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ILA APPOINTS INTERNATIONAL EDITORIAL TEAM TO LEAD *READING RESEARCH QUARTERLY*

New editors bring global perspective and a commitment to amplifying underrepresented voices in literacy research

NEWARK, Del. (January 23, 2026) — The International Literacy Association (ILA) has announced the appointment of a new distinguished and diverse editorial team for *Reading Research Quarterly* (*RRQ*), the leading global journal publishing multidisciplinary, peer-reviewed scholarship on literacy among learners of all ages. Collectively, the team spans a wide range of research paradigms with a blend of academic distinction, editorial experience, and diverse methodological and theoretical expertise.

Representing institutions across the United States, Central Asia, and the Asia-Pacific region, the incoming editorial team brings deep disciplinary expertise and global perspective to *RRQ*'s leadership:

- **Chase Young**, professor and associate director of assessments in the School of Teaching and Learning, Sam Houston State University
- **Juan Araújo**, professor and director of the School of Education, Texas Woman's University
- **Michelle Bedeker**, associate professor and head of department, New Uzbekistan University
- **Janet S. Gaffney**, professor and director of the Marie Clay Research Centre, University of Auckland
- **Bethanie C. Pletcher**, professor in the Curriculum, Instruction, and Learning Sciences Department, Texas A&M University

The team's vision is well-aligned with *RRQ*'s mission to advance high-quality, methodologically rigorous, and theoretically grounded research in literacy.

"Our shared editorial values—such as fostering ethical and transparent peer review, promoting methodological integrity, and advancing conceptual depth—form a unified foundation for collaborative leadership," the team stated. "Together, we are equipped to engage with the full spectrum of submissions to *RRQ*."

The team is motivated by the opportunity to amplify international and underrepresented voices, deepen the journal's engagement with critical and interdisciplinary perspectives, and support research that employs innovative and emerging methodologies.

In the coming years, they plan to elevate the journal's role as a global platform for consequential and conceptually rich literacy research, ensuring that *RRQ* continues to publish innovative, trustworthy, and inclusive scholarship that shapes the future of literacy studies worldwide.

The incoming team's term begins this year and concludes in 2029. The first year of the new team's term will overlap with the final year of outgoing editors Jennifer Rowsell, Christian Ehret, Natalia Kucirkova, and Cheryl McLean.

RRQ provides high-quality, classroom-tested ideas as well as reflections on literacy trends, issues and research. The reach and influence of the journal is extensive. *RRQ* had over 589,000 article views in the last year and has a circulation of more than 6,500 academic institutions.

For more information about *RRQ*, visit [ILA's website](#).

About the International Literacy Association

The International Literacy Association (ILA) is a professional membership organization of literacy educators, researchers and experts spanning 128 countries. For 70 years, ILA has set the standard for how literacy is defined, taught and evaluated, connecting research and practice to improve the quality of literacy learning across the globe. Through its Standards for the Preparation of Literacy Professionals, ILA provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, which include three peer-reviewed and edited journals—*The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*. Learn more at [literacyworldwide.org](#).

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