

Carla K. Meyer, Ph.D.

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Work
Duquesne University
School of Education
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A. Educational History

- Ph.D. Education, University of Delaware, 2009
Focus Area Literacy
Dissertation: An Assessment of Middle and High School Content-Area Teachers' Knowledge of Adolescent Literacy
- M.S. Reading Education, McDaniel College, 2002
- B.S. Elementary Education, The Pennsylvania State University, 1997

B. Employment History

1. Academic Appointments

- a. August 2025 ***Professor of Reading and Literacy Education***
Program Director of Graduate Literacy and Reading Education
Director of the Duquesne Reading Clinic
Department of Instruction and Leadership Education
School of Education, Duquesne University
- b. July 2017-July 2025 ***Associate Professor of Reading and Literacy Education***
Program Director of Graduate Literacy and Reading Education
Director of the Duquesne Reading Clinic
Department of Instruction and Leadership Education
School of Education, Duquesne University
- c. January 2019-June 2020, ***Associate Dean for Teacher Education***
Duties included: overseeing the Office of Student Teacher and Field Placement, serving as the Pennsylvania certification officer for Duquesne University, chairing the Leading Teacher Program Curriculum Redesign Committee, co-chairing the Leading Teacher Quality Council and partnering with School of Education Director of Accreditation and Assessment.
Department of Instruction and Leadership in Education
School of Education, Duquesne University, Pittsburgh, PA
- d. July 2014-June 2016, ***Assistant Professor of Reading and Literacy Education***
Coordinator Secondary English Education.

Program Director of Middle Level Education.
Department of Instruction and Leadership in Education
School of Education, Duquesne University, Pittsburgh, PA

- e. July 2009-June 2014, ***Assistant Professor of Reading Education***
Department of Reading Education and Special Education
Appalachian State University, Boone, NC
- f. June 2010-June 2011, ***Instructor***
Department of Education
York College, York, PA
- g.. January 2004-July 2009, ***Instructor***
Department of Literacy
University of Delaware, Newark, De.
- 2. Education Consulting
 - a. Spring 2006, **Read Write Think**
International Reading Association Newark, Delaware
 - b. Summer 2005, **Read Write Think**
International Reading Association Newark, DE
- 3. Fall 2007-Spring 2008, **Research Assistant**
Dr. Sharon Walpole, University of Delaware
Newark, DE.
- 4. Fall 2003-Spring 2005, ***Literacy Coach***, Middle School Reading Project
Johns Hopkins University
Baltimore, MD.
- 5. Fall 1997-Spring 2003, ***Public School Teacher***
Spring Grove Area School District
Spring Grove, PA

II. SCHOLARSHIP

A. Scholarly publications

- 1. Articles published or accepted for publication in scholarly journals.
 - a. **Meyer, C. K.**, Hughes, E. M., & Luutran, V. (under review) Building science content knowledge with graphic novels. *Journal of Adolescent and Adult Literacy*.
 - b. Mahalingappa, L., Polat, N., & **Meyer, C.K.** (2025) Critical language awareness in teacher education: An experiment at the intersection of language. *Journal of Multilingual and Multicultural Development*, 46(9), 2598-2616.

- c. **Meyer, C. K.,** & Hughes, E. M. (2024). The femur is the biggest one: Using graphic novels to scaffold science learning. *Pennsylvania Reads*.
- d. Jang, B. G., Wiens, P. D., Park, S., & **Meyer, C. K.** (2022). Pre-service teachers' beliefs about and knowledge of literacy across the disciplines. *Korean Language Education Research*, 57(5), 5–34.
- e. Roberts, K. L., **Meyer, C. K.,** Jiménez, L. M., & Brugar, K. A. (2020). Integrative and illustrative: Multimodal acquisition, comprehension, and composition. *Middle School Journal*, 52(4), 9-17.
- f. Ritter, J. K., Ayieko, R., Vansordale, C., Quiñones, S., Chao, X., Meidl, C. J., Mahlingappa, L. **Meyer, C. K.,** & Williams, J. (2019) Facilitating pedagogies of possibility in teacher education: Experiences of faculty members in a self-study learning group. *Journal of Inquiry & Action in Education*, 10, 134-157.
- g. Brugar, K. A., Roberts, K. L., Jiménez, L. M., & **Meyer, C. K.** (2018). More than mere motivation: Learning specific content through multimodal narratives. *Literacy Research and Instruction*, 57, 183-208.
- h. Jiménez, L. M., Roberts, K. L., Brugar, K. A., & **Meyer, C. K.** (2017). Moving our can(n)ons: Toward an appreciation of multi-modal text in the classroom. *The Reading Teacher*, 71, 363-368.
- i. **Meyer, C. K.,** & Jiménez, L. M. (2017). Using every word and image: Framing graphic novel instruction in the expanded four resources model. *Journal of Adolescent & Adult Literacy*, 61, 153-161.
- j. Morris, R. D., **Meyer, C. K.,** Trathen, W., McGee, J., Vines, N. A., Stewart, T. T., Gill, T., & Schlagal, R. (2017). The “simple view,” instructional level and the plight of struggling fifth/sixth grade readers. *Reading & Writing Quarterly: Overcoming Learning Difficulties* 33, 278-279.
- k. Jiménez, L., & Meyer, **C. K.** (2016). First impressions matter: Mapping expert readers' attention across the initial pages of graphic novels. *Journal of Literacy Research*, 48, 423-444.
- d. **Meyer, C. K.,** Stewart, T. T., & Vines, N. A. (2015). Empowering writers: Revisiting literary anthologies as a means of engaging middle grade boys in the writing process. *Reading in the Middle*. [Online]
- l. Brozo, W. G., Moorman, G. B., **Meyer, C. K.,** & Stewart, T.T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent and Adult Literacy*, 56, 353–357.
- m. **Meyer, C. K.** (2013). Meeting the literacy needs of adolescents: Do content-area teachers know enough? *Action in Teacher Education*, 35, (1), 56-71.
- n. Blamey, K. L., **Meyer, C. K.,** & Walpole, S. (2008). Middle and high school literacy coaches: An initial survey. *Journal of Adolescent and Adult Literacy*, 52, 310-323.

2. Invited articles published or accepted for publication in scholarly journals.
- a. Sobolak, M. J., Crawford, P. A., Genest, M. T., Jacobs, K. B., & **Meyer, C. K.** (2024). Page turners: Books for children. *International Journal of the Whole Child*, 9(1). 97-100.
 - b. **Meyer, C. K.**, Sobolak, M. J., Crawford, P. A., Genest, M. T., & Jacobs, K. B. (2023). Page turners: Books for children. *International Journal of the Whole Child*, 8(2). 96-99.
 - c. Genest, M., Jacobs, K. B., Sobolak, M. J., & Crawford, P. A. (2023). Page turners: Books for children. *International Journal of the Whole Child*, 8(1). 104-107.
 - d. Genest, M. T., Jacobs, K. B., **Meyer, C. K.**, Sobolak, M. J., & Crawford, P. A. (2022). Page turners: Books for children. *International Journal of the Whole Child*, 7(2). 135-138.
 - e. Crawford, P. A., Genest, M. T., Jacobs, K. B., **Meyer, C. K.**, & Sobolak, M. J. (2022). Page turners: Books for children. *International Journal of the Whole Child*, 7(1), 84-87.
 - f. Genest, M. T., Jacobs, K. B., **Meyer, C. K.**, Sobolak, M. J., & Crawford, P. A. (2021). Page turners: Books for children. *International Journal of the Whole Child*, 6(2), 64-66.
 - g. **Meyer, C. K.**, Sobolak, M. J., Crawford, P. A., Genest, M. T., & Jacobs, K. B. (2021). Page turners: Books for children. *International Journal of the Whole Child*, 6(1), 88-90.
 - h. Jacobs, K. B., **Meyer, C. K.**, Sobolak, M. J., Crawford, P. A., & Genest, M. T. (2020). Page turners: Books for children. *International Journal of the Whole Child*, 5(2), 50-53.
 - i. Genest, M. T., Jacobs, K. B., **Meyer, C. K.**, Sobolak, M. J., & Crawford, P. A. (2020). Page turners: Books for children. *International Journal of the Whole Child*, 5(1), 92-95.
 - j. Genest, M. T., Jacobs, K. B., **Meyer, C. K.**, Sobolak, M. J., & Crawford, P. A. (2019). Page turners: Books for children. *International Journal of the Whole Child*, 4(2), 95-99.
 - k. Crawford, P. A., Genest, M. T., Jacobs, K. B., **Meyer, C. K.**, & Sobolak, M. J. (2019). Page turners: Books for children. *International Journal of the Whole Child*, 4(1), 75-81.
 - l. Wilson, N. S., Ramirez, L. A., & **Meyer, C. K.** (2015). This we believe and the Common Core. *AMLE*, 2, (7), 13-15.

- m. Moorman, G. B., & Meyer, C. K., (2014). Rethinking plagiarism in the digital age: Implications for instruction. *Media Commons* [Online].

B. Publications by major academic publishing companies

1. Books

- a. DeHart, J., Meyer, C. K., & Walker, K. (Eds). (2021). *Connecting theory and practice in middle school literacy: Critical conversations*. Routledge.
- b. Brozo, W. G., Moorman, G.B., & Meyer, C. K. (2013). *Wham! Teaching with graphic novels across the curriculum*. Teachers College Press.

2. Book chapters and conference proceedings

- a. Meyer, C. K. & Hughes, E. M., (in press). The past, present, and future of graphic novels. In K. B. Jacobs and P.A. Crawford. (Eds.) *Children's literature in education handbook*. Bloomsbury Press.
- b. Gresser, V., & Meyer, C.K. (2024). Shifts in teachers' self-efficacy in the context of participating in a master's program in reading & literacy. *American Reading Forum Yearbook*.
https://www.americanreadingforum.org/_files/ugd/c10ff9_d3440ed412074a7bb9261d13d35d4ee5.pdf
- c. Meidl, C., Ritter, J. K., & Meyer, C. K. (2022). Balancing process and outcomes to further collaboration amongst teacher education faculty in a self-study learning group. In B. Butler & S. M. Bullock (Eds.), *Learning through collaboration in self-study: Communities of practice, critical friendship, and collaborative self-study*. Springer.
- d. Meyer, C. K., Mahalingappa, L., & Brugar, K. A. (2019). In L. C. de Oliveira, K. Obenchain, R. Cheney, & A. Oliverira (Eds.). *Approaches to teaching the content areas to English Language Learners in secondary school*. Springer.
- e. Meyer, C. K. (2018). My journey as a teacher educator: A literacy researcher's conceptualization of S-STEP. In Ritter, J. K., Lunenberg, M., Pithouse-Morgan, K., Amaras, A.P., & Vanassche, E. (Eds.). *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay*. Springer.
- f. Meyer, C. K., & Wilson, A., (2016). Peer tutoring: A case for middle school. In S. B. Mertens, M. M. Caskey, & N. Flowers (Eds.). *The encyclopedia of middle grades education*. Information Age Publishing
- g. Wilson, N. S., Meyer, C. K., & Ramirez, L. A., (2014). Do the CCSS support developmentally responsive teaching of Young Adolescents? *American Reading Forum Annual Yearbook* [Online], Vol. 33.
- h. Meyer, C. K., & Cook, L. S. (2012). Gender, multimodal practices, and global citizenship in rural settings. In T. Bean, B. Guzzetti, & T. Rogers (Eds.). (Re)

constructing gender through global literacy practices. Routledge.

- i. **Meyer, C. K.**, Stewart, T. T., Moorman, G. B., & Brozo, W. G. (2012). Discipline literacy: Looking back to move forward. *American Reading Forum Annual Yearbook* [Online], Vol. 31.
- j. **Meyer C. K.**, Vines, N. A., & Shankland, R. K. (2012). Designing high-quality professional development to scaffold secondary content-area teachers' discipline literacy instruction. *American Reading Forum Annual Yearbook* [Online], Vol. 31.

A. Grants and Private Foundation Funding Awarded

2. National and State Level

- a. **Meyer, C. K.** (PI) with Gresser, V. (2024-2026). Structured Literacy in Afterschool Spaces. Funded by R.K. Mellon Foundation
Awarded \$300,00
- b. **Meyer, C. K.** (PI) with Givens Generett, G. (2023-2033) Duquesne Reading Clinic Dyslexia Tutoring Program. Funded by the Peirce Family Foundation (Teaching Grant)
Awarded \$1,861,441
- c. **Meyer, C. K.** (PI) with Givens Generett, G. (2022) Duquesne Reading Clinic Dyslexia Tutoring Program. Funded by the Peirce Family Foundation (Teaching Grant)
Awarded \$80,780
- d. **Meyer, C. K.** (PI) with Givens Generett, G. (2021) Duquesne Reading Clinic Dyslexia Tutoring Program. Funded by the Peirce Family Foundation (Teaching Grant)
Awarded \$77,464
- e. **Meyer, C. K.** (PI) with Walker Ringel, C. (2020). Duquesne Reading Clinic Dyslexia Tutoring Program. Funded by The Peirce Family Foundation. (Teaching Grant).
Awarded \$81,100
- f. **Meyer, C. K.** (PI) with Walker Ringel, C. (2019). Duquesne Reading Clinic Dyslexia Tutoring Program. Funded by The Peirce Family Foundation. (Teaching Grant)
Awarded \$68,960
- g. **Meyer, C. K.** (Co-PI) with Alleghany County Schools, NC (2014-2016). Alleghany County Schools Cradle to Career. The Innovative Approaches to Literacy Program. United States Department of Education.
Total Awarded: \$724,916
Duquesne Subcontract Awarded: \$57,000 Teaching Grant

- h. **Meyer, C. K.** (PI) with Shankland, R. K., Cook, L. C., & Vogel, M (2011-2012). Developing Adolescents' Discipline Literacy through a Multifaceted Approach to Instruction II. North Carolina State Department of Instruction. (Research Grant)
Awarded \$149,967 Research Grant
- i. **Meyer, C. K.** (PI) with Shankland, R. K., Cook, L. C., & Vogel, M (2010-2011). Developing Adolescents' Discipline Literacy through a Multifaceted Approach to Instruction. North Carolina State Department of Instruction. (Research Grant)
Awarded \$281,807

Total Awarded: \$2,938,519

2. University and School Level

- a. **Meyer C. K.** with Hughes, E. (2016). Is a Picture Worth a 1,000 Words? Graphic Novels, Science and Reluctant Readers. School of Education Research and Development Grant.
Awarded \$2,860 Research Grant
- b. **Meyer, C. K.** with Middle School PLC (2012-2013). The Common Core and Literacy in the Disciplines: Who's Responsible Anyway? Appalachian State University Public School Partnership
Awarded \$800
- c. **Meyer, C. K.** with Reed, C. (2010-2011). Student Publications and Motivation. Appalachian State University Public School Partnership.
Awarded \$1,000.

Total Awarded \$4,660

C. Scholarly Presentations

1. Conference Presentations

- a. **Meyer C.K., & Gresser, V.** (Accepted). Bridging Perspectives: Using Children's and Young Adult Literature to Foster Advocacy and Empathy in Preservice Teachers for Immigrant Students. Paper to be presented at the Literacy Research Association Annual Conference, Las Vegas, NV.
- b. Gresser, V., & **Meyer, C. K.** (2024, December). The Impact of Trauma Infused Care on an After-School Reading Intervention Program. Paper presented at the American Reading Forum Annual Conference, Charlotte Harbor, FL.
- c. **Meyer C.K., & Gresser, V.** (2024, December). Empowering Educators: A Case Study on Reading Intervention and Trauma-Informed Care in Afterschool Tutoring. Roundtable presented at the Literacy Research Association Annual Conference, Atlanta, GA.
- d. **Meyer, C. K., & Gresser, V.** (2024, April). Navigating the road of International Dyslexia Association accreditation as teacher educators and literacy researchers.

Roundtable presented at the American Educational Research Association Annual Conference, Philadelphia, PA.

- e. Gresser, V., & **Meyer, C. K.** (2023, December). Shifts in teachers' self-efficacy in the context of participating in a master's program in reading & literacy. Paper presented at the American Reading Forum Annual Conference, St. Petersburg, FL.
- f. Waymouth, H., Gresser, V., **Meyer, C.K.**, & Lightner, S. (2023, December). Reinventing disciplinary literacy reimagining disciplinary literacy instruction: Equitable perspectives and diverse expertise. Paper presented at the American Reading Forum Annual Conference, St. Petersburg, FL.
- g. **Meyer, C. K.** (2023, November). A tale of two terms: The importance of school boards. Paper presented at the Literacy Research Association Annual Conference, Atlanta, GA.
- h. **Meyer, C. K.** & Gresser, V. (2023, November,). Shifts in children's identity as readers in the context of participating in a university reading clinic. Roundtable presented at the Literacy Research Association Annual Conference, Atlanta, GA.
- i. Hughes, E. M., & **Meyer, C. K.** (2023, November). Supporting effective implementation of MTSS math instruction at tier 1. Pre-Conference Workshop presented at the CASE Annual Conference, Pittsburgh, PA.
- j. **Meyer, C. K.**, & Hughes, E. M. (2023, November). Demystifying structured literacy and its role in MTSS reading instruction tier 2. Conference Workshop presented at the CASE Annual Conference, Pittsburgh, PA.
- k. **Meyer, C. K.**, & Gresser, V. (2022, December). Questioning credentials: Access to "Dyslexia Interventionists." Problems Court presented at American Reading Forum Annual Conference St. Petersburg, FL.
- l. Moorman, G. B., & **Meyer, C. K.**, (2022, December) Complexity and flexibility in graphic novels and comic books. Problems Court presented at American Reading Forum Annual Conference St. Petersburg, FL.
- m. **Meyer, C. K.**, & Gresser, V. (2022, December). Navigating the road of International Dyslexia Association accreditation as literacy researchers and director of accreditation. Roundtable Presented at the Literacy Research Association Annual Conference, Phoenix, AZ.
- n. **Meyer, C. K.**, Gresser, V., & Moorman, G. B. (2021, December). Coming from the Ivory Tower: Effecting policy change in a "Post Truth" world. Paper Presented at the American Reading Forum Annual Conference, Virtual.
- o. **Meyer, C. K.**, Hamby, M. & Roberts, D. (2019, December). Composing history with graphic novels. Paper presented at the American Reading Forum, Sanibel, FL
- p. **Meyer, C. K.**, & Ayieko, R. (2019, December). Not only walking the walk but talking the talk: Negotiating my life as a literacy educator and school board member.

Poster presented at the Literacy Research Association Annual Conference, Tampa, FL.

- q. Moorman, G. B., **Meyer, C. K.**, Stewart, T. T., & Semingson, P. Seeking the radical middle: How can the argument between content area literacy and disciplinary literacy enhance secondary instruction? (2018, December) Paper presented at American Reading Forum, Sandibel, FL.
- r. Roberts, K. L., Brugar, K. A., Jiménez, L. M., & **Meyer, C. K.** (2018, November). Comprehending and composing history with graphic novels. Paper resented at the Literacy Research Association Annual Conference, Indian Wells, CA.
- s. **Meyer, C. K.**, Hughes, E. M., Jiménez, L. M., & Ezzo, D. (2018, April). The femur is the biggest one: Using graphic novels to teach science. Poster presented at the American Education Research Association Annual Conference, New York, NY.
- t. **Meyer, C. K.**, Hughes, E. M. Mast, B., Jiménez, L. M., & Ezzo, D. (2017, November). Graphic novels: Making science texts meaningful. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.
- u. **Meyer, C. K.**, & Jiménez, L. M. (2016, November). Accessing canonical literature: Creating a bridge to Beowulf. Paper presented at the Literacy Research Association Annual Conference, Nashville, TN.
- j. **Meyer, C. K.**, Botzakis, S., Brozo, W. G., Gavigan, K., Jiménez, L. M., & Moorman, G. B. (2016, July). Kapow! Tapping the potential of graphic novels in literacy learning. Workshop presented at the International Literacy Association Annual Conference, Boston, MA.
- k. **Meyer, C. K.** (2016, April). Using young adult literature as widows and mirrors: Building empathy and Agency in preservice teachers. Poster presented at the American Educational Research Association Annual Conference, Washington, D.C.
- l. Zygouris-Coe, V., **Meyer, C. K.**, & Wilson, N. S., (2015, December). Disciplinary literacy: Addressing the language and literacy of all learners in Grades 6-12. Paper Presented at American Reading Forum, Sanibel, FL.
- m. **Meyer, C. K.**, & Mast, B. (2015, December). Moving beyond the boat. Using young adult literature to scaffold teacher candidates' understanding of the immigrant experience. Paper presented at the Literacy Research Association Annual Conference, Carlsbad, California
- n. **Meyer, C. K.**, Moorman, G., & Kozerski, K. (2015, July). Kapow! Using graphic novels in the content classroom. Paper presented at the International Literacy Association Annual Conference, St. Louis, Missouri.
- o. **Meyer, C. K.**, Wilson, N. S., & Rameriz, L. A. (2015, March). CCSS and middle grades literacy. Paper presented at the American Educational Research Association Annual Conference (AERA), Chicago, Illinois.

- p. Brozo, W. G., Moorman, G. B., & **Meyer, C. K.** (2014, May). Graphic novels in the disciplines: Engaging texts, engaging practices. Paper presented at the International Reading Association Preconference Institute New Orleans, Louisiana
- q. **Meyer, C. K.**, Dooley, C. M., & O'Byrne, I. (2014, December). Professors, we need you!!! Public intellectuals, advocacy, and activism. Paper presented at Literacy Research Association Annual Conference, San Marco, FL.
- r. Moorman, G. B., **Meyer, C. K.**, Stewart, T. T., & Zygouris-Coe, V. (2013, December). The Common Core State Standards, disciplinary literacy, and implications for content area teachers. Paper Presented at American Reading Forum, Sanibel, FL.
- s. **Meyer, C. K.**, Morris, D., Trathen, W., McGee, J., Stewart, T. T., Vines, N. A., & Gill, T. (2013, November). Reading profiles of struggling readers in 5th and 6th grades: What does it mean in the era of the Common Core State Standards? Paper presented at the Literacy Research Association Annual Conference, Dallas, TX.
- t. Dooley, C. M., Long, Richard, M., Bass, T., Johnson, L. L., Reinking, D., Smith-Burke, T., & Boling, E. (2013, November). Social media and literacy-related policy advocacy. **C. K. Meyer** (Session Organizer). Paper presented at Literacy Research Association Annual Conference, Dallas TX.
- u. Moorman, G. B., **Meyer, C. K.**, Kozerski, K., & Harris, K. (2012, December). Common Core State Standards: Expanding or limiting curricular boundaries? Paper Presented at American Reading Forum, Sanibel, FL.
- v. **Meyer, C. K.**, Stewart, T. T., & Vines, N.A. (2012, November). Traditional literacy tools and 21st century learners: Helping adolescent boys plug in and turn-on to writing. Paper presented at the Literacy Research Association, San Diego, CA.
- w. Werts, M. G., & **Meyer, C. K.** (2012, October). Survey research designs. Paper Presented Council for Learning Disabilities, Austin, TX.
- x. **Meyer, C. K.**, & Vines, N. A., (2011, December). Designing high-quality professional development to scaffold secondary content-area teachers' discipline literacy instruction. Paper presented at the American Reading Forum Annual Convention, Sanibel, FL.
- y. **Meyer, C. K.**, Cook, L. S., & Vines, N. A. (2011, November). Multimodal literacies implementation and integration in a rural school system. Paper presented at the Literacy Research Association Annual Conference, Jacksonville, FL.
- z. **Meyer, C. K.**, Shankland, R. K., & Price, C. (2011, May). Scaffolding middle and high school teachers' understanding and implementation of disciplinary literacy through high-quality, long-term professional development. Paper presented at the International Reading Association Annual Conference, Orlando, FL.
- aa. **Meyer, C. K.**, & Walpole, S. (2010, November). Developing a literacy knowledge measure for teachers of adolescents. Paper presented at the Literacy Research

Association, Fort Worth, TX.

- bb. **Meyer, C. K.**, Blamey, K. L., & Walpole, S. (2008, November). What are secondary literacy coaches doing? Paper presented at the National Reading Conference, Orlando, FL.

D. Works in Progress

- a. Hughes, E. M., & **Meyer, C. K.** (manuscript in progress). What to do when vocabulary is the barrier to access secondary mathematics learning. *Learning Disabilities Research and Practice*
- b. **Meyer, C. K.**, & Hughes, E. M. (manuscript in progress). Graphic novels as a bridge to content learning. *Aim Learning Disabilities Research and Practice*

E. Dissertation Committees

- a. Dissertation Committee: Tasnem Alarbi in progress (Duquesne University)
- b. Dissertation Committee: Morgan Hamby in progress (Duquesne University)
- c. Dissertation Committee: Nouf Alghamdi 2023 (Duquesne University)
- d. Dissertation Committee: Kinsey Wright 2021 (West Virginia University)
- e. Dissertation Committee: Nora Vines 2014 (Appalachian State)
- f. Dissertation Committee: Nicole Schneider 2014 (Appalachian State)
- g. Dissertation Committee: Caroline Beam 2013 (Appalachian State)
- h. Dissertation Committee: Jennie McGuire 2012 (Appalachian State)

F. Ed.D. Capstone Committee:

- a. Samuel Duguid 2024 (Duquesne University)
- b. Nur Masarwa 2024 (Duquesne University)
- c. Mihiri Meepegama 2024 (Duquesne University)
- d. Rachelle Dene Poth 2024 (Duquesne University)

G. Honors and Awards

1. International Level

- a. *Chair*, Middle Grades Reading Special Interest Group, International Literacy Association 2013-2016.

2. National Level

- a. Chair of the Board of Directors American Reading Forum, 2015-16
- b. *Board of Directors* American Reading Forum Board of Directors, 2014-2017
- c. Invited Reviewer: Academic Program Review, Ms. Ed. Literacy Education, Northern Iowa University (2023)

3. State Level
 - a. Invited member The Pennsylvania Reading Specialist Standards Revision Working Group
4. University and School Level
 - a. School of Education Excellence in Research Award, 2024 (Duquesne University)
 - b. Phi Kappa Phi Honor Society Inductee, 2018 (Duquesne University)
 - c. Phi Kappa Phi Academic Honorary, academic book recognition, 2015 (Duquesne University)
 - d. The Richard L. Venezky Award for Creative Dissertation Research, 2009 (University of Delaware)

III. TEACHING

A. Select Graduate Courses Taught

1. GRLA 520: *Introduction to Literacy Theories*
2. GRLA 525: *Theories, Models, and Instruction of Writing*
3. GRLA 526: *Literacy Development and Instruction*
4. GRLA 620: *Literacy Assessment and Intervention*
5. GRLA 628: *Reading Clinic Experience*
6. GRLA 630: *Seminar in Literacy*
7. GRLA 633: *Advanced Reading Clinic Experience*
8. GRLA 635: *The Roles of Literacy Leaders*
9. RE 5730: *Reading and Writing for Intermediate and Advanced Learners*
10. RE 5140: *Advanced Study of Children's Literature*
11. RE 5130: *Teaching the Language Arts*
12. EDL 7110: *Survey of Research Methodologies in Education*

B. Undergraduate Courses Taught

1. LTML 312 W: *Teaching Reading in Grades 4-8*
2. LTML 311W: *Teaching Language Arts in Grades 4-8*
3. EDLS 301W / GSCE 501/LTML 410 W: *Content Area Reading*

Carla K. Meyer, Ph.D., Curriculum Vitae Fall 2025

4. EDLS 340/GSCE 540: *Adolescent Literature*
5. EDLS 343/GSCE 637: *Teaching English in the Secondary School*
6. RE 4630: *Reading in the Content Areas*
7. RE 4030: *The Development of Literacy for Learning*
8. RE 3240: *World Literature for Children*
9. RE 3070: *Media for Young People*

C. Private Foundation Funding for Scholarships

1. Miller, J., & Meyer, C. K. Peirce Scholars Diocesan Scholarship (2023-2033). Funded By the Peirce Family Foundation.
Awarded \$2,862,682
5. Miller, J., & Meyer, C. K. Peirce Scholars Diocesan Scholarship (2022). Funded By the Peirce Family Foundation.
Awarded \$197,612
6. Miller, J., & Meyer, C. K. Peirce Scholars Diocesan Scholarship (2021). Funded by the Peirce Family Foundation.
Awarded \$154,863
7. Miller, J., & Meyer, C. K. Peirce Scholars Diocesan Scholarship (2020). Funded by the Peirce Family Foundation.
Awarded \$170, 892
8. Miller, J., & Meyer, C. K. Peirce Scholars Diocesan Scholarship (2019). Funded by the Peirce Family Foundation.
Awarded \$115, 376

Total Amount Awarded \$3,501,605

D. Accreditation Earned

1. International Dyslexia Association, 2023
2. Council for the Accreditation of Educator Preparation (CAEP), 2020
3. National Council Teachers of English SPA CAEP 2020
4. National Council Teachers of English SPA CAEP 2014

IV. SERVICE

A. University, School, or Department Engagement

1. University Level Engagement

- a. *Member*, Faculty Senate, 2016-2018, Fall 2025-Current
 - b. *Member*, SOE Representative IRB Committee, 2016-2018, 2022-Fall 2025
 - c. *Member*, Center for Teaching Excellence Creative Teaching Award Committee (Spring 2024-Spring 2025)
 - d. *Member*, SOE Representative Faculty Senate LGBTQ+ Committee 2023-Current
 - e. *Member*, SOE Representative Faculty Senate Women's Committee 2022-Current
 - f. *Member*, Center for Teaching Excellence Peer Evaluation Working Group 2022
 - g. *Member*, Subcommittee III for the Middle States Self-Study Committee 2016-2017
 - h. *Member*, Summer Reading Committee, 2012-2013
 - i. *Member*, Writing Across the Curriculum Committee 2011-2012
 - j. *Member*, Children's Literature Symposium Committee, 2009-2014
2. School and Department Level Engagement
- a. Member, The Leading Teacher Quality Committee, 2016-Current
 - b. Member, Leading Teacher Program Reimaging Working Group 2024-2025
 - c. School of Education Promotion and Tenure Committee, 2018; 2020-2023
 - d. School of Education Faculty Council, 2020-2023
 - e. Program Director, Graduate Reading, and Literacy Program, 2017-Current
 - f. Director Duquesne Reading Clinic, 2017-Current
 - g. Content Coordinator, Secondary English Language Arts, 2014-2019
NCTE SPA Report Writer
CAEP Accreditation Report Writer with August Delbert
 - h. Program Director, Secondary Education Program, July 2016-July 2017
 - i. Program Director, Middle Grades Program, 2016-2018
 - j. Reich College of Education (RCOE) Faculty Professional Development Committee, 2013-2014
 - k. RCOE Assessment Committee, 2013-2014
 - l. RCOE Teacher Education Council 2012-2013

- m. RCOE Reading Education and Special Education Promotion and Tenure Committee
2009-2011

B. Professional Engagement in the Academy

1. Editorial Board Member,
 - a. Journal of Literacy Research and Instruction 2016-Current
 - b. Journal of Adolescent and Adult Literacy, 2010-2012/2016-2020
 - c. International Journal of the Whole Child, 2019-Current
 - d. American Reading Forum Yearbook 2014-2020
 - e. Annual Yearbook of the Literacy Research Association, 2010-2013
2. Ad hoc Reviewer
 - a. Journal of Literacy Research
 - b. Journal of Teacher Education
3. Program co-chair with Valerie Gresser, American Reading Forum Conference, Theme:
The Politicalization of Education and Literacy: Who wins? Who Loses? 2026
4. Founding Member and Board of Directors of Sara B. McCraw Memorial Reading Fund
2012-2024
5. Bylaws Review Community, American Reading Forum 2020
6. Board of Directors American Reading Forum Board of Directors, 2014-2016
7. Chair of the Middle Grades Reading Special Interest Group, International Literacy
Association, 2013-2016
8. Chair of Board of Directors American Reading Forum, 2015-2016
7. Program co-chair with Trevor Stewart, American Reading Forum Conference, 2013
8. Grant Reviewer, Georgia State Department of Education Striving Reader Grant
Competition 2012-2014, 2018, 2020, 2021
9. Member, Policy Legislative Committee, Literacy Research Association
2010-2012
10. Founding Member and Co-Chair Doctoral Students Innovative Community Group,
Literacy Research Association, 2009
11. Field Council Committee Member, Literacy Research Association, 2008
12. Program Reviewer for various professional associations

C. Engagement in the Community

1. *Director*, Pine-Richland School District School Board 2017-2023
2. *Subject Lead*, Academic Achievement Committee, Pine-Richland School Board 2017-2023
3. *PRSB Representative*, Pine-Richland Diversity Equity, and Inclusion Leadership Council 2020-2023
4. *Voting Delegate*, Pennsylvania State School Board Association Delegate Assembly 2018-2021
5. *Member*, Pine-Richland Marching Band Boosters 2016-2022
6. *Member*, Pine-Richland Orchestra Boosters 2014-2022

H. Honors & Awards

1. National
 - a. *Brenda S. Townsend Service Award*, American Reading Forum, 2019
2. State
 - a. *The Pennsylvania Education Innovation Award*, Pennsylvania State School Board Association, 2019 (awarded to Pine-Richland School Board)
3. University
 - a. *School of Education Excellence in Service Award*, 2020