



NEWSLETTER

Heidi Anne Mesmer, Editor
Spring 2006

President's Report

Victoria Purcell-Gates
University of British Columbia

I cannot believe that several months have passed since we were all together at the Intercontinental Hotel in Miami! What a wonderful conference! While each of us has our own special memories of the 2005 Annual Meeting, I want to share with you some of the comments that were passed along to me both at the conference and during the weeks following. So many people commented on the real sense of collegiality they experienced during the conference. They told me that they felt a real feeling of sharing and support for their work, which is, of course, one of the primary benefits of NRC membership and participation! Others remarked on how the hotel, itself, contributed to the positive ambience with its spacious hallways and commodious meeting rooms which seemed to reduce tensions and feelings of being rushed! Many seemed pleased with the range of wonderful plenary speakers, representing different research paradigms and fields of research. Brian Street, Charles Perfetti, and Ernest Morrell provided wonderful touch points for the many paper presentations, symposia, and alternative sessions that filled the spaces between their plenaries.

As the 2005 Program Chair, I also want to pass along a very special thanks to the many people who worked behind the scenes to make the Annual Meeting a roaring success: the entire team of Area Chairs who marshaled the almost 1,000 proposals through the review system; Roy Smith of TEI who worked tirelessly with me and the Area Chairs, first updating and improving the online submission process and then problem solving its implementation during Spring of 2005; Nancy Short, our new Conference Manager at TEI, who stepped in at the last minute and picked up the ball and ran with it (many of you passed on your appreciation for her professional and competent handling of the conference details in Miami); Scott Sherer, President of TEI, who rolled up his sleeves and helped make the conference a success following an unfortunate string of personnel loss at Headquarters in the weeks leading up to the Annual Meeting; and finally, all of you who brought your fascinating research reports, your enthusiasm, and your energy with you to Miami to help us create yet another incredible experience.

Of course, once the conference ends, the Executive Board members find themselves faced with the ongoing business of NRC, and

we have been tackling several issues for the membership in the last few months. First, we conducted our first online vote on an issue calling for a decision as to whether or not we add our signature as an organization to the long list of other organizations calling for significant changes in the implementation of the No Child Left Behind Act. This was the culmination of a discussion which began at the Town Meeting, continued into the Business Meeting, and culminated in a vote by the Board of Directors on Saturday, the last day of the conference, to change our criterion for voting yeah or nay on issues placed before the membership. The Board of Directors voted overwhelmingly to change this criterion from 50% of the entire membership to pass a resolution to 50% plus one vote of those who vote. My thanks to those of you who pressed for this change and who provided excellent arguments for it. We placed the NCLB issue before the membership on the website in December, left it open for discussion for 10 days, and then conducted a 10-day vote. In the end, the membership voted overwhelmingly, although not unanimously, for passing the resolution that we add our name to the list of other organizations calling for change. Kudos to all who voted. Online voting is the venue for participation in the organization during the months between the Annual Meeting. Further, it is our only opportunity to place an issue before the entire membership and allow for independent balloting. We will soon be voting for new NRC officers and Board of Directors members online, and I urge each of you to lend your voice and support by logging on, reading the statements of the candidates, and casting your ballot.

The Executive Board meets in late February to continue its work. On the agenda will be ongoing discussions around the need to continue to work to ensure the financial health of the organization and ways to do this. We will also be discussing a possible renewed and refreshed collaboration with IRA around a book series that features research into practice. Stay tuned. Patricia Edwards, 2006 Program Chair and NRC Vice-President, will be sharing with us the unfolding plans for the 2006 Annual Meeting in Los Angeles next December.

I would like to invite all NRC members to feel free—encouraged even—to send your concerns and your ideas on ways to improve our policies and procedures to me or to any member of the Board of Directors. You will find our names and email addresses posted on the NRC website. My primary goal as your President this year is to continue to open up the operations of the organization in ways that reflect the diversity and range of our entire membership and to make transparent the decisions and actions of the Board of

Directors. It is my belief that NRC will continue to grow in ways that benefit its membership only if it continues to build collegiality and collaboration among its members. I appreciate any and all efforts to help me with this. Stay in touch!

President-Elect Report

Patricia A. Edwards
Michigan State University

Congratulations to Victoria Purcell-Gates for organizing a wonderful 2005 NRC conference in Miami, Florida. Many individuals reported to me that they thought it was an outstanding conference with exceptional presentations and superb speakers. Thank you for all of your hard work on behalf of NRC, Vicki.

I have hit the grounding running following the close of the 2005 meeting in December. The 2006 Area Chairs met with me and a group of MSU graduate students on the morning of the last day of the conference in Miami to begin the planning. Since then, we have put the 2006 Call for Proposals online at the NRC website: www.nrconline.org

In February, I surveyed the site for the 2006 Annual Meeting in Los Angeles, California—the Millennium Biltmore Hotel—with the conference proceedings in mind. I checked out the meeting rooms, the guest rooms, the lounge (s)... Yes this is a tough and tedious job!

Important Dates

Be certain to mark your calendars. I want to invite each of you to encourage your colleagues, especially those who may not have attended NRC in the past, to submit a research proposal to the upcoming conference. I promise an exceptional experience for us all. Here are some important dates related to the conference:

- ☞ March 1, 2006—Proposals for the 2006 conference must be submitted electronically at nrconline.org by midnight EST.
- ☞ July 1, 2006—Notification of all proposal review decisions will be sent out via email, but only to the person who submitted the proposal electronically. This person must notify all other individuals.
- ☞ September 24, 2006—Applications for the Student Research Award must be received by the Chair of this committee.

I would like to personally congratulate the 2005 Award Winners. In this issue of the Newsletter, you will also notice a wonderfully talented set of individuals who have agreed to run for leadership positions in our organization. I want to publicly thank each one of them for agreeing to run. The future of our organization depends upon having talented individuals who are willing to place themselves in public positions like this. I greatly appreciate it and I know our entire membership does as well. This is one of the finest candidate pools that we have ever had. It guarantees that we will have exceptional leadership in our future.

Look for candidates' statements on the NRC website, www.nrconline.org and at the end of this newsletter. Elections will take place in April.

Congratulations Award Winners

Albert J. Kingston Award
Colin Harrison
University of Nottingham

Distinguished Scholar Lifetime Achievement
Courtney Cazden
Charles William Eliot
Harvard University

Early Career Achievement Award
Melanie Kuhn
Rutgers University

Edward Fry Book Award
Loukia Sarroub
University of Nebraska

Oscar Causey Award
Annemarie Palincsar
University of Michigan

Student Outstanding Research Award
Megan Madigan Peercy
University of Utah

The Site

The conference will be held in Los Angeles, California, November 29-December 2. The conference site is the Millennium Biltmore Hotel Los Angeles, 506 South Grand Avenue, Los Angeles, California. The phone number is 800/245-8673, 213/424-1011. The rate is \$149 single/double. The Biltmore Hotel is conveniently located in the heart of Downtown Los Angeles, amidst the city's business, financial and cultural centers; 30 minutes from LAX and 30 minutes from Burbank airport. Readily accessible freeways connect you to Southern California's most popular attractions in just minutes. The Staples Center Area is five minutes from the hotel, while the Museum of Contemporary Art and the Walt Disney Concert Hall are a half a mile away.

The Biltmore is one of those hotels that is worth a visit even if you're not staying there. Built in 1923 and encompassing an entire square block, this Italian-Spanish Renaissance landmark is the grande dame of L.A.'s hotels. Chances are you've seen it in many movies, including *The Fabulous Baker Boys*, *Chinatown*, *Ghostbusters*, *Bugsy*, *Beverly Hills Cop*, and Barbara Streisand's *A Star Is Born*. The hotel lobby—JFK's campaign headquarters during the 1960 Democratic National Convention—appeared upside-down in *The Poseidon Adventure*. Always in fine shape and host to world leaders and luminaries, the former Regal Biltmore is now under the guiding hand of the Millennium Hotels and Resorts group, and the sense of refinement and graciousness endures. The Millennium Biltmore Hotel, Los Angeles has 683 guest rooms including 27 suites and 28 executive club floors, a beauty salon, and the Millennium Biltmore Spa. The hotel has 3 restaurants; 2 lounges; health club with original 1923 inlaid pool; Jacuzzi; steam and sauna; concierge; Enterprise car-rental desk; courtesy car; business center; 24 hour room service; in-room massage; babysitting; laundry service; and dry-cleaning. All guest rooms have high-speed internet access.

A range of dining and cocktail outlets include **Sai Sai**, an authentic Japanese restaurant serving sushi, tempura and kaiseki dishes. Pretty casual **Smeraldi's Bistro** serves homemade pastas and lighter California fare. Off the lobby is the stunning **Gallery Bar**, named by the *Los Angeles* magazines as one the trendiest cocktail lounges in L. A. Afternoon tea and cocktails are served in the **Rendezvous Court**, which used to be the hotel's original lobby and resembles the interior of a Spanish cathedral, complete with Moorish ceiling of carved beams and an altar-like Baroque doorway. Spend the few bucks to appreciate the Art Deco health club, with its gorgeous Roman-style pool.

The Conference Program

Since December 2005, I have been actively working to engage plenary speakers who will (a) represent the scope of current research activity present among NRCers as well as (b) help to kick-start an initiative as part of the popular methodological series which addresses the issues of race, class and gender. My interest was motivated by Stuart Greene and Dawn Abt Perkins' edited volume *Making Race Visible: Literacy Research for Cultural Understanding*. In the foreword to this book, Gloria Ladson-Billings (2003) challenged the authors/researchers with the statement below:

As researchers we must ask ourselves if we can be satisfied with reporting and interpreting inequity and injustice or do we have some greater obligation toward advocacy?...We have an obligation to the students we teach never to avoid the knotty and uncomfortable issues of race, class, and gender that persist in our society. We have an obligation to our colleagues to challenge their resistance and ignorance to how these issues are made manifest in their work...And we have an obligation to our profession to disrupt the canonization and reinscription of curricula and dogma that offer no space for new ideas about the nature and scope of our work (p. x).

Within this spirit and purpose, I am extremely pleased to announce that both P. David Pearson and Pedro Noguera have agreed to give Plenary Addresses at the 2006 Annual Meeting. P. David Pearson, Dean of the Graduate School Education at the University of California, Berkeley, is well-known for major contributions in the field of literacy. As a distinguished literacy scholar, he is the holder of our rich literacy traditions, and I invited him to share with the NRC membership his wisdom and knowledge. Pedro Noguera, Professor in the Steinhardt School of Education at New York University, is equally well-known for his scholarship and research on the ways in which schools are influenced by social and economic conditions in the urban environment.

In preparing the 2006 NRC Conference, I want to continue to build on the outstanding work of past Program Chairs, yet meet the challenges posed to our organization in terms of using new technologies to our advantage without sacrificing those elements of our organization we hold dear. These elements include the opportunity to see each other at least once a year; engage in stimulating interactions during conference; and access compelling research-based presentations and follow-up conversations. We also have the opportunity to mentor new scholars, encouraging

them to attend professional activities and the chance to enjoy our friendships and collegiality during lighter moments in the conference. I welcome your suggestions for the conference and I look forward to seeing you in Los Angeles.

Publications Report

Diane Barone, Chair
University of Nevada, Reno

We are in the process of completing the second search for Editors. Right now members of the search committee are evaluating proposals for the next JLR Editorial Team. We anticipate having this process completed by late March. Late last year, we completed the search for the next Yearbook Editors. The team from Vanderbilt will succeed our current editors. The team is Deborah Rowe, Robert Jimenez, Donald Compton, Kevin Leader, Victoria Risko, and Youb Kim. Congratulations and best wishes to our new Editorial team. For both of these searches, the current team will overlap for one year with the new team. Through this process we will have continuity with our publications.

The current JLR Editors (Wayne Linek, Nancy Padak, Betty Sturtevant, and Tim Rasinski) will conclude their 6-year tenure at the conclusion of Volume 39 (winter 2008). Since they began, they have received and reviewed more than 450 manuscripts, of which 52 (about 12%) have been accepted for publication. None of this work would be possible without the generous assistance of the more than 150 professionals who volunteer as members of the Editorial Advisory Board.

Due to NRC's arrangements with Lawrence Erlbaum Associates, the Editors are currently working with staff there on journal publication. The first Erlbaum-produced issue (Volume 38 #1) should be published later this spring. Volume 37 # 4 is currently at the printers.

The Yearbook Editors (Jim Hoffman, Colleen Fairbanks, JoWorthy, Beth Maloch, and Diane Schallert) are busy with the new round of manuscript submissions for this year's Yearbook. Soon reviewers will be notified about the manuscripts they will review for possible acceptance. We were all thrilled this past year when the Yearbook arrived before NRC. Congratulations to the efforts of our editors for this accomplishment.

International Committee

Sam Miller, Co-chair
University of North Carolina, Greensboro

Jiening Ruan, Co-chair
University of Oklahoma

The International Committee would like to welcome new members to participate in our activities. The membership continues to grow and we welcome you to join. Members from other countries and those who are interested in international issues are welcome. Each year, we try to plan a few social events so that members have an opportunity to talk with one another. Committee member, Nancy Pine, will find a place for us near the conference hotel to

have lunch together. We also intend to find an evening to go to dinner. This year's get-together-breakfast gave members a chance to discuss recent events in their home countries and to plan proposals for next year's conference. If you are interested in working with others on a proposal, please contact co-chair Jiening Ruan (jruan@ou.edu). She and Mary Alice Barksdale are coordinating the submission of proposals dealing with international issues for next year's conference. Finally, the committee offers scholarships to offset the high cost of travel from other countries. If you would like to know more about this funding, please contact Sam Miller (sdmille2@uncg.edu).

Student Research Award Committee

Rebecca Rogers, Chair
Washington University in St. Louis

As chair of the Student Research Award committee, it is my pleasure to announce that Megan Madigan Percy's paper called "*So that you'll be good readers*": *ESL teachers' classroom discourses about reading* was selected as the winner of the 2005 Student Research Award. Megan Madigan Percy received a \$500 honorarium and a commemorative plaque from the National Reading Conference to acknowledge her scholarly efforts.

I would like to welcome the new members of the Student Research Award committee: Rebecca Silverman, Amy Seely Flint, Roni Jo Draper, Althier Lazar, and Catherine Kurkjian. I would also like to extend a big thank you to the committee members who finished their three year term this year: Gregory Brooks, Suzanne Wade, and Liguig Tao.

Please remind people who are eligible to apply for the NRC Student Research Award (the research must have been completed sometime after August of 2004; the research must be conducted and reported independently; and it does not have to be dissertation research) **to check the box on the electronic submission form when they are submitting their proposal online.** 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 NRC website.

Ethnicity, Race & Multilingualism Committee

Doris Walker-Dalhouse, Co-chair
Minnesota State University Moorhead

Gwendolyn Thompson McMillon, Co-chair
Oakland University

The Ethnicity, Race & Multilingualism Committee expresses its appreciation to all who participated in the 2005 symposium "Ain't I a woman: Female Literacy Educators Talk About Balancing Career, Families, Children, and Personal Lives." We would like to especially thank the panelists: Barbara Taylor, Susan Florio-Ruane, and Elizabeth Birr Moje; and respondents: Jennifer

Dandridge Turner, and Mary McVee, and moderator, Gwendolyn Thompson McMillon.

The Ethnicity, Race & Multilingualism Committee wishes to congratulate and acknowledge the recipients of this year's travel scholarships to the annual conference. The names of the individuals and their respective positions and institutions are as follows:

1. **Leticia Martinez**
Doctoral Student
The University of Texas at Austin
2. **Jeonghee Choi**
Assistant Professor
Alfred University
3. **Wen Ma**
Assistant Professor of Education
Le Moyne College
4. **Hellen Nasimiyuh Inyega**
Doctoral Student
University of Georgia
5. **Xiaoning Chen**
Doctoral Student
Purdue University
6. **McNair, Jondra**
Assistant Professor
Clemson University
7. **Achariya Rezak**
Doctoral Student
University of Georgia
8. **Kathryn McIntosh Ciechanowski**
Doctoral Student
University of Michigan

We invite your continued support and involvement in the work of this committee.

Individuals interested in being involved should express their interest by email to either of the committee chairs, Doris Walker-Dalhouse (walkerd@mnstate.edu) or Gwendolyn Thompson McMillon (mcmillon@oakland.edu).

J. Michael Parker Award

Erik Jacobson

The J. Michael Parker Award was established in 2001 in honor of J. Michael Parker, winner of NRC's student research award, to encourage research in adult literacy. The award is given to graduate students and untenured professors who present research on adult learning or education at the annual conference. The award covers NRC Annual Meeting expenses up to \$300. Applicants need to submit the full paper of their presentation (25 pages or

less) electronically by September 25, 2006, accompanied by a brief note indicating that they are applying for the 2006 J. Michael Parker Award.

Committee members will rate the submissions on the following criteria:

1. The research is capable of making a significant contribution to the theory and/or practice of adult literacy learning and instruction.
2. The methodology is appropriate to the research question and of sufficient rigor.
3. The implications of the research are of a scope needed to impact the field.

Send application materials or inquiries to:

Erik Jacobson, Chair
NRC J. Michael Parker Award
jacuzi@sbcglobal.net

Early Career Achievement Award Committee

Colin Harrison
University of Nottingham

Members of the Early Career Achievement Award Committee encourage all NRC members to submit nominees for the 2006 award. The Early Career Achievement Award was first presented in 1999. It is designed to honor new members of the NRC community who have been actively involved in research, teaching, and service and have demonstrated outstanding commitment and accomplishment in the field of literacy. Nominees for the NRC Early Career Achievement Award can be of any rank. However, nominees must (1) have been members of the NRC (for at least three years, but not necessarily consecutively), (2) possess a terminal doctoral degree, and (3) have worked in the field 7 years or less from the conferral date of their degree to the posted deadline for this competition.

NRC members may nominate candidates by sending a recommendation, outlining the candidate's contributions to the field of literacy research and the nominee's participation in NRC. Midnight, Pacific time, **Friday, April 21, 2006** is the deadline for receipt of nominating communications. Please send nominations to: colin.harrison@nottingham.ac.uk

Colin Harrison
School of Education
University of Nottingham
Wollaton Road
Nottingham NG8 1BB, UK

Nominees will be then be asked to submit a curriculum vitae, a statement delineating their professional experiences and research agenda, and to recommend two or three articles or chapters that in their view best represent their accomplishments. An additional letter of support from the candidate's current institution (e.g., department chair, research/teaching colleague) will also be

Candidates for NRC's President-Elect

Kathleen Hinchman
Syracuse University

Anne McGill-Franzen
University of Tennessee

Candidates for the Board

Mark Conley
Michigan State University

Briget Dalton
Center for Applied Special Technology

Mark Dressman
University of Illinois at Urbana-Champaign

David Moore
Arizona State University/West

William Teale
University of Illinois at Chicago

Doris Walker-Dalhouse
Minnesota State University Moorhead

required. Submitted materials must be received no later than Midnight, Pacific time, **Friday, May 26, 2006**. Please note that in order to facilitate international participation we are discouraging the use of surface mail. Nominees will be encouraged to send all materials by email to the Early Career Achievement Award Committee Chair. The Early Career Achievement Award fills an important role as part of the National Reading Conference's effort to recognize and promote excellence. The committee and NRC appreciate your efforts to identify deserving nominees.

Oscar Causey Award Committee

David Moore, Chair
Arizona State University

Please consider nominating a deserving person for the 2006 NRC Oscar Causey Award. The award is presented annually to recognize outstanding contributions to literacy research. The winner of the award receives an honorarium and commemorative plaque and presents the Oscar Causey Address at the NRC meeting. Specific criteria for the award are as follows:

- ☞ 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.

Nominations are to be made on or before **August 15, 2006** by sending a nominating letter and a copy of the nominee's vita to David W. Moore <David.Moore@ASU.Edu>, the current Oscar Causey Award committee chair.

Candidate Statements

Vice President-Elect

Kathleen A. Hinchman

I am Professor and Chair of the Reading and Language Arts Center at Syracuse University, where I have been on the faculty since 1993. I teach courses in elementary and adolescent literacy, and direct our literacy clinic. I have been a member of NRC since 1981, when I left my position as a middle school English/reading teacher to complete my Ph.D. studies at Syracuse University. Finishing my doctoral work in 1985, I held faculty positions at Oswego State University and the University of Wyoming, and served as director or evaluator for several literacy projects at the elementary, secondary, and adult levels for the Oswego County Board of Cooperative Educational Services and Syracuse University.

Shaped by my early and ongoing work with struggling readers, my scholarly work has been concerned with understanding the perspectives of adolescents and their teachers, and with literacy teacher education. Funded by the New York State Education Department and the United States Department of Education, my work has appeared in such venues as the National Reading Conference *Yearbook*, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Language Arts*, *Journal of Curriculum Studies*, *Reading Research and Instruction*, *International Journal of Qualitative Studies in Education*, *Journal of Educational Research*, *Journal of Literacy Research*, and *Reading Research Quarterly*, as well as in various edited volumes. With a host of cherished colleagues, I was a coeditor of the first and second editions of *Reconceptualizing the Literacies in Adolescents' Lives and Struggling Adolescent Readers: A Collection of Teaching Strategies*, as well as coauthor of *Principles Practices for a Literate America: A Framework for Literacy and Learning in the Upper Grades*, *Tutoring Adolescent Literacy Learners: A Guide for Volunteers*, and *Teaching Adolescents Who Struggle with Reading: Practical Strategies*.

I am currently occupied with three adolescent literacy projects. One, "Investigating the Interrelated Development of Mathematics and Literacy in Urban Secondary School," is an NSF-sponsored collaboration among mathematics and literacy education faculty and a stalwart group of middle and high school mathematics teachers, exploring how teachers can support urban students' literacy during their implementation of a reform-based mathematics program. A second, "Syracuse University Liberty Partnerships Program," is a New York State-sponsored 12-month extra-curricular program for youth at risk of not graduating from high school. The third is a consultancy with a struggling urban middle school, involving collaboration with administrators and English language arts and special education teachers who are working to ensure that students' literacy achievement meets AYP requirements and serves youths' in- and out-of-school needs and aspirations.

In addition to other service activities, I was coeditor, with Rachel Brown, of *Language and Literacy Spectrum*, the journal of the New York State Reading Association, and I was recently president of this same organization. I serve on editorial review boards for

Reading Research Quarterly, *Journal of Literacy Research*, and the NRC *Yearbook*, and I review conference proposals for the International Reading Association, American Educational Research Association, and NRC. In addition to serving on several NRC committees, I have been active as both a Wyoming and New York State representative to the NRC Field Council, served with Donald J. Leu and Charles K. Kinzer as coeditor of the NRC *Yearbook*, worked with Peter Mosenthal as an NRC Program Area Chair, and, recently, completed a term as a member of the NRC Board of Directors.

Position Statement

NRC is the foremost organization for literacy researchers. It represents multiple, divergent perspectives that are increasingly global in nature. I am both honored and humbled that I was asked to run as Vice-President Elect of this esteemed group. Many people for whom I have the deepest respect have preceded me, and to be selected to run in the company of someone whose research, NRC service, and collegiality I admire as much as Anne McGill-Franzen is an added privilege.

While I have done some service for NRC, the organization has returned the favor to me many times over. My history is like that of many members: NRC was the site of my first and many subsequent research presentations. The *Yearbook* and *Journal of Reading Behavior* accepted my first peer-reviewed work. Our conference and publications have allowed me to study the work of countless colleagues. Most importantly, I have met many individuals through NRC who have become critical friends, colleagues, mentors, collaborators, and even conference roommates. Wherever we find each other, at literacy events throughout the world, we share the bond of collegiality, supportiveness, and commitment to literacy progress that we have forged through our membership in NRC.

Yet we have much work to do. Our next NRC leadership will shape our organization's attention to an ever-growing list that demands our attention, including but not limited to globalization, achievement gaps, curriculum/assessment debates, and critiques of our own rigor and practicality. To enable us to address such issues, I will organize our ongoing re-examination of mission, size, policies, and representation schemes. I will extend the efforts of those who've preceded me to recruit members from varied backgrounds and points of view, including individuals from under-represented groups in the United States and the rest of the world. I will work to involve these new members in the governance of NRC to ensure that they find our group welcoming and helpful.

A most serious charge to our leadership over the next few years will be to extend these inclusive sensibilities, while representing resultant research findings understandably, in ways that influence policy. I will continue to encourage the development of policy briefs and research reports reflecting what we know about important literacy issues. I will facilitate our ongoing discussion of methodological rigor in ways that help us answer the questions the world is asking about literacy, instruction, and teacher education. Finally, I will dedicate myself to enhancing our identity as a forum

for constructive support of research from varied perspectives so that we can extend our reputation as an organization intent on making a difference in the world around us. Thanks for sharing my concerns.

**Vice President-Elect
Anne McGill-Franzen**

I am a professor at the University of Tennessee, Knoxville, and Director of the Reading Center there. Prior to joining the faculty at UT, I was at the University of Florida. I earned my Ph.D. at the University at Albany (SUNY) where I was a faculty member and associate dean of the College of Education. Before becoming a professor, I was a classroom teacher, remedial reading teacher, and special education consultant teacher. My experiences teaching struggling readers profoundly influenced my beliefs as an educator and have given me a research agenda that will last a professional lifetime.

As a graduate student, I was apprenticed to Gerry Duffy, Becky Barr, and Dick Allington (all past presidents of NRC!) at the Institute for Research on Teaching (IRT) in one of the few federally financed research studies of the era, a study that Gerry named “conceptions of reading.” Measuring teachers’ knowledge about reading is still a tricky issue, obviously one that the IRT researchers did not resolve. But the IRT afforded me the opportunity to conduct intensive field research early on in my graduate program and helped me develop the language and analytical tools I needed to study classrooms. At Albany, I was fortunate to be funded through the OERI Center for English Learning and Achievement (CELA) with projects that enabled longitudinal study of children’s early literacy development in diverse school settings, integrated curriculum development by teachers, and teachers’ responses to policy initiatives involving state standards and assessments. NRC has provided the forum for presenting my work from graduate student to professor.

In my recent research I take a critical stance toward standardized or “core” reading curricula and look at how children’s opportunity to learn may be constrained by the very policies intended to “level the playing field.” Several doctoral students and I have collaboratively examined the content and effectiveness of core programs, mandated in high-poverty schools, with particular attention to the intermediate grades where low-achieving children are likely to be retained.

I am also directing a THEC Teacher Quality grant, a project to build school capacity by developing teachers’ expertise in early literacy. The project, a university-school partnership, includes professional study, teacher-to-teacher collaboration and small group after-school instruction of young children who are behind their peers. And, along with my colleague, Dick Allington, I am analyzing the results of a 3-year federally funded intervention to mitigate summer reading loss by providing self-selected books to children in high poverty communities.

I have published my work in practitioner and research venues and have served on the editorial review boards of several journals, including *The Reading Teacher*, *Language Arts*, *Reading*

Research Quarterly, and the *Yearbook*. I was recipient of the IRA Nila Banton Smith Award, the Dina Feitelson Award honoring an empirical study of literacy acquisition, and co-recipient of the Albert J. Harris Award for research in reading disabilities. I now serve on the NRC Board of Directors and I am honored to be nominated for NRC Vice-President Elect.

Position Statement

I have been attending NRC for decades. To my mind, the organization has evolved from a kind of clubby “boys only” college reading professor group to an inclusive professional community doing cutting-edge scholarship. We’re sharper, smarter, and more diverse now, and our diversity—in gender, ethnicity, language, paradigm, beliefs, and politics—is what makes us so smart. I believe we are on the right track here, and I think we should do everything we can as an organization to keep us all talking to each other, sharing views, paradigms, politics, arranging our symposia, designing alternative formats, supporting our emerging scholars, collaborating with “birds of a feather,” and putting issues that are important to any group up for discussion, and when warranted, up for vote by the membership as we did on the NCLB proposal.

Our Board and each of our presidents, past, present, and future, have wanted NRC to be a viable player in literacy policy. And I concur. I first learned about policy as a young teacher and legislative fellow (funded by Revlon!) who was placed as staff in the education committee of the New York State Senate. That experience demystified policymaking for me and demonstrated the power of lobbyists from professional groups as “knowledge brokers” upon whom staff depend for information.

As scholars who know more about literacy than any other group, we need to be engaged in the political process. However, anyone who has attended NRC’s raucous town meetings (or business meetings, for that matter) would be skeptical of leadership that proposed NRC speak from a single point of view. What gives us power, I believe, is our collective ability to analyze complex problems of literacy and schooling from multiple perspectives. Regardless of our persuasion, or perhaps because of it, we can examine unintended consequences of policy, submit alternative explanations, test assumptions, build nested models, and so on. By doing what we know how to do—research, write, build interdisciplinary and multicultural connections—we can speak to the complexity of teaching, teacher education, and literacy. As Norm Stahl and others have proposed, NRC should help its members present their research in a format and agenda that are relevant as well as accessible to policymakers.

NRC has made great strides in its use and appreciation of technology. Don Leu brought the world closer in his presidential address and we saw the future. Members of the NRC board, particularly Mike Pressley, have emphasized online access to JLR, the Yearbook, and our archives. Certainly, NRC leadership must continue to integrate technology into the life of our organization—by researching and ourselves composing new literacies, by using technology to facilitate communication with each other and streamline management, and by providing global access to and the exchange of literacy research worldwide. Having spent much of

the last year in Africa, I can say without equivocation that NRC scholars have much to contribute to make the world, not just our own schools, a more peaceful place for children. I would be honored to lead NRC.

Board of Directors

Mark Conley

I am a professor in the Department of Teacher Education at Michigan State University where I teach both live and online courses in adolescent literacy, classroom literacy assessment, writing for publication, and language and literacy policy. I am also the Associate Director of the Ph.D. program with Michael Pressley. I obtained my Ph.D. at Syracuse University in 1983. As a new graduate of one of the premier programs in content area literacy, I planned to follow in the footsteps of those who came before me, working with content area teachers and their students. Two accidental post doctoral experiences quickly broadened my perspective.

As a new assistant professor at the University of Alaska, Anchorage, I found myself working with teachers in Native Alaskan schools. In retrospect, my experiences in Alaska helped me for the first time consider culture and language with respect to the potential and challenges of schooling. Looking back, these early experiences made me rethink everything I learned in my graduate program. They shaped my view that all work in education is cultural work, whether it involves bridging cultural divides between higher education and K-12 schools or bringing new teachers into their professional worlds. These experiences help me reflect on my background as a blue collar child who went on to be the first in my family to go to college, much less earn a Ph.D., with respect to my current life as a teacher educator and researcher.

My second accidental post doc drew me into literacy assessment upon my arrival in Michigan. I never studied assessment in my graduate work, but was invited by Karen Wixson to participate in Michigan Educational Assessment Program test development. This second post-doc helped me understand assessment from research to policy and practice. During this period, I participated in state level policy committees, developed item specifications and assisted teacher item writers. I am regularly consulted to help schools confront the challenges of assessment. My research in this area consists of challenging the item constructs versus the cognitive strategies students actually need to use to be successful.

I would characterize my research as deeply integrative. For example, through careful analysis of our prospective teachers' experiences tutoring in urban middle schools, I have shaped and reshaped Michigan State's adolescent literacy course. Whereas our institution has long been "in" urban schools, we have long struggled with what it means to prepare our prospective teachers to grapple with adolescent literacy in urban school contexts. Through a continuous cycle of research and program development, we are getting much closer to this goal. At this point in my career, I care that my research, teaching and service have a demonstrable impact.

My work in the profession has resulted in several books, including *Research Within Reach: Secondary School Reading, Content Area Literacy: A Communication Approach*, and most recently, *Connecting Standards and Assessment through Literacy*. My forthcoming book, *Content Area Literacy: Learners in Context*, reconsiders content area literacy with regard to research-based learning strategies. I have also published numerous articles and chapters on adolescent and content literacy, literacy assessment and teacher education; my articles have appeared in the *Elementary School Journal*, *JAAL*, *Action in Teacher Education*, and the *NRC Yearbook*. I have served as a reviewer for the *JAAL*, *JLR*, *RRQ* and *Educational Evaluation and Policy Analysis*. For NRC, I have been a member of the Student Outstanding Research Award committee and a member and Chair of the Oscar Causey Award committee.

Position Statement

NRC has been my professional home since 1981 when Peter Mosenthal brought a small band of wide-eyed graduate students (including me) to the conference in Dallas. There were only 300 participants that year. I was struck immediately by the welcome to newcomers and especially graduate students. Though I didn't know very many people, it was the norm for others to extend a welcoming hand. Names very quickly connected with faces, igniting my professional career. I continue to have conversations at NRC that started many years ago. I am very honored and excited to be nominated for the National Reading Conference Board of Directors, especially since it means an opportunity to give back to the organization and its participants who have so generously given to me.

Our organization faces ongoing challenges with regard to balancing political action with the need to preserve the organization's unique character. We seriously need to consider the value of the knowledge we produce, our impact in real world terms, and our potential for making literacy and life better for thousands if not millions of children. NRC serves very well the needs of its membership to grow and thrive in academia—socializing graduate students into the research culture, providing connections and oversight for publication, tenure and promotion, for example. But if this is all we can claim for our efforts, we open ourselves up to critics who claim that higher education is only self-serving. More importantly, we miss opportunities to make a difference beyond ourselves.

But in making a difference and getting political, we can't ignore the need to preserve our professional home, the place where new ideas are hatched in symposia, general sessions, hall side conversations and dinnertime chats. The mix of the formal and informal, the inclusiveness and the welcoming spirit are reasons that we all come back each year, and leave the conference rejuvenated with at least one new insight.

More than any other educational arena, NRC is a place where we can strike this balance. I would like NRC to continue to explore ways of building communication around the current challenges to the organization as well as preserving our organization's unique nurturing character. The ways to do this include the use of current

and new technologies, especially the listserv and blogs, as well as reconsidering opportunities within the conference for conversation and collaboration. By hearing and embracing the differences in our points of view, NRC can make a difference not only in our academic lives but also in the literacy and lives of those we serve.

Bridget Dalton

I am Chief Officer of Literacy and Technology at CAST, a non-profit organization whose mission is to research and develop technology-based applications to improve learning and life outcomes for all students. At CAST, I collaborate with a multi-disciplinary team of researchers, designers, programmers, teachers, and students to develop and study the effect of prototype digital reading environments designed to improve diverse learners' reading achievement and engagement. Collaboration is key to this research; it would not be possible otherwise. It may seem obvious that collaboration is essential to conducting technology-based research, given the need for designers and programmers. However, collaboration with fellow researchers has been equally important to advancing this line of inquiry. I will highlight four of my current projects to provide a sense of the kind of work that I do and care about most passionately. Funded by the US Institute of Education Sciences, Annemarie Palincsar of the University of Michigan and I are studying the role of interactive diagrams and pedagogical agents in facilitating students' understanding of digital science text. In another IES-funded project, Catherine Snow of the Harvard Graduate School of Education, Patrick Proctor of CAST, and I are studying the effect of hypertexts with embedded vocabulary and strategy instruction on the reading achievement of bilingual and English monolingual students. With funding from the US Office of Special Education Programs, Lucille Zeph of the University of Maine, Peggy Coyne of CAST, and I are studying the effect of universally designed digital picture books on the literacy development of children with significant cognitive disabilities. And, funded by the Carnegie Corporation, Patrick Proctor and I are developing a web-based strategy tutor to support students' strategic reading on the Internet. All of these projects have a special focus on struggling readers and share a goal of ensuring all students have access to, and make progress in the general education curriculum.

I earned my doctorate in reading, language and learning disabilities at the Harvard Graduate School of Education, where I served as a lecturer in the language and literacy program and coordinator of the reading certification program. I subsequently joined the faculty of the University of Guam, a U.S. land-grant university located in the Western Pacific that serves students from Guam, Micronesia, the Asia-Pacific region, and the U.S. mainland. I was an associate professor, coordinating the language and literacy graduate program, directing the College of Education Literacy Lab and serving as editor of the *Micronesian Educator*, a journal of research and practice. I have also served as co-editor, with Dana Grisham of San Diego State University, of the International Reading Association's peer-reviewed online journal, *Reading Online*. Publications include chapters on struggling readers and technology in *the International Handbook of Literacy and Technology* and the *Handbook of Special Education Technology Research and Practice* and articles in the *NRC Yearbook*, *Reading*

and Writing Quarterly, *Reading Teacher*, *Learning Disabilities Research and Practice*, *Cognition and Instruction*, and the *International Journal of Educational Research*.

I've been an active member of NRC since the early 90's, serving on the Literacy and Technology Committee, co-chairing the Technology and Literacy program with Rachel Karchmer, and reviewing conference proposals. Since my first NRC conference as a new professor, NRC has played an instrumental role in my professional development.

Position Statement

In preparing this statement, I thought about what I value most about NRC, such as our commitment to fostering an inclusive community of novice and expert scholars representing divergent research goals, perspectives, and research methodologies. As a board member, I would be particularly interested in strengthening our membership, and thereby strengthening NRC and the advancement of our field. First, I would like to expand our existing supports for emerging researchers, considering the needs and interests of graduate students, new professors, and new teacher researchers. Second, recent conference programs have reflected a strong outreach to international researchers. I think it is essential that we continue, and hopefully strengthen, representation of international researchers in the NRC organization, conference, journals, and yearbook. Third, I would support a greater emphasis on representation and collaboration with researchers working in other disciplines who are making important contributions to the literacy field. Fourth, I would like to see an expansion of the research methodology series offered during the last two conference programs. While primarily designed for new researchers, these sessions drew a larger audience of researchers with varied levels of experience, suggesting a need for additional attention to methodological issues.

I also highly value NRC's commitment to excellence in scholarship and translation of research into usable knowledge for a varied audience of educators and policy makers. In his 2005 presidential address, Don Leu invited each of us in the audience to think about how our own work might contribute to preparing children for their "literacy futures", a future that is defined by rapidly evolving technologies of information, communication, and relationship. In my own work, I study how technology can support students' development of print literacies, as well as digital literacies. As a member of the board, I would support efforts to continue a vigorous conversation about the intersections of print literacies and digital literacies, the evolving nature of literacy, and the implications for learners with diverse needs and varying levels of access to technology in school and out of school. I would like to see more support for NRC members to communicate their research in ways that take advantage of information communication technologies, both at the conference and in the digital version of the *Journal of Literacy Research*. And finally, I would support efforts to share information about technological tools for research, including tools to promote collaborative inquiry. We cannot afford to be lagging in these important areas.

NRC provides an intellectual home for us to learn from one another and to advance theory and practice through conference

presentations, journal, yearbook, and white paper publications, and online and offline conversation and collaboration. NRC makes a difference. I am honored to be nominated for the board of this premier research organization.

Mark Dressman

I am an associate professor in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign, where I specialize in secondary literacy. Prior to coming to UIUC in 1999, I was an assistant professor at the University of Houston, where I specialized in elementary reading/language arts, and at New Mexico State University in Las Cruces, where I was a generalist in K-12 literacy and curriculum. I received my Ph.D. in 1994 from the University of Texas at Austin, and have been active in NRC since the early 1990s as a presenter, discussant, reviewer of proposals, and for the past three years as a Program Co-Chair for Area Six (Adolescent, College, and Adult Literacy Processes).

I am a lover of diversity of all types—cultural, methodological, textual, and of life experience—and this is reflected not only in the range of experiences I sought in my pre-university teaching career but also in my graduate work, in K-12 teaching, and in the variety of topics, methodologies, and theories I engage in my research. I spent the first thirteen years of my career honing my craft as a teacher in a broad range of challenging settings: as a Peace Corps Volunteer in a small Moroccan town, in a progressive bicultural, bilingual school on the Navajo Reservation, in a suburban Catholic school, and in the Cincinnati Public Schools. In each setting I found that the assumptions I brought from the previous school about relations among the culture of learning in the community, students' practices, and the curriculum and culture of the school did not hold in the new setting, so much so that I nearly had to learn to teach all over again.

These experiences not only motivated my return to graduate school in 1990, they have contributed much to my research and publication program since then. For example, in combination with my graduate reading my teaching experiences contributed greatly to the first article I published in *Curriculum Inquiry* in 1993, that critiqued the “cultural romantics” of literacy workshops. They also contributed to my dissertation study of gender and social class in three school libraries, parts of which were also published in *CI*, in *Journal of Literacy Research*, and in *Language Arts*; to an analysis of the hidden phonological and cultural assumptions of phonemic awareness and public policy in *Reading Research Quarterly*; and to more recent publications in *Research in the Teaching of English* that have challenged Reader Response theory and the primacy of any single theory of school failure.

Position Statement

NRC has been my professional and intellectual home since the early 1990s. During that period of time I've watched and participated as the organization has grown and matured as a community of scholars with a multilateral vision for strengthening literacy through rigorous research and scholarship that is increasingly global in scope. I am extremely proud to be a part of NRC and feel deeply honored to be nominated for the Board of Directors. As a

board member there are three aspects of the organization's work that I would hope to encourage.

The first of these is the cosmopolitan definition and view toward literacy that is reflected in the choice of keynote speakers and sessions at the annual meeting and in NRC's publications and committee work. Every fall I look forward with great anticipation to browsing the program for the annual meeting—to the topic of the presidential address, to the keynote speakers invited, and to the titles of sessions and symposia. I am excited when I see that someone who is not part of NRC has been invited to speak, particularly if that person has work from outside my specialization to share that is new to me. As a board member, I would encourage invitations to more such speakers—to historians of literacy, for example, or to cognitive scientists and computer scientists doing cutting edge work with implications for literacy education, or to major figures in cultural studies and literary theory, or to experts in educational policy outside North American contexts. I would also support the further diversification of committee membership to include members at multiple career levels and from many different academic and cultural backgrounds.

Second, I am very proud of NRC's tradition of pragmatism and ethical self-reflexivity, and would work to maintain and build on that tradition in my work on the Board. One of the things I most admire about NRC is the membership's willingness to engage in self-critique of the organization's structure and priorities, and when problems are identified, to consider modifications to policy and practices, but not before fully examining the consequences of any decision first. I am equally proud of the membership's awareness that the research we undertake is never politically or culturally neutral, and that some issues demand a public organizational stand. As a board member, I would hope to work toward prudent organizational change and a public leadership role for NRC that reflects the ethical position and goals of the membership as a whole.

Finally, perhaps the thing I cherish most about NRC is the freedom I feel we have as a group to speak our minds, to agree or disagree openly about issues, and to sometimes take, and yet be respected for, some controversial positions. For me, the annual meeting of NRC comes as close to idealizing Habermas's “ideal speech situation” as any event in my professional life. While it is probably not the case that every researcher in the field of literacy would feel themselves so welcome, I am certain that among all the literacy research organizations in our field, NRC is easily the most inclusive. As a board member, I would work to increase this emphasis on inclusiveness and openness and to encourage special sessions and other events that take advantage of its members' gifts for speaking their minds through well-reasoned and respectful, but critical, discourse.

David W. Moore

As a Professor in the Department of Secondary Education at Arizona State University, I teach pre-service teacher preparation courses in adolescent literacy, content area reading, and instructional planning. My journey to this position began as a high-school social-studies teacher on the Navajo Nation, where I first

realized the complexities of language and literacy development in the upper grades. After earning a master's degree at the University of Arizona, I taught reading in Arizona secondary schools, then earned a doctorate in reading education at the University of Georgia. I served on the faculties of the University of Connecticut and the University of Northern Iowa before coming to Arizona State University.

My vita shows a continuous stream of publications that balances research reports with professional pieces. Some major publications include a co-authored *Handbook of Reading Research* (vol. 2) chapter on secondary school reading, an *NRC Yearbook* review on contexts for secondary-school literacies, and a co-authored International Reading Association position statement on adolescent literacy. My research reports have appeared in the *Journal of Literacy Research* and the *Reading Research Quarterly*, among other journals. Two forthcoming co-authored books are *Developing Readers and Writers in the Content Areas* (5th ed.) and *Principled Practices for a Literate America*; a forthcoming co-edited book is *Reconceptualizing the Literacies in Adolescents' Lives* (2nd ed.).

I presented my first two NRC research reports as an anxious second-year graduate student in 1978. My anxiety level has decreased somewhat over the years while presenting 26 other reports at the annual NRC meetings. Preparing and presenting NRC's *Annual Integrative Review of Research* in 1995 has been one of the highlights of my career.

My noteworthy NRC service includes chairing the Publications Committee and the Oscar Causey Award Committee. I also have served as a member of the Technology Committee and Student Awards Committee while regularly reviewing program proposals for the annual meeting and manuscripts for *JLR* and the *NRC Yearbook*. My recent IRA service of note includes seven years of editing *RRQ Essay Book Reviews*, co-chairing the Commission on Adolescent Literacy, and participating in the Secondary Education Activity professional-development project in the country of Macedonia.

Position Statement

As NRC's mission statement reads, *We are a community that engages in literacy research and dialogue around literacy and related topics* (retrieved December 30, 2005 at <http://www.nrconline.org/information/missionstatement.html>). Given this ideal, NRC board members should promote first-rate cutting-edge literacy research. This is the prime directive.

Board members also should work continually toward NRC's stated ideal of dialogue. I still relish the time Ron Carver spent with me in 1978 discussing statistical significance testing. At that time I knew of Ron Carver's stature relative to these issues, but I did not know how willing he would be to discuss them with an unknown graduate student. His willingness to converse nearly an hour with me still is an inspiration and a reminder of what is special about this group. To my way of thinking, this commitment to dialogue means eliminating—or at least limiting—discussants' comments during our annual meetings' paper sessions and permitting more talk-back

time among the audience and presenters. Such time would allow more people to *work together as "critical friends," engaging in respectful challenge*, which is another element of our mission.

A key part of our NRC mission addresses inclusion: *We view diversity in our membership and in our inquiry as essential to our vitality*. In accord with this value, I applaud the formation of the Ethnicity, Race, and Multilingualism Innovative Community Group as well as the International Innovative Community Group. Board members should continue promoting these initiatives and help NRC remain proactive in attracting and supporting scholars who currently are underrepresented. Additionally, I would like to see even greater diversity among the plenary speakers at our annual meeting. Hearing from authoritative specialists in fields such as urban education, child development, and cultural studies whose work relates to literacy can be an essential contribution to our vitality.

In this current era of educational accountability, the NRC mission to *advocate research-informed improvements in education* assumes special significance. The biweekly policy briefs that the Policy and Legislative Committee distributes through our listserv (special kudos to Norm Stahl!) are good reminders of our responsibilities. Online voting of resolutions pertaining to issues such as the *Joint Organizational Statement on the No Child Left Behind (NCLB) Act* strikes me as a small but well placed step along this line. I admire the *Literacy Research Reviews and Policy Briefs* currently available on our website, and, as a Board member, I would promote additional initiatives.

According to our mission statement, *We support the professional development of emerging and established scholars*. While NRC's support of new scholars seems very good, specific provisions for our veteran scholars seems minimal. Possibilities include a special program slot for selected Kingston- and Causey-Award winners to reflect on current issues. A study group might be formed to address issues like mentoring, educational leadership, and large-scale projects.

A somewhat prosaic, yet absolutely imperative, responsibility of NRC Board members is to ensure that this group remains *affordable and financially responsible*, to use the mission statement's words. Among other things, this means paying close attention to the partnerships with our management group, TEI, and our publisher, Lawrence Erlbaum Associates. We need to proceed with due diligence as we grow. Further, I would promote special attention to online capabilities for our program and membership processes.

Finally, a lot is in a name. As many have said, all three words in *National Reading Conference* are misleading. Updating the name of our group is appropriate at this time. As Publications Committee chair in the middle 1980s, I learned that changing the name of our journal presented some short term pain yet long term gain. I am confident that revising NRC's name to more closely represent who we are and what we do is in our best interest.

William H. Teale

I am Professor of Education in Literacy, Language, and Culture at the University of Illinois at Chicago, where I teach courses in

early literacy, literacy leadership, children's literature, and preservice literacy methods. Previously I was on the Education faculties of The University of Texas at San Antonio and LaTrobe University (Melbourne, Australia); a Research Specialist at the University of California, San Diego; and a classroom language arts teacher in Ohio. My current research focuses on early literacy and children's literature. Representative projects include the CTELL study (with Linda Labbo, Chuck Kinzer, and Don Leu) that is investigating the effects of the use of web-based video cases in preservice literacy methods courses; literary and socio-political comparative analysis of various English language translations of children's international picture books; a study of the development and implementation of an online writing rubric in grades 2-5; and review of preschool teachers' read aloud practices. My work has appeared in outlets like the *Journal of Reading Behavior/Journal of Literacy Research*, the *NRC Yearbook*, *Research in the Teaching of English*, *Elementary School Journal*, *Language Arts*, *The Reading Teacher*, the *Handbook of Reading Research*, and a wide variety of edited books. I have served on the editorial boards of the *Journal of Reading Behavior/Journal of Literacy Research*, *Reading Research Quarterly*, *Applied Psycholinguistics*, and *The Reading Teacher*. I was editor of *Language Arts* for seven years, co-editor of *Illinois Reading Council Journal* for six years, and am currently US editor for editor of the Japanese journal *Science of Reading* [The Science of Reading]. The National Reading Conference has been the most significant research organization for me since I first became a member in 1977. I have chaired both the Student Outstanding Research Award and Distinguished Scholar Lifetime Achievement Award committees. I have also reviewed NRC conference proposals and Yearbook submissions over a number of years.

Position Statement

NRC is the professional organization that ushered me into the world of literacy research, and thus I am particularly aware of the role it plays in mentoring graduate students and early career faculty. I believe that this remains an especially significant priority for NRC. Activities such as the Newcomers' Luncheon, doctoral student luncheon, and the research methodology workshops all are significant support activities for novice researchers. We should continue activities like these while also updating and modifying them as needed. And, in speaking of the importance of supporting newcomers, it is also worth noting that NRC, like US academia in general, is graying. Therefore, in addition to supporting early career scholars, it is important for NRC to develop additional opportunities to involve them in the organization's leadership in ways that extend their professional skills while also providing additional spark and momentum to NRC as an organization. A second big issue for me as a potential board member is the research climate inculcated by NCLB that currently grips the United States. It has affected everything down to the very lexicon of educational research, with results that are both promising and extremely troubling. In recent years, NRC has responded to a number of literacy research issues through commissioned white papers and conference sessions. I would like to see us continue such efforts and also seek additional ways of using our collective knowledge and methodological expertise to coordinate more extensive analyses of the effects of such policies on issues ranging

from literacy research funding patterns to how scientific evidence is actually being used (or ignored) in literacy policy decisions related to preschool and school testing and government and foundation-sponsored initiatives that "promote informed decision making" about literacy materials and programs. Diversity is a third area I find worth addressing further in NRC. The organization has embodied a respect for diverse research philosophies, approaches, and research topics; and that has kept us vital in our thinking. In addition, many NRC members have worked very hard in recent years to enhance cultural, ethnic, and international diversity among NRC members and conference participants. We will be well served by continuing these efforts, focusing inward on how to explore our existing capacities more fully and outward on attracting new ideas and perspectives by inviting conference speakers/panels and developing publication projects that extend our research thinking. Finally, I have been very impressed by the technological strides NRC has made during the past few years—our website is greatly enhanced, the NRC listserv functions well, and more sessions at the conference have addressed issues of literacy and technology. I feel, however, that we are still at the beginning phases of benefiting from attention to this area. I would not want NRC to view technology as an end unto itself, but there are additional technological tools we can use to help us communicate and collaborate as a community of researchers, and there are research topics and methodologies related to new literacies/technologies that we can profitably pursue as an organization. NRC has always offered unique opportunities for literacy researchers to dialogue with each other through its conference, publications, listserv, and other informal networks. NRC is a vehicle and spirit well worth maintaining, and I will strive to do so on the board of directors should I have the opportunity.

Doris Walker-Dalhouse

I have taught at Minnesota State University Moorhead for the past nineteen years in the Department of Elementary & Early Childhood Education where I am one of two African-American faculty members in the College of Education and Human Services. It is in this community that I have worked as a classroom teacher and teacher educator to address the socio-cultural aspects of literacy. In the process, I have learned from and grown to appreciate the literacy, culture, and heritage of the rich composition of Native Americans, Germans, Hispanics, Scandinavians, and African-Americans who reside in my community.

My work has appeared in *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, *Young Children*, *Childhood Education*, and *Reading Horizons*. It has focused on my teaching experiences in urban elementary schools and my work with preservice and inservice teachers.

I completed my undergraduate degree in elementary education at Kentucky State University, and masters and doctoral degrees at The Ohio State University. I have served my professional community as a member of the IRA Board of Directors, President of the Minnesota Reading Association, Co-chair of the Membership Committee of the College Reading Association, Co-chair of the Ethnicity, Race & Multilingualism Committee and a member of the Student Research Award Committee of NRC.

I first attended NRC in 2000 at the invitation of Dr. Patricia Edwards, then a fellow IRA Board member. I left the conference stimulated by what I had learned, energized by the intellectual climate found, and excited about the possibility of working with and learning from NRC members. I attended the Multicultural Committee meeting, chaired by Patricia Schmidt and Shelley Hong Xu, and knew immediately that I needed NRC to be part of my on-going professional development and that the Multicultural Committee was an avenue for my participation in NRC. For the next two years, I participated as a member of the committee before being asked, by then president Lea McGee, to accept a leadership role as Co-chair of that Committee with Gwendolyn Thompson McMillon. Since 2003, I have co-chaired the Ethnicity, Race & Multilingualism Committee, formerly the Multicultural Committee, and the Student Research Award Committee.

Being a member of NRC has also provided me with the opportunity to collaborate with scholars at different stages of career development resulting in a recent publication in the 2005 *NRC Yearbook* focusing on tenure. The article grew out of the Ethnicity, Race & Multilingualism Committee's 2004 symposium about tenure, which featured the following scholars: Donna Alvermann, Kathryn Au, Patricia Edwards, Jane Hansen, and Robert Rueda. The support from those in attendance including members of the NRC Board of Directors, along with the enthusiastic response and desire of the audience to know more about how to handle the expectations of motherhood while striving to meet career expectations and goals led to a proposal which was developed for the 2005 conference. The individual and combined presentations of a panel of successful scholars and researchers including Barbara Taylor, Susan Florio-Ruane, and Elizabeth Moje shared insights and stimulated needed dialogue about the diversity of realities and needs reflected by the NRC membership. Emanating from the dialogue during the 2005 symposium was a recommendation by Dr. Michael Pressley that the committee sponsor a symposium focusing on the vicissitudes of life faced by males and females while pursuing careers in academia. This recommendation will be the focus of the 2006 symposium. It is this intellectual stimulation and opportunity to collaborate with others to address meaningful and relevant issues that I cherish when confronted with the demands of a 12-credit semester load in a department with over 700 majors in elementary and early childhood education.

Position Statement

As a newcomer to NRC, I am honored to be considered to serve as a member of the Board of Directors of such a well-respected organization of scholars, researchers and educational leaders.

I believe that NRC is a unique organization recognized for its leadership in establishing the research agenda in literacy nationally and internationally, disseminating research through its quality publications and by shaping, supporting and changing educational practice and policy through the high standards of research it espouses. NRC provides an intellectual forum for civil and engaging discussion of different research paradigms, domains, philosophies, and practices. In this respect NRC has established itself as an inclusive organization for scholars at all levels of growth. This inclusive climate must continue to be supported through the

annual conference, various publications, and travel scholarships for new scholars engaged in research about ethnicity, race, and/or multilingualism. The Multicultural Committee, now known as the Ethnicity, Race & Multilingualism Committee, was envisioned by former NRC President Kathryn Au to develop an awareness and consciousness about multicultural issues in NRC and to demonstrate commitment to involving a multiplicity of people in the organization. It is this visionary thinking that must characterize our efforts to meet the diversity of the NRC membership and provide a forum for discussion of these issues.

Continued efforts must be made to attract and maintain a more ethnically, culturally, and racially diverse membership. Formalized procedures for mentoring and retaining these members must be instituted. These scholars can benefit from the wealth of knowledge embodied by the NRC membership, while concomitantly, providing diverse perspectives about the need for and direction of literacy research. We need to understand the needs for research and instruction as articulated by those with personal insights into the culture and educational needs of the students they represent physically, emotionally, and/or intellectually. It is through our understanding of multiethnic, multicultural, and multilingual perspectives in all aspects of literacy research, enhanced by the involvement of diverse scholars in NRC, that teachers of today and tomorrow will learn from and employ more effective practices to meet the literacy needs of a changing school population and global society. By expanding the professional dialogue, collaborating with other professional organizations to address legislative issues pertaining to literacy, and seeking and supporting areas of commonality with other professional organizations and policy makers, NRC can grow to meet the needs of a changing society.