

Meet the Candidates for the SSSR Vice President

The SSSR Nominations Committee is proud to present to you the following candidates for the SSSR Vice President position.

Penelope Collins

Associate Professor, University of California, Irvine



I am an Associate Professor and Provost Faculty Fellow at the University of California, Irvine. My research examines the development of language and literacy skills among bilingual and language minority students from preschool through adulthood. This includes understanding the basic processes involved in reading and writing development for multilingual students, the efficacy of instructional interventions, and the use digital tools to support literacy development.

SSSR has been integral to my professional development since I was a doctoral student, where I've been inspired by our members' research and warmth. I have served SSSR for over nine years as secretary and treasurer.

As your Vice-President and President, I would maintain the excellence and cordiality of the society and maintain the high quality of the journal, the society finances and the conference. Also, I would encourage greater participation from our young members and scholars from around the world to better our society's diversity.

Nicole Patton-Terry

Professor, Florida State University



Thank you for nominating me to be the Vice President of SSSR. I have been engaged with SSSR for nearly twenty years, first as a graduate student, then as a voting and board member in 2012, and now as chair of the Publications Committee since 2014. I welcome the opportunity to continue to serve SSSR in this new capacity.

Currently, I am a professor and director of the Florida Center for Reading Research (FCRR). I am also the founding Director of The Village at FCRR and the Urban Child Study at Georgia State University—both responsible for creating and maintaining partnerships with diverse community stakeholders to promote reading achievement, school readiness, and school success. My research focuses on young children who are vulnerable to experiencing reading difficulty in school (in particular, African American children and children growing up poverty) and the factors that may protect, promote, or prevent their achievement.