

**APPLICATION FOR EDITORSHIP
OF *THE READING TEACHER***

To complete this application, respond directly and completely to each item. The application form includes four parts, covering personal information, professional background, editorial vision, and an attestation concerning the good will of the Association.

In addition to the completed application document, candidates must submit the following:

1. A cover letter
2. A full curriculum vitae for each member of the applicant team
3. A letter from each team member's institution, indicating the level of institutional support offered should the team be successful (If both members are from the same institution, a single letter covering both applicants is sufficient.)

A complete application packet must be emailed to publications@reading.org with the subject line "RT Editorship Application" no later than 11:59 p.m. ET on October 15, 2019.

Receipt of applications will be acknowledged by return email within 48 hours.

Personal Information

For each member of the applicant team:

- A. List below full name, professional title, academic affiliation, and complete contact information.
- B. Provide the names, telephone numbers, and email addresses of three people who can serve as professional references for your application. Following ILA's guidelines for journal editor searches, references should not include current members of the ILA Board of Directors, nor incumbent editors of ILA journals. Note also that references will be contacted only for teams advanced to the interview phase.

Professional Background

For each member of the applicant team:

- A. Describe any past experience in editing professional or scholarly publications. List the titles of the publications, their publication schedules, whether they were peer reviewed, their intended audience(s) (e.g., researchers, teacher educators, school-based professionals), the nature of the workload, and the tasks performed.
- B. List all publications for which you have served as a guest editor or peer reviewer, noting dates of service in each case. With respect to service as a reviewer, indicate whether you served as a standing member of a review board or on an occasional or ad hoc basis.
- C. List in reverse chronological order all prior service to the International Literacy Association (including publications, conference presentations, committee memberships, etc.).
- D. Identify whether you are currently editing a publication of any kind. If so, explain why this commitment does not present a conflict of interest and will not affect your ability to manage the workload associated with editing *The Reading Teacher*.
- E. Identify whether you are currently a principal investigator (PI) or co-PI on a research grant. If so, summarize the nature and extent of that commitment and explain why the workload involved will not interfere with the responsibilities of editing *The Reading Teacher*.
- F. Note specifically whether your institution will support your editorship with any or all of the following:
 - Course release (if so, indicate your anticipated teaching load during your editorship)
 - Reduction of committee work
 - Graduate assistant
 - Office space
 - Computer, telephone, fax, and related services
- G. Indicate how long the members of the applicant team have known each other and list any prior professional collaborations.
- H. Identify whether you are submitting an application to serve as coeditors or as a team of editor and associate editor. In either case, describe how you envision your collaboration and the ways in which you will share editorial workload and responsibilities.

Editorial Vision

- A. Why would your team be the ideal choice to edit one of the leading journals in the field of literacy education?
- B. What is your perception of *The Reading Teacher's* current position among competing journals and other professional and scholarly resources?
- C. What is your assessment of the journal's current strengths and untapped potential?
- D. *The Reading Teacher* publishes well-written, high-quality, and original descriptions of research-based instruction. Articles published in *The Reading Teacher* provide an appropriate blend of practical applications and solid theory, draw on diverse theoretical frames and methodologies, and aim to improve literacy learning for children up to age 12. How will you ensure that the journal maintains its high degree of scholarship and relevance to the real needs of today's practitioners?
- E. What are the most critical issues that need to be brought before the journal's readership in the next two to five years? Who would be the ideal authors to write on these issues? Why?
- F. Would you recommend any significant changes in the publication? If so, identify the specific changes in detail and explain your reasons for proposing them.
- G. What are your strategies for increasing *The Reading Teacher's* readership?
- H. What are your plans to use/extend social networking contexts to engage and connect audiences of *The Reading Teacher*?

Attestation Concerning the Good Will of the Association

By submitting this application, I (we) attest that at no time have I (we) ever participated in, or been associated with, illegal or unethical conduct of such a nature as would bring the good name of ILA into disrepute or low esteem should I (we) be awarded the editorship. I (we) understand that a failure of truthful compliance with the terms of this attestation is grounds for immediate dismissal from the editorship upon discovery of such a breach.

Signed:

Applicant

Coapplicant