia, N. (Eds.). (in press, 2026). Section 3: Teachers' diverse identities. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.
8. Bascia, N. & **Maton, R.M.** (Eds.). (in press, 2026). Section 4: The collective work of teachers. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.
7. **Maton, R.M.** & Bascia, N. (Eds.). (in press, 2026). Section 5: Teaching and contestation. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

6. Stark, L.W., Dyke, E., **Maton, R.** (Eds.) (2022). Afterword: Contemporary Educator Movements: Transforming Unions, Schools, and Society in North America. Special series for *Critical Education*. 13(4). <https://ices.library.ubc.ca/index.php/criticaled/article/view/186729>
5. Stark, L.W., Dyke, E., **Maton, R.** (Eds.) (2022). Editors' introduction: Education labor movements across the Americas. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 13(4). <https://ices.library.ubc.ca/index.php/criticaled/article/view/186728>
4. Stark, L., **Maton, R.**, Dyke, E. (Eds.) (2022). Editors' introduction: (Anti)Racism, democracy, and social justice unionism. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 13(3). <https://ices.library.ubc.ca/index.php/criticaled/article/view/186718>
3. Dyke, E., Stark, L.W., **Maton, R.** (Eds.) (2022). Editors' introduction: Understanding the 2018 statewide walkouts. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 13(2). <https://ices.library.ubc.ca/index.php/criticaled/article/view/186727>
2. **Maton, R.**, Dyke, E., Stark, L.W. (2021). Editors' introduction: Teacher learning in/through social movements. *Critical Education*. 12(7). <https://ices.library.ubc.ca/index.php/criticaled/article/view/186667>
1. Stark, L.W., **Maton, R.**, Dyke, E. (2020). Call for manuscripts: Contemporary educator movements: Transforming unions, schools, and society in North America. *Critical Education*.

#### PUBLICATIONS – BOOK REVIEWS

3. **Maton, R.M.** (forthcoming, 2025). Rank-and-file rebels: Theories of power and change in the 2018 education strikes. *Workplace: A Journal for Academic Labor*.
2. **Maton, R.M.** (2021). Public education, neoliberalism, and teachers: New York, Mexico City, Toronto. *Journal of Education Policy*. 37(4), 682-683. <https://doi.org/10.1080/02680939.2021.1928849>
1. **Maton, R.** (2020). Exploring gender and LGTBQ issues in K-12 and teacher education: A rainbow assemblage. *Teachers College Record*. <https://www.tcrecord.org/Content.asp?ContentID=23218>

#### PUBLICATIONS – REPORTS

1. Bascia, N., Fine, E.; with Johnson, C. & **Maton, R.** (2012). *Alternative schools: Issues and models*. Report commissioned by Toronto Catholic District School Board, Toronto, Ontario.

#### PUBLICATIONS – DISSERTATION

1. **Maton, R.** (2016). *Learning racial justice: Teachers' collaborative learning as theory and praxis*. University of Pennsylvania.

#### PUBLICATIONS – ARTICLES IN PROCESS

**Maton, R.** Solo parenting and/in the academy. Final stages of writing in process.

**Maton, R.** Illegal U.S. teacher strikes: Massachusetts K-12 strikes as case study. Data collection, analysis and writing in process.

**Maton, R.,** Moore, S., Fraser, J. Coming to terms with neoliberalism: How Canadian educator unions position and counter neoliberalism. Final stages of writing in process for submission to *Canadian Journal of Educational Administration and Policy*.

Apkarian, J., Lyon, M., **Maton, R.,** Iskhakov, D. Strike trends across the educational continuum (K-12-Higher Education). In early stages of writing process for submission to *Industrial Relations* (globally top-ranked Labor Studies journal).

**Maton, R.,** Wilson, M., Miller, S.B., Swift, B. From “the rage” to “the dream”: A collaborative autoethnography of gender-minoritized solo parenting academics. Data collection, analysis, and initial writing in process.

**Maton, R.** Book review: Rank-and-file rebels: Theories of power and change in the 2018 education strikes (book by Erin Dyke and Brendan Muckian-Bates). *Critical Education* journal. Writing in process.

## EDITORIAL WORK

### BOOK SERIES LEADERSHIP

1. Bascia, N., Jones, D., Kempf, A., **Maton, R.** (Eds.). *Critical Perspectives on Teaching and Teachers' Work*. Routledge.

Books edited in the series:

- Bascia, N. & **Maton, R.M.** (Eds.). (2026). *Handbook on Teachers' Work: International Perspectives on Research and Practice*.
- Gardner, M. (2025). *Disrupting STEM education: Educator experiences of teaching for globally just futures*.
- Kempf, A. & Watts, H. (2024). *Critical perspectives on white supremacy and racism in Canadian education: Dispatches from the field*.
- Bascia, N. (2023). *Teachers' work during the pandemic*. Routledge.
- Morrison, D. & Dyke, E. (under review). *Teaching contemporary educator movements: How and why educators organize for social justice in their workplaces and communities*.

### HANDBOOK EDITORIAL LEADERSHIP

1. Bascia, N. & **Maton, R.** (Eds.). (2026). *International Handbook on Teachers' Work*. Routledge.

### JOURNAL SPECIAL SERIES LEADERSHIP

1. Stark, L.W., **Maton, R.,** Dyke, E. (Eds.) (2020-2022). *Contemporary educator movements: Transforming unions, schools, and society in North America*. Four-part Special Series for *Critical Education*.

**JOURNAL SPECIAL ISSUE LEADERSHIP**

5. Stark, L.W., **Maton, R.**, Dyke, E. (Eds.) (2022). Education labor movements across the Americas. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 13(4).
  4. Stark, L., Dyke, E., **Maton, R.** (Eds.) (2022). (Anti)Racism, democracy, and social justice unionism. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 13(3).
  3. Dyke, E., Stark, L.W., **Maton, R.** (Eds.) (2022). Understanding the 2018 statewide walkouts. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 13(2).
  2. **Maton, R.**, Dyke, E., Stark, L.W. (2021). Teacher learning in/through social movements. Special issue in the Contemporary Educator Movements special series for *Critical Education*. 12(7).
  1. Hewitt-White, C., **Maton, R.**, Rourke, T. (Eds.) (2002). Special Issue: Sexual assault in activist communities. *The Peak* (University of Guelph), 36 (1).
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**PRESENTATIONS**

[Note: \* denotes students]

**PRESENTATIONS (Refereed)**

46. Maton, R., Rohman, C., Weinbaum, E., Lin, S. (2026). Equity at Work? Gender, Parenthood and Benefits in Higher Education. Accepted for presentation at the spring 2026 meeting of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, New York City, NY.
45. Maton, R. (2025). Solo parenting and/in the academy. Accepted for presentation at the fall 2025 meeting of the Socialist Feminist Philosophy Association, New York City, NY.
44. Maton, R., Fraser, J., Moore, S. (2025). Organizing for the common good?: How Canadian educator unions position and advocate for the “public school ideal.” Canadian Association of Sociology of Education (CASE) and Canadian Society for the Study of Education (CSSE), George Brown College, Toronto, ON, Canada.
43. Maton, R. (2025). Illegal U.S. teacher strikes: Massachusetts K-12 strikes as case study. *The Canadian Association for Work and Labour Studies*, Hamilton, ON, Canada.
42. Maton, R., Wilson, M., Miller, S.B., Swift, B. (2025). From “the rage” to “the dream”: A collaborative autoethnography of gender-minoritized queer solo parenting academics. Committee on Scholars and Advocates for Gender Equity in Education panel, *American Educational Research Association*, Denver, CO.
41. Lyon, M., Apkarian, J., Herbert, W., Iskhakov, D., Maton, R. (2025). Work stoppage across the educational continuum: K-12 to Higher Education. *National Center for the Study of Collective Bargaining in Higher Education and the Professions Annual Conference*, Hunter College at City University of New York, New York, NY.
40. Moore, S., Maton, R., Fraser, J. (2024). Coming to terms with neoliberalism: How Canadian educator unions position and counter neoliberalism. *American Educational Research Association*, Philadelphia, PA.

39. Maton, R. (2023). Educators' social justice union organizing during Covid-19: Innovations in union organizing and research dissemination. *Labor Research and Action Network*, Washington, D.C.
38. Stark, L., Tarlau, B., Maton, R. (2023). "For once we are asking for MORE testing": U.S. educator movements and the Covid-19 pandemic. *Comparative and International Education Society*, Washington, D.C.
37. Maton, R. (2022). Fighting on the frontlines: Intersectional organizing in educators' social justice unions during Covid-19. *Education Reform, Communities, and Social Justice Research Conference*, Rutgers University, New Brunswick, NJ.
36. Maton, R. (2022). "What we want is the same thing you want:" Teacher union organizing for the 'common good' during Covid-19. *American Educational Research Association*, San Diego, CA.
35. Clonan-Roy, K., Maton, R., Matthews, C., Kitzmiller, E., Kokozos, M., & Jacobs, C. (2022). White parents and caregivers' perceptions of equity and anti-racism work at an independent school. *American Educational Research Association*, San Diego, CA.
34. Maton, R. (2021). "The schools our students deserve:" Social justice teachers union advocacy for marginalized populations during the Covid-19 crisis. *Education Reform, Communities, and Social Justice Research Conference*, Rutgers University, New Brunswick, NJ.
33. Maton, R. & Ware Stark, L. (2021). Learning through struggle: Political education in contemporary educator movements. *Comparative and International Education Society*, Virtual conference.
32. Maton, R. (2020). Breaking Past Silence: How Picture Books Support Critical Conversations about Inclusion and Justice. *National Council of Teachers of English*, Denver, CO (accepted)
31. Maton, R. (2020). "Save our schools:" The teacher-led movement for educational justice. *American Educational Research Association*, San Francisco, CA. (accepted, conf. cancelled due to Covid-19)
30. Maton, R. & Ware Stark, L. (2020) Learning through struggle: Political education in contemporary educator movements. *Comparative and International Education Society*, Miami, FL. (accepted, conf. cancelled due to Covid-19)
29. Maton, R., Dexter, B.\*, Washington, B.\*, McKeon, N.\* & Urias Velasquez, E.\* (2019). Social emotional learning through literacies. *National Council of Teachers of English*, Baltimore, MD.
28. Maton, R., Simon, E. & Nichols, P. (2019). Community control and alternative schooling: How one Philadelphia alternative school navigated school governance tensions, 1970-1978. *American Educational Research Association*, Toronto, ON.
27. Maton, R. & Brown, P. (2019). Supporting students with incarcerated loved ones: Teachers' collaborative learning through inquiry. *Ethnography in Education*, University of Pennsylvania, Philadelphia, PA.
26. Maton, R. & Stark, L. (2018). School reform and the political education of U.S. teachers. *Education reform, Communities, and Social Justice: Exploring the Intersections*, Rutgers University, New Brunswick, NJ.
25. Maton, R. & Kempf, A. (2018). Theorizing resistance: Teacher resistance to neoliberalism in Canada and the U.S.A., *American Educational Research Association*, New York, NY.

24. Maton, R. & Ngo, L. (2018). The micro-macro dialectic: Teacher activism within and across multiple systemic domains. *American Educational Studies Association*, Pittsburgh, PA.
23. Maton, R. (2017). From avoidant to active embrace: The role of conflict in teachers' learning about racism. *American Educational Studies Association*, Pittsburgh, PA.
22. Maton, R., Kempf, A., Osmond-Johnson, P., Bascia, N. (2017). Teacher resistance to neoliberalism in varied contexts: A cross-case analysis. *Canadian Society for the Study of Education*, Toronto, ON.
21. Maton, R. (2017). From neoliberalism to structural racism: Shifting ideological lenses in organized teacher resistance. *Reform, Communities, and Social Justice: Exploring the Intersections*, Rutgers University, New Brunswick, NJ.
20. Maton, R. (2017). Talking race: The role of risk-taking in teachers' professional learning. *New DEEL annual conference*, Temple University, Philadelphia, PA.
19. Stark, L. & Maton, R. (2016). "Nothing Left to Lose": School Closures and Teacher Radicalization in U.S. Schools. *American Educational Studies Association*, Seattle, WA. **Presentation received "Reviewers' Choice" designation in program.**
18. Maton, R. (2016). Learning, national ideology, and grassroots organizing: Teacher organizing through inquiry in Philadelphia. *American Educational Research Association*, Washington, D.C.
17. Maton, R., Jimenez, I., Washington, D., MacQueen, S., Myers, S. & Cohen, S. (2016). What is structural racism and how does it shape our organizing work?: Caucus of Working Educators members inquire into our own practice. *37<sup>th</sup> Ethnography in Education Research Forum*, Philadelphia, PA.
16. Maton, R. (2015). Fighting structural racism from within: How Philadelphia educators engage in collective inquiry to inform their union organizing practice. *American Educational Studies Association*, San Antonio, TX.
15. Maton, R. (2015). Learning for change: Social movement learning and Philadelphia teachers in a time of neoliberal reform. *Canadian Society for the Study of Education*, Ottawa, ON.
14. Gadsden, V., Maton, R., Peterman, N. & Yee, M. (2015). University-community health partnerships: An inquiry into family and community health beliefs and practices. *American Educational Research Association*, Chicago, IL.
13. Gadsden, V., Peterman, N., Maton, R. & Yee, M. (2015). Beyond schooling: Engaging communities in health and well-being. *American Educational Research Association*, Chicago, IL.
12. Maton, R. (2015). Imagining change: An inquiry into educators' experiences of political involvement in Philadelphia. *36<sup>th</sup> Ethnography in Education Forum*, University of Pennsylvania, Philadelphia.
11. Maton, R. (2015). Social movement learning in a teacher-led grassroots organization. *University of Pennsylvania Graduate Student Conference in Political Science*, Philadelphia, PA.
10. Maton, R. (2014). *Learning to Fight: Social movement learning and Philadelphia teachers*. American Educational Studies Association, Toronto, Canada.

9. Maton, R. & Hewitt-White, C. (2014). *Reimagining resistance: Rank-and-file and union responses to provincial education austerity*. American Educational Studies Association, Toronto, Canada.
8. Stern, M., Brown, A. & Maton, R. (2014). *Social justice unionism and Philadelphia public education*. Brownbag Lunch Series, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.
7. Maton, R. & Mantas, K. (2014). *Intersecting identity, evolving practice: An historical retrospective of one mentorship pairing*. Canadian Society for the Study of Education, St. Catharines, ON.
6. Hewitt-White, C. & Maton, R. (2014). *Transforming education worker activism: An assessment of the Anti-Bill 115 Campaign*. Capitalism in the Classroom: Neoliberalism, Education, and Progressive Alternatives, Toronto, ON.
5. Kitzmiller, E., Maton, R. & Bascia, N. (2014). *Changing our schools from the bottom up: Educators challenge educational reform in Canada and the United States*. American Educational Research Association, Philadelphia, PA.
4. Maton, R. & Mantas, K. (2014). *Mentorship and teachers' identity (re)formulation: A relational account of one mentorship pairing*. American Educational Research Association, Philadelphia, PA.
3. Maton, R. (2013). *Building resistance, constructing change: Teachers as intellectual actors in policy arenas*. European Sociological Association, Torino, Italy.
2. Maton, R. (2013). *Teacher-driven curriculum change: Experiences of teachers innovating in Ontario alternative schools*. 34th Ethnography in Education Forum, University of Pennsylvania, Philadelphia.
1. Maton, R. (2011). *Caring for student success: Evaluating Ontario's Student Success Strategy for targeted socioemotional support*. Dean's Conference, Ontario Institute for Studies in Education/University of Toronto, Toronto.

#### **INVITED PRESENTATIONS (Not Refereed)**

8. Maton, R. (2023), "Fighting for the schools our students deserve": Educator organizing for social justice. DiNardo and Waring Annual Lecture and Keynote for Transformations Research Conference, State University of New York at Cortland.
7. Maton, R. (2023), "Fighting for the schools our students deserve": Educator union organizing for social justice. Ontario Institute for Studies in Education/University of Toronto
6. Maton, R. (2022), "We're not backing down!": The radicalization of U.S. educator unions. Reimagining Educational Work for Collective Freedom study group, University of Pittsburgh.
5. Maton, R. [Chair & Organizer], Montano, T. [Moderator], Myart-Cruz, C., Johnson, J. (2021), Leading unions in precarious times: Women of Color talk gender, race and class during Covid-19. Teachers' Work/Teachers Unions SIG, *American Educational Research Association*, virtual conference.
4. Maton, R. (2021, Apr. 15). Building a caucus and transforming your union. *Labor Notes*. Virtual conference.
3. Maton, R. (2019, Mar. 5). From neoliberalism to racial justice: Problem-framing in a teacher activist organization. *University of Pennsylvania*, Philadelphia, PA.

2. Maton, R. (2017). Neoliberalism to racial justice: Problem framing work in a teacher-led activist organization. *Ontario Institute for Studies in Education/University of Toronto*, Toronto, ON.
1. Maton, R., Brown, A., Cohen, S., Rogers, C. & Symonds, D. (2014). Social justice unionism: A conversation with the Caucus of Working Educators. *Swarthmore College*, Swarthmore, PA.

#### **PRESENTATIONS FOR PRACTITIONER AUDIENCE (Not Refereed)**

17. Madeloni, B. [Moderator], Maton, R., Cohen, S., Gray, P., Partridge, J., Solar-Greco, A., Weisansal, P. (2021). Building a caucus and transforming your union, *Labor Notes*, virtual conference workshop.
16. Maton, R., Barrett, B., Uliassi, C. (2020), Writing in education, *SUNY Cortland*, Cortland NY.
15. Maton, R. [Chair and Co-Organizer], Miller, A., McCormick, K. [Co-organizers], Gichuru, M. [Moderator], Sahasrabudhe, L., Vazquez, D., Hodge, R., Scher, A. (2020), Black Lives Matter in K-12 schools, *SUNY Cortland*, Cortland NY.
14. Maton, R., \*Dexter, B., \*Washington, B., \*Urias-Velasquez, E. (2019), How future teachers can use picture books to destigmatize incarceration, *Diversity Conference, SUNY Cortland*, Cortland, NY.
13. Maton, R., \*Dexter, B., \*Washington, B., \*McKeon, N. (2019), Teaching about incarceration through picture books, Teaching Materials Center, Memorial Library, *SUNY Cortland*, Cortland, NY.
12. Maton, R., Jimenez, J. [Co-chairs, -discussants &-organizers], Brown, P., Coleman, J., Dennis, R. (2019), Education and incarceration: School and community impacts and opportunities, *SUNY Cortland School of Education*, Cortland, NY.
11. Maton, R. & Brown, P. (2018). How can we support students with incarcerated loved ones? *Alliance of Families for Justice Regional Conference*, Ithaca, NY.
10. Maton, R., Cohen, S., Collings, K., MacQueen, S., Rogers, C., Washington, D. (2016). What is structural racism and how does it shape our organizing work? *Philadelphia Collaboration of Educators*, Philadelphia, PA.
9. Maton R., Rogers, C., Cohen, S., MacQueen, S. (2015). Understanding and confronting structural racism. *U.S. Social Forum*, Philadelphia, PA.
8. Maton, R. & Fighting Racism from Within ItAG Working Group. (2015). Understanding structural racism. *Collaboration of Educators*, Central High School, Philadelphia, PA.
7. Maton, R. (2015). Practitioner workshop: Fighting racism from within, *Teacher Action Group – Philadelphia: Inquiry to Action Groups*, University of Pennsylvania, Philadelphia, PA.
6. Anderson, T., Brown, A. & Maton, R. (2015). From CHI to PHIL: Lessons on building power, unions, and community. *Education for Liberation Conference*, Teacher Action Group, Philadelphia, PA.
5. Maton, R. & Symonds, D. (2014). Preservice teacher workshop: The continued role of teacher unions today. *Temple University*, Philadelphia, PA.
4. Maton, R. & Stern, M. (2014). Preservice teacher workshop: The role of teacher unions today. *Temple University*, Philadelphia, PA.

3. Maton, R., Rosen-Long, M. & Symonds, D. (2014). Social justice unionism. *Education for Liberation Conference*, Teacher Action Group, Philadelphia, PA.
  2. Maton, R. (2014). Education worker activism: Lessons from Toronto. *Philadelphia Teacher Convening: Lend your Voice*, Philadelphia, PA.
  1. Maton, R. (2011). Social justice education for peace, justice, and hope. *Alternative Education Resource Organization*, Portland, OR.
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## RESEARCH GRANTS

### GRANTS AWARDED

15. International Youth Library, Fellowship Programme, Munich Germany, 06/10-08/14 2025  
*Si, Se Puede!: Representations of Worker Power in Children's Picture Books*  
 PI: Rhiannon Maton  
 Value: 10 week paid fellowship in Munich Germany, 2600 euros.
14. Faculty Research Program Grant, Research and Sponsored Programs, SUNY Cortland, 2024-2025.  
*Why and how educators advocate for systemically marginalized students through their unions*  
 PI: Rhiannon Maton  
Value: \$3,000
13. Individual Development Grant, SUNY Cortland, April 2024.  
 Funding to attend the Labor Notes conference in Chicago.  
 Value: \$1,120
12. Haines Foundation, SUNY Cortland, December 2023.  
 Grant supports technology and AERA membership for ongoing research needs.  
Value: \$330
11. Haines Foundation, SUNY Cortland, Summer 2023.  
 Grant supports attendance at United Caucuses of Rank-and-file Educators conference, as preparation for future research and data collection.  
Value: \$500
10. Campus Artist and Lecture Series Committee, SUNY Cortland, 2022-2023.  
*Creating a culture of care: Dismantling the schoolyard to prisonyard pipeline*  
Value: \$350
9. Faculty Research Program Grant, Research and Sponsored Programs, SUNY Cortland, 2022-2023.  
*Ethical and strategic dimensions of intersectional organizing in educators' social justice unions*  
 PI: Rhiannon Maton  
Value: \$3,000
8. Faculty Research Program Grant, Research and Sponsored Programs, SUNY Cortland, 2021-2022.  
*Union advocacy for marginalized populations during Covid-19: The Philadelphia Federation of Teachers*  
 PI: Rhiannon Maton  
Value: \$3,000

7. Dr. Nuala M. Drescher Diversity and Inclusion Leave Program, New York State/United University Professionals Joint Labor Management, Jan.-May 2021  
*How teachers unions advocate for vulnerable students and educators during the Covid-19 crisis*  
Value: Full-time paid leave for one semester, pre-tenure
6. Faculty Research Program Grant, Research and Sponsored Programs, SUNY Cortland, 2020-2021.  
*"Doing school differently:" Exploring innovative democratic public school models*  
PI: Rhiannon Maton  
Value: \$3,000
5. Undergraduate Research Assistant Program (student: Emily Urias-Velasquez), Undergraduate Research Council, SUNY Cortland, 2019-2020.  
Value: \$2250 (Funds Research Assistant up to 10 hours/week for 2019-2020 school year)
4. Small Grant, Faculty Development Center, SUNY Cortland, Fall 2019.  
Grant supports taking four students to present at National Council of Teachers of English Conference.  
Value: \$500
3. Haines Foundation, SUNY Cortland, Fall 2019.  
Grant supports taking four students to present at National Council of Teachers of English Conference  
Value: \$400
2. Summer Undergraduate Research Fellowship (student: Asha Goldberg), Undergraduate Research Council, SUNY Cortland, 2019.  
Value: \$3,000
1. Faculty Research Program Grant, Research and Sponsored Programs, SUNY Cortland, 2019-2020.  
*Community control and alternative schooling: How one Philadelphia alternative school navigated school governance tensions, 1970-1978*  
PI: Rhiannon Maton  
Value: \$3,000

## RESEARCH GRANTS WITH NOTABLE DISTINCTION

1. NAED/Spencer Postdoctoral Fellowship, 2021-2022 (**Designated a Semi-finalist**).  
*"The Schools Our Students Deserve": Teachers' Social Justice Unions and Advocacy for Vulnerable Students, Families and Communities*  
Value: \$70,000

## PUBLIC SCHOLARSHIP

### PUBLICATIONS

9. Maton, R. (2024). Lessons learned in the Rutgers strike. *Workplace: A Journal for Academic Labour*. 34, 119-122.
8. Maton, R. (2024). Lessons from the Rutgers strike: Reflecting Six months later. *Spectre Journal*.  
<https://spectrejournal.com/lessons-from-the-rutgers-strike/>
7. Maton, R. (2023). 'We won!': University professors strike in Quebec City. *Spectre Journal*.  
<https://spectrejournal.com/we-won-university-professors-strike-in-quebec-city>

6. Maton, R. (2022). 'We're ready to fight': Interview with 'Ontario Education Workers United' member, Deborah Buchanan-Walford. *Critical Education*. 13(4).  
<https://ices.library.ubc.ca/index.php/criticaled/article/view/186691>
  5. Maton, R. (2021). 'We are the guardians of public education': Interview with Vancouver caucus leaders, Karine Ng and Preet Lidder. *Spectre Journal*. <https://spectrejournal.com/we-are-the-guardians-of-public-education/>
  4. Maton, R. (2021). 'We fought and we won': Teacher organizing in Philadelphia. Interview with Daniel Symonds. *Spectre Journal*. <https://spectrejournal.com/we-fought-and-we-won-teacher-organizing-in-philadelphia>
  3. Maton, R. (2021). 'Front row seat to all that's wrong': School nurse organizing in Chicago. Interview with Dennis Kosuth. *Spectre Journal*. <https://spectrejournal.com/front-row-seat-to-all-thats-wrong-school-nurse-organizing-in-chicago/>
  2. Maton, R. (2020). Building union and community power during COVID-19: Interview with CTU Chief of Staff Jennifer Johnson. *Spectre Journal*. <https://spectrejournal.com/building-union-and-community-power-during-covid-19/>
  1. Maton, R., Urias-Velasquez, E.\*, Dexter, B.\*, McKeon, N.\*, Washington, B.\* (2019). Best picture books for children with loved ones incarcerated. *Foundations and Social Advocacy Department, SUNY Cortland*.  
<https://www2.cortland.edu/departments/fandsa/research/best-picture-books-about-incarceration>
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## CONSULTING

- 2025 – present *Strategic Writing Consulting LLC*. This company offers consulting for high-stakes and milestone academic writing projects.
- 2020 - present *Research Associate for EnGenderED Research Collaborative*. EnGenderED studies how gender, race, class and other identities influence the daily lives of young people.
- 2018-2019 *Teachers of Students with Incarcerated Family Members*. Designed and implemented a series of professional development workshops for educators. Consulting work for Tompkins-Seneca-Tioga Board of Cooperative Educational Services (TST BOCES).
- 2015 *Structural Racism Inquiry Group*. Designed and implemented professional development workshop series. Conducted in partnership with Caucus of Working Educators, Philadelphia, PA.
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## TEACHING

### TEACHING EXPERIENCE: K-12 AND HIGHER EDUCATION

<u>Date</u>	<u>Academic Rank</u>	<u>Areas Taught</u>	<u>Institution</u>
2023	Lecturer	Family and Social Context	University of Pennsylvania
2022-present	Associate Professor	Foundations Educational Leadership	SUNY Cortland
2017-2022	Assistant Professor	Foundations	SUNY Cortland

2016-2017	Lecturer	Educational Leadership Writing in Education and Sociology genres	University of Pennsylvania
2012-2016	Teaching Assistant	Literacy	University of Pennsylvania
2006-2014	Secondary School Teacher	English, Social Studies	Toronto District School Board
2004	Preschool/Elementary Teacher	Art	Albany Free School, NY
2003	Secondary School Teacher	English, Art	Amerris High School, Lake Orion, MI

### COURSES TAUGHT AT SUNY CORTLAND

FSA 103	Gender, Race and Class Issues in Education	(3 credit hours)
FSA 326	Democratic Models of Urban Education	(3 credit hours)
FSA 400	Foundations of Education: Schooling in American Society	(3 credit hours)
FSA 471	Foundations of Modern Education	(3 credit hours)
FSA 652	Master's Project	(3 credit hours)
FSA 653	Master's Project	(3 credit hours)
EDL 657	Principles of Organizational Leadership	(3 credit hours)
EDU 671	Issues in Foundations of Education	(3 credit hours)

### COURSES TAUGHT AT UNIVERSITY OF PENNSYLVANIA

Family and Social Context	(Mid-career program, 2013-2016, 2023)
Creating Contexts for Teacher Learning and Leadership	(Mid-career program, 2012-2015)
Enacting Leadership for Literacy Learning	(Mid-career program (2013-2014)
Multiculturalism in Education	(Ph.D. & Masters, 2013-2016)
Literature for Children and Adolescents	(Ph.D. & Masters, 2012)
Writing Seminar in Education: Schooling and Democracy	(Undergraduate, 2016-2017)
Writing Seminar in Sociology: New Social Movements	(Undergraduate, 2016-2017)

### TEACHING: APPROVED COURSE PROPOSALS AT SUNY CORTLAND

FSA 326: Democratic Models of Urban Schooling

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## SERVICE

### SERVICE TO PROFESSION

Assistant Editor, *Wagadu: A Journal of Transnational Women's and Gender Studies*, 2021-present  
 Advisory Board Member, *Urban Education Justice Project*, Towson University, 2019-present  
 Co-Chair, *Teacher's Work/Teachers Unions Special Interest Group, American Educational Research Association* (3-year term, Elected position), 2021-2024  
 Secretary/Treasurer, *Teacher's Work/Teachers Unions Special Interest Group, American Educational Research Association* (3-year term, Elected position), 2018-2021  
 Chair, *Pedagogy, Assessment, Strikes, and Leadership in Education*, Presentation at American Educational Research Association, 2021  
 Critics' Choice Book Award Selection Committee, *American Educational Studies Association*, 2018, 2019, 2020  
 Program Committee Member, *American Educational Studies Association*, 2017, 2018  
 Chair, Presentation at *American Educational Studies Association*, 2017

Chair, Presentation at *William Waters Symposium*, 2011

### **COMMITTEE SERVICE AT SUNY CORTLAND**

Co-Chair, Research Committee, Office of Vice President of Academics, United University Professions, SUNY Cortland chapter, 2025-present  
 Co-Coordinator, SUNY Cortland UUP Area Activists, United University Professions, 2025-present  
 Chair, Foundations and Social Advocacy Department Curriculum Committee, 2020-present  
 Chair, Black Lives Matter at School Organizing Committee, School of Education, 2019-2024  
 Director, Board of Directors (elected, 2 year term), SUNY Cortland Child Care Center, Jan. 2024-Sept. 2026  
 Academic Delegate (elected), United University Professions, SUNY Cortland Chapter, 2021-2024  
 Advisory Board Member, Sophia's Garden: Philosophical Inquiry and Interactive Read-Aloud for Children through Children's Literature, SUNY Cortland, 2019-present  
 Member, SUNY Cortland College Writing Committee, 2017-2024, 2025-present  
 Member, Search Committee for Assistant Professor of Inclusive Education, SUNY Cortland Foundations and Social Advocacy department, 2022 (search 1); 2023 (search 2)  
 Member, Foundations and Social Advocacy Department Curriculum Committee, 2019-2020  
 Member, Africana Studies Committee, 2018-2022  
 Member, Africana Studies Social Affairs Sub-Committee, 2019-2022  
 Member, Senate Ad-Hoc Committee for Transgender and Gender Non-Conforming Initiatives, 2018-2022  
 Member, First Year and Transfer Communications Sub-Committee, 2019-2022  
 Member, Transformations Conference Organizing Committee, 2019-2020  
 Member, College Scholarship Committee, 2017-2019  
 Fellow, Writing in the Disciplines Faculty Fellows, Institute for College Teaching, 2019-2020  
 Member, Search Committee for Assistant/Associate Professor of Educational Leadership, SUNY Cortland Foundations and Social Advocacy department, 2018 (search 1); 2018 (search 2)  
 Member, SUNY Cortland School of Education, Educational Leadership Planning and Assessment Alignment Committee, August 2017 – June 2018

### **EVENT ORGANIZING AND LEADERSHIP AT SUNY CORTLAND**

Organizer and Chair, *Creating a Culture of Care: Dismantling the Schoolyard to Prisonyard Pipeline*, 02/2023  
 Panel Co-Organizer, *Black Lives Matter in pK-12 Schools*, 02/2022  
 Workshop Co-Organizer, *Ethics of Mandated Reporting (part 2)*, 11/2021  
 Black Lives Matter at School Watch Party, 11/2021  
 Workshop Co-Organizer, *Black Lives Matter in pK-12 Schools: A Conversation with Educators*, 02/2021  
 Black Lives Matter at School Watch Party: 13 Film, 11/2020  
 Workshop Co-Organizer, *Ethics of Mandated Reporting*, 10/2020  
 Panel Chair and Co-Organizer, *Black Lives Matter in K-12 Schools*, 02/2020  
 Panel Moderator and Co-Organizer, *We are ALL in: Teach-in for Racial Justice*, 09/2019  
 Event Chair, Organizer, and Co-Presenter, *Teaching about Incarceration through Picture Books*, Student Co-presenters: Dexter, B., Washington, B., McKeon, N., Teaching Materials Center, Memorial Library, SUNY Cortland, Cortland, NY, 2/2019  
 Panel Co-Chair and Co-Organizer, *Education and Incarceration: School and Community Impacts and Opportunities*, SUNY Cortland School of Education, 02/2019  
 Co-Facilitator, Book Group: *So You Want to Talk about Race*, 10/2018

### **OTHER SERVICE TO SUNY CORTLAND**

Mentor to New Faculty (Valerie Guerrero Williamson), Faculty Development Center, 2020-2021  
 Department representative, FSA First-year Student Welcome Event, 8/28/2020

Participant, Debriefing Discussion re: We are ALL in: Teach-in for Racial Justice, 10/28/2019  
 Civic Ensemble Workshop: Follow Up, 10/25/2019  
 Participant, Civic Ensemble Workshop: Our Stories, Our Solutions, SUNY Cortland, 05/2019  
 Volunteered at Undergraduate Commencement ceremony, 5/18/2019  
 Volunteered at Graduate Commencement ceremony, 5/17/2019  
 Participant, Civic Ensemble's Story Circle about Race/ism, SUNY Cortland School of Education, 01/2019  
 Volunteer, Academic Convocation ceremony and dinner, 08/2018  
 Member, Cortland Urban Recruitment of Educators (CORE), Recruitment day volunteer, 04/06/2018  
 Leader/Facilitator, Student trip to Raquette Lake (2 sections of FSA400), 02/2018; 09/2018  
 Volunteered at Undergraduate Commencement ceremony and lunch, 2018  
 Leader/Facilitator, Education Leadership Focus Group Meeting, 2017  
 Leader/Facilitator, Education Leadership Advisory Meeting, 2017  
 Attendee, Francis J. Cheney Educational Leadership Institute, 2017

### **SERVICE TO STUDENTS**

Award Sponsor, Undergraduate Research Assistant Program Award (student: Emily Urias-Velasquez), 2019-2020  
 Mentor, Summer Undergraduate Research Fellowship (student awardee: Asha Goldberg), 2019  
 Mentor, Honors Student Thesis Project (5 students)  
 Mentor, Appointed Faculty Mentor for Non-Traditional Students

### **SERVICE TO COMMUNITY**

Member, *Black Lives Matter at School (Higher Education) National Committee*, 2020-present  
 Council member, *Equity and Inclusion Leadership Council (EILC)*, Advisory council to Ithaca City School District, Ithaca NY, 2018-2020  
 Supporting Member, *Caucus of Working Educators*, Philadelphia PA, 2014-present  
 Member, *Education Working Group*, Tompkins County Showing Up for Racial Justice (SURJ), Ithaca NY, 2018-2019  
 Member, *Tompkins County Showing Up for Racial Justice (SURJ)*, Ithaca NY, 2018-2019

### **REVIEWER FOR SCHOLARLY JOURNALS AND CONFERENCES**

American Educational Research Journal, 2024-present  
 Food, Culture & Society: An International Journal of Multidisciplinary Research, 2024-present  
 Educational Policy, 2022-present  
 Teaching and Teacher Education, 2020-present  
 Journal of Teacher Education, 2019-present  
 Urban Education, 2019-present  
 Canadian Journal for the Study of Adult Education, 2019-present  
 Research in the Teaching of English, 2018-present  
 Education Policy Analysis Archives, 2018-present  
 Journal of Education for Students Placed at Risk, 2018-present  
 American Educational Studies Association Annual Conference, 2018  
 The SoJo Journal: Educational Foundations and Social Justice Education, 2015-present  
 Policy Futures in Education journal, 2016-present  
 Canadian Association for Teacher Education, 2016-2017  
 Mentorship Award, Canadian Committee of Graduate Students in Education, 2015-2017  
 Ethnography in Education Conference, 2012-2017  
 Workplace: A Journal for Academic Labor, 2014  
 Ontario Education Research Exchange, 2012

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**TEACHING EXPERIENCE AND CERTIFICATIONS: PreK – Grade 12****EMPLOYMENT**

Toronto District School Board, Toronto ON Canada	2006-2014
<b>Secondary School Teacher</b> , English and Social Studies	
Equinox Inc., Albany NY, <b>School Liaison Case Manager</b>	2005-2006
Albany Free School, Albany NY, <b>Elementary and Preschool School Teacher</b> , Art	2004
Amerris High School, Lake Orion MI, <b>Secondary School Teacher</b> , English and Art	2003

**TEACHING LICENSES AND CERTIFICATIONS**

Teacher Certification: English, Individual and Society (Social Studies), grades 7-12, Ontario Institute for Studies in Education/University of Toronto, 2006  
Honor Specialist, Contemporary Studies, University of Western Ontario, 2008  
Additional Teaching Qualification, Cooperative Education, University of Western Ontario, 2007  
Conflict Resolution & Basic Mediation Certificate (30 hours), Mediation Matters, Albany, NY, 2005

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