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## Meet the 2022-2025 Co-Editors - Statement of Acceptance

Raven L. Jones  
*Michigan State University*

Tanya Upthegrove Gregory  
*Ruth Mott Foundation*

Alexandra Sánchez  
*East Lansing Public Schools*

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## Meet the 2022-2025 Co-Editors

### Statement of Acceptance

**W**e are so thankful to Shireen, Kaitlin, and Christina, the current co-editors of the *Language Arts Journal of Michigan*, for their sincerity and expertise with onboarding us as the new co-editors for 2022-2025. Our excitement to continue their legacy with promoting literacy, English language arts, and social justice frameworks is deeply rooted in our commitments to scholarship, community advocacy, and creative ways of being and knowing. Additionally, we are looking forward to collaborating with the Michigan Council of English community and others who seek to create and sustain equitable teaching and learning spaces that advance justice and freedom for all.

- Raven, Tanya and Alexandra



**Raven L. Jones** is a Detroit native and resident and is committed to teaching and empowering children and youth to speak truth to power. As a faculty member in the department of Teacher Education at Michigan State University (MSU), her teaching and work examines culture, equity, and the lived experiences of Black, Indigenous, and People of Color in schools and communities. Dr. Jones's publications and service have been recognized by National Public Radio, Alternatives for Girls, the American Educational Research Association (AERA), *The Journal of Higher Education*, the Detroit Public Library, the *English Education Journal*, The Museum of Contemporary Art Detroit, and other organizations. Additionally, Raven has been the recipient of the Grace Lee Boggs Center to Nurture Community Leadership fellowship, the Andrew W. Mellon Foundation's Democratizing Knowledge Institute fellowship, the Martha's Vineyard Institute of Creative Writing fellowship, the Ford Foundation, and the Fulbright-Hays Program. Dr. Jones has also received the Excellence in Diversity Award from MSU and the Early

Career Educator of Color Leadership Award from the National Council of Teachers of English. She is a member of the Michigan Council of Teachers of English, the National Council of Teachers of English, the American Education Research Association, the Charles H. Wright Museum of African American History, and the National Scrabble Association. She currently serves as the Co-chair for Section 9 (Transformation in Teacher Education Policies, Research, and Practices) of AERA's Division K (Teaching and Teacher Education). Raven enjoys making tacos, nurturing plants, and playing Scrabble with her daughter, Zuri Hudson.



**Tanya Upthegrove Gregory** is a Learning and Evaluation Officer at the Ruth Mott Foundation, where she supports grantees in tracking data and effectively measuring outcomes for programs which benefit the northside of Flint, Michigan. As a nonprofit professional, her body of work over the past 22 years has been situated at the intersection of youth development, workforce development, and community engagement. After working in the Chicagoland region, Southeast Asia and Metro DC, Tanya returned to Michigan to focus her efforts on community impact across the state and within her hometown, Inkster, where she led the Inkster Family Literacy Movement, a social innovation fund initiative based within Starfish Family Services. Tanya is currently a doctoral student in the Higher, Adult, and Lifelong Education program within the Michigan State University College of Education. Her research is focused on Historically Black Colleges and Universities and community assets in urban contexts, which support college access

and success. Tanya is actively engaged in the Council for Michigan Foundations, where she coordinates a statewide learning and evaluation peer-based community. She is also a member of the American Evaluation Association, Association for the Study of Higher Education, and the American Education Research Association. Tanya is a self-proclaimed Hip-Hop aficionado and leads the monthly online book club *Turning Pages: Book Talks for Black Folks*. She resides in Saginaw with her husband Kevin.



**Alexandra Sánchez** is a full-time elementary educator. She believes in creating classroom and school environments that are humanizing and liberating. Her philosophy of teaching centers around three pillars: (1) Children must be loved and affirmed; (2) children must be taught how to think critically; and (3) children must be given the tools and opportunities to recognize and develop their agency. Alexandra believes partnerships with children’s families and the community support nurturing and meaningful educational opportunities for children. She utilizes project-based teaching practices to make learning relevant and engaging, and she incorporates rich texts in her instruction. Her favorite part of the school day is engaging in read-alouds. Alexandra continues to read and learn with and from others to grow as an anti-bias/antiracist educator. Alexandra has served on multiple English Language Arts committees, designed and facilitated professional learning for her colleagues, and created a social justice book club for students and their families. She currently serves on the social justice team at her school. Alexandra teaches in East Lansing Public Schools.

