



LITERACY™  
RESEARCH  
ASSOCIATION

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**Literacy Research Association**

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# President's Report

Gay Ivey, University of North Carolina-Greensboro

## A Look Back at the 2017 Conference

The 67<sup>th</sup> Annual Conference of the Literacy Research Association was held November 29 - December 7, 2017 at the Tampa

Marriott Waterside Hotel & Marina. There were 1,224 registered attendees, compared to 1,440 attendees at the 2016 conference in Nashville. A total of 1,013 proposals were received, with an acceptance rate of 61.6%. The following Program Areas received the highest number of proposals and were most widely represented on the program:

- Area 1: Preservice Teacher Education in Literacy (119 received, 68 accepted)
- Area 2: In-Service Teacher Education in Literacy (100 received, 75 accepted)
- Area 3: Literacy Instruction and Literacy Learning (131 received, 86 accepted)
- Area 7: Social, Cultural, and Political Issues of Literacy Practice (138 received, 72 accepted)
- Area 8: Literacy Learning and Practice in Multilingual/Multicultural Settings (101 received, 59 accepted)

The majority of respondents on post-conference evaluations indicated that they perceived a high level of diversity across sessions. We are building strong evidence that efforts to expand the presence of under-represented methodologies, epistemologies, and theoretical perspectives have indeed been successful. LRA leaders, volunteers, and member scholars who, for many years, have been committed to reducing inequities should be commended for their unyielding efforts, and

we can expect that LRA will continue to evolve. One direction toward which we might aspire is increasing the diversity of perspectives *within* our research sessions. Although those submitting proposals for symposia and alternative format sessions were encouraged to intentionally seek out divergent or competing perspectives, conference evaluations suggested that attendees did not perceive that sessions were dialogic.

In contrast to popular Program Areas noted above, the following Program Areas received the fewest submissions, excluding Study Groups, and were the least represented on the program:

- Area 4: Literacy Assessment, Evaluation, and Public Policy (24 received, 15 accepted)
- Area 11: Research Theory, Methods, and Practice (45 received, 28 accepted)

Although these numbers do not represent dramatic shifts from previous years, they worry me. I hope that throughout this year and beyond, we will put our heads together over why our conference draws so little research directly relevant to these areas and what this means for our commitment to LRA's central mission, particularly its potential for having a positive impact on the lives of children, families, and teachers.

We were fortunate at the 2017 conference to have an impressive lineup of plenary speakers, including Rebecca Rogers, who delivered the Presidential Address; Kris Gutiérrez, who delivered the Oscar Causey Address; Judith Lysaker, who offered the Integrative Research Review; Anna Stetsenko, who was the Friday plenary speaker; and Shirley Brice Heath, who was this year's winner of the Distinguished Scholar Lifetime Achievement Award. Historically, plenary sessions have been top priorities for conference attendees because they offer a common

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experience that stimulates conversation, debate, and reflection within the community. Over the past several years, though, many of you have noticed a decline in participation. Indeed, approximately 70% of respondents on the post-conference evaluation indicated that they attended two or fewer plenary sessions. The most common reasons for not attending were feeling exhausted and lacking interest in the speaker's perspective. The former suggests the need to examine the quantity of sessions offered at the conference, as well as our current structure. The latter, I think, links back to our need to have more serious conversations about the value of thinking and learning together, across divergent perspectives.

One notable change in the 2017 program was the content and purpose of the Saturday morning concurrent session time. These sessions were mainly invited sessions aimed at mentoring, providing information on federal and state policy issues, and networking. By most accounts, this shift was positively received. Thanks to all who participated as presenters and attendees!

Finally, our stay at the Tampa Marriott Waterside Hotel brought sunshine, a terrific place to gather outdoors, waterfront views, and conveniently located meeting spaces. Some of you did, however, experience some inconveniences. In advance of our 2019 return to this space, we have been in conversation with Marriott to ensure the best possible experience.

Thanks a million to all who participated in the 2017 LRA Conference, from planning, to proposing sessions, to preparing and presenting your work, and engaging in productive conversations to prioritize *meaningfulness* in the literacy research we conduct and disseminate.

### **Leadership Transitions**

At the end of the 2017 conference, we said goodbye to three Board members: Marla Mallette, Sharon Walpole, and Deborah Wells Rowe. Thank you, Marla, Sharon, and Debbie for your tremendous service! We inducted three new Board members: Wanda Brooks, Sarah McCarthey, and Yolanda Sealey-Ruiz. Welcome! Dana Robertson joined the Board as the new

Chair of the Field Council, replacing Grace Enriquez, who did a fantastic job over the past three years, particularly with the annual Newcomers' and Graduate Students' Breakfast at the conference. Thanks, Grace!

In December, the Board of Directors approved the addition of the Gender & Sexualities Committee based on a proposal submitted by members of the Gender & Sexualities Innovative Community Group. The Executive Committee is currently in the process of identifying a chair and committee members.

### **New Management**

In December, we announced that we are now working with a new management company, fully effective in January of this year. Association Services Group (ASG) is a wonderful company with headquarters located in LaGrange, Georgia, which is now the city we identify as the LRA headquarters location. I am certain you have already noticed terrific changes in LRA's communications, and I think you will be very pleased with this new relationship. Our new Executive Director is Caitlin Hyatt. Please welcome her to our organization, as I am certain many of you will have the pleasure of knowing her and other members of the ASG staff over the coming years.

I want to thank Gwen McMillon, who chaired our management company search, as well as Janice Almasi, Randy Bomer, Pamela Mason, and David Reinking, who served on the committee and worked hard over the summer of 2017 to ensure a thorough and ethical process. Thanks also to President-Elect Marcelle Haddix who traveled with me during the summer to visit and interview potential matches, to the Board of Directors for their careful consideration, and to Past President Rebecca Rogers for her leadership in securing our management contract.

### **Welcoming the Reading Hall of Fame**

In December, the Board of Directors unanimously approved a proposal from the Reading Hall of Fame to move its annual meeting and induction ceremony to the site of the LRA annual conference, beginning with the 2018 conference.

The Reading Hall of Fame (RHF), established in 1973, is an independent organization that aims to contribute to the advancement of reading instruction through the collective experiences and contributions of its members. It is comprised of elected members who have been actively involved in literacy work for a minimum of 25 years, who are widely known and respected by professional peers, and who have made substantial contributions through research, publications about literacy, leadership within the field, and the preparation of literacy leaders.

### Looking Ahead

LRA has experienced much growth and positive change over the past decade. In the short time in which I am privileged to lead this organization, I will center my efforts on clarifying and strengthening our **governing policies** and attending closely to our efforts to support **high quality research** that makes a difference—in both areas that link to major dimensions of our Strategic Plan.

As we move toward the end of the first quarter of this year, I want to draw your attention to two very important items. First, your membership is very important to the organization, and so are your *membership dues!* LRA has a range of expenses beyond the conference that are paid throughout the year, and although you might not feel impacted by letting your membership lapse for several months, the organization feels it. Also, please recall that all elected and appointed officers, Board members, committee chairs, area chairs, committee members, and fellowship recipients must be members *in good standing*, per the LRA Policy & Procedure Handbook. In the coming year, we will be attending to this policy quite consistently.

Second, our 2018 election for Vice President and Board of Directors is fast approaching. Let's make this a record year for voter participation. Our organization, as a democracy, depends on it.



# President Elect

**Marcelle Haddix**  
Syracuse University



As I write this newsletter entry, our nation mourns the loss of 17 individuals killed in yet another mass school shooting. I am deeply saddened and frankly angered by what I view as our government's deliberate inaction to change policies to ensure that children and their families do not have to face such violence. Schools should not have to train students, teachers, and administrators on how to respond in the face of an active shooter. School shootings should not be a normal part of our everyday lives. And, more thoughts and prayers without action and change are not necessary. I begin by acknowledging the realities that children, their families, teachers, and administrators are all wrestling with in the wake of yet another school shooting. Across the nation, teachers and parents are faced with how to talk with their students about school violence and how to assuage young people's fears and concerns. As a parent, a teacher, a teacher educator, a community activist, and a literacy researcher, I am constantly asking myself, what am I doing to best support the needs of young people both within and beyond school contexts? And I know that I am not alone. I can scroll through my Facebook and Twitter feeds and read the posts of many of my friends and colleagues in the literacy research community to know that people want action. People want change. I am encouraged and inspired by being a part of a literacy research community with so many individuals who understand the role of literacy research to have real and meaningful impact for children, schools, and communities. Our work cannot be separated from the real-life issues that young people face on a daily basis.

This commitment and understanding informed my development of the theme for the 2018 conference: *Reclaiming Literacy Research: Centering Activism, Community, and Love*. I wanted to encourage proposals that demonstrate dialogue that invite us to critically reflect on and answer questions about our relationships to and with communities and the purpose and impact of our work. The theme of the conference also asks us to consider the ways that love serves as a critical and necessary act for literacy research with deliberate aims to inform policy and practice that impacts communities. More information about the 2018 conference theme and the call for proposals is available on the LRA website.

On the [website](#), you will notice the stunning artwork that dynamically captures the message of the theme. The artist is LRA member Grace Player, a doctoral candidate in the Reading, Writing, and Literacy Department at the University of Pennsylvania Graduate School of Education. After reflecting



on the conference theme, Grace conceptualized this piece which she titles, “This Meeting at This Tree.” Below is her description for this piece:

June Jordan’s poem, “Calling on All Silent Minorities,” reads, “HEY/ C’MON/ COME OUT/ WHEREVER YOU ARE/ WE NEED TO HAVE THIS/ MEETING/ AT THIS TREE/ AIN’ EVEN BEEN/ PLANTED/ YET.” This painting is a visualization of that meeting, a gathering of people who have chosen to resist and overthrow intersecting oppressions, including racism, sexism, homophobia, transphobia, imperialism, and so many others. At that table, under that tree, collective knowledge, theories, love, and power are being harnessed toward justice. And more people are coming, bringing new knowledge, new theories, new love, and new power. The field of literacy has a lot to learn from congregations like the one pictured [here](#). It is time for the centralization of literacy research that is justice oriented, that operates in solidarity with those most affected by intersecting oppressions, and that takes critical love seriously as a mechanism against hatred and dehumanization. This painting is an invitation to imagine literacy research that is of and for and with the people.

I am so appreciative of Grace’s creativity, passion, and activism. Her artwork will be featured prominently on conference materials and the conference program.

Along with my co-chair Vice President Elizabeth “Betsy” Baker, I am busy planning #LRA18. The 2018 conference will be held November 28 - December 1 in Indian Wells, California at the Renaissance Esmeralda Indian Wells Resort & Spa. We are in the process of confirming plenary speakers and working with area chairs, standing committee chairs, and ICG chairs to put together a program that will anchor the conference theme, offer professional development opportunities, and provide spaces for community dialogue and social engagement. Over the next several months, you will receive regular announcements via email about conference details as they are finalized. Stay connected by following LRA on Facebook and Twitter and refer to the 2018 conference page on the LRA website.

Also, this spring, we are hosting several webinars to support members who are interested in writing and reviewing proposals, serving as discussants, and learning more about getting involved in LRA leadership. Registration for each webinar is limited, but each webinar is recorded and available for later viewing on the LRA website. Be on the lookout for more information about joining us on a future webinar.

Now that proposals are in, please consider signing up to be a proposal reviewer and to serve as a discussant or chair. These are important ways to serve LRA—so please get involved! Feel free to contact me ([mhaddix@syr.edu](mailto:mhaddix@syr.edu)) with any questions or concerns as we prepare for #LRA18.

Sending love and light to each of you.



# Vice President

**Betsy A. Baker**  
University of Missouri

Are you looking for an opportunity to get involved? I have three opportunities for you. First, as Vice

President, I convene the Nominations Committee which creates the slate of candidates for Vice President-elect as well as open positions on the Board of Directors. Second, the Nominations Committee needs your nominees. Even if you are not on the Nominations Committee, you can still nominate LRA members for Vice President-elect and Board membership. Third, looking toward 2019, I have the opportunity to appoint open Area Chair positions. Might you be interested in serving as an Area Chair?

The Bylaws specify that Nominations Committee members and nominees for Board and Vice President-elect should (a) have a record of leadership in the organization, (b) understand the value of research in the organization, (c) understand, support, and respect diversity in the organization, and (d) be a member in good standing.

The criteria for selecting Area Chairs include: (a) the individual has published in the program area they Chair; (b) the individual has received training from previous Area Chairs or possesses experience as an Area Chair; (c) the individual must present evidence to indicate that he or she is responsible for meeting deadlines; and (d) the individual is committed to online conference call meetings led by the President-Elect and LRA Staff, and the Area's schedule of conference calls.

If you would like to nominate yourself or another LRA member to serve as a member of the Nominations Committee or Board of Directors,

Vice President-elect, or an Area Chair, simply contact me at [bakere@missouri.edu](mailto:bakere@missouri.edu). I look forward to hearing from you!

This year, as co-chair of the 2018 conference, I am delighted to be working alongside our conference chair, Marcelle Haddix, to ensure that while you are at Palm Springs you have the opportunity to attend presentations by your literacy heroes and engage them in poignant conversations, be exposed to research and theoretical groundings that challenge your concepts and positions toward literacy, and come away inspired and renewed in your professional aspirations.

Marcelle and I are making site visits for our 2021 conference. As you know, 2019 we will return to Tampa and 2020 we will venture to Houston. While attending LRA 2018 in Palm Springs, I hope you will come to the Annual Business Meeting where we will announce the location of the 2021 conference.

For nearly 25 years, LRA has been my academic home. As the newest member of the Executive Committee, I am honored to work alongside LRA's President-elect, President, Past President as well as Board members and Chairs for Standing Committees, Program Areas, and ICGs. It is a privilege to pursue literacy scholarship in an active and engaged community of literacy scholars. I welcome your insights on how we can make LRA the best it can be. Email me, call me, while attending the conference stop me and let me know how LRA can "*promote and disseminate ethical, methodologically sound, and socially responsible research toward the creation of useful theories and sensible practice and policies*" (LRA Mission Statement).

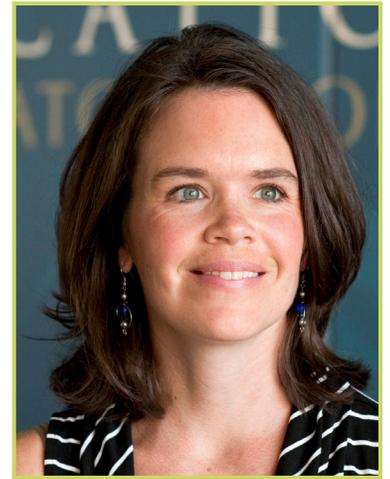
# Past President

**Rebecca Rogers**  
**University of Missouri-St. Louis**

As a member of the Executive Committee over the past five years, it has been an honor to work alongside so many leaders in LRA to further and strengthen important initiatives. Thanks to a long line of organizational leaders, our organization's governing documents provide a firm foundation for the future, yet are flexible enough to account for the persistent drumbeat of innovation that characterizes LRA. LRA truly is a member-led research organization committed to literacy research in a multilingual world.

Last year, we accomplished some very important things as an organization. Our organization's strategic plan has come alive in committee and Board meetings and is helping us collectively steer toward a more robust organization. We transitioned to a new management company, Association Services Group (ASG), and have a new Executive Director, Caitlin Hyatt. LRA launched several new tribute awards including the *Arthur Applebee Award for Excellence in Research* chaired by Ginny Goatley and *The Brian Street Memorial Award for Scholarship Bridging Anthropology, Education, and Literacy Practices* chaired by David Bloome. We also have a new *Leadership Fellows Program* chaired by Janice Almasi for mid-career mentoring. Thanks to the efforts of Gwen McMillon, we launched LRA 2020. All of these initiatives involve the collective effort of so many of our colleagues. LRA's 67th Annual Conference was a huge success thanks to the vision and leadership of Gay Ivey and Marcelle Haddix, Area Chairs, and many, many reviewers. I want to take this opportunity to offer a heartfelt thank you for the million 'yeses' that make our organization possible.

In my Presidential talk, I emphasized the importance of using literacy research to build equitable flows of knowledge. If you have not yet had a chance to watch the short video or contribute your ideas to the online storybank, you can find it on LRA's [website](#). In my talk, I



pointed to progress LRA has made toward equity but also emphasized institutional arrangements such as editorial boards and awards where inequities still exist. Many of the tables I created of the history of Editorial Boards, Presidencies, Awards, and so forth are now available on LRA's website. Decolonizing scholarship and leadership means disrupting epistemologies and institutional arrangements that privilege dominant epistemologies. Over the past year, LRA's Board participated in two workshops aimed to further the Diversity, Equity, and Inclusion strand of the strategic plan. The first was led by Yolanda Sealey-Ruiz and focused on racial equity and holding ourselves, as scholars, personally accountable. The second was led by Rob Tierney and Graham Hingangaroa Smith and focused on internationalism and practices that might better serve our colleagues who are international, transnational and/or transcultural. I am hopeful that our efforts may have a positive impact on the future of our organization.

As Past-President, I hope to continue to contribute to building and supporting intellectual infrastructure that creates more visible pathways to diversifying leadership in our organization—from Editorial Boards to committee appointments. I will continue to examine organizational practices that limit, colonize or marginalize diverse epistemologies. The Past President also serves on the Nominations Committee, appoints committee members, reviews the volunteer survey, leads the evaluation of the management company, etc. Indeed, these are just some of the governance duties that I will perform throughout the year as a labor of love to the organization.



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# 2020

*a Clear Vision  
of Success*

The Literacy Research Association is committed to making a difference in the lives of our students, families and communities. These changes can only occur when we work together as a group to make meaningful contributions to the cause. **LRA 2020** is our “clear vision of success” to provide us the resources to enact these changes! LRA members can help us achieve three goals of LRA 2020:

1. Achieve Financial Sustainability
2. Reach 100% Member Participation as Annual Contributors
3. Reach 100% Member Voluntary Involvement

LRA 2020 helps move our organization closer to the priorities established in our Strategic Plan. We realize that everyone will not make the same contributions, but the driving philosophy of LRA 2020 is that we NEED everyone to participate.

### **Where do our funds go?**

You decide! There are several designations for you to choose from. Your funds can be earmarked to a specific cause within LRA such as an award, mentorship program, specific standing committee or Innovative Community Group, one of the flagship journals or even to help offset an Annual Conference expense. No matter where you donate, your funds will be put to good use! And remember, all contributions are tax deductible! For a full list of designations, visit the LRA website at <http://www.literacyresearchassociation.org/2020>.

### **How do we donate?**

Whether you donate financially or even just your time, we are asking you to join us as we work towards bringing change and growth to our literacy communities.

#### Monetarily:

- Contributions can be made on the LRA website by clicking the Donate button OR you can send a check to LRA, PO Box 3105, LaGrange, GA 30241.
- Want to contribute long-term? Consider adding LRA as a residual beneficiary in your estate planning process.
- Make a contribution directly from your IRA to LRA. For your contribution to qualify: you must be 70 ½ or older, the transfer must go directly from your traditional or Roth or IRA to the charity, and your total contributions cannot exceed \$100,000.

#### Donate your Time/Expertise:

- Become a Proposal Reviewer
- Become an Area Chair
- Serve on a Standing Committee
- Serve on an Award Committee
- Chair a Standing Committee
- Chair an Award Committee
- Serve on the Field Council
- Become the Field Council Chair
- Serve on the Nominations Committee
- Become the LRA Historian
- Become the LRA Treasurer
- Become the LRA Secretary
- Become the LRA Parliamentarian

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### LRA Emergency Fund Account LRA Operations Account

#### **AWARDS ACCOUNTS**

P. David Pearson Scholarly Influence Award  
Brian Street Memorial Award for Scholarship  
Bridging Anthropology, Education & Literacy  
Practices  
Student Outstanding Research Award  
J. Michael Parker Award  
Early Career Achievement Award  
Oscar Causey Award  
Albert J. Kingston Award  
Lifetime Distinguished Scholar Award  
Edward B. Fry Book Award  
Barr/Mosenthal Handbook of Reading Research  
Ethnicity, Race & Multilingualism Committee Travel  
Award  
International ICG Travel Award

#### **MENTORSHIP PROGRAMS**

LRA Leadership Fellows Program  
STAR Mentoring Program

#### **LRA ANNUAL CONFERENCE**

Trika Smith-Burke Nonmember Plenary Speaker  
Support  
Conference Speakers  
Area Chair Speakers  
Audio Visual  
Entertainment  
Interpreter/Translator  
Graduate Students & Newcomers Breakfast

#### **STANDING COMMITTEES**

Research Committee  
Publications Committee  
Field Council Committee  
Ethnicity, Race & Multilingualism Committee  
Technology Committee  
Policy & Legislation Committee  
Ethics Committee  
Gender and Sexualities Committee

#### **INNOVATIVE COMMUNITY GROUPS**

Doctoral Student ICG  
International ICG  
History ICG  
Multilingual/Transcultural Literacies ICG  
Formative Experiments & Design-based Research  
ICG  
Reading Clinics/Literacy Labs ICG

#### **FLAGSHIP JOURNALS**

Journal of Literacy Research  
Literacy Research: Theory, Method and Practice

***Remember:*** You can donate by going to the LRA website at [www.literacyresearchassociation.org](http://www.literacyresearchassociation.org) and clicking on the "Donate" button OR by sending a check to LRA, P.O. Box 3105, LaGrange, GA 30241. If you send a check, please be sure to designate where you would like the funds to be allocated.

Help us keep our perfect vision of a clear and sustainable future for LRA! [\*\*Donate Here\*\*](#)

For those of you who have donated already, thank you! Please help us meet our goal of \$300,000 in donations by 2020! Your donation means that we can continue to offer you with top-notch member benefits and ensure a strong financial future for LRA!

# Vice President Elect Candidate Statements



**Gwendolyn Thompson  
McMillon, Oakland  
University**

It is a privilege and honor to be nominated for Vice-President of the Literacy Research Association. LRA has been a great blessing in my life, a space where I have been nurtured and been able to share my gifts with others, and the place that I call my professional home.

I graduated from Michigan State University with a Ph.D. in Curriculum, Teacher Education & Social Policy. Currently, I am a Professor of Literacy in the Reading & Language Arts Department at Oakland University (OU) in Rochester, Michigan, where I teach undergraduate and graduate courses. My research examines the ways in which the literacy experiences of African American students in cultural contexts, such as in the African American Church, impact teaching and learning in their classrooms at school. I specifically look for ways to help students negotiate successful border-crossing between their various learning environments.

My research requires me to spend extensive time in community and school settings to develop networks and collaborative efforts between stakeholders. I have been published in *Language Arts*, *Reading Teacher*, *Journal of Adolescent & Adult Literacy*, *Education & Urban Society*, *NRC Yearbook*, *Michigan Reading Journal*, several handbooks, and edited books. I co-authored *Change is gonna come: Transforming literacy experiences of African American students* (Teachers College Press best seller; LRA's Edward Fry Book Award winner) and *Bridging literacy and equity: Guidelines for social equity literacy teaching*. My research has been funded by the Michigan Department of Education, and Spencer, Wickes, Dow Corning,

and Dow Chemical Foundation. I have also served on *JLR*, *Language Arts*, *Reading Teacher* and *Caribbean Educational Research Journal* editorial boards.

My service to LRA is extensive. I began as a Field Council Representative (2001 – 2006), and became a conference proposal reviewer in 2002. I received a Travel Award from the Multicultural Committee (2003), and was appointed Co-chair of the newly named Ethnicity, Race & Multilingualism Committee (2003 – 2006). This position afforded me the opportunity to become a board member and learn more about LRA policies and procedures. At that time, the words “multicultural” and “multilingual” were included in the mission statement, but LRA’s commitment had not been institutionalized. With the assistance of several colleagues, I authored and presented the proposal for ERM to become a Standing Committee, and it was unanimously approved. I was a member of the Student Outstanding Research Award Committee (2006 – 2009), and served as Area Chair (Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School (2008 – 2010). After receiving a directive from the LRA president at a Town Hall meeting, I assisted with the development of the initial STAR program proposal, and later became a STAR Mentor (2010 – 2013). I am currently a member of the Research Committee, and I co-authored the proposal for the new Leadership Fellows Program, which will offer mid-career members a chance to learn about LRA leadership roles/responsibilities.

As Treasurer of LRA, I developed and implemented the *LRA 2020* campaign, and participated in the development of LRA’s Strategic Plan (specifically Research, Mentorship/Energy, and Governance strands). I chaired the recent management company search committee, and served on two management transition teams. I

also participated in management contract negotiations, reviewed hotel contracts, served on conference committees, developed annual budgets, and reviewed and approved monthly expenditures. Having served alongside six presidents on the Executive Committee, I have developed an in-depth understanding of the operations of LRA.

For me, service is a lifestyle. I understand the importance of servant-leadership and have served in various settings that required collaborative teamwork; for instance, as Saginaw Public Schools Foundation Board Vice-President, Wolverine State Baptist Convention Women's Auxiliary Vice-President, and OU's University Budget Committee Chair.

### **Position Statement**

I believe that *all of us are smarter than each of us*. As we build on the firm foundation established by previous leaders and embrace innovative ideas of present and future leaders, we must recognize that our unified impact on the field of literacy is greater than the sum of our individual contributions. Only together can we form bonds between various theoretical perspectives, methodologies, and personalities required to synergistically impact research, policy and practice. As a more cohesive collective, we can better understand and address multifaceted, complex issues in the field of literacy. If elected, I will emphasize three specific areas that are aligned with LRA's Strategic Plan:

1) *Encouraging multi-perspective research teams*. I will challenge members to move outside of their silos to form teams of innovative researchers with *unlike minds* to solve specific problems and impact policy issues identified by the membership. Team members will include doctoral students and professors at every level with various backgrounds and experiences, who bring

different theories, methods, collective skills, talents, and passion, to the table. LRA is financially able to provide seed money for pilot studies. This data can be used to apply for funding to conduct research that will significantly impact the field in the U.S. and internationally.

2) *Expanding mentoring*. Membership development through mentor/mentee opportunities is offered through the STAR program, Leadership Fellows Program, and recent training sessions via LRA's website; however, there is a need for more. Members from small, mid-size, international and minority-serving institutions, often have limited access to major projects, funding, and mentoring. Members from large institutions may also need support. I will create formal and informal mentorship opportunities, to ensure the success of LRA members in all phases of their career.

3) *Increasing volunteerism and monetary contributions*. *LRA 2020 – Perfect Vision Campaign* was launched during LRA's 2017 Annual Conference. I will challenge every member to volunteer within LRA, and contribute through tributes, sponsorships, and estate planning to ensure long-term sustainability and financial support for initiatives. Through ardent participation, we will achieve *Perfect 2020 Vision!*

Focusing on multi-perspective research teams, mentoring, volunteerism, and financial growth is an all-inclusive approach that will unify the organization and move us closer to long-term sustainability and the capacity to be more influential. If elected, I am committed to using my skills, talents, and gifts to continue to move LRA forward as the premiere literacy research organization in the world.

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### **Guofang Li, University of British Columbia**

#### **Professional Background**

I am a transnational product: Originally coming from China, being trained as a literacy researcher in Canada, and having worked in different institutions in the U.S., I returned to Canada in 2015 as a Professor and Tier 1 Canada Research Chair in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth in the Department of Language and Literacy Education, University of British Columbia. Here, I continue my research and teaching that aims to level the playing field for immigrant and minority learners who are often disadvantaged in education. As an immigrant scholar who has studied, taught and researched in different countries, I see similar educational inequalities between the minority and the majority and between the rich and the poor in these different systems. My work, recognized by several major AERA and LRA awards, has centered on addressing some of these shared challenges.

Situated in the changing cultural landscapes in today's schools, one strand of my work has highlighted the role of parental culture-specific conceptions of education and cultural identity in affecting home literacy environment and minority children's engagement with second language literacy and how the dynamics and processes of different cultural models of literacy practices shape qualitatively different home literacy practices. My research also suggests that minority parents differ significantly from their mainstream counterparts in their cultural models of learning and their educated values, beliefs, and actions.

My work on immigrant children's culturally different literacy practices outside school raise important questions about literacy instruction in school settings--i.e., to what extent and how can mainstream teachers become culturally responsive to minority students' learning styles? These questions suggest that we need to understand, not only children's culturally specific literacy practices at home, but also teachers' instructional practices, as well as the interactions and relationships between school and home practices. In my work, I have documented how children and families from diverse backgrounds (i.e., Vietnamese and Sudanese refugee families and white low SES families in an urban community) learn about literacies and their understanding of urban schools, inner city environments, and other ethnic groups, and how their understandings contrasted with those of urban teachers. My analysis revealed the prominence of the dominant racial, class, and gender discourses in shaping the unique experiences of these families and their relationships with teachers and schools within the context of a fractured urban America.

My work in this area points to the need for professional development in helping mainstream teachers better serve children from diverse backgrounds. Unfortunately, my recent study (and many other researchers') on teachers' preparation for teaching diverse learners indicated that many pre-and in-service teachers feel under-prepared to support these children. This challenge further speaks to the importance of recruiting and retaining teachers and researchers who are familiar with minority cultures and backgrounds and can serve as role models and advocates for students from underprivileged backgrounds.

LRA, as a major national literacy organization, can help promote collective efforts in addressing these educational inequalities. In particular, LRA can become an important forum where researchers, practitioners, and policymakers can expand the notion of schooled literacy, rethink how we improve the literate lives of immigrant and minority students and address the critical questions of teacher preparation for diversity.

### **Position Statement**

The American presidential election in 2016 and the subsequent educational and immigrant policies have exposed the direst state of social division in the U.S. and around the world, particularly along racial, class, and gender lines. These climaxes of social divisiveness are the culminating effects of a long-term failure of the institutional, civic, and cultural building that cultivates social, economic, and political cohesion and justice-oriented mindsets. This political and social climate has presented LRA with both challenges and exciting opportunities to exercise collective responsibility to facilitate dialogue and border-crossing, evidenced by the recent LRA statement against racism and racial violence on literacy vitality of communities of color (led by the Ethnicity, Race, and Multilingualism or ERM Committee) and the many deep and difficult discussions at town hall meetings and some of the plenary talks.

I have witnessed LRA's remarkable achievements on these fronts since I was ushered into this community in the early 2000s. Through my engagement in LRA as a co-chair for Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings from 2005-2008, a member of the editorial review boards of *Journal of Literacy Research* and *Literacy Research: Theory, Method, and Practice*, a member of the Early Career Awards

Committee during 2009-2011, as an elected Board Member during 2013-2016, and a member and board liaison of the Multilingual/Transcultural Literacies ICG, I have seen increasing presence of linguistically, racially, and culturally diverse scholars, including international scholars, and expanding research and practices that address intersectionality of race, class, gender, and ethnicity in language and literacy education via a variety of research paradigms. Building on these remarkable achievements and momentum, I believe that LRA will continue to play a leading role in strengthening a justice-oriented moral order in the literacy research community by 1) promoting better understanding of minority learners' literacy learning experiences inside and outside school to identify potential barriers; 2) attracting more ethnically diverse teachers and scholars into the profession to respond to the changing demographics in our schools, and 3) engaging in intellectual exchanges and comparative studies across national borders to learn about more effective and innovative practices around the world.

I am deeply honored and excited about the opportunity to continually contribute to LRA in meaningful ways. If elected as Vice President-Elect, my objective is to work with study groups, ICGs, and other interested groups to identify short- and long-term strategic plans to work towards the following three goals and initiatives for LRA: to promote research and practices that help address the persistent achievement gaps between minority and majority students; to continue to strengthen LRA's effort for diversity and increase the presence of minority scholars and teachers; and to help LRA become the nexus of global-local connections in the field of literacy education.

# Board Member Candidate Statements



**Gerald Campano,**  
Graduate School of  
Education, University of  
Pennsylvania

I am honored and humbled to be among the nominees for Board of Directors for the Literacy Research

Association.

I am currently an Associate Professor at the University of Pennsylvania's Graduate School of Education, and the Chair of its Reading/Writing/Literacy program. For the past several decades I have been linking theory and practice through interdisciplinary scholarship dedicated to understanding issues of educational equity and access for (im)migrant families and historically disenfranchised students in contexts of literacy teaching and learning. Prior to joining the academy, I worked for nearly a decade as a full-time classroom teacher with multiethnic and multilingual students in Houston, Texas, and in California, where my grandfather worked as a migrant laborer from the Mindanao region of the Philippines during the period of American colonization. Many of the scholarly questions I have pursued for the past twenty years can be traced back to my teaching experiences. These include my efforts to work alongside colleagues, youth, families, and community leaders to

address systemic inequities that both impact and are reproduced in schools, and create curricular invitations that are more conducive to fuller student flourishing.

I take an interdisciplinary approach to my scholarship. The field of literacy studies itself has multiple disciplinary roots in psychology, anthropology, linguistics, literary theory, composition & rhetoric, and sociology, to name a few. My own thinking builds on the contributions of senior colleagues who conceptualize literacy as a social practice influenced by dynamics related to culture, power, and ideology, and has also been energized by the focused commitments of colleagues and newer scholars around issues of race, gender, sexuality, and (dis)ability. I generally employ qualitative and interpretive approaches to inquiry in order to analyze prevalent assumptions in education, such as deficit constructs of students, and to take seriously the knowledge and interests of those most impacted by educational curricula and policies. In particular, I have been influenced by realist epistemologies, critical ethnic and (post)colonial studies, and feminist thought, intellectual legacies which continue to inform my work. These critical orientations provide frameworks to imagine alternatives to the mechanistic paradigms that have dominated much of educational policy with respect to literacy, especially in the under-resourced educational contexts where I have directed most of my scholarly attention. My most recent work has centered on research-practice partnerships and finding ways for educators to learn from



and alongside the rich intellectual and activist legacies prevalent in neighborhoods and community-based organizations.

As a former school teacher who continues to partner closely with educators, youth, and families, I do not engage theory as an end in itself or as an esoteric discourse to perpetuate among a small circle of colleagues. Rather, I am interested in how abstract academic concepts may gain new vitality in the realities of schools and communities, and their potential to positively transform teaching and learning beyond the university. Conversely, I also believe educators, youth and families derive theoretical understandings from practice that can contribute to the academic knowledge base.

I am grateful that these scholarly approaches have been recognized by peers in the field, and they are commitments I bring to my current involvement in LRA and to the profession more broadly. My most recent co-authored book, *Partnering with Immigrant Communities: Action Through Literacy*, which details a now seven-year research collaboration with a multilingual and multiethnic faith community, was awarded the 2017 Edward Fry Book Award. This honor is particularly gratifying since LRA has been an intellectual home for twenty years and I've mentored generations of doctoral students, and colleagues, who are finding a home at LRA as well. I currently serve as the Chair of the LRA Ethics Committee, and I am also one of the incoming editors for the journal *Research in the Teaching of English*.

Across my experiences in the literacy field, both in my research and in my practice as an educator and colleague, I have been particularly interested in the transformational power of collective work. I believe change doesn't happen because of individual "rock stars", but as a result of ongoing day-to-day collaborative work where multiple perspectives and epistemologies

are valued. As a Board Member of the Literacy Research Association, I would work alongside others to create openings for dialogue and action about how to collectively improve educational equity and access.



**Althier M. Lazar, Ph.D.,  
Saint Joseph's University**

### **Professional Affiliation & Background**

I am very grateful for the opportunity to serve on LRA's Board of Directors.

Currently, I am a professor in the Teacher Education Department at Saint Joseph's University in Philadelphia. As a novice teacher in the 1980s, I wanted to know how to create lifelong readers. I entered GSE's doctoral program at the University of Pennsylvania in 1989 where my understandings about reading, children, and teaching were transformed. My studies involved work in several Philadelphia schools where I learned that standardized, deficit-focused models of instruction did not account for the ways students used language and print in their homes and communities. Students were culturally invisible in these classrooms and were often given texts that did not reflect their experiences or heritage. There were a few highly experienced teachers in schools, but there were also many novice teachers, some of whom left after a few years because they did not feel supported in their work. This prompted a continuous cycle of teacher hiring and attrition. I came to understand how these and other factors limited students' literacy learning opportunities. These doctoral experiences shaped my decision to focus on preparing teachers for underserved schools.

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Most of my publications center on developing teacher candidates' understandings about literacy teaching, social equity and critical caring. My first book: *Learning to Be Literacy Teachers in Urban Schools: Stories of Growth and Change* (2004) describes my work with teacher candidates in Philadelphia's public schools, helping them see and nurture the literacy capacities of children. In the book, *Bridging Literacy and Equity: The Essential Guide to Social Equity Teaching* (2012), I collaborated with Pat Edwards and Gwendolyn McMillon to establish a model of *social equity literacy teaching* that seeks to reconceptualize literacy education curricula. Most of my other books have addressed teacher development. These include: *New Teachers in Urban Schools: Journeys Toward Social Equity Teaching* with co-editor Leslie Reich (2016), *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism, Second Edition*, with co-editor Patricia Ruggiano-Schmidt (2015), and *Getting to Know Ourselves and Others Through the ABCs: A Journey Toward Intercultural Understanding* with Claudia Finkbeiner (2014). I am currently co-editing the book, *Rethinking 21st Century Diversity in K-12 Education: Promises, Perils and Provocations* (2018) with Suniti Sharma. Most recently, my work has shifted to investigating the conditions within schools that support the literacy development of multilanguage learners in underserved communities. I am working with several authors to showcase these schools in a book called: *Sanctuary Schools: Humanizing Spaces for Multilingual Learners in Underserved Communities* (Teachers College Press, forthcoming). Also, I have published in several scholarly journals, including the *Journal of Literacy Research*, *Teaching and Teacher Education*, *The Reading Teacher*, *The Urban Review*, *The Journal of Reading Education*, *The National Reading Conference Yearbook*, *Action in Teacher Education*, and *The Journal of Children's Literature*.

### **LRA Service and Future Plan**

Throughout my career, LRA (formerly NRC) has always been my primary scholarly home. Since 1995, I have been a member and presenter and have held positions on key committees, including one in a leadership capacity as the Area Chair for Preservice Teacher Education (2005-2008). I have also served as a member of the Early Career Award Committee (2008-2010) and am presently a committee member for the Distinguished Lifetime Achievement Award (2015-). Also, I have served on the editorial review board for the *Journal of Literacy Research* from 2004-2010. Across the years, I have seen many exciting changes in LRA from the days when few of us were talking about intersections between race, culture, and literacy to our very last meeting in Tampa where these conversations took center stage. And each time I attend a conference, I come back more enlightened and energized. Now it is time for me to step up and give even more of myself to the organization.

One of the things I would like to do as a Board member is work with other LRA members on the issue of teacher education. Many teacher education programs claim to be preparing teachers for social justice, but there are disputed interpretations of what this means, and no clear consensus about how programs can best educate teachers toward this goal. Our *Response to the NCTQ Review of Teacher Education Programs* (2013) encourages LRA members to pay "close attention to findings from research studies that have demonstrated the excellence of many diverse literacy teacher education programs" but we have not yet specified how these findings should inform literacy education. LRA's more recent statement about the role that LRA members should play in racism and racial violence (2016), urges us not to "become complicit in the perpetuation of racial inequities." One way we

could make this goal a reality is if LRA members articulate a set of equity concepts that would be embedded in literacy education curricula for aspiring teachers.

We need to agree, for instance, that teacher candidates become aware that culturally sustaining, high-quality schooling is an inequitably distributed resource and that systematic disadvantages in schools and society play a major role in undermining children's opportunities to develop in literacy. We also need to rally behind the idea that teacher candidates spend time examining forms of community wealth and funds of knowledge that are contained in children's communities and households. They must also be helped to acquire an inquiry stance that allows for a systematic study of their teaching; such a stance is key to challenging inequitable literacy teaching practices and policies. These perspectives are fundamental to creating equity-minded literacy educators. As I have often stated, *even if teachers understand literacy instruction very well, they will not be able to teach children to read if they do not respect them or see their limitless literate potential*. If elected to the Board of Directors, I would make it a priority to work with LRA members to draft a position statement to reconceptualize literacy education curricula around equity goals. This kind of work would help to advance the anti-racist, equity-focused campaign that we have already endorsed.



**Ramón Antonio Martínez, Stanford University**

I used to be a reading and writing teacher. From 1996 to 2002, I taught first grade in the Los Angeles Unified School District, and my daily work involved supporting young bilingual children's engagement with print. Within contexts of social and educational inequality, I sought to address larger structural constraints by imagining and enacting critical pedagogical possibilities within the local space of my classroom. Over the past 22 years, my perspectives on literacy have broadened, but I remain focused on addressing both the constraints and possibilities associated with literacy teaching and learning in diverse contexts. I am honored and deeply humbled to be nominated to serve on the Board of Directors of an organization committed to supporting research that speaks directly to why and how literacy matters within a world characterized by both increasing diversity and persistent social injustice.

I am currently an assistant professor of Literacy, Language, and English Education in the Graduate School of Education at Stanford University, where I am affiliated with the Center for Comparative Studies in Race and Ethnicity. My research explores the intersections of language, race, and ideology in the public schooling experiences of racialized students, with a particular focus on the language and literacy trajectories of bi/multilingual Chicana/o/x and Latina/o/x children and youth. I draw on sociocultural theory, critical theory, and ethnographic methods to explore: (1) the everyday language and literacy practices of racialized students, including the ways that these practices overlap with the forms

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of language and literacy privileged in school settings; (2) the competing ideologies that inform language and literacy policy and classroom practice in urban schools; and (3) the preparation of teachers to work with racialized students. Across these areas of inquiry, I examine the relationship between macro-level phenomena and the micro-details of classroom interaction.

My research has been published in edited volumes and in several peer-refereed journals, including *Anthropology & Education Quarterly*, *Language Arts*, *Linguistics and Education*, *LRA Yearbook*, *Reading & Writing Quarterly*, *Research in the Teaching of English*, *Review of Research in Education*, and *Teachers College Record*. Throughout the course of my career, I have benefitted from generous financial support from the Foundation for Child Development's Young Scholars Program, the University of California Linguistic Minority Research Institute, the National Council of Teachers of English (NCTE) Cultivating New Voices Among Scholars of Color Fellowship, the University of California, Los Angeles, and the University of Texas at Austin. The first publication based on my doctoral dissertation, which was published in 2010 in *Research in the Teaching of English*, was subsequently awarded the Alan C. Purves Award by NCTE in recognition of its potential to impact educational practice. In 2010, I was the recipient of the Emerging Scholar Award from the Language and Social Processes Special Interest Group (SIG) of the American Educational Research Association (AERA). This spring I will receive the Early Career Scholar Award from AERA's Bilingual Education Research SIG.

I have been a member of LRA since 2010. Over the past eight years, I have had the pleasure of engaging and collaborating with some remarkably thoughtful scholars from across LRA's membership, and these experiences have given me a deep appreciation for the richness

and diversity of this organization. Since 2013, I have been a member of the Ethnicity, Race, and Multilingualism (ERM) Committee, and I have organized and participated in various ERM-sponsored panels as both a presenter and discussant. I am a current member of the JLR Editorial Board, and I was recently honored to serve as an inaugural member of the Arthur Applebee Award committee. In addition, I have had the tremendous privilege of serving as a mentor in the STAR (Scholars of color Transitioning into Academic Research institutions) Mentoring Program for both the 2015-16 cohort and the current 2017-18 cohort. It has been such an honor to contribute directly to LRA's mission of supporting future generations of literacy scholars.

In addition to my service in LRA, I am currently a member of the Editorial Review Board for *Reading Research Quarterly*, and I am a manuscript reviewer for several journals, including *Anthropology & Education Quarterly*, *Applied Linguistics*, *English Teaching: Practice and Critique*, *Language Arts*, and *Research in the Teaching of English*. Within AERA, I have served as a conference proposal reviewer, a mentor, and a member of various committees within Divisions G and K, the Bilingual Education Research SIG, the Critical Educators for Social Justice SIG, and the Language and Social Processes SIG. Within NCTE, I have served as a conference proposal reviewer, chair of the Nominating Committee for the Conference on English Education, and a member of the Standing Committee on Research.

If I were elected to the LRA Board of Directors, I would work to make LRA increasingly responsive to the broader contexts and communities in which our research is situated and from which it emerges. These are perilous times for many of the communities in which we work, as racism and racial violence, sexism and predatory patriarchy, anti-immigrant xenophobia, homophobia, transphobia, and

multiple intersecting forms of domination and oppression get enacted in public policy and everyday practice. And there are many brilliant, thoughtful, and courageous scholars within LRA whose work directly explores literacy in relation to these larger contexts. As a board member, I would work collaboratively across the diversity of our membership to ensure that LRA continues to be a space for robust learning and critical dialogue, as we collectively seek to make sense of how our research matters in today's world. I would also work to strengthen our organization's capacity to translate our research into policy and practice by redoubling existing efforts and exploring new approaches to disseminating our work and establishing community partnerships. Finally, I would explore opportunities for expanding our support of scholars of color and anti-racist scholarship. Across all of this work, my goal would be to contribute to a community in which we actively seek to explore, imagine, and enact the kinds of literacy research, policy, and practice that we envision as central to building a better world.



**Detra Price-Dennis,**  
**Teachers College,**  
**Columbia University**

It is an honor and a privilege to be nominated for the LRA Board of Directors.

I am an Assistant Professor in Elementary Education at Teachers College, Columbia University. I teach courses that focus on curriculum development, digital literacies, and social justice children's literature. Prior to working at Teachers College, I held an academic appointment at the University of Texas at Austin in the Language and Literacy Studies program. My professional background

includes work as an elementary school teacher in both urban and suburban settings, an administrator of a graduate teacher education program, an elementary school literacy coach, and a literacy teacher educator. Throughout my professional experiences I have explored how the intersections of these different fields contribute to conceptualizing literacy learning in teacher education, with a particular interest in culturally relevant/sustaining pedagogy and digital literacies.

I engage in qualitative research to reveal the complexities of working with elementary students, preservice students, and classroom teachers, as they make sense of social inequities across modalities. My scholarly agenda contributes to the fields of literacy, teacher education, and children's and young adult literature by making visible pedagogies that attend to the social, political, and economic realities of positioning children as competent learners immersed in multimodal literacies. In all of these capacities, I bring a deep intellectual curiosity, rigor, and social justice stance to create more equitable structures for teaching and learning in public education. I have published my research in journals including *English Education*, *Equity and Excellence in Education*, *Language Arts*, *The Reading Teacher*, and *Reading and Writing Quarterly*. I am grateful to have my scholarship and contributions to the field recognized by my peers. In 2017, I received the AERA Early-Career Award for Teaching and Teacher Education, as well as the Janet Emig Award from NCTE's Conference on English Education for an article I published in *English Journal*. I constantly seek opportunities to collaborate with others to advance, have been elected to governing boards for NCTE, as well as appointed to committees and leadership positions for NCTE, LRA, and AERA.

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Throughout my career I have thoughtfully participated in service to professional organizations that support my intellectual development, leadership skills, and spirit of innovation. I am proud to say that LRA has been part of my academic journey since I was a graduate student. I have benefited from incredible mentors in the LRA community who provided feedback on my ideas and encouraged me to become more involved in the leadership of the organization. I have served as a member of the ERM committee, and was appointed chair of the committee two years ago. In my role as chair of ERM, I helped to draft and provide substantial feedback on the statement,

“The Role of Literacy Research in Racism and Racial Violence”, served on the STAR selection committee, developed co-sponsored sessions and brown bag conversations with the Gender and Sexualities committee, as well as created spaces for scholars from underrepresented groups to meet and learn more about the organization.”

Currently, I’m working with members of the ERM committee to develop more mentoring opportunities for doctoral students, classroom teachers, and international scholars, as well as hosting LRA’s first Twitter chat in February 2018. My goal as chair of the ERM committee has always been to meet the evolving needs in our organization by working collaboratively with others to create actionable plans that represent the interest of our diverse community.

If elected to the Board of Directors, I will continue to work with leaders of our standing committees and ICG’s to bring forth ideas that will strengthen our organization and support its growing diverse membership. I will also draw on my leadership experiences to identify ideas that advance the organization’s mission and support the strategic plan, with

a specific focus on (1) recruiting, mentoring, and retaining scholars who represent diverse racial, ethnic, and/or linguistic backgrounds, as well as underrepresented epistemologies; (2) developing research briefs and recommendations to inform policymakers about issues that disproportionately impact marginalized youth; and (3) working with members of the LRA community to identify salient topics in literacy research to be featured on programming (i.e., social media, webinars, podcasts) designed to reach a broader audience and disseminate findings about issues of equity and diversity in literacy research.

As a junior scholar in the field, I have benefited from my membership in LRA. I am excited about the possibility of giving back to this organization and developing robust initiatives that pave the way for others to do the same.

Thank you again for considering me for a position on the Board of Directors.



**Allison Skerrett, The University of Texas at Austin**

Like all schooled writers exploring a new genre, I studied, pen in hand, the statements of peers who have formerly accepted this important nomination for LRA’s Board of Directors. Unlike several colleagues who wrote of entering the LRA community during doctoral studies, my introduction to LRA occurred during a search committee meeting with the literacy faculty at The University of Texas at Austin. My now colleagues of almost 11 years kindly but pointedly asked me over breakfast tacos to explain the absence of LRA on a vita that demonstrated active involvement in AERA while

a doctoral student at Boston College. A great ending to this short tale would be that I joined LRA in my hotel room that night before heading back to Boston to complete my dissertation—and perhaps I did. The closer truth is that I have been “all in” since 2007, the year I also joined the literacy faculty at UT where I am now an Associate Professor. I was honored to receive LRA’s Early Career Achievement Award in 2013. I count it an even greater privilege to be nominated for LRA’s Board of Directors.

My research centers on adolescents’ literacy practices and learning processes across social contexts, including transnational settings, and the implications of these phenomena for literacy education. My research and teaching also addresses secondary English pre-service teacher preparation for urban contexts and urban English teachers’ professional lives. These foci reflect my biography as an adolescent Caribbean immigrant in Boston Public Schools and, later, a secondary English teacher in that same district, who developed consuming questions about the possibilities of students’ racial, cultural, linguistic and other identities and repertoires; their local and global communities; and their own interests and concerns in shaping the English curriculum. LRA has been an important space to dialogue about these enduringly important questions. I present annually at the LRA conference and have published multiple times in the Yearbook, now renamed *LR:TMP*, and *Journal of Literacy Research*. My research also appears in the *American Educational Research Journal*, *Race, Ethnicity and Education*, *Reading Research Quarterly*, *Research in the Teaching of English*, and *Urban Education*, among others; as well as my recent book, *Teaching transnational youth: Literacy and education in a changing world* (2015), published by Teachers College Press.

My service to the profession is united by the theme of advancing justice for marginalized groups. As examples, I serve on my College of Education’s Diversity and Inclusion Committee examining practices and policies that can promote inclusion as well as build awareness of and responsiveness to racial, gender, linguistic and other manifestations of oppression. I am a member of Scotland’s 10-member International Committee of Education Advisers with my specific contributions involving advising on literacy research and instructional practices that can promote rigorous and fulfilling educational and social learning opportunities and outcomes for all students, including a growing refugee population experiencing poverty.

My service to LRA has also directly addressed issues of diversity and justice. For example, I served as a faculty mentor in the STAR (Scholars of color Transitioning into Academic Research institutions) program from 2013-2015. I have also served on the Student Outstanding Research Award Committee (2008-2011) and recently completed a two-year term (2015-2017) on the Publications Committee. Thus I am thrilled to be nominated for the LRA Board of Directors during a period of change represented by an explicit anti-racist focus in our organizational practices, research commitments, and social responsibilities to the profession and the public.

My service and experiences in LRA and other professional communities points me to some key areas in which we can enhance our organization and impact. Although we are growing our membership, there are many literacy-focused faculty and doctoral students from a range of institutions that are unaware of LRA or how powerful a scholarly home it would be for them. As a board member, I would explore growth strategies with Field Council

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such as encouraging our membership to further promote LRA across our varied professional networks and increasing LRA's visibility within large organizations like AERA—perhaps through creating new literacy-focused SIGS and actively partnering with existing ones. Creating (and retaining) a more diverse membership is critical. Scholars of color and international scholars, including those from postcolonial contexts, must recognize and experience LRA as a community invested in research and practice that contributes to educational and social justice for marginalized groups in a globalized world. I would work with the Ethnicity, Race and Multilingualism committee and the Multicultural/Transcultural ICG to highlight and increase conference sessions pertaining to these issues. Furthermore, we have recognized, particularly beginning with the 2014 conference, that becoming a more diverse community requires critical and collegial discourse about race, racism, and other forms of diversity and injustice. I would be interested in exploring with others, including the Technology Committee, augmenting community-wide conference conversations with small-group conference gatherings and in digital spaces across the year such as blogs, discussion forums, and panel discussions similar to our R2P innovations.

Finally, as a board member I would draw upon my experiences in other professional organizations such as my membership on the International Literacy Association's (ILA) Literacy Research Panel and ILA's/National Council of Teachers of English Teacher Education Task Force that are bringing research to policymakers and teachers in forms they can value and use. Reading across the statements of newly elected members to LRA's Board of Directors, and the visions and strategic actions proposed and already being implemented by leadership and members, I see many connections between my vision and

suggestions for the continuous advancement of LRA and what others have expressed. Accordingly, I feel primed for and aligned with our members' and leadership's perspectives and directions toward becoming our best selves for the broader social good.



**Kathy G. Short,  
University of Arizona**

The opportunity to contribute to LRA as a member of the Board of Directors is a possibility that excites and challenges me as an educator and scholar. As a professor in the program of Language, Reading and Culture at the University of Arizona, I teach courses in children's and adolescent literature, inquiry as curriculum, dialogic processes, and critical content analysis. My research focuses on connecting children and teachers with global literature to build intercultural understanding with an emphasis on how these books can create bridges of understanding across global cultures as well as construct walls of misconceptions and stereotypes. My research thus focuses both on creating curriculum in classrooms with children and teachers as co-researchers and on critical content analysis of the books. I care deeply about connecting theory with practice and so have participated in many collaborative studies with teachers to examine the influence of curricular engagements on children's thinking. This research with teachers includes both in-depth, long term collaborations in public urban classrooms serving culturally diverse students and global collaborations with schools and teachers in many different countries around the world. Currently, these long-term collaborations include teachers in Moscow and in Basel as well as a collaboration with UNAM



in Mexico City to implement Salas de Libros to promote reading through community-led book groups in Tucson. In addition, I am part of a community of researchers working to develop the methodology of critical content analysis to bring a critical lens to representations of power and position in culturally diverse children's and adolescent literature. Throughout my work is a commitment to collaboration, dialogue, and social justice as a way to live and think with others and to challenge the limitations of my own understandings and perspectives.

My involvement in LRA includes regularly attending and presenting at the annual conference for many years, not a small accomplishment given my involvement in NCTE and the difficulty of remaining active in both conferences when they are so close together in time. Thanksgiving receives short shrift in my household in order to attend and actively participate in LRA. It's been worth the sacrifice because I gain so much academically from LRA and the opportunity to engage with other scholars who are sharing research at the critical edge of their thinking. In addition, I regularly review LRA conference proposals, serve on committees, and review manuscripts for the LRA Yearbook and for JLR. At the conference, I have served as chair and discussant for symposia in addition to presenting, with a focus on highlighting the work of new scholars in the field. LRA is an organization that fosters relationships among researchers and the networks of colleagues and friends created through regular participation in the conference both of which play a significant role in my scholarship and life.

LRA is at an exciting and critical crossroads in taking much stronger stands on issues of race and social justice, with the endorsement of the recent position statement on racism and racial violence, and in actively encouraging a broader inclusion of scholars, particularly

those historically marginalized by mainstream society (and LRA), in the organization. This shift is evident in the leadership of the organization, the topics of sessions on the conference program, and in the voices speaking in those sessions. Several years ago, the close to all-white nature of LRA was troubling to many members and it is to LRA's credit that the organization acted to change that trend through many initiatives, including the STAR Mentorship Program. My commitment as a board member includes supporting the existing initiatives that are making a difference and working collaboratively to create new possibilities for bringing an even greater range of voices into the organization and challenging the white privilege that I and other members have benefited from for years as researchers within LRA. I also appreciate and want to continue to develop the wide range of types of sessions and formats within the LRA conference that facilitate different kinds of interactions among conference participants. Through my active involvement in other organizations, including serving as president and a board member for both NCTE and USSBY, I bring experiences and knowledge that can add to the considerations of the board. Above all, what I bring to LRA is a long history of collaboration and a willingness to listen and to think with members of the board and organization.



# Committee Reports

## **Ethnicity, Race, and Multilingualism (ERM) Committee**

Detra Price-Dennis, Chair  
Teachers College, Columbia University

The Ethnicity, Race, and Multilingualism (ERM) Committee had a successful and enjoyable conference at The Marriott Resort in Tampa, Florida. Thank you to ERM members for their support and involvement. I would especially like to acknowledge the hard work and dedication of the outgoing 2017 ERM committee members:

Maria Selena Protacio, Western Michigan University

Gholdy Muhammad, Georgia State University

And, welcome to our newest committee members:

Xia Chao, Duquesne University

Laura Jimenez, Boston University

April Baker-Bell, Michigan State University

The committee's work includes proposing research sessions that focus on issues of diversity, equity, and social justice; increasing the representation of scholars from underrepresented groups within the LRA membership; and supporting the development of literacy scholars of color in leadership roles within the organization and in the field.

## **Travel Scholarships**

For the 2017 conference, we awarded four travel scholarships to LRA members from underrepresented ethnic, racial or linguistic backgrounds who show promise of scholarship in the literacy field. The recipients of our 2017 travel awards were:

Cati de los Rios

Hsiao-Chin Kuo

Kevin Wong

Laura Chavez Moreno

## **ERM-sponsored Events in Tampa, Florida**

ERM hosted a variety of events during the conference, including research sessions:

ERM and STAR Reception

Intersectionality: Brown Bag Conversation with Ethnic, Race, & Multilingualism (ERM) and Gender & Sexualities ICG

## **Research Sessions**

1. Literacies of Refuge: Examining Race, Home, and Displacement in the Literate Lives of Youth of Color
2. "Writings on the Wall": Girls of Color (Re) Writing Their Lives
3. Intersectionality: "That's Not Literacy Research"

## **LRA 2018 Conference Planning**

The committee is now planning for the 2018 conference. We plan to co-host another Brown Bag Discussion on Intersectionality with the Gender and Sexualities Committee, a ERM/STAR Reception, and mentoring events for doctoral students.

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## Field Council Committee

Dana A. Robertson, Chair  
University of Wyoming

LRA Field Council is an active committee focused on recruitment, retention, and reclamation (Three R's) of our organization's membership. The Field Council works throughout the year to promote the Literacy Research Association and reaches out to provide support and networking opportunities to all attendees at the LRA Annual Conference. We invite the greater LRA membership to join us in our efforts this year to recruit, retain and reclaim members to this premier literacy research organization.

We extend a special thank you to Grace Enriquez, who just finished her three-year term as Field Council Chair. Her leadership and direction has been wonderful for the Field Council and LRA at large. Thank you also to all of our members who have served and are currently serving as Field Council Representatives. Please also welcome our new Regional Co-Chairs: Valerie Shinas, Hannah Dostal, Audrey Lucero, Margaret Vaughn, Debra Peterson, Alice Lee, Marianne McTavish, and Fiona Maine. They join continuing our Regional Co-Chairs: Stephanie Bennett and Robin Jocius. We are currently working to fill open Field Council Representative positions in various states. If you are interested in serving LRA in this capacity, please reach out to me at drober36@uwyo.edu.

The Committee/ICG Exhibit provided conference attendees the opportunity to learn more about LRA's various standing committees and ICGs and to sign up to become more involved in them. Current committee and ICG member representatives staffed the event near the registration desk during lunch and pre-plenary hours each day. We had approximately 50 members indicate interest in joining our

various committees and ICGs. Those who signed up for standing committees were added to a list of nominees for upcoming committee openings (to be appointed by the outgoing LRA President), while those who signed up for ICGs automatically became members.

The Field Council also sponsored several annual conference events that welcomed and supported conference-goers through networking and active service. We were pleased to again host the nightly Vital Issues session in the hotel lounge, which was well attended each night. Many thanks to all LRA members for your participation! We also hosted Lunch & Dinner Out opportunities, which provided newcomers, lone travelers, and those wishing to network with opportunities to meet new people during small group meals. Special thanks to the following Field Council members for their help and support with our meal hosting opportunities: Huijing Wen, Deb East, Barbara Bradley, Kathryn Pole, Tanya Christ, Anne Ticknor, and Ted Kesler. Finally, we hosted the Newcomers' and Graduate Students' Breakfast, which showcased many of the exemplary facets of LRA for new and potential members.

At the Field Council meeting on Wednesday, November 29, 2017, Field Council representatives reviewed current efforts addressing membership recruitment, retention, and reclamation (the "Three R Effort"). We discussed ways to make the Committee/ICG Exhibit more engaging and informative for LRA members, including ways to extend these informational opportunities beyond the conference days. At the request of the LRA Board, we also discussed how the Field Council work can intersect with and expand LRA's Strategic Plan, including connections to research and mentoring.

Finally, the Field Council invites all LRA members to join in the "Three R Effort" and LRA's new 2020 Initiative. Encourage colleagues who

are already members to become active in the organization, as well as those who may have once been members to join again. By 2020, LRA hopes to have 100% member voluntary involvement. We are now developing content to be included in the Field Council webpage as part of LRA's home site. Soon you will be able to visit this site for more information about how you might get involved and support the growth of LRA.

Encourage doctoral students, new faculty members, and international colleagues to join our organization. LRA provides networking opportunities for collaborative research and opportunities to grow professionally through LRA's publications, the conference, committees, and ICGs. Encourage colleagues who are already members to become involved. LRA offers a number of ways to connect and serve, such as reviewing for conference proposals, serving on committees and ICGs, and participating in study groups at the conference, which often thread into research and discussion throughout the year. Commit to inviting one potential member to join the Literacy Research Association this year!

## **Policy and Legislative Committee**

Devon Brenner, Chair  
Mississippi State University

The LRA Policy and Legislative Committee is intended to provide members with information about policy issues and strategies for addressing policy. In addition, the P&L Committee is charged with helping to solicit and review a variety of policy-related documents authored by members and endorsed by the organization.

The P&L Committee is working on these goals this year. The newly redesigned LRA website showcases past policy publications

(endorsements, briefs, research reports) and policy resources. See <http://www.literacyresearchassociation.org/policy-advocacy-statements-resources>. In December 2017, LRA endorsed a statement supporting the then current FCC Open Internet Order of 2015 (net neutrality). The endorsement can be found at the [Policy Documents website](#) and the P&L Committee continues to follow this issue.

P&L Committee members are also preparing sessions for LRA that will provide members with training about communicating their scholarship to larger publics and policy makers and engaging in state level policy making. We hope to see you at the conference!

LRA has become a member of the Friends of IES, a coalition of education research professional organization that advocates for federal funding for research including funding for the Institute for Education Sciences. Through our membership in the Friends of IES, LRA will be advocating for funding for education research in both FY18 and FY 19 appropriations in coming months.

A huge thank you goes out to the current members of the P&L Committee for all they are doing to promote engagement in policy and legislation. We welcome new members Laurie MacGillivray and Rachael Gabriel and we thank outgoing P&L Committee members Anne McGill-Franzen and Diane Stephens for their service to the committee.

Finally, the P&L Committee is working with the Board to clarify and strengthen procedures for developing policy-related documents. LRA members who are interested in proposing endorsements and/or writing policy briefs and other documents are encouraged to contact Devon Brenner, chair of the P&L Committee, to learn more and begin the process.

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## Research Committee

Lara J. Handsfield, Co-Chair  
Illinois State University

Alfred Tatum, Co-Chair  
University of Illinois at Chicago

The Research Committee is pleased to welcome three new members, Wan Shun Eva Lam, Lamar Johnson, and Steve Amendum. They join Al Tatum and Lara Handsfield (Co-Chairs) and committee members Jennifer Turner, Gwendolyn McMillon, Gina Cervetti, and George Hruby. We are grateful for the service of Dennis Davis and Amanda Godley, whose terms ended last December. We've organized our report below according to key questions membership may have.

### **What is the purpose of the Research Committee?**

In addition to serving as a resource to the Board of Directors and other committees regarding issues related to literacy research, the Research Committee's charge within LRA is to monitor and increase awareness of relevant research trends in the field, and to encourage and promote the conduct and broad dissemination of ethical literacy research. We also are tasked with monitoring and promoting opportunities for funded research related to literacy. As a committee, we are carrying out this mission in a variety of ways.

### **What is the Research Committee planning for the 2018 Conference?**

As a committee, we are planning several sessions for the 2018 conference focusing on supporting new and emerging literacy scholars. We also hope to continue our study group, "If I knew then... What I know now," which is intended to support emerging scholars' (doctoral students and early career professors) transition into the community of literacy research by inviting

seasoned literacy scholars to share their personal narratives and insights regarding their academic and professional trajectories.

### **What other projects is the Research Committee working on?**

The Research Committee has continued to support and collaborate with the CITE team based at the University of Texas, Austin, as it continues building its interactive online literature review of Initial Teacher Preparation in Literacy (ITEL). CITE, which stands for Critical, Interactive, Transparent, and Evolving, is the online system developed to house research summaries and reports of the literature. Each year, the CITE-ITEL team extends their literature review one year back and one year forward; this year they will be extending their review forward to include 2016 and back to include 2000. Within the database, users can now search for authors, articles, categories or topics, and syntheses within particular categories. CITE-ITEL also includes interactive features so that the LRA members can suggest additions to and comment on syntheses within specific areas of the scholarship in the database. You may access the database [here](#) or via the [home page](#) or the Research Committee's page on the LRA website.

In addition to supporting the CITE-ITEL project, the Research Committee is also undertaking a review and analysis of the past conference program to ascertain patterns regarding the prevalence and/or absence of specific topics and research methodologies. Keep an eye out in future communications regarding our findings.

### **How can I interact with the Research Committee and other LRA members?**

The Research Committee now has a Facebook page and a Twitter page, which will be used to communicate opportunities for grant funding and calls for manuscript or book submissions.

If you have information to share with the LRA community that relates to research trends in literacy, ethical and methodological issues, funding opportunities (RFPs), and/or the dissemination of literacy research (CFPs), you can send it in a message to the Facebook page administrators, who will then post it, or you can tweet information or opportunities using our Twitter handle, @LRAResearchCmte. Alternatively, you may send information to post to one of the committee co-chairs or a committee member via email. You can access the names and terms of committee members, as well as the co-chairs and email addresses, on the [Research Committee page](#) of the LRA website.

We are thrilled at the work our committee has in store for the coming year as we seek to support LRA membership and the Board of Directors, continue collaboration with the CITE-ITEL team, examining methodological and topical trends within the conference, and disseminating important information regarding research to the LRA community. See you all in California!

## **Technology Committee**

Jayne Lammers

University of Rochester's Warner School of Education and Human Development

The Technology Committee continues to work with the Executive Committee, Board of Directors, and Management to support the communications and technology components of our organization's strategic plan. We're happy to see different entities within LRA tap into the potential that social media offers when it comes to connecting with LRA members (and beyond!).

If your group is interested in creating an official Facebook page or Twitter account, or wants to start using technology in ways that support your work, please don't hesitate to reach out to the Technology Committee Chair ([jlammers@warner.rochester.edu](mailto:jlammers@warner.rochester.edu)) for guidance in that process.

# Journal of Literacy Research

**Misty Sailors, Editor**  
**The University of Texas at San Antonio**

The editorial team of the *Journal of Literacy Research* (JLR) is preparing for the release of the first issue in volume 50, a celebratory volume. First published as the *Journal of Reading Behavior*, JLR has been a driving force in the field of literacy, literacy education, and literacy research through the publication of high-quality research.

We hope you join us in celebrating 50 volumes of influential research. Sage has freed select articles from JLR's 49 volumes. The JLR's editorial team will share these articles on social media every Thursday(#TBT) and the download will be FREE OF CHARGE!

While many of us reading this newsletter have a subscription to JLR via our LRA membership, this is an outstanding opportunity for JLR to reach an audience of non-subscribers. Please share our Tweets with your networks in the field. Similarly, Sage will free all articles published in JLR for 50 days, May 15 - July 4, 2018. We will announce this event on the LRA listserv and via social media. Please engage with us and share/re-post as to widen our reach.

We continue our active engagement on Twitter ([@JLiteracyRes](#)) and Facebook ([@JLiteracyRes](#)) and through our publications of video abstracts (indexed on the [LRA YouTube channel](#)). We hope you engage with us in those spaces.

Editor:

**Misty Sailors**, The University of Texas at San Antonio, USA

Co-Editors:

**Dennis Davis**, North Carolina State University, USA

**Virginia Goatley**, University at Albany, State University of New York, USA

**Miriam Martinez**, The University of Texas at San Antonio, USA



# Literacy Research: Theory, Method, and Practice (LR:TMP)

Carol Gilles

Many thanks to our editorial team of *Literacy Research: Theory, Method, and Practice*: Carol Gilles and Amy Lannin, Lead Editors; Laurie Kingsley, Mike Metz, Angie Zapata (Co-editors University of Missouri-Columbia) and Eurydice Bauer, Catherine Compton-Lilly, and Lenny Sánchez, (Co-editors, University of South Carolina). We encourage LRA members to consider reviewing manuscripts and/or submitting a paper that comes from their accepted conference presentation at LRA in 2018. Each manuscript receives three blind reviews and a quick turn-around time. Each year's volume is published late fall and is available at <http://lrtmp.sagepub.com>.

*Thank  
You*

# Award Committee Reports

## Albert J. Kingston Distinguished Service Award

Jennifer Jones Powell, Committee Chair, Radford University

*The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to the Literacy Research Association. This notable honor has been presented annually since 1985. A complete list of past recipients is featured on the LRA website.*

### 2017 Albert J. Kingston Award Winner

We extend congratulations to Dr. Eurydice Bouchereau Bauer, recipient of the 2017 Albert J. Kingston Award, in recognition for her distinguished service to the Literacy Research Association. Dr. Bauer serves as the John E. Swearigen Chair of Education and Professor in the Department of Instruction and Teacher Education at the University of South Carolina. Her research focuses on the literacy development, instruction, and assessment of students (preschool-grade 5) from diverse linguistic, economic, and cultural backgrounds, with a specific focus on bilingual literacy. Dr. Bauer's research has been published in the *Journal of Literacy Research*, *Reading Research Quarterly*, *Research in the Teaching of English*, *International Journal of Bilingualism*, and *The Reading Teacher*, among others.

Eurydice Bauer has been attending the Literacy Research Association conference since 1992, when the organization was referred to as the National Reading Conference. Dr. Bauer's distinguished service has been showcased in various ways throughout her years of active involvement in LRA. She believes in continually "giving back," and her dossier reflects this unwavering commitment. Dr. Bauer has served as a Reviewer of NRC/LRA conference proposals, as well as on the Editorial Advisory Boards for the *Journal of Literacy Research* and *The National Reading Conference Yearbook*. She recommends the role of reviewer as one way for new members of the organization to get involved immediately.

Dr. Bauer eloquently and thoughtfully guided the Literacy Research Association in her role as Parliamentarian for the LRA Executive Board of Directors. In this role, she shepherded the organization during a pivotal time of change. Further, Dr. Bauer has served as co-chair of the Multilingual and Transcultural Literacies ICG, and as



**Dr. Eurydice Bouchereau Bauer**

Chair of the Literacy, Language and Diversity strand for the annual conference. Dr. Bauer's service as a mentor for the LRA STAR program (**Scholars of color Transitioning into Academic Research institutions**) showcases her dedication to support, inspire and continue a legacy of scholarship, leadership and service among emerging scholars of color in our organization. Dr. Bauer's STAR mentees report that they are both planning or drafting coauthored

## Distinguished Scholar Lifetime Achievement Award

Chair: Patricia A. Edwards, Professor, Michigan State University

Board Liaison: Hilary Janks, Professor Emerita, University of the Witwatersrand, Johannesburg, South Africa

publications with Dr. Bauer, a testament to her dedication to rich, meaningful mentorship.

For her breadth, depth and longstanding commitment to the Literacy Research Association, we express our gratitude for Dr. Bauer's leadership, vision and dedication through active service. ***Congratulations to Dr. Eurydice Bouchereau Bauer, recipient of the 2017 Albert J. Kingston Award for distinguished service to the organization!***

### *2018 Albert J. Kingston Award*

*Do you know an exemplary member of the Literacy Research Association who is an exemplar of outstanding service to the organization? Nominations for the 2018 Albert J. Kingston Award are now being accepted! Check out the LRA website for nomination guidelines. The deadline for nominations is August 15, 2018.*

The Distinguished Scholar Lifetime Achievement Award (DSLAA) Committee had a productive meeting on Friday, December 1, 2017 at 7:15 -8:15 a.m. in Meeting Room 2—Second Floor at the Tampa Marriott Waterside Hotel & Marina, Tampa, FL. The DSLAA committee congratulate the 2018 award winner Dr. Luis Moll, Professor Emeritus, University of Arizona. The details regarding Dr. Moll's Address will be forthcoming.

The Distinguished Scholar Lifetime Achievement Award was first presented at the Annual Conference in 2001. The Distinguished Scholar Lifetime Achievement Award was initiated to recognize a distinguished scholar for a lifetime contribution that has had a significant impact on the field of literacy theory, research, and practice. The award acknowledges an outstanding individual who has not only been actively involved in LRA committee work, editorial work, or presentations, but whose lifetime work, nevertheless, has had a major influence on literacy theory, research, and practice of the LRA membership.

Thank you to DSLAA members for their support and involvement. I would especially like to acknowledge the hard work and dedication of the 2017 DSLAA committee members:

Randy Bomer, University of North Texas  
Gerald Campano, University of Pennsylvania  
Deborah Dillon, University of Minnesota  
Barbara Laser, Towson University  
Althier Lazar, Saint Joseph's University  
Leigh Patel, University of California--Riverside

And, welcome to our newest committee members:

Mariam Jean Dreher, University of Maryland—College Park  
Nancy Frey, San Diego State University  
Stephanie Jones, University of Georgia

Comments and questions can be directed to Patricia A. Edwards, Distinguished Scholar Lifetime Achievement Award Committee Chair, at [edwards6@msu.edu](mailto:edwards6@msu.edu).

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## **J. Michael Parker Award - Contributions to Adult Literacy Research**

Donita Shaw, Chair, Oklahoma State University

On behalf of the committee, we congratulate Rachael Gruen (University of Illinois Chicago) who won the 2017 J. Michael Parker Award for her paper entitled, “Authoring Self: GED Students Transforming their Identity in a Composition Makerspace.”

The award was established in 2001 in honor of J. Michael Parker, winner of LRA’s Student Outstanding Research Award for his work in community-based adult literacy. Please consider donating to keep adult literacy research alive. You can find the J. Michael Parker Award donation page in either of these two places: 1) LRA’s homepage quick link [“donate”](#) button or 2) [LRA 2020 link](#).

To be true to the spirit of J. Michael Parker’s work, the award recognizes studies that examine ways adults further their own language and literacy development within or outside of formal learning contexts, including different social and cultural contexts for learning. Recipients of the award are recognized during a general session of the conference. They also receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. The award is presented to papers with either a single author or multiple authors, wherein all authors must be doctoral student(s) or early-career, untenured faculty. For single-authored papers, the recipient will receive \$500 and a plaque commemorating the award. For co-authored papers, the recipients will each receive a plaque and will decide amongst themselves how to divide the \$500 award.

### **Criteria for Consideration for the Award**

The LRA member selected for receiving the J. Michael Parker Award should conduct research that is judged capable of making a significant contribution to theory and/or practice of adult literacy learning and instruction. This means that the paper will be judged as:

- the Committee considers the methodology to be appropriate to the research question and of sufficient rigor;
- the implications of the research are of a scope needed to impact the field.

In order to be considered for the Award, applicants must meet the following eligibility requirements:

- All of the author(s) of the paper must be doctoral students or early-career, untenured faculty at the time of the paper submission (October 1, prior to the Annual Meeting)
- The paper is based on a proposal accepted for presentation at the LRA Annual Meeting.
- The author(s) of the paper are LRA members in good standing at the time of the paper submission.

A full research paper (25 pages or less), based on the accepted proposal, must be submitted electronically by October 1, 2018. Papers must be double-spaced and in 12-point font. The text limit does not include references or any appendices.

Potential applicants are encouraged to contact the award chair (Donita Shaw, [donita.shaw@okstate.edu](mailto:donita.shaw@okstate.edu)) to discuss how their research may fit with the intentions of the award.

## Oscar Causey Award Committee

Aria Razfar, Chair, University of Illinois

The Oscar Causey Award is one of the most prestigious awards granted by the Literacy Research Association. As the one of the “lifetime achievement” awards, it recognizes an individual who has made substantial, sustained, and significant impact in the field of literacy. Last year’s winner, Kris Gutierrez, provided the association with a landmark lecture that promises to, in the words of Freddie Hiebert (2016 winner), “foster a paradigm shift in literacy research.” The committee looks to continue this tradition.

If you are interested, watch last year’s address on LRA’s Youtube Channel:

<https://www.youtube.com/watch?v=6caNSRuRmro>

We reviewed an exceptional number of outstanding and deserving candidates. The committee did an excellent job reviewing each candidate and ultimately named Peter Johnston as the 2017 winner. We look forward to his address in California!

Meanwhile, we hope each of you will enhance the selection process by nominating game changers in the field of literacy.

When considering nominees, consider the following five criteria:

- This individual has published substantial research in literacy.
- This individual has published significant research in literacy.
- This individual has published original research in literacy.
- This individual has generated new knowledge through literacy research.
- This individual is a recognized leader in the conduct and promotion of literacy research.
- The individual’s work is consistent with the mission statement of LRA.

To nominate a candidate for the 2018 award email me ([arazfar@uic.edu](mailto:arazfar@uic.edu)) a letter of nomination and a current and complete/full version of the candidate’s curriculum vitae. The letter of nomination should be detailed and address the candidate’s qualifications using the criteria listed above. The CV should not be an abbreviated version or a compilation of newer activities. A full version of the CV is necessary because the award is based on the nominee’s scholarship—in its entirety—over the career span.

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## **Student Outstanding Research Award**

Doris Walker-Dalhouse

Marquette University

Are you a graduate student who is already looking forward to next year's LRA Conference? Are you conceptualizing a promising paper based on your research? Consider applying for the LRA 2018 Student Outstanding Research Award. The Student Outstanding Research Award is awarded annually to honor a student member of LRA in recognition of an outstanding research paper presented at the Annual Conference.

Last year's award was presented to Dr. Jennifer Sharples Reichenberg, an Assistant Professor at Medaille College, and a graduate of the University at Buffalo-SUNY.

Her award winning paper entitled *A Model of Joint Action for Literacy Coaching with Video Self-Reflection* was selected from a competitive number of admissions.

In order to be considered for the award, the author must hold student status, and the paper submitted for review must be based upon research conducted by the student. The paper must be written solely by the student or co-authored with other students, and cannot be co-authored or co-presented with a faculty member. The proposal must have been accepted by the Annual Conference Committee for presentation at the Annual Conference. Papers representing various genres of research (including conceptual papers) are welcome. More information can be found at <http://www.literacyresearchassociation.org/award-student-outstanding-research-award>.

# Innovative Community Groups



## Doctoral Student

Tiffany M. Nyachae, Senior Co-Chair  
University at Buffalo

We would like to extend our gratitude for the continued support from the LRA community. The Doctoral Student Innovative Community Group (DSICG) continues to encourage doctoral students' participation in LRA, meet the unique needs of doctoral students, support doctoral students' professional growth, and create a collaborative community of scholars. The 2017 LRA Conference in Tampa was a wonderful opportunity for our members to connect, and we are very excited to see what 2018 has in store.

At the 2017 LRA conference, the DSICG continued to grow in large numbers and we are pleased to have such a variety of research interests, universities, and backgrounds represented within our ICG. We had a good turnout at the annual Sara Bruce McCraw Doctoral Student Networking Session on Wednesday morning, where we informally shared our research and created a collage. Our Friday night, Happy Hour provided our doctoral student membership with another opportunity to break bread, network, and socialize with each other. As we strive to meet the needs of our growing membership, we have prepared and distributed our annual survey to provide us with feedback regarding how to continue to improve our LRA conference events and DSICG resources. Our primary goal for the coming year is to continue to operate as a resource to doctoral students by connecting literacy to the

diversities reflected in our ever-changing world, increasing our digital presence, and connecting members through social media outlets.

In response to our 2017 Membership Survey, our daily study groups sought to meet the needs of doctoral students at all phases of their program. These sessions on Wednesday, Thursday, and Friday afternoon focused on meaningfulness in literacy research through humanizing research practices and the implications for the following: decolonizing researcher and participant interactions; rigorous and critically informed data analysis; and manuscript writing that honors the communities represented. We were honored to host Drs. April Baker-Bell, Maneka D. Brooks, Tamara Butler, Cathy Compton-Lilly, Theda Gibbs Grey, Keisha L. Green, Lamar Johnson, Mary B. McVee, and Detra Price-Dennis, to speak on these topics. We learned so much from their insightful presentations and the dialogue that followed. In addition, we facilitated our seventh annual Academia 101 at the LRA conference, an alternative session focused on providing students with information about the job search, interviewing for academic positions, and finding and working with mentors. Organized by our 2017 Alumni Liaison (and past Senior Co-Chair) Colleen Whittingham, a panel of early career scholars, representing a range of positions, shared their experiences on building professional worlds with doctoral students. We are grateful for the unique experiences provided by Drs. Keisha Allen, Kate Brodeur, Emily Brown Hoffman, and Gail Lovette.

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## Innovative Community Groups

At our annual business meeting on Friday morning, we elected a new leadership team using a QR code to link our membership to an electronic ballot. We are proud to announce the 2018 DSICG Leadership Team: Tiffany M. Nyachae and Stephanie Reid (Co-Chairs); Lakeya Omogun (Assistant Co-Chair); Colleen Whittingham (Alumni Liaison); Rachael Gruen and Sherridon Sweeney (Membership Secretaries); Chris Bacon and Anne Daly-Lesch (Treasurers); Keith Newvine, Katarina Silvestri, Meg Jones, and Erica Steinitz (Technology Committee); Melanie A. Kirkwood and Autumn A. Griffin (Historians); Virginia Killian Lund, Michael Young, Kate Haq, Susan Tily (Newsletter Editors); Greg Bartley and Stephanie Toliver (Conference Coordinators); Dilnoza F. Khasilova, Keith Lyons, Amber Rountree, Franciso Torres, and Heather Waymouth (Newsletter Writers).

The DSICG is pleased to continue our established, successful initiatives. In 2017, we published two newsletters to assist our members in learning more about topics of interest to graduate students, including tips for the LRA conference. We solicited article topics and pieces from our membership and were pleased with the content-rich diverse newsletter articles this past year. In terms of staying in contact with our membership, we maintain a current listserv, Facebook page, website, and Twitter account to promote networking among doctoral students.

Now in its eighth year, our LRA-DSICG conference Proposal Mentoring Program continues to support doctoral students who are proposing to present their own research at the 2018 LRA conference. Again this year, we have had overwhelming support from the LRA community to serve as our faculty mentors and we have paired established faculty with doctoral students to mentor them as they submit their proposals. As a way of

expressing our appreciation and connecting doctoral student mentees and faculty mentors paired together for the 2017 Proposal Mentoring Project, we hosted a breakfast for all participants prior to our business meeting on Friday in Tampa. We are extremely grateful to the more than 30 faculty members who have volunteered their time and expertise to support the doctoral students of LRA and hope to continue to offer this breakfast as a token of our appreciation.

In the coming year, we plan to maintain our mission to seek out ways to support the professional growth of doctoral students within LRA and will continue to use our Membership Survey to help us provide new opportunities for students. We are also always seeking new members and encourage those of you working with doctoral students to pass on our information. Please encourage your students to join the DSICG by contacting Rachael Gruen and Sherridon Sweeney at [lra.dsicg@gmail.com](mailto:lra.dsicg@gmail.com) and they will be added to the Doctoral Student ICG listserv.

Thank you for all that you continue to do to support doctoral students and our DSICG.

Best wishes for the coming year!



## Formative and Design-Based Experiment Research

Jamie Colwell, Chair, Old Dominion University

Our group had a productive and exciting conference as we entered our third year as an LRA ICG. Membership continues to grow with researchers representing a variety of fields and interests in literacy. We are grateful for the support we've received from the LRA community in promoting this ICG.

Thanks to one of our board members, Emily Howell (Iowa State University), for organizing this year's excellent study group. The study group focused on learning from established literacy researchers conducting formative and design-based experiments in K-12 schools. Our speakers included James Baumann (University of Missouri), Barbara Bradley (University of Kansas), and Leigh Hall (University of Wyoming). The study group sessions were well attended and continued to grow our ICG membership. We continue to see an increase in the number of FDBR sessions at LRA and researchers who are interested in the methodology.

This year's business meeting focused on sustained support for ICG members and researchers, both in and outside of literacy, who use FDBR methods. Board member David Reinking (Clemson University) agreed to continue to host and manage our FDBR listserv and online repository of FDBR resources, which houses a large number of peer-reviewed FDBR studies, dissertations, commentary, and other FDBR information. We also discussed ideas for supporting an online space once a semester where FDBR researchers,

or those interested in this methodology, may come together to discuss a focused FDBR topic or issues in their current FDBR research. Details for that space will be forthcoming through the FDBR listserv.

Additionally, Marc Nachowitz (Miami University) concluded his outstanding rotation as the first ICG Chair at this year's business meeting. The group thanks him for his work and is very appreciative of his leadership during the first years of the ICG.

Thank you to everyone who has supported the FDBR ICG. If you or your students are interested in accessing the FDBR ICG listserv or repository or serving in a leadership position for the ICG in coming years, please contact Jamie Colwell ([jcolwell@odu.edu](mailto:jcolwell@odu.edu)).

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## Reading Clinics/Literacy Labs

Barbara Laster, Chair, Towson University

Cheryl Dozier, Vice Chair, University at Albany



The LRA conference in Tampa offered a new horizon to the many members who are interested in the pragmatics and research of clinical experiences for teachers of reading. The Reading Clinics/Literacy Labs ICG is a supportive, dialogic community of practitioner/researchers confronting problems, issues, and challenges faced across sites. Participants recognize the variations in purposes, funding, venues, and administrative structures of clinics, labs, or centers that focus on literacy teacher development and service to clients.

A hot topic for this group in 2017-2018 and beyond is advocacy. Currently, there is a new standard for clinical experiences from the International Literacy Association's 2017 Standards for Literacy Professionals. We will be in continual discussions about the purposes and parameters of this new standard and its impact on reading clinics/literacy labs.

Research from clinics/labs continues and is coordinated with the extant Study Group. Currently, one project that will soon be published concerns the uses of technology in five clinics/labs. An ongoing project focuses on families in multiple clinics/labs.

All are welcome to join this ICG, as well as the daily Study Group. We have a long history of providing an open and inclusive platform for voices of both novice and veteran clinic/lab directors or instructors to share celebrations, note concerns, and solve problems across sites.

## International

Chair: Poonam Arya, Wayne State University

Co-Chairs: Chinwe Ikpeze, St John Fisher College and Zaline Roy-Campbell, Syracuse University

The International Innovative Community Group (IICG) had an exciting and busy year and want to thank everyone who attended the 2017 IICG Business Meeting, International Research on Literacy Teaching and Teacher Education Study Group, and IICG members led paper and roundtable sessions at the 67th LRA conference in Tampa. I would especially like to acknowledge the hard work and dedication of the outgoing co-chair, Katina Zammit, and also welcome our newest co-chair, Zaline Roy-Campbell.

Fifteen people attended the Business Meeting. This number was lower than the average turnout for the meeting over the past several years because this year, the meeting was scheduled for Wednesday morning instead of the usual Thursday morning. To increase awareness about international literacy research and encourage LRA members to join the IICG, the Chair made a brief presentation at the Newcomers'/Graduate Students' Breakfast, which was well received.

As part of the International Ad-hoc Committee led by Dr. Compton-Lilly, the co-chairs (Katina Zammit, Patience Sowa, Poonam Arya) worked on designing a survey to learn about literacy research initiatives around the world. The ad-hoc committee met at the 2017 LRA conference to discuss potential international initiatives to work on and we look forward to the development of international research collaborations this year.

IICG Travel Grants: The International ICG offers partial travel support to a small number of international scholars to help defray costs of attending the LRA Annual Meeting. The LRA Board of Directors has allocated funds for this purpose. The amount of travel funds that individual applicants receive varies with travel distance. This year, the travel grant was awarded to three recipients, two from Canada and one from Finland.

If you would like to join the International ICG, please add the IICG in your LRA member page or email the chair, Poonam Arya at [parya@wayne.edu](mailto:parya@wayne.edu) or co-chairs, Chinwe Ikpeze at [cikpeze@sjfc.edu](mailto:cikpeze@sjfc.edu) and Zaline Roy-Campbell at [zmroycam@syr.edu](mailto:zmroycam@syr.edu).



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### **2019 ANNUAL CONFERENCE**

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Hotel & Marina  
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*December 2 - December 5, 2020*

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