



LITERACY RESEARCH ASSOCIATION NEWSLETTER

SPRING 2015

Jacquelyn A. Malloy, Clemson University

PRESIDENT'S REPORT

Janice F. Almasi

University of Kentucky

"Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties." - John Milton, Areopagitica

Recent global events related to freedom of speech and freedom of expression are stirring reminders that our work in literacy goes far beyond the boundaries of our research. The dialogic space that we share as a community of scholars, in which we openly discuss, challenge, critique, and resist one another's ideas is contingent upon these ideals. We are fortunate to be able to traverse this space freely as we participate in the LRA community. These ideals also serve as reminders of the 2014 conference, on which I am pleased to report.

Conference 2014 Highlights

The theme, "The Dialogic Construction of Literacy" permeated the conference through individual paper, symposia, alternative format, and roundtable sessions. I remain invigorated and stimulated by the plenary sessions and high quality research that was presented. In the midst of winter, I am also warmed by the fond memories of LRA friends and colleagues soaking in the fresh air and sunshine while participating in the roundtable and study group sessions in the Chickee Huts.

The conference boasted the second largest number of papers accepted (635) in the history of our organization. As well, 1,186 individuals attended the conference (84% were LRA members), and 372 of the attendees (31.3%) were students.

Overall, 89.2% of conference attendees who responded to the post-conference evaluation noted that Conference 2014 met or exceeded their expectations. Paper sessions remain the most important feature of attendees' conference experience. The majority of respondents also viewed symposia, alternative format, and study groups as very important. Respondents also noted that, in addition to having complimentary Internet access in the guest rooms and meeting rooms, holding the conference in a city with many non-stop flights and low-cost airfares was very important to the conference experience.

Plenary Addresses. Arlette Willis' Presidential Address was a clarion call for the organization to examine issues of race, equity and opportunity not only through our research, but also in educational policies, practices and publications that give the appearance of racial equity and opportunity.

Yetta Goodman's Oscar Causey Address provided an historic overview of research related to miscue analysis and retrospective miscue analysis and the power of these tools to transform readers' identities and provide a window into how they approach the reading process.

Rupert Wegerif's plenary address was a call to action for the field to reconsider and reconceptualize literacy education in the Internet age. He urged us to rethink theory and practice such that dialogic practice becomes an end in itself rather than simply a tool to further print literacy.

George Lakoff's plenary address provided an overview of embodied cognition and how the neural circuitry in the brain produces thought and language that lead to mental structures called frames. He urged the field of literacy education to analyze and think more critically about the frames that abound in metaphorical language and how such frames shape educational policy.

Finally, the Integrative Research Review included a discussion of the role of content knowledge and strategic processing to comprehension, which was moderated by Annemarie Palincsar and included four distinguished panelists: Maren Aukerman, Rachel Brown, Kouider Mokhtari, and Sheila Valencia. The format of the session enabled panelists to provide a research-based overview of their position on the issue. As well, the format enabled attendees to submit questions or issues for the panel to reflect upon. Thanks are extended to Annemarie, all of the panelists and to Greg McVerry and Ian O'Byrne for facilitating the backchannel used during the session.

Newcomers' and Graduate Students' Breakfast. About 300 individuals attended our annual Newcomers' and Graduate Students' Breakfast, hosted by the Field Council. Jennifer Powell, chair of the Field Council, presided over the event and introduced attendees to our organization and the many opportunities available. Attendees learned about the organization as a whole and events hosted by the Field Council such as Dinner Out and Vital Issues, which are provided to help new attendees feel comfortable within our research community. Representatives from the International Innovative Community Group, Doctoral Student Innovative Community Group (DSICG), STAR program, J. Michael Parker Award, Student Outstanding Research Award, Technology Committee, Journal of Literacy Research, and LRA Yearbook shared information regarding involvement in LRA, our publications, and opportunities to receive recognition for outstanding research.

Town Hall Meeting. The annual Town Hall meeting was well attended again this year with over 300 individuals participating. Thanks are extended to Christine Mallozzi, University of Kentucky, and Stergios Botzakis, University of Tennessee, who moderated the event, and to Greg McVerry and Ian O'Byrne who facilitated the backchannel. Participants

had lively exchanges face-to-face and via the backchannel regarding a variety of topics. The dialogic nature of the event precipitated initial discussion related to issues of race and equity, and responses to the issue led to reflection on our identity as an organization.

Outgoing and Incoming Board Members

LRA is fortunate to have many dedicated individuals who generously dedicate their time and expertise to the organization. We are grateful to our outgoing Board members including: Richard Beach, Past President; Diane Tracey, Secretary; and Board Directors James Baumann, Flora Rodriguez-Brown, and Julia Robertson.

We welcome our newest Board members including: Rebecca Rogers, Vice President; Lynn Shanahan, Secretary; and Board Directors Marla Mallette, Deborah Wells Rowe, and Sharon Walpole.

Outgoing and Incoming Committee and ICG Chairs

Thanks are also extended to our outgoing committee chairs who have worked tirelessly on behalf of the organization. We are grateful for the dedicated efforts of: Jennifer Powell, Field Council; Jane Hansen, Distinguished Scholar Award Committee; DeVere Wolsey, Publications; Jennifer Smith, Doctoral Student ICG; and Eurydice Bauer, Aria Rasfar, and Patrick Smith, Multilingual/Transcultural Literacies ICG.

We welcome our new committee chairs: Grace Enriquez, Field Council; Pat Edwards, Distinguished Scholar Award Committee; Rachel Karchmer Klein, Publications; Tiffany Nyachae, Doctoral Student ICG; and Iliana Reyes, Multilingual/Transcultural Literacies ICG.

New Innovative Community Group

We also welcome a new ICG, the Formative Experiments and Design-based Research ICG, which David Reinking will lead.

Publications

The editorial team of Pamela J. Dunston and Susan King Fullerton and their Associate Editors C.C. Bates, Mikel Cole, Linda Gambrell, Victoria Gillis, Annie Hall, Kathy Headley, Danielle Herro, Jacquelyn Malloy, Pamela Stecker, and Phillip Wilder have served LRA for the past four years while editing the LRA Yearbook. We are grateful for their skill, hard work, and dedication.

We welcome the new editorial team led by Betsy Baker and Jennifer Clifton and their co-editors Carol Gilles, Laurie Kingsley, Candace Kuby, Amy Lannin, Lenny Sánchez, and Angie Zapata. In January of 2015, the membership voted to rename the *LRA Yearbook as Literacy Research: Theory, Method, and Practice*. Therefore, the new editorial team will usher in a host of new features beginning with the 2015 volume. These new features include: a renamed publication that will be digital (with a print-on-demand option). As well, the submission and review system will be online. Finally, Thomson Reuters will now index the volume.

Looking Ahead

At present, LRA's membership is vibrant and growing at 1,338 total members. Nearly 30% of our members are students. We are fortunate that our organization is also in good financial health. These factors make it a perfect time to begin planful consideration of our mission, vision, and the manner in which we want to proceed as an organization.

Thus, the primary task the Executive Committee and the Board of Directors will engage in this year is strategic planning. In early January, our headquarters staff and the Executive Committee developed a Needs Assessment Survey and sent it to all LRA members. The data gathered from the survey will inform strategic planning efforts as we plan for the future of LRA.

LRA will also launch the new website in 2015. The Technology Committee, chaired by Erica Boling, along with e-editors Greg McVerry and Ian O'Byrne, have been working diligently with our headquarters staff to upgrade the entire website. Their efforts are highly anticipated, and we are thankful for their generous donations of time and expertise.

Conference 2015

We look forward to the 65th Annual Conference, co-chaired by Patricia Enciso and Rebecca Rogers, which will convene at the Omni LaCosta Resort and Spa in Carlsbad, California.

PRESIDENT-ELECT'S REPORT

Patricia Enciso

Ohio State University

Executive members, including Gwen McMillon (Treasurer), Patriann Smith (Parliamentarian), Lynn Shanahan (Secretary), and Lynn Hupp (Executive Director), work closely together along with Members of the Board of Directors to address practices we could improve, identify new initiatives, and generally maintain accountability for our budget and procedural policies. We have long agendas and a lot of discussion throughout the year. It is a privilege to work with everyone and be part of LRA's continuing growth.

You are also part of LRA's future. I urge you to vote in the upcoming election for Vice President-Elect and members of the Board of Directors. Please vote!

I also want to thank the Nominating Committee members for their diligence and care in working with me to shape the 2015 slate of Nominees: Karen Wohlwend, Cathy Compton-Lilly, Minda M. Lopez, Gerald Campano, Janice Almasi, and Rick Beach.

As 2015 Conference Chair, I am excited to invite you all to Carlsbad, California, and the Omni La Costa Resort, from December 2 - December 5. This year's theme, "Literacy, Equity, and Imagination" focuses on new possibilities for inclusion and equity across multiple communities, languages, and expressive modes.

The 2015 Conference takes place within an hour of the U.S./Mexico border and in California, where more than 50% of the population are Latino and Spanish-speaking. With our conference site and theme in mind, I requested a Spanish translation of the 2015 Call for Proposals. I am very grateful for the thoughtful translation created by Dra. Angela M. Lopez-Velasquez, of Southern Connecticut State University, for the Spanish Call for Proposals/ CONVOCATORIA DE PROPUESTAS. The Spanish version is available as a pdf on the All Academic homepage. We hope to welcome colleagues from Mexico and the Américas as part of LRA 2015 and the global literacy research dialogue.

I invite you to submit your proposals for papers, symposia, alternative sessions, and roundtable presentations, and study groups (1500 word limit) by March 4, 11:59 PM EST. Co-chair Rebecca Rogers and I will be working with Area Chairs to insure fair reviews and informed decisions as we assemble the final program.

2015 Plenary speakers include:

Janice Almasi, President of LRA, will deliver the Presidential Address on Wednesday, December 2, from 4:45 - 6:00 PM. The President's Reception will follow immediately after the address. All attendees are invited to join Dr. Almasi in celebrating her Presidency and Address.

Susan B. Neuman, University of Michigan, will deliver the Oscar Causey Address on Thursday, December 3, from 10:30 AM - 12:00 PM.

Norma E. González, University of Arizona, will deliver an invited plenary address on Thursday, December 3, from 4:45 - 6:00 PM. Prof. González is past president of the Council of Anthropology of Education and is the author and co-author of *Funds of knowledge: Theorizing practices in households, communities and classrooms* (2005), *I am my language: Discourses of women and children in the borderlands* (2001), and *Classroom diversity: Connecting curriculum to students' lives* (2001). Her research focuses on language processes in the U.S./Mexico borderlands, immigration and education, language ideologies, household ethnographies, transnational literacies and community-school linkages.

Michelle Fine, Graduate Center, CUNY, will deliver an invited plenary address on Friday, December 4 from 4:45 - 6:00 PM. Dr. Fine is author and co-author of *The Changing Landscape of Public Education* (2013), *Charter Schools and the Corporate Makeover of Public Education* (2012), *Revolutionizing Education: Youth Participatory Action Research in Motion* (2008) and *Muslim-American Youth* (2008) as well as *Working Method: Research and Social Justice* (2004), with Lois Weis; and *Framing Dropouts: Notes on the Politics of an Urban High School* (1991). Her research includes urban education, participatory action research, and studies of social injustice and resistance.

Integrative Research Panel--and Sessions: Throughout the morning, sessions will be especially oriented to literacy research, imagination, and community relationships. Plan to participate in a conference-wide consideration of community-engaged literacy research and practice. The morning will conclude, **10:30 AM - 12:00 PM**, with invited scholars, Dr. Joanne Larson (Rochester University), Dr. Valerie Kinloch (Ohio State University), and Dr. Marjorie Faulstich Orellana (UCLA) who will discuss new perspectives on imagining and creating communities for literacy and equity with youth and adults in their communities.

NEW: Briefing Room: Organizing and Writing for Public Policy

Bring your colleagues, Committee Members, Study Group members, or ICG friends and draft an Executive Summary to support policy decisions at school, district, state and national levels. Short and to the point, supported by research, an Executive Summary draws attention to key questions and findings in your area of expertise.

Accessible and Affordable

The Omni La Costa Resort and Spa, is located 30 minutes north of the San Diego International Airport. Shuttle service will be available.

The room rate is \$169/night, and includes free self-parking, entrance to La Costa's Athletic Club, in-room high speed Internet access, wireless Internet hot spots, and in-room coffee and tea. The resort is campus-like, with inviting plazas and pathways. Restaurants include Bistro 65 (Happy Birthday LRA!), the Bluefire Grill, and moderately priced cafés serving healthy snacks and pizza. The resort is also within three miles of a wide selection of restaurants and local food trucks.

The resort is also home to two 'bucket list' Championship golf courses, for those who want to spend a day chasing a ball around. Eight pools and two 100 ft. waterslides are also available for clearing your mind as you prepare the final draft of your paper presentation. You can also forget winter memories, as you settle into a cozy chair by one of the many fire pits – so California. And please bring your families. The room rate is guaranteed for three nights before and three nights after the conference. Childcare is available and Legoland is about a mile away.

Technology

La Costa regularly hosts Silicon Valley groups, including Apple, so wifi and hotspots (for email and internet access) are available throughout the guest and meeting rooms for no cost. The La Costa Center also features a theatre-style "Executive Learning Center" fully wired for up to 50 laptops, with seating for 75-100.

Please let me know if you have questions related to the program process and future of LRA conference programming. If you have a question about your proposal or submitting a proposal via All Academic, please contact Barbara Beatty bbeatty@kmgnet.com.

VICE PRESIDENT'S REPORT

Rebecca Rogers

University of Missouri-St. Louis

It is a great honor to serve the organization as Vice President. Thank you for the opportunity to do so. One of my responsibilities in this role is to convene and chair the Nominations Committee which is charged with creating a slate of candidates for each position on the Board of Directors that needs to be filled (two nominees for Vice President elect and six nominees for the Board of Directors). The Nominating committee is made of the President Elect, Vice President, Past President and four non-Board of Directors members. To reflect the diversity of the organization, it is important that members of LRA have the opportunity to nominate people to this important committee. Therefore, I encourage people to consider submitting a nomination (self- or peer-nominations are accepted). Nominees should reflect the priorities included in the LRA mission statement, particularly with respect to historically under represented members, scholarship and service to LRA. You can send your nominations to me at rogersr1@umsl.edu. Please include the name and the CV of the person you are nominating. The Board of Directors must approve members of the Nominations Committee who are not officers.

As Vice-President elect, I was fortunate to work closely with Pat Enciso to choose the site for LRA 2016. I am excited to announce that in 2016, LRA will be at the Omni Hotel in Nashville, Tennessee. We think LRA members will enjoy the conference against the backdrop of this vibrant music city, rich in history and culture. The conference hotel is new and has excellent meeting space and flow. It is located

in downtown, just a block or two from many restaurants, shops and music clubs. Our room rate is \$185/night. There are many direct flights to Nashville, travel to and from the airport is inexpensive and food costs are very reasonable. In 2016, the LRA Conference will be held November 29 through December 3.

Many people are interested in becoming more involved in LRA. I invite LRA members to sign up to be reviewers, chairs and discussants for the 2015 conference. As Pat Enciso and I design the program this summer, we will call on the expertise of many of you in this capacity. Thank you in advance for providing this important service to LRA. Finally, if you are interested in serving as an Area Chair (a three year term), please let me know. I will be making appointments in August of 2015. We look forward to receiving proposals for LRA's 65th anniversary conference "Literacy, Equity, and Imagination."

PAST PRESIDENT'S REPORT

Arlette Ingram Willis

University of Illinois, Urbana-Champaign

Over the past four years my title and role has changed within the Literacy Research Association, my professional and scholarly home since 1990, from Vice-President Elect to Past President. During my tenure it has been an honor and pleasure to work closely with an amazing group of scholars and colleagues all committed to LRA's continued growth.

Collectively, we have sought to build upon and extend the rich legacy of the organization constructed by former presidents. We have shouldered the responsibility of reviewing the policy and procedures of the organization, revising the website, and transitioning between management companies, among myriad other tasks.

My goals as President centered on collaborating with the Board to clarify and transmit policies and procedures in a way that upholds democratic values and shared responsibility, increasing diversity and inclusivity within the organization, informing the LRA membership of Board decisions in a timely manner, improving transparency in decision-making processes, opening streams of communication between and among the Board and the management company, and responding to ongoing issues within the field of literacy research. With the help and support of the Board, these goals, some of which preceded my tenure, were addressed: alignment within the Policy and Procedures Handbook for all policy-related documents, annual collaborative and contractual review between LRA and the management company, an electronic format for our annual Yearbook, initiatives to increase international outreach through funds provided by the Handbook of Reading Research (Vol. 3), institutionalization of the STAR program, revisions of the LRA website to include dedicated spaces for ongoing scholarly conversations amongst colleagues. None of these goals were reached independently; it has taken sincere commitment and time from a host of LRA members: Thank you to everyone who helped to make this an amazing and memorable year.

There are two primary tasks that I will complete as Past President. First, at the request of our current President, Janice Almasi, my special project is to secure a conference site for 2018. As our organization

has grown and as the response to each LRA "Call for Proposals" has increased dramatically over the last few years, we have undertaken to locate meeting spaces in a more efficient manner. Second, I will appoint committee members to replace volunteers who are cycling off committees.

I am so very appreciative and humbled by Janice Almasi and Patricia Enciso's tremendous organization and thoughtful presentation of an amazing Marco Island conference. In addition, I extend my thanks to the Kautter Wenhold Management Group, especially our Executive Director, Lynn Hupp, and her staff for their efficient management of the conference. Moreover, I extend a heartfelt thanks to every LRA member who serves the organization as a member of the Board, an Area Chair, Committee Chair or committee member, and those who have shared their time and expertise for the conference as a chair, discussant, presenter, reviewer, or study group organizer. The strength of the organization takes everyone working together on behalf of organization.

There are several important literacy or literacy-related issues and reforms facing our nation and LRA is in a favorable position to lend scholarly expertise to these conversations. As an organization we are in the extremely capable hands of President, Janice Almasi, who brings a rich background and knowledge of LRA's customs, history, and policies and procedures; President-Elect, Patricia Enciso, who is currently working on what will be an outstanding 2015 conference at Omni LaCosta; and Vice President, Rebecca Rogers, who brings a keen sense of social justice and lots of energy to each task. We also are fortunate to have the financial acumen of LRA Treasurer, Gwendolyn Thompson McMillion; the calm and organizational stance of LRA Parliamentarian, Patriann Smith; and the efficient and thoughtful work of LRA Secretary, Lynn Shanahan. I am looking forward to an innovative and prosperous future for LRA!

VICE PRESIDENTIAL CANDIDATE STATEMENTS

Gay Ivey

University of Wisconsin-Madison

I am a Professor and the Tashia F. Morgridge Chair in Reading at the University of Wisconsin-Madison. Generally, I study the contexts that support the literate development and practices of adolescents. My recent work takes a social perspective on engaged reading and conversation among students and teachers in classrooms prioritizing texts and topics that students find meaningful.

I teach graduate courses in literacy research and methodologies and undergraduate courses in literacy education. My previous appointments include positions at Rutgers University, the University of Maryland at College Park, and James Madison University. I completed my Ph.D. at the University of Georgia (1997), where I served as a research assistant in the National Reading Research Center; and I obtained my M.Ed. at the McGuffey Reading Center at the University of Virginia (1990). Initially, I was a middle school reading specialist and Title I teacher in Albemarle County, Virginia.

My range of experiences in research and scholarship has prepared me to lead an organization as diverse as LRA. My research is primarily qualitative, including interview, survey, and case studies, but I have also published formative experiments, and I am currently co-authoring (with Peter Johnston) several studies using mixed-methods. I have conducted research alone, with a co-researcher, as well as with research teams. I understand what it takes to write for a range of audiences. I have been consistently successful at publishing my work in scholarly journals such as *Reading Research Quarterly* and in writing for audiences of teachers (e.g., *The Reading Teacher*) and school administrators (e.g., *Educational Leadership*).

Having been a faculty member at research-intensive universities as well as an institution focused primarily on initial teacher preparation, I have experienced and understand a variety of everyday challenges faced by LRA members representing a range of institutions: from accreditation processes in teacher education programs, to directing reading/literacy clinics, to grant proposal writing, to juggling multiple doctoral committees, to finding time and resources to conduct and write up research while carrying a four course per semester teaching load.

I am knowledgeable about LRA and its history, and I am committed to its future. I attended my first LRA conference in 1993, have attended every year since, and have presented my work at all but one of those meetings. Over the years, I have consistently assumed leadership in the organization. I currently serve as Chair of the Research Committee, which is also a non-elected appointment to the LRA Board. I have co-chaired Area 6: Adolescent, College, and Adult Literacy Processes (2003-2005) and "old" Area 5: Learning/Teaching Processes (1998), and I served on the Ed Fry Book Award Committee (2003-2006) and the Long-Range Planning Committee (1999-1992). I have co-facilitated study groups in four conferences. With the exception of a few years, I have consistently served as a program reviewer, and I have been on the editorial review boards of the LRA Yearbook and *Journal of Literacy Research*.

Also relevant, I currently serve on the International Research Association's Literacy Research Panel. I have served on a variety of IRA committees (e.g., Research Award Committee; JAAL Editor Search Committee, Commission on Adolescent Literacy) and I am currently on the review boards of *Reading Research Quarterly*, *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Voices From the Middle*.

Position Statement

There have long been conversations about how LRA might have a more powerful influence on both educational policy and practice. In recent years, leaders and innovators within the organization have stepped up their responses to this ongoing problem. For instance, the Policy and Legislative Committee has painstakingly conceptualized how to arrange for LRA to have a stronger voice in the shifting, high-stakes dialogue at the national level, and the Technology Committee now sponsors the web-based LRA Research-to-Practice Show.

As Vice President, I would continue to support these initiatives and the development of others. My own take on this problem, however, would be to look beyond the problem of dissemination. I suspect there are other ways to explain the limited influence of our research on practice and policy, and thus unexplored strategies for changing that fact. I would invite the membership to examine with me more closely the relationships between research, policy, and practice with

open minds toward two possibilities. First, I would ask us to take seriously the possibility that it is not enough for our work to be taken up in policies and in classrooms. In other words, does our research actually help to change lives and communities in positive ways? How do we know? What is the nature of research that influences lives? What are the conditions that inhibit or enhance this possibility?

Second, in the spirit of David Reinking's LRA Presidential address several years ago, I would encourage us to continue to imagine "new metaphors" for research, both methodologically and epistemologically, and perhaps those that not only resonate more with, but also include, the audiences to whom we wish to appeal, such as parents and community members. I envision a commitment to further exploring not only more pragmatic approaches to literacy research, but also emerging theoretical perspectives that potentially shed light on the complexities of the research-to-practice process, for instance, Cultural-Historical Activity Theory. We must also continue LRA's mission to highlight and support the perspectives of scholars representing diverse ethnic, racial, and linguistic communities. It seems improbable to me that we might expand our understandings about research that makes a difference without these voices and minds.

It is a critical and exciting time to be a literacy researcher and to potentially serve as Vice President of the Literacy Research Association. I am humbled by the thought of leading an organization that has both challenged and shaped me as a scholar over the past 22 years and that now draws an unprecedented number of graduate students and new scholars to its annual conference. It would be a privilege and honor to serve.

Joanne Larson

University of Rochester

I am excited to be nominated to serve LRA as Vice President elect. To take a leadership role in a research organization so widely recognized as leading the field would be a true honor for me. In this statement, I provide a brief description of myself, my research and scholarship, and my hopes for LRA.

I am the Michael W. Scandling Professor of Education and the Program Chair for the Teaching and Curriculum department at the University of Rochester's Warner Graduate School of Education. I teach masters level courses on literacy and race/equity and doctoral courses on curriculum theory and qualitative research methods.

My ethnographic research examines how language and literacy practices mediate social and power relations in literacy events and practices in schools and communities. I am currently collaborating with Rochester community residents on a participatory action research project examining changes associated with transforming a local corner store into a cornerstone of healthy living. My book, *Radical Equality in Education: Starting Over in U.S. Schooling* (Routledge, 2014), chronicles how the United States has reached a crisis point in public education and offers suggestions for a complete reboot of the current K-12 educational system. I am the editor of *Literacy as Snake Oil: Beyond the Quick Fix, Second Edition* (Peter Lang, 2007) and co-editor of *Handbook of Early Childhood Literacy, Second Edition* (Sage, 2014). My book, *Making Literacy Real: Theories and Practices in Learning and Teaching, Second Edition* (2015), co-authored with Jackie Marsh, explores the breadth of the complex and important field of literacy studies, orientating literacy as a social practice grounded

in social, cultural, historical, and political contexts. My journal publications include research articles in *Anthropology and Education Quarterly*, *Research in the Teaching of English*, *Written Communication*, *Linguistics and Education*, *Journal of Early Childhood Literacy*, and *Discourse and Society*. I serve on the editorial board of several peer-review journals, including *Research in the Teaching of English*, *Journal of Early Childhood Literacy*, *Reading Research Quarterly*, and *Language Arts*. I was appointed by Kris Gutiérrez to serve as AERA program chair for the 2011 conference in New Orleans. I also serve as chair of the UR/East High School Collaboration's Family and Community Engagement Committee, which is part of the University's effort to help transform a local urban high school.

I have branched out from traditional publication venues to collaboratively produce documentary films with filmmaker David Smith. The first was a professional development film that focused on teaching literacy in the current reductionist pedagogical context. The second, entitled *A Life Outside*, was a film documenting the teaching life of Lynn Astarita Gatto, 2004 New York State Teacher of the Year.

I also serve as the director of the Genesee Valley Writing Project where I lead the annual Summer Institute for teacher fellows, a week-long Young Writers Summer Camp, and various follow-up school year programs focused on improving the quality of student writing and learning in urban, suburban, and rural PK-16 schools across Monroe and surrounding counties.

As this brief biographical description indicates, I have held a number of leadership roles in a variety of organizations, including at my University. My role as AERA General Conference Program Chair, in particular, prepares me for the work associated with supporting a large research organization like LRA. In addition to this work, I was co-chair of NCTE's Assembly for Research, whose principle role is organizing a research conference for several hundred attendees. While relatively new to LRA, I believe these experiences provide solid preparation for the expectations of the Vice President-elect.

I locate my contributions to the field of literacy more specifically in my scholarly publications. In particular, my book *Making Literacy Real: Theories and Practices for Learning and Teaching*, Second Edition (Sage, 2015) offers theoretical lenses not commonly associated with schooling (e.g., new literacy studies, critical literacy) and grounds them in classroom case examples. However, I believe scholarship is not the only way to contribute to the "field." I expand my notion of field to include teachers, students, and community and strive to have my work enact authentically meaningful change, especially change that focuses on achieving justice and equity in schools and communities. My ethnographic research in communities and my recent partnership with a local high school have helped me to see beyond "applying" research to practice toward understanding that research must be useful and constructed alongside members of the community or school. This commitment to usefulness of research in the lives of children, youth, and adults, specifically in communities that work against poverty and racism, drives what I would hope to accomplish in leadership within LRA.

Position Statement

Academic discourses have begun to turn toward discussions of what is called "engaged scholarship." How this is typically defined refers generally to the ways in which a research university can demonstrate its relationship to communities through service learning and community based research. It is most commonly designed to

"solve" local problems through research. However, my reading of this research finds that the benefit tends to go to the university in that it can cite this work to donors and the press as evidence that it cares. I am not saying that this work is not important, only that the benefit is often one-sided (goals and outcomes defined by the university). I would like to see LRA take leadership in moving the discourse of engaged scholarship toward a more authentically collaborative and mutually beneficial relationship. Building on Gutiérrez & Penue's (2014¹) call for research to be collaboratively produced and relevant to practice, I would work with ICG and area chairs to develop pathways for LRA to show how this work could be done well in schools and communities.

1. Gutiérrez, K. & Penue, W. (2014). Relevance to practice as a criterion for rigor. *Educational Researcher*, 43(1), 19-23.

BOARD CANDIDATE STATEMENTS

Elizabeth Dutro

University of Colorado, Boulder

The phrase "It's an honor to be nominated" is ubiquitous this time of year. But, it truly is. Upon learning of my nomination, I had a "wait, what?" moment when I absorbed that my first LRA was 17 years ago. At that first LRA, early in my doctoral program at University of Michigan, my friend and I decided that we would attend Vital Issues. On an impossibly warm winter night in Scottsdale, we stood outside the gate of the pool where the session was being held with one small goal: to walk around the pool and talk to at least one person we didn't know. If we did that, we would reward ourselves with the margaritas we'd promised ourselves in frigid Ann Arbor. We walked, matching our smiles to all the others, but never fully stopped and never uttered a word. Back at the gate, we laughed, and decided we should do one more lap. That one was even faster and soon we were toasting our efforts on a patio, near a palm tree wrapped in twinkle lights.

Remembering that experience every year reminds me of how new and unfamiliar it all was, and I do mean all of it—academia, academic conferences, professional organizations, and the intimidating idea of "networking." It all steadily grew more familiar and LRA continues to be a space for me to experience how connections with colleagues build over time, enrich my life and work, and push me to question my assumptions and acknowledge my privileges.

I am currently Professor and Chair of Literacy Studies at University of Colorado, Boulder. After college, I taught second and third grades in San Bernardino, California, then completed an MA in English and, somehow (really don't remember how), discovered that a field existed that would allow me to think about kids and critical literary theory, and, a wealth of other ideas I hadn't even thought to wonder about. The inquiries I've pursued in collaboration with kids and teachers, from children's experiences in high-poverty classrooms to the accountability policies in reading and writing that impact those experiences, have focused on issues of gender, race, class, and stories of life experience in children's reading and writing practices. In my current work, I've been thinking about how stories of life experiences enter schools, the role and consequence of responses to students' lives, and the relationships and critical stances necessary if classrooms are to be supportive, productive spaces for literacy and learning. I

have shared my work in journals such as *American Educational Research Journal*, *Journal of Literacy Research*, *Research in the Teaching of English*, *Urban Education*, *Language Arts*, *Pedagogies*, *Curriculum Inquiry*, the *LRA Yearbook*, *Teachers College Record*, and *Review of Research in Education*. I received the Promising Researcher and Alan C. Purves Awards from NCTE, the Provost Faculty Achievement Award from CU Boulder, and the Frank Pajares Award from Theory Into Practice.

I have been involved in a number of roles for LRA and other professional organizations. I have served on the editorial board for *Journal of Literacy Research* since 2002, was co-chair of the program committee for Area 1 (2006-2008), am currently a field council representative, and have reviewed for the annual conference and the yearbook. I recently completed an elected term as AERA Secretary of Division G and chaired the Division G Nominating Committee. I served as member and Director of the Commission on Composition (2004-2009) for NCTE, on the editorial review board of *Language Arts* (since 2006), and the Committee on Teacher Research for the International Reading Association (2010-2013), and the Outstanding New Scholar Award Committee and co-chaired the Membership Committee for NCRLL.

LRA is at an exciting and important crossroads in its history. The growing number of members, submissions, attendees, and presentations over the past few years raises important issues for leadership and members. I hope that LRA's expansion reflects a growing inclusion in the bodies, perspectives and ideas that are tangibly felt as present and valued in the spaces, artifacts, and interactions of LRA. I applaud the commitment our leadership has made to equity and inclusion and the grassroots efforts of LRA members to organize for change. The STAR program, approvals for new ICGs (including the recently spearheaded Gender and Sexualities ICG), the burgeoning doctoral student presence, the well-organized newcomers events all reflect the commitments from leadership and members. Of course we can do better by current and potential members of LRA who are marginalized within and beyond academia. For example, to ensure that all members' scholarship are provided equity and access in presence in the program, we can support additional ICGs, increase the number of ICG-allocated sessions, and designate reviewers who bring knowledge of frameworks such as Queer Theory and Critical Race Theory.

We can continue to shake up the genre(s) of our conference, building on the proliferating alternative session and study group formats. The recent roundtable sessions on the beach, the poetry, images, pecha kucha, singing, and shouting in unison I've encountered in alternative sessions are examples of breaking genres and taking conversations into less expected spaces.

We can make critical issues of race and racism, gender and sexism, heteronormativity and homophobia, dis/ability, and class more central and visible. I'd like to think with other board members about how we can build on conversations that I heard were raised at the Town Hall meeting in Florida, dive head first into them together, and place them front and center in our conference program. For instance, LRA could organize a plenary session on a critical issue in the host state. It could include traditional research, but also a film or artistic performance and include the local community. LRA members are doing critical work and living those issues. Organizing around a local issue could be a centerpiece of the conference each year.

As board member, I would look forward to contributing to our organization in these ways and to many more laps around the pool at LRA.

Mileidis Gort

The Ohio State University

I am honored to receive a nomination to the Board of Directors of LRA, which has been my intellectual home since 1998.

Central to my professional career has been an interest in understanding the language and literacy development trajectories of children growing up with two languages. I began my career as an elementary bilingual education teacher in Lawrence, Massachusetts. Working with young, emergent Spanish-English bilinguals, many of whom were newly arrived immigrants, illuminated the unique pathways each student appeared to take in her language and literacy journey. I became interested in learning more about the processes of dual language and literacy development in young children who were developing oral and written language aspects of their native language while grappling with complex academic content in a new language. This led me to pursue doctoral studies in Literacy, Language, and Culture with a focus on bilingual populations. It was as a doctoral student at Boston University that I first attended LRA's annual meeting with my advisor, Jeanne Paratore. I have returned every year for the intellectual stimulation, strong camaraderie, and enriching scholarly discourse that are unparalleled in other professional communities. One of my greatest joys as a faculty member has been introducing my graduate students to the LRA organization, including its publications and community of scholars, and collaborating with them on conference proposals and presentations.

Currently, I am associate professor of bilingualism and biliteracy at the Ohio State University. Embedded in the ethnographic tradition, my research addresses the complexities of young bilingual children's language and literacy development in dual language contexts. I approach my work through longitudinal, classroom-based qualitative observations and interactions with emergent bilingual children and their teachers. My primary line of research focuses on the nature of bilingual language and literacy acquisition in early childhood, including the complex and dynamic ways in which young bilinguals leverage their language and literacy resources to engage with the demands of school. This work has been published in the *Journal of Literacy Research*, the *Bilingual Research Journal*, the *Journal of Early Childhood Literacy*, and the *International Multilingual Research Journal*. My co-edited book with Dr. Eurydice Bauer brings together a diverse group of literacy scholars who present rich portraits of the language and literacy development of young multilingual children from various backgrounds.

Since my first LRA annual meeting experience, I have been afforded many opportunities to serve the organization. These contributions keep me connected to my LRA colleagues and engaged in the important work of the organization throughout the year. My service to LRA began as conference proposal reviewer and session chair. I have also served as discussant and organized various symposia over the years. From 2004 to 2006, I served as program co-chair of Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings. I have served as co-editor of the *Journal of Literacy Research* and am currently on the journal's editorial board.

I also serve on the Albert Kingston Award Committee, the board of the Ethnicity, Race, and Multilingualism Committee, and I am a mentor for the STAR (Scholars of Color Transitioning into Academic Research Institutions) program. I have benefitted greatly from these experiences and welcome the opportunity to continue contributing to the organization as a member of the Board of Directors.

LRA has over the past several years established policies and practices that have expanded the range of scholarship and participation in the organization to better reflect the racial, ethnic, and linguistic diversity of our multicultural and multilingual world. In line with these efforts and LRA's mission, I am committed to supporting the professional development of new and emerging scholars, particularly those from underrepresented groups, and engaging with the LRA community in efforts to strengthen the capacity of early career literacy researchers of color to pursue leadership roles within the organization.

LRA members conduct important and compelling research, which contributes greatly to our collective understanding of literacy learning and instruction. I would support efforts that aim to increase the capacity of our members to successfully secure funding for their research. These might include inviting representatives of funding agencies to share insights about priority funding areas and/or offering workshops in which members can develop and receive feedback on aspects of a proposal, among other initiatives.

Perhaps the most important goal I would work toward if elected to serve on the LRA board would be to listen closely and learn from my colleagues what priorities and directions they would like to see LRA moving toward. In dialogue and collaboration with the executive committee and other members of the board, I will pursue these goals and represent the interests of the membership responsibly and thoughtfully. It would be my great privilege to serve as Board Director and to continue to give back to this great organization.

Carmen L. Medina

Indiana University

I am very honored to be nominated to serve on the LRA Board of Directors and to be part of an election slate with such excellent colleagues and scholars. I have been a member of LRA for over 15 years and have witnessed multiple transitions within the organization. These transitions are the result of the active participation of the LRA membership in delineating new paths to respond to the needs and demands of our jobs as literacy researchers in contemporary times. Election to the Board of Directors would allow me to play a central role in supporting initiatives that respond to and better serve our growing LRA community.

I am currently Associate Professor in the Literacy, Culture and Language Education Department at Indiana University's School of Education. In maneuvering between personal and educational experiences as a Puerto Rican/Latina woman, I situate my scholarly work within the larger field of critical multicultural literacy education. Here, literacy is understood as a social and political tool that serves multiple purposes as people engage with texts within larger repertoires of cultural, community and personal practices. Through my work in creative critical inquiry literacy pedagogies with children from immigrant backgrounds in schools and community centers in the U.S. and Puerto Rico, I developed an understanding of the complex global/transnational social and political dynamics that frame access and marginalization across communities of children. It is my

goal as a scholar to study new ways of doing critical literacy as a set of "strategizing practices" in classrooms to provide a nuanced analysis of a curriculum that foregrounds cultural production and social action and that honors children's ways of knowing across worlds and cultures. This work resulted in a recent book (with Dr. Karen Wohlwend) *Literacy, Play and Globalization: Converging Imaginaries in Children's Critical and Cultural Performances*. My research articles have appeared in *Reading Research Quarterly*, *Discourse: Studies in the Cultural Politics of Education*, the *Literacy Research Association Conference Yearbook*, the *Journal of Curriculum Studies*, *Language Arts*, *Theory into Practice*, the *Journal of Teacher Education*, and the *Journal of Adolescent and Adult Literacy*. In 2002, I received the Virginia Hamilton Award for making a significant scholarly contribution to the field of children's and youth's multicultural literature for the publication "Drama Wor(l)ds: Explorations of Latina/o realistic fiction through drama", published in *Language Arts*. More recently I was awarded (with Dr. Gus Weltsek) the 2013 Research Award by the American Alliance for Theatre in Education for a study situated in ethnographies of globalization that examines the use of drama to explore globalization as a manifestation of new colonial power with Puerto Rican students.

Within LRA, I have served as Co-Chair for Area 7: Social, Cultural, and Political Issues and Practices in Literacy. I also served as a reviewer for the *Literacy Research Journal*, proposal reviewer for the annual conference program, and as a member of the editorial board for the *59th National Reading Conference Yearbook*.

Currently, I serve as Secretary for AERA's Division G: Social Context of Education. I have also worked as an elected member of NCTE's Elementary Section Steering Committee, an appointed member to NCTE's Commission on Reading, and an elected member to NCTE's Early Childhood Education Assembly Advisory Board. I have acted as co-chair and program chair for AERA's Literature Special Interest Group and as a national reviewer for the Americas' Book Award. I also serve as a faculty mentor for a unique university-wide initiative that focuses on writing and publishing, to support early career faculty in their tenure process at Indiana University.

These leadership positions have been extremely important in helping me learn the meanings and implications of coming together with colleagues across universities, disciplines, and beliefs, to define common leadership goals grounded in carefully listening to people's ideas and needs. Furthermore, at the center of these experiences is my commitment to equity and justice with the longstanding goal of improving both research and teaching in literacy education for all.

In my time as a member of LRA, several transitions are relevant to this goal, and I believe, to the general LRA membership such as the name change for the organization and the creation of programs intended to support scholars of color and their research contributions. Honoring this trajectory of work and the possibility of exploring new paths, I would work to continue the organization's efforts to ensure inclusive and equitable spaces. I would, among other things, first listen to and convey the perspectives and insights brought forward by the LRA constituency such as the continuation of developing initiatives to support scholars of color at all career levels in their research and scholarly contributions to the field. I would also support efforts to make LRA's scholarship accessible to a larger community outside of the organization's membership. Furthermore, it is my belief that a key aspect of studying literacy practices in global times is paying attention to localized and transnational literacy initiatives that are emerging

as counter actions to commercial, standardized and one-size-fits-all literacy agendas. I would advocate for increased involvement between grass-roots community literacy initiatives and the work that is supported and made visible by LRA.

This trajectory of service and scholarly work dedicated to studying and supporting literacy research across community contexts has provided me with a wide range of experiences that I would put into use if elected to the Board of Directors. It would be a privilege to represent the LRA community in this role.

David O'Brien

University of Minnesota, Twin Cities

I am a Professor of Literacy Education at the University of Minnesota, Twin Cities. Prior to my current appointment, I was a member of the Literacy and Language faculty at Purdue University. I teach courses in adolescent literacy, disciplinary literacy, digital literacy, and qualitative and mixed methods research. Throughout my career, I have been dedicated to working with adolescents who are unsuccessful and feel disenfranchised within the broader culture and practices of schooled literacy. I collaborate with teachers who teach those students, and with the youth themselves to better represent their perspectives. To pursue this work, I am regularly in middle and high school classrooms in Minneapolis and the Twin Cities metro area.

After completing a B.A. in English Education with a reading endorsement at the University of Montana, I taught 7th grade reading in Anaconda Montana. I continued my graduate work at the University of Montana, completing an M.Ed. with foci in English and reading, moved to Missoula Montana, and taught outside of Missoula for three years on the Flathead Reservation. In that position I was fortunate to wear many professional hats and to better understand, and be accepted within, a Montana Indian community that changed my professional trajectory and life. I also realized, about a year into the job, that there was a lot yet to learn about the research and practice of literacy instruction. Because of this desire to learn more, I enrolled at the University of Georgia to complete a Ph.D.

After finishing at Georgia, I joined the faculty at Purdue University where I was fortunate enough to have wonderful colleagues, including Jim Baumann, Deborah Dillon, and Carol Hopkins. We formed a team to edit *The Reading Teacher*, the flagship elementary journal of IRA (now ILR). In my years at Purdue, I also had the opportunity to work for six years as a researcher/teacher at Lafayette Jefferson High School in the "Jeff Literacy Lab," a place that kept me grounded in the realities of schools and interacting with wonderful, but disengaged youth who shared their academic histories, their fears of the world beyond high school, and their amazing media projects.

I joined the faculty at the University of Minnesota in 2001 with an appointment in Literacy Education where I continue to enjoy the collegiality of some of the most dedicated literacy scholars in the US. In addition to living in a vibrant, diverse urban area, I have had an opportunity to pursue my passion of working with adolescents and teachers in both urban and suburban settings. I currently coordinate a interdisciplinary project to support the academic literacy of students enrolled in an IB diploma program in a North Minneapolis high school, with the goal of preparing these students for success in postsecondary settings. The majority of enrollees in the program are students of color and would, upon graduation, be first-generation college or university attendees.

My research in the areas of adolescent literacy, digital literacy and academic literacy has been published in range of research journals including *Reading Research Quarterly*, the *Journal of Reading Behavior* (now JLR) the *Journal of Educational Psychology*, *Reading and Writing Quarterly*, *Reading Research and Instruction*, *Reading Psychology*, the *Journal of Educational Research*, and *Teaching and Teacher Education*. My work has also been published in major compilations of literacy research including *The Handbook of Reading Research* (vol.4), *The Handbook of Teaching the English Language Arts* (3rd ed.), *The Handbook of Research in New Literacies*, *Theoretical Models and Processes of Reading* (6th ed.), and in the upcoming *Handbook of Educational Psychology* (3rd ed.). I have also published work in more practice-based journals including *The Reading Teacher*, the *Journal of Adolescent and Adult Literacy*, and *English Education*.

I am author or co-author of over 60 refereed articles and chapters, co-author of three books and several technical reports, co-editor of two books, and co-researcher on grants funded by IES, the Bush Foundation, and the Spencer Foundation. I have also presented over 140 papers at national and international conferences. I serve on the review boards of major journals in Literacy including *Reading Research Quarterly*, the *Journal of Literacy Research*, *Reading and Writing Quarterly*, and the *Journal of Adolescent and Adult Literacy*.

I have been engaged in many aspects of LRA, back to the relatively early era of NRC, having served as a program area co-chair, assisting multiple Vice President-Elect colleagues as they assembled the final program, and serving on committees, including the Technology Committee, the Student Outstanding Research Award Committee, The Nominating Committee, and the Research Committee. I have co-chaired the Technology Committee and most recently served as chair of the Early Career Achievement Award Committee. I have been a program proposal reviewer and Yearbook reviewer many times, and as noted, am currently a reviewer for the *Journal of Literacy Research*.

If elected to the LRA Board of Directors, I promise to first and foremost continue to be a collaborative steward of the organization. Given my interest in work with students who are disengaged and disenfranchised, whose experiences can benefit from both the scholarship and the public policy influence of a professional organization like LRA, I want to continue to support LRA's work in the public policy arena. I also want to continue the excellent work of our organization in emphasizing literacy scholarship grounded in the needs of communities, students and schools. Finally, since LRA was for me the focal point of my acculturation into the scholarly community, and it continues to be an important place for the acculturation and mentoring of new scholars, I want to work to keep it as the nexus of the professional "participatory culture" for a diversity of members. I want to support a culture where colleagues both subscribe to, and critique, a wide range of theoretical positions but, ultimately, collaborate to address the most immediate crucial problems faced by our colleagues both in higher education and P-12 settings.

Kristen Perry

University of Kentucky

I began my teaching career in Denver, Colorado, in multi-grade elementary classrooms, followed by a two-year stint as a Peace Corps Volunteer in the African kingdom of Lesotho, where I provided in-service teacher training, English-language development, and HIV/AIDS education. I discovered a passion for thinking about issues of literacy and culture, further nurtured during my graduate studies at Michigan State University. I joined the faculty of the University of Kentucky, where I am currently an Associate Professor of Literacy Education. I teach graduate courses in language and literacy development, literacy research, literacy and ESL, and qualitative research methods, as well as undergraduate methods courses in elementary language arts. I am particularly proud of the Literacy in the ESL Classroom course that I developed, in which my pre-service masters students provide free English classes to local adult immigrant and refugees through a service-learning partnership with a local literacy center.

As a researcher, my scholarly work focuses primarily on literacy and culture in diverse communities, investigating everyday home/family and community literacy practices, particularly among African immigrant and refugee communities. Currently, my inquiry focuses on adults in marginalized communities who are assumed to be illiterate or low-literate. Additional scholarly interests include educational opportunities with respect to ESL, literacy, and higher education for adult refugees, as well as research ethics, particularly in qualitative research designs. I have published in a range of journals, including *Journal of Literacy Research*, *Reading Research Quarterly*, *Research in the Teaching of English*, *Journal of Adolescent and Adult Literacy*, *Journal of Language and Literacy Education*, *Language Arts*, and *Community Literacy Journal*. I also have authored chapters in both the *Handbook of Research on Teaching the English Language Arts* and *Handbook of Educational Linguistics*. For this work, I have been honored with both LRA's Early Career Achievement award and the J. Michael Parker Award for research in adult literacy.

As a first-year graduate student, I heard faculty mentors and more advanced graduate students talk with excitement about LRA (well, NRC in those days!). In 2003, I attended my first conference and immediately knew I had found my scholarly home. Each year, the LRA conference is the highlight of my intellectual and professional year, as I eagerly anticipate gaining new knowledge, engaging in rich conversations, developing new scholarly collaborations, and reconnecting with those who share my passion for literacy, research, and teaching. Following my realization that LRA was my scholarly community, I committed to becoming as involved in the organization as possible; each year seems to provide new ways to serve LRA. I have served annually as a reviewer for conference proposals, and for the past several years I have also volunteered as a discussant for paper sessions. As a graduate student in 2004, I served on the organizational committee for the now-defunct Saturday-afternoon teacher conference and co-chaired the teacher conference the following year. I also served on the methodology advisory board that developed a popular methodology series for the conference. I was appointed to the J. Michael Parker award committee, on which I served for five years, and was elected as co-chair of the International Innovative Community Group for two years. I am currently serving as an Area Co-Chair for Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School. I regularly review manuscript submissions for the *Journal of Literacy Research* and joined the editorial review board in 2008. For the

past two years, I have enjoyed mentoring doctoral students through the conference proposal process in conjunction with the Doctoral Student Innovative Community Group. Finally, I am an active member of the Adult Literacy Study Group, including helping to organize and offer free after-conference professional development workshops that are provided to local adult educators in the city where the annual conference is held. As my involvement with and service to LRA has increased over the years, so has my commitment to the organization. I thrilled about the opportunity to stand for election to the Board of Directors and would be truly honored to further serve the organization in this leadership capacity!

As the field of literacy education experiences changes in policy and practice, LRA simultaneously has opportunities to consider the nature, character, and direction of our organization. For example, the large increase in conference proposal submissions indicates increased interest and participation by literacy scholars in LRA, but also raises challenging questions about whether to increase the size of the conference. As we traverse these changes in our field and in our organization, I am committed to ensuring LRA's status as the premier scholarly community for literacy research. First, because our association is only as rich and vibrant as its individual members, I believe LRA should focus on enhancing the diversity of our membership. We should seek to ensure that our membership represents richly diverse demographics (e.g., race/ethnicity, language, socioeconomic status, sexual orientation, nationality) and perspectives (e.g., theoretical, methodological, professional). Related to this, we should both nurture new members and find ways to ensure broad representation of our membership in service to the organization, as this will enrich LRA and support future vibrancy. Second, because literacy is a multidimensional phenomenon, it is important that LRA address literacy in all of its many guises. As a board member, my goal would be to advocate for a conceptual understanding of literacy as a life-long phenomenon, involving cognitive skills and abilities as well as socially- and culturally-situated practices, and which therefore must be addressed in both instructional and real-world settings. This concept of literacy also must be reflected in our conference, publications, and advocacy work. Finally, as we consider the nature of LRA, we should find new ways to connect the work we do as literacy scholars with the wider world. Enhancing the reputation of the *Journal of Literacy Research* and other LRA publications is an important step in this goal; however, we must also find new ways to share our work beyond the traditional publishing platforms.

Yolanda Sealey-Ruiz

Teachers College, Columbia University

It is today that our best work can be done and not some future day or future year. It is today that we fit ourselves for the greater usefulness of tomorrow. - W.E.B. DuBois

I am grateful for the nomination to serve as a Board Member for the Literacy Research Association (LRA). I would bring to this position the same spirit that characterizes my work at my home institution, and the work I do within the fields of Urban English Education and Literacy Education. I would bring a visionary spirit that requires me to do my "best work" today for the "greater usefulness of tomorrow".

I am an Assistant Professor of English Education at Teachers College, Columbia University. During these past five years, I have deliberately

and actively pursued an agenda of scholar-activism, teaching, and service in efforts to make important contributions to the fields of Urban English Education and Literacy Education. I teach courses in the Teaching of Writing, Multiliteracies, Diversity, and English Methods. I am also co-creator of the Civic Participation Project and the Racial Literacy Roundtable Series at Teachers College. The Civic Participation Project creates a much-needed space for scholars who work with youth to gather and support one another as they carry out the Teachers College mission of educating all students. In December 2014, after just three weeks in existence, the Project held its first event – a college-wide town hall meeting and healing circles in response to the Ferguson and the Eric Garner incidents.

I have supported the literacy practices of young people through teaching a critical literacy course at a local high school since 2009. The students in my class are members of an all-male, in-school mentoring program at an alternative high school in New York City. The goal of the course is to strengthen these young men's reading, writing, analytical, and public speaking skills. At Teachers College, I am the founder of the Racial Literacy Roundtables (RLR) Series. Since 2009, the series, which seeks to foster open dialogue about race, language, sexual orientation, and other issues in schools, has welcomed facilitators who are Masters and Ph.D. students; local area teachers, and national literacy scholars.

My work centers on three main areas of research: 1) culturally responsive pedagogy in urban English classrooms; 2) the literate identities of Black and Latino high school males; and 3) preparing pre- and in-service English teachers to work effectively with and within diverse, urban literacy communities. I have published several book chapters and research articles across these areas that have appeared in *Journal of Adolescent and Adult Literacy*, *Race, Ethnicity and Education*, *Teaching English in a Two Year College* (TETYC), *English Quarterly*, *Urban Education*, and *Urban Review* to name a few. I have received funding from CEE for my work on racial literacy, which helped me to develop my manuscripts for TETYC and *English Quarterly*. A key outcome of this research has been what I am most passionate about: the forging of spaces for diverse voices and perspectives to be heard – in K-12 school contexts and in out-of-school spaces.

I am grateful to have been recognized for my work by being selected as an NCTE Cultivating New Voices of Scholars of Color (CNV) mentee, and been appointed or voted onto several NCTE and LRA committees: IRA Literacy Teacher Education Task Force, NCTE Resolutions Committee, and the CEE Nominating Committee. Within LRA, I have offered my ideas and influence as a mentor in the S.T.A.R. Program, for two years as the Co-chair of Area 7 (Social, Cultural, and Political Issues of Literacy Practices In and Out of School), and as an Executive Committee Member on the Board and Presidential Nominating Committee. I attend sessions hosted by the Ethnicity, Race, and Multilingualism (ERM) Committee, and have decided to become more involved with this Committee.

As a part of its vision, LRA continues to focus on including a wide range of diverse voices on literacy scholarship. I have presented at LRA and I have always felt it to be an organization that welcomes my research. However, I have noticed that there are few scholars of color who present at LRA. I am aware that LRA is concerned about increasing the number of scholars of color who present at its annual conference. I'd like to contribute to the organization's efforts by utilizing aspects of my research background and my 13 years of

marketing and image experience to conversations around this issue.

Given the ever-increasing diversity of our classrooms, and an increase among scholars in the field of English Education and Language and Literacy education who are concerned with preparing teachers for the cultural, linguistic, and intellectual lives of their students, I would like for more of these scholars to view LRA as their first (if not only) conference of choice. I intend to do this by working closely with the Board and the ERM Committee through dialogue on membership recruitment, and ways to increase the presence of young people of at LRA who can present with scholars who are actively engaged in literacy work in K-12 settings. I am also interested in sustaining the success, and furthering the great work done within the S.T.A.R. program, and I am prepared to take on a leadership role in the program.

Through my research, teaching, and service, I call attention to the importance of valuing students' cultures and the other diversities they bring into our classrooms. Specifically, my work focuses on the salience of race in the teaching and learning process. Should I become a member of the LRA Board, I would like continue the inquiry into how LRA can become more diverse. I would hope to encourage more discussion around the ways the social and cultural contexts of education (race, culture, class, ethnicity, and other sites of difference) influence pre- and in-service educators, and the young people they teach in today's English and Literacy classrooms, and why LRA should be place for these teachers and students to discuss their experiences.

ALBERT J. KINGSTON AWARD CALL FOR NOMINATIONS

Jill Castek, Committee Chair

Portland State University

The LRA community and the Albert J. Kingston Award committee congratulate the 2014 award winner Dr. David Reinking, Eugene T. Moore Professor of Teacher Education at Clemson University. David's service to LRA has been ongoing and enduring. In addition to serving as LRA president (duties 2007-2011) he was a member of the board of directors (2003-2006), and chaired an ad hoc committee on Open Access to Online Research (2010-2011) and the Technology Committee (1991-1994). Dr. Reinking was part of a team of selected editors for the *Journal of Literacy Research* that served from 1994-2001 (two terms). David has exhibited the kind of thoughtful vision, work ethic, and professionalism that has helped to move LRA forward. Many thanks to Dr. David Reinking for his distinguished service to LRA. He's inspired us all through his leadership and lasting contributions.

Please nominate a deserving colleague for the Albert J. Kingston award. The purpose of this award is to honor an LRA member for contributions of service to the Literacy Research Association. Recipients of the Kingston Award, which has been presented annually since 1985, receive a plaque and a lifetime membership in LRA.

To submit a nomination, send one copy of the nominee's updated curriculum vitae and a letter that describes the nominee's service contributions to LRA. Nominees must have belonged to LRA for at least five years. Any LRA member may nominate deserving individuals for recognition of their service to LRA. Nomination materials should be submitted via e-mail to the Kingston Award Committee Chair, Jill Castek (jcastek@pdx.edu), by August 15, 2015. More information about the Kingston Award, including its history, criteria used in the review process, and a listing of past recipients, is also available on the LRA website (see <http://www.literacyresearchassociation.org/index.php/component/content/article?id=82>). Thank you.

EDWARD B. FRY BOOK AWARD

Barbara A. Bradley, Chair

University of Kansas



Please consider nominating a book for the Edward B. Fry Book Award. The award, established by Dr. Fry, recognizes an outstanding book on literacy research and practice. Eligibility for the award is limited to current members of LRA who have written or have been one of several authors of a book. The book must have a copyright date within five years of the date of the award being given. Nominated books should:

- Advance knowledge about literacy
- Display inquiry into literacy
- Show responsible intellectual risk taking

Letters of nomination, along with a copy of the nominated book, should be sent to the committee chair before the deadline of May 15, 2015. Nomination letters must directly address the ways in which the nominated book meets the criteria outlined above. Letters cannot simply reiterate the endorsements or summaries designed to promote the text. Self-nominated books are accepted, although committee members cannot nominate a book they have authored. A book may be re-nominated if it has been previously nominated but did not win the award. If you have any questions or need additional information, please contact Barbara Bradley at barbarab@ku.edu.

We also wish to acknowledge the 2014 Edward B. Fry Book Award winners, JuliAnna Ávila and Jessica Zacher Pandya for their book *Critical Digital Literacies as Social Praxis: Intersections and Challenges*.

J. MICHAEL PARKER AWARD – CONTRIBUTIONS TO ADULT LITERACY RESEARCH

Silvia Noguerón-Liu, Chair

University of Georgia

LRA awards the J. Michael Parker Award to new scholars—graduate students and those who completed their doctorates within the past six years—for a paper presented at the conference that address adult literacy/language development and instruction. 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. 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 receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. They are also recognized during a general session of the conference and are recognized during a general session of the conference. The award is presented to both papers with a single author and to co-authored papers. 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 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; and the author(s) must be a doctoral student or an untenured professor at the time of submission.

In order to be considered for the Award, applicants must meet the following eligibility requirements: The author(s) of the paper are doctoral students or 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.

Applicants are required to submit a proposal of their research to the LRA 2015 Conference, and indicate interest in submitting such work, if accepted, for the J. Michael Parker Award, during the submission process. If the proposal is accepted, a full research paper (25 pages or less), based on the accepted proposal, must be submitted electronically by October 1, 2015. 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 (Silvia Noguerón-Liu, snoguero@uga.edu) to discuss how their research may fit with the intentions of the award.

STUDENT OUTSTANDING RESEARCH AWARD

Catherine Compton-Lilly, Chair

University of Wisconsin, Madison

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 2015 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 Jaye Thiel, an Assistant Professor at the University of Tennessee Kentucky and alumni of the University of Georgia. Jaye's award winning paper, "The Role of Objects in the Construction of Young Children's Literacies," was selected from a competitive selection of submissions.

In order to be considered for the award, the author must hold student status and the research must be conducted by the student. The paper must be written solely by the student or co-authored with 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 forms and genres of research (including conceptual papers) are welcome. More information can be found soon at <http://www.literacyresearchassociation.org/index.php/component/content/article?id=88>

To be considered, Catherine Compton-Lilly must receive the application materials at comptonlilly@wisc.edu no later than August 31, 2015 at 11:59 PM (EST).

ETHICS COMMITTEE

Kelly Cartwright, Chair

Christopher Newport University

The LRA Ethics Committee had a productive meeting on Friday, December 5, 2014 in Marco Island, FL. Brian Rose provided a synopsis of participation in the ethics-focused session that the Committee sponsored for LRA 2014, which gave rise to many ideas for a similar session next year. Brian has volunteered to organize that process for us this year. See below for a call for papers for an Alternative Session Proposal for LRA 2015 focused on ethical issues in literacy research.

Additionally, the Committee discussed the possibility of holding a session for new scholars and doctoral students on negotiating (and surviving) the IRB process. If any LRA members are serving, or have served, on Institutional Review Boards (IRBs) and would be interested in participating in such a session, please contact Kelly Cartwright, Ethics Committee Chair, at kewright@cnu.edu.

Call for contributors to LRA Conference Proposal on Ethical Concerns in Literacy Research

Dear LRA Colleagues,

At the 2014 annual meeting, the LRA Ethics Committee hosted a trio of papers that highlighted the ethical concerns some of our colleagues encountered in their research. Among the concerns raised during the session were issues surrounding data collection and attribution in online spaces, a re-definition of vulnerable populations, and the relationships between schools, businesses, and local communities vis-à-vis technology in U.S. classrooms. The Ethics Committee wishes to continue this discussion at the 2015 meeting. As such, the members of the LRA Ethics Committee are planning to propose another alternative session for LRA 2015 on Ethical Issues in Conducting Literacy Research. If you are interested in contributing to such a session, please contact Brian Rose at brian.rose@unco.edu with a brief description of your potential contribution.

We look forward to hearing from you as we continue our exploration into the ethical issues we encounter in our research.

NEWS FROM THE FIELD COUNCIL

Grace Enriquez, Chair

Lesley University

Jennifer Jones

Radford University

What is Field Council?

LRA Field Council is an active committee that works throughout the year to recruit, retain and reclaim members of our outstanding organization. Field Council likewise serves as an advisory body to the LRA President and Board of Directors regarding the work of LRA. Field Council promotes the dissemination of research and literacy practices through cooperative efforts with institutions and professional organizations as well.

Field Council Initiatives

Field Council encourages all LRA members to engage in the recruitment, retention and reclamation of members. At the December 2014 Field Council meeting, committee members discussed ways to address the "three Rs:"

Recruitment:

LRA Field Council keeps track of job postings on the LRA website and listserv each year. Each summer, search chairs are contacted to inquire about the names of faculty selected for new positions. Field Council then reaches out to colleagues in these new positions to offer 'congratulations' on behalf of LRA, as well as friendly reminders about the support LRA can provide to colleagues in new positions at all levels. This has been a most successful gesture of support, and Field Council intends to continue it in the coming year.

In December 2014, LRA Field Council also examined an effort put into place over one year ago, in which committee members reached out to colleagues in literacy or related fields, particularly underrepresented scholars, in an effort to share about LRA and to encourage membership. Over seventy potential members were contacted in one year. The committee reviewed the outcomes of this effort and determined that more extensive and creative recruitment efforts are needed.

As a member of LRA, who have you recruited to our organization?

Retention:

LRA Field Council encourages all members of LRA to find your niche! Serve as a reviewer for conference proposals or our publications. Express interest in committee service, participate in an ICG, and/or attend study groups and become active. Active membership is meaningful membership.

Field Council is exploring ways to make areas for active membership and service more visible and accessible to members of LRA in the coming year.

LRA Field Council hosted several events at the annual conference to encourage membership retention through networking and active service. Field Council was pleased to host the revitalization of Vital Issues, which was well attended during the 2014 conference. Many thanks to all LRA members for your participation in this lively time of excellent discussion and networking! Field Council also hosted Lunch & Dinner Out opportunities, in which newcomers, traveling-aloners and/or those wishing to network with new people met for hosted small group meals. Finally, LRA Field Council hosted the Newcomers' and Graduate Students' Breakfast, which showcased many of the exemplary facets of LRA for our new, up and coming members.

As an LRA member, how are you active? Have you shared about your active service / meaningful membership with other members?

Reclamation

In summer 2014, Field Council surveyed former LRA members who have chosen to not renew their memberships over the last five years. Field Council inquired about the reasons for non-renewal and ways to make membership more meaningful. During the December 2014 Field Council meeting, the committee reviewed the results of the survey and generated a number of action items to address the information gleaned from the survey results. Stay tuned, as these data will serve as guidance for future Field Council initiatives.

As a member of LRA, do you know someone who is no longer a member? Ask why and invite your colleague back this year!

Welcome New Leaders

Field Council is comprised of representatives from each state, as well as representatives from the international community, along with Regional Chairs who serve as Field Council leaders. The December 2014 Field Council meeting concluded with recognition of the 2014 Field Council Regional Chairs, who serve as leaders for the committee. Regional Chairs for 2014 included:

West: Mary Kallus, Nancy T. Walker, and Paula Carbone

Mid-west: Barbara Bradley and Debbie East

Northeast: Kay Stahl and Cheryl North-Coleman

South: Priscilla Griffith and Lane Roy Gauthier

International: Kimberly Lenters and Pelusa Orellana

Many thanks to Mary Kallus and Nancy Walker for their service on Field Council as their terms expired at the end of 2014. Field Council also welcomes Dana Robertson, who will serve as a Regional Chair along with Paula Carbone for the West region as of 2015. In addition, Field Council welcomes Grace Enriquez, the incoming Field Council Chair. Grace is an Assistant Professor at Lesley University in Cambridge, MA. She received her doctorate from Teachers College,

Columbia University and was one of the four inaugural fellows of the STAR Mentoring Program. Grace's research interests include critical literacies, literacies and embodiment, and children's and young adult literature for social justice. Grace will be an excellent leader for this dynamic committee.

Field Council Invites All LRA Members to Join in the "Three R Effort" During 2015

Encourage doctoral students, new faculty members and international colleagues to join our organization. LRA provides network opportunities for collaborative research and opportunities to grow professionally through LRA's publications, the conference 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, committee service, and participation in ICGs and study groups at the conference, which often thread into research and discussion throughout the year. Some of your colleagues may have once been members but haven't renewed.

Commit to inviting one potential member to join the Literacy Research Association this year! Encourage colleagues who are already members to become active in the organization.

RESEARCH COMMITTEE

Gay Ivey, Chair

University of Wisconsin

The 2014 conference in Marco Island was a productive and energizing time for the Research Committee. We were overwhelmed by the contributions of Wanda Brooks and Annemarie Palincsar, who were guest speakers in our "Theoretical Perspectives" study group. We are also grateful to Mark Dressman, whose work served as jumping off point for our discussions, even in his absence. Our chickee hut was overflowing with participants, great questions, and advice. Look for similar events from the Research Committee at future conferences.

New committee members Dennis Davis, Amanda Godley, and Judy Lysaker joined returning members Lara Handsfield, David O'Brien, and Kelly Puzio for our December meeting on Thursday of the conference, and we had to say goodbye and thanks to outgoing members Terry Husband, Eithne Kennedy, and Elizabeth Swaggerty. Our immediate focus for the spring will be to devise a process for keeping the LRA membership apprised of research funding and publishing opportunities on a more regular basis. For that, we will be capitalizing on LRA's new and improved website. We encourage you to look for us on the website for these resources and for pertinent discussions on research-related matters. Stay tuned.

TECHNOLOGY COMMITTEE

Erica C. Boling, Chair

Rutgers University

The Technology Committee is hard at work reviewing our new website, testing new features on the site, checking for bugs in the system, and making suggestions for final edits before the website goes "live." We are very excited about our new website and will be launching it soon!

In addition to working on the website, our eEditors, Greg McVerry and Ian O'Byrne, have been working closely with other LRA members as they continue to bring us our monthly Research to Practice shows. We have some exciting new changes planned for the upcoming year. These changes include planning future shows that will provide a greater connection to the Yearbook and our Annual Conference. As a result, the first four or five shows of the new year will feature a focus on the Presidential Address, the Early Scholar Award Winner, the Doctoral Student Award Winner, and the Oscar Causey Award Winner. We also plan to bring onboard some new content and speakers from our 2014 Conference's Plenary Sessions and the Research Review panel. These five episodes will be followed by shows that provide an early look at content coming out in the Yearbook.

Research to Practice shows are scheduled to occur once a month using Google Hangout-on-Air. We would like to remind you that we are recording the shows and also streaming them using YouTube. You can view previous shows at the [LRA YouTube Channel](#).

ETHNICITY, RACE, AND MULTILINGUALISM (ERM) COMMITTEE

Marcelle Haddix, Chair

Syracuse University

The Ethnicity, Race, and Multilingualism (ERM) Committee had a very successful and enjoyable conference in Marcos Island, Florida. Thank you to ERM members for their support and involvement. I would especially like to acknowledge the hard work and dedication of the 2014 ERM committee members:

Mikel Cole, Clemson University
Mileidis Gort, The Ohio State University
Detra Price-Dennis, Teachers College, Columbia University
Iliana Reyes, University of Arizona

And, welcome to our newest committee members:
Gholnecsar Muhammad, Georgia State University
Maria Selena Protacio, Western Michigan 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 2014 conference, we awarded four travel scholarships to early career scholars and doctoral students from underrepresented ethnic, racial or linguistic backgrounds that show promise of scholarship in the literacy field. The recipients of our 2014 scholarships were:

Sanjuana Carrillo Rodriguez, Kennesaw State University
Leah Duran, University of Texas at Austin
Michiko Hikida, University of Texas at Austin
Vivian Presiado, University of Illinois, Urbana-Champaign

ERM-sponsored Events in Marcos Island, Florida

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

"Boundaries, Barriers, and Bridges: Multicultural Young Adult Literature in Preservice Teachers' Examinations of Race"
Presenters: Susan Lee Groenke, Chonika Coleman, Wendy Glenn, Detra Price-Dennis, Marcelle Haddix, Wanda Brooks (discussant)

"Exploring Linguistic Diversity: Negotiating Multimodal and Multicultural Social Worlds"

Presenters: Soria Colomer, Patriann Smith, Margarita Zisselsberger, Marva Solomon, Marcelle Haddix (discussant)

LRA 2015 Conference Planning

The committee is now planning for the 2015 conference. We are particularly interested in organizing sessions and events that will explicitly address issues of race and racism within the field of literacy research. During the 2014 conference, we noted that there were only 8 sessions that listed race or racism in the title and/or session description, including the presidential address by 2013-2014 LRA President, Dr. Arlette Ingram Willis and the study group on Critical Race Theory. This is not to conclude that other sessions did not address issues of race, equity, and social justice; however, we are concerned that these issues are further marginalized within the field of literacy among rhetoric of this being a post-racial moment. It is our hope to raise awareness to the importance of race and racism within the intersections of our work.

If you are interested in participating in ERM-sponsored events that will take up these issues or proposing a research session, please contact committee members, Iliana Reyes at ireyes@email.arizona.edu or Maria Selena Protacio at selena.protacio@gmail.com.

STAR (Scholars of color Transitioning into Academic Research institutions) program

As part of the ERM committee, the STAR (Scholars of color Transitioning into Academic Research institutions) program is a two-year mentoring program for scholars of color beginning their careers as literacy researchers. At the 2014 conference, the STAR mentoring program hosted an alternative session, featuring the scholarship of the STAR fellows and a post-conference retreat. Members of the graduating 2013-2015 cohort are:

Dr. Antonieta Avila, University of Wisconsin, Milwaukee
(Mentor: Dr. Aria Razfar, University of Illinois at Chicago)

Dr. Soria Colomer, University of South Florida
(Mentor: Dr. María Fránquiz, The University of Texas at Austin)

Dr. Mary McGriff, New Jersey City University
(Mentor: Dr. Yolanda Sealey-Ruiz, Teachers College, Columbia University)

Dr. Maria Selena Protacio, Western Michigan University
(Mentor: Dr. Robert Jimenez, Vanderbilt University)

Dr. Kwangok Song, Arkansas State University
(Mentor: Dr. Eurydice Bauer, University of Illinois at Urbana-Champaign)

Dr. Monica S. Yoo, University of Colorado, Colorado Springs
(Mentor: Dr. Allison Skerrett, The University of Texas at Austin)

LITERACY RESEARCH ASSOCIATION STAR MENTORING PROGRAM CALL FOR APPLICATION

The ERM Committee is now accepting applications for the 2015-2017 STAR Fellowship Program. The program is for scholars of color in the first 3 years of their first tenure-track, literacy related research appointment. Complete applications will consist of: cover page, research proposal, curriculum vita, structured responses, and letter of recommendation from a faculty sponsor who is a member of LRA. Applications are due on March 15, 2015. Contact Marcelle Haddix at mhaddix@syr.edu for more information.

The Ethnicity, Race, and Multilingualism (ERM) Committee of the Literacy Research Association is accepting applications for the 2015-2017 STAR (Scholars of color Transitioning into Academic Research institutions) Fellowship Program. The program is for scholars of color in the first 3 years of their first tenure-track, literacy related research appointment. Complete applications will consist of: cover page, research proposal, curriculum vita, structured responses, and letter of recommendation from a faculty sponsor who is a member of LRA. See below. Applications are due on March 15, 2015. Contact Marcelle Haddix at mhaddix@syr.edu for more information.

OVERVIEW

The Scholars of color Transitioning into Academic Research (STAR) mentoring program was initiated by the Ethnicity, Race, and Multilingualism (ERM) Committee of the Literacy Research Association to promote excellence in literacy-related research and support researchers of color and/or researchers whose first language is not English in the early years of their academic careers. A central goal of the program is to support researchers who conduct high-quality, literacy-related research that addresses issues and opportunities related to diversity.

The program is designed to accept small cohorts of scholars of color who will be in the first 3 years of their first tenure-track, literacy related research appointment during the time of the fellowship and to support them for two years. The program will match each scholar with a mentor and support the mentoring relationship for two years. The STAR mentoring program will consist of an annual retreat immediately following the LRA Annual Meeting and a spring writing retreat during year one of the program. Retreat activities that might occur include: (a) reviewing manuscripts, (b) providing logistical advice about how to balance work/life in an academic career; (c) offering information about grant-getting and publishing venues; (d) participating in data analysis workshops, and (e) providing access to useful information for navigating the complex sociopolitical culture of the academy.

STAR Fellows will also present their research at guaranteed working roundtables and alternative sessions during the LRA Annual Meeting.

Applications for the 2015-2017 cohort are due March 15, 2015.

Complete applications will consist of: 1) application cover page; 2) constructed responses; 3) research proposal; 4) curriculum vita; and 5) a letter of recommendation from a faculty sponsor who is a member of LRA. An ERM sub-committee will review applications and select the STAR Fellows. Selection criteria will include an assessment of: the quality and promise of the research proposal, the articulated need for formal mentorship, and the expressed commitment to the profession and the organization.

To apply, please complete the Application Form, Constructed Responses, and submit along with a research proposal, a copy of your current vita, and a letter of recommendation from a faculty sponsor who is a member of LRA to Marcelle Haddix, ERM Chair, via e-mail (mhaddix@syr.edu). Please write 'STAR' in subject line.

Name and Title: _____

University affiliation (as of 8/15): _____

Date of Hire: _____

Work Address, Phone, Fax, Email:

Home Address, Phone, Fax, Email:

Please identify your demographic information:

Race: _____

Ethnicity: _____

First language(s): _____

LRA Member Number _____

(Note: Program participants must be members in good standing of LRA)

This is a two-year commitment. Are you willing to continue the mentor relationship for two years?

(Circle one) Yes No

Are you presently or have you been a participant in any other mentoring programs? If so, please state the program and dates of participation.

Have you applied to other mentoring programs? If so, please state the program and application date.

CONSTRUCTED RESPONSES

1. What are you looking for in the mentoring relationship? (no more than 200 words; single spaced)
2. What are you willing to give in the mentoring relationship? (no more than 200 words; single spaced)

RESEARCH PROPOSAL

In addition to the application, please submit a narrative of your proposed area of inquiry during the time of the STAR fellowship (Microsoft Word, no more than 10 pages, double-spaced, Times New Roman, 12-point font with 1" margins, including references). The proposal should include the following:

- a. Statement of the research problem and significance to literacy research.
- b. Review of related research.
- c. Detailed description of design of the study, including theoretical framing and methods of data collection and analysis/interpretation.
- d. A description of plans for extension of the study.

VITA & LETTER OF RECOMMENDATION

Also submit a current copy of your vita and a letter of recommendation from a faculty sponsor who is also a member of LRA. The letter of recommendation can come under separate cover and should be addressed and emailed to Marcelle Haddix, ERM Chair, at mhaddix@sy.edu.

Complete applications due March 15, 2015.

DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP

Kate Brodeur, Senior Co-Chair

University of Minnesota

The Doctoral Student Innovative Community Group (DSICG) came away from the 2014 conference invigorated by meeting new colleagues, hearing inspiring presentations, and sharing meaningful experiences. DSICG-sponsored events at the conference were successful and well-attended success. For the first time this year, we hosted our annual Sara Bruce McCraw Doctoral Student Networking Session at the beginning of the conference on Wednesday morning. We took this opportunity to connect with members, new and old and get energized for the conference. Our daily study groups focused on research methodologies, a perennially popular topic for DSICG members. We were honored to host Drs. Bradley, Castek, Coiro, Duke, Mallette, and Reinking and we learned a great deal from their presentations. The DSICG also facilitated a panel discussion, Academia 101, focused on providing students with information about the transition from graduate school to academia and the professional world. A panel of newly graduated PhDs, representing a range of positions, answered questions and shared their experiences

with doctoral students. Our Thursday night Happy Hour provided our doctoral student membership the opportunity to network and socialize with new colleagues from different universities.

At our annual business meeting on Friday, December 5, we elected a new leadership team using a QR code to link our membership to an electronic ballot. We are excited to announce the 2014-2015 DSICG Leadership Team: Kate Brodeur and Colleen Whittingham, Co-Chairs; Tiffany Nyachae Assistant Co-Chair; Jennifer Nigh, Haley Olson, and Robert LeBlanc, Newsletter Editing Team; Christy Irish, Allison Papke, Ann Van Wig, and Tia Frahm, Technology Committee; Carrie Symons and Kristen Pratt, Membership Secretaries; Cassie Brownell and Amy Croel-Perrien, Treasurers; Priscila Alvarado, Elizabeth Bemiss, Sarah Fleming, Dorian Johnson, and Alaska Holts, Newsletter Writers; Leila Nuland and Lyudmyla Ivanyuk, Conference Coordinators; Maria Goff, Historian. We are grateful that we will continue to have the leadership of Jennifer Smith as she transitions into the role of alumni liaison.

As our membership continues to grow, we appreciate the diversity of research interests, universities, and backgrounds represented within our ICG. We strive to continue to be a resource to doctoral students at all stages of their programs within the LRA organization. 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 improve our LRA conference events and DSICG resources.

Throughout the year, the DSICG is pleased to continue successful, established initiatives. In the past year, we've published three newsletters focusing on topics of interest to graduate students, as well as maintained an active Facebook page, website, and email listserv to promote networking among doctoral students. We look forward to continuing to expand our social media presence to communicate with our membership across multiple platforms and increase member participation.

One of our most exciting initiatives is the ongoing Proposal Mentoring Program, now in its fifth year. This unique opportunity supports doctoral students who are proposing to present their own research at the LRA 2015 conference. Again this year, we have had overwhelming support from the LRA community to serve as our faculty mentors and we are in the process of pairing established faculty with doctoral students to mentor them as they submit their proposals. As in the past two years, we look forward to connecting doctoral student mentee and faculty mentor pairs at a breakfast we hope to host at the 2015 conference. This is just a small way of expressing our immense gratitude for the many faculty members who volunteer their time and expertise to support the doctoral students of LRA.

The DSICG continues to thrive due to the support of our members and the LRA community at large. As we maintain our mission to promote the professional growth of doctoral students within LRA, we are always interested in learning about new opportunities for our ICG and membership. We are also always open to new members and encourage those of you working with doctoral students to pass on our information. If you know of any doctoral students who may be interested in joining the DSICG, please email lra.dsicg@gmail.com to join the DSICG listserv.

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

INTERNATIONAL INNOVATIVE COMMUNITY GROUP

Lori Assaf, Co-Chair

Texas State University

Patience Sowa, Co-Chair

Zayed University

Katina Zammit, Co-Chair

University of Western Sydney

The International ICG membership spans the globe. Although a majority of our members work in the U.S., their research interests are transnational and international. At the same time, a sizeable number live and work in Chile, Australia, Canada, China, Cyprus, Finland, Germany, Hong Kong, India, Iran, Ireland, Mexico, New Zealand, UK, Ukraine, and Venezuela. We are proud of our global reach because it enhances visibility and helps preserve international scholarly networking in literacy learning and instruction.

The International ICG is unique to most other innovative community groups because we vote in three co-chairs. Every year, the co-chair who has served three years "retires" and a new co-chair is nominated. This system ensures a continuity of work and fresh leadership.

We want to thank Amma Akrofi for her leadership for the past three years and welcome Katina Zammit as our new appointed co-chair. This year Lori Assaf moves up to first co-chair; Patience Sowa as second co-chair; and Katina Zammit as third co-chair.

For the past five years, the International ICG has hosted an alternative format poster session during the LRA Annual Conference. This year, we hosted 18 different research projects with representatives and research conducted in Kenya, Finland, Chile, Greece, China, Canada, United Arab Emirates, Belize, Korea, Ghana, Iran and India.



Themed research topics included: professional development and teacher education in global contexts; international literacy education: reading, writing, listening, speaking and technology; international research collaboration; language learning maintenance; and text assessment.

We want to thank our session organizers Carole Janisch, Zaline Roy-Campbell, Anita Nigam for their commitment and effort in organizing this thoughtful and interesting session. If you are interested in submitting an international research proposal for our poster session for the LRA 2015 Conference, please contact Lori Assaf at lassaf@txstate.edu.

The International ICG awards travel grants each year. The primary goal of this grant is to help defray the cost of attending the annual meeting for members living outside the U.S. Priority is given to applicants who are doctoral students or junior faculty members, applicants attending the annual meeting for the first time, those who are from countries with limited research infrastructure and funding, and applicants who have not been recipients of the grant within the past 3 years.



This year Kim Hwewon, a part-time junior faculty member at Chung-Ang University, Korea received \$1300 and Katina Kammit a senior faculty at the University of Western Sydney, Australia was awarded \$1000. Both award winners presented their research at the LRA conference in Florida. As part of her dissertation research, Kim Hwewon presented on kindergarteners' quality of writing at the end of the year and the effects of Reading Recovery on first graders' writing. Kim Hwewon is also developing a writing rubric to assess young children's writing in Korean and hopes to conduct a national project in Korea in the near future. Dr. Katina Zammit presented a cross-case study on writing in an Australian primary school conducted before the implementation of a new English curriculum in Australia. Her



research has implications for effective writing instruction across global contexts.

In order to support our members' research publication endeavors, this year we initiated a new mentoring program to help scholars publish their work in the LRA Yearbook. We are hopeful this mentoring program will prove to be successful and that it will grow in the future.

Thank you so much for your enthusiasm and continued support for this ICG. Keep the conversations on international literacy research going! If you would like to share ideas and suggestions with other members, the ICG listserv is LRAInternationalICG@list.literacyresearchassociation.org