

## **BOARD REPORTS**

### **President's Report**

**David Reinking**  
**Clemson University**

I am writing this piece for the newsletter less than two weeks before the Literacy Research Association (LRA) Executive Committee (EC) convenes for its winter meeting, held this year in Fort Worth, Texas, February 24-26, 2010. The EC includes the President (yours truly), Past-President (Kathy A. Hinchman), President-Elect (Patricia L. Anders), Vice President (Robert T. Jiménez), Secretary (Diane I. Tracey), Treasurer (Susan K. L'Allier), Parliamentarian (Eurydice Bauer), and LRA's Executive Director (Christopher Roper), several of whom have their own pieces in this newsletter.

Each year, the winter meeting is held at the hotel hosting the Annual Meeting the following December, which allows the EC to experience the venue and, consequently, to be better informed about what members should expect at the Annual Meeting. The winter meeting, along with a similar meeting at LRA headquarters each October, provides an opportunity for the EC to conduct a wide range of LRA business and to have extended face-to-face discussions about important issues and developments. One of our main goals is to have preliminary discussions to move forward thoughts, ideas, and recommendations for subsequent consideration at meetings of the LRA Board of Directors on the Tuesday before and the Saturday after the Annual Meeting and at a meeting held during the International Reading Association (IRA) conference.

Some of the EC's work at these meetings involves routine monitoring of important information and data (e.g., Annual Meeting attendance and budget updates) and to complete other on-going duties specified in the "LRA Bylaws" and "Policy and Procedures Handbook." However, we also have extended discussions about substantive issues that have arisen and that may affect the future operation and direction of LRA. These issues typically arise from the membership either directly, for example, at the town meeting, the business meeting, and meetings of the Interactive Community Groups (ICGs), or indirectly through the membership's elected representatives on the Board of Directors and LRA's various committees. Of course, the EC, based on its collective, diverse experience within LRA (a total of approximately 175 years of LRA membership, by the way), generates some ideas and thoughts of its own that it presents to the Board of Directors for consideration.

What follows is a brief sampling of items that are on the agenda and that you may hear more about in the near future:

- 📖 Engaging the services of a professional consultant who might advise us how to be more savvy and proactive in the legislative and policy arena. This idea was suggested at the town meeting in Albuquerque, and it addresses many members' belief that LRA should take a stronger stand on issues pertaining to literacy. LRA's Policy and Legislative Committee has done a commendable job in keeping us attuned to relevant issues and in exercising leadership in that area, but we may be more effective and strategic with expert guidance.
- 📖 Discussing a related item that surfaced at the town meeting concerning the potential threats to the future of Schools and Colleges of Education where many of our members have tenured and tenure track positions. The financial exigency that many universities face may provide an opportunity to abolish education programs or seriously impair their work. We will be discussing how widespread this threat may be and whether some action on LRA's part might be warranted.
- 📖 Considering various issues pertaining to our contract with Technical Enterprises, Inc. (TEI), the professional management company that helps run LRA. For example, we are considering options for extending our current contract, which expires in December 2010, because the Annual Meeting makes December our most critical month and an awkward time for a contract to expire should it ever be necessary to change management companies.
- 📖 Moving to the next stage in our transition from NRC to LRA. For example, we will be reacting to a set of possible new LRA logos. Major changes and improvements to our Web site have been waiting our new name and logo, and we will discuss how to move forward on Web site development.
- 📖 Initiating strategic planning and revisiting our mission and goals. Our name change invites a reconsideration and clarification of our mission and goals, which is typically part of strategic planning. The idea of a retreat to engage the LRA Executive Committee and Board of Directors in strategic planning was raised in last year's EC and was subsequently discussed and supported by the Board of Directors. In fact, some Board members spoke favorably of their experiences with other organizations that have employed a professional strategic planner. We will be considering that possibility.
- 📖 Creating new standing committees. Two possibilities include proposals to create a research committee and to return the Ethics ICG to the status of a standing committee.

📖 Discussing a variety of other issues such as plans and guidelines for dealing with donations and bequests to LRA, considering preliminary reports of ad hoc committees charged respectively with making recommendations about alternatives to publishing *Journal of Literacy Research (JLR)* and how LRA might invest its financial resources, re-evaluating how the leadership keeps members informed (e.g., this newsletter and the new “Inside LRA” e-mail), and so forth.

I hope this sample of items from the EC agenda gives you a glimpse into the range of issues that your LRA leadership is currently addressing. Of course, our full days devoted to addressing these and related issues at EC meetings are followed by evenings of socializing and enjoying each other’s company. In that regard, I have been involved with a few groups comprised of individuals who are more dedicated to their work on behalf of their colleagues while also being enjoyable company. Your EC is not only hardworking and diligent, but it is a congenial and compatible group, which facilitates our work on your behalf. I would encourage you to seek opportunities to thank each of them for their work for LRA.

As for the items from the EC’s meeting agenda, stay tuned for further developments.

## Past-President’s Report

**Kathleen A. Hinchman**  
Syracuse University

To those of you who’ve been thanking me for my recent Presidential cycle of service to the Association—even though I appreciate the kind words, I confess that the cycle holds one more year of service. Such service typically includes sitting on the LRA Executive Committee and Board of Directors, making committee membership appointments, taking on a special PPP (Past-President’s Project), and... making announcements in the newsletter that aren’t in anyone else’s job description.

I begin with a word about committee appointments: I will send out a call for committee nominations in August. This will include self-nominations. My call will also include a request for information regarding nominees’ past service, as well as information regarding nominees’ qualifications for an appointment. Then, I will consult with committee chairs to make appointments suitable to their respective charges, and, depending on the charge, with an eye toward balancing junior and senior memberships, diversifying the organization’s governance in as many directions as possible, and mentoring our future leaders.

Unfortunately, many more people desire appointments than there are committee seats. How does one develop a reputation that will get one appointed to a committee? There are a few ways: Sign up to review for the *Yearbook*, and the *Journal of Literacy Research*—and do a good job. (This means if you are new to reviewing, seek mentorship in the hallways of your institution or among our members, including me.) Another way to get noticed is to let board members know you are interested in service so that your name can be introduced when ad hoc committees are appointed—and do a good job. (Word gets out

quickly about committee slackers.) Still another way to get noticed is by proposing excellent, more noticeable Annual Meeting symposia, or by writing excellent papers for the *Yearbook* or *Journal of Literacy Research*.

Another way to get involved in LRA is to help to form or participate in the activities of an Innovative Community Group—and, again, do a good job in service to these groups. This organizational structure is designed to represent concentrations of members’ interests in promoting research, practice, policy, justice, equity, equality, diversity, and other innovations associated with LRA’s welfare in particular and literacy and society more generally. The policies and procedures of ICGs are detailed in the “LRA Policy and Procedures Handbook.” Our current ICGs are concerned with Ethics and International Interests, and new ICGs are forming to address the interests of Doctoral Students and scholars interested in English Language Learners. Existing ICGs-elected chairs are listed on the committee page of our Web site, and the new ICGs will be posted soon.

Recent Past President Projects have included Patricia A. Edward’s work with doctoral students around the country on developing a video archive of former LRA leaders, and Norm Stahl’s work on organizing and finding a home for our organizational archives, and toward creating a development plan for members who want to give back to the organization. My Past President’s Projects include offering my service to support the preceding ongoing projects. However, my bigger project is to orchestrate and propose institutionalization of a membership survey, possibly to be conducted every other year, so that the Board of Directors will have your feedback about the organization’s activities to inform its day-to-day decision-making—a need realized by the Board of Directors at a meeting almost a year ago. As our membership grows more diverse, there is no way any individual can know what all of our perspectives are—toward our own governance or toward issues our organization might address—without asking. Please be looking for this survey later this year and do thoroughly answer the questions. Even though we’ll collect confidential responses so this is not a way to get noticed for a later committee appointment, it is a way to influence the future of our organization. I am truly looking forward to hearing more about your ideas.

So, as you can see, I am still in your service until December, and I clearly have plenty to keep me busy while others plan the Annual Meeting and run the meetings. I look forward to your help in these matters.

## President-Elect’s Report

**Patricia L. Anders**  
University of Arizona

### Happy Birthday, NRC! The 60<sup>th</sup> Annual Meeting

Robert T. Jiménez, Vice President, and I are preparing for this year’s Annual Meeting, which will be held in Fort Worth, Texas at the beautiful brand new Omni Fort Worth Hotel. This is a remarkable year for our Annual Meeting, as it is the 60th anniversary of the National Reading Conference and the first Annual Meeting to appear under the

## Congratulations 2009 Award Winners

### Oscar S. Causey Award

Barbara M. Taylor  
*University of Minnesota*

### Albert J. Kingston Award

Diane Barone  
*University of Nevada, Reno*

Cathy Roller

### Edward B. Fry Book Award

Leila Christenbury  
*Virginia Commonwealth University*

Randy Bomer  
*University of Texas at Austin*

Peter Smagorinsky  
*University of Georgia*

### Student Outstanding Research Award

Susan E. Bickerstaff  
*University of Pennsylvania*

### Early Career Achievement Award

Misty Sailors  
*University of Texas at San Antonio*

### Distinguished Scholar Lifetime Achievement Award

Walter Kintsch  
*University of Colorado at Boulder*

### J. Michael Parker Award

Holly Hungerford-Kresser  
*University of Texas at Arlington*

banner of the Literacy Research Association. It will be a time for celebration, reflection, and looking forward.

I trust all members are busy preparing their proposals. Please submit your proposal by 11:59 pm on March 1, 2010. The Annual Meeting will be held December 1-4, 2010.

Two outstanding plenary speakers are invited to our Annual Meeting. Professor Hilary Janks has confirmed. She is a professor of Applied English Language Studies at the University of the Witwatersrand, Johannesburg, South Africa. Her research is in the area of critical literacy, and she is best known for the *Critical Language Awareness Series*, a collection of classroom materials for teaching students about the relationship between language and power, which she edited. She tries to understand the relationship between literacy and a productive theory of power in the hope that critical literacy can do both deconstructive and reconstructive work. She comes highly recommended by

our colleagues Rob Tierney, Jim Hoffman and Jerry Harste. Like you (I bet), I can't wait to meet her. I'll send an e-mail blast as soon as I have confirmation for the second plenary speaker.

ADVICE! Plan to stay at the Annual Meeting through Saturday. Many excellent sessions will be held during the morning, a closing session (which will be both provocative and substantive) will be held late in the morning, and the possibility of incredible "tag on" programs is likely in the afternoon. As soon as these plans are firmed up, we will send an e-blast.

I have talked with several of you about our "60<sup>th</sup> Birthday Party" and I will be talking with others as well. As President Reinking reports in his article, we of the Executive Committee are on our way to Fort Worth for a Committee meeting and to check out the site. We will be able to firm up plans for the party after we see the site and talk to the sales people. Meanwhile, imagine what we might do that would be a blast and if you have an idea, let me know.

Fort Worth promises to be a terrific site for the Annual Meeting. Coincidentally, the first LRA was held in Fort Worth at Texas Christian University. The presented research and networking possibilities will make this Annual Meeting the highlight of your year. I am so excited and look forward to your participation!

Next year's Annual Meeting (2011) will be held in Jacksonville, FL. Robert T. Jiménez is responsible for planning that meeting. Jacksonville is a remarkable site. The hotel is right on the river and the bridges, ferries, and the surrounding venues are fascinating.

See you in Fort Worth!

## AWARDS

### Albert J. Kingston Award

Diane Corcoran Nielsen, Chair  
University of Kansas

Please nominate your hard-working LRA colleagues for the Albert J. Kingston Award. The purpose of the award is to honor an LRA member for distinguished contributions of service to the Association. Those nominating an individual for the Kingston Award are asked to submit: (1) a copy of the nominee's current curriculum vita, and (2) a letter nominating the individual that briefly describes his/her service contributions to the Association. Nominees must have been members of LRA for at least five years. Any LRA member may nominate deserving candidates for recognition of their work. Please send nominations or inquiries about the award to the Kingston Award Committee Chair, Diane Nielsen ([dnielsen@ku.edu](mailto:dnielsen@ku.edu)). More detail on the award, including the history of the award, the review process, and a listing of past recipients is available on the LRA Web site.

Submit  
Nominations by  
**August 15, 2010**

## Early Career Achievement Award

**David G. O'Brien, Chair**  
University of Minnesota

The LRA Early Career Achievement Award Committee would like to remind members to consider nominating colleagues for the Early Career 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 3-7 years and have demonstrated outstanding commitment and accomplishment.

Submit  
Nominations by  
**April 15, 2010**

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

A 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 the committee Chair, David G. O'Brien, electronically at [dobrien@umn.edu](mailto:dobrien@umn.edu) by **April 15, 2010**.

## Ethics Innovative Community Group (ICG)

**Kelly B. Cartwright, Co-Chair**  
Christopher Newport University

**Lois K. Haid, Co-Chair**  
Barry University

The purposes of the Ethics ICG are to: (1) bring general ethical issues forwarded by LRA members to the attention of the Board of Directors and (2) to facilitate and encourage discussion of ethical issues among the LRA community. To this end, the Ethics ICG members participate in a discussion list ([NRC\\_Ethics\\_ICG@nrconline.org](mailto:NRC_Ethics_ICG@nrconline.org)), and the members typically plan a submission each year for an Alternative Session at the LRA Annual Meeting. At the 2009 Annual Meeting, for example, the Ethics ICG session focused on ethical issues in conducting research in school and out-of-school settings.

The Ethics ICG held its business meeting at LRA 2009 on Thursday, December 3rd in the Taos room of the Albuquerque Convention Center. Kelly B. Cartwright and Lois K. Haid were elected Co-Chairs for 2010. Additionally, Marjorie Siegel will continue as the LRA Board of Directors' Liaison through 2010.

At the 2009 business meeting, the ICG began preliminary planning for an Alternative Session proposal for LRA 2010, tentatively entitled "Ethical Issues in Conducting Online Literacy Research." This session is designed for LRA members who would like to explore ethical issues

related to various electronic research media, including (but not limited to) online survey research, video conferencing and data collection, use of blogs and social network sites, e-mail data collection, and virtual worlds. The session will begin with a series of brief presentations on ethical issues, followed by breakout sessions to address particular types of online literacy research. If you are interested in contributing to the proposal, contact Lois K. Haid ([lhaid@bellsouth.net](mailto:lhaid@bellsouth.net)).

The Ethics ICG welcomes new members. If you are interested in joining the group, e-mail Kelly B. Cartwright ([kewright@cnu.edu](mailto:kewright@cnu.edu)).

## Oscar S. Causey Award

**Deborah R. Dillon, Chair**  
University of Minnesota

The Oscar S. Causey Award is given each year for outstanding contributions to reading research. Last year's recipient, Taffy Raphael, presented the 2009 Oscar S. Causey Address at our recent Annual Meeting in Albuquerque, NM. The new recipient of the Oscar S. Causey Award, announced at the 2009 Annual Meeting, is Barbara M. Taylor from the University of Minnesota. She will present her address at the 2010 LRA Annual Meeting.

Submit  
Nominations by  
**August 15, 2010**

Please consider nominating a colleague for the Oscar S. Causey Award. Any LRA member may nominate an individual for this prestigious award. When assessing nominees, Causey Award committee members address five criteria:

- ☞ This individual has published *substantial* research in literacy.
- ☞ This individual has published *significant* research in literacy.
- ☞ This individual has published *original* research in literacy.
- ☞ This individual has generated *new knowledge* through literacy research.
- ☞ This individual is a recognized *leader* in the conduct and promotion of literacy research.

If you wish to nominate a candidate for the 2010 award, please e-mail a letter of nomination and a current and complete/full version of the candidate's vita. The letter of nomination should be detailed and address the candidate's qualifications using the criteria listed above. The vita should not be an abbreviated version or a compilation of newer activities. A full version of the vita is necessary because the award is based on the nominee's scholarship—in its entirety—over the career span.




The deadline for nominations is **August 15, 2010**, but the committee urges you to prepare the materials before summer (because faculty members may not be on campus to secure the materials you need for the nomination after the spring semester ends!). Please e-mail all materials to: Deborah R. Dillon [dillon@umn.edu](mailto:dillon@umn.edu). Thank you.

## Edward B. Fry Book Award

**Melanie R. Kuhn, Chair**  
**Boston University**

Please nominate an outstanding book for the Edward B. Fry Book Award. The award, first presented in 1995, recognizes an outstanding book on literacy research and practice. The award was established by Edward B. Fry, who contributed a fund to support it.

Eligibility for the award is limited to current members of LRA who have written or been one of several authors of a book. The book must have a copyright date within five years of the date when the award is made. It must also:

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

### Application Guidelines

Letters of nomination, along with a copy of the nominated book, should be sent to the committee chair before the deadline of May 15, 2010. Self-nominations are accepted. A book may be re-nominated if it has been previously nominated but did not win the award.

Committee members cannot nominate a book he or she has authored. Further, if a book written by a committee member is nominated, that committee member will recuse himself or herself from ranking the book. Committee members may also recuse themselves if they have been involved in reviewing a book or if a book prominently features their work.

### Review Process

The chair will review all nominated books to make sure they are eligible in terms of authorship and copyright date. The chair will contact the books' publishers to secure review copies for all committee members. Publishers may send books directly to committee members or send copies to the chair to distribute. The chair sends review and ranking forms to committee members and information about the deadline for returning them.

Committee members are allowed to e-mail their reviews and ranking information but must also send the forms to the chair for the archives. Upon receiving review and ranking forms from all committee members, the chair tallies the ranking forms, averages the scores, and determines the award winner. The chair then notifies the recipient of the award, committee members, and headquarters, emphasizing that the information is not to be revealed until the presentation at the Annual Meeting.

The Edward B. Fry Book Award is presented at the Annual Meeting and the author receives a plaque, a monetary award of about \$1,000, and a hardcover copy of the award-winning book with the award seal affixed to it. The monetary award will be in the amount of 5% of the

principal in the Edward B. Fry Book Award Fund. If there is more than one author, the amount will be distributed equally among co-authors.

A listing of past recipients of the Edward B. Fry Book Award is available on the LRA Web site.




## Student Research Award Committee

**Marla Mallette, Chair**  
**Southern Illinois University Carbondale**

As chair of the Student Research Award committee, it is my pleasure to announce that Susan Bickerstaff's paper called "*Authoring Lives: Youth Returning to School Narrate Past, Present, and Future Selves*" was selected as the winner of the 2009 Student Research Award. Susan Bickerstaff received a \$500 honorarium and a commemorative plaque to acknowledge her scholarly efforts.

I would like to welcome the new members of the Student Research Award committee: Steve Amendum, Deborah Horan, Heriberto Godina, and Antony T. Smith. I would also like to extend a big thank you to the committee members who finished their three-year term this year: Bridget Dalton, Leigh A. Hall, Janet S. Gaffney, Lori A. Helman, and Amy Suzanne Johnson.

Please remind people who are eligible to apply for the LRA Student Research Award to check the box on the electronic submission form when they are submitting their proposal online. To be eligible:

-  the research must have been completed sometime after August of 2008;
-  the research must be conducted and reported independently;
-  it does not have to be dissertation research.

If you are the organizer or convener of a session, please remember to check the box that someone on your session may wish to be considered for the award. This is the first step in the application process and those people who check the box will be contacted about the award. For complete guidelines on the application process, see the LRA Web site.

## Distinguished Scholar Lifetime Achievement Award

**Lea M. McGee, Chair**  
**Ohio State University**

Please consider nominating a distinguished scholar who has influenced your work, but who is not an active member of LRA. The purpose of the Distinguished Scholar Lifetime Achievement Award is to recognize a distinguished scholar for a lifetime contribution that has had a significant impact on the field of literacy theory, research, and practice. The award acknowledges an outstanding individual who has not been actively involved in the Association in committee work, editorial work, or presentations, but whose life-

Submit  
 Nominations by  
**May 15, 2010**

Submit  
 Nominations by

**March 15, 2010**

time work, nevertheless, has had a major influence on literacy theory, research, and practice of the LRA membership.

#### *Procedures for Applying and Review Process*

Nominations for this award may be made by any individual in LRA who writes a brief description of the significance of the scholar's contribution and the impact this scholar has had on the field and solicits 10 (or more) LRA members who agree to support this nomination by writing letters (e-mails) of support. The brief description of the scholar's contributions to the field of literacy and copies of the supporting letters should be sent to Lea M. McGee (mcgee.148@osu.edu), Chair of the Distinguished Scholar Lifetime Achievement Award. These materials should be sent by **March 15, 2010**. The committee will select the recipient by discussion and reaching of consensus. The chair will notify any LRA member nominating a recipient by **April 15, 2010** of the results of the committee deliberations.





## **COMMITTEE REPORTS**

### **Policy and Legislative Committee**

**Colleen Gilrane, Chair**  
**University of Tennessee**

The LRA Policy and Legislative Committee has several projects underway as we endeavor to carry out our charge from the Board of Directors to keep members apprised of policy issues related to literacy. Our original task, to take the "white papers" posted on the organization's Web site and turn them into one-sheet brochures, is nearly completed. We hope these tools are useful to those of you who will find it helpful to be able to hand an interested policymaker or community member a brief summary of what research has to say about an issue. These brochures all contain references to the complete versions of the papers and their Internet addresses for follow up.

New white papers are very likely to be in the areas of Response to Intervention (RtI) and Core Standards. As we look toward the 2010 Annual Meeting, we anticipate proposing several policy-related sessions:

-  inviting policymakers from Texas to join us, both to share news about current issues, and to advise us as to how researchers might be involved
-  inviting federal-level policymakers to join us
-  collaborating with the Field Council to present a session about how the Core Standards project is playing out in different states and regions of the U.S.
-  forming a study group on involvement in policy issues.

### **Technology Committee**

**David Lund, Chair**  
**Southern Utah University**

As you are aware, the technology committee leadership changed hands at the December 2009 meetings. I want to personally thank Mariam Jean Dreher for her outstanding contribution as chair during

the past three years. A number of significant technology goals were met, and the organization continues to move into the 21<sup>st</sup> century. The technology committee has truly been instrumental in bringing the Association forward in the 18 years I have been involved as a member. Certainly, we have encountered our share of glitches in technological systems, but, in general, we have continued to make significant progress, and I applaud those involved for their foresight and diligence in this endeavor.

I feel inclined to share a bit about myself and my own goals and aspirations as the incoming chair. I have been involved in the use of technology in education for over 40 years. My high school had the first computer in the state of Idaho available for student use, back in 1969. The computer that sits on my desk, with its terabyte of memory and large color screen, is a far cry from the 4' by 4' by 4' computer with no screen and only 8 kilobyte memory that we started with back then. I am sure many of you remember writing papers on a typewriter when adding a footnote often caused you to retype the last 40 pages of your document. Things have certainly changed. Writing my dissertation at Purdue in 1995 took less time (at least the typing part) for its 275+ pages than my 20-page capstone project, as I graduated from Weber State University in 1986 with my first college degree. I am glad that we can now work more efficiently, as a result of our advances in technology. One of my program specialists summed it up when she said, "Technology lets us work 'smarter' and more efficiently."

For the next three years, I want to continue to make the best use of the technologies available to us, continuing on the path set by my predecessors on the technology committee. We need to continue to move forward, utilizing the tools at hand, as well as those that will become a part of our everyday lives. Specifically, I hope to see the implementation of an online review process for JLR manuscripts. I think this is already being seriously considered. I would also like to see us take advantage of networking technologies and help facilitate more "face-to-face" online collaboration at the committee level. I would also like to see our organization use technologies to share what we know and learn through research with the general public, so they can be as informed as we are, when it comes to literacy.

I look forward to the next three years and the progress we will see as we continue to embrace the ever-changing world of technology, in order to be more efficient and up-to-date, and even more visible to the general public. If you have suggestions about how we might accomplish this goal, please feel free to contact me. My e-mail is: [lundd@suu.edu](mailto:lundd@suu.edu)

## 2010 Board of Directors Election Information

The 2009 LRA election will occur online again this March 2010. The candidates who have been nominated for Vice President and the Board of Directors are (in alphabetical order):

### Vice President:

Richard W. Beach  
Marjorie Siegel

### Board of Directors:

Fenice B. Boyd  
Kelly Chandler-Olcott  
Maria Franquiz  
Guofang Li  
Laurie MacGillivray  
Theresa Rogers

Each candidate's position statement appears below and will be available on our Web site.

## CANDIDATE STATEMENTS

### Vice President-Elect

**Richard W. Beach**  
University of Minnesota

#### Candidate's Statement

As an active member of LRA for the past 30 years, I am honored to be considered as a nominee for the position of Vice President-Elect. I have always considered LRA to be my primary source for cutting-edge literacy theory and research, as well as an important arena for building lifetime collegial relationships.

I am currently Professor of Literacy Education at the University of Minnesota, where I have also served as an Associate Dean. I have been a Visiting Professor at the UCLA School of Education and have published 17 books, including two edited editions of *Multidisciplinary Perspectives on Literacy Research*; *Teaching Literature to Adolescents*; *Teaching Writing Using Blogs, Wikis, And Other Digital Tools*; and *Literacy Tools in the Classroom: Teaching through Critical Inquiry, Grades 5-12* (2010); articles in *Journal of Literacy Research* (*JLR*), *Reading Research Quarterly* (*RRQ*), *Research in the Teaching of English* (*RTE*), and *Journal of Adolescent & Adult Literacy* (*JAAL*); and chapters in research yearbooks, including chapters in the 2006, 2007, and 2009 *LRA Yearbooks*. I have also served as the organizing editor for the annual Annotated Bibliography of *RTE* since 2003.

I have served as President of the National Conference on Research in Language and Literacy (NCRL), Chair of the NCTE Assembly on Research (NCTEAR), Chair of the NCTE Board of Trustees of The Research Foundation, and as a member of the editorial boards of *JLR*, *RRQ*, *RTE*, and *JAAL*; I am currently a member of the NCTE Commission on the Media.

My research focuses on two areas: response to literature and composition/digital composing. My research on response to literature focuses on how students' cultural models and discourses shape their literary interpretations. For example, the study, *High School Students' Competing Social Worlds: Negotiating Identities and Allegiances Through Responding to Multicultural Literature* (nominated for the 2008 Ed Fry Book Award) examined working-class students' uses of discourses of race, class, and gender in responses to multicultural literature. While my earlier composition research focused on the influence of teacher feedback on student self-assessing and revision, my more recent studies focus on uses of blogs, wikis, and social-networking tools to teach argumentative writing, particularly through online role-plays. This research resulted in my being awarded the 2009 Computers in Reading Research Award from the Technology in Literacy Education SIG of the International Reading Association.

As an LRA member, I have served as a member of the Board of Directors; a Field Representative; a member of the Student Awards Committee; and, from 2007 to the present, a member of the Ad Hoc Committee on Accessing Literacy Research Online. I also currently serve on the Ad Hoc Committee Publishing *JLR*.

#### Positions

A primary purpose for LRA is to promote and disseminate literacy research to its members through *JLR*, the *Yearbook*, and online Annual Meeting papers, an essential function for the democratization of that knowledge for the widest possible audiences. However, reductions in library budgets and printing costs, as well as issues of copyright, have posed challenges to the dissemination of this research to larger audiences, including teachers, parents, and policymakers, who can assume a critical role in advocating for innovation in literacy education.

The LRA Ad Hoc Committee on Accessing Literacy Research Online (<http://onlineliteracyresearch.pbworks.com>) has addressed these issues through Annual Meeting sessions and a set of recommendations that was approved by the Board of Directors in 2007 regarding accessing, assessing, and disseminating literacy research. In working with the Technology Committee, our committee has fostered a marked increase in submissions of Annual Meeting papers to the LRA Web site. As Vice-President Elect, one of my primary goals will be to continue the work of this committee to foster wider dissemination of literacy research not only to the LRA membership, but also to these other larger audiences. To do so, I will seek to:

- 📖 work with the Technology Committee to expand use of the current Web site (currently under redesign as part of the transition to the LRA name) to provide a research repository that would link to members' bio pages or self-archived reports located on university research repositories that would be searchable by tags provided by members.
- 📖 develop recommended criteria for assessment of the quality and impact of different forms of digital scholarship for use in tenure and promotion reviews.
- 📖 encourage senior literacy researchers to submit their work to and serve on the editorial boards of open-source literacy research journals to enhance these journals' status.

- 📖 provide wider dissemination of Annual Meeting presentations through the use of podcasting and video streaming of presentations.
- 📖 inform members about copyright issues having to do with open-access dissemination of their own publications, as well as the use of copyrighted material in their teaching.
- 📖 encourage faculty challenges to the corporate control of journal subscription fees.

As Vice-President Elect, I will also continue to advocate that LRA voice its concerns regarding literacy education policy issues. In 2003, in response to the initial No Child Left Behind (NCLB) policy implementation, I crafted a resolution critical of the over-reliance on multiple-choice reading tests as a primary determination of learning, a resolution that was adopted by the LRA Board of Directors. This past summer, other LRA members and I raised conflict-of-interest issues related to crafting the college-readiness Common Core Standards, concerns that led the Board of Directors to issue a strong statement that was widely acknowledged in the press and may have encouraged other organizations such as NCTE to not support this effort. I will also develop mechanisms for LRA to work with the IRA and NCTE lobbying offices in Washington to involve LRA members in voicing their views on policy matters.

Finally, given the fact that by 2030, the majority of students in schools will be non-dominant students, LRA needs to continue to promote research on cultural diversity and literacy learning. I will seek to recruit and support new members who bring alternative cultural voices to the table; include plenary speakers and invited-session presenters who conduct research in this area; and add to the LRA Web site informational resources, including commissioned whitepapers, designed to address issues of cultural diversity related to effective literacy instructional methods and resources for teachers.

**Marjorie Siegel**  
**Teachers College, Columbia University**

#### **Candidate's Statement**

It is a special honor to be a candidate for LRA Vice President-Elect because LRA has been my intellectual home since 1980 when I first attended the Annual Meeting as a doctoral student. I had pursued graduate studies in Reading Education at Indiana University in search of explanations about reading that could make learning to read a successful and meaningful experience for the children I taught as a Title I teacher. Frank Smith's *Understanding Reading* introduced me to the idea that theory and research could be powerful resources for my teaching, and, later, graduate studies offered the opportunity to participate in scholarly work. I was fortunate to study with faculty who regarded LRA Annual Meetings as a crucible for scholarship and social imagination about how literacy education might be otherwise, and who therefore mentored graduate students' involvement in Annual Meeting presentations and conversations. Ever since, I have rarely missed an Annual Meeting and look forward to the dialogue, challenge, rejuvenation, and friendship the Annual Meeting offers.

Prior to joining the faculty of the Department of Curriculum & Teaching at Teachers College, Columbia University in 1993, I taught at the

University of Utah and the University of Rochester (NY). Currently, I teach M.A. courses on literacy education to teachers preparing for leadership as Literacy Specialists in urban, public schools; doctoral seminars on literacy theory and research; research methodology courses for doctoral students; and, a summer institute on content area literacies for pre- and in-service K-12 teachers. Throughout my career, I have pursued three lines of scholarship in order to expand what counts as literacy and what matters in literacy education: the semiotics of transmediation and multimodality; the literacy practices involved in knowing, doing, learning, and teaching mathematics; and, the literacies and subjectivities produced at the intersection of a balanced literacy curriculum and technologies. This work has appeared in the *LRA Yearbook* and *Journal of Literacy Research*, chapters in edited volumes and research handbooks, and in journals such as *Reading Research Quarterly*, *Language Arts*, *Journal for Research in Mathematics Education*, *International Journal of Qualitative Studies in Education*, *Canadian Journal of Education*, *Children's Literature in Education*, and *Journal of Early Childhood Literacy*. I'm the co-author (with Raffaella Borasi) of *Reading Counts: Expanding the Role of Reading in Mathematics Classrooms* (Teachers College Press, 2000) and (with Robert F. Carey) of *Critical Thinking: A Semiotic Perspective* (NCTE, 1989). I have also contributed to the field through my membership on editorial boards, including the *LRA Yearbook*, *Journal of Literacy Research*, *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, and *Journal of Teacher Education*.

In addition to my service as a member of the *JLR* and *Yearbook* editorial boards, I have also served LRA by reviewing proposals for the annual meeting, serving on the Student Research Award and Ethics Committees, and chairing the Ethics Committee at a time (1991-1994) when the organization developed a Code of Ethics. With Becky Barr's mentorship, I helped navigate the committee's complex conversations about where the organization would stand on questions of professional ethics. This committee ultimately produced a Code of Ethics that was approved by the membership and serves an educative purpose for our organization.

#### **Position Statement**

I have benefited enormously from my involvement in LRA, and would welcome the opportunity to serve the organization as Vice President. Serving on the Board of Directors over the last two years has given me a deeper understanding of and appreciation for the time, thought, and integrity of those who have served in positions of leadership. I would therefore work to carry on our tradition of lively and engaged scholarly conversations (such as the innovation of using a debate format to present the annual literature review), and continue to foster transparency in decision-making, open communication, responsiveness to members' interests and concerns, and fiscal responsibility, all of which are essential to the vitality of the organization.

Since attending my first Annual Meeting, NRC has morphed into LRA, an acknowledgement that we study literacy (not only reading) in settings shaped by global (not only national) currents. What remains unchanged, however, is our commitment to doing scholarship that addresses the most pressing problems we face as educators and citizens from diverse theoretical and epistemological perspectives. Thus, advocating for and enacting policies and practices that promote



an inclusive community of inquiry would be my primary goal as LRA Vice President. I am also eager to advance LRA's recent action agenda aimed at addressing the inequities and injustices that pervade our profession and education more broadly. Increasing the number of colleagues from nondominant groups in our membership and in positions of LRA leadership will be a top priority for me. The Scholars of Color Transitioning into Academic Research Institutions (STAR) Mentoring Program initiated by the Ethnicity, Race, and Multilingualism Committee is an excellent example of one way to strengthen our commitment to an inclusive community of inquiry, and I am eager to explore additional ways of taking action toward this goal. Finally, federal policies continue to steer classroom literacy practice from a distance, and if we want to have a significant voice in policy deliberations and decisions, we must redouble our efforts and look for new ways to be heard. It is not easy to untangle the policy knot, and if we take seriously our decision to change the name of our organization and truly embrace an international stance, it could be productive to gather global perspectives from multiple constituencies in an effort to tease out possible avenues for action. Understanding how policy work is conceptualized and enacted in a variety of international contexts could inform and perhaps even galvanize our participation in policy work. Taking advantage of new technologies (LRA on Facebook?) might allow us to be quick on our feet in responding to policy moves. In conclusion, I see the transition from NRC to LRA as more than a symbolic shift; for me, it represents a productive tension between maintaining our traditional commitments and being agile and innovative in finding ways to strengthen our organization's impact on the issues we care about in these rapidly changing times.

## Board of Directors

**Fenice B. Boyd**  
**University at Buffalo, SUNY**

### Candidate's Statement

As the Associate Dean for Teacher Education and Associate Professor of Literacy in the Graduate School of Education, University at Buffalo, SUNY, my primary responsibilities consist of leading the graduate school's accreditation renewal with the Teacher Education Accreditation Council, along with supervising a staff of six members to successfully run our Teacher Education Institute (TEI). I teach graduate courses in literacy and research, and I advise students pursuing a master's degree as a literacy specialist, and doctoral students pursuing a Ph.D. in Reading Education. These assorted responsibilities position me well to serve on the Board of Directors, providing skills necessary to handle difficult decisions, collaborate effectively, and the background knowledge associated with literacy theory and practice.

Starting as a music teacher in North Carolina, I earned my master's degree at North Carolina Agricultural and Technical State University in Reading Education. After completing my master's I became Director of Reading at Livingstone College, a historically black college, and I served in this position from 1982-1987. All of my students were African American and challenged academically. Teaching at a small private historically black college reinforced my beliefs that I needed to play a positive role in both academia and the larger community,

a role modeled by my former teachers, that would help my students to see me as a mediator of their inquiry and of their understanding of how cultural capital influences their identities and future societal positioning.

My research agenda focuses on issues of diversity writ large; that is diversity as it relates to students' ethnic, cultural, and linguistic backgrounds, academic abilities, instructional approaches, and curriculum materials. This research interest has been shaped by my interactions with African American students who have been disenfranchised by traditional school culture, but nonetheless, possess strength and rich literacy skills that, unfortunately are not typically recognized by schools. Most recently, I examined a teacher's use of multiple text types in a 7th grade English language arts class. While the teacher's curriculum was used in an ELA class, it merged with social studies content, making visible connections between content area literacy, reading and writing. I, along with two colleagues, continue to pursue this research agenda as we currently work on a major grant proposal to be submitted to the Institute of Education Sciences.

I have published in a variety of venues: *Journal of Literacy Research*, *Reading Teacher*, *Journal of Adolescent & Adult Literacy*, *Reading Research and Instruction* (now *Literacy Research and Instruction*), *English Journal*, *English Education*, *Reading & Writing Quarterly*, and the *Handbook of Research on Teaching the English Language Arts* (2<sup>nd</sup> edition). I have a co-edited book titled *Multicultural and Multilingual Literacy and Language: Contexts and Practices* (2004), and a co-authored book titled *Principled Practices for Adolescent Literacy: A Framework for Instruction and Policy* (2006). I have been an editorial advisory board member for the *Journal of Literacy Research*, *Reading Research Quarterly*, *Reading Research and Instruction*, and the *Kids Insight* series.

Since 1991, the National Reading Conference—now the Literacy Research Association—has been my intellectual community. At that time I was a doctoral student at Michigan State University. Along with peers, my advisor arranged a “mock” symposium for us such that we would be better prepared, organized, and have a sense of reduction in “nervous tension” while presenting before an audience of literacy scholars. She introduced me to researchers whose work I had studied in my doctoral courses. Since my first Annual Meeting experience, I have been an active member in various ways, serving as a discussant, committee member, co-chair for Area Four, participant in various study groups, presenter of my research, and reviewer of proposals submitted for the Annual Meeting. In 1996 and 1999, I served as an editorial review board member for the *Yearbook*.

I am honored to be a candidate for the Board of Directors, and welcome the opportunity to continue to serve the organization in this way. As we approach our 60th anniversary, I believe LRA's national/international presence and leadership continues to be critical in preserving the gains made in literacy research and knowledge over the past decades. People outside the profession—politicians, policymakers, business executives, and school district administrators, consistently monitor literacy under a “high-powered microscope.” These are wide and sundry audiences with vested interests in how teachers are prepared to teach society's children and adolescents to read and write. Of course, as literacy scholars, we understand that the depth and breadth of literacy education goes far beyond the basics. Ethnic, cultural, and

linguistic differences, for instance, play an important role in one's literacy maturation. As an organization, LRA can assist these sundry audiences to understand the many complexities associated with literacy teaching and learning.

Therefore, as a member of LRA's Board of Directors I would advocate reaching out to professional organizations that may not focus on literacy matters, yet make decisions and policy regarding the literacy education of teachers and students. First, I would advocate for inviting various school district superintendents, their deputy superintendents, and policymakers, etc. to attend the Association's Annual Meeting. Such an initiative would offer them opportunities to gain a better understanding and insight on various perspectives and positions of literacy research and education, and the organization better insight on their positions about literacy.

Second, I would advocate for a series of summits co-sponsored by organizations vested in literacy (e.g., ASCD, ATE) to discuss policy-related issues and content area subjects. Summit attendees co-sponsored by LRA and ASCD—for example—might write a position statement, white paper, or articles for a themed issue of a major journal that looks closely at policy in literacy and content area subjects, standards, and the professional development of teachers and administrators. Organizers might consider the following two questions: How do administrators and policymakers outside of literacy education come to terms with policy mandates? Who decides and how? These brief questions, if answered with precision and integrity, could unequivocally result in a host of complex and beneficial analyses and critiques.

### **Kelly Chandler-Olcott** **Syracuse University**

#### **Candidate's Statement**

I am a faculty member in and chair of the Reading & Language Arts Center at Syracuse University, where I also direct the English Education programs. I began my career as a high school English teacher in my native state of Maine, where four generations of my family have been K-12 teachers and administrators. Convinced that there had to be moves I could make to support struggling adolescent readers other than lamenting those struggles, I enrolled in a doctoral program at the University of Maine, where I became so energized by working with school-based teacher researchers that I never returned to my secondary classroom. Instead, I decided to work toward influencing broader change by becoming a teacher educator. At Syracuse, where I have been for 12 years, I teach courses in English methods and literacy across the curriculum. I was awarded a Meredith Recognition Award for outstanding teaching in 2000 and the Graduate Education Faculty Recognition Award in 2008. In addition to LRA, I am an active member of the International Reading Association, the National Council of Teachers of English, and the National Conference on Research in Language and Literacy (I serve this last organization as the Membership and Elections Chair).

My long-time research interests include adolescents' technology-mediated literacy practices, classroom-based inquiry by teachers, and content literacy. More recently, I have become interested in developing literacy instruction to address the diverse needs of students, including those with significant disabilities, in inclusive classrooms. In addition

to the *Yearbook* and *Journal of Literacy Research*, my work has appeared in *Reading Research Quarterly*, *English Education*, *Journal of Adolescent & Adult Literacy*, *Reading Research & Instruction*, *Journal of Teacher Education*, and *The Reading Teacher*, among others, with funding from the International Reading Association, Spencer Foundation, and National Science Foundation. My books include *A Land We Can Share: Teaching Literacy to Students with Autism*, with Paula Kluth; *Tutoring Adolescent Literacy Learners: A Guide for Volunteers*, with Kathleen Hinchman; *Spelling Inquiry*, with the Mapleton Teacher-Research Group; *Well-Chosen Words*, with Brenda Power; and *Reading Stephen King*, with Brenda Power and Jeff Wilhelm.

Unlike many LRA members, I was not apprenticed into our community as a doctoral student. My early mentors were leaders in NCTE, so I did not attend my first Annual Meeting until my first year as a faculty member when my department chair gently suggested that I should (he knew, as I did not then, that there would be almost no one else left in our office, faculty or doctoral students, during the first week of December!). That meeting sparked the productive mix of social comfort and intellectual challenge that still marks LRA for me, and the Annual Meeting has remained the first and most important professional commitment I schedule each year.

My involvement in the organization has varied. I currently serve as Chair of the Publications Committee, a role that requires me to oversee and evaluate the work of our editorial teams; help select new teams as current terms expire; and chair an ad hoc committee on future publishing plans for *JLR*. In the past, I was a member of both the Publications and the Edward B. Fry Book Award Committees and served the *Yearbook* and *JLR* as an editorial board member. I was an area chair for Annual Meeting proposals for two different areas, and I have consistently reviewed Annual Meeting proposals. I even moderated the Town Meeting once (no, this was not the year that one member showed up in a towel). As Publications Chair, I have been introduced to the Board of Directors' processes and discourses, albeit as a non-voting member, and I am eager to be more involved in what I see as an incredibly collegial and thoughtful group of people.

My research has often been grounded in Lave and Wenger's construct of communities of practice. I am interested in how community members, whether they are teacher researchers or anime fans, are socialized into valued practices, as well as how they transform those communities with their own contributions. My experiences as the managing editor for an outlet attracting many first-time authors, co-coordinator of our School's Future Professoriate Program, and instructor of a doctoral seminar on writing for professional publication have contributed to my interest in helping new scholars intuit and shape the norms for participating in professional groups such as ours. If I were fortunate enough to be elected to the Board of Directors, I would focus my energies on sustaining existing initiatives and designing additional ones to make our practices visible, accessible, and malleable to a wide range of members. Like others, I was delighted by the success of the inaugural year of our STAR (Scholars of Color Transitioning into Academic Research Institutions) mentoring program, and I would be interested in developing additional ideas to link emerging and senior scholars across institutional lines. For example, I can see benefits for both individuals and the organization in having experienced members

volunteer to provide informal feedback on Annual Meeting proposals and manuscript submissions for those who might seek it, prior to high-stakes formal review. Such work might be facilitated well by digital technologies that many members are already using for other purposes.

I am also interested in fostering conversations that will help all of us devise new forms for our research findings that will be compelling to audiences beyond the academy. This issue has been raised a number of times over the years, and several of our committees are already doing important work around it. It seems to me that current debates among policy makers about the value of teacher education make it necessary for the broader membership to take up this call—something the fascinating debate on the final day of our Albuquerque meeting positioned us well to do. As a board member, I would be keen to discuss how to articulate the important contributions of our field at the same time we engage in honest self-critique about the work we have left to do. Such service would be a privilege.

**Maria Franquiz**  
**University of Texas at Austin**

#### **Candidate's Statement**

I am an associate professor in the Department of Curriculum and Instruction at the University of Texas at Austin. In my years as a professor I have taught a wide diversity of undergraduate and graduate students and courses. At the University of California in Santa Barbara (UCSB) I earned my Bachelor of Arts in Latino Studies, Masters degree in Educational Psychology, and doctoral degree in Language, Culture, and Literacy. While at UCSB I was a founding member of the Santa Barbara Classroom Discourse Group (SBCDG). It was in the SBCDG community that my love for and training in the study of classroom interactional ethnography was nurtured. I used this foundational knowledge base during seven lovely years of teaching and researching at the University of Colorado in Boulder (CU) where I earned tenure. While the student population at CU was majority English dominant and white, to expand my professional knowledge I elected to become a professor at a Hispanic Serving Institution, the University of Texas at San Antonio. There I spent six years teaching majority Latina/o or racially mixed students and researching in urban schools with majority students of color. These experiences in California, Colorado and Texas have provided me with first-hand experiences regarding the local language varieties, literacies, and sociocultural contexts that must be respected in order to advance literacy research that is socially just and culturally responsive.

In my research I examine the relationship of language and culture on student identities as they author themselves inside and outside of schools. An American Education Research Association (AERA) Minority Research Dissertation Fellowship initially supported my research in fourth-fifth-grade bilingual classrooms in California prior to the imposition of Proposition 227. The dissertation was awarded first place in the National Association of Bilingual Education's Outstanding Dissertation Competition (1997). The research on the development of student identities was extended when I worked with Colorado youth at risk for completing high school. This project was assisted by a Spencer Foundation/National Academy of Education Postdoctoral

Award and recognized by the AERA Committee on Scholars of Color with the Early Career Award (2005).

The use of culturally relevant children's and young adult literature in K-12 classrooms as well as their use for teacher professional development is another area that captured my interest early in my scholarly career. As a result, these types of texts have been central to articles published in *Language Arts*, *the High School Journal*, *Primary Voices*, *English Leadership Quarterly*, and the *Handbook of Research on Children's and Young Adult Literature*, among others. As a teacher consultant of the National Writing Project, student-produced writing is central to articles I've had published in *Multicultural Perspectives*, *California English*, and the *Journal of Classroom Interaction* to name a few. I've also examined literacy research trends and dilemmas in articles published in *Journal of Border Educational Research*, *TESOL Quarterly*, *Bilingual Research Journal*, *Handbook of Latinos and Education* and *Handbook of Adolescent Literacy Research*. Other publications include two co-edited books, *Scholars in the Field: The Challenges of Migrant Education* (with Cinthia Salinas, 2004) and *Latin@ Studies Reader: Inside the Latin@ Experience* (with Norma Cantú, 2010).

The first presentations I made at LRA was with the Santa Barbara Classroom Discourse Group in 1993, 1994, and 1996 at Charleston, South Carolina, Coronado Island, California, and back to Charleston, South Carolina respectively. Unlike experiences at larger conferences, LRA was a professional community where an early career scholar could dialogue up close with established scholars in the literacy field. My advisor, Judith Green, mentored me well in both small and larger venues where researchers meet, discuss, learn from, and inspire each other.

The mentorship relationship graciously bestowed upon me I have passed forward. For six years I was the Director of the Cultivating New Voices Among Scholars of Color Program (CNV) funded by the Research Foundation of the National Council of Teachers of English (NCTE). For ten years I also acted as a formal mentor for various early career scholars of color who completed their two-year mentorship in CNV. Recently I also served as a three-year mentor for an AERA/IES postdoctoral fellow, Veronica Valdez. This is why in 2009 I was so thrilled to learn that the Board of Directors for LRA approved the proposal presented by the Ethnicity, Race, and Multilingualism Committee to initiate the Scholars of Color Transitioning into Academic Research Institutions (STAR) Mentoring Program. As a mentor in the inaugural group of mentors and fellows that met at LRA 2009 Annual Meeting in Albuquerque, New Mexico, I can assure the Board of Directors that the financial support provided for the enriching networking activities planned by the Ethnicity, Race, and Multilingualism Committee will surely produce leaders for our professional organization for years to come. I am grateful to be a mentor in STAR and honored for the opportunity to run for membership on the LRA Board of Directors.

We are at an important historical moment of new possibilities that are opened by the linking of professional literacy communities across real and imagined boundaries. Because misunderstanding persists about the literate capabilities of children in poverty and communities of

color, as a board member I would advocate for collaborative projects among LRA, NCTE, IRA and others in order to address access to an integrated and inclusionary education and a socially just literacy curriculum for all.

Besides advocacy for the STAR mentoring program and for collaborative projects across literacy professional communities, I agree with Norman Stahl's statement in the Fall 2009 newsletter inviting each one of us to take responsibility for participating competently, ethically, and critically in the LRA community. We ought to take responsibility for sharing our experiences, research and theories to inform policy, curriculum and classroom practices in useful ways. In light of the present historical and political moment, this approach of rethinking our participation and the small and big challenges it engenders will guarantee that LRA remain a key leader for emancipatory literacy for individual and collective good.

**Guofang Li**  
Michigan State University

#### **Candidate's Statement**

I am an Associate Professor in second language and literacy education in the Department of Teacher Education at Michigan State University, where I am a member of the literacy faculty and a senior researcher at the Literacy Achievement Research Center (LARC). As an immigrant from China, I studied, taught, and researched in three countries. Upon receiving my MA in applied linguistics in English as a foreign language, I pursued my Ph.D. in second language literacy from the University of Saskatchewan where I began my training and research on home literacy practices among Asian (Filipino and Chinese) immigrant families. After graduation, I conducted further research to examine Asian immigrant children's school-home literacy connections as a Canadian Social Science and Humanities Research Council (SSHRC) post-doctoral fellow at the Department of Language and Literacy Education at the University of British Columbia. Upon completing my post-doctoral research in 2001, I joined the Department of Learning and Instruction at the SUNY Buffalo as an assistant professor, where I taught graduate courses in second language literacy and served as graduate advisor for our masters/doctoral students.

My research interests focus on three interrelated areas of concern: a) Asian immigrant children's home literacy practices; b) cultural conflicts and educational dissensions between Asian immigrant parents and mainstream schools/teachers regarding literacy learning and instruction; and c) Asian immigrant children's social processes of learning, especially the impact of the Asian "model minority" myth, social class, and cultural identity on language and literacy development. Embedded in the ethnographic tradition, my work addresses the complexities of bilingual children's literacy learning in the Asian American community and the ways in which such children both attend school and interact within community and national contexts. This body of work, cumulating in 9 sole-authored and edited or co-edited books, 16 journal articles, and 38 book chapters and recognized by the Division G Early Career Award at the American Educational Research Association in 2008, contributed to the literacy field in two important ways.

First, building upon Kathy Au's culturally responsive pedagogy and Gloria Ladson-Billings' culturally relevant pedagogy, both of which are teacher-centered, I proposed two new pedagogical frameworks, *pedagogy of cultural reciprocity* and *cultural pedagogy*, that emphasize students' and their families' autonomy in regard to what they can contribute to literacy instruction and the curriculum. In my book, *Culturally Contested Pedagogy: Battles of Literacy and Schooling between Mainstream Teachers and Asian Immigrant Parents* (SUNY Press, 2006), I advocate practices of *cultural reciprocity* that require mutual adoption and acquisition of new cultural patterns by both mainstream teachers and minority parents in both school and home contexts in order to work together to improve minority students' school achievement. This work was recognized by the Ed Fry Book Award from LRA in 2008. In my recent book, *Culturally Contested Literacies: America's "Rainbow Underclass" and Urban Schools* (Routledge, 2008), I further advocate a *culture pedagogy*, in which I urge educators to treat culture and ethnicity as a vital source for reshaping urban minority students' understanding of identity and difference in race, class and gender. Second, my research examines a dimension of Asian children's experiences—i.e., their home literacy learning—that is not well discussed or understood in the research literature. My work moves us beyond stereotypes of Asians as high-achieving model minorities to pay attention to those Asian students who are underachieving.

Recently, I have extended my research in two directions. One is to examine the influences of new technologies on second language learning processes, i.e., the impact of computers on second language students' home literacy practices and on teachers' instructional practices. The other is to explore an effective professional development program that can help teachers of English language learners implement research-based strategies into their classrooms.

LRA has been my professional home since it was introduced to me by a former colleague of mine in 2002. Since then, I have had the opportunity to both engage in the stimulating dialogues on literacy and second language literacy issues through the yearly Annual Meetings and contribute to LRA in meaningful ways. I was a co-chair for Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings, from 2005-2008. Since 2004, I have served on the editorial review boards of LRA's two major publications, *Journal of Literacy Research* and *Yearbook*. Currently, I am serving on the Early Career Awards Committee.

I am excited about the opportunity to serve on the Board of Directors and continue to contribute to it in meaningful ways. If elected, I hope to work towards three goals and initiatives for LRA. One is to continue to strengthen LRA's efforts for diversity and increase the presence of minority scholars and teachers of diverse cultural backgrounds. There is a shortage of minority teachers and scholars in the literacy field. LRA can play a leading role in attracting ethnically diverse teachers and scholars into the profession. I hope to engage my colleagues on the Board of Directors in exploring innovative ways to address this challenging task.

Another goal is to help LRA become the nexus where research findings are translated into classroom practices. For example, I would advocate a weekend (e.g., Saturday) program aimed at in-service and pre-service teachers. I would also suggest including relevance to classroom teaching as a criterion for Annual Meeting proposals' acceptance.

Finally, in the age of globalization, it is important to address vital issues beyond our borders and make LRA a catalyst for global-local connections in the field of literacy education. I hope to engage my colleagues on the Board of Directors in efforts to include more international representation in Annual Meeting presentations and in leadership positions. Also, I would suggest including and encouraging more proposals and symposiums that address international and comparative literacy issues.

**Laurie MacGillivray**  
**University of Memphis**

#### **Candidate's Statement**

As a professor in the College of Education at the University of Memphis, I teach courses on literacy theory and practice. Embedded in that work are long-standing questions I've had about the relationship between K-12 teaching and learning, community resources, policy, influential individuals, culture, ethnicity, and economics. I began to investigate these questions within a wide variety of settings, including homeless shelters, which is the focus of my work today.

I taught elementary and middle school in Houston, Texas in the late 1980s. Teaching consumed me. Interested in learning more about my students, I focused on implementing literature circles and writing workshops. As I attended to the students' worlds, I realized how much their school lives were situated in families and cultures, which I wanted to know more about. After a classroom-based dissertation, I began teaching at the University of Southern California and conducting research to study children's lives outside of school. During my 13 years at the University of Southern California, I sought to make connections between the lives of students and teachers inside and outside of school often in bilingual communities. During this time, I was an active member of The Center for the Improvement of Early Reading Achievement (CIERA). Since moving to University of Memphis in 2006, I have been working with the shelters for homeless families, in one instance implementing a literacy-infused art program with the children living in an emergency shelter.

This interest in literacy practices across a wide variety of settings is evident in my recent articles in *Urban Education* and *The Reading Teacher* (both co-authored with Amy Ardell and Margie Curwen) that focus on homeless families and literacy. The book I edited, *Literacy in Times of Crisis*, for Routledge, brings together researchers examining the role of literacy as an agent of healing and disjuncture. My work can be found in journals including, *Journal of Literacy Reading, Action in Teacher Education, Bilingual Research Journal, Curriculum Theory, English Journal, Journal of Adolescent and Adult Literacy, Journal of Latinos and Education, Journal of Research in Childhood Education, Teacher Education Quarterly*, and *Teaching Education*. I currently serve on the editorial boards of *Journal of Adolescent and*

*Adult Literacy* and *The Reading Teacher*. I have reviewed for the *Journal of Literacy Research, Latinos in Education, Research in the Teaching of English*, and *Reading Research Quarterly*.

I have thoroughly enjoyed being a part of LRA ever since my first Annual Meeting in 1992. I served as chair on Critical Spaces Committee and the Diversity Committee at a time when we were wrestling with the definition of diversity and the relationship to multiculturalism. I have been on the editorial board of the *Yearbook* and reviewed proposals throughout my tenure. Because LRA is integral to being a literacy learner, teacher, and researcher, this is the conference to which I bring graduate students. I am proud to see how the students I work with have become active members for whom LRA is also an intellectual home.

#### **Position Statement**

It is an honor to run for the Board of Directors of LRA. The leaders of this organization have modeled how to direct an evolving and stimulating professional community. Working alongside my colleagues, I will honor their work while continuing the quest to improve our organization through reflective leadership that responds to the desires and needs of the members.

LRA has made great strides in addressing the political issues surrounding literacy, not only in members' individual research but also as an organization. This is evident in the Board of Directors' increasing ability to respond in a speedy manner throughout the year. As an organization, we are building momentum as we explore the role of LRA in public policy through interactions on the listserv, in committee work, and during town meetings. I would like to create more spaces for these discussions to occur face-to-face during the Annual Meeting. We have members who understand the complexity of these situations; opportunities to hear from them would help the organization make informed decisions.

One area that deserves more attention is the possible implications of current and future policies on the future of teacher education programs. Schools of Educations in the U.S. are facing increasing challenges and criticisms nationally. I would like us, as an organization, to foreground this issue. For example, I believe we need to explore the consequences of the growth of online teacher licensure programs and NCATE's (National Council for Accreditation of Teacher Education) recent call for more clinically based preparation programs in relation to literacy teaching, learning, and research. I believe we must address criticisms of research in teacher preparation by communicating the good work our organization does and by owning some of the problems we have created by not conducting research that links teacher preparation with student achievement. We must learn to work with policy-makers outside our organization in order to move forward in the current critical climate.

Along with this increased awareness of the relationship between politics, policy, and literacy, I support the continuation of inviting key speakers from outside the literacy community. Inclusion of politically savvy speakers seems particularly appropriate. Talk amongst us can only be strengthened by learning from other perspectives. Providing

readings prior to the Annual Meeting enriched my understandings and conversations surrounding key issues and could scaffold our understandings of larger societal issues.

I am proud to be a member of LRA, an organization that continues to learn how to cultivate diversity, support young scholars, and reach beyond insular conversations. These are essential to the sustainability of an outstanding organization. I would find it rewarding to play a larger role in our professional home. Joining the Board of Directors would afford me the opportunity to serve LRA, which has offered such richness to me for almost 20 years.

**Theresa Rogers**  
**University of British Columbia**

#### **Candidate's Statement**

I am a professor of Language and Literacy Education at the University of British Columbia, Canada. Prior to that, I was a postdoctoral fellow, an assistant and an associate professor at Ohio State University, a doctoral student at the University of Illinois, and a research assistant at the Center for the Study of Reading. I began my career in Education as a secondary English and Reading Teacher in Boston. I have also spent extended periods studying and/or conducting research in Australia, Ireland, France, and Botswana.

My current interests are adolescent literacy practices, including media and arts-based literacies, and adolescent literature. I am particularly interested in how youth represent themselves discursively through their literacy practices, with a focus on marginalized youth in and out of schools and in international contexts. I am also interested in representations of self and historical events in young adult literature. At UBC, I am currently chairing a multidisciplinary graduate program in Children's Literature with colleagues in English, Creative Writing, and Library and Archival Studies. I have also conducted research in the areas of community and school connections and teacher education.

My work has been published in the *Journal of Literacy Research* (and *JRB*), *Reading Research Quarterly*, the *Yearbook*, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *The Alan Review*, *English Education*, *English Journal*, and *Pedagogies: An International Journal*, as well as in several other journals and in edited volumes. I co-wrote the second and third editions of the classic work, *How Porcupines Make Love*, with Alan Purves and Anna Soter, and edited *Reading Across Cultures* with Anna Soter, as well as several other volumes. My dissertation, "Students as literary critics," was a finalist in the IRA Outstanding Dissertation Competition, and I have won several awards for teacher education and for excellence in teaching and in graduate student mentorship.

I have been a member of LRA since I was a graduate student and have attended the Annual Meeting most of the last 25 years. I have returned year after year for the intellectual stimulation and the focus on a range of literacy issues—broadly conceived—that are, in my view, unparalleled in other professional organizations. During this time, I have served on the publications committee, as a reviewer and editorial board member of the *Yearbook* and of the *Journal of Literacy*

*Research*, as an Annual Meeting proposal reviewer for several areas, and as co-chair of Area 6, Adolescent and Adult Literacy.

Over the years there have been calls for LRA to become more inclusive of women scholars, of scholars of color, and more recently of international scholars. I applaud the name change and would work toward moving the organization beyond the "national" focus to be more open to and welcoming of diverse international scholars. I have been excited by the opportunities to engage more with international researchers and educators since my move to Canada, yet these interactions have remained somewhat limited at LRA. It is understandable that scholars find enough to struggle with given the complexity of literacy education in the United States, yet I also believe international/global literacy issues can be both instructive and critical to the work of U.S. educators.

As a board member I would seek to extend international participation and collaboration in a variety of forms beyond special interest groups, including invited speakers, panelists, discussants, and on various committees. I would simultaneously work toward redefining the Association in relation to global literacy and educational trends and issues.

I also believe that as educators we need to continually renew our commitment to engaging with policymakers and with the communities we serve. By definition we are both community servants and public intellectuals, and we are obligated to apply our academic knowledge to public issues. Our Association could increasingly serve as a site for engaging in conversations about tactics and strategies for using our knowledge and platform to create a more equitable society.

Finally, it would be an honor to serve on the Board of Directors of an Association that has been so central to defining my career.