



IMPROVEMENT
SCHOLARS
NETWORK

FALL 2024
NEWSLETTER



WELCOME

Welcome to the Spring 2024 Improvement Scholars Network (ISN) Newsletter. The ISN is a community of practical scholars and scholarly practitioners committed to advancing improvement research and continuous improvement in academic, practice, and policy contexts. See the attached newsletter for information about:

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 - American Educational Research Association (AERA) Improvement Science Special Interest Group Field Building Award
 - American Educational Research Association (AERA) Improvement Science Special Interest Group Early Career Award
 - Frontiers in Education special issue solicitation

We encourage you to visit the [Improvement Scholars Network](#) website for more information and to get connected.

NEWS FROM THE ISN HUB

Greetings from the ISN Hub, and welcome to the Fall 2024 Newsletter! As you will soon see, there is no shortage of news, activities, and opportunities among our members in the US and around the world.

We have been busy in the ISN Hub, as well. The ISN Leadership Board and the ISN Hub staff have embarked on an ambitious agenda aimed at building the field of improvement research and continuous improvement in education.

One project that sits high on our agenda is developing an ISN Membership Directory.

Please watch for an email in mid-October asking you to complete a Membership Survey to support us in developing the Directory!

Another collection of projects has us mapping the landscape of improvement research and continuous improvement in academic, professional, and policy contexts.

Please watch for another email in early November asking for your support in mapping the incorporation of improvement research and continuous improvement in institutions of higher education!

One aim of these projects is to represent the strength of the field of improvement research and continuous improvement in broader educational researcher and policy communities. So, again, be on the lookout for our forthcoming emails.

Please feel free touch base at any time if you have news or notices that need to be shared on a quick timeline, and please let us know what the ISN Hub can do to support your efforts to build the field of improvement research and continuous improvement in education.

Don Peurach and Jennifer Russell
ISN Co-Directors

CELEBRATIONS

- **Dr. Brandi Nicole Hinnant-Crawford**, Associate Professor of Educational Leadership at Clemson University and author of *Improvement Science for Educators: A Primer* (2020), gave the keynote address at the 5th NCME Special Conference on Classroom Assessment in Chicago, IL. This session highlighted the many overlaps between improvement science and high-quality formative assessment and illustrated how regular use of improvement science practices can support ongoing adult learning and development that helps school-based teams learn their way through the many challenges involved in taking high-quality classroom assessment to scale.
- The Bill and Melinda Gates Foundation has funded the [Social Opportunity Spaces Network Laboratory](#) at the University of California San Diego with **Alan J. Daly** as PI to engage in a knowledge mobilization project with the ISN and others working in the field of improvement. This work will allow us to better understand the landscape of the field of improvement and facilitate the movement of knowledge and resources within and across the field supporting coherence and community.
- **Lauren Schudde and Huriya Jabbar** published a book, *Discredited: Power, Privilege, and Community College Transfer*, in September 2024 (Harvard Education Press), which examines the often fraught student-transfer pathways from community colleges to universities, and offers a blueprint for reform.

EVENTS

- **Australian Council for Educational Research (ACER)** invites you to attend their 2025 research conference, [Transforming Learning Systems](#). This conference will bring together international experts discussing evidence-based, high-quality approaches to transform educational practice. The focus of this year's conference is on enabling holistic growth for all students by building sustainable capacity within education systems. See the attached flyer for details.
- The **Center for Leadership & Educational Equity (CLEE)** will be hosting their [Fall Meeting Conference](#) on November 7-8, 2024 in Rhode Island. Through interactive sessions you will connect and learn with educators and those who support education from across the country. In honor of our inspiring colleague, Dr. Jonathon Ponds, CLEE will award [scholarships](#) to cover registration fees. Please apply if cost is a barrier to attending the meeting.
- The newly established **National Coalition for Improvement in Education (NCIE)** is assuming responsibility for the annual Summit on Improvement in Education that, since 2014, has been hosted by the Carnegie Foundation for the Advancement of Teaching. The NCIE has announced plans for two upcoming Summits.

Improvement Summit West will take place in San Diego, CA, at the High Tech High Graduate School of Education from March 30th to April 1st, 2025.

Improvement Summit East will be held in Nashville, TN, in early November 2025, in partnership with the National Center on School University Partnerships (NCSUP).

The NCIE is organized by the High Tech High Graduate School of Education, in collaboration with the following organizations:

- Carnegie Foundation for the Advancement of Teaching
- Improvement Collective
- National Center for School University Partnerships
- Learning Forward
- Improvement Scholars Network
- Partners in School Innovation
- Network for College Success

EVENTS CONTINUED

- The [National Center for School-University Partnerships](#) (NCSUP) includes members from any K-12 school or district, higher education institution, or youth-serving organization interested in partnering with others to solve shared educational equity-related problems of practice. Through improvement partnerships, professional development, and practice-based evidence, NCSUP strives to dismantle disparities and create a more just and equitable educational system. Members of NCSUP have opportunities to collaborate with others to address shared problems; participate in improvement-oriented professional development and coaching; and build relationships with colleagues across the country. NCSUP has two upcoming events:
 - [Carnegie Project on the Education Doctorate Convening \(CPED\)](#). NCSUP invites you to an engaging and interactive session at the CPED convening in Hawaii on October 16, 2024, 9:30am (Hawaii-Aleutian Standard Time). Entitled “Get Better at Getting Better,” participants will learn about the mission and goals of the NCSUP and how they can be a part of this dynamic community. This session is designed for educators and leaders looking to deepen their understanding of improvement science and contribute to meaningful, data-driven improvements in education.
 - **Virtual Town Hall Event: Tackling Problems of Practice with Improvement Science.** We are excited to invite school district leaders—superintendents, assistant superintendents, and principals—to our upcoming Tackling Problems of Practice with Improvement Science Virtual Town Hall. This open forum will provide a unique opportunity to discuss the pressing challenges and emerging opportunities schools and districts face today. Together, we’ll explore how leveraging networked improvement communities and applying the principles of improvement science can lead to practical solutions for these persistent issues. [Register here.](#)

EVENTS CONTINUED

- **Teaching and Learning in Collaborative Continuous Improvement in Education, First Fridays Workshops**

This year, the Teaching and Learning in Collaborative Continuous Improvement in Education (T&L CCIE) working group explores innovations in teaching and learning carried forward by “third party” non-profits and for-profits that aim at facilitating the learning of improvement across multiple levels (e.g., network, state, district, school). We meet on the first Fridays of each month, 4-5 p.m. ET, through April, 2025. Our 2024-2025 dates are: Nov. 1, Dec. 6, Feb. 7, Mar. 7, Apr. 4.

Our next First Friday, Nov. 1, 4-5 p.m. ET, Liz Zumpe will facilitate a workshop featuring artifacts presented by [Sola Takahashi, Senior Research Associate, WestEd](#). Sola and Liz have created a hybrid workshop protocol around the animating question, “How do we foster productive use of practical measures for math instruction developed through a Gates-funded Networked Improvement Community?”.

For December First Friday, Dec. 6, 4-5 p.m. ET, Claire Silva will be facilitating a workshop with Courtney White, President, [Love Like Adam Foundation](#), a non-profit that uses improvement science in the development and delivery of anti-hazing workshops to colleges in Virginia and around the country.

The T&L CCIE (formerly T&L IRE) working group is a gathering of faculty and education professionals who are designing graduate and professional courses for students/practitioners learning about collaborative continuous improvement in education. Our meetings focus on learner artifacts as the linchpin for discussion around quality teaching and learning in a wide variety of higher education and professional settings. We have been using critical inquiry protocols adapted from the [collaborative assessment conference protocol](#), the School Reform Initiative’s [consultancy protocol](#), and NSCD’s [Peeling the Onion](#) to explore and discuss learners’ work and related learning resources from a single course or project each month.

Please join in on first Fridays, 4-5 p.m. ET

<https://virginia.zoom.us/j/95468393172?pwd=cldEUTNOSDRwc3ZrTVpJZk50cHBXdz09>

Meeting ID: 954 6839 3172

Passcode: 684525

Questions or to join our mailing list, contact co-organizers David Eddy-Spicer dhe5f@virginia.edu or Kristen Wilcox kwilcox1@albany.edu.

JOB POSTINGS

- The Department of Education in the School of Education & Information Studies at the **University of California, Los Angeles** announces a [full-time tenure-track position](#) in Evaluation at the Assistant or early Associate level. We are seeking an evaluation scholar with demonstrated experience designing and conducting program or policy evaluations, teaching undergraduate or graduate-level courses in evaluation, and mentoring graduate students in evaluation theory and practice. Ideal candidates have a record of conducting funded evaluations, expertise in qualitative, quantitative, or mixed methods, and an active agenda of research and publications that advances evaluation theory and practice. We encourage application from scholars with expertise in cross-cultural evaluation (in local, national, or international contexts), whose work bridges evaluation and related fields (e.g. improvement science, implementation research, systems theory), or who advance theory and methodology around issues of fairness and equity in evaluating educational programs and systems.
- The School of Teacher Education and Leadership at **Radford University** invites applications for a [tenure-track faculty position](#) with primary responsibilities in teaching and research in the Doctorate of Education program. Our CPED-affiliated program centers improvement science as a research method and tool for change. The year-round, online, practitioner-based program teaches students how to solve complex problems of practice in educational systems with an emphasis on equity, ethics, and social justice. Program faculty work collaboratively to ensure a coherent, relevant, and positive experience for students. Application reviews begin 10/25/2024. Reach out to Max Yurkofsky (myurkofsky@radford.edu) for more information.
- **OpenSciEd** is hiring a [Professional Services Learning Manager](#). OpenSciEd provides professional learning to schools worldwide by utilizing two professional communities - a network of consultants working as facilitators for OpenSciEd and a network of organizations certified to provide OpenSciEd professional learning. This position will report to a Senior Director and be responsible for the health and success of both communities and all the logistical facets of their services. For services provided by our team of consultants, the person in this position is responsible for managing the full life cycle of professional learning services, from client intake and contract negotiation to event staffing and coordination. They also play a crucial role in staffing, managing, and developing the facilitator team and coordinating regional events. The Professional Learning Services Manager is also responsible for overseeing and managing our network of certified professional learning providers. The person in this role will be an external face of the organization's professional learning services, representing the work with schools, districts, and other education communities. Additionally, they will be a collaborative member of the OpenSciEd team, helping the organization in its broader work supporting science education.

JOB POSTINGS CONTINUED

- The [AmplifyLearn.AI](#) Center at the **University of Washington** is seeking a highly qualified and experienced Assistant Director of Research and Technology Development to work alongside the Director, Dr. Min Sun, and other core faculty members. The Assistant Director will play a crucial role in overseeing and coordinating the Center's two intertwined strands of work: Research and Technology Development. Among other responsibilities, the key responsibilities of this position will lead a team to: develop specialized AI/ML methods, study effective design features of edtech products, study AI adoptions in educational settings, and create technology solutions that enhance K-12 learning experiences. This position will also work closely with an EdTech startup, [Colleague AI](#), to develop product features and conduct research to assess its effects on teacher efficiency and student learning outcomes. Apply using [this link](#).
- The [AmplifyLearn.AI](#) at **University of Washington** is seeking an enthusiastic and experienced Manager of Strategic Partnerships to join our dynamic team. This role is crucial in expanding our reach and fostering relationships with school districts, funders, private companies, policymakers, and funders to deepen the Center's work and disseminate our findings to broaden the impact. This role will also work closely with the Center Director to lead and manage the operation and business of AmplifyGAIN, a generative AI R&D center funded by Institute of Education Sciences. View the posting using [this link](#).

SOLICITATIONS AND ANNOUNCEMENTS

- The **American Educational Research Association’s Improvement Science Special Interest Group Field Building Award** aims to recognize an early/mid-career/senior scholar (or scholar-practitioner) whose scholarly contributions as well as leadership and mentorship have helped develop the burgeoning field. As a relatively new methodological approach in education, improvement science (and related continuous improvement methodologies) are promising innovative approaches to tackling education's longstanding wicked problems. Our by-laws state that our purpose is to be a professional community that “ builds knowledge about the principals, methods, and tools of improvement science and related approaches” and this award will allow us to recognize those who are not only building knowledge but spreading knowledge and building the field. See the attached flyer for specifics.
- The **American Educational Research Association’s Improvement Science Special Interest Group Early Career Award** aims to recognize the valuable contributions of early-career scholars or scholar-practitioners engaged in continuous improvement research with practical (pragmatic) and scholarly significance. It particularly seeks to promote continuous improvement research that encourages and supports the growth and development of individuals actively involved in advancing improvement science (and related continuous improvement methodologies). This award underscores the SIG’s mission to promote research and practices that foster positive change and address complex educational problems by specifically recognizing scholarship that exemplifies the principles of continuous improvement and addresses wicked educational problems in various educational contexts. The SIG values impact, equity, collaboration, and leadership: and therefore, the awardee’s body of work should illustrate a commitment to those values. See the attached flyer for specifics.
- Please consider submitting to the special research topic, [Situating Equity at the Center of Continuous Improvement in Education](#), in the open access journal, [Frontiers in Education](#). See the attached flyer for specifics.

PUBLICATIONS

- Brindley, L., Bauer, P., Card, A. J., Crocker, J., Ialongo, N., & Tien, A. (2024). Bridging K-12 student mental health policy to practice gaps with a multi-component framework. *Administration and Policy in Mental Health and Mental Health Services Research*, 1-9. <https://doi.org/10.1007/s10488-024-01396-w>
- Frank, K.A., Chen, T., Brown, E., Larsen, A., & Baule, W. (2023). "A network intervention for natural resource management in the context of climate change." *Social Networks*, 75, 55-64. <https://doi.org/10.1016/j.socnet.2022.03.003>
- Kraft, M. A., Edwards, D.S., & Cannata, M. (2024). The scaling dynamics and causal effects of a district-operated tutoring program. (EdWorkingPaper: 24-1030). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/zcw7-4547>
- Neumerski C. & Yurkofsky, M. (2024). Dilemmas in district-university partnerships: Examining network improvement communities as levers for systems change. *Journal of Educational Administration*. <https://www.emerald.com/insight/content/doi/10.1108/JEA-10-2023-0261/full/html>
- Viano, S. & Yurkofsky, M. M. (2024). Adapting a school improvement partnership before and during COVID-19: A case study of the resilience of improvement science to complexity. *Journal of Educational Administration*. <https://www.emerald.com/insight/content/doi/10.1108/JEA-10-2023-0257/full/html>
- Walsh, P. H. (2024). *A.I. poverty: Bridging the gap in a generative age*. Independently published. ISBN 979-8322491101.
- Zumpe, E., Uy, P. S., Hakouz, A., & Sczcesiuł, S. (2024). Developing mindsets for equity-focused continuous improvement: Tracing shifts in an Ed.D. program using critical improvement science. *Frontiers in Education*, 9. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1426126/full>

Research Conference 2025

No images? [Click here](#)



Research Conference 2025

Enabling holistic growth
for all students

Transforming learning systems

6 & 7 February 2025

RACV City Club, Melbourne CBD

We are thrilled to announce the keynote speakers for Research Conference 2025, taking place from 6-7 February at the RACV Club, Melbourne.

This year's conference, themed '*Transforming learning systems – Enabling holistic growth for all students*', will feature a lineup of world-renowned experts who will share their insights on advancing educational research and practice. Our distinguished speakers will explore ideas, innovations and strategies that shape the future of education.

Our keynote speakers include:

Professor Geoff Masters AO



Professor Geoff Masters is a former CEO and current member of the Board of the Australian Council for Educational Research (ACER). He has conducted a number of reviews for governments, including reviews of strategies for improving literacy and numeracy learning in government schools in Queensland and the Northern Territory; a review of senior secondary assessment procedures in Queensland; and a review of the NSW school curriculum.

He is the author of the National School Improvement Tool and Principal Performance Improvement Tool. He was awarded the Australian College of Educators' Medal in 2009 and was appointed an Officer of the Order of Australia in 2014.

Professor David Hopkins



Professor Emeritus David Hopkins has enjoyed a range of educational roles, among them he has been Chief Adviser to three Secretary of States on School Standards in the UK, Dean of Education at the University of Nottingham, consultant to the OECD and WHO, advisor to some 20 Ministries globally and a secondary school teacher, as well as an Outward Bound Instructor and International Mountain Guide.

David completed his school improvement trilogy with the publication of *Exploding the Myths of School Reform*; the previous books being *School Improvement for Real* (2001) and *Every School a Great School* (2007). He was recently ranked as the 16th most influential educator in the world by the American based Global Gurus organization. His latest book *Unleashing Greatness* will be published in Spring 2024.

Professor Bill Lucas



Bill Lucas is Chair of the Advisory Committee at the Global Institute of Creative Thinking and Professor of Learning and Director of the Centre for Real-World Learning (CRL) at the University of Winchester.

In 2017, Bill was appointed by the OECD as co-chair of the strategy group for the 2021 PISA Test of Creative Thinking. In 2018 he was invited to join the Durham Commission on Creativity in Education as an academic adviser and was subsequently co-author of its first report in 2019. He is also Chair of the Advisory Committee at The Tony Little Centre for Innovation and Research in Learning of Eton College, a member of the LEGO Foundation Advisory Board, and an adviser to Australia's Mitchell Institute.

Dr Tracey Burns



Tracey Burns is Chief Research Officer at the National Center on Education and the Economy in Washington, DC. Previously she was Chief of Research for the Centre for Educational Research and Innovation at the OECD. She has additionally served as an Expert for UNESCO's Broadband and Future of Education Commissions and is a member of UNESCO Santiago's High Level Technical Council for their Regional Comparative and Explanatory Study.

Tracey's most recent publications include *The evolution of evidence informed policy and practice: An international perspective* (2023), *What Schools for the Future? Leadership for Uncertainty* (2022); *Trends Shaping Education 2022*; *Back to the Future of Education: Four OECD Scenarios for Schooling* (2020); *Education in the Digital Age: Happy and Healthy Children* (2020).

Book before 31 October and **save \$165.**

[Register now ▶](#)

CLEE Fall Meeting November 7-8, 2024 Rhode Island



Join our national gathering to explore what leading for equity looks like in our current world together.

5 Reasons You Should Come to Fall Meeting:

Scholarships Available!

- Receive input on next steps to take on your most challenging dilemmas
- Build a network of Educational Leaders to support your work/goals
- Recharge your commitment to equity with a community of educators with similar values
- Share collective learning and expertise on how to facilitate adult learning and collaboration in service to equity
- Bring back new skills in facilitative leadership practices and learn new protocols

Early Bird Registration ends September 30. Register now to save \$100.

Fall Meeting is not a typical educational conference. Through interactive sessions you will connect and learn with educators and those who support education from across the country.



[Register Now to Save \\$100](#)

[Fall Meeting Info](#)

Improvement Science SIG Field Building Award

The Improvement Science SIG Field Building Award aims to recognize an early/mid-career/senior scholar (or scholar-practitioner) whose scholarly contributions as well as leadership and mentorship have helped develop the burgeoning field. As a relatively new methodological approach in education, improvement science (and related continuous improvement methodologies) are promising innovative approaches to tackling education's longstanding wicked problems. Our by-laws state that our purpose is to be a professional community that " builds knowledge about the principals, methods, and tools of improvement science and related approaches" and this award will allow us to recognize those who are not only building knowledge but spreading knowledge and building the field.

The award is intended to recognize a scholar who:

- 1) Makes significant contributions to the field with theoretical and/or empirical scholarship on continuous improvement methodologies or using continuous improvement methodologies
 - a) Particular attention is paid to significant contributions advancing knowledge on the humanizing inquiry processes and methodologies that advance equity and disrupt marginalization)
 - b) These contributions can take many forms (journal publications, books, presentations, media posts, white papers, blog posts, policy briefs, etc.)
- 2) Holds leadership positions in local/regional/national/discipline-specific organizations, raising the visibility of improvement research
- 3) Has a record of mentoring junior scholars or practitioner-scholars in continuous improvement methodologies' helping them navigate venues for publication, presentation, as well as tenure
- 4) Is driven by collaborative (humanizing) inquiry processes that capitalize on the expertise of multiple, diverse stakeholders and democratize the use of data.

Inclusion criteria to be eligible for this award are:

Applicants must be actively involved (recent involvement in publications, projects, service, mentorship, or thought leadership that reflects the three kinds of contributions

this award is intended to recognize) in scholarship on improvement science or continuous improvement in education

Self-nominations are accepted. Nominations must include the following:

- A letter of nomination from an active SIG member explaining why this nominee is qualified to be recognized in this manner;
- The nominee's most recent curriculum vitae;
- Two representative scholarly publications by the nominee;
- Two letters of support from individuals familiar with the nominee's work and qualified to speak on their behalf on this topic. One letter of support must come from someone who has been mentored by the individual.

Timeline:

Please send your nomination packets to the Improvement Science SIG Past-Chair, Dr. Brandi Hinnant-Crawford (bhinnan@clemsun.edu). Nominations will be accepted until **January 5th**. Reviews and decision-making will last until mid-February. The awardee will be presented with a plaque at the 2025 AERA Annual Meeting. If an awardee cannot attend, the plaque will be mailed to you after the annual meeting.

Improvement Science SIG Early Career Award

The Improvement Science SIG Early Career Award aims to recognize the valuable contributions of early-career scholars or scholar-practitioners engaged in continuous improvement research with practical (pragmatic) and scholarly significance. It particularly seeks to promote continuous improvement research that encourages and supports the growth and development of individuals actively involved in advancing improvement science (and related continuous improvement methodologies). This award underscores the SIG's mission to promote research and practices that foster positive change and address complex educational problems by specifically recognizing scholarship that exemplifies the principles of continuous improvement and addresses wicked educational problems in various educational contexts. The SIG values impact, equity, collaboration, and leadership; and therefore, the awardee's body of work should illustrate a commitment to those values.

This award is designed to recognize scholarship that:

- 1) Exemplifies the principles of continuous improvement as defined by the specific method used.
- 2) Addresses wicked educational problems, in PK-12, higher education, or education-adjacent settings.
- 3) Demonstrates real impact on (or generates learning about) educational experiences, processes, or outcomes, especially positive impact on those from minoritized or marginalized communities.
- 4) Is driven by collaborative (humanizing) inquiry processes that capitalize on the expertise of multiple, diverse stakeholders and democratize the use of data.

Inclusion criteria to be eligible for this award:

- Applicants must be:
 - In the early stages of their career having completed their doctorate within the last five years
 - Actively contributing to scholarship on improvement science or related continuous improvement methodologies (Two or more relevant publications in the last five years)

- Contributions can take many forms (journal publications, books, presentations, media posts, white papers, blog posts, policy briefs, etc.)

Self-nominations are accepted. Nominations must include the following:

- A letter of nomination from an active SIG member explaining why this nominee is qualified to be recognized in this manner;
- The nominee's most recent curriculum vitae;
- Two representative scholarly publications by the nominee; and
- Two letters of support from individuals familiar with the nominee's work and qualified to speak on their behalf on this topic.

Timeline

Please send your nomination packets to the Improvement Science SIG past chair, Dr. Brandi Hinnant-Crawford (bhinnan@clermson.edu). Nominations will be accepted until **January 5th**. Reviews and decision-making will last until mid-February. The awardee will be presented with a plaque at the 2025 AERA Annual Meeting. If an awardee cannot attend, the plaque will be mailed to you after the annual meeting.

Please consider submitting to our special research topic, [Situating Equity at the Center of Continuous Improvement in Education](#), in the open access journal, [Frontiers in Education](#)

We have extended the deadline for submission to **December 31, 2024!** Four wonderful papers have already been accepted to the research topic, and there are more to come!

This Research Topic is about equity-centered improvement in education. Equity means every child gets what they need to actualize their full potential in their academic and social life, as defined by the National Equity Project. In theory, to center equity in continuous improvement (including improvement science) efforts, educators can identify a problem of practice with inequity at the core of the problem and develop and test a theory of improvement to redress that inequity and arrive at equitable outcomes. Centering equity can also mean ensuring the continuous improvement process itself is equitable. In practice, it is often unclear how equity-centered improvement is implemented and if making the improvement process equitable translates into equitable outcomes. If we conceptualize equity-centered improvement as a lever in school reform, what is the aim that educators should work towards? How might this lever be operationalized in research and practice? What might be the theory that guides the emerging field of continuous improvement in education?

The goal of this Research Topic is to arrive at a shared definition of equity-centered improvement and create boundary objects that connect researchers and practitioners in their pursuit of equity through the study and use of continuous improvement methodology.

The literature in continuous improvement in education has focused on mechanism and impact. And when connection to equity is made, it is often about leveraging improvement principles, processes, and tools to achieve equitable outcomes. Exploration of infusing equity into the process of improving is in infantile stage. Although some schools of thought argue that continuous improvement is intrinsically equity-centered, others raise doubts and concerns about this assumption and warn that an equity focus has to be made explicit in improvement work to avoid further perpetuation of inequity. This Research Topic seeks to contribute to this debate.

We welcome submissions from across the globe that align with our goal and examine the why, what, and/or how of equity-centered improvement. The methodology used can be conceptual, qualitative, quantitative, or mixed. We particularly encourage submissions that focus on the following topics:

- Equitable development and use of measurement and data infrastructure (roles, processes, tools) in support of continuous improvement;
- Social conditions that foster the progression (initiation, implementation, and institutionalization) of equity-centered improvement and ways to cultivate such conditions;
- Hindering forces (individual, organizational, societal, political, and cultural) that influence the progression of equity-centered improvement and ways to counter such resistance, and
- Conceptualization and operationalization of equity-centered improvement networks.

Reach out to Angel Li (angli@carnegiefoundation.org), Brandi-Hinnant-Crawford (bhinnan@clemsont.edu), or Erin Anderson (erin.anderson249@du.edu) with questions or inquiries.