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Editorial Board Changes at *Numeracy*

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Editorial Board Changes at *Numeracy*

Abstract

As our co-founding editors, H. L. Vacher and Dorothy I. Wallace, transition into new roles in the numeracy movement, the journal is pleased to announce new editorial leadership.

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Cover Page Footnote

Nathan D. Grawe is professor of economics at Carleton College and the executive editor of *Numeracy*.

Readers should note changes in the editorial board of the journal, begun last issue and extending through this issue and the next. These changes come as our esteemed founding co-editors, H. L. (Len) Vacher and Dorothy I. Wallace, transition in their roles within the journal. Before introducing the new editors who will be guiding the journal into the future, it is right that we first look back in gratitude on all that Len and Dorothy have accomplished. Working hand-in-hand, Dorothy and Len laid out the vision for what the journal has become.

In their inaugural editorial, Len and Dorothy articulated a vision for the journal to support the National Numeracy Network (NNN)'s mission to "promote education that integrates quantitative skills across all disciplines and at all levels" (Vacher and Wallace 2008, 1). While they didn't state it explicitly, the actual aim was something a bit more profound: to create a forum for the discussion of numeracy so as to create a new interdisciplinary field of scholarship. Proof of their success came in April of this year when Scopus announced that *Numeracy* will be included in its index of journals. In explaining the basis of the journal's incorporation in the index, the Content Selection & Advisory Board noted that the journal has consistently published cited scholarship that "addresses *a subject area* not properly covered by an existing journal" (added emphasis). Where, in 2008 when the journal was launched, the discipline of numeracy existed in minds but had no institutional reality, today the journal provides a locus for our collective work to advance quantitative literacy. It is difficult to overstate the importance of Len's and Dorothy's contribution to our field.

To accomplish the task, the two effectively tag-teamed the required work. Len (geology, University of South Florida) took on the management of peer-reviewed articles, perspectives, and notes. As must be the case for a nascent journal, this often involved approaching scholars who didn't yet realize that their work contained the kernel of a paper and then leading them to that conclusion. If life were fair, Len would be credited with more than a few additional co-authorships through the process. When he wasn't soliciting new contributions or writing one of his own 25 pieces for the journal, Len was providing exceptionally engaged editorial guidance to (often young) writers who had something important to say that became clear through insightful revision. As Len embraces his new Emeritus role at USF, he will continue to provide sage advice as a senior editor.

Dorothy's (mathematics, Dartmouth College) public contributions to the journal came in the form of her every-issue column, *Parts of the Whole*. As explained by Dorothy, her 25 columns took on the question of "systemic workings of education: the forces acting on classrooms, teachers, and students and mechanisms of both stasis and change." As anyone who has written on deadline knows, producing a new column of such quality each and every half-year is a burden. But we have benefited greatly by the consistency of Dorothy's

contributions to the systemic elements of our collective mission (and from her seven additional pieces published in *Numeracy*).

Given their stature, it is perhaps unsurprising that it will take a team far larger than two to sustain what Dorothy and Len have begun. Beginning in volume 12, I have been joined by senior editor Bernie Madison (mathematics, University of Arkansas). Bernie joined the journal only after taking on Emeritus status. His influential career includes service as founding president of the NNN (see Madison and Steen [2008] for a history of the NNN's founding), chair of the MAA Committee on Articulation and Placement, prolific and influential contributor to the journal (Grawe and Vacher 2017), and (along with friend and colleague Lynn Steen) guide to the numeracy movement.

Beginning with the second issue of volume 13, Bernie and I are joined by senior editor Gizem Karaali (mathematics, Pomona College). Gizem brings a deep appreciation for the intersection between mathematics and the humanities. Through a project funded by the National Endowment for the Humanities's Enduring Questions program, editorship at the *Journal of Humanistic Mathematics*, and her own scholarship, Gizem is pushing us to think more broadly about quantitative thought.

In this issue, we are pleased to introduce two new contributing editors. The first, whose inaugural column appears in this issue (Connor 2021), is Charles Connor (geology, USF). His regular column, *Computers for Numeracy*, will provide an applied perspective to our field. Each piece will identify a real-world problem and then offer an answer drawing from basic numeracy skills (often complete with code for those who would like to play along). In addition to his expertise as a scientist, Chuck's service to the journal maintains our important relationship with USF which partners with the NNN to produce *Numeracy*.

In July we look forward to introducing you to a new recurring column by new contributing editor Joel Best (sociology and criminal justice, University of Delaware). Through his influential books related to numeracy which include *Damned Lies and Statistics* (2001), *More Damned Lies and Statistics* (2004), and *Stat-Spotting* (2008), Best has consistently reminded us of the social nature of numbers—for instance, that numbers are not generated from some external source but are socially constructed. We look forward to being prompted through his columns to consider the important contributions that social sciences such as sociology make to our understanding of numeracy.

With so much exciting change afoot, I am particularly grateful for the steadfast work of Michael Catalano (mathematics, Dakota Wesleyan University). Michael edits book reviews (which, judged by download data, are among the most popular pieces published by the journal). Recently, Mike has collaborated with me to add the new "From the Authors" section in which authors of reviewed books provide a

brief introduction to their work. Mike's service fosters productive conversations between authors in our field.

I hope that with a team of now six editors, the journal is able to maintain the high bar set by Len and Dorothy. With a balance of editors from mathematics and the applied disciplines representing public and private institutions large and small, we remain committed to the broad goals articulated by Len and Dorothy in our first issue.

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