

LGBTQIA+ Advisory Committee

Report from the LGBTQIA+ Advisory Committee, Chair, Ileana Jiménez

As chair, I am honored to submit the following highlights of our queer and trans committee work for 2022-23:

In February, committee chair Ileana Jiménez and committee members Josh Coleman and Gabriel Acevedo reviewed and accepted sessions for the LGBTQIA+ strand for the Annual Convention that will take place in Columbus, OH.

Prior to February, Ileana was able to work with NCTE so that the proposal portal system would only allow strand reviewers to mark their sessions as approved for their particular strand. This means that only the sessions accepted by the LGBTQIA+ strand proposal readers can be officially marked with the LGBTQIA+ strand indicator in the Convention catalogue/online portal. This change ensures that the content of our particular sessions are in alignment with current queer and trans research, pedagogies, curricula, literature, and activism.

The committee will be sponsoring the following session at the 2023 Convention in November: "More than Representation and Texts: The Necessity of Queer of Color Critique in Literacy Instruction and Research for a New Generation." The speakers on this panel will be shea wesley martin; Shamari Reid; Lamar Timmons-Long; Danelle Adeniji; Abdul-Qadir Islam; Ileana Jiménez; and René M. Rodríguez-Astacio. The majority of the speakers on this panel are members of the current LGBTQIA+ advisory committee.

The abstract for this sponsored panel is the following: This moment in education demands a shift that is fierce, radical, and community-centered. In a dynamic panel that is equal parts reckoning, dreaming, and theorizing, eight scholar-teachers share how they employ queer of color critique to bridge community, culture, and classroom while also imagining literacy strategies for the future.

In June, Renée Wilmot was invited to join the LGBTQIA+ Advisory Committee; Renée is currently a member of the 2022–24 cohort of Cultivating New Voices and has been recently appointed to be an Assistant Professor of Black Feminisms, Genders, & Sexualities in the Department of African American and African Studies at Michigan State University.

In July, Ileana created a new subcommittee that will focus on institutional memory in relation to the history and politics of the LGBTQIA+ advisory committee. This subcommittee or "memory group" will be made up of former chairs that current advisory committee chairs can reach out to for support and guidance on what has been done before so that current committees can imagine and design queer and trans futures for NCTE teachers, scholars, and activists. Thus far, two former chairs have joined the memory group, Toby Emert and Cody Miller.

In September, committee member shea wesley martin received NCTE's LGBTQIA+ Advocacy and Leadership Award. shea wesley martin (they/them/theirs) is a literacy scholar-teacher currently completing their doctoral studies in adolescent, post-secondary, and community literacies at The Ohio State University.

Next, Ileana is currently working with members of the committee, former chair Cody Miller, and NCTE to host an online panel and discussion with author Maia Kobabe, who wrote the graphic memoir *Genderqueer*. This event will be held in January 2024 for NCTE members only and will feature curriculum and pedagogies for teaching *Genderqueer* in the middle and high school English/ELA classroom.

I am honored that our work of the last year has fulfilled our mission. We will continue to fight the good fight in collaboration and solidarity with each other and with NCTE members and leadership.

The mission of the LGBTQIA+ Advisory Committee is to develop plans to assist teachers in making schools, colleges, and universities safe and welcoming places for lesbian, gay, bisexual, transgender, gender nonconforming, intersex, queer, and questioning people, and their allies to initiate and sustain conversation about the relevance of gendered, sexual, and affectional identities to reading and writing lives, to teaching lives, and to the well-being of students; to promote inquiry into issues of sexuality and gender identity and expression in the teaching of literacy and literature; to encourage proposals for presentation of such inquiry through public meetings such as the NCTE Annual Convention; to support individuals in the production of publishable written reports of such inquiry; and to select excellent proposals for inclusion in the Annual Convention.