>>> NEWSLETTER <<<

LITERACY RESEARCH ASSOCIATION NEWS

TOP NEWS OF THE MONTH

Dear LRA Community,

The 74th Annual Conference is rapidly approaching. It will soon be time for us to convene to discuss literacy research aligned with this year's conference theme. Our conference chair and associate conference chair, Fenice Boyd and Cynthia Brock, have posed a charge to make 'good trouble' that actuates agency. Building on LRA's conference foundations, they have added new elements to elevate the conference experience so that it is intellectually rewarding, linguistically stimulating, and culturally affirming. You do not want to miss this year's conference. Please register and reserve your room.

The Board continues to work hard on behalf LRA and will soon select the next editors for the Journal of Literacy Research. More details will be provided following our next meeting.

Our parliamentarian, Cassie Brownell, who has served LRA with a high degree of integrity and commitment to honor our Bylaws and PPH plans to step away from her role at the end of this year's conference in Atlanta. This will afford her time to lead and engage with several new research projects. I would like to appoint a new parliamentarian with the Board's approval at the next meeting. Please let me know if you would like to be considered for this very important position on LRA's executive committee. I also look forward to receiving nominations for this position.

LRA is looking for volunteers for LRA's Standing Committees, Awards Committees, ICGs, and Areas. Please consider completing the volunteer survey which can be found here.

Lastly, I will be leading a US delegation to Cuba from December 9th – December 13th that will focus on advancing reading and literacy education. The topics of discussion will include building a community of literacy researchers, addressing literacy hierarchies, using literacy to shape social and scientific justice, and discussing literacy and policy. I look forward to traveling with members of LRA. More details and the application to travel can be found here.

Our next scheduled Board meeting will take place on 10.4.24.

Alfred W. Tatum
President

Dear LRA Community,

We hope your summer was enjoyable and relaxing! We've been working extremely hard to plan our 74th Annual Conference in Atlanta, and we are excited about what's to come! The total number of proposals submitted for this year's conference was 1,051 including 25 proposals submitted in 12 different languages other than English. These languages include Romanian, Turkish, French, Spanish, Korean, Greek, Kazakh, Italian, Russian, Chinese (Mandarin and Cantonese), Arabic, and Japanese.

A heartfelt "Thank You" to all Area Chairs! Our conference would not be possible without their leadership, dedication, commitment, and facilitation of a complicated review process. Additionally, a very special "Thank you" is extended to Area 8 Chairs and Raúl Alberto Mora for leading the extraordinary responsibility of facilitating a review and adjudication process for the multilingual proposal submission pilot. The ongoing communication, and virtual meetings have been meaningful and worthwhile. We've learned a great deal throughout this journey and the conference committee and Board of Directors are looking forward to hearing more about this experience as we revisit and revise the initiative for the 75th annual conference.

Clark Atlanta University's outstanding drumline is rendering a performance to open Wednesday's Plenary Session! Our President, Dr. Alfred Tatum will be the first to present the Honorable Recognition of a K-12 Teacher certificate from LRA. This teacher, selected by Al, is one who has influenced and impacted his life in a special way.

We are featuring several special sessions including a panel of 1) Colleges of Education and State Department of Education Administrators, 2) a Study Group of K-12 public school educators, and 3) a group of doctoral students. Also, Area Chairs selected sessions will be featured in the conference program.

We are thrilled to share our keynote speakers' biographies and abstracts for Friday's Plenary Sessions, and the biography of the young artist who designed the cover art for the conference program.

Derrick P. Alridge is the Philip J. Gibson Professor of Education at the University of Virginia. His research interests include the history of education in the United States, American educational thought, and the civil rights movement and education. A former middle and high school social studies and history teacher, Alridge is the principal investigator of the Teachers in the Movement Oral History Project and the founding Director of the Center for

Race and Public Education in the South. The title of his presentation and abstract is:

Oral History as "Soul Work": Hearing and Telling the Stories of Civil Rights Era Teachers

Drawing on work from his large-scale Spencer-funded oral history project, Teachers in the Movement, Professor Alridge will discuss the project's nature; examine oral history and the oral tradition as culturally grounded methods in education research. Highlighting oral history interviews from his project, he will demonstrate how his concept of "soul work" surfaces and retells the history of teachers who have gone largely unheard and underrecognized as activists in the Civil Rights Movement.

Mollie V. Blackburn is a Professor in the Department of Teaching and Learning and affiliated with Women's, Gender, and Sexuality Studies at the Ohio State University. Her research focuses on literacy, language, and social change, with particular attention to queer youth and the teachers who teach them. The title of her presentation and abstract is:

Be(com)ing A/Part of/from a National Community
in a High School LGBTQ+-themed Literature Course

Between January of 2015 and June of 2016, Professor Blackburn taught high school juniors and seniors in an LGBTQ+-themed literature course in a queer-friendly high school. In doing so, she was striving to contribute to a scholarly conversation about LGBTQ+-inclusive curricula and pedagogy with particular attention to secondary English Language Arts. Her goal was to center LGBTQ+ people over the course of a semester, which created space for the students and her to talk about all sorts of identities that intersect with queer sexual and gender identities, including nationality, which is the focus of her presentation. The study was a blend of ethnography and teacher research in which Prof. Blackburn worked with a colleague to write field notes, record class discussions, and collect materials produced by teacher(s) and students. These data were analyzed iteratively and recursively, in a constant comparative method, which resulted in a collection of codes, including one on nationality. She found that students used language, including written language, to become and be a part of and apart from a nation as they engaged with Whitman, Hughes, and Ginsberg, among others. Sometimes some students imagined "America" inclusively and other times exclusively. Based on these findings, she argues that teachers and students must not only remember but also own our national biography, including its violence, to move forward more justly.

Lillianna Zhang is from Buffalo, NY and a recent graduate from the University of Pittsburgh. She is currently back in her hometown researching adolescent alcohol use and prevention at the University at Buffalo, SUNY. While her collegiate experience was mostly focused on STEM, she has always had a passion for visual art and enjoys drawing and design in her free time. Lillianna is the daughter of our colleague Mary McVee and Jan Zhang.

Fenice B. Boyd, Conference Chair
Cynthia H. Brock, Associate Conference Chair

LRA 2024 Conference Cover Art
Designed by: Lillianna Zhang

ANNOUNCEMENTS

Member Book Releases

The Power of Instructional Coaching in Context: A Systems View for Aligning Content and Coaching (more information: www.guilford.com/p/ippolito).
By: Dr. Rita Bean and Dr. Jacy Ippolito

Composing Print, Digital, and Multimodal Texts in Classrooms
By: Dorian L. Harrison and Tiffany A. Flowers
Please follow this link to order an advance copy of the text.

Beyond the Basics
By: Tiffany A. Flowers and Hiawatha Smith
Please follow this link to order a copy of the text.

Have an article for the newsletter? Email us at: lrahq@literacyresearchassociation.org

74TH ANNUAL CONFERENCE

THE WESTIN PEACHTREE PLAZA, ATLANTA GA

DECEMBER 4 - DECEMBER 7, 2024

LITERACY RESEARCH ASSOCIATION

"EMPOWERMENT LITERACY(IES): MAKING 'GOOD TROUBLE' THAT ACTUATES AGENCY"

SOUTH CAROLINA
Ambassadors of
Educational Justice

Click Here to Play Video

LITERACY
RESEARCH
ASSOCIATION

"Never, ever be afraid to make some noise and get in good trouble, necessary trouble."
Congressman John Lewis

Register for the 74th Annual Conference!

Register by October 15th to get the Early-Bird registration rate.

Not a member? Become a member today and save $180 on registration!
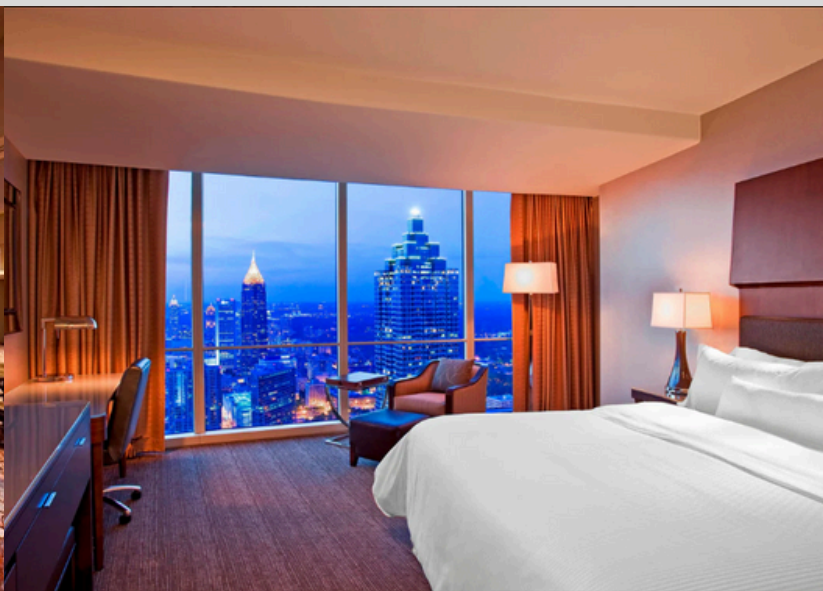
Click Here to Join LRA

Click Here to Register

BOOK YOUR HOTEL ROOM

Room Rate

$170/ Night

Click Here to Book Now

Integrative Research Review Panel

Aria Razfar is Professor of Literacy, Language, and Culture and an affiliate with Linguistics and Medical Education at the University of Illinois, Chicago. Aria has established himself as one of the leading scholars in the fields of applied linguistics, education, and learning sciences. The U.S. Department of Education and NSF have provided major funding for his research and he's one of the lead editors of the Journal of Literacy Research. Aria's work is anchored in communities whose language practices have been historically marginalized in many formal and official spaces of society; thus, there is an explicit social justice character to his research.

Kate Kedley is Associate Professor in the College of Education at Rowan University. Kate's research centers on critical literacy and education, public engagement, LGBTQ and young adult literature; language education, and social and educational movements in Honduras. Kate holds graduate certificates in Professional Writing and in Gender, Women's, and Sexuality Studies. Kate is a former English language arts and driver's education teacher in Iowa, Arizona, and Honduras.

Integrative Research Review Panel

Regina Ciphrah is the CEO and Principal of Verbalizing Visions, LLC. A former high school chemistry teacher, and a University of South Carolina alumna, her dissertation explored the intricate world of genetics and breast cancer health disparities. Her dissertation illuminated the transformative power of transdisciplinary curriculum. Regina has a special passion for STEM education and is a champion of culturally sustaining STEM pedagogies, anchored within Gullah/Geechee communities.

Zhihui Fang is Professor and Head of Reading and Literacy Education, in the School of Teaching and Learning, at the University of Florida. His expertise includes language and literacy learning, reading teacher education, and functional linguistics in education. Zhihui's recent research explores the roles of language and literacy in disciplinary meaning making. He has been active in promoting a linguistically informed, responsive, and embedded pedagogy for literacy instruction across content areas.

LRA's 75th Annual Conference
Planet Hollywood
LAS VEGAS
December 3 - December 6, 2025

The Reading Hall of Fame
Emerging Scholars Fellowship

The Emerging Scholars Fellowship (ESF) program, sponsored by the Reading Hall of Fame, invites applications for the 2024 competition. The ESF was founded to support young scholars by pairing them with Reading Hall of Fame mentors during their first two years of a college or university tenure-track appointment. The program is intended to help emerging scholars to maintain their focus on research and publication as they make their way from the mentored experience of doctoral study to the multiple demands of a full-time, faculty position.

Eligibility: (a) Have recently completed a PhD or EdD in literacy education or a related field. (b) Have been appointed to an initial, tenure-track position with a literacy focus on at a college or university during the period from the fall semester 2023 to the fall semester 2024, inclusive. (c) Commit to working with a Reading Hall of Fame mentor for a two-year period.

Deadline: Complete and upload all application requirements by 11:59 p.m. on Tuesday, September 17, 2024. Fellowship recipients (and their mentors) will be notified of their selection by Tuesday, October 15, 2024. The Dean of the institution at which the scholar is employed also will receive a copy of the acceptance letter. Other applicants will be notified by October 15th that they have not been selected.

For additional details about the program and to access the online application, please visit links below:

https://www.readinghalloffame.org/reading-hall-fame-emerging-scholars-fellowship

https://www.readinghalloffame.org/emerging-scholars-fellowship-application

The Oscar S. Causey Award

LITERACY RESEARCH ASSOCIATION

The Oscar S. Causey Committee invites nominations for the prestigious Oscar S. Causey Award, one of the highest honors awarded by the Literacy Research Association. This award recognizes exceptional contributions to the field of literacy research, and we encourage members to nominate colleagues who have demonstrated outstanding scholarship and leadership.

Nominations should include a comprehensive copy of the nominee's current, full curriculum vita, detailing their academic and professional accomplishments. Additionally, a nominating letter authored by a current LRA member should be submitted. This letter should highlight the nominee's significant contributions to literacy research and articulate why they are deserving of this distinguished award.

Nominations are to be submitted electronically to the Chair of the Oscar S. Causey Committee, Patricia Edwards, via email at edwards6@msu.edu. Nominations remain active for three years, during which time they will be considered unless the nominee is awarded. After this period, previous nominees may be re-nominated with an updated CV and nominating letter.

Please submit all new and updated nominations by September 30th. Your participation in this process is crucial in recognizing and celebrating the exceptional scholars within our community.

The P. David Pearson Scholarly Influence Award

The Literacy Research Association (LRA) is seeking nominations for the P. David Pearson Scholarly Influence Award. The purpose of this annual award is to honor, in P. David Pearson's name, the author(s) of an article, chapter, or book written at least5 years prior to the nomination, which has positively and demonstrably influenced literacy practices and/or policies within district, school and/or classroom contexts.

Nominators should demonstrate how the findings or implications of the article, chapter, or book have been used directly by educators or education personnel to craft influential policies and/or initiate and implement innovative classroom practices. Self-nominations are welcomed. Please read the following procedures for additional details regarding this award.

The P. David Pearson Scholarly Influence Award is presented at the Annual Conference and recipients receive a plaque and monetary award.

Procedures for Nomination
Authors wishing to be considered for the P. David Pearson Scholarly Influence Award, or a person who wishes to nominate the author(s) of a piece of writing, are asked to submit the **nominated piece**, along with a **letter of nomination** laying out the case for the nomination and providing documentation regarding the influence of the piece on educators' practices and/or curricula, and/or policy. Impact and influence can be measured both qualitatively (e.g., through testimonials from practitioners and policymakers) and quantitatively (e.g., through citation data).

The nomination materials should also include the **CV**(s) of the nominated author(s) which can be helpful to situating the nominated piece within a larger body of work and can provide further evidence of influence/impact.

The P. David Pearson Scholarly Influence Award (continued)

Please note that nominations will be considered automatically for a period of three years and that nominators can revise and/or amend the nomination package for the subsequent years that the nomination is under consideration. The nomination package should be sent to the cochairs of the P. David Pearson Scholarly Influence Award Committee by **September 30th, 2024**. The cochairs are: Miranda Fitzgerald (mfitzg21@uncc.edu) and Annemarie Palincsar (annemari@umich.edu).

Each nomination package will be reviewed and scored for evidence of depth, breadth, and duration of the influence, or potential for influence, over time.

DEPTH: The influence of the article/chapter/book on literacy policy or practice has been deeply positive/substantial.

- **Clarification/evidence (for example):** Nomination letter and/or other materials may speak to depth of influence by describing/illustrating the (a) unique contribution of the piece (b) ways in which the piece ushered in a paradigm shift, (c) innovative/revolutionary findings and/or implications of the piece, etc.

BREADTH: The influence of the article/chapter/book on literacy policy or practice has been widespread.

- **Clarification/evidence (for example):** Nomination letter and/or other materials may speak to the breadth of influence/impact by describing/illustrating the (a) influence of the piece within a broader program of research, (b) uptake of findings/implications of the piece by different authors/subsequent publications, (c) reach of the impact/influence on classrooms/schools/districts, etc.

The P. David Pearson Scholarly Influence Award (continued)

ENDURANCE or POTENTIAL FOR LONG-TERM INFLUENCE: The influence of the article/chapter/book on literacy policy or practice has been sustained over time.

- **Clarification/evidence (for example):** Nomination letter and/or other materials may speak to the duration/endurance of influence by describing/illustrating the (a) influence of the piece over time by on manuscripts that were published (by the nominated author/authors) following the publication of the nominated piece, (b) ways in which the findings/implications of the piece have been taken up in policy/instructional practice over a period of time, (c) how the influence/impact of the piece has grown over time, etc.

P. David Pearson Scholarly Influence Award Co-Chairs:
Miranda Fitzgerald, mfitzg21@uncc.edu
Annemarie Palincsar, annemari@umich.edu

The Arthur Applebee Award

Please take a moment to submit a nomination for an article for the Arthur Applebee Award for Excellence in Research on Literacy. The deadline is Tuesday, September 3, 2024.

The Arthur Applebee Award for Excellence in Research on Literacy is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year. The award is presented in memory of University at Albany - SUNY Distinguished Professor Arthur N. Applebee, internationally renowned for his seminal scholarship in the fields of literacy and language learning,

Eligibility
In order to be considered for the Arthur Applebee Award, an article must meet the following eligibility requirements:
(1) A research article published in a refereed journal between January 1, 2023 and December 31, 2023 (for the 2024 recipient). For articles appearing in print only or in both print and on-line versions, the date of print version should be used to determine the date of publication. For articles appearing only on-line, the date of releases should be used to determine the year of publication. If you are at all uncertain, please consult the journal editors to determine what they regard as the official year of publication.
(2) Refereed journals are construed to include journals published around the world, with the proviso that the content is available in English.

Criteria for Consideration for the Award
The topic of literacy research is construed broadly to include research that informs literacy theory, practice, and/or policy. Nominated articles should

The Arthur Applebee Award (continued)

make significant contributions to the field, yielding the kind of "ah ha" moment that causes the field to see ideas in new ways with promise to positively influence literacy education. Contributions to the field may include articles that either substantively develop or add to an existing area of research, combine existing areas of research, or create a new or less considered area of investigation. As an award of the Literacy Research Association, the award focuses on the broadest possible conceptualization of literacy, including all the epistemological, methodological, disciplinary, and topical perspectives found in LRA.

Award Details
Recipients of the award receive a small cash award and a plaque commemorating the award. The authors are also recognized during a general session of the conference. For more information, see https://literacyresearchassociation.org/arthur-applebee-award-for-excellence-in-research-on-literacy/.

Nomination Process
To nominate an article, send an electronic copy of the article and a nomination letter to Cynthia Greenleaf (greenleaf.cynthia@gmail.com) by Tuesday, September 3, 2024. Nomination letters should describe how the article addresses award criteria in no more than 250 words. Self-nominations are accepted.

Cynthia Greenleaf, Ph.D.
Senior Research Scientist (emerita)
WestEd

The J. Michael Parker Award

The J. Michael Parker Award Committee invites you to submit your accepted LRA paper in the field of adult literacy learning and instruction for consideration for the **2024 J. Michael Parker Award**, which will be presented at this year's Literacy Research Association's annual meeting.

LRA awards the **J. Michael Parker Award** to encourage research in adult literacy. The award is given to a doctoral student or early-career, untenured faculty for papers they present at the conference that address adult learning or education. The award is designed to encourage work in adult literacy with a variety of populations, including, but not limited to, learners in formal settings such as adult basic education and ESOL classes, family literacies with an emphasis on the adult, as well as those engaged in literacy practices embedded in diverse cultural and community settings. The award was established in 2001 in honor of J. Michael Parker, winner of LRA's Student Outstanding Research Award.

The J. Michael Parker Award recognizes one single or co-authored paper annually. The awarded paper must have been accepted to be presented at the 2024 LRA annual conference and be co/authored by doctoral student(s) and/or early-career, untenured faculty. The author(s) must still be at this early career stage at the time of submission (October 15, 2024). A paper will be chosen by the selection committee for the significance of its contribution to theory and/or practice of adult literacy learning and instruction. Recipients of the award receive a small cash award to be used for conference expenses and are recognized during a general session of the conference with a small plaque.

The LRA member selected for receiving the J. Michael Parker Award should conduct research that is judged capable of making a significant contribution to theory and/or practice of adult literacy learning and instruction. This means that:

The J. Michael Parker Award (continued)

1. The Committee considers the methodology to be appropriate to the research question and of sufficient rigor;
2. The implications of the research are of a scope needed to impact the field;
3. The author(s) must be a doctoral student or an untenured professor at the time of submission; and
4. The paper meets the Eligibility Criteria described below.

In order to be considered for the Award, applicants must meet the following eligibility requirements:

1. The author(s) of the paper are doctoral students or untenured faculty at the time of the paper submission (October 15, prior to the Annual Meeting);
2. The paper is based on a proposal **accepted** for presentation at the LRA Annual Meeting;
3. The author(s) of the paper are LRA members in good standing at the time of the paper submission;
4. The participants are adult students outside of traditional college classrooms (i.e., excludes graduate students, teacher education, and disciplinary literacy);
5. The study should have taken place outside of a K-12 school-based setting. Specifically, it should have taken place in a community-based education setting, such as a GED/ABE/ESL setting, community college, family literacy program, unhoused/homeless/transient housing setting, developmental education program, education program for incarcerated individuals, or in a community-organizing setting. *The study should not have taken place in a college-credit/credit-bearing writing course.*

Please learn more about the award and the selection criteria here:
https://literacyresearchassociation.org/j-michael-parker-award/

The J. Michael Parker Award (continued)

Submission process

Please submit the following items by **October 15, 2024**, via email, to Dr. Alicia Rusoja (arrusoja@ucdavis.edu):

1. The full research paper that was accepted to be presented at **LRA's 2024 Annual Meeting**. The paper must be no longer than 25 double-spaced pages (12 font), excluding references and appendices. Important: the research paper should be blinded with no identifying information. It should be sent in a Microsoft Word or PDF format.
2. A one-page cover letter should include the following information:

- Status (doctoral student or untenured faculty) of each author Information about LRA presentation
- Date/time/type of session
- A paragraph addressing how the paper meets the award criteria (see award criteria here: https://literacyresearchassociation.org/j-michael-parker-award/
- If the paper is a small part of a larger study, describe the context and methodology of the larger study.
- If the research is part of work conducted by an advisor/tenured faculty member, describe whether/how this is so.

Potential applicants are encouraged to contact the award chair (Alicia Rusoja, arrusoja@ucdavis.edu) to discuss how their research may fit with the intentions of the award and to make inquiries. Please note "**J. Michael Parker Award**" in your email title.

Alicia Rusoja, Ph.D.
Assistant professor, School of Education
University of California, Davis
arrusoja@ucdavis.edu

Ethnicity, Race, and Multilingualism Committee Travel Award

To LRA Members and Colleagues:

The *Ethnicity, Race, and Multilingualism Committee Travel Awards* for 2024 will open on September 1st. If you identify as ethnically, racially, and/or linguistically diverse and plan to present at the LRA 2024 conference, please consider applying. See details below.

Ethnicity, Race and Multilingualism Committee of the Literacy Research Association
Travel Awards 2024

The Ethnicity, Race and Multilingualism Committee (ERM) is committed to honoring, promoting, and supporting the work of scholars from diverse backgrounds. A select number of Travel Awards will be granted to qualified candidates who show promise of scholarship and engagement in the literacy field.

Eligibility:
Eligible candidates are doctoral students or assistant professors from underrepresented ethnic, racial, or linguistic backgrounds, who have: (1) received acceptance of their proposal/s for presentation at the 2024 LRA conference; and (2) not received the ERM Travel Award previously. Special consideration will be given to candidates whose LRA presentations reflect [the purpose of the ERM Committee](#).

Ethnicity, Race, and Multilingualism Committee Travel Award (continued)

Nomination Materials:
ALL nomination materials should be submitted as a **single pdf** from the applicant in the order listed:
(1) a letter of interest attesting that the applicant has not received the award previously and that the applicant self-identifies as being from an underrepresented ethnic, racial, or linguistic background; (2) a copy of the accepted proposal/s for the 2024 LRA conference; (3) a copy of the notification of the accepted proposal/s from LRA; and (4) the applicant's curriculum vitae.
** **A single PDF**, titled with applicant name followed by all requested materials, in the order listed.

Only complete nomination packets will be considered.

Deadline: **September 27th, 2024**
Contact Persons:
Please send inquiries to Drs. Eliza Braden and Kristen L Pratt, ERM Travel Awards Subcommittee, at allenel1@mailbox.sc.edu and prattk@wou.edu. Submit complete nomination packets here. Applicants will receive a confirmation email regarding receipt of submission and will be notified sometime after October 25th regarding award acceptance.

Reading Research Quarterly Special Collection: Centering Equity in the Science of Reading

The Science of Reading (SOR) is a broad and evolving body of empirical research about reading processes, components, instruction, and assessment. SOR extends beyond fundamental aspects such as phonics, encompassing endeavours to enhance students' reading comprehension, interest, and literary lives. Given its crucial role, reading is typically presumed to be thoroughly understood by researchers. However, reading as a research field is characterized by complexity and contention, encompassing diverse methodologies, emerging and shifting definitions, and questions regarding optimal approaches toward reading instruction.

Adding to this complexity is the question of the extent to which reading science centers equitable instruction and asset-based pedagogies. We conceptualize asset-based pedagogies as an approach to reading research and instruction that eliminates deficit framing concerning readers' backgrounds or histories and that centers the perspectives, cultures, languages, and contexts of students who come from minoritized communities (López, 2024). Asset-based pedagogy can be understood as an umbrella term that encompasses culturally relevant pedagogy (Ladson-Billings, 1995), culturally responsive teaching (Gay, 1995), and funds of knowledge (Gonzalez et al., 1995), among other terms.

In this special collection from *Reading Research Quarterly*, our attention is directed toward the integration of the science of reading with asset-based approaches to research and instruction. We are particularly interested in applications of asset-based approaches to studies that involved the use of technologies and digital media as these are currently under-represented in the field. **We invite researchers to submit 500-word abstracts based on recent empirical studies, literature reviews, or commentaries on asset-based approaches to the science of reading**. Abstracts should be emailed to **natalia.kucirkova@uis.no** and **chattan@unc.edu** no later than **September 29, 2024**.

From the abstracts, 8–12 authors (and their collaborators) will be invited to submit full manuscripts for peer review. We welcome submissions from early-career researchers and researchers who come from historically minoritized communities, as well as more established scholars. We strongly encourage methodological plurality with both qualitative and quantitative approaches, as well as varied or integrated theoretical perspectives. We encourage the use of asset-based language when discussing participants, such as students or teachers.

Some of the topics we are interested in including in the special collection are:

- Foundational skills (e.g., phonological awareness, decoding)
- Decoding in transparent (not opaque) and less orthographically complex languages
- Comprehension, especially across multiple texts and modalities
- Activating and building background knowledge
- Reading motivation and engagement
- Multilingualism
- Effective digital reading scaffolds and digital learning approaches
- Equitable assessment practices
- The role of culture and context in reading
- Reading–writing connections
- Instructional practices

To the extent possible, we encourage integration across topics.

Reading Research Quarterly Special Collection: Centering Equity in the Science of Reading

Timeline: Due to the urgency of this work, we anticipate an expedited schedule of moving from abstract acceptance to manuscript development, through review and revision and, ultimately, to publication. Acceptance of an abstract does not guarantee publication; all manuscripts will go through the peer review process. Authors who are asked to submit manuscripts will be expected to work quickly through this process.

- **September 29, 2024**: Abstracts due
- **October 29, 2024**: Abstract authors informed of whether they can proceed to submission of a paper
- **January 15, 2025**: Final date for manuscript submissions
- **March 1, 2025**: The first peer review phase should be completed and decision letters sent to authors
- **April 15, 2025**: Final date for revised manuscript submissions
- **June 30, 2025**: The second peer review phase should be completed and decision letters sent to authors
- **August 15, 2025**: Final date for final manuscript submissions

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JOB BOARD

CLEMSON UNIVERSITY

CHAIR, DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

SANTA CLARA UNIVERSITY

A TENURE/TENURE TRACK PROFESSOR (OPEN RANK) READING/LITERACY EDUCATION

UNIVERSITY OF WISCONSIN-MADISON

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THE UNIVERSITY OF CALIFORNIA, BERKELEY SCHOOL OF EDUCATION

ASSISTANT PROFESSOR — READING DEVELOPMENT IN THE EARLY GRADES

WITH AN EMPHASIS ON DIVERSE CHILDHOODS