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Biography:

Patriann Smith is an Assistant Professor of Literacy Studies in the Department of Teaching and Learning at the University of South Florida. Her research is focused on Black immigrant Englishes and literacies, standardized and non-standardized English ideologies, multicultural teacher education, international literacy assessment, and cross-cultural and cross-linguistic literacy practices.

Her recent publications include: "How does a Black person speak English: Beyond American language norms," published by the American Educational Research Journal, "You hear my funny accent?!": Problematizing assumptions about Afro-Caribbean 'teachers turned educators,'" published by the International Multilingual Research Journal, "(Re)Positioning in the Englishes and (English) literacies of a Black immigrant youth: Towards a 'transraciolinguistic' approach," published by Theory into Practice, and "Rethinking '(under)performance' for Black English speakers: Beyond achievement to opportunity," published by Journal of Black Studies.

Candidate Statement:

I was a graduate student when I first attended the LRA conference. I had submitted my paper to the conference but had no funds to travel. Not knowing who I was, LRA gifted me the Ethnicity, Race, and Multilingualism (ERM) Travel Award. I arrived at LRA, saw 'real, live' scholars, 'yes, those you see in literacy journals and textbooks', and I never looked back. Today, I am humbled and honored to be considered for a position on the Board of Directors.

Literacy has always been 'my thing'. I got to know this while working as a Reading Clinician's Assistant, and later, as an elementary school teacher. Now, as Assistant Professor of Literacy Studies at the University of South Florida, I continue to pursue a line of research designed to enhance equitable literacy practice. Through my research, I examine the cross-linguistic and cross-cultural experiences of Black immigrant adolescents and educators in literacy learning, instruction, and assessment, with the goal of further clarifying the culturally and linguistically responsive literacy and assessment practices useful for underserved youth. I do so, through a transdisciplinary lens that considers what is between, above, and beyond disciplines across the fields of sociology, linguistics, bilingual education, anthropology, psychology, sociology, counseling, multicultural education, and higher education.

My rationale -- I had observed the need to clarify the ways in which literacy (one) has become literacies (more than one), and found it critical to indicate how the increasingly contested factors of immigration, language, and race intersect to redefine the literate and social practices of students, teachers, and educators in and beyond classrooms. In pursuing this research program, which functions as my professional mission, I continue to fill a gap in the research that clarifies the Englishes and literacies of a



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unique but largely invisible population: Black immigrants. In turn, I identify inequities in international literacy assessment that marginalize these Englishes and literacies. I translate my research into practice by illustrating the usefulness of such insights for literacy teacher educators and the in-service teachers whose cultural and linguistic responsiveness we support in K-12 classrooms.

I have disseminated this body of work in journals such as the *American Educational Research Journal*, *International Multilingual Research Journal*, *Teaching and Teacher Education*, *Journal of Black Studies*, *Reading Psychology*, *Teachers College Record*, *The Urban Review*, *Education and Urban Society*, *International Journal of Multicultural Education*, *Theory into Practice*, *Literacy Practice and Research*, *Policy Insights from the Behavioral and Brain Sciences*, *International Journal of Testing*, *Oxford Research Encyclopedia of Education*, *Action in Teacher Education*, and in the co-edited *Handbook of Research on Cross-Cultural Approaches to Language and Literacy Instruction*. My contributions to the field have, in turn, been recognized with the ILA Reading Hall of Fame Emerging Scholar Award, AERA Language and Social Processes Emerging Scholar Award, and with the Texas Tech University's Integrated Scholar, President's Excellence in Teaching, as well as the Diversity and Equity Awards. Beyond this, I serve on the Editorial Board of the *Reading Research Quarterly*, function as Associate Editor for *Linguistics and Education*, as Co-Editor of the *Caribbean Educational Research Journal*, and have served as a reviewer for several journals including: *Review of Educational Research*, *American Journal of Education*, *The Reading Teacher*, *Journal of Language, Identity, and Education*, and *Literacy Research and Instruction*. I continue to use my scholarly pursuits to support students and the broader community through local, regional, and international outreach.

As I think back on my seven-year history with LRA, I was an Editorial Board Member of the then, LRA Yearbook, and served as Parliamentarian for three years. Interpreting the Bylaws and revising the Policy and Procedures Handbook (PPH) bi-annually, attending Executive and Board meetings, and being 'on call' daily, as it were, to interpret Roberts Rules of Order, proved to be rewarding, leading my peers to present me with an Award for Dedicated Service. Serving as an Executive Committee member during this time, I also contributed to the LRA Strategic Plan, and specifically helped develop the Mentoring section.

My role on the Executive Board did not prohibit me from remaining engaged with members across the broader organization. I have served as Editorial Board Member of the *Journal of Literacy Research* since 2016 while remaining committed to advancing my professional mission in my appointment as ERM Committee Member, as well as Chair of the ERM Committee Travel Awards. I served as a member of and Co-Chair for a session of the Transnational Innovative Community Group (ICG), co-organized LRA's International ICG Poster Session in 2015, served as Caribbean Regional Representative for the International ICG, and contributed to a Policy and Advocacy initiative to demonstrate how literacy research intersects with policy. I co-authored the LRA *Statement on Racial Violence and Racism in Literacy Research*, and was a Scholar of color Transitioning into Academic Research Institutions (STAR) Fellow in the 2017-2018 cohort. Currently, I am part of a team commissioned to prepare LRA's *Literacy Research Report on Race in Literacy Research*, and I am Area Co-Chair of Area 4: *Public Engagement and Policy in Literacy*. I continue to serve as a reviewer, discussant, chair and presenter at the LRA conference every year.

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As a scholar of color with international origins who speaks multiple language varieties, I owe a tremendous part of my professional growth to LRA pioneers who came before, LRA mentors who have continued to provide an excellent vision for the organization, and LRA members whose warmth, and support for scholarly excellence and diversity within the organization, have made it possible for me to serve. Like I have received, I wish to give back to LRA. Informed by my professional mission, I will:

1. Seek and create opportunities for increased cross-cultural, cross-linguistic, and cross-racial citations of literacy research across the organization;
2. Identify and develop opportunities for increased cross-cultural, cross-linguistic, and cross-racial peer-mentoring in literacy research; and
3. Extend structures that allow for cross-cultural interactions between international researchers and those based in the United States.

A focus on increased citations is critical to enhancing both the productivity of emerging scholars and of scholars of color whose research impact is increasingly based on such metrics. An emphasis on peer-mentoring across such contexts is crucial to bridging methodological and epistemological differences that sustain the diversity in research across the organization. And the need to increase conversations between international and U.S. scholars is vital given that scholars from Majority World contexts (such as South America, Africa, Asia) hold key insights for researching the literacies of youth who increasingly migrate to the Minority World (e.g., U.S., Canada). Through these strategic initiatives, I anticipate a greater and equitable impact of literacy research, healing within the organization, and an increased membership of literacy scholars from diverse backgrounds.