

LITERACY RESEARCH ASSOCIATION NEWSLETTER

SPRING 2017

Jacquelynn A. Malloy, Clemson University

PRESIDENT'S REPORT

Rebecca Rogers

University of Missouri-St. Louis

Our work as a research organization is now more important than ever. Recently, we saw an Executive order that bans immigrants from seven Muslim majority countries. This and other discriminatory acts send intolerable messages about diversity and human rights and jeopardizes scholars and scholarship in the social sciences. We also continue to see the dismissal of empirical evidence in public policy decisions. The heart of our charge as an organization is "promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world." As stewards of our profession, it is important that we share our research and are in dialogue with decision makers at local, state, national, and international levels. We also cannot lose sight of how public policies have often excluded, marginalized, and even profited from minoritized communities around the world. This era is an opportunity to redouble our efforts to our mission as an organization that states a commitment to "ethical research that is rigorous, methodologically diverse, and socially responsible." True to our mission, we must also take seriously promoting research that enriches the understanding of literacies in a multicultural and multilingual world and the distribution of empirical evidence to diverse publics.

Many of us are wondering how we might use our research in an era of anti-intellectualism. Here are some suggestions for how we can work together within LRA:

- Propose research sessions focused on these issues at the upcoming conference. Proposals are due March 1st.
- Work with your Area, Study Group, Innovative Community Group, or Committee to generate a policy document, executive summary, policy update, endorsement, resolution, or literacy research report. LRA has processes and procedures laid out for each of these in our Policies and Procedures Handbook (see page 73).
- Spend time reading and discussing LRA's endorsed statement "The Role of Literacy Research in Racism and Racial Violence." An excerpt from the statement reads, "issues of racism are not peripheral to literacy research, and literacy research need not remain peripheral to

issues of racism. The Literacy Research Association resolves that we will not ignore issues of racism and become complicit in the perpetuation of racial inequities, neither in the field nor in the organization itself." Discuss with your Area, committee, ICG, study group, or colleagues at your university about how your literacy research intersects with racial equity.

- Bring your ideas to a Board member. A list of our Board members can be found on the website. LRA's Executive Board meets February 27-March 1; April 24 & 25. LRA's Board meets April 26.
- At your home institutions, stand in solidarity with academic initiatives and calls to action from fellow researchers who are black, Latinx, Asian and Pacific Islander, indigenous, non-Christian, women, people with disabilities, poor, gay, lesbian, bisexual, queer, trans, non-binary, agender.
- In addition to publishing your research, find a range of ways to share the results (e.g. educational documentaries, letters to the editor, social media) with a range of audiences (e.g. community meetings, governing bodies, state boards of education). We can learn from each other about how to build relationships and exchange knowledge with diverse publics.

I now turn to share conference highlights, Board and organizational development, and to look ahead over the next year.

Conference 2016 Highlights

LRA's 66th conference "Mobilizing Literacy Research for Social Transformation" drew 1,516 people from 15 countries including: Australia, Canada, Chile, Colombia, Denmark, Finland, Germany, Ireland, Jamaica, Mexico, Singapore, South Africa, United Kingdom, and USA. The program included more than 300 peer-reviewed research sessions with an acceptance rate of 75.3%. Many of us engaged with the theme in our papers and presentations and made visible the complexities of interpretation, particularly where historically marginalized communities are concerned. In the annual post-conference survey, 93% of the 366 respondents indicated that the conference met or exceeded their expectations.

For the first time in our conference history, we had a digital program. The Board voted in the Spring of 2016 to use Guide Book as our conference app. Our digital guide was downloaded 1,090 times; 575 of these downloads were before the conference. This is a 72% adoption rate. The conference evaluation indicated that 50% of the 366 respondents felt the digital/printed program needed

improvement. Your comments on the conference evaluation included recommendations that we will be taking up as a Board. As an organization, we will continue to seek innovative ways to use technology to support and extend our organizational mission and strategic plan.

LRA's annual conference included many spaces for gathering with colleagues to collaborate, celebrate, and gain inspiration. Each day, lively discussions of research and practice occurred during the 22 lunchtime Study Groups. In addition, the Presidential reception, the Newcomer's Breakfast, Vital Issues and PecháKucha, or the group dinners organized by Field Council (over 79 conference-goers attended), music with the Jefferson Street Sounds on Friday night, offered plenty of opportunities to connect with longtime colleagues and meet new ones.

There was an inspiring line-up of plenary speakers. Videos of the plenary and award addresses can be found on LRA's website.

Patricia Enciso, delivered the Presidential Address titled "Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice." Her inspiring talk called on us as a literacy research community to imagine how we might mobilize our research and teaching to create and sustain openings for more inclusive, diverse, and equitable classrooms, schools, and communities. Her Presidential Address culminated with a collective read aloud of LRA's endorsement of a statement called "The Role of Literacy Research in Racism and Racial Violence."

Richard Milner, Helen Faison Endowed Chair of Urban Education, Professor of Education as well as Director of the Center for Urban Education at the University of Pittsburgh, delivered a plenary address called "Rac(e)d Literacy and Opportunity Gaps: Confronting Dangers in (Teacher) Education." Rich made the case for a focus on race in literacy education. Drawing on a national survey of teachers' perceptions about race, he demonstrated that the majority of teachers believe race and racism are important topics for the classroom. However, the respondents did not think racial violence was an appropriate topic for the classroom nor did they feel prepared to talk about it. He called for literacy teacher educators to deliberately center race, racism, and racial violence in the curriculum.

Barbara Comber, Professor of Research at the University of South Australia, presented the plenary address titled, "Geography, Literacy, and Pedagogy: Imagining Translocal Research Alliances for Education." Barbara shared a synthesis of insights from theories of space and place in literacy studies. Drawing on ethnographic research in classrooms, she illustrated how making place and space the objects of study provide productive resources for teachers to design enabling pedagogical practices that extend students' literate repertoires. She encouraged us to think of how the systematic study of and engagement with specific elements of place can enable students' academic learning and literacy.

The **Integrative Research Review Panel** focused on "Readings and Experiences of Multimodality" and included leading scholars of multimodality: **Seemi Aziz**, **Stergios Botzakis**, **Christian Ehret**, **David Landry** (Nashville based graphic novelist/artist), **Kevin Leander**, and **Jennifer Rowsell**. Each speaker reviewed their orientation to multimodality and how it informs their reading and experience of a life-sized graphic novel

created by artist David Landry. The graphic novel was on display and integrated into Saturday's plenary session for attendees to experience and interpret.

Town Hall Meeting

The Town Hall Meeting (THM) is an important part of the Literacy Research Association's annual meeting. In response to the 2015 conference survey where over 100 people suggested a new THM structure, the Board voted to experiment with a new structure during the 2016 conference. In the months leading up to the conference, I was in dialogue with dozens of committee chairs, past Presidents, members, doctoral students, and Area Chairs to collaboratively envision THM. We decided to focus THM 2016 on the intersections of our research with policy and diverse publics because this is an issue that consistently bubbles up in THM.

THM 2016 kicked off with short addresses from panelists Detra Price-Dennis and Diane Stephens. This was followed by facilitated discussion at roundtables where participants were asked to talk about the following questions: *How does your research intersect with policy and policy makers? In what ways do you make your research accessible to diverse publics?* Facilitators prioritized a few examples to share amongst the entire assembly. Next, panelists George Hruby and Corrine Wickens provided additional examples of research intersecting with policy. In total, dozens of examples were shared that illustrate the diverse ways in which LRA scholars are sharing their research with diverse publics and using evidence to transform schools, communities, and lives.

This was a big change in the structure of the THM and, without surprise, there were mixed reviews. In the conference evaluation, people noted that there should be some time for improvisational comments from the floor and more open dialogue about organizational issues. Others thought that using the time and space to focus on substantive public sphere issues was a step in the right direction for the organization. The Executive Committee and Board will discuss the results in depth as planning proceeds for this year's conference.

Donations to the Latino Parent Engagement Program

The conference program was infused with many local influences and meaningful connections with the community. Our local partner this year was the Latino Parent Engagement Program run by Conexión Americas and housed at Casa Azafrán in Nashville. LRA donated \$1,232 to their organization to support their work of cultivating relationships between Latino parents and schools to improve children's academic achievement.

Connections with Tennessee Teachers and HBCUs/HSIs

As a result of an initiative between LRA and the Tennessee State Department of Education, 48 teachers from Tennessee received complimentary registration to the conference. In addition, the Board approved an initiative to intentionally recruit scholars from Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs). This effort led by Gwen McMillon and I resulted in 14 scholars from Tennessee State University attending the conference, many of them first time attendees.

Board and Organizational Development

In the December Board meeting, we examined the strategic plan using an anti-bias lens, led by Dr. Yolanda Sealey-Ruiz. This continues the Board's commitment to leading by example and deepening our organizational commitment to equity, inclusion, and diversity.

Janice Almasi and Gwen McMillon developed a new **Leadership Training Fellows Program** to provide mentorship for mid-career members interested in pursuing pathways to leadership within the organization. The Board voted to approve this program and more information will be forthcoming this year. Also in her role as Past-President, Janice Almasi developed flowcharts to help members understand pathways to leadership and organization involvement. The flowcharts can be found at the back of this report or on the [LRA website](#).

We welcome a new Innovative Community Group, the **Reading Clinic/Literacy Lab ICG**. The Reading Clinics/Literacy Labs ICG will create a community of scholars who examine issues related to reading clinics/literacy labs, generate research questions, conduct collaborative research, and disseminate findings.

We also welcome a new area to LRA. Welcome to **Area 12: International Research on Literacy Teaching and Learning**. The Co-chairs are: Lori Czop Assaf, Patience Sowa, and Katina Zammit.

On November 29, 2016, LRA's Board voted to endorse the statement "The Role of Literacy Research in Racism and Racial Violence." An excerpt from the statement reads,

According to this Mission, the Literacy Research Association is concerned with research that impacts policy for individuals from racially marginalized communities. People of color in the United States constitute a large number of these individuals whose experiences have become increasingly oppressed, life threatening and illegitimized (Bashir-Ali, 2006; Ladson-Billings, 1998; Mitchell, 2013). Issues of racism are not peripheral to literacy research, and literacy research need not remain peripheral to issues of racism. The Literacy Research Association resolves that we will not ignore issues of racism and become complicit in the perpetuation of racial inequities, neither in the field nor in the organization itself.

The full statement and history of its development can be found on LRA's website under the link to Policy Documents, and also at the end of this newsletter.

Proposed Bylaw Changes and Upcoming Vote

As described during the 2016 Business Meeting, the Board voted (11/29/2016) to approve changes to the Bylaws. Members were notified by email of the upcoming vote on January 31st. You will be asked to vote on the Bylaw changes in March when the LRA Membership votes on the new slate of officers. The proposed changes are summarized here and can be found in detail on LRA's website, as well as at the end of this newsletter:

- Revision of the Bylaws to reflect changes in the PPH concerning the administrative status of the Financial Advisory Committee

- Revision of the Bylaws to reflect changes in the PPH concerning Nominations Committee alignment with the LRA mission statement

- Revision of the Bylaws to include the Barr/Mosenthal Handbook of Reading Research Committee's operating procedures

Outgoing and Incoming Board Members

Please join me in thanking several Board members who finished their terms: Janice Almasi, Past President, Randy Bomer, Diane Schallert, and Guofang Li, Board Members. We thank them for being good stewards of the organization. During the Business Meeting, incoming elected members were introduced: Marcelle Haddix, Vice President, Carmen Martínez-Roldán, Karen Wohlwend, and Hilary Janks, Board members. Many thanks to Patriann Smith for serving as LRA's parliamentarian. We welcome Lamar Johnson as the incoming parliamentarian.

Outgoing and Incoming Committee Chairs

Thank you to outgoing committee chairs who have provided years of service to LRA. We extend gratitude to: Kelly Cartwright, Ethics Committee; Jill Castek, Albert Kingston Award Committee; Silvia Noguerón-Liu, J. Michael Parker Award Committee; and Laurie Henry, Oscar Causey Award Committee.

We also welcome our new committee chairs: Gerald Campano, Ethics Committee; Jennifer Jones-Powell, Albert Kingston Award Committee; Donita Shaw, J. Michael Parker Award Committee; Aria Razfar, Oscar Causey Award Committee; Devon Brenner, Co-chair of the Policy & Legislative Committee; Kouider Mokhtari, Co-chair of Publications, and Alfred Tatum, Co-chair of Research.

Publications

Many thanks to the Editorial team of the *Journal of Literacy Research*: Misty Sailors, Editor; Dennis Davis, Virginia Goatley, Miriam Martinez, Arlette Willis, Associate Editors. The Editorial team invites submissions and reports the turn-around time for reviews is 60-days. We look forward to your leadership of our flagship research journal.

Continued gratitude to our Editorial team of *Literacy Research: Theory, Method, and Practice* at the University of Missouri-Columbia: Carol Gilles & Lenny Sánchez, Lead Editors; Betsy Baker, Laurie Kingsley, Candace Kuby, Amy Lannin, Mike Metz, Angie Zapata, Co-Editors.

Looking Ahead

LRA must continue to play a vital role in the production and dissemination of rigorous scholarship that advances literacy education as a discipline, profession, and field. As stewards of our profession, this is the time to double our commitment to equity, inclusion, and diversity. Indeed, the Board will provide leadership to the organization in this area.

In the months ahead, we will work together to promote and extend our organizational mission. Our work as a Board will be led by our strategic plan. This is a living, breathing document that includes six strands: 1) Research, 2) Governance, 3) Diversity, Equity, and Inclusion, 4) Policy and Advocacy 5) Communications, and 6) Mentoring and Energy. Over the next year, the Board will continue

to work with Committee Chairs, Award Committees, Area Chairs, ICGs, and the membership to disseminate, implement, and evaluate each section of the strategic plan. I invite you to become familiar with the Strategic Plan that can be found here.

You will also be hearing more about our efforts concerning Policy & Advocacy. In particular, there will be calls for literacy research reports, executive summaries, and policy documents.

We will also explore how LRA might be more effectively networked within coalitions of research societies to defend the fundamental principles of academic scholarship and the use of empirical evidence in support of public policy. This will strengthen our ability as a research organization to contribute to a sustainable, equitable, and democratic world.

Conference 2017

The 67th conference of the Literacy Research Association, Co-chaired by Gay Ivey and Marcelle Haddix, will take place November 29-December 2 at the Tampa Marriott Waterside Hotel & Marina in Tampa, Florida. The theme of the conference is *Literacy Research for Expanding Meaningfulness*.

PRESIDENT-ELECT'S REPORT

Gay Ivey

University of Wisconsin-Madison

I am excited to be in the midst of planning the 2017 LRA Conference. The intention of this year's theme, *Literacy Research for Expanding Meaningfulness*, is to invite conversations on how literacies are or might be implicated—beyond conventional notions of competence and achievement—in the building of more agentive, fulfilling lives for individuals and communities. I am hoping this focus will bring together multiple perspectives on the breadth of development in becoming literate, and on the multiple functions of literacy in everyday lives and across time.

In support of this theme, I am happy to announce that our Friday afternoon plenary speaker will be **Dr. Anna Stetsenko**, Professor in Human Development and Urban Education at The Graduate Center, the City University of New York. Dr. Stetsenko has published widely on Cultural-Historical Activity Theory. Her latest book, *The Transformative Mind: Expanding Vygotsky's Approach to Development and Education* (Cambridge University Press, 2016), will certainly give us much to think about as we consider the potential of literacy as a tool for agency and personal and social change.

LRA member, **Dr. Judith Lysaker**, from Purdue University, will deliver the Saturday morning Integrative Research Review. In her own research, Dr. Lysaker explores reading as social and relational activity, and in this address, she will bring into focus for us the research linking literacy to the multiple dimensions of children's development. I want to thank Judy for taking on this very important work. Plan now to attend this closing conference event!

Dr. Rebecca Rogers, LRA President, will speak on Wednesday afternoon. Her talk will be followed by the annual President's Reception. All are invited to attend and celebrate Becky's

leadership and service to LRA.

Dr. Kris Gutiérrez, who received the Oscar Causey Award at our 2016 conference in Nashville, will deliver the Oscar Causey address on Thursday morning.

This year, the winner of the Distinguished Scholar Lifetime Achievement Award (to be announced) will deliver the Thursday afternoon plenary address. Historically, this session has been scheduled at the same time as concurrent sessions. I am hoping this modification will lessen the tough decisions participants must make about which sessions to attend.

I want to thank our Area Chairs for their hard work and dedication throughout this spring. This year, I am happy to welcome the following new Area Chairs:

- **Katherine Frankel**, Boston University: Area 4 (Literacy Instruction and Learning)
- **Judith Dunkerly-Bean**, Old Dominion University: Area 7 (Social, Cultural, and Political Issues of Literacy Practices In and Out of School)
- **Kwangok Song**, Arkansas State University: Area 8 (Literacy Learning and Practice in Multilingual and Multicultural Settings)
- **Lori Czop Assaf**, Texas State University: Area 12 (International Research on Literacy Teaching and Learning)
- **Patience Sowa**: Area 12 (International Research on Literacy Teaching and Learning)
- **Katina Zammit**: Western Sydney University: Area 12 (International Research on Literacy Teaching and Learning)
- **Bong Gee Jang**, Syracuse University: Area 14 (Other Topics)

Finally, I think you will enjoy the Tampa Marriott Waterside Hotel & Marina and the surrounding area. This location offers direct access to the Tampa Riverwalk, and there are terrific restaurants and additional hotels nearby. I want to thank the members of the 2017 Local Arrangements Committee for their assistance in helping us get to know this area: **Danielle Dennis, James King, Janet Richards**, and **Jenifer Schneider**.

Please feel free to contact me (gay.ivey@wisc.edu) with any questions or concerns. Technical questions about proposal submissions should be sent to Briana Melnick (bmelnick@kmgnet.com).

As always, thank you for granting me the privilege of serving this organization.

VICE PRESIDENT'S REPORT

Marcelle Haddix

Syracuse University

Let me begin by saying that it is a tremendous honor to serve this organization, especially in this moment. As our community continues to grow and evolve, we are reexamining why and how literacy research matters and reimagining ways our work can be seen as relevant, building on the long and rich history of scholarly contributions to literacy research and practice. I do believe that we are witnessing a renewed commitment to change, innovation, and public engagement, and this was evidenced in the release of the organization's statement on 'The Role of Literacy Research in Racism and Racial Violence' that was presented at the 2016 conference. I am inspired by the efforts of the many scholars, including emerging scholars and doctoral students, who worked to bring the statement forward. I envision it being useful in our individual yet collective work to inform research, policy, and practice.

In my role as Vice President, one of my responsibilities is to convene and chair the Nominations Committee for the purpose of electing a new Vice President and new members of the Board of Directors. This committee consists of the Vice President, President-Elect, Past President, and four representatives from the LRA membership who are not on the Board of Directors. Members of the Nominating Committee are required to be members in good standing with records of service and leadership to LRA. Interested members should feel free to email me at mhaddix@syr.edu.

You might also begin to consider potential nominees for the 2018 elections for the office of Vice President and for Board of Directors. Candidates should (a) have a record of leadership in the organization, (b) understand the value of research in the organization, (c) understand, support, and respect diversity in the organization, and (d) be a member in good standing. All nominations for members of the Nominations Committee and for the office of Vice President and Board of Directors should be sent to me at mhaddix@syr.edu and should be accompanied by a current curriculum vita. Peer nominations and self-nominations are welcomed.

This year, I am serving as Co-chair to the 2017 conference with President-Elect Gay Ivey. With Gay's leadership, I am learning the many ins and outs of program planning, and I am excited for a successful program in Tampa in December 2017. Looking ahead to 2018 program planning, I will have the opportunity to appoint new Area Chairs, as some current chairs will end their 3-year terms. If you are interested in serving the organization in this way, please let me know.

This past summer, I traveled with Gay Ivey and KWGM staff members to select a site for the 2020 conference, and it was announced at the Annual Business Meeting in Nashville that after an adventurous process, we selected Hilton Americas-Houston, a beautiful hotel that is accessible, with easy-to-navigate meeting spaces, over 1000 guest rooms with a room rate of \$179, and it's in walking distance to some of the finest food in Houston. And, as a reminder, the 2018 conference will be held at the Renaissance Indian Wells Resort & Spa in Palm Springs, California, with a room rate of \$170. I am especially grateful for the opportunity to travel

with Gay and KWGM this past summer and to learn about this process as I begin the search for our LRA 2021 site.

I welcome your ideas and feedback to continue to create productive and positive conference experiences. So, please feel free to reach out to me. As the newest member of the Executive Committee, I am grateful for the work of our colleagues and am looking forward to building on their momentum.

PAST PRESIDENT'S REPORT

Patricia Enciso

Ohio State University

I want to begin by congratulating Rebecca Rogers on a superb, community-based 2016 conference, and on the successful launch of the conference program on Guidebook. With Becky's leadership, the expertise of Area Chairs, and guidance from Gay Ivey and Gwendolyn McMillon (Treasurer), we celebrated and learned together in a lively, music-filled city and conference hotel, with educators and community members from Nashville and surrounding areas. Thank you for your vision and support of literacy scholarship and education! I also want to express my gratitude to outgoing Past President, Janice Almasi, whose service and leadership will be felt across many years to come as new members find clear paths to engagement and scholarship in the principles and procedures that guide our organization.

2016 Accomplishments

During 2016, and over the previous three years, I have been deeply grateful for the support, direction, and enthusiasm members have given with every new initiative or request to serve our organization. This year we accomplished the launch of our new website, the final preparation and public draft of LRA's Strategic Plan, and the review and renewal of LR: TMP's editors, along with the review and development of JLR's transition to the new editorial team. These initiatives were supported by members of (respectively) the Technology Committee, Publications Committee, and Executive and Board, and by our headquarters staff from the Kauter Wenhold Management Group. Thank you!

In addition, I humbly recognize the intellectual and personal leadership among a coalition of LRA members from the Ethnicity, Race, and Multilingual Committee, Gender and Sexuality ICG, and Critical Race Theory Study Group, as well as Board and Executive members, who understood the urgency and significance of supporting an Executive Summary on 'The Role of Literacy Research in Racism and Racial Violence.' This powerful statement reflects a history of pain and concerns as well as a vision for our future as researchers who seek to understand and advocate for conditions of equity and justice in literacy scholarship; a goal that begins with the recognition that privilege and violence (in many forms), across educational contexts and communities, are fundamentally rooted in racism. The Executive and Board voted to support the near-final draft of the Executive Summary during our November 29th meetings. Members reviewed and discussed the implications of the Summary for our own actions and responsibilities, within the organization of LRA, our academic institutions, and our research. I could not have been more proud of our organization than I was on November 30th when we stood in solidarity in support of anti-

racist, anti-biased education, research, and organizational practices. We have continuing work to do toward these goals and I look forward to being part of this ongoing effort.

2016 Appointments

In accordance with the PPH, I made several appointments to Standing Committee Chair positions: Rachel Karchmer-Klein will continue as Publications Co-chair with Kouider Mokhtari; Lara Handsfield will continue as Research Co-chair with a Co-chair TBA, due to a new academic appointment for Valerie Kinloch; and the Ethics Committee will be Chaired by Gerald Campano. Thank you!

2017 Upcoming Appointments and Committee Service

In 2017, I will make appointments to Standing Committees, Awards Committees and Awards Committee Chairs. I will use the Volunteer Survey summary to assist in reaching a wide pool of members who have expressed an interest in LRA service. Please contact me if you are interested in a particular committee membership role. In addition, per PPH guidelines, I will chair the Financial Advisory Committee and Management Company Evaluation Committee. I will also serve as a member of the Nominations Committee, chaired by Vice President Marcelle Haddix. I look forward to continuing to work with Executive members, including Gwen McMillon who is a tireless advocate (and mentor) for LRA's financial future, Lynn Shanahan who understands, records and faithfully renders legible the many nuances and decisions made during Board meetings, and Lamar Johnson, our new Parliamentarian, who will update changes to the PPH and guide us through deep waters when decision-making procedures need to be clarified.

Past President's Focus: Policy & Legislative Publications

Finally, in support of LRA's Strategic Plan, and the continuing work I have done to develop members' engagement with LRA's policy and legislative work, I was charged by President Becky Rogers to review and develop procedures and policies related to research briefs, policy statements and other publications supported by the Policy and Legislative Committee. Research and policy publications will also need to be more visible through LRA's website and, potentially, other social media outlets. My aim is to work closely with both the P&L and Technology committees and Chairs to review our current practices and procedures and make recommendations for changes that are consistent with LRA's Mission and Bylaws.

Looking Forward

I am very hopeful and positive about LRA's future, especially given the outstanding leadership of incoming President Becky Rogers, President-Elect Gay Ivey, and Vice President Marcelle Haddix. We are part of a legacy of leaders who have committed to a Strategic Plan that will help us advance research, outreach and mentoring, diversity and equity, policy and legislative practices, and visibility and communications. I encourage you to participate in these initiatives by communicating with LRA's committee members, and Field Council representatives, who will help find a good starting point for your service and action.

VICE PRESIDENT ELECT CANDIDATE STATEMENTS

Elizabeth (Betsy) A. Baker
University of Missouri

LRA is the best! Where else can you attend presentations by your literacy heroes and then engage them in poignant conversations, be exposed to research and theoretical groundings that challenge your concepts and positions toward literacy, and come away inspired and renewed in your professional aspirations? Few professional organizations bring together a vast array of literacy scholars who strive to advance literacy research, policy, practice, and outreach the way LRA does. If elected to serve as Vice-President Elect, I will seek to advance LRA's mission: Promote and disseminate ethical, methodologically sound, and socially responsible research toward the creation of useful theories and sensible practice and policies.

Professional Background

I am a professor of Literacy Studies at the University of Missouri. Currently, I am co-editor for one of LRA's publications, **Literacy Research: Theory, Method, & Practice (LR:TMP)**. During our editorship (2015-present), we have been delighted to usher in several transitions for what was formerly known as the *LRA Yearbook*. We oversaw a name change with hopes that promotion and tenure committees will no longer confuse *LR:TMP* with conference proceedings but recognize it as a robust, double blind peer review publication. We oversaw the transition from an in-house publication to securing and working with Sage Publications, which resulted in access to an online review system as well as international marketing and dissemination. Finally, we oversaw the transition from paper to digital format thus increasing *LR:TMP's* accessibility and dissemination. These significant transitions occurred due to the thoughtful and passionate leadership of LRA's past presidents, board members, and membership. We are thrilled to advocate for *LR:TMP* and advance the work of our LRA colleagues who first get their work accepted for presentation at LRA and then accepted as the *crème-de-la-crème* of the annual conference by being published in *LR:TMP*.

I am the creator, Executive Producer, and co-host for the **Voice of Literacy (VOL)** podcast (www.voiceofliteracy.org). In 2007, I met with the editors of *RRQ* and *JLR* to brainstorm ways we could disseminate literacy research beyond the academy. We wanted to make literacy research readily available and consumable. As a result of these conversations and ongoing collaborations, *VOL* was born. The co-hosts conduct bi-weekly interviews with authors of *RRQ* and *JLR* research reports. We discuss the implications of their work for teachers, parents, principals, and policymakers. We are delighted with *VOL's* reception. In 2015, we received our 1-millionth request and currently average a request per minute 24/7/365.

I have been an active member of LRA. I have presented over 40 times, served as Co-chair of Program Area 3, as well as a member of the Oscar Causey Award Committee, Publications Committee, Technology Committee, and Field Council.

In my own research, I explore the intersections of literacy, technology, and teacher education. Informed by sociocultural perspectives, I seek to understand the nature of literacy in our technological culture. Using sociocultural and sociocognitive perspectives, I explore ways to harness the affordances of technology to mitigate challenges encountered in literacy development as well as teacher education. I have published in such venues as *Reading Research Quarterly*, *Journal of Literacy Research*, *NRC Yearbook*, *Journal of Reading Education*, *Reading and Writing Quarterly*, *Handbook of Research on the Societal Impact of Digital Media*, *Journal of Technology and Teacher Education*, and the *Journal of Educational Multimedia and Hypermedia*. I thoroughly enjoyed bringing together a range of scholars when I edited a volume entitled, *The New Literacies: Multiple Perspectives on Research and Practice*. I have been honored to receive such awards as Computers in Reading Research Award (ILA), Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology (international Conference on College Teaching and Learning, and the University of Missouri President's Award for Innovative Teaching (university statewide system).

Position Statement

Core values are evident from my professional background. If elected, I will bring these core values to my role as Vice-President Elect. First, my work as co-editor of *LR:TMP*, creator/co-host of *VOL*, editor of *New Literacies: Multiple Perspectives*, and sundry LRA committees, reveals a passion: I esteem divergent perspectives. It might be more appropriate to say, divergent perspective inspire me.

While my work is typically grounded in sociocultural notions of literacy, I benefit from insights provided by those who embrace among others, cognitive, psycholinguistic, critical, feminist, multilingual, multiliteracies, and post-structural perspectives. I truly value scholars who advocate for methodologies and paradigms that are similar as well as counter to my own lens. I believe there is strength and wisdom in recognizing that no one lens can fully capture the complexities and nuances of the phenomenon we all love, esteem, and refer to as literacy. We need and need to embrace a full gamut of theoretical, methodological, and practical approaches to make sense of and advocate for literacy. As Vice-President Elect, advocacy for divergence will be a guiding principle.

Second, I am inspired by the talents and passions of those around me. As an elementary teacher, I learned that students superseded my expectations when I empowered them to pursue their passions. I found the same to be true as co-editor of *LR:TMP*, Executive Producer and co-host of *VOL*, and a member of sundry LRA committees. I love to tap into the talents and passions of those around me. When empowered to pursue their passions, I am always amazed by what people accomplish. If elected, I will seek to tap into the extensive talents and passions of the LRA membership. I am invigorated by people who strive to make a difference. Advocacy for empowerment will be a guiding principle.

LRA is a significant organization with a critical mission. For nearly 70 years, LRA has provided a forum for literacy leaders to dialog and advance literacy research, practice, policy, and outreach. I am deeply honored to be nominated to serve as Vice-President Elect. If elected, I will build on LRA's traditions, advocate for divergence, and seek to empower the membership to advance our global mission.

Sharon Walpole

University of Delaware

Thank you for considering my background and vision for LRA as you make this important decision.

I was a high school history teacher and then worked directly with adolescents learning academic English and with students with specific learning disabilities. Those 8 years of teaching led to a master's in reading, and then to a Ph.D. in Reading Education from University of Virginia in 2000. After my degree, I spent two years at an elementary school as its Instructional Coordinator to build my elementary expertise. I moved to University of Delaware in 2002. I work in undergraduate and graduate education with a fantastic group of literacy colleagues. I was promoted to Professor in 2012. In 2016, I earned both my College and the University Excellence in Teaching Award.

I have a cognitive orientation towards literacy development, and I tend to work at the school (rather than classroom) level. While I was at UVA, the Center for the Improvement of Early Reading Achievement was funded. I was the research assistant on the CIERA "Beat the Odds" study published in *Elementary School Journal* (Taylor, Pearson, Clark, & Walpole, 2000). Conceptually, the design of that study is still an important influence on me. We sought to identify schools where demographics did not determine achievement rankings. The "odds" that these schools had "beaten" were those associated with poverty. While some LRA members will consider that deficit language, we defined school-based expertise as the ability to influence achievement for all; these schools were models.

Much of my research involves coaching. I earned a Reading Excellence Act grant and became a literacy coach. As an early adopter, I had the chance to work with coaches fairly broadly. That experience morphed easily into support of literacy coaches during Reading First. I have worked to define and study coaching, and more broadly to design professional learning. Most of my work reveals that professional support for teachers works at scale only when the goal is clear and school leaders participate.

My vita is easily accessed for those who want to check publication specifics. I have published empirical work in a variety of journals and co-written 9 books for teachers. I serve on the Editorial Boards of *Reading Research Quarterly*, *Journal of Educational Research*, *Elementary School Journal*, and *Reading Teacher* and as a peer reviewer for many other journals. I was an expert reviewer for IES, currently have an IES subgrant, and am PI on an Innovative Approaches to Literacy grant funded by USED. I am also active in ILA.

My most important work, though, is outside the typical research load. I have co-written an Open Educational Resource that comprises a full K-5 curriculum centered on text volume and knowledge building. It is an inexpensive challenge to any commercial program. The only reading materials are natural, full-length trade books. The lesson plans can be accessed at bookwormsreading.org for free. Bookworms distills my research knowledge and my orientation and shows my commitment to direct support of teachers.

NRC and now LRA have been my academic home since my first conference in 1995. I began presenting with my mentors, and now I present with my students. I know how the organization works, and I applaud the improved procedures and transparency that recent leaders have enacted. I have served on committees (Technology, Early Career Achievement, Field Council, and Oscar Causey). I have worked in the proposal review process as Area Co-chair for Policy and Assessment. I earned the Early Career Achievement Award in 2007 and was the invited speaker for the Integrative Research Review in 2008. I was elected to the Board of Directors in 2014. Given my understanding of the amount of work required of the executive committee, I was hesitant to accept this nomination. Many LRA members will note the unexpected passing of my long-time research partner, Mike McKenna. When I got the nomination, he told me that I had to accept it, and that I had to write a statement that clearly revealed my biases. Here goes.

Recent improvements to LRA include better Bylaws, starts in strategic planning, formalized support for newcomers and doctoral students, a better website, collaborative spaces for policy discussions, and direct support for scholars of color. We need to continue those initiatives, but we still have a long way to go. Many members want to engage in political action. To me, the best way to influence policy is to increase the quality and utility of our individual research efforts. When I joined the board, I started to review proposals in new program areas and I went to sessions in every single time slot, including familiar and unfamiliar researchers and methodologies. Regardless of topic or orientation, there was simply too much variance in quality. There were also many examples of paper presentations for unfinished projects, papers whose descriptions were misleading, and both symposium and alternative sessions loosely held together. We all suffer pressure to present yearly. I would like to see us provide expanded opportunities to present works in progress, as either posters or round tables, restrict paper sessions to finished projects, and reduce the number of longer sessions in favor of more slots for papers. I would also like to see the return of a wide variety of theoretical and research methodology sessions, so that we all can leave the conference with new ways of thinking and new methodological tools.

To me, the conference theme should always be the same: What did you learn last year that will make us better researchers and teacher educators? Perhaps that seems too simplistic, and it may not make for a good cover for the conference schedule, but to me it is a form of inclusiveness. I will serve if elected, and any votes or actions I take will be influenced by a bias toward demanding and supporting high quality.

BOARD MEMBER CANDIDATE STATEMENTS

Wanda Brooks
Temple University

I am quite honored to be nominated for the LRA Board of Directors.

Currently, I am Associate Professor of Literacy Education at Temple University. From 2013-16, I served as Associate Dean of Teacher

Education and recently returned to my faculty position. I teach both undergraduate and graduate courses related to literacy research, theories and instruction as well as qualitative methodology. Prior to Temple, I held academic appointments at the University of Maryland, Baltimore County and Howard University. I taught middle grade students in several suburban and urban public school districts such as Springfield, Virginia and Philadelphia, Pennsylvania before going into academia. I earned a bachelor of science degree in *Elementary/Middle School Education* from Hampton University; a master's degree in *Language and Literacy* from the University of California at Berkeley; and a doctorate in *Reading/Writing/Literacy* from the University of Pennsylvania.

For many years, LRA has served as my intellectual community. Over time, my engagement in LRA has deepened. In 2002, I gave my first talk at a LRA Conference. Since then, I have regularly presented, reviewed conference proposals, and served in various capacities that include: Area 9, Teaching and Learning Literature and Textual Analysis, Area Co Chair (2005-08), Edward Fry Book Committee Award Member (2008-2011), Nominations Committee Member (2012), STAR Mentorship Program Mentor (2011-14) and Pearson Scholarly Impact Award Committee Member (2013-15). I received one of the first Ethnicity/Race/Multilingualism Committee Award travel grants for new scholars of color in 2003. These experiences have allowed me to develop deep understandings of LRA as an organization as well as foster relationships (collegial and friendships) with its membership. While I recognize there is always more to learn and uncover, I feel prepared to serve on the Board of Directors if elected.

My research is qualitative. I situate my scholarship within a growing spectrum of studies about how diverse books (and their features/ characteristics) contribute to ethnic group identity development, cross cultural understandings, reading engagement and literary interpretations. I rely on reader response theories, critical race theory, critical race feminism and Black feminist theory to conceptually ground and provide explanatory power to my research findings. Most recently, critical content analysis (an emerging methodology within content analysis) has enabled me to augment my analysis of youth's textual responses to careful readings of the children's/young adult literature. Related outcomes of this work include how practitioners use these types of books effectively in the classrooms for language or literacy instruction. I have published my research in numerous highly regarded publications including *Review of Educational Research*, *Research in the Teaching of English*, *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, *The Reading Teacher*, and *Children's Literature in Education*. I have also co-edited a book titled *Embracing, Evaluating, and Examining African American Children's and Young Adult Literature*. Currently, I serve as a co-editor (along with Jonda McNair and Kelly Wissman) for the *Language Arts* journal.

LRA sits at an exciting and critical time in its development as evident by our recent and sweeping endorsement of "The Role of Literacy Research in Racism and Racial Violence." As an organization, we took a huge step forward by endorsing this position statement. If elected as a board member, I will be drawn to dialogue and endeavors undergirded by this document. I can provide insights, develop and/or encourage initiatives that signal to the literacy community our ongoing dedication to addressing racism and racial violence. My personal biography, K-12 teaching career and scholarly background will enable me to identify and contribute to enacting the spirit of this statement in a wide variety of ways. For example, as a former mentor in the STAR program, I believe LRA's

commitment to developing the trajectory of new scholars remains central to our organization. Through STAR we have formalized this informal mentoring into an institutional structure. As a recipient of these past attempts to broaden the membership and the roles in which they could engage, I am certainly in favor of efforts that reach out to scholars of color to foster a more diverse and welcoming organizational culture. To extend our efforts around mentoring, I also wonder whether LRA might provide support at later career points. Because, as indicated in the position statement mentioned above, “racially-oriented challenges faced by scholars of color both in their home academic institutions and within professional organizations” takes place throughout a scholar’s career (not just the initial years). Further, as someone who was first introduced as an undergraduate student to issues of teaching and learning while attending an Historically Black College, I am interested in trying to attract more doctoral students and early career academics from these institutions, so that they too may benefit from the type of mentoring and networks made possible through an organization such as LRA. By expanding and diversifying our organization, we will be able to further increase the ways in which anti-racist research gets promoted and critiqued in our field. Through this, we can also ensure a wider array of voices contribute within committees and in scholarly conference presentations or future publications (perhaps in *JLR*). As a board member, I would look forward to contributing towards these goals. I will also carefully and respectfully represent our membership as well as continue to expand and strengthen the range of work we’ve carried out for decades. It would be my great privilege to serve and to give back to LRA.

Zhihui Fang

University of Florida

My Background

I am pleased and honored to be among the slate of candidates nominated for the Literacy Research Association (LRA) Board of Directors. I am currently Professor and Head of Reading and Literacy Education in the School of Teaching and Learning at the University of Florida. My research focuses on the role of language in literacy teaching and learning. Specifically, I have explored (a) different ways knowledge and ideology are constructed through language in different school subjects (e.g., science, history, and mathematics), (b) the challenges these ways of using language present to reading comprehension and written composition in subject area learning, and (c) pedagogical strategies for addressing these challenges. I am particularly interested in exploring the use of evidence-based language and literacy practices to support disciplinary (especially science) learning and socialization. This work recognizes language as the hidden curriculum of schooling and responds to the challenges of developing advanced literacy, critical literacy, and disciplinary literacies among students who struggle with reading and writing, who are learning English as an additional language, or who have histories of school failure. It describes tools for engaging students in close reading and analysis of text as part of a comprehensive literacy program that helps them build both subject-area knowledge and understanding of how language presents knowledge and value in discipline and genre-specific ways. My work has appeared in both research-based and practitioner-oriented publications, including journals sponsored by LRA (e.g., *Journal of Literacy Research*, *NRC Yearbook*), ILA (e.g., *Reading Research Quarterly*, *Journal of Adolescent & Adult Literacy*), and NCTE (e.g., *Research in the Teaching of English*, *Language Arts*).

My Involvement with LRA

LRA has been my academic home for more than two decades. I attended LRA/NRC in San Diego for the first time in 1994 as an international student pursuing a master’s degree in reading education at Louisiana State University. I was overwhelmed with the rich array of scholarship presented at the conference and awestricken with the warmth and collegiality of scholars whose work I had read and admired. It was then that I knew I belonged in LRA. In subsequent years, I had the good fortune of working closely with many respected literacy scholars at LSU, Purdue (where I earned my doctorate in literacy and language education), and Florida (where I have worked since 1997). Their service and commitment to LRA and other professional organizations (e.g., IRA/ILA, NCTE, AERA, TESOL) have instilled in me a strong sense of “giving” and inspired me to serve the profession community with honor, dedication, and integrity. Over the years, I have served LRA in a number of capacities, as a field council representative, Co-chair and chair of Area 4 (Assessment, Evaluation & Policy) for annual conference programs, reviewer for annual conference proposals, editorial review board member for *Journal of Literacy Research* and *NRC Yearbook*, and editorial advisory board member for the *IRA/NRC Literacy Studies Book Series*. I have also served IRA/ILA, NCTE, and other professional organizations in meaningful ways. These service activities have greatly enriched my professional experience, deepened my professional knowledge, broadened my scholarly horizons, and reshaped my thinking about issues that matter in literacy theory, research, and practice. I look forward to continuing my involvement with LRA for many years to come.

My Vision for LRA

If elected to the Board of Directors, I promise to work diligently and collaboratively to help advance the mission of LRA. Specifically, I hope to contribute to the following four goals that I believe are critically important to maintaining the health, vitality, and relevance of LRA as a professional organization: (1) attracting and nurturing emergent scholars, scholars of color, and international scholars; (2) identifying and developing literacy leaders who are visionary, entrepreneurial, and creative; (3) encouraging and supporting interdisciplinary and inter-national collaborations; and (4) influencing and shaping literacy policy and practices. Accomplishing these goals is imperative at a time when education is facing unprecedented challenges across many fronts – social, political, fiscal, ideological, linguistic, pedagogical, and technological, to name just a few. It will ensure that LRA has a membership that is richly diverse, embraces multiple perspectives and methodologies, conducts high quality and cutting-edge research, provides steady stewardship of the organization, works productively across academic disciplines and national borders, connects with the society and communities, and addresses critical issues in literacy teaching, learning, and assessment. With such a membership, LRA will be well positioned to effectively respond to future challenges and opportunities. As the foremost professional organization for literacy researchers nationally and internationally, LRA has the will, expertise, and resource to achieve these goals. I appreciate and support the many initiatives that LRA has taken over the years to advance its mission. As a scholar of color with international experiences, I believe I can bring a unique perspective and make meaningful contributions to the development and implementation of strategic and action plans for these important goals.

Thank you again for considering me for the privilege of serving LRA as a member of the Board of Directors.

Laurie A. Henry
University of Kentucky

It is an honor and privilege to be nominated to serve on the LRA Board of Directors, a role that I believe comes with great responsibility not only to the organization but also to the field of literacy research. My current academic appointment is Associate Professor of Early Adolescent Literacy at the University of Kentucky. In this role, I teach literacy courses at both the undergraduate and graduate levels, and I provide professional development training for numerous school partners. I have a deep commitment to teaching as is, I believe, best demonstrated by being named recipient of the University of Kentucky Confucius Institute's Outstanding Faculty Award in 2016. In addition to my academic appointment, I hold an administrative position as the Associate Dean of Clinical Preparation and Partnerships. In this role, I have direct oversight of several programs and academic units within the college that focus on outreach and engagement. This oversight includes the Collaborative Center for Literacy Development, a collaboration between the eight state universities with statewide initiatives from early childhood education through adult literacy education as well as the most robust Reading Recovery program in the country.

My research emphases are focused on the new literacies for reading, writing, and communicating in Internet-based environments as well as the knowledge and skills related to "Next Generation Learning" that supports innovations in education and college/career readiness across the P-20 spectrum. One example of my work focused on an analysis of adult education providers in Kentucky to ensure they had the requisite knowledge and skills to help adults with low literacy levels. This research was recognized by the LRA community in which I was awarded the J. Michael Parker Award for Contributions to Adult Literacy Research in 2011. I am also dedicated to the teaching profession as shown through my work with the American Association of Colleges for Teacher Education (AACTE) and my appointment to the Clinical Practice Commission in 2015 as well as upcoming work as an AACTE Fellow for 2017.

As many others before me, I was introduced to this professional research community by my doctoral committee chair, and it quickly became my academic home, one in which I take great pride in serving in many different capacities. My service to LRA includes an appointment as Chair to the Oscar S. Causey Award Committee (2013-2016) following three years as a committee member (2010-2013). I have served as a Field Council Representative since 2009 and have volunteered to host new member lunches and dinners at the annual conferences for several years. I also served as a member of the Ad Hoc Committee on Name Change Implementation (2009-2010) and the Ad Hoc Committee on Logo Design (2009-2010) when the organization changed from the National Reading Conference to the Literacy Research Association. Additional service to the LRA community includes Program Area Chair for Area 12 (2007-2010), Distinguished Scholar Lifetime Achievement Award Committee member (2006-2009), Technology Committee member (2004-2007), Graduate Student Advisory Board (2004-2005) as well as serving as a proposal reviewer, session chair, and discussant for the annual conferences for more than a decade.

More recently, I have been fascinated with the changing demographics of the LRA organization and women/women of color in academia in general. There appears to be a shift taking place in the LRA leadership along gender lines with more women taking on leadership roles while top administrative positions in academia (especially at the dean, provost and president levels)

continue to be dominated by men. Preliminary results of this research were presented at the conference in December 2016 in which my colleagues and I looked specifically at LRA Board Members, award winners, and publications in the Journal of Literacy Research. This research is on-going at this time. As a board member, I would continue to look at the historical shifts in the organization related to leadership as well as the LRA membership. Declining membership is an issue many professional organizations face today, and I would work strategically to focus on membership growth and to recruit active involvement and service by LRA members. I believe this can be accomplished by building upon the foundation of the efforts of so many dedicated leaders in our organization through the LRA Field Council, the STAR mentoring program, Innovative Community Groups, and other networking opportunities.

As an active member of the LRA organization, I am committed to the core purpose to "enrich the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world" as I hope I have demonstrated through my own service to the organization. LRA has served me in my own scholarly development as well as providing me with a nurturing academic home. I would be humbled and honored to continue to serve LRA as a Board Member and help provide the same opportunities to others that I have enjoyed myself.

Sarah J. McCarthey
University of Illinois at Urbana-Champaign

Biography: I am a Professor in the Department of Curriculum and Instruction and Director of Teacher Education in the College of Education at the University of Illinois at Urbana-Champaign. I teach undergraduate courses in language arts and graduate courses focused on writing as well as literacy research methods. I have served as the Director of Teacher Education since 2014, revising all licensure programs to align with new Illinois State Standards, and manage teacher education programs in the College. I served as Associate Head for Graduate Programs in the Department of Curriculum and Instruction for seven years. I am co-Director (with a local teacher, Scott Filkins) of the University of Illinois Writing Project, which we established in 2008 in collaboration with colleagues in Writing Studies. I was editor with Mark Dressman and Paul Prior of *Research in the Teaching of English* from 2008-2013.

I developed a passion for teaching writing as an elementary teacher for 8 years and sought ways to improve writing instruction in K-12 schools. My work with the National Center for Research on Teacher Education as part of my doctoral degree at Michigan State University launched me into a lifelong pursuit of understanding how we prepare teachers to teach writing, classroom writing instruction, and students' identities as writers. My initial studies focused on the discourse of teacher-student writing conferences and the ways in which students internalized the dialogue to use in their own writing. Interviews with students and analyses of their texts highlighted the influence of students' home and community practices on their classroom interactions and texts. A study of Mandarin and Spanish speakers' identities as writers, conducted with Georgia Garcia, emphasized the need for understanding and building on students' linguistic and cultural resources in the classroom.

The advent of No Child Left Behind highlighted my concerns about the potential for neglecting writing instruction in classrooms as the result of the major emphasis on reading test scores. By

documenting trends in teachers' writing practices and orientations towards writing, I became increasingly disturbed by the wide disparities in the quality of writing instruction in high and low income schools. Additionally, I found that access to professional development was tied to local and state policies as well as opportunities provided by universities and school districts. My work began to focus on professional development in writing and the role it might play in providing opportunities for teachers to become more knowledgeable about writing instruction to better serve the needs of an increasingly diverse population of students. Gaining an understanding of the effects of policy contexts has led to my current work in understanding the preparation of teachers for the teaching of writing in global contexts; from my work it is clear that national, state, and local policies have major effects on teachers' instruction. At the same time, I am studying the effects of digital technology use in classrooms to understand how students' use of digital devices and knowledge about technology is sanctioned or discouraged. This work has grown out of the study with Bill Cope and several colleagues who developed an innovative, online writing environment that facilitates peer review and the development of a community of writers. I continue to focus on the teaching of writing in multiple contexts to assist children and youth in becoming better writers supported by knowledgeable teachers who value students' cultural resources.

I have been a member of NRC/LRA for 30 years. I have served as an Area Chair, served on the Publications Committee and was an Associate Editor for the Yearbook. I regularly present at the conference, review proposals, and review manuscripts for the Yearbook (now called *Literacy Research: Theory, Method and Practice*) and *Journal of Literacy Research*. While valuing my membership in AERA and NCTE and regularly attending various conferences, I feel the most connected to LRA and consider it my academic home. I believe I bring leadership experience and commitment to the organization and have long sought to be nominated to the Board of Directors.

Position: The outcome of the recent Presidential election has redoubled my commitment to literacy research and the role of education in a democracy. While I am extremely concerned about the effects of this administration on public schools, I also believe that organizations such as LRA can mobilize to resist oppression and demand social justice for our children. Some of the members of LRA have initiated efforts to resist the assault on public education such as joining the "March for Public Education" to be held in July and encouraging calls to Congress to resist cabinet appointments. I believe LRA can spearhead political movements related to education even as it remains primarily a research-focused organization.

Within LRA, I would like to see continued support and expansion of the STAR (Scholars of color Transitioning into Academic Research institutions). This might occur through collaborative efforts such as small teams of senior scholars with doctoral students and faculty of color entering academia. I would like to see all who are interested in participation in the program welcomed as mentors or mentees.

LRA has changed since its inception in terms of its focus on topics, methodology, and formats; as it responds to changing political contexts, I would like to see LRA continue to focus on conducting and disseminating research. Additionally, LRA needs to be responsive to its membership through continued dialogue about session formats including Study Groups and the role of the

Town Hall meeting. As we continue to experiment with new ways of confronting political challenges in the larger communities in which we live, we also need to be reflective about the perceived tensions within our organization and welcome all viewpoints.

Yolanda Sealey-Ruiz

Teacher's 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 honored and grateful to be nominated for the Literacy Research Association (LRA) Board of Directors. To the Board I offer a collaborative spirit that characterizes the work I do with colleagues at my home institution. I am driven by a collaborative approach to working with members of the LRA Board as we think through what it means, as literacy scholars, to do our "best work" today for the "greater usefulness of tomorrow" in a field that consistently calls for increased understanding of diversity, equity and inclusion.

Currently, I am an Associate Professor of English Education at Teachers College, Columbia University. During these past seven years, I have deliberately and actively pursued an agenda of scholar-activism, teaching, and service in efforts to make important contributions to the field of Literacy Education. I teach courses in the teaching of writing, writing non-fiction, multimodal literacies, diversity, and research methods. I have supported the literacy practices of young people through teaching a critical literacy course at a local high school from 2009 - 2015. My students were members of an all-male, in-school mentoring program at an alternative high school in New York City. The goal of the course was to strengthen their reading, writing, analytical, and public speaking skills. I have written extensively on this teaching experience, offering implications for the literacy teaching of all students, but specifically for male students of color.

I am the founder of the Racial Literacy Roundtable Series and the Racial Literacy Lecture Series, and co-founder of the Civic Participation Project at Teachers College. Since 2009, the Racial Literacy Roundtable Series has been a space for students, alumni, youth, practicing and pre-service teachers to voice their concerns, share their research and experiences, and find constructive ways to increase their understanding of issues related to race, class, gender at the intersection of literacy practices in schools. Since 2014, Roundtable topics have been dedicated to the lives of young people, and specifically how race intersects with their language and literacy practices. Topics have explored challenges to the well-being of youth involved in foster care and / or the juvenile justice system. The Racial Literacy Lecture Series, launched in spring 2017, brings literacy experts to the stage at Teachers College to engage issues of race and literacy through the mode of performance and other artistic expressions. The Civic Participation Project (CPP) has created 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 CPP held its first event – a college-wide town hall meeting and healing circle in response to Ferguson, Eric Garner, and other incidents that shook our society.

My work centers on three main areas of research: 1) culturally responsive pedagogy in urban Literacy classrooms; 2) the literate identities of Black and Latino high school males; and 3) preparing pre- and in-service Literacy 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 *English Education*, *Journal of Adolescent and Adult Literacy*, *Race, Ethnicity and Education*, *Teaching English in a Two Year College (TETYC)*, *English Quarterly*,

Teachers College Record, *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: forging spaces for diverse voices and perspectives to be heard – in K-12 school contexts and out-of-school spaces.

I am grateful to have been recognized for my work. In 2016, I received the AERA Mid-Career Award for Teaching and Teacher Education; I have been selected to be a mentee and mentor for NCTE's Cultivating NewVoices of Scholars of Color (CNV). I have been appointed or voted onto several NCTE and LRA committees: Edward Fry Book Award (Chairperson), the LRA 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 am also a member of the Ethnicity, Race, and Multilingualism (ERM) Committee.

Position Statement

As a part of its vision, LRA continues to focus on including a wide range of diverse voices on literacy scholarship. For several years now, I have presented at LRA because I view it to be an organization that welcomes my research. In recent years, there has been an increase in scholars of color who present at LRA. This is a great indication that LRA is being seen as a welcoming space for these scholars. As a member of the Board, I want to help maintain (and grow) this membership, and promote LRA as a space where *all* research voices are embraced and heard. I am interested in contributing to LRA's efforts by offering my research expertise and my 13 years of marketing and image experience. Given the ever-increasing diversity of our classrooms, and an increase among scholars in the field of Literacy education who are concerned with preparing teachers for the cultural, linguistic, and intellectual lives of their students, I desire that more of these scholars 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 finding ways to increase the presence of young people of color at LRA who can present with scholars who are actively engaged in literacy work in K-12 settings. I am also interested in supporting the success, and furthering the great work done within the S.T.A.R. program.

In fall 2016, I was honored to receive an invitation from incoming President Rebecca Rogers and other members of the LRA Board to engage in a discussion on diversity, equity and inclusion. I was inspired by the experience and moved by the way Board members opened up during the discussion. As a member of the LRA Board, I would welcome the opportunity to continue and extend this

dialogue my colleagues and I began. Through my research, teaching, and service, I call attention to the importance of valuing students' cultures and other diversities they bring into our classrooms. 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 Literacy classrooms, and why LRA should be place for these teachers and students to unpack, discuss, and make sense of their experiences.

Kristien Zenkov
George Mason University

Opening

I am deeply humbled to be considered as a candidate for the Literacy Research Association (LRA) board. I hope that the additional "texts" I've included in this statement begin to represent my multi- modal, justice-focused orientation as a literacy educator and scholar and help to illustrate my interest in serving as your representative to the board.



My "Door" into Literacy Education/Research and LRA

This image was taken by a high school student, Ali, involved in a participatory action research project I recently directed with preservice teachers. We used photovoice methods to explore adolescents' perspectives on "exceptional" teachers. The school doors illustrated Ali's belief in what has become a hallmark of my professional practice: the idea that *both* students and teachers should operate as learners, in reciprocal relationships across schools and universities.

Though I'd been a university-based literacy educator since 2000, I first attended LRA in 2007, and it is here where my photo elicitation methods and research have been best received. I completed my PhD at the University of Wisconsin-Madison as a "reluctant academic," moving between the university and classroom teaching three times over twelve years—as an undergraduate in Indiana, pursuing a masters in education in Chicago, and completing my dissertation while teaching 9th grade English in Seattle.

As a doctoral student I benefitted from intentional mentoring in literacy pedagogies and scholarship. But it was when I forged school/university boundary-spanning practices—at Cleveland State University and since 2008 at George Mason—that I found my place as a professor. And I discovered a metaphorical and a material "door" into an academic community when I shared my work and learned from colleagues at LRA.



A "Map" of My History as a Hybrid Literacy Educator and Scholar

This community as-set map from a new English teacher with whom I recently worked illustrates again the hybrid nature of my literacy education and scholarly practices. While I am a Professor of Literacy and Secondary Education at

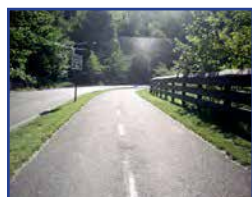
Mason, I spend every Thursday at TC Williams High School in Alexandria, Virginia (yes, *the* TC Williams of "Remember the Titans" fame!).

I co-teach a senior English class, coach teacher candidates, and conduct research with young people and veteran/preservice teachers. I have found my professional “home” across these Mason and TC contexts—in the same way I count LRA as my association family.

A strength of LRA is its responsiveness to broad notions of “literacy”: my visual literacy and hybrid teacher education approaches “fit” here. My merged teaching/scholarly inquiries are almost always conducted with preservice teachers, veteran teachers, and young people who are disenfranchised by traditional literacy practices. We explore youths’ relationships to these practices, with teacher candidates serving as bridges between the pedagogies finding favor in our classrooms and those with which adolescents most readily engage.

I have been fortunate to share my work in literacy-focused journals including the *Journal of Adolescent & Adult Literacy*, *English Journal*, *English Education*, *Visual Studies*, and LRA’s *Literacy Research: Theory, Method, and Practice*. And because I also engage with “equity literacy” and “partnership literacies” notions, I have published in venues including *The New Educator*, *Voices from the Middle*, *Social Studies Research and Practice*, *Theory into Practice*, and *School-University Partnerships* (a journal I have edited since 2011). I’ve also partnered with scholar-practitioner colleagues to author/edit six books, exploring literacy practices, notions of social justice, and education reforms, most recently via *Through Students’ Eyes: Writing and Photography for Success in School* (2016).

I have served on the editorial board for *Journal of Literacy Research* since 2008, Co-chaired program committees for Area 1 (Preservice Teacher Education in Literacy) and Area 12 (Study Groups), and served on LRA’s Publications and Policy and Legislative Action Committees. I serve on the Clinical Commission of the American Association of Colleges for Teacher Education (AACTE), as Co-chair of the Association of Teacher Educators (ATE) Clinical Fellows, and on the National Association for Professional Development Schools (NAPDS) leadership team. I previously served as Chair of the AERA PDS Research SIG and as a member of NCTE’s Commission on Composition. I have reviewed for the LRA annual conference and yearbook, and I serve in reviewer and editorial capacities for multiple literacy and teacher education publications.



The “Road” of My Hopes for LRA

Then a high school junior, Lindsay produced this image, “Uphill All the Time,” during one of our first photovoice projects a decade ago. The picture of the path she walked to her after-school job was accompanied by her reflection

that she was struggling to keep up with her daily duties, which included paying for her dad’s prescriptions. Lindsay and her work represent significant personal and professional starting point for me, and they give me cause to consider where I would like to go next and the road I imagine LRA might travel.

There is much to celebrate in our work and in recent LRA events, structures, and decisions. We see consistent evidence of leaders’ and members’ commitments to equity and inclusion, in the broader range of session formats, and in the expanding space for ICGs and study groups in our community. Yet, perhaps now more than ever, we have to be ready to lead critical conversations to ensure these spaces continue to grow.

We have an opportunity to reconsider the relevance of LRA to the greatest array of our school, university, and community constituents. And to continue conversations about how notions of hybridity and boundary-spanning practices can guide our work—literacy faculty in schools, PK-12 teachers in college contexts, children and youths recognized as literacy experts, doctoral students and preservice teachers bridging divides between too often isolated institutions. Many of us are engaging in practice- and project-based studies, operating simultaneously as researchers, teachers, and teacher educators. LRA is poised to be a leader in formally recognizing that clinical experience classrooms can be more than the sites where our pedagogical and scholarly products are implemented, but spaces where we can partner daily. I hope to walk with you on *that road*—even if it’s uphill.

COMMITTEE REPORTS

Ethnicity, Race, and Multilingualism (ERM) Committee

Debra Price-Dennis, Chair

Teacher’s College, Columbia University

The Ethnicity, Race, and Multilingualism (ERM) Committee had a successful and enjoyable conference at The Omni Resort in Nashville, Tennessee. Thank you to ERM members for their support and involvement. I would especially like to acknowledge the hard work and dedication of the outgoing 2016 ERM committee members:

Mikel Cole, Clemson University

Margarita Zisselsberger, Loyola University of Maryland

And, welcome to our newest committee members:

Melanie Acosta, University of Alabama

Grace Kang, Illinois State University

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

Travel Scholarships

For the 2016 conference, we awarded four travel scholarships to four LRA members from underrepresented ethnic, racial or linguistic backgrounds who show promise of scholarship in the literacy field. The recipients of our 2016 travel awards were:

Lucia Cardenas Curiel, University of Texas at Austin

Jin Kyeong Jung, University of Pennsylvania

Maria G. Leija, University of Texas at Austin

Grace Darlington Player, University of Pennsylvania

ERM-sponsored Events in Nashville, Tennessee

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

Confronting Inequitable Language Policy in the Classroom: An ERM-sponsored Symposium

Intersectionality: Brown Bag Conversation with Ethnic, Race, & Multilingualism (ERM) and Gender & Sexualities ICG
 STAR Fellows session: Navigating the Academy: Voices of Early Career Literacy Scholars of Color
LRA 2017 Conference Planning

The committee is now planning for the 2017 conference. We are particularly interested in organizing sessions and events that will explicitly address issues of racial violence, school to prison nexus, and language policy within the field of literacy research. If you are interested in participating in ERM-sponsored panels or roundtables that will address these issues, please contact Detra Price-Dennis, chair (price-dennis@tc.edu) to learn more about the process.

We also plan to co-host another Brown Bag Discussion on Intersectionality with the Gender and Sexualities ICG, as well as host a Social Hour to support networking among scholars of color.

FIELD COUNCIL REPORT

Grace Enriquez, Chair

Lesley University

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

The Committee/ICG Exhibit provided conference attendees the opportunity to learn more about LRA's various standing committees and ICGs and to sign up to become more involved in them. Current committee and ICG member representatives staffed the event during lunch and pre-plenary hours each day. Those who signed up for standing committees were added to a list of nominees for upcoming committee openings (to be appointed by the outgoing LRA President), while those who signed up for ICGs automatically became members.

The Field Council also sponsored several annual conference events that welcome and support conference-goers through networking and active service. We were pleased to again host the nightly Vital Issues session in the hotel lounge, which was well attended each night, as well as sponsor the Lighter Side of Vital Issues, hosted by Ian O'Byrne and Jud Laughter. Many thanks to all LRA members for your participation! We also hosted Lunch & Dinner Out opportunities, providing newcomers, lone travelers, and those wishing to network with opportunities to meet new people during small group meals. Finally, we hosted the Newcomers' and Graduate Students' Breakfast, which showcased many of the exemplary facets of LRA for new and potential members.

Special thanks to the following Field Council members for their help and support with each of these initiatives: Deb East, Barbara Bradley, Lane Roy Gauthier, Debra Coffey, Kathryn Pole, Tanya Christ, Anne Ticknor, Valerie Shinas, Ted Kesler, Laurie Henry, Catherine Kelley, Debra Peterson, Joy Myers, and Audrey Lucero.

At the Field Council meeting on Friday, December 2, 2016, Field Council representatives reviewed current efforts addressing membership recruitment, retention, and reclamation (the "Three R Effort"). At the request of the Publications Committee, we also discussed ways the Field Council could help LRA publicize *JLR*, *LR:TMP*, and other LRA publications. We also discussed the need to support our growing international membership and are considering possibilities related to that.

Finally, the Field Council invites all LRA members to join in the Three R Effort. Encourage colleagues who are already members to become active in the organization, as well as those who may have once been members to join again.

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

RESEARCH COMMITTEE

Lara J. Handsfield, Co-chair

Illinois State University

First, I would like to welcome the Research Committee's new members, Jennifer Turner, George Hruby, and Gina Cervetti, and offer sincere thanks to the committee's departing members, Kelly Puzio and Judy Lysaker. I am particularly grateful for Judy's dedication and hard work as Co-chair of the committee with me for the past year. Continuing committee members include Amanda Godley, Gwen McMillon, and Dennis Davis.

At the 2016 conference in Nashville, the Research Committee sponsored three paper sessions: 1) A symposium titled, "Exploring Literacy Teacher Development and Decision-Making Through Multiple Methodological and Theoretical Lenses," 2) A session on "Obtaining Grant Funding for Literacy Research", and 3) a symposium featuring "Conversations About the Influence of Methodology on Current Research in Academic Language." We also continued our study group, "If I knew then..." which features seasoned scholars offering advice to graduate students and newer scholars regarding conducting and publishing scholarship, and their academic career trajectories. These sessions were well attended, and work is currently underway to plan sessions and continue with the study group for the 2017 conference in Tampa, FL.

At our meeting in December, we also discussed how the LRA Board of Director's endorsed statement, [The Role of Literacy Research in Racism and Racial Violence](#), can inform our work going forward. In particular, we wish to remain mindful of LRA's history with respect to race and racism as we engage in our work, such as planning proposals for various sessions for next year's conference.

The Research Committee also continues to collaborate with the CITE (critical, interactive, transparent, and evolving) team based at the University of Texas, Austin, as it further develops its interactive online literature review of Initial Teacher Preparation in Literacy (ITEL). The team presented initial findings from this project in Nashville, including studies from 1990 to 2015. CITE's work now entails expanding the database moving one year back and one year forward each year. Ultimately, CITE-ITEL will be available to LRA members, along with interactive features so that the membership can suggest additions to and comment on syntheses within specific areas of the scholarship in the database.

I am thrilled at the work our committee has in store for the coming year as we seek to support and collaborate with LRA membership, the CITE team, and the Board of Directors.

JOURNAL OF LITERACY RESEARCH

Misty Sailors, Editor

The University of Texas at San Antonio

The editorial team of JLR is preparing for the release of 49(1). In addition to the issue appearing in March, we have also released the beginning of video abstracts to accompany each article. These abstracts are part of our promotion plan for the journal and represent a 3-4 minute "talk" by the author(s) about the major points and importance of the article. These video abstracts can be found on the LRA YouTube channel (<https://www.youtube.com/user/LiteracyResearch>) and are released at the same time articles are uploaded to Online First (<http://journals.sagepub.com/toc/jlrb/0/0>).

We hope you will consider JLR as an ongoing venue for your research. We invite the submission of manuscripts that represent diverse research paradigms and theoretical orientations and that use a variety of methodologies and modes of inquiry. You can read our editorial statement here: doi: 10.1177/1086296X16686279. We are currently averaging a 60-day turn-around to decisions.

Finally, you can follow JLR on social media: Twitter (@JLiteracyRes) and Facebook (<https://www.facebook.com/JLiteracyRes/>). We'll see you there!

Please contact JLR@utsa.edu if you have any questions.

AWARDS COMMITTEE

Early Career Achievement Award Committee

Fenice Boyd, Chair

SUNY, Buffalo

Nominations for the Early Career Achievement Award should be submitted to Fenice Boyd, committee Chair, at fboyd@buffalo.edu, by **April 15th**.

Purpose of Award

The Early Career Achievement Award is awarded annually to honor the new members of the LRA community who have been actively

involved in research, teaching, and service for approximately 3-7 years and have demonstrated outstanding commitment and accomplishment.

Criteria for Consideration

Nominees for the Early Career Achievement Award can be of any rank. However, nominees must: (1) be members of the LRA (for at least three years, but not necessarily consecutively) and they must, (2) possess a terminal doctoral degree, and (3) have worked in the field seven years or less from the conferral date of their degree to the posted deadline for this competition.

Procedures for Nomination

A LRA member may be nominated by a peer member of LRA through a recommendation letter outlining the candidate's contributions to the field of literacy research and the nominee's participation in LRA. Nominating letters should be submitted to Fenice Boyd (fboyd@buffalo.edu) by **April 15th**. Nominees will be contacted and asked to submit: (1) a current curriculum vita, including affiliations, degrees, research honors and awards, publications, and service on editorial boards of research journals; (2) a statement of approximately 1,500 words delineating professional growth and research agenda; (3) a letter of support from the candidate's current institution (e.g., teaching/research colleague, department Chair). Nominees should submit these materials to Fenice Boyd by **May 15th**.

J. Michael Parker Award

Donita Shaw, Chair

Oklahoma State University-Tulsa

If you are a **doctoral student or early-career, untenured faculty** submitting a proposal on the topic of **adult literacy** to the 2017 LRA Conference, please consider applying for the J. Michael Parker Award.

LRA awards the J. Michael Parker Award to new scholars for a paper they present 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.

Eligibility

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. The award is designed to encourage work in adult literacy with a variety of populations, including, but not limited to, learners in formal settings such as adult basic education and ESOL classes, as well as those engaged in literacy practices embedded in diverse cultural settings.

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

- **All of the author(s)** of the paper must be **doctoral students or early-career, untenured faculty** at the time of the paper submission (October 1, prior to the Annual Meeting)

- The paper is based on a proposal **accepted** for presentation at the LRA Annual Meeting.
- The author(s) of the paper are LRA members in good standing at the time of the paper submission.

Award Details

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. The award is presented to papers with either a single author and multiple authors, wherein **all authors must be doctoral student(s) or early-career, untenured faculty**. For single authored papers, the recipient will receive \$500 and a plaque commemorating the award. For co-authored papers, the recipients will each receive a plaque and will decide amongst themselves how to divide the \$500 award.

Criteria for Consideration for the Award

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

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

Applicants are required to submit a proposal of their research to the LRA 2017 Conference. 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, 2017**. Papers must be double-spaced and in 12-point font. The text limit does not include references or any appendices.

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

Student Outstanding Research Award

Doris Walker-Dalhouse, Chair

Marquette University

Are you a graduate student who is already looking forward to next year's LRA Conference? Are you conceptualizing a promising paper based on your research? Consider applying for the LRA 2017 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 Dan Reynolds, a doctoral candidate at Vanderbilt University. Dan's award winning paper, "Interactional Scaffolding for Reading Comprehension: A Systematic Review," was selected from a competitive number of admissions.

In order to be considered for the award, the author must hold student status, and the paper submitted for review must be based upon research conducted by the student. The paper must be written solely by the student or co-authored with other students, and cannot be co-authored or co-presented with a faculty member. The proposal must have been accepted by the Annual Conference

Committee for presentation at the Annual Conference. Papers representing various genres of research (including conceptual papers) are welcome. More information can be found at <http://www.literacyresearchassociation.org/award-student-outstanding-research-award>.

INNOVATIVE COMMUNITY GROUPS

Doctoral Student Innovative Community Group

Tiffany M. Nyachae, Senior Co-chair

University of Buffalo

We would like to extend our gratitude for the continued support from the LRA community. The Doctoral Student Innovative Community Group (DSICG) continues to encourage doctoral students' participation in LRA, meet the unique needs of doctoral students, support doctoral students' professional growth, and create a collaborative community of scholars. The 2016 LRA Conference in Nashville was a wonderful opportunity for our members to connect, and we are very excited to see what 2017 has in store.

At the 2016 LRA conference, the DSICG continued to grow in large numbers and we are pleased to have such a variety of research interests, universities, and backgrounds represented within our ICG. We had a good turnout at the annual Sara Bruce McCraw Doctoral Student Networking Session on Wednesday morning, where we informally shared our research and viewed movie clips to spark conversation. Our Thursday night Happy Hour provided our doctoral student membership with another opportunity to network and socialize with each other. As we strive to meet the needs of our growing membership, we have prepared and distributed our annual survey to provide us with feedback regarding how to continue to improve our LRA conference events and DSICG resources. Our primary goal for the coming year is to continue to operate as a resource to doctoral students by connecting literacy to the diversities reflected in our ever-changing world, increasing our digital presence, and connecting members through social media outlets.

In response to our 2016 Membership Survey, our daily study groups sought to meet the needs of doctoral students at all phases of their program. These sessions on Wednesday, Thursday, and Friday afternoon focused on the following topics: alternative paths to publication; the process of submitting manuscripts for publication and navigating reviewer responses; and, the relationship between research publications, participant agency, and larger discourses of power. We were honored to host Drs. Fenice B. Boyd, Dennis Davis, Virginia Goatley, Noah Asher Golden, Marcelle M. Haddix, Lamar Johnson, Miriam Martinez, Gholnecsar Muhammad, Misty Sailors, Yolanda Sealy-Ruiz, and Alfred Tatum, to speak on these topics. We learned so much from their insightful presentations and dialogue. In addition, we facilitated our sixth annual Academia 101 at the LRA conference, an alternative session focused on providing students with information about the job search, interviewing for academic positions, and finding and working with mentors. Organized by our 2016 Alumni Liaison (and past Senior Co-chair) Kate Brodeur, a panel of early career scholars, representing a range of positions, shared their experiences with doctoral students. We are grateful for the unique experiences provided by Drs. Gail Lovette, David E. Low, Kathleen Ann Paciga, Jennifer M. Smith, and Ebony Elizabeth Thomas.

At our annual business meeting on Friday morning, we elected a new leadership team using a QR code to link our membership to an electronic ballot. We are proud to announce the 2017 DSICG Leadership Team: Tiffany M. Nyachae and Melanie Obitz-Bukartek (Co-chairs); Stephanie Reid (Assistant Co-chair); Colleen Whittingham (Alumni Liaison); Rachael Gruen and Megan McDonald Van Deventer (Membership Secretaries); Chris Bacon and Kristen White (Treasurers); Cassie Brownell, Sarah Fleming, Keith Newvine, and Katarina Silvestri (Technology Committee); Sandi Sumerfield (Historian); Dani Kachorsky, Oona Fontanella-Nothom, Virginia Killian Lund, and Emily Machado (Newsletter Editors); Greg Bartley, Hannah Graham, and Amy Croel-Perrien (Conference Coordinators); Earl Aguilera, Shawndra Allen, Sasha Billbe, Mellissa Gyimah, Kate Haq, Lori Potteiger, and Amanda Ramia (Newsletter Writers).

The DSICG is pleased to continue our established, successful initiatives. In 2016, we again published three newsletters to assist our members in learning more about topics of interest to graduate students, including tips for the LRA conference. We solicited article topics and pieces from our membership and were pleased with the diversity of newsletter articles this past year. In terms of staying in contact with our membership, we maintain a current listserv, Facebook page, website, and Twitter account to promote networking among doctoral students.

Now in its seventh year, our LRA-DSICG conference Proposal Mentoring Program continues to support doctoral students who are proposing to present their own research at the 2017 LRA 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 a way of expressing our appreciation and connecting doctoral student mentees and faculty mentors paired together for the 2016 Proposal Mentoring Project, we hosted a breakfast for all participants prior to our business meeting on Friday in Nashville. We are extremely grateful to the more than twenty faculty members who have volunteered their time and expertise to support the doctoral students of LRA and hope to continue to offer this breakfast as a token of our appreciation.

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

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

Best wishes for the coming year.

Formative and Design-Based Experiment ICG

Marc Nachowitz, Chair

Miami University

2016 was an exciting year of organization and development as our ICG entered its second year. Our outreach and recruitment efforts through our newsletter and IRA conference presentations have resulted in doubling our membership. This year our board members sustained partnership goals with other scholarly organizations and editorial boards to foster the development, application, and publication of design-based research.

Thanks to the efforts of our board members Jamie Colwell (Old Dominion University), David Reinking (Clemson University), and Emily Howell (Iowa State University), our ICG hosted daily study groups at the annual conference recruiting scholars applying FDBR research methodology. Our speakers included Alison Billman and P. David Pearson from UC Berkeley, Douglas Fisher and Nancy Frey from San Diego State University, and Kelly Chandler-Olcott from Syracuse University. The sessions were well attended and resulted in significant membership enrollment. We were pleased to note the increased number of LRA presentations featuring formative and design-based experiments from previous years.

Our group elected a new chair, Jamie Colwell who will serve a two-year term leading our ICG beginning with our business meeting in December 2017. We developed a strategic plan for recruiting new board members as well. In short, our ICG is up and running and making progress. Thanks to all who supported our endeavors!

PROPOSED BYLAW CHANGES AND UPCOMING VOTE

As described during the 2016 Business Meeting, the Board voted (11/29/2016) to approve changes to the Bylaws. These changes require a vote from the Membership, who will be notified of the upcoming vote in February (30 days prior to the vote). Members will be asked to vote on the Bylaw changes in March when the LRA Membership votes on the new slate of officers. The proposed changes are summarized here and described in detail below:

Summary of Bylaws Changes

- Revision of the Bylaws to reflect changes in the PPH concerning the administrative status of the Financial Advisory Committee
- Revision of the Bylaws to reflect changes in the PPH concerning Nominations Committee alignment with the LRA mission statement
- Revision of the Bylaws to include the Barr/Mosenthal Handbook of Reading Research Committee's operating procedures

The phrases highlighted in YELLOW reference the original version in the 2011 LRA Bylaws document and/

or 2016 PPH. **YELLOW highlights also indicate the proposed changes approved by the Board of Directors: Literacy Research Association Board of Directors Meeting**

November 29th, 2016 (1:00-5:00 PM)
Omni Hotel
Nashville, TN

Proposed Changes to the Bylaws as of November 29th, 2016

I. Administrative Status of the Financial Committee

Sept. 8 in the current copy of Bylaws (December 2011).

Original:

The Financial Advisory Committee shall be an administrative committee and shall be chaired by the Past President and consist of two members of the Board of Directors, selected in their second year of service for a two-year term, one selected each alternating year by the Board of Directors, and the Treasurer. All appointed Financial Advisory Committee members, including the Chair, must be members in good standing. A representative of the management company shall be a non-voting member of the Committee. With the consent of the Executive Committee, the Committee may invite an investment consultant with expertise in non-profit organizations to participate as needed. The purpose of the Financial Advisory Committee shall be to support the financial well being of LRA by providing strategic advice to the Executive Committee and Board of Directors on audits, budgeting, investments, and development. The role of this Committee is advisory.

Proposed Insertion:

The Financial Advisory Committee shall be an administrative committee and shall be chaired by the Past President and consist of two members of the Board of Directors, selected in their second year of service for a two-year term, one selected each alternating year by the Board of Directors, **a member from the general membership with financial expertise**, and the Treasurer, **in consultation with the Past President**. All appointed Financial Advisory Committee members, including the Chair, must be members in good standing, and must demonstrate dedication to leadership, scholarship, and diversity. A representative of the management company shall be a non-voting member of the Committee. With the consent of the Executive Committee, the Committee may invite an investment consultant with expertise in non-profit organizations to participate as needed. The purpose of the Financial Advisory Committee shall be to support the financial well being of LRA by providing strategic advice to the Executive Committee and Board of Directors on audits, budgeting, investments, and development. The role of this Committee is advisory.

2. Nominations Committee Alignment

B. See p. 4 in the current version of the Bylaws (December 2011) and p. 6 of the current version of the PPH (December 2015).

Original:

The slate shall align with the LRA Mission Statement, particularly with respect to **historically under represented members, scholarship, and service to LRA.**

Proposed Revision:

The slate shall align with the LRA Mission Statement with respect to leadership, scholarship, diversity and membership.

3. Nominations Committee Alignment

See p. 8 in the current version of the Bylaws (December 2011) and pp. 8 and 9 in the current version of the PPH (December 2015).

Original:

The Nominations Committee shall be composed of the President Elect, Vice President, Past President, and four (4) non-Board of Directors members who represent the priorities included in the LRA Mission Statement, particularly with respect to **historically under represented members, scholarship, and service to LRA.** Members of the Committee who are not Officers shall be appointed by the Vice President with approval of a majority vote of the Board of Directors.

Proposed Revision:

The Nominations Committee shall be composed of the President Elect, Vice President, Past President, and four (4) non-Board of Directors members **in good standing who have a record of service and leadership in the organization.** The members of the Nominations Committee must represent the priorities included in the LRA Mission Statement, particularly with respect to **leadership, scholarship, diversity and membership.** Members of the Committee who are not Officers shall be appointed by the Vice President with approval of a majority vote of the Board of Directors.

4. Inclusion of Operating Procedures of the Barr/Mosenthal Handbook of Reading Research's Committee

See p. 8 in the current version of the Bylaws (December 2011). Proposed change between 7.5 and 7.6.

Proposed Insertion:

The Barr/Mosenthal Handbook of Reading Research Committee shall be an administrative committee. The Committee will consist of 6 members who will oversee the Barr/Mosenthal Handbook of Reading Fund. Members are to be appointed as follows: LRA Presidents elected (to the office of Vice President) every second year to serve 4-year terms. The term will begin when that individual assumes the office of Vice President. While serving as LRA President and Past President – that individual will also serve as the committee's liaison to the LRA Executive Committee and Board of Directors. Two members-at-large are to be appointed by the LRA Vice President (upon their appointment to this committee) for 4-year terms. The term will be the same as that of the individual within the LRA Presidential succession who made his/her appointment. While their counterpart in the Presidential track is serving as LRA President and Past President, the corresponding member-at-large will also serve as Chair of the committee. The Chief Editor of the most recently published volume of HRR will serve as an ex officio member of the Committee. Terms will change whenever the publication of a new volume of the Handbook yields a different Chief Editor. In any given year, the sitting treasurer of LRA shall serve in an ex-officio capacity as a non-voting member of the committee. These rotating terms are illustrated in the tables below.

SPECIAL REPORTS

History of the Development of LRA Statement on The Role of Literacy Research in Racism and Racial Violence

Drafted by Marcelle Haddix

December 2014

At the Town Hall Meeting, racist comments were tweeted and posted to the back channel that mocked the Black Lives Matter movement. Members of the ERM committee met and discussed a deep concern regarding how LRA is responding to issues of racism and white supremacy as an organization. The committee requested a transcript of the back channel and brought these concerns to then Past-President Arlette Willis and President Janice Almasi.

January 2015

Marcelle Haddix, chair of ERM committee, put out an initial call to the committee and ERM members for 1-2 people to take the lead on drafting a statement about the importance of LRA becoming more vigilant about issues of race, racism, and difference (1/7/15).

September 2015

Following an email from President-Elect Pat Enciso and Vice President Rebecca Rogers (9/13/15) to the LRA committee chairpersons requesting that they gather statements and questions regarding specific issues of policy in literacy research and practice that relate to the group's focus (especially in consideration of restructuring of the Town Hall Meeting format), ERM Chair Marcelle Haddix emailed again (9/13/15) to the ERM membership proposing that they draft a statement regarding issues of racism, white supremacy, and racial violence as it pertains to the work that we do as literacy educators, researchers, and activists. The following LRA ERM members contributed to the first collective draft of the statement:

Marcelle Haddix
Mikel Cole
Patriann Smith
Detra Price-Dennis
Margarita Zisselsberger
Sandra Osorio
Ann Bennett
Yolanda Sealey-Ruiz
Gholnecsar Muhammad
Eurydice Bauer
Jennifer Danridge Turner
Lara Handsfield
Tiffany Nyachae

The group drafted and revised the statement via google docs. On 11/30/15, the draft was emailed to the ERM listserve for comment and feedback from the committee. The draft statement was then prepared for presentation to ally groups (Multilingual and Transcultural ICG; Critical Race Study Group; Genders and Sexualities ICG) and then to the Board of Directors for LRA endorsement at the 2015 meeting.

December 2015

During the LRA meeting, the draft statement was presented and discussed at the meetings of the ERM, the Multilingual and Transcultural ICG, the Critical Race Study Group, and Genders

and Sexualities ICG. The newly appointed ERM Chair, Detra Price-Dennis, gathered all comments and feedbacks and worked with a small subset of the ERM committee to revise the statement to be presented at the Saturday Board Meeting. Detra presented the statement to the Board of Directors for endorsement. The Board discussed the process for endorsing the statement and the organization's role in advocacy work. The Board recommended that the ERM committee follow the procedures for endorsements as outlined in LRA's Policy and Procedures Handbook. Following feedback from the Board, Detra Price-Dennis took the statement back to the ERM committee for continued revision.

April 2016

Detra Price-Dennis presented the revised statement to the Board of Directors at the spring meeting for continued discussion.

October 2016

The Executive Committee discussed the ERM statement and made recommendations for revision and redrafting. Vice President Gay Ivey and Treasurer Gwen McMillon took the lead on making revisions and working with Detra Price-Dennis to prepare the statement for Board approval for endorsement.

December 2016

After collective input from the ERM, allied groups, and the Executive Committee, the statement was presented to the Board of Directors for endorsement. The Board of Directors reviewed the process for making an endorsement as outlined in the Policy and Procedures Handbook. The Board voted on and approved the statement for endorsement with minor amendments on 12/29/16. The Executive Director will present the endorsed statement to the LRA membership.

The Role of Literacy Research in Racism and Racial Violence Statement Endorsed by the Literacy Research Association November 29, 2016

The Mission Statement of the Literacy Research Association states that, "the Literacy Research Association (LRA) is a community of scholars dedicated to promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA is committed to ethical research that is rigorous, methodologically diverse, and socially responsible. LRA is dedicated to disseminating such research broadly so as to promote generative theories, informed practices and sound policies. Central to its mission, LRA offers mentorship and support to future generations of literacy scholars" (Literacy Research Association, 2015). According to this Mission, the Literacy Research Association is concerned with research that impacts policy for individuals from racially marginalized communities. People of color in the United States constitute a large number of these individuals whose experiences have become increasingly oppressed, life threatening and illegitimized (Bashir-Ali, 2006; Ladson-Billings, 1998; Mitchell, 2013). Issues of racism are not peripheral to literacy research, and literacy research need not remain peripheral to issues of racism. The Literacy Research Association resolves that we will not ignore issues of racism and become complicit in the perpetuation of racial inequities, neither in the field nor in the organization itself.

Children and youth in our schools today are living in a time of heightened racial violence, and these are the contexts in which literacy research examines issues that affect literacy learning and

achievement. Historically, literacy research has played a role in promoting and sustaining, as well as interrupting deficit-centered narratives about the literacy practices of people of color (Dudley-Marling & Lucas, 2009; Willis, 2015). LRA stands poised to address issues of oppression against Black and Brown youth that begin within classrooms where certain ways of “doing” language and literacy aligned with and representative of White middle-class norms invalidates the literacy practices of Black and Brown youth in schools (Cline & Necochea, 2004; Hones, 2002; Suárez-Orozco, Pimentel, & Martin, 2009).

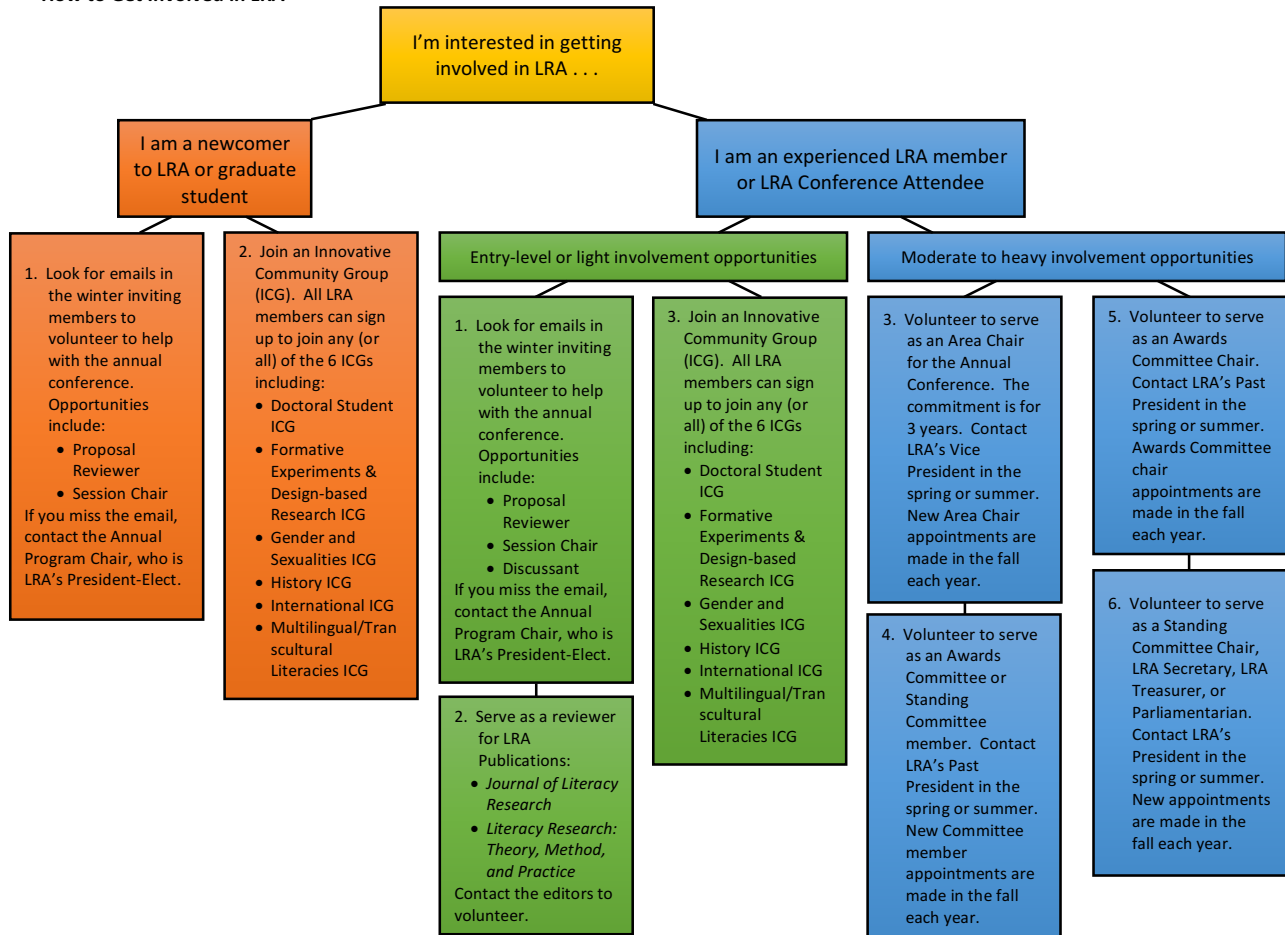
The role of literacy research in perpetuating or interrupting deficit-oriented narratives about the literacy practices of people of color is powerfully influenced by the racially-oriented challenges faced by scholars of color both in their home academic institutions and within professional organizations, including LRA. In order to build our capacity to address racial inequality in schooling and literacy research, LRA leadership and members have begun to confront our own racialized histories and colonizing practices that permeate LRA and that determine who is included and excluded within the research community. LRA acknowledges that racialization (and not only race), and linguisticism (and not only language), are pervasive in the 21st century. These continue to confront scholars of color and remain a challenge for Black and Brown youth, who like these scholars, have experiences that are discounted by the mainstream (Willis, forthcoming).

Within LRA, pockets of progress have emerged, and continued advancements are necessary to fulfill the responsibilities of the organization according to our mission statement. We will raise the visibility of anti-racist scholarship, particularly research that might shape more equitable educational practices for children and youth of color. We will critically examine our history as an organization and field to understand and respond to racist practices. We will raise our efforts to make visible and address the racism faced by scholars of color within the organization, in their academic institutions, and in their everyday lives. We will critically examine our decisions, leadership appointments, and governing documents. We stand united as officers, Board of Directors and members of the Literacy Research Association to take a public stance against racism and in support of equitable, inclusive, anti-racist educational practices and spaces.

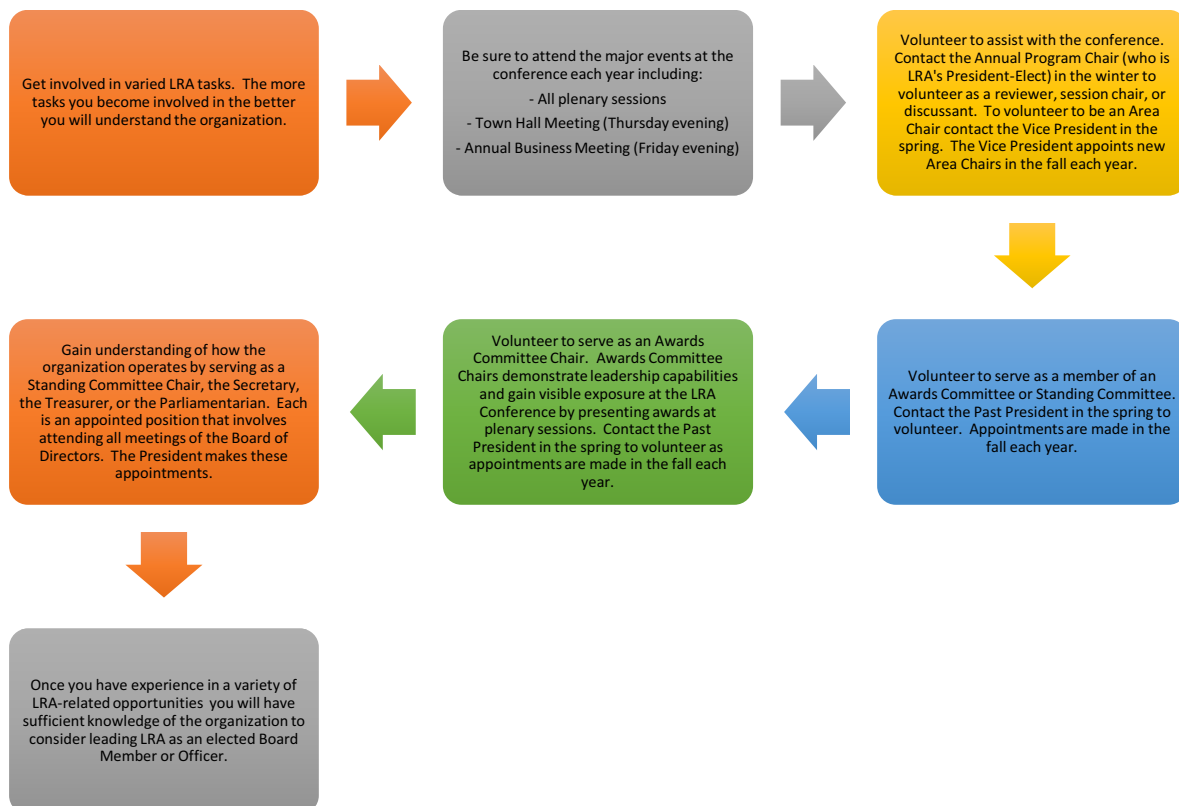
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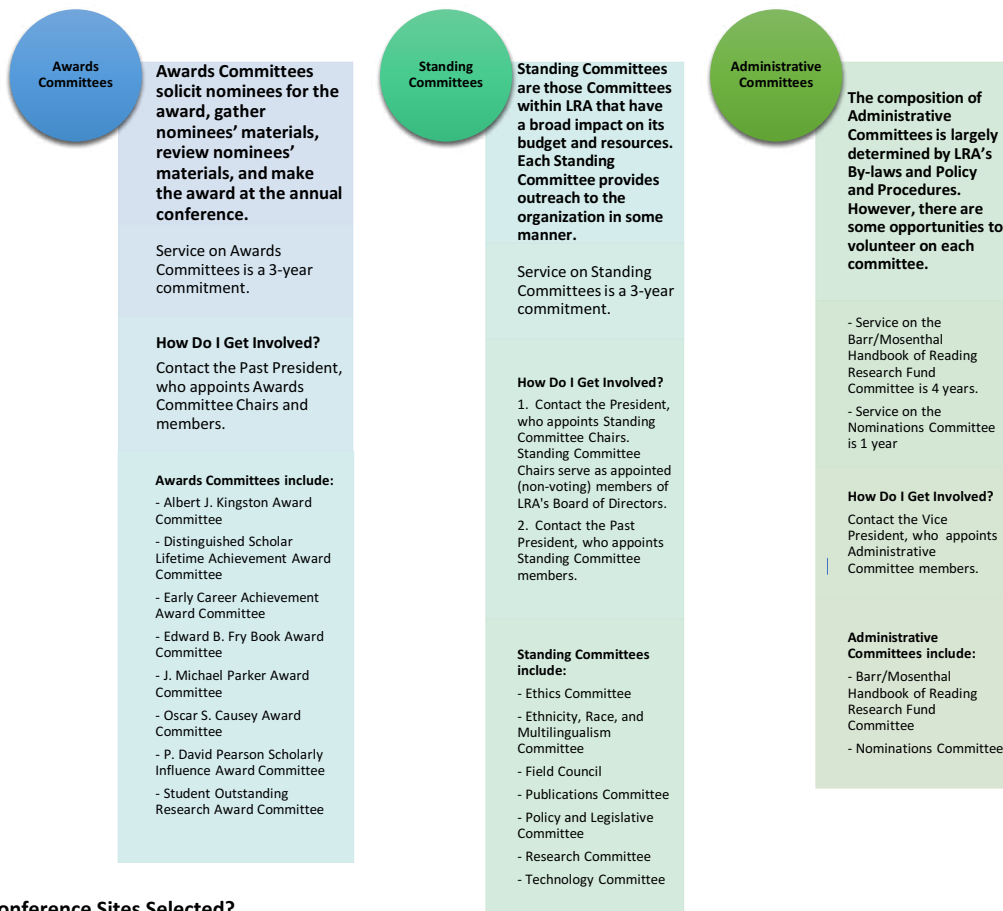
How to Get Involved in LRA



How to Gain LRA Leadership Opportunities



LRA Committees



How are LRA Conference Sites Selected?

