

»»» NEWSLETTER «««

LITERACY RESEARCH ASSOCIATION NEWS



TOP NEWS OF THE MONTH

**President's Message
&
President Elect and
Vice President's
Message**

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**74th Annual Conference
& Awards**

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Dear LRA Community,

For the past several months, I have been revisiting and contemplating the roles of literacy research in our society. This contemplation has been stirred by national and international events, fiction and nonfiction, and the desire to have our association continue its consequential impacts in the communities we serve. I have been inspired by our members who engage in public discussions through opinion pieces, open access publications, involvement with state legislatures, reviews of research, and webinars, each expanding the reach of LRA to audiences who benefit from your sobering thoughtfulness and critiques. These efforts warm my heart as the president of LRA.

I have been equally impressed and thankful for the guidance and discernment of the Board that takes duty of care to the association seriously. The Board continues to think innovatively to increase our membership; to secure additional resources as part of its fiduciary responsibility, improve our website; to preserve our history; and to elevate our international signature by inviting submissions in all languages to honor the linguistic repertoires within our community. The new editors of JLR have hit the ground running. It is my hope that the editors have received significant contributions to the special issue call for “Critical Religious Literacy” due this month.

LRA is in store for a great conference. This year’s theme, “Empowerment Literacy (ies): Making ‘Good Trouble’ that Actuates Agency” is apropos for the times. Fenice Boyd and Cynthia Brock, this year’s conference chair and co-chair, are laying the foundation to share rich insights and research findings that address the vertiginous shifts in literacy instruction affecting students across the globe, the paroxysms of violence affecting communities across the globe, and the collisions of aspirations and despondency among students, teachers, and researchers.

I express my thanks to the membership for joining the Board meetings via webinar. We will continue to host meetings in this manner and encourage you to join. Lastly, thank you for participating in LRA’s 2024 elections. The Board appreciates all members who have agreed to serve in leadership and volunteer roles. The work of LRA is impossible without you.

Our next scheduled Board meeting will take place on 5.3.24.

Alfred W. Tatum
President



Dear LRA Community,

We are excited to share our keynote speakers' biographies for the Friday, plenary sessions.

Derrick P. Alridge is the Philip J. Gibson Professor of Education at the University of Virginia. His research interests include the history of education in the United States, American educational thought, and the civil rights movement and education. A former middle and high school social studies and history teacher, Alridge is the principal investigator of the Teachers in the Movement Oral History Project and the founding Director of the Center for Race and Public Education in the South. His scholarship is published in numerous journals, which include the *History of Education Quarterly*, *The Journal of African American History*, *Teachers College Record*, *Educational Researcher*, and *The Journal of Negro Education* to name a few. His recent books include *The Black Intellectual Tradition: African American Thought in the Twentieth Century* (with Cornelius L. Bynum and James B. Stewart) and *Schooling the Movement: The Activism of Southern Black Educators from Reconstruction through the Civil Rights Era* (with Jon Hale and Tondra L. Loder-Jackson). Alridge's current research explores the lives and pedagogy of teachers during the civil rights movement era. His oral history project has conducted 500 interviews, that serve as the foundation for his book in progress titled, *Teachers in the Movement: An Oral History of Living and Teaching in the Civil Rights Era and Beyond*.

Mollie V. Blackburn is a Professor in the Department of Teaching and Learning and affiliated with Women's, Gender, and Sexuality Studies at the Ohio State University. Her research focuses on literacy, language, and social change, with particular attention to queer youth and the teachers who teach them. Blackburn is the author of *Moving Across Differences: How Students Engage LGBTQ+ Themes in a High School Literature Class*, and *Interrupting Hate: Homophobia in Schools and What Literacy Can Do about It*. She is the editor of *Adventurous Thinking: Fostering Students' Rights to Read and Write in Secondary ELA Classrooms*, and she has co-authored and co-edited multiple books. Blackburn has received NCTE's LGBTQ+ Advocacy and Leadership Award; WILLA's Inglis Award for work in gender, sexuality, sexual orientation, and young people; AERA's Queer Studies Special Interest Group's Body of Work Award; and the Alan C. Purves Award for an article in *Research in the Teaching of English* deemed rich with implications for classroom practice. Blackburn has also been recognized with The Ohio State University's Alumni Award for Distinguished Teaching.

Fenice B. Boyd, Conference Chair

Cynthia H. Brock, Associate Conference Chair



74th Annual

CONFERENCE

THE WESTIN PEACHTREE PLAZA, ATLANTA GA

DECEMBER 4 - DECEMBER 7, 2024

**“EMPOWERMENT LITERACY(IES):
MAKING ‘GOOD TROUBLE’ THAT
ACTUATES AGENCY”**

BOOK YOUR ROOM NOW!

Room Rate
\$170/ Night

[Click Here to
Book Now](#)



STAR MENTORING PROGRAM

APPLICATION PROCESS

The STAR Mentor Program was initiated by the Ethnicity, Race, and Multilingualism Committee (ERM) of the Literacy Research Association (LRA) 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. The central goal of the program is to support researchers who promote high-quality, literacy-related research that addresses the issues and opportunities related to diversity.

The program is designed to accept small cohorts of scholars of color who are entering their first year OR within their first two years of their first academic tenure track position. The program will match each scholar with a mentor and support the mentor relationship for two years. The mentoring relationship will consist of at least two communications each semester, participation in STAR program events at two annual [fall] LRA Conferences, and participation in one spring writing retreat (held in conjunction with the AERA conference). STAR fellows and mentors must be LRA members in good standing throughout their participation in the program.



Mentoring/support activities that might occur throughout the fellowship 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) creating venues for data analysis workshops; and (e) providing access to useful information for navigating the complex sociopolitical culture of the academy. Like any relationship, the mentor relationship will grow and evolve over time; therefore, the program is designed to be flexible and responsive to participants' needs.

Scholars of color applying to the STAR mentoring program must be entering their first year OR second year of their first tenure-track academic appointment. A committee made up of the STAR program director, the ERM committee chair, a former STAR fellow, a former STAR mentor, and the STAR program liaison [to the LRA Board] will review applications and nominate mentors for each accepted scholar. Nominated mentors will be invited to participate by the STAR program director. All STAR program participants must agree to commit two years to the mentoring relationship.

[Click Here to Apply!](#)



EARLY CAREER AWARD

NOMINATIONS

To be eligible for consideration for the Award, an individual must:

- Have been a member of LRA for at least three (but not necessarily consecutive) years; and
- Have graduated with a doctoral degree no more than seven years from the date of nomination.

Each year a call and deadline (May 15th) for nominations are announced in the LRA spring newsletter and on the listserv. Eligible members may either self-nominate or be nominated by another LRA member. Nominations are in the form of a letter describing the nominee's qualifications for the Award, with priority given to the nominee's achievements in:

1) research; 2) publication and impact of contributions to the field; 3) service; and 4) teaching. Letters may be sent either by mail or electronically to the committee chair.

All nominated members who meet the eligibility requirement will be contacted by the committee chair in April and asked to submit:

- A letter of support from their home institutions;
- A current curriculum vita, including all publications, degrees, honors and awards, and service on editorial boards of research journals; and
- A written statement by the nominee that describes their professional growth and research agenda.

Eligible members may either self-nominate or be nominated by another LRA member. Nominations should be sent to Kristin Conradi Smith at conradi@wm.edu in the form of a letter describing the nominee's qualifications for the award and the graduation date of the nominee.

Nominations are due May 15th. Nominees will then be contacted and asked to submit a packet for review by the committee (due June 15th).

Announcements

2024 Positioning Theory Research Conference

July 28 to August 1, 2024

University of Eastern Finland, Kuopio (On-site and in-person only)

2024 Positioning Theory Conference Call for Proposals with dates: [Call for Proposals Link](#)

2024 Positioning Theory Virtual Talk Series:
[Registration Link](#)

Member Book Releases

The Power of Instructional Coaching in Context: A Systems View for Aligning Content and Coaching (more information: www.guilford.com/p/ippolito).

By: Dr. Rita Bean and Dr. Jacy Ippolito

Composing Print, Digital, and Multimodal Texts in Classrooms

By: Dorian L. Harrison and Tiffany A. Flowers Please follow this [link](#) to order an advance copy of the text.

Beyond the Basics

By: Tiffany A. Flowers and Hiawatha Smith Please follow this [link](#) to order a copy of the text.

Have an article for the newsletter? Email us at:
lrahq@literacyresearchassociation.org



CALL FOR EDITORS

Journal of Literacy Research (JLR) CALL FOR EDITORS

The Journal of Literacy Research, a publication of the Literacy Research Association, seeks applications for a new editorial team to begin their term with Volume 57(1).

- Editors shall serve a four-year term with no more than two served consecutively.
- Editors serve as action editors overseeing the review process for individual manuscripts and make publication decisions about these manuscripts.
- Key qualities sought for the position of editorial team include a record of scholarship conducting original research; editorial experience among members of the team; prior professional collaboration among members; organizational skills to oversee the editorial process and meet deadlines; a commitment to equity and diversity of theories, literacies, and practices across their work; and an ability to work effectively with reviewers, the publisher, and the LRA Publications Committee.
- A strength of the editorial team is one that is composed of different theoretical, methodological, and topical areas of expertise among members.
- The editorial team must submit a detailed annual report to the Board of Directors at least two weeks before the annual conference each year. The report must include data from that year and the impact factor of the journal.
- Limited funds are available to support the editorial team. Funding is contingent upon yearly Board approval after review of the annual report.
- The new editorial team will work with the current JLR editorial team and the LRA Publications Committee during the transition period, beginning Summer/Fall 2024.
- The new editorial team will be responsible for completing the publication process for issues that may have been filled prior to the commencement of their term.

Application Procedures

Send an electronic letter of intent and supporting materials to the LRA Publications Chair: Melody Zoch, mzoch@uncg.edu, no later than May 31st, 2024, by midnight EST. Applications will be reviewed by a search committee composed of members of the LRA Publications Committee and a current JLR editor, which will make a recommendation to the LRA Board of Directors for approval.

Applicants will be told of the decision about the new editorial team by August 1, 2024.

Include the following materials:

1. A letter of intent including the following information:

a. Professional information for each member of the applicant team

- i. Full name
- ii. Professional title
- iii. Academic affiliation
- iv. Contact information

b. Detailed description of prior editing experience for each member of the applicant team

c. Description of how the institution for each member of the applicant team will support the editorship (e.g., course release, financial support, reduction of committee work, graduate assistantship, office space, technology)

d. An explanation of the diversity represented in the proposed editorial team (e.g., theoretical, methodological, and topical areas of expertise among members).

e. Description of the applicant team's prior professional collaborations

JOB BOARD



CLEMSON UNIVERSITY

CHAIR, DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT



EMMA ECCLES JONES

COLLEGE OF EDUCATION & HUMAN SERVICES

UTAH STATE UNIVERSITY

ASSISTANT PROFESSOR

ELEMENTARY LITERACY EDUCATION

SCHOOL OF TEACHER EDUCATION AND LEADERSHIP

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COLLEGE OF EDUCATION & HUMAN SERVICES

UTAH STATE UNIVERSITY

ASSISTANT OR ASSOCIATE PROFESSOR TEACHER EDUCATION AT THE SECONDARY LEVEL
IN ADOLESCENT LITERACY EDUCATION (GRADES 6-12)



UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

ASSISTANT PROFESSOR EARLY CHILDHOOD AND/OR ELEMENTARY LITERACY EDUCATION (TENURE
TRACK)



THE UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

TENURE-TRACK POSITION