Welcome! In this issue of the AAAL.Grads newsletter, you will find:

- **Letters:**
  - Letter From the Co-Editors
  - Letter From the GSC Co-Chairs
  - Welcome to Our 3rd Co-Editor

- **Feature articles:**
  - "White Ignorance and the Struggle for an Anti-Racist Applied Linguistics" by Nicholas Subtirelu (Georgetown University)
  - "Grading Contracts as a Pedagogical Tool to Minimize Racist Language Ideologies" by Sarah Wihnot (University of Arizona)
  - "We Need True Allies: Working Beyond Performative Allyship Towards Collective Liberation" by Donica Menefee (The Ohio State University)
  - "Addressing Injustices in and Through Research as a Methodological Rich Point" by Adrian Lundberg (Malmö University)

- **"Creative Corner":**
  - "Frames" by Bri Alexander (City University of New York, Graduate Center)

- **Resource reviews:**
  - "Seeing Language as a Transformational Tool to Address Social Inequities: Reflection on the Book Language and Social Justice in Practice" by Xinxin Liu (Middlebury Institute of International Studies)

- **Professional Development Corner**: 
  - "Time-Management Strategy as a Parent and Ph.D. Student" by Yoko Mori (University of Otago)
  - "How to Write a Diversity Statement" by Ahmad Alharthi (University of Washington)

- **Resources:**
  - Follow-Up to Our September GSC Webinar
  - Follow-Up to AAAL’s Summer Webinar Series
  - AAAL Diversity, Equity, Inclusion, and Access (DEIA) Initiatives
  - Crowdsourced Resources on Race, Diversity, and Equity
  - Awards, Grants, and Funding Opportunities
  - Interviews with Awardees of AAAL’s Indigenous Language Scholar Support Fund

- **Interactive items:**
  - Diversity Climate Survey
  - Letter to the Editor
  - Call for Proposals for the Spring 2021 Issue of the AAAL.Grads Newsletter

- **Also check out our past issues:**
  - Summer 2020
  - Spring 2020 or earlier

We welcome your feedback and input. You can leave comments in our surveys, or reach us through email at grad@aaal.org OR aaalgrads@gmail.com.

*** Please note that newsletter contents will display best on a desktop/laptop computer or tablet.
Dear fellow graduate students,

Welcome to the Fall 2020 issue of the AAALGrads newsletter! We have planned this issue of our newsletter as a space where graduate students from within and outside our field can come together and engage in critical discussion and action on diverse topics such as anti-racism, equity, diversity, and allyship in applied linguistics, higher education, and beyond. We also envision this issue as a wealth of resources which can provide support to BIPOC members of our community and their allies during the ongoing pandemic.

As excited as we are to bring you this issue, we do so with a heavy heart. The idea for this fall’s theme was born in response to the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, and the many other BIPOC members of our communities who have experienced police brutality and institutionalized violence against marginalized groups. The protests we have witnessed throughout the nation and the world in 2020 are a painful reminder of the racial inequity, systemic oppression, injustices, hateful ideologies, and historical trauma that Black, Indigenous, and Other People of Color still face in their everyday lives.

As Black, Indigenous, and Other People of Color continue fighting for their voices to be heard and centered, many policy makers, organizations, educators, scholars, researchers, and elected officials are increasingly called on to fight for anti-racism and take a stance for racial equity, social justice, inclusion, and diversity. It is our sincere hope that this issue will help to do and support the on-going work that contributes to the cause.

As we write this letter, we recognize that race and racism are sensitive issues. As such, readers may encounter ideas in this issue that make them feel uncomfortable or that they may not immediately agree with, although we understand that some readers might respond in this way, building anti-racist spaces is not an easy process and most certainly will not be achieved if we refrain from addressing the harsh reality of the matter. As editors, our role is not trying to ensure that none feels uncomfortable or offended, nor is it our role to reshape our authors’ perspectives. Therefore, our newsletter delivers pieces with authors’ original voices that reflect their diverse and emic views on race and racism in higher education and society.

Doricka Menefee, who reflects on the role of allyship in her feature article, puts it aptly: “True allies do not attempt to shape the discourse around race or racism but rather give Black, Indigenous, and Other People of Color a space where they can express their views and concerns, and contribute what they need others to do.” As editors, we hope that the forms of allyship and anti-racist spaces that we present in this issue reflect a platform where they can express their subjective ideas and views about race and racism in our professional and everyday environments. We sincerely hope that this issue makes different perspectives on racial inequity visible and that it will engage the professionals reading our newsletter in thoughtful dialog and action.

In keeping with this premise, let us give you an overview of the items you will find in the Fall 2020 issue of the AAALGrads Newsletter:

- **Letters:**
  - Letter From the GSC Co-Chairs: The GSC Co-Chairs, Sally Ann and Lommi Prasad Chipp, provide an overview and update of the Graduate Student Council’s mission, governance structure, sub-committees, and operations.
  - Welcome to Our 3rd Co-Editor: We recently expanded the newsletter team and would like to welcome Mariana Lima Becker (Boston College) as our third co-editor. In this section, she introduces herself, talks about her academic background and research interests, and shares her vision for future newsletter issues.

- **Feature articles:**
  - “In White Ignorance and the Struggle for an Anti-Racist Applied Linguistics,” Nicholas Subtelny describes the experiences of BIPOC members of the academic community who have engaged in the fight for racial justice work.
  - “Culturally Responsive Language Learning: A Methodological and Pedagogical Tool to Address Social Justice in the Classroom,” Myra Ngwe and Doricka Menefee reflect on their collective work with Black and Indigenous POC students and how language ideologies.
  - “We Need True Allies: Working Beyond Performative Allyship Towards Collective Liberation,” Doricka Menefee (The Ohio State University) describes the experiences of BIPOC members of the academic community and reflects on the course of true allyship and genuine support.

- **Letters:**
  - “Addressing Injustices in and Through Research as a Methodological Rich Point,” Adrian Lindinger (University of Liverpool) reveals how a methodology can be used to fairly describe participants’ viewpoints and epistemology during the research process.

- **Creative Corner:**
  - In this section, you will find a story poem entitled “Frames” by S. B. Alexander (City University of New York, Graduate Center) reflects on the phenomenon of phenomena and its role in human cognition and BIPOC communities.

- **Resources reviews:**
  - A thorough SCO (Special Issues Online) reviews provides an overview of the edited volume entitled “Teaching Language as a Transdisciplinary Tool to Address Social Justice in the Classroom: Reflections on the Book’s Language and Social Justice in Practice.”

- **Professional Development Corner:**
  - “Time Management Strategy as a Parent and PI-D. Student,” Vico Mori (University of Otago) shares her strategies for balancing academic and personal responsibilities. In her piece, she also addresses the ways in which parents can involve their children in crucial discussions about social justice issues.

- **Letter to the Editor:**
  - “How to Write a Diversity Statement,” Yoko Mori (University of Otago) shares excellent tips for planning and crafting this increasingly relevant genre.

- **Resources:**
  - Follow-Up to Our September GSC Webinar: In September, the event planning sub-committee organized a webinar on teaching and learning in graduate school. You will find the panelists’ information, a summary of their talks, and the link to the recordings in this section.

- **Call for Proposals for the Spring 2021 Issue of the AAALGrads Newsletter:** The co-editors cordially invite you to contribute to our spring issue, which will be centered on the theme of “Language and Social Justice.”

- **Interactive items:**
  - Diversity Climate Survey: We invite all graduate students to complete a survey about their diverse backgrounds and experiences with diversity in the professions. This will help the GSC to improve its operations and better support our graduate student members.
  - Letter to the Editor: From now on, readers can respond to articles published in the current issue. You can find more about this new format and find the submission form in the “Letter to the Editor” section.
  - Resources: In this section, we feature updates of the Graduate Student Council’s mission, governance structure, sub-committees, and operations.

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Finally, the co-editors would like to thank everyone who has contributed to this issue, either as an author or a reviewer. We feel that this year has been exceptionally exhausting and demanding due to Covid-19. We feel fortunate and honored to have worked with so many kind and patient individuals. We value your input, diligence, and commitment to the applied linguistics community.

Sincerely,

Zhene Yi, Monako Lim, Bev, & Stefijn Jipfel, Co-Editors

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Letter from the GSC Co-Chairs

2020 has been an unusual year for every graduate student, and the 2020-2021 Graduate Student Council (GSC) team is operating under unusual circumstances. These challenging times bring a special sense of obligation for the committees on the GSC to serve our graduate student members. This year, our goal has been to provide resources for graduate students to navigate their lives during the pandemic. This includes hosting events which unite the graduate community within and beyond the field of applied linguistics. In doing so, we hope to build a strong connection among our graduate student members as well as between graduate students and the GSC team. Thus, it is our honor and pleasure to update you on our roles and the operations of the 2020-2021 GSC committees.

Our core mission is to create more service, leadership, and professional development opportunities for our graduate student members. In keeping with this goal, the GSC Steering Committee (SC) revised its governance structure in early 2020. The SC now includes six members: two co-chairs, one secretary, and three members-at-large (social media, newsletter, and event planning). We also extended our social media, event planning, and diversity sub-committees, as well as our newsletter team, amounting to a total of thirteen members. You can find our complete member profiles and mission statement on our website. For your convenience, we have also provided links to the individual sub-committees in each of the sections that follow.

The AAALGrads Newsletters provide the most relevant news and resources to our members. They are also intended as a platform for community-building among the AAAL graduate students. The AAALGrads Newsletter complements the AAALetter, which offers information about the AAAL operation and membership. This year, led by Stefan Vogel, the newsletter team published a summer special issue to address graduate students' concerns and needs during the pandemic. In order to contribute to recent discussions about race and inclusion in higher education and society at large, this current, Fall 2020 issue presents different perspectives and resources on race, social justice, diversity, and allyship. The profiles of our newsletter sub-committee members can be found here: https://www.aaal-gsc.org/newsletter-committee.

Our social media sub-committee is in charge of developing short media content and posting it to our social media channels and website. This year, led by Svetlana Koltovskaia, the social media team has been communicating with graduate students through Instagram, Twitter, YouTube, and our blogs. Our July and August posts focused on online teaching, and in September and October we distributed detailed information about the GSC. The profiles of our social media sub-committee members can be found here: https://www.aaal-gsc.org/social-media-committee.

The diversity sub-committee is in charge of tasks that address diversity, equity, and inclusion (DEI) in the GSC operation. Led by Josiah Murphy, the sub-committee revised the GSC diversity climate survey (included in this issue of the newsletter) to gauge diversity among our AAAL graduate student members. A second goal of the revised survey is to assess students members' opinions about the GSC's operations regarding DEI. The GSC is also working on finalizing an award for Distinguished Service and Engaged Research in Relation to Diversity Efforts. The profiles of our diversity sub-committee members can be found here: https://www.aaal-gsc.org/diversity-committee.

The event-planning sub-committee organizes AAAL GSC webinars and conference events. Led by Lupe Rincon-Mendoza, the sub-committee hosted a webinar in September entitled "Navigating and Thriving in Graduate School." Lupe's team is currently preparing for the AAAL 2021 graduate students events. This year, we will host two pre-conference workshops, one on March 17th ("Strategies for Publishing and Interviewing Along the Way to the Job Market") and one on March 18th ("Balancing the Holistic Experience of Being a Graduate Student"). We will also hold social hours on March 19th. The profiles of our event-planning sub-committee members can be found here: https://www.aaal-gsc.org/event-planning-committee.

Although each sub-committee has specific responsibilities within the GSC, all members closely collaborate on many essential tasks. Earlier this year, we were all involved in the publication of the summer special issue of the AAALGrads Newsletter. In addition, all members contributed to the recent GSC intro video. As a vital student organization affiliated with AAAL, the AAAL GSC has seen continued and steady growth in its presence and influence in the graduate student community. Even as we remain socially distant, members of the GSC Steering Committee and the sub-committees are dedicated to maintaining and strengthening the connections within the AAAL graduate student community.

We cordially invite you to share your opinions with us, and we look forward to collaborating with AAAL graduate students all over the world.

If you have any suggestions or questions about our current and future initiatives, please contact us at: grad@aaal.org.

Sally Ren & Laxmi Prasad Ohja, GSC-Co-Chairs

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If you want to learn more about GSC events and/or become a part of the Steering Committee, please follow our social media to stay up to date about our events and calls:

- **GSC Website:** [www.aaal-gsc.org](http://www.aaal-gsc.org)
- Facebook: [AAAL Graduate Students](https://www.facebook.com/AAALGrad)
- Twitter: [AAALGrads](https://twitter.com/AAALGrads)
- YouTube: [AAAL GSC](https://www.youtube.com/channel/UCZaDz899tOgO154KNe7O6lA)
- LinkedIn: [AAAL Graduate Student](https://www.linkedin.com/groupAAALGrad/)

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AAALGrads 5(1) / Fall 2020
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This piece originally published at: https://www.aaal-gsc.org/letter-gsc-co-chairs
Hello, fellow graduate students,

First of all, I would like to express my excitement to serve as the new co-editor of the AAAL Graduate Student Council newsletter! I am grateful for the opportunity to serve in the field of applied linguistics and hope to provide tangible contributions to the graduate student community through the newsletter. In these unprecedented times in the U.S. and around the world marked by the ruptures brought about by a global pandemic and the fight for racial justice and equality, it is crucial for us, graduate students, to forge alliances and be informed about resources and developments in the field that can shape our work. The AAALGSC newsletter has been important in offering graduate students a space to share our research, experiences, and learning. It is important that graduate students can share their experiences and foster a sense of solidarity. I am excited to be part of this team and to contribute to the Fall 2020 issue of the newsletter focused on the fundamental topics of race, equity, justice, and diversity.

A little bit about me: I am originally from northeastern Brazil, specifically the city of Recife in the state of Pernambuco. Through my undergraduate and graduate studies in Brazil, I have worked on a large ethnographic project that investigates the effects of Brazilian immigration in an elementary school in Massachusetts implementing a dual language bilingual education program (Portuguese/English). By serving as an assistant teacher, I have had the opportunity to develop meaningful relationships with teachers and other school leaders, Brazilian families, and students. In this role, I have prepared and executed presentations for school staff meetings and bilingual parent association gatherings, and have assisted in the writing of reports that compiled preliminary insights to share with school staff and local community members. From participating in these efforts, I have learned about the importance of creating democratic spaces to disseminate knowledge, generate discussion, and share experiences in ways that lead to meaningful and tangible change.

My transnational experiences between my home country of Brazil and the United States are an integral part of who I am and the scholarly work that I strive to accomplish. I believe that having lived and become familiar with schooling and academe in different countries gave me a unique perspective on teaching emergent bilinguals and education research more broadly, which also compounded by the experience of being an immigrant in the U.S. These transnational experiences have certainly framed my perspective on issues in the field of linguistics and have strengthened my commitment to working with immigrant communities. Through this work, I aim to help denounce persistent inequities in schooling and improve curricular and instructional approaches to better serve these students.

I hope to contribute to the AAAL GSC newsletter team with my views grounded in these transnational experiences. For example, I believe that this issue’s newsletter can be expanded in scope to further engage with recent discussions surrounding diversity and equity which impact all of our lives and our work as graduate students and researchers. These discussions include the impact of the U.S. elections on schools and communities, immigration, bilingual education for recent immigrant background developed a sense of belonging in their new school and communities in the U.S., as well as how bilingual education affected these students’ educational experiences. So, I decided to continue in my new role at the doctoral level and focus my studies on second language and literacy development, issues of equity in access to bilingual education, and the educational experiences of bilingual immigrant children.

Now I am in the third year of the Ph.D. program in Curriculum and Instruction at Boston College. Since I began my doctoral studies, I have worked on a study linguistics project that investigates the effects of Brazilian immigration in an elementary school in Massachusetts implementing dual language bilingual education programs. By serving as a teacher assistant, I have had the opportunity to develop meaningful relationships with teachers and other school leaders, Brazilian families, and students. In this role, I have prepared and executed presentations for school staff meetings and bilingual parent association gatherings, and have assisted in the writing of reports that compiled preliminary insights to share with school staff and local community members. From participating in these efforts, I have learned about the importance of creating democratic spaces to disseminate knowledge, generate discussion, and share experiences in ways that lead to meaningful and tangible change.

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As a newsletter co-editor, I am excited to engage with fellow graduate student writers. I also look forward to pushing the boundaries of the newsletter to ensure that this issue’s theme (race, equity, justice, and allyship) becomes a common thread in all of our issues. Our commitment to equity and social justice has to permeate all of our practices as co-editors, including our calls for proposals, interviews with students and faculty, the resources we share with graduate students in the field, and the like.

Thank you for having me on your newsletter co-editor list. I look forward to connecting with you as well as learning about and supporting your work. Please do not hesitate to contact me at beckermr@bc.edu if you have any questions, suggestions, or want to share a bit about your own story and trajectory. I hope that you and your loved ones are healthy and safe in these turbulent times.
White ignorance and the Struggle for an Anti-Racist Applied Linguistics

George Floyd was murdered by a white police officer who held on to his neck for over eight minutes while George ignored the call for help and steeped in George's rage. A white police officer arrested and slew the ex-cop, and the white officer was later found guilty of murder by a jury of his peers. In many of the facts against George Floyd, there is no evidence that the police officer had any prior knowledge of George Floyd's actions.

I believe we are right to ask ourselves about what we do, but I believe that, for many of us, especially my white colleagues, the answer must come with self-reflection, our ignorance, and our reaction. We should never forget what happened to George Floyd, America's tragic, America's story, and the many other men and women who have died at the hands of police officers.

I hope and pray that what has happened will go a step further and ask ourselves why it took many of us until well into the twenty-first century to start noticing or even knowing about the sorts of events that Floyd is speaking about. I also hope and pray that we will never stop trying to learn from the experiences of others and that we will always be open to learning from the experiences of others.

I believe that the white ignorance that they have been socialized into and approach opportunities to learn from Black, indigenous, and people of color humbly and respectfully. Undoing our own white ignorance is not glamorous, but I believe it would go a long way toward helping us build an anti-racist scholarly community.

The philosopher Charles W. Mills (2007) has written about what he calls “white ignorance,” a concept that I believe is central to understanding our current moment. Mills argued that white ignorance is a form of socialization into whiteness and the privileges this grants white individuals as a mechanism for ensuring and maintaining white supremacy. In part, he was motivated to offer an epistemological accounting of the way in which white scholars produce. Like many ethnic studies scholars, Mills does not aim to “prove” that white supremacy exists; rather, he seeks to illustrate the historical and political contexts of his research—readers are left to draw their own conclusions about the existence and extent of white supremacy.

The social psychological research demonstrating that white people are more likely to “see” ambiguous objects as weapons when they are held by Black people rather than when they are held by white people (e.g., Payne, 2001) is a prime example of the ways in which white ignorance has found a way to prevail with disturbing regularity. Payne found that pictures of Black faces primed participants to “see” the object as a weapon, suggesting that the white ignorance that individuals of color have been socialized into and the privileges this grants white individuals as a mechanism for ensuring and maintaining white ignorance about the realities of white supremacy. In part, he was motivated to offer an epistemological accounting of the way in which white scholars produce. Like many ethnic studies scholars, Payne does not aim to “prove” that white supremacy exists; rather, he seeks to illustrate the historical and political contexts of his research—readers are left to draw their own conclusions about the existence and extent of white supremacy.

Several years before I came to realize that I observed a “Y” in this assignment, I thought about what I observed. I was feeling too much under pressure, and I was feeling too much under pressure. I was feeling too much under pressure, and I was feeling too much under pressure. I was feeling too much under pressure, and I was feeling too much under pressure. I was feeling too much under pressure, and I was feeling too much under pressure. I was feeling too much under pressure, and I was feeling too much under pressure. I was feeling too much under pressure, and I was feeling too much under pressure. I was feeling too much under pressure, and I was feeling too much under pressure.
Contract Grading as a Pedagogical Tool to Minimize Racist Language Ideologies

Writing assessment often relies on a contractual basis: students agree to a set of rules and guidelines, and in return, writing instructors must adhere to institutional policies and procedures. Many students, however, experience the coldness of this system, stating that they do not feel valued or heard. This is particularly true for students who come from marginalized backgrounds. Some students may also feel that they are being evaluated on a scale that is not representative of their abilities or experiences. This can lead to feelings of inadequacy and disempowerment.

One way to address this issue is through contract grading. Contract grading is a system where students and instructors agree on the criteria for grading and the expectations for the course. This approach can help to reduce the power imbalance that exists in traditional grading systems, where instructors often hold all the power.

Contract grading has been shown to improve student engagement and learning outcomes. Students who are involved in the grading process tend to perform better, as they feel more invested in the course and are more likely to seek feedback and engage in self-reflection. This can lead to improved writing skills, as students become more aware of their own strengths and weaknesses.

However, contract grading is not without its challenges. It requires a high level of communication and negotiation between students and instructors, and it can be difficult to establish a shared understanding of what constitutes a good grade. Additionally, if not implemented correctly, contract grading can perpetuate existing power dynamics and reinforce existing biases.

To implement contract grading successfully, instructors must be willing to listen to their students and be open to feedback. They must also be willing to adapt their grading criteria as needed. This approach requires a shift in perspective, from one where the instructor is the sole authority on grading to one where both students and instructors are part of the decision-making process.

In conclusion, contract grading can be a powerful tool for reducing the impact of racism and other biases in the grading process. By involving students in the grading process, instructors can help to create a more equitable and inclusive learning environment.

References

We Need True Allies: Working Beyond Performative Allyship Towards Collective Liberation

Feature article by Doricka Menefee, The Ohio State University

When the Declaration of Independence for the United States was ratified in 1776, Black people had already been within this country for 156 years, with shiploads of others being delivered frequently. Eighty-five years after the Civil War was fought to determine whether we were to be considered property any longer, during the fight for our civil rights, white inflatables coming into the country were greeted with signs that read “I Am A Man” and “I Am A Woman” and “I Am A Child” to stress our humanity. So, the events that unfolded this past spring and summer were nothing new for Black America, though a new aspect was that everyone was forced to watch it under the microscope of a global pandemic. There was nothing to distract all of us from the videos of George Floyd, Breonna Taylor, or Ahmaud Arbery’s murders. Black America had long been aware of the systemic racism that has been opposing us since our African ancestors were first brought to this land. This year’s “awakening” (Worland, 2020) was another chapter in a centuries old struggle for true freedom.

Being aware of the atrocities that Black folk and other Black Indigenous People of Color (BIPOC) have lived through might have been new for White America, but it is not for us, especially those of us within higher education. An African American member of the BIPOC community, I am aware that academia has always had a love-hate relationship with all aspects of our communities. Departments love to say they have us within their programs; colleagues love to study our children; but the same departments and colleagues hate to give us the accolades for the work we do to within our communities. Black people and other people of color became experts on oppression overnight as White colleagues scramble to find a way to racist pedagogy into their syllabi for their summer and fall classes. The rush to become “woke,” to be cognizant of the racial injustices faced by BIPOC living within this country, came in vogue for our White colleagues. Overnight, there was national dialogue and debate around the structures of racism, anti-black racism, and, more importantly, allyship.

As the end of the year is approaching, the momentum has since dissipated. Although life has started to creep back to normalcy, questions have remained from the rush to become “woke.” 1) How can Black, Indigenous, Latinx, and Asian students be supported within higher education? 2) What is allyship, and what is the role that allies play? And 3) How can White scholars (those who benefit from Eurocentric understandings of the world and Whiteness, including White privilege) make space for their BIPOC students to conduct meaningful research? These are pertinent questions this article will explore.

How can Black, Indigenous, Latinx, and Asian students be supported within higher education?

Latinx is a term that spoils the identity of many White institutions (or, NE perhaps) as I had been put on to see. I was twelve and a half hours away from my family in a new city and a new state. Upon meeting the relationships I made were not genuine and then puffed up. I would not have made it to a second year, because what I was doing was being ignored and shuffled around. I was forced to do all of these higher ed programs, they are so excited to have us and work with us, but when we get in the space, we are left to navigate this new landscape alone. This first novelty for all BIPOC students starting our academic journeys is that we need you to remember us. We need you to keep the same energy you had when you were recruiting us. In many cases, we are far from home; we are first-generation students, and we are battling impostor syndrome. Please don’t abandon us.

I am asking that you support us, materially and historically. By “materially,” I mean paying us what we are worth. BIPOC students should not have to fill in with poverty as they attempt to do the work and be a part of academia. BIPOC students are the first to make it to this level of education and do not always have the resources to support their families. In some cases, we are sending money back home to our families. In terms of holistic support, I am asking that you make an effort to see how our intersectional identities impact our realities. We are asking that you see every aspect of our families. In some cases, we are sending money back home to our families. In terms of holistic support, I am asking that you make an effort to see how our intersectional identities impact our realities. We are asking that you see every aspect of our families. In some cases, we are sending money back home to our families. In terms of holistic support, I am asking that you make an effort to see how our intersectional identities impact our realities. We are asking that you see every aspect of our families. In some cases, we are sending money back home to our families.

What is allyship, and what is the role that allies play?

Allyship, in its simplest form, can be explained in four ways. As to be noted, there are many conceptualizations of what it means to be an ally. These four explanations are a handful of ways of what I understand allyship to be two officiinals/opinions (Worland, 2020; McFadze, 2020):

1. Allies use their privilege to support, advocate for, and uplift BIPOC people.
2. Allies do their own work to understand BIPOC perspectives and do not put the onus on BIPOC people to teach them.
3. Allies accept criticism that means to call them in, not call them out.
4. Allies accept criticism that means to call them in, not call them out.

Other aspects can be attributed to allyship, but these four constitute a decent starter guide. In all, we need allies, those who will work with us towards our goal of equity.

How can White scholars make space for their BIPOC students to conduct meaningful research?

BIPOC communities have been researched for decades by White scholars, and when we have researched ourselves, we are met with criticism. Within the research itself, we have been poorly portrayed and studied within the systematic oppression of White supremacy. What I ask all White scholars to do is not to research us, unless you are researching with us. And when it comes to publishing, position yourself as secondary author on the byline. I am asking that you decenter yourselves and your views to fully accept our voices, language, and knowledge. I am asking that you support BIPOC students to conduct research in our communities. Once again, I am asking for your authentic support, which means truly giving your BIPOC students the help they need to be successful. It means not using them for participants, quotes, or “or” to research with certain communities. It means giving them the space they need to have the impact they wish to have with their scholarly work.

I will leave you, the readers, with this final point from James Baldwin’s book The Fire Next Time written in 1963, in which he writes a letter to his nephew, also named James, on the eve of the one-hundred-year anniversary of the Emancipation Proclamation. Baldwin (1992) writes,

You were born where you were born and faced the future that you faced because you were Black and for no other reason. The limits of your ambition were, thus, expected to be set forever. You were born where you were born and faced the future that you faced because you were Black and for no other reason. The limits of your ambition were, thus, expected to be set forever. (p. 7)

Black students need research was not made for us. We know we can be considered statistical anomalies. We have not learned to temper our ambition and make peace with the station in life to which our ancestors were relegated. We stand on the foundation our ancestors built for us. I think all BIPOC people do the same. We are not only doing this for ourselves, for our families, or for our communities, but for those who will come after us.

References


Work Teachers [Instagram post]. (2020, August 2). Becoming anti-racist at a White person [Instagram post]. Retrieved from https://www.instagram.com/CG_UK34AMt/farm/around_science_web_copy_link


Doricka L. Menefee is a 2nd-year Ph.D. Student at the Ohio State University in the Department of Teaching and Learning. Her emphasis is in adolescent and post-secondary community literacy.
Addressing Inequities In and Through Research as a Methodological Rich Point

“Who are your participants?“ is a daunting question. When selecting methods, we need to be deliberate about how we can elicit and include their unbiased voices. My colleague and I have used Q methodology to elicit students’ own definitions of bullying.

The most common definitions of bullying are generally based on adult-imposed categories. However, if we aim to account for the subjective viewpoints of the bullying victims, we need to consider the viewpoints in a neutral and just manner. To stimulate your thought process regarding your researcher positionality (Lin, 2019), I invite you to respond to the following questions:

1. Who are the most knowledgeable sources on bullying? As a researcher, how do you determine who is knowledgeable in a given field? Have you ever questioned this?
2. Who are the participants in your study? How were they selected? How do you ensure that they are representative of the population you are studying?
3. Why make such a fuss? Everyone will be fine.

We first involved them in an informal discussion about their usage of various social media, online harassment and cyberbullying. The participants were presented with a set of items to rank-order in a Q card sorting activity. In this process, there is no need for them to actively present their views. Participants can sort items in order of their importance or in reverse order of their importance.

The type of analysis in Q methodology provides an additional layer to the methodological challenge. Purely asking teachers about their views in an interview situation will not help us reach the most interesting, relevant and multi-facetted viewpoints about educational issues at the crossroads of multilingualism, and how those viewpoints might influence their pedagogical actions as key policy arbiters (Menken & García, 2010). In the following process, which seems to be of particular importance during policy formation. In addition, this allows researchers to account for the subjective viewpoints in a neutral and just manner. To stimulate your thought process regarding your researcher positionality (Lin, 2019), I invite you to respond to the following questions:

1. Who are the most knowledgeable sources on bullying? As a researcher, how do you determine who is knowledgeable in a given field? Have you ever questioned this?
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**References**


Some of the subtexts that were glaring to me as an Indigenous woman are as follows:

I want titles where undoing is not the primary concern. I want space for all our unique voices to be centered and heard; give us workshops on centering Black Puerto Ricans, Shawnees, and other minoritized students when the messages are meant to help and offer support but fall short in practice. As an Indigenous student in a dominant program, I see and feel the negative impacts profoundly, and thus suffer this story most of my experience, to agency centering minority voices in academia.

My points are meant as an individual rather than intellects, a common place at school and another for Indigenous modes and expected though academic knowledge embedded in an Indigenous context.

My points reflect on the notion of framing or does the work we can actually work against as a primary intended change. It's within the current mode to change messages to mutually benefit, and our learning activity is to understand them. I take for example a workshop titled "Decolonizing Māori". There it's understood that if we individually understand the social concept of inequality and power, the same workshop will be rephrased as "Indigenizing the Māori". The image doesn't change, the workshop name is just changed to sound more inclusive. How much work is done in changing names of titles that do not actually change the message?

Some of the subtexts I am giving in an Indigenous voice are as follows:

- Whiteness is a social entity or object which can be acted on but not unacted on in the primary focus.
- My whiteness exists in a particular focus.
- A white body is called a particular focus.
- My occurrence is a focus for the different body perspectives because we all possess together and share in different bodies.
- My knowledge perspectives, thus, if we were all located in the center of academia, is not different from a focus as a body.
- My occurrence is a focus for the different body perspectives and matter and could be constructed would take the same approach in American universities because individuals that are dominant aren't.
- I believe this actually means to narrow the perspective to their focus on the dominant.

I refuse to take the time to negotiate these subtexts as hand or opening to our Indigenous communities and students, as to S-recognized workshop's and any argument on the perspectives are built in and inspired. I wish not to comment separate of fact, in other word, I don't want to narrow my workshop to what are those experiences and how the others do.

I refuse to take the time to negotiate these subtexts as hand or opening to our Indigenous communities and students, as to S-recognized workshop's and any argument on the perspectives are built in and inspired. I wish not to comment separate of fact, in other word, I don't want to narrow my workshop to what are those experiences and how the others do.

In his introductory essay, Tuck and Yang (2012) reason that the notion of "decolonizing" has become a keyword for dismantling the oppressive, colonizing ways of academia and, as such, "decolonizing" has become a keyword for dismantling the oppressive, colonizing ways of academia. As such, the notion of "decolonizing" has become a keyword for dismantling the oppressive, colonizing ways of academia, but not to include equitable the perspectives and voices of all humans.

In this way, the workshop is entitled "Indegenizing the Māori," while in the previous example, the title was "Anti-BIPOC student's need from academic spaces. Instead, "decolonizing" is oftentimes a shallow call for decentering whiteness by talking about "whiteness" and how it has affected Others. "Indegenizing," however, does not work under this paradigm. It does not signal that. In the following, I will instead focus on how the workshop title conveys these subtexts and how the title's meaning. This reason that "what worlds will I expand, what worlds will I shrink?"...
Seeing Language as a Transformative Tool to Address Social Inequities: Reflection on the Book Language and Social Justice in Practice

Resource review article by Xinxin Liu, Middlebury Institute of International Studies

Language and Social Justice in Practice, published in 2019, is a case-study-based book edited by Avinerti, Graham, Johnson, Conley Riner, and Rosa. The book contains 24 chapters and addresses five themes: race, education, health, social activism, as well as law and policy. The case studies were conducted by leading and emergent scholars and practitioners in the language education field to demonstrate how languages create inequity but also disrupt them as social actions and critical pedagogy in language education. This book enriches language education in a practical way by showcasing inequities in/of language use. Through these concrete examples, we can see that language is fraught with injustice as a result of power differences. Meanwhile, the cases also illustrate how a myriad of educators, researchers, and activists are fighting to reduce social inequities.

Part one (Chapters 1-5) is concerned with the ways in which language is racialized through white-centered discourse. Thereby language consistently has reinforced stereotypes, biases, and discrimination, and oppressing the language development of other racial groups in public spaces, such as media, school, and government. To give an example, in Chapter 2, Hodges discusses a case that illustrates public racialized ideology. In 2012, an unarmed African-American teenager, Trayvon Martin, was shot and killed by a neighborhood watch volunteer, George Zimmerman, before the police arrived. The media publicized an ill-considered language analysis which tried to determine if the language used by Zimmerman in the 911 call was overtly racist. However, the media failed to reflect on whether Zimmerman’s killing of Trayvon Martin pointed to a deeper issue: systemic racism within society. This failure led the public to focus on the superficial linguistic symbolic while neglecting entrenched racialized ideology as the main reason which caused Zimmerman to kill Martin.

Part two (Chapters 6-10) emphasizes how education—particularly bilingual programs, translanguaging, and language policy—can promote linguistic equity. The core premise of Part two is the idea that advocacy for marginalized groups’ language use can enable different linguistic communities to access resources equitably. For example, Chapter 9 showcases an inclusive community learning mode of valuing learners’ cultures to promote their multilingual repertoires. This library supports participants in using their familiar languages to access higher-order thinking and generate new ideas. The library achieves this by creating spaces for learners to identify and to “ethnify” (p. 93) themselves as multilingual speakers.

Part three (Chapters 11-14) contains case studies which adopt ethnographic views to examine language inequities in the health field. Both power relations between patients and medical service providers as well as marginalized or indigenous language groups’ accessibility to medical resources cause concerns of injustice. In Chapter 13, Byrd and Monaghan share their investigation of 15 years on HIV/AIDS in Deaf communities. They report that patients relying on sign language groups’ accessibility to medical resources cause concerns of injustice but also disrupt them as social actions and critical pedagogy in language education. This book will benefit language teachers and researchers like me. These cases empower me to use language as a tool to address social inequities, both in my own language use and teaching, in three ways. First, social injustice permeates many contexts, such as textbooks and the media. Educators need to raise awareness about this fact to create an open and inclusive environment for learners. Second, while the power of individuals may be limited, the community can propel social change. As individuals, we need to participate in the community, no matter how large or how small and no matter what our background may be. In this way, we can use our multicultural backgrounds to foster diversity. Third, these cases can be used as teaching materials to practice critical pedagogy in language classrooms. If language educators can include social justice issues in their curricula, learners will be better prepared to promote an equitable society.

By the fourth part (Chapters 20-24) presents cases that address social justice issues as issues of rights and access in law and policy. Five cases rely not only on inequitable language rights and accessibility but also “insidious ideologies that sustain inequitable institutions and their policies” (p. 13). In Chapter 20, Graham discusses the language of sign language in an indigenous community, Xavante. Bilingual highway signs are used as a tool to advance the linguistic rights of Xavantes and a resistance tool to dominant colonial policy in Brazil. In this light, law and policy are supposed to advocate for justice and the accessibility to law and policy should also be equitable. Through these chapters, we can also see that language can be transformative in social change, not only in the United States but also around the world. As Alim discussed in Chapter 19, the history of colonization has left an impact not only on the territories once occupied but also on the languages used within these territories. Hence “we must also continue to language in ever more radical and transformative ways” (p.189) if (de)occupy language.

References


Xinxin Liu is a third-semester TESOL MA student at Middlebury Institute of International Studies (MIS) at Monterey. She holds another master’s degree in Teaching Chinese to Speakers of Other Languages from Beijing Normal University. Before joining MIS, she worked at John Carroll University, Tsinghua University, and Beijing Normal University. Her research interests include bilingualism development, heritage learner’s language development, (im)migrant learners, culturally sustaining pedagogy, and raciolinguistics.
Time-Management Strategy as a Parent and a Ph.D. Student

*“Professional Development Corner” article by Yoko Mori, University of Otago*

Time management for Ph.D. students is a crucial matter—even more so if you are a parent. Both a parent and a Ph.D. student myself, I would like to share my insights from Asian philosophy. “The bamboo that bends is stronger than the oak tree that resists.” This philosophy comes in various forms and contexts. It is embodied, for instance, by the image of “willow trees” that sway along with the wind. Rather than being rigid, lend yourself to the flow. Adapt as necessary to live a meaningful life—the important point is, though being flexible, the bamboo or willow is firmly rooted in the ground. In my context, as I sway in the wind as a Ph.D. student, I am firmly rooted in the ground as a parent. I have come to apply this philosophy through trial and error. In the initial stage of my Ph.D. journey, I tried to accomplish everything on my plate—too ambitious!

Leaving room for flexibility in planning schedules is a very important time-management strategy for Ph.D. students. To illustrate, I divide my plans roughly into “to do” and “want to” lists. I include core study plans (e.g., workshops, meetings, project timeline) and my daughter’s school events that require my attention in my “to do” list. At the same time, I keep my “want to” list (e.g., going to the gym, shopping, having coffee with my friends) in my head. In this way, I try to avoid stress by being unable to accomplish “want to” items—even if I don’t get to accomplish them, I needn’t feel bad. They “didn’t exist” anyway! As a matter of fact, leaving room to play around with the items on this list and finding the best moment to accomplish them creates enjoyment in itself. However, achieving balance between the two requires attention. I see this equilibrium like a seesaw. An occasional kick from the other end (“want to” list) invites motivation and productivity. So, at times, it is important to consciously prioritize items from the “want to” list. Yes, this is also an essential part of a Ph.D. student’s journey!

Meanwhile, what about time-management for my little one? Where does she fit in? Mother bamboo is firmly rooted in the ground as a parent. So basically, when I am with her, “OUR time” becomes the top priority. How is this possible when the “to do” list is always full? The point is inviting her to participate in my “to do” list activities. Teamwork is a form of bonding! Occasionally, I ask her to help me create slides or to listen to my presentations. My daughter seems to enjoy these collaborative moments, and I benefit from them, too. For instance, when preparing for presentations, if a child can understand the content, it is certainly clear enough—a great reassurance before the big day!

I also have conversations with my daughter regarding current topics (e.g., COVID-19, leadership, social justice, Sustainable Development Goals). Our exchange of views usually starts when we watch the news or have dinner together. With fewer preconceived notions of the world, very often, children invite us to think outside the box. I find these moments valuable for my daughter and me to grow together, and for our identity development. Many studies, especially in medicine, psychology, and education, have shed light on the importance of empathy and compassion in identity development. Viewing reflection of the self and ‘others’ through a transcultural lens, a recent research study by Rodrigo-Alsina and Medina-Bravo (2016) reveals that this process of identity development is “an exercise in freedom and will” (“Conclusion,” para. 3). That said, some issues like death, sickness, or unemployment may cause emotional and cognitive dissonance even for adults. However, I find that not avoiding conversations over such topics supports my daughter in becoming an understanding person who will be able to put herself into someone else’s shoes in the future. Reflection time, however brief it may be, is indispensable for me as a parent with the responsibility of bringing up a child of the future generation.

Life can be complicated with multiple roles, but whether one sees it as a challenge or an opportunity will make a big difference in the Ph.D. journey. So far, I see it as an opportunity—a precious one that enables my daughter and me to grow together. At times, the bamboo may get very close to snapping with so many things on the plate. However, by following the essence of bamboo philosophy, I believe one is able to sustain a healthy Ph.D. life. With all its challenges, the Ph.D. journey is, indeed, full of worthwhile moments!

References


Yoko Mori is a doctoral student of higher education at the University of Otago, New Zealand. Her research interests include professional identity development, motivation, English as a Medium of Instruction, intercultural communication, and internationalization of higher education.

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https://www.aaal-gsc.org/
How to Write a Diversity Statement

“Professional Development Corner” article by Ahmad A. Alharthi, University of Washington

Separate from the teaching and research statements, the diversity statement is a document explaining the extent to which one is able to contribute to a culture of equity and inclusion. It functions as one piece of evidence for one's effort to address diversity issues regarding teaching, research, and service. To help you get started with your statement, I will explain below the possible sections of a diversity statement and what each section might entail. When writing this statement, considerations typically revolve around certain keywords, including the words making up the title of this issue—“race,” “equality,” “justice,” and “allyship”—along with others that I will also mention below.

Before we go into each section, two important points need to be sorted out. First, you may want to spend some time thinking whether you would like your statement to be past-oriented or future-oriented (or some combination of both). In other words, are you going to highlight your commitment and contribution from past experiences, or are you going to discuss your growth and awareness about diversity, thus primarily explaining your future plans? The guidelines for writing a diversity statement published by the University of California at San Diego allow both options, as applicable to the respective candidate, so that “a demonstrated record of past effort is given greater weight than articulating awareness of barriers or stating future plans” (University of California, San Diego, n.d.). No matter which option you choose, the key is authenticity. So, in your discussion, make sure that you talk about real involvement (from the past and/or realistic projects for the future).

Second, make a decision as to whether you would like to mainly discuss your personal identity or your engagement with disenfranchised groups (or some combination of both). If you decide to talk about your personal identity, you can do so in terms of either acknowledging your own privileges (Golash-Boza, 2016) or, as applicable, by discussing your own disadvantages. On the other hand, if you decide to talk about your relation to historically underrepresented groups, you can focus, as appropriate, on race/ethnic minorities, immigrant/first-generation students, women in higher education, or multilingual/international students. With that said, Beck (2018) points out that not disclosing one's personal identity might be preferred by some universities. For example, at the University of California at San Diego, attention is given to specific efforts related to diversity on the part of the applicant “regardless of personal demographic characteristics” (Contributions, n.d., as cited in Beck, 2018).

Now, for the actual statement, you may begin by explaining your understanding of the notion of diversity before you discuss your commitment to diversity in relation to the three major goals of higher education: teaching and pedagogy; research and scholarship; and service and leadership. When asked her opinion about the diversity statement, Talibah Chavous, director of the National Center for Institutional Diversity at the University of Michigan, explains that while there is no one-size-fits-all approach to writing a diversity statement, “every faculty member’s work connects to at least one of these goals” (Smith, 2019). So, the decision is yours as to which of the three goals to highlight most. Your decision can be based on your past record and on what the institution applied to values the most among these three goals. Note that you will likely be asked to provide a separate document for your teaching philosophy and another one for your research. Therefore, your discussion of teaching and research in the diversity statement will not only be less detailed, but also be exclusively concerned with how diversity features in those two areas.

In the case of teaching, this is where you should discuss how you are able to create an accessible learning space for your students. Give examples of and provide a rationale for decolonizing your teaching practices and diversifying your curriculum, where a variety of voices and a range of perspectives are represented in your course content. Notions relevant to this section might also include “active,” “inclusive teaching,” and “anti-racist pedagogy.” Indeed, even the notion of “active learning” can be linked to diversity in that it promotes various teaching methods which can serve different learning styles and help students with diverse educational backgrounds. If not already, familiarize yourself with some of those terms and see what each one entails. You would be surprised with how you might be already implementing some of those ideas without even realizing it.

As for your research section, discuss to what extent your research addresses social justice issues. For example, does it engage with civil rights and/or human rights issues? Reflect on how your research is focused on one or more of the “big eight” social identifiers: age, ability, race, ethnicity, gender, sexual orientation, class, and religion. If you have a dissertation chapter that addresses any of those issues, this section would be the place to summarize your chapter.

Finally, with regard to service, this can include anything that is neither teaching nor research, from programmatic work and administrative experience to leadership opportunities and service on relevant committees. If you have participated in tutoring or mentoring programs targeted towards underserved groups? Did you take part in designing curricula or compiling resources with diverse writers (e.g., international students) in mind?

Wells (2017) talks about probing yourself as a strategy, where you would examine who you are, where you stand, what you did, and what you really believe in with regard to diversity issues. Just as importantly, remember to ask for feedback on your statement from colleagues, your advisor and, if applicable, the career center at your institution. As language professionals, we are already in the midst of efforts to promote issues related to diversity, including, among others, respecting students’ home languages, ensuring fair assessment practices, and reducing stereotype threats. To me, that is a huge component of what we do in applied linguistics and language studies in general. So, it is crucial to reflect on your past and try to translate that mindset into words.

References


Ahmad A. Alharthi is a doctoral candidate in English Language and Rhetoric at the University of Washington, Seattle. His research interests include critical applied linguistics, composition studies (with a focus on second language writing), and the implications of the global spread of English.
Follow-Up to Our September GSC Webinar

During this highly chaotic and unprecedented year, many graduate students are facing additional stress, anxiety, and uncertainty. Minoritized members of the academic community may be particularly affected by the challenges 2020 has created. To support these students, we decided to share the recording of our first GSC webinar entitled “Navigating and Thriving in Graduate School.” The event planning sub-committee has kindly agreed to provide a short synopsis of the webinar contents. You can find it, along with some basic information about our panelists, below.

Ann Futterman Collier
...is associate professor in the department of Clinical Psychology at Northern Arizona University. Dr. Collier is a clinical psychologist with a specialization in health and cross-cultural psychology. Her research has been published in the Journal of Happiness Studies, Frontiers in Psychology: Psychology in Clinical Settings, and the American Journal of Community Psychology, among others.

Krishna Bista
...is associate professor at Morgan State University in the Department of Advanced Studies, Leadership, and Policy. His work specializes on college student experiences, faculty-student relationships, as well as global student mobility issues. Dr. Bista is the founding editor of the Journal of International Students. His research has been featured in journals such as College & University, the Journal of the Scholarship of Teaching and Learning, and other edited book collections.

Aya Matsuda
...is associate professor in the Department of English at Arizona State University, where she directs undergraduate and graduate programs in linguistics and applied linguistics. Dr. Matsuda’s work specializes in World Englishes, the use of English as an international language, and the pedagogical implications of the global spread of English. Her research has been published in English Today, JALT, TESOL Quarterly, and World Englishes.

On September 28th, 2020, the AAAL GSC event planning sub-committee held their first webinar, entitled “Navigating and Thriving in Graduate School.” This webinar addressed graduate students’ existing challenges during the pandemic. Three panelists participated in this event: Dr. Ann Collier from Northern Arizona University, Dr. Krishna Bista from Morgan State University, and Dr. Aya Matsuda from Arizona State University.

The first panelist, Dr. Collier, discussed the webinar’s topic from a psychologist’s perspective. She first listed common negative emotions caused by the pandemic and explained why graduate students tended to have such feelings. To further the conversation, Dr. Collier introduced the concept of “resilience” and provided detailed ways of developing “resilience” and maintaining mental health.

The second panelist, Dr. Bista, focused on navigating the difficult relationship with advisors and colleagues. At the beginning of the talk, he interacted with participants by encouraging them to think about their current relationship with their advisors. He then identified the most common problems between advisors and graduate students, and proposed some useful strategies for effective communication.

The third panelist, Dr. Aya Matsuda, addressed the importance of self-care for graduate students in her talk. She started the discussion by sharing a recent conversation with her doctoral advisees which involved different aspects of self-care and mental well-being. Dr. Matsuda invited attendees to reflect on their own experiences and encouraged them to be more open-minded with the difficulties and frustrations that they face.

During the Q&A session, attendees actively asked the panelists questions regarding effective strategies for maintaining one’s mental health and well-being. The panelists provided more inspiring ideas, which many attendees found helpful.

Click here to watch the GSC webinar
**Follow-Up to AAAAL’s Summer Webinar Series**

In summer 2020, the American Association of Applied Linguistics organized a series of webinars called “Antiracism in Practice: Critical Applied Linguistics.” The webinar series was organized by the AAAAL Committee for Online Education and Outreach, and moderated by Marda Kubota.

### WEBINAR 1: “ENGAGEMENT IN PRACTICE IN CRITICAL APPLIED LINGUISTICS”

**Rysko Kubota**

Rysko Kubota is a Professor in the Department of Language and Literacy Education at the University of British Columbia, Canada, and also a Senior Scholar at the Canada Research Chair (CRC) in Critical Language Education at the same institution. She is also the 2020-2021 President of the American Association for Applied Linguistics (AAAL). Her research is focused on the role of language and identity in policy and social movements, and she has received multiple awards for her work in this area.

This webinar focuses on critical applied linguists who work to promote social justice and equity. Dr. Kubota discusses her own research and the role of applied linguists in promoting social justice.

### WEBINAR 2: “BLACK, RACIAL JUSTICE, AND INDIGENOUS LANGUAGE REVITALIZATION”

**Uju Anya**

Uju Anya is an Associate Professor at the University of Nigeria, Nsukka, and is interested in the role of applied linguists in promoting social justice. She discusses her own research and the role of applied linguists in promoting social justice.

This webinar focuses on the role of applied linguists in promoting social justice. Dr. Anya discusses her own research and the role of applied linguists in promoting social justice.

### WEBINAR 3: “APPLIED LINGUISTICS IN THE PUBLIC REALM: COLLABORATION FOR JUSTICE”

**Onow McIvor**

Onow McIvor is a Professor at the University of Victoria, Canada, and is interested in the role of applied linguists in promoting social justice. She discusses her own research and the role of applied linguists in promoting social justice.

This webinar focuses on the role of applied linguists in promoting social justice. Dr. McIvor discusses her own research and the role of applied linguists in promoting social justice.

### WEBINAR 4: “ANTIRACISM AND THE PROFESSION”

**Suhani Thota**

Suhani Thota is an Associate Professor at the University of California, Berkeley, and is interested in the role of applied linguists in promoting social justice. She discusses her own research and the role of applied linguists in promoting social justice.

This webinar focuses on the role of applied linguists in promoting social justice. Dr. Thota discusses her own research and the role of applied linguists in promoting social justice.


**Dr. Brooks**

Dr. Brooks is a Professor at the University of Oregon, and is interested in the role of applied linguists in promoting social justice. She discusses her own research and the role of applied linguists in promoting social justice.

This webinar focuses on the role of applied linguists in promoting social justice. Dr. Brooks discusses her own research and the role of applied linguists in promoting social justice.

### WEBINAR 6: “THE ROLE OF APPLIED LINGUISTICS IN THE PUBLIC REALM: COLLABORATION FOR JUSTICE”

**John E. DePauw**

John E. DePauw is a Professor at the University of Oregon, and is interested in the role of applied linguists in promoting social justice. He discusses his own research and the role of applied linguists in promoting social justice.

This webinar focuses on the role of applied linguists in promoting social justice. Dr. DePauw discusses his own research and the role of applied linguists in promoting social justice.
The American Association of Applied Linguistics has launched and pursued a number of Diversity, Equity, Inclusion, and Access (DEIA) initiatives. In this section of the newsletter, we showcase three ongoing DEIA initiatives that we believe you will find interesting. The individuals in charge of these initiatives have kindly agreed to provide informational blurbs or referred us to existing documents, which we are including below.

**Establishment of a social/mentoring network for under-represented scholars (Sobremesa Event)**

**Contact:** Varies Yearly

Sobremesa began at the 2019 Annual Conference in Atlanta, Georgia. It is designed for community members, graduate students, and faculty from minoritized and underrepresented groups to have a space to socialize and to build supportive networks and a better sense of community within AAAL. We're in our third year of the initiative and we've just started planning for the 2021 Annual Conference. If you want to get involved, contact us at info@aaal.org.

**Revision of Nomination Committee policies and procedures to specify diversity, equity, access, and inclusion efforts as criteria**

**Contact:** Andrea Revesz, Chair of the AAAL Nominating Committee

The DEIA initiative of the AAAL Nominating Committee involves incorporating DEIA considerations formally into the Nominating Committee procedures and templates. Although the current manual instructs the Nominating Committee to consider DEIA, this is not yet formally written into the process. The initiative is guided by Laura Collins, who is a member of the Nominating Committee as Past President of the association. The goal of the initiative is to prepare recommendations to be considered by the Executive Committee, based on the experiences of the committee this year. The initiative will help ensure that DEIA is formally considered when the committee nominates candidates for various AAAL roles in the future.

**Establishment of family-friendly policies to support members attending the annual conference with their children**

**Contact:** Charlene Polio, AAAL Member-at-Large

Below is AAAL's policy for attending the annual convention with children. Although this policy is not immediately relevant to the 2021 convention (the conference being fully online), we would like to thank Prof. Polio for referring us to this important information. The website version is available at https://www.aaal.org/AAAL-families.

For more information, you can read more about AAAL's diversity efforts in the June 2020 AAAL Letter, where Fabiola Ehlers-Zavala, AAAL Secretary and AAAL-AILA Representative, provides an extensive update.

Editorial note: The blurbs in this section were edited for brevity and clarity.
Crowdsourced Resources on Race, Diversity, and Equity

In our summer 2020 needs analysis survey, many graduate students indicated wanting the GSC to provide resources relevant to their graduate careers. In response to this request, the newsletter will from now own feature resources related to the current issue's theme. This includes features a number of resources that members of the applied linguistics community have shared with us and that we believe you will find useful.

Resources for Educators and/or Community Development Practitioners
- Say Their Names: A Toolkit to Help Foster Productive Conversations About Race and Civil Disobedience (Chicago Public Schools)
- Let’s Talk! Facilitating Critical Conversations With Students (Teaching Tolerance)
- Tool Library of Online Resources on Racial Equity (The ML King Institute for Community Building)
- Anti Racism Educational Resources in the 2020 Resource List (Haymarket People’s Fund)
- Black Freedom Struggle in the United States: A Selection of Primary Sources (ProQuest)

Language and Research Centers
- American Indian Language Development Institute (AILDI) (housed by the University of Arizona)
- Center for the Study of African American Language (housed by the University of Massachusetts, Amherst)

Videos & Podcasts
- CERCLL Three-Part Webinar Series on Social Justice (Center for Educational Resources in Culture, Language, and Literacy; University of Arizona)
- Pod Save the People (hosted by DeRay Mckesson)
- Building an Equity Mindset (curated playlist of podcasts by Carrie Hutchinson)
- Supporting immigrants in Schools (four-part video series by CUNY IIE)
- Land, Loss, and Rebreeding: Children and Youth (Rock) in Mexico (film by Ben Donnellon, Tatyana Klyeynn William Perez, & Rafael Vásquez)
- Colored English: (Mis)Perceptions (Okon Effiong)

Academic Publications
- “If Carmen Can Analyze Shakespeare, Everybody Can”: Positions, Conflicts, and Negotiations in the Narratives of Latina Pre-Service Teachers (Hayriye Kayi-Aydar)
- A Language Teacher’s Agency in the Development of Her Professional Identities: A Narrative Case Study (Hayriye Kayi-Aydar)
- Speaking Against Racism: Stories of Successful Chinese L2 Learners of Color in China (Wenhan Diao)
- We Are More Than Your Paycheck: The Dehumanization of International Students in the United States (Santiago Castellio-Gutierrez & Xiaojie Li)
- International Students in the Trump Era: A Narrative View (Kaitlyn N. Laws & Ravichandran Ammigan)
- Exploring the Intersection of Transnationalism and Critical Race Theory: A Critical Race Analysis of International Student Experiences in the United States (Christina W. Yao, Crysta1 A. George Mwangi, & Victoria K. Maloney Brown)

News Articles & Online Magazines
- More Than Half of College Students Self-Censor When Race and Other Tough Topics Come Up. Survey Finds (Katherine Mangani)
- How You Can Be an Ally in the Fight for Racial Justice (DeRay Mckesson)
- How to Be a Good White Ally, According to Activists: Three Experts on What It Does and Doesn’t Mean to Be an Ally (Now and Always: Emily Stewart)
- In California, Ethnic Studies Could Soon Be Required by Law: A Former Professor’s View Behind It (Marc Parry)
- The Diversity Conversation Colleges Aren’t Having (Karim Fisher)
- The Trump Administration Says Diversity Training Can Be Harmful. What Does the Research Say? (Sarah Brown)
- 5 Lessons From a Race-and-Ethnicity Requirement (Whitney Peoples & Angela D. Dillard)

We would like to thank Sally Ren, Eunice Nam, Hayriye Kayi-Aydar, Jihan Ayesh, Hope Anderson, and Ming-Tso Chien for contributing to this list.

Editorial note: The information posted on this page includes resources, organizations, companies, products, and/or services that the AAAL GSC believes you might find of interest. The AAAL GSC provides these resources solely for informational purposes. The presence of resources, organizations, companies, products, and/or services does not imply endorsement. Despite careful vetting and review, we do not guarantee completeness or accuracy of the information, and site visitors should always consult the original source. When site visitors select a link to an outside website, they are leaving the GSC site and are subject to the privacy and security policies of the owners and sponsors of the outside website. All liability for improper reproduction of copyrighted material lies with the individual who submitted the resource.

grad@aaal.org
https://www.aaal.org/graduate-student-council
https://www.aaal-gsc.org/

AAALGrads 5(1) / Fall 2020
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This piece originally published at https://www.aaal-gsc.org/crowdsourced-resources-race
AWARDS, GRANTS, AND FUNDING OPPORTUNITIES

In our summer 2020 needs analysis survey, many graduate students indicated wanting the GSC to provide resources relevant to their graduate careers. In response to this request, the newsletter will from now own feature resources related to the current issue’s theme. In this section, you will find awards, grants, and funding opportunities targeting racially and ethnically diverse students or research projects on racial/social justice and diversity. Please note that for some of these opportunities, the application deadline for the current cycle may have passed. We are still including them here in case graduate students want to apply next year.

AAAL Indigenous Language Scholarship Support Fund: "This fund will be used to provide support enabling indigenous scholars to present and participate in the (AAAL) conference ... The funding is intended for scholars presenting on Indigenous languages who have very limited or no access to funding." You can view the 2020 and 2021 award recipients in this issue.

AERA Minority Dissertation Fellowship in Education Research: "The Fellowship Program aims to provide support for doctoral dissertation research to advance education research by outstanding minority graduate students, and to enhance these students’ competitiveness for academic appointments at major research universities.”

American Indian Graduate Center Community Impact Research Scholarship: "This one-time research scholarship will be awarded to doctoral candidates that are in their current data collection or analysis phase whose work centers on issues of social and racial diversity and equity in Indian Country. These funds will support candidates in need of assistance with costs related to their data collection and data analysis processes.”

Dynamic Language Infrastructure-Doctoral Dissertation Research Improvement Grants: "This program supports doctoral research focusing on building dynamic language infrastructure (DLI). Dynamic language infrastructure includes the documentation and preservation of languages in ways that articulate or advance linguistic theory, as well as the use of digitization techniques and novel computational methods that support and advance the study of language.”

Ford Foundation Fellowship Programs (Predoctoral and Dissertation): "Through its program of fellowships, the Ford Foundation seeks to increase the diversity of the nation’s college and university faculties by increasing their ethnic and racial diversity, maximize the educational benefits of diversity, and increase the number of professors who can and will use diversity as a resource for enriching the education of all students.”

Hispanic Scholarship Fund (HSF) Scholarship: "The HSF Scholarship is designed to assist students of Hispanic heritage obtain a university degree. Scholarships are available, on a competitive basis, to: high school seniors, undergraduate students (all years), community college students transferring to four year universities, and graduate students” (all fields accepted).

Innovation in Language Program Direction Award: This award aims “to recognize outstanding examples of curricular and pedagogical innovation in the field of foreign/second language education within institutions of higher education.”

Paul & Daisy Soros Fellowships for New Americans: This program “honors the contributions of immigrants and children of immigrants to the United States.” Every year this program contributes to “the graduate education of 30 New Americans—immigrants and children of immigrants—who are poised to make significant contributions to U.S. society, culture or their academic field.”

Phillips Fund for Native American Research: "The Phillips Fund of the American Philosophical Society provides grants for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans, in the continental United States and Canada. [...] Applications are also accepted from graduate students for research on master's theses or doctoral dissertations.”

Southern Regional Education Board (SREB) Doctoral Scholars Program Fellowship (Dissertation Award): "The goal of the Doctoral Scholars Program is to increase the number of minority students who earn doctorates and choose to become faculty at colleges and universities.” You must be enrolled in a participating institution in a participating state listed on the website.

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As a 2021 Indigenous Language Scholar Support Fund recipient, I anticipate that the support will help me in two important ways. First, I had already found it impossible to renew my membership because of the current undesirable economic conditions. As a 2021 Indigenous Language Scholar Support Fund recipient, I anticipate that the support will help me in two important ways. First, I had already found it impossible to renew my membership because of the current undesirable economic conditions. Second, by participating fully in the conference, which wouldn't have been possible without this fund, I will not only share my experiences with people from diverse professional backgrounds, but also connect with and establish international collaborations with experienced researchers in the field of applied linguistics. My research employs Community-Based Participatory Research (CBPR) and photovoice with a focus on sociolinguistic and language education, some of which include:

- Yuliana Kenfield, Western Oregon University

Sixuan Wang

My research focuses on how to promote and maintain Indigenous languages in linguistically diverse settings. As a member of the academic staff in the Department of Adult and Community Education, School of Distance and Lifelong Learning at Makerere University, I have taught courses at Central New Mexico Community College in Albuquerque and at the University of Texas of the Permian Basin. I am currently a faculty member in the College of Education at Western Oregon University. In participatory research with Indigenous communities and individuals in the Andes and beyond, I strive to create decolonial spaces where alternative practices are valued, heard, and celebrated. These insights are grounded in an understanding of how Quechua-Spanish bilinguals in higher education make sense of, and speak against, the ways in which Indigenous languages are getting more attention from the academy. I believe this funding opportunity will motivate more scholars to apply for the fund, which would in turn support the maintenance of endangered languages.

Wu Ngaka

My research analyzes data from videos, chats and focus group discussions of Ugandan youth living among poor members of the Masalemba community in the Busoga region, who speak Luganda as their language of daily communication. I am interested in participation and knowledge production by the target communities in language learning, teaching and revitalization. My current research project is focused on how Luganda language is maintained and revitalized in rural Uganda. I aim to understand the language experiences of Luganda speakers in their daily lives and how they interact with the language. My background in social science research and my focus on community-based participatory research with Indigenous communities are central to my research. My research is funded by the Indigenous Language Scholar Support Fund to attend AAAL. My longitudinal research project focuses on the language of communication among the Masalemba community. In addition, I encourage graduate students to apply for this fund when possible, as it is a great opportunity to learn more about varieties of Luganda as well as Indigenous languages.
Diversity Climate Survey

The AAAL Graduate Student Council (GSC) aims to promote graduate students’ professional growth and assist AAAL in fostering an open environment supportive of graduate students from diverse backgrounds. We would like to know how we can improve GSC to serve the AAAL graduate student community better. Please take 5 minutes to answer this survey. All questions are optional, and your input is much appreciated! Thanks in advance for helping us build a community where all are welcome, supported, and heard!

AAAL GSC 2021 Diversity Survey

The AAAL Graduate Student Council (GSC) aims to promote graduate students’ professional growth and assist AAAL in fostering an open environment supportive of graduate students from diverse backgrounds. We would like to know how we can improve GSC to serve the AAAL graduate student community better. Please take 5 minutes to answer this survey. All questions are optional, and your input is much appreciated!

Thanks in advance for helping us build a community where all are welcome, supported, and heard!

The GSC Diversity Sub-Committee

What is the main focus of your interest (research and/or studies) in applied linguistics?

Your answer

How would you describe your institution?

- Public university
- Private university
- Other:

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https://www.aaal-gsc.org/

AAALGrads 5(1) / Fall 2020
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This piece originally published at https://www.aaal-gsc.org/diversity-climate-survey
AAAL GSC 2021 Diversity Survey

The AAAL Graduate Student Council (GSC) aims to promote graduate student professional growth and create an open environment supportive of graduate students from diverse backgrounds. We are glad to have you participate in this anonymous survey to help us understand the needs of your cohort.

Thanks for helping us build a community where all are welcome, supported, and heard!

The GSC Diversity Sub-Committee

What is the main focus of your interest (research and/or studies) in applied linguistics?

Age:

What is your gender?

Do you identify as a member of the LGBTQIA+ community?

Are you pursuing graduate study in a country other than your own?

Do you identify as a person with a disability or as differently-abled?

Are you a care-giver for family members?

N e x t
A main task the Graduate Student Council (GSC) perform is to organize events for graduate students. In the past years, we have organized online webinars, published AAALGrads Newsletters, posted monthly YouTube videos and blogposts, coordinated interactive activities through our social media, and hosted graduate student events at the annual AAAL conferences.

Based on your current understanding and/or experience with these events, please rate how much you agree or disagree with the following statements:

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<th>Statement</th>
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<th>3</th>
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<th>5</th>
<th>N/A</th>
<th>I don't know</th>
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<td>AAAL GSC supports members from diverse ethnoracial, linguistic, and social backgrounds.</td>
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<td>AAAL GSC takes into account the needs of members who are at different points in their studies and careers.</td>
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<td>AAAL GSC addresses the needs of members with families.</td>
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<td>AAAL GSC fosters communication between members with diverse backgrounds.</td>
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<td>AAAL GSC offers opportunities for graduate students and junior scholars to connect with senior scholars from diverse backgrounds.</td>
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<td>AAAL GSC events provide a diverse representation of topics and panelists.</td>
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<td>AAAL GSC addresses the needs of its international students.</td>
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<td>AAAL GSC values diversity, equity, and inclusivity.</td>
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<td>In general, my experiences with AAAL GSC events have been positive.</td>
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AAAL GSC 2021 Diversity Survey

Part Three

Personal Experience (Open-ended)

Q1. Have you had any positive experiences with the AAAL GSC or graduate student events that stood out in terms of supporting your professional, academic, or personal development?

Your answer

Q2. Are there any ways in which you would like to see AAAL GSC improve in terms of how it supports the professional, academic, and personal development of members from diverse backgrounds and experiences?

Your answer

Q3. Do you have any other suggestions or anything else you would like to share?

Your answer
Readers Respond Forum
(formerly Letter to the Editor)

A major goal of the AAAL Graduate Student Council's is to create community among graduate students in applied linguistics and to facilitate scholarly, professional, and intellectual exchange. To this end, we are introducing the "Readers Respond Forum" to the AAALGrads Newsletter. All readers of the newsletter are invited to respond to articles published in the current issue (Spring 2021) and to share their thoughts and reactions in a constructive manner. With permission, readers' responses will be included in the upcoming issue (Fall 2021). This may entail a review and revision process. All reader reactions should be received by September 20, 2021 through this submission form, which is also embedded below for your convenience. Responses that the editors receive will also serve as general feedback for future issues.

AAALGrads Newsletter: Readers Respond Forum

A major goal of the AAAL Graduate Student Council's is to create community among graduate students in applied linguistics and to facilitate scholarly, professional, and intellectual exchange. To this end, we are introducing the "Readers Respond Forum" to the AAALGrads Newsletter. All readers of the newsletter are invited to respond to articles published in the current issue (Spring 2021) and to share their thoughts and reactions in a constructive manner. With permission, readers' responses will be included in the upcoming issue (Fall 2021). This may entail a review and revision process. All reader reactions should be received by September 20, 2021 through this submission form. Letters that the editors receive will also serve as general feedback for future issues.

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

Not aaalgrads@gmail.com? Switch account

* Required

Email *

Your email

grad@aaal.org
https://www.aaal.org/graduate-student-council
https://www.aaal-gsc.org/

AAALGrads 5(1) / Fall 2020
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This piece originally published at https://www.aaal-gsc.org/letter-to-the-editor
AAALGrads Newsletter: Readers Respond Forum

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The name and photo associated with your Google account will be recorded when you upload files and submit this form.

Not aaalgrads@gmail.com? Switch account

Email *
Your email

What is your name? *
Your answer

What is your institutional affiliation? *
Your answer

What degree are you seeking? *
- Master's
- Doctorate
- Other:

What is your area of study or specialization within applied linguistics? *
Your answer

What newsletter article from the Spring 2021 issue are you responding to? Please be sure to include the title of the contribution as well as the name(s) of the original author(s). *
Your answer

Please attach your response here in .docx or .pdf format. Your response should not exceed the length of the original piece. *

Add file

Are you interested in having your response published in the upcoming issue of the AAALGrads Newsletter? *
- Yes
- No
- I'm not sure. Please email me to discuss further.

Is there anything else you would like to share with the GSC or newsletter team? *
Your answer

A copy of your responses will be emailed to the address you provided.

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Call for Proposals for the AAALGrads Newsletter (Spring 2021 Issue)


1 Rationale

By the time the Spring 2021 issue of the AAALGrads Newsletter appears, the unprecedented Covid-19 crisis will have been with us for a little more than a year. For many (if not most) members of the academic community, this pandemic has been a major disruptor which has created all kinds of ambiguity and uncertainty. From within the graduate student community specifically, we have heard about major challenges and trauma like disrupted research plans, lost funding, lack of childcare, unclear visa regulations, a collapsing job market, mental health problems, or, even worse, sickness or death. Throughout 2020, we also witnessed racial tensions and protests in response to the killings of George Floyd, Breona Taylor, and other Black, Indigenous, and Other People of Color across the United States, as well as a highly divisive presidential race which many believed the country’s future to depend on.

In face of the ambiguity and uncertainty these events have created, many of us had no other option but to bounce back, adapt, and keep going. Our current, everyday reality of online teaching, Zoom meetings, or remote research certainly attests to the resilience the academic community is capable of. For some, this changed reality is not temporary but rather heralds a fundamental and irreversible transformation of higher education. However, although we may have heard claims along the lines of “online education will continue to soar” or “Covid-19 will reshape the job market for good,” we believe that the long-term consequences of 2020 on the higher education landscape still seem too unpredictable to forecast.

It appears reasonable to assume at this point, though, that while we will eventually return to a feeling of normalcy, academia will likely not revert to its old, pre-2020 form. In fact, the crises and tensions we faced throughout 2020 have drawn new attention to existing problems and faultlines in a neoliberal higher education, manifested, for instance, in an increasingly competitive job market, the growing scarcity of funding, or the ongoing disenfranchisement of minorities in the academic community. As such, this past year amplifies a growing desire for reform and alternative ways of doing, thinking, and being in higher education.

We are dedicating this upcoming issue of the AAALGrads Newsletter to the theme of “ambiguity, uncertainty, and resilience” in hopes that it will support our professional community in overcoming the hardship of 2020 by embracing a positive outlook into the future of our profession. We envision this issue as a space where members of the field engage in conversations about new paths for applied linguistics and higher education--paths which make our professional environments more adaptive and resilient. In keeping with this premise, the scope for this issue is intentionally broad and may include topics and questions like:

- How does the applied linguistics community understand, address, and engage with ambiguity, uncertainty, and resilience?
- What does it mean to research “ambiguity,” “uncertainty,” and “resilience”? How can we conduct research in the face of ambiguity and uncertainty effectively and ethically?
- What kinds of ambiguity and uncertainty have you encountered in your teaching, research, leadership, service, and/or graduate career? To what extent have these
instances of ambiguity and uncertainty allowed you to learn, grow, and thrive professionally? What are strategies to survive in the face of ambiguity and uncertainty?

- How do junior professionals address and mitigate ambiguity and uncertainty as they transition into new roles (e.g., from M.A. to Ph.D. student)? How do they build a sense of resilience?
- How do different populations of graduate students (domestic vs. international students, students with disabilities, students who identify as LGBTQ or racially/ethnically diverse, etc.) respond to ambiguity and uncertainty? What does “showing resilience” mean for these different groups?
- What alternative career paths (such as NGOs, non-profits, industry, alt-ac) can graduate students in applied linguistics explore in the face of uncertainty and ambiguity?
- What role do our personal lives and circumstances (e.g., family, mental health, visa status) play in experiencing and dealing with ambiguity and uncertainty in professional environments? What are some strategies to create better work-life balance?
- How can we create more cooperative and participatory environments to mitigate feelings of uncertainty and ambiguity? What resources and support systems can mentors, supervisors, and administrators in particular provide to help graduate students overcome feelings of uncertainty and ambiguity?
- How can the academic community better prepare for the unexpected? How do we as graduate students, scholars, instructors, language learners, leaders, and/or administrators plan for the future?

2 Possible Formats

We extend our call to include feature articles, resource reviews (e.g., books and technological tools), creative pieces (e.g., poetry, art, and video), and short “how to” or “what I wish someone had told me” blurbs for the Professional Development Corner.

- **Feature Article.** A feature article should be about 750-1,500 words. It should address and critically develop a question or idea related to the newsletter theme. Feature articles can report on empirical research, take a theoretical perspective, or share completed projects and administrative or service work.

- **Resource Review.** A resource review should be about 500-1,000 words. It should critique material (e.g., books, textbooks, technological tools, or a website) that might be helpful to graduate students. You are expected to have read and/or used the material before you write your review. For your proposal, please include a brief summary of the resource and your opinion of its helpfulness for graduate students.

- **Creative Corner.** The Creative Corner is an experimental section designed to showcase the creativity and diverse experiences of graduate students in our field. In addition to short essays, submissions in this section may include poetry, art, and/or a high quality video related to graduate student life. In your proposal, please be sure to describe the submission format (e.g., 25 MB .mp4 video). Personal experiences related to the issue’s theme are encouraged.

- **Professional Development Corner.** Blurbs for the Professional Development Corner are 500-to-1,000-word “how to” or “what I wish someone had told me” reports by advanced graduate students. The format can take several shapes, such as, but not
limited to: a short narrative of a successful strategy, a “do’s and don’ts” list, or a flowchart. The goal of this newsletter section is to give graduate students adequate support and guidance as they navigate their graduate careers. In that vein, please maintain a professional tone and positive outlook. **Do not refer to institutions, departments, or individual people by name.** Authors are encouraged to connect their advice to the newsletter theme.

Possible topics for the Professional Development Corner include, but are not limited to:

1. How to build a mentoring relationship
2. How to start publishing early
3. How to build a versatile professional profile
4. How to job hunt effectively
5. How to find funding
6. How to develop a strategic plan for your graduate program, dissertation, or career
7. How to develop time- and project management skills
8. How to network effectively
9. How to develop leadership skills
10. How to explore alternative/alt-ac career paths

### 3 Guidelines for Proposals, Submission, and Timeline

Your proposal should...

- be approximately 300 words
- provide your name, department and institution, degree, and area of study
- identify the section of interest (feature article, resource review, Creative Corner, or Professional Development Corner)
- include a brief overview of what you plan to submit
- confirm your ability to commit to the timeline (provided below)

Proposals will be collected through this [Google Form](#) and are due by **January 15, 2021 @11:59 PM Eastern Time**. You can submit a proposal if you’re a graduate student in the field of applied linguistics--you do not have to be a current AAAL member.

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<tr>
<th>Tentative Timeline</th>
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<tr>
<td>Friday, January 15, 2021</td>
<td>Proposals due</td>
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<tr>
<td>Friday, January 22, 2021</td>
<td>Authors notified of acceptance</td>
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<tr>
<td>Friday, February 12, 2021</td>
<td>First draft (D1) of manuscripts due</td>
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<tr>
<td>Friday, February 19, 2021</td>
<td>Editors provide feedback to authors on first drafts</td>
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<td>Friday, March 5, 2021</td>
<td>Revised drafts (D2) due</td>
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Editors provide additional feedback if necessary

Final drafts (D3) of manuscripts due

Editors return final draft with proofs

Authors respond to proofs and provide short biography & headshot

The issue is expected to appear in late April of 2021.

For questions or inquiries, please reach out to the newsletter co-editors Mariana Becker, Zhenjie Weng, and Stefan Vogel at aaalgrads@gmail.com.

New Format “Letter to the Editor”

We are excited to announce that in addition to our four established submission formats, you can now also respond to articles from the current newsletter issue (Fall 2020). With permission of the responding author(s), these letters will be included in our upcoming issue (Spring 2021) to facilitate scholarly and intellectual exchange. Please note that reader responses are due on Feb. 12, 2021 and must be submitted through a separate form. More information is available on our newsletter website (https://www.aal-gsc.org/letter-to-the-editor).