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# Dimensions and Directions

The Joint Ph.D. Program in English and Education  
at the University of Michigan

Volume 26

Fall 2019

## From the Chair

As 2019 draws to a close, we look back on another successful year for JPEE. Our graduates have gone on to interesting positions where they are building on the intellectual projects of their dissertations and contributing to the learning of many students. In September we welcomed a cohort of six new students who bring an exciting array of backgrounds and experiences. Individually and collectively they have already begun to make their presence felt within the Program, on campus, and in the wider community. You can learn more about both our graduates and our newest students on the pages that follow.



The 2019 cohort joins a lively and productive group of current students who are moving through Program milestones, taking up campus leadership positions, making presentations at conferences, and working on various research projects. Thanks to the efforts of the third years, Chalk and Cheese continues to be a vital part of JPEE life (we appreciate all of you who help support this and other student-centered causes), and if you are feeling nostalgic, you may want to consider some of the JPEE swag available for purchase (see page 11).

One of my favorite things each year is to read about the accomplishments of JPEE alumni. You all are an impressive group, and you are helping to shape writing studies and English education both regionally and nationally. I also look forward to catching up with a number of you at either NCTE or CCC each year, and, as you surely know from your own teaching, following the careers of former students is pure pleasure. One of my former students, Laura Aull, will be joining the UM English Department in January as director of the English Department Writing Program. You can read more about Laura in the Alumni updates, but I can tell you that she will move writing at UM to a new level of quality and visibility.

After eleven years of directing the Sweetland Center for Writing I have stepped away and am (for the first time ever) on leave for the entire year. This is giving me an opportunity to get back to a book project on Native American women teachers that I had to put on the shelf while I turned my full attention to writing studies. With the invaluable contributions of multiple JPEE students including Laura Aull, Tim Green, Lizzie Hutton, Ben Keating, Anna Knutson, Naitnaphit Limlamai, Ryan McCarty, Anne Porter, Sarah Swofford, Christie Toth, and Emily Wilson, Sweetland became the site of an active research agenda, and the recently published *Developing Writers in Higher Education: A Longitudinal Study* is only one of its numerous products. In addition to time for writing, this year of leave is also giving me an opportunity to travel, and I look forward to spending the first two weeks of December in Egypt where I will be teaching and lecturing at the American University of Cairo as part of the UM-AUC exchange.

Enjoy all the news in the following pages, and let us hear from you.



## Recent Dissertations

*Composing Progress in the United States: Race Science, Social Justice, and the Rhetorics of Writing Assessment, 1845-1859*  
- James Hammond, Ph.D.

*The Pedagogical Ethic: A Qualitative Study of Undergraduate Writing Consultant Practice*  
- Molly Parsons, Ph.D.

*Restorying in the Discourses and Literacies of Military-Connected Students*  
- Emily Wilson, Ph.D.



## Fall 2019 Cohort

**Anna Almore** is the product of a once-illegal love between a German elementary school teacher and a Black airborne ranger-turned lawyer. Her upbringing nourished within her a deep commitment to justice and equity through education. After graduating from Princeton University with a BA in English, African American Studies, and American Studies, she joined Teach for America and taught 6th grade in the Bronx. She then joined staff and spent three years on the US-Mexico Border coaching and supporting teachers from Roma to Pharr, TX. This experience codified a commitment to culturally sustaining pedagogies for students and for teachers as well as a love for rural education. Inspired by culturally sustaining work in the reservations of South Dakota, she moved north and spent the last six years leading a program for TFA-South Dakota. Anna's passions include teacher preparation, cultural and racial identity formation, co-conspiring pedagogies, and Black-indigenous coalition building.



**Ashley Bradley** grew up in West Philadelphia, blocks away from the University of Pennsylvania, where she eventually earned her B.A. in communications. She completed her M.A. in English Literature at the Bread Loaf School of English, where she studied part-time while teaching full-time. During her eight years as a teacher in independent schools and thirteen years as a student in independent schools, Ashley became attentive to the intersections of race, class, and gender in the curriculum and in the classroom. She is interested in studying the implications of representations of black girlhood in literature.

**Erin (monét) Cooper** comes to the University of Michigan as the daughter of two educators and the granddaughter of an education activist, all from rural Georgia. After spending the past 11 years serving students and families in the secondary English classroom, she is deepening her engagement in academic research that details the barriers, resilience, and joy African American and Latinx girls and teachers — particularly those who identify as LGBTQ+ girls and gender non-conforming — encounter in schools, both inside and outside of carceral spaces. Her interests also include intra-racial bias and its impacts on educator relationships with students and families, curriculum and instruction, perceptions of student potential, school policy, and education as a practice of liberation. Broadly, she is also studying the decisions English educators make in course design that seeks to decolonize education in their classrooms and how literature written by people of color is critically taught in secondary education settings.



## Fall 2019 Cohort continues...



**Carlina Duan** is a poet, educator, and Michigan native. She hails from Ann Arbor, where she earned her BA in English & Creative Writing at the University of Michigan, directed a youth-driven publishing company, and taught poetry workshops to high school students at the Ann Arbor Neutral Zone. After graduating, Carlina spent time hydrating among very tall banana trees in Pahang, Malaysia, where she taught English to secondary schoolers on a Fulbright grant. Fueled by her passion for creative writing and education, Carlina returned to the States to pursue her MFA in poetry at Vanderbilt University. Carlina is the author of the poetry collection *I WORE MY BLACKEST HAIR* (Little A, 2017), and her poems have been featured in literary journals such as *Narrative Magazine* and *Gulf Coast*. She is especially thrilled to study creative writing pedagogies as a first-year student in the E&E Program. She is further interested in studying literary and linguistic perceptions of identity in a text, and alternative models of creative writing workshops.

### **Jason Godfrey**

Jason's research focuses on how modality (re)forms both student and instructor literacies in college composition classrooms. His goal is to identify the conceptual ideas that undergird accepted praxis in higher education, leveraging the affordances of new educational mediums and data-acquisition technologies to create better outcomes for every stakeholder—from student to university president.



**Christopher Kingsland** grew up in Orange County, CA, before leaving to attend UC Davis, where he earned a BA in English and psychology. Afterward, he returned to Davis for his Single-Subject Teaching Credential and MA in education. Since, he has taught both in the farming communities of Central California and urban Los Angeles. Chris's experiences as a founding English teacher at a Los Angeles charter high school have encouraged him to explore curriculum development, best practices for teaching writing, and practice-based teacher preparation. He hopes to research these and other topics that pertain to secondary teachers/students across disciplines, especially concerning historically underprivileged students.



## JPEE Current Student Activities...

**Megan Carlson, Jathan Day, Naitnaphit Limlamai, Michelle Sprouse, and Kristin vanEyck** presented "Cultivating a Peer Review Culture that Engages in Productive Conflict" at the GSCO/BET School of Education Graduate Student Research Conference.

**Carlina Duan** is serving as the Short Story Workshop Advisor for the Ann Arbor Neutral Zone, an arts education nonprofit in downtown Ann Arbor, where she teaches weekly prose-writing workshops and coordinates literary arts programming for high school writers. She will be presenting at the Association of Writers & Writing Programs in San Antonio in March 2020, chairing a panel titled "Asian Diasporic Poets Writing Into Mythology," and will be a part of a panel titled "Literary Citizenship: What does it really mean?"

**Jathan Day** presented "Using hypotheses to Supplement Classroom Discussions about Reading" at the Open Education Conference in Phoenix, AZ at the end of October, and will join the Digital Rhetoric Collaborative as a Graduate Associate for the winter semester.

**Jathan Day, Ruth Li, Naitnaphit Limlamai, Adrienne Raw, alumni Anna Knutson, and Sarah Swofford** with **Anne Gere** will present on sharing and analyzing longitudinal datasets about student writing development at the Conference on College Composition and Communication (CCCC) in March.

**Jathan Day, Ruth Li, Adrienne Raw, Kendon Smith and Kelly Wheeler** serve as the coordinators for the Language and Rhetorical Studies Interdisciplinary Workshop, and they are pleased to have **Professor David Gold** continue in his role as faculty sponsor. The Language and Rhetorical Studies (LangRhet) biennial conference, "Language, Rhetoric, and Digital Publics: Making Space for All," took place on October 19 at the University of Michigan. Dr. Cheryl Ball, Director of the Digital Publishing Collaborative at Wayne State University Libraries, and Dr. Erika Sparby, Assistant Professor of English at Illinois State University were the keynote speakers.

**Jathan Day, Naitnaphit Limlamai, Casey Otemuyiwa, and Kelly Wheeler** have been working as Graduate Student Instructional Consultants and workshop facilitators at Center for Research on Learning and Teaching (CRLT).

**Sarah Hughes, Ruth Li, Andrew Moos, Kendon Smith, Katie Van Zanen, Kelly Wheeler, Emily Wilson, and Crystal Zanders** published reviews in the Tools & Tech forum of *Assessing Writing* edited by alumna **Laura Aull**. They wrote the reviews as part of **Anne Gere** and **Anne Curzan's** Language of Assessment class they took in the winter.

Alumna **Anna Knutson, Anne Gere, Naitnaphit Limlamai, Ryan McCarty and Emily Wilson** wrote an article in *The WAC Journal* on writing prompts in writing-to-learn settings.

**Ruth Li** published a review of *Digital Rhetoric: Theory, Method, Practice* in *Kairos* and a blog post on supporting students' transitions from high school to college writing in the MLA Style Center. Her poetry is published in *Wordgathering: A Journal of Disability Poetry and Literature* and is forthcoming in *Disability Studies Quarterly*. Ruth presented on teaching upper-level writing at the Midwest Modern Language Association Annual Convention in November.

**Naitnaphit Limlamai** continues her work as Graduate Student Research Assistant with Anne Gere, and she serves as the diversity, inclusion, justice, and equity chair for the Michigan Council of Teachers of English. She also reviews manuscripts for the *Michigan Reading Journal* and the *Journal of Language and Literacy Education*, and volunteers with 826Michigan.

**Naitnaphit Limlamai, Anne Gere, and Emily Wilson** co-wrote "Writing and Conceptual Learning in Science: An Analysis of Assignments," *Written Communication* 36.1 (2019) 99-135.

## Activities continued...

**Ryan McCarty** has spent the last year writing his dissertation, which argues for a translingual approach to transfer and draws on six case studies with Chinese transfer students in their first semester at Michigan. He has also continued his longitudinal project exploring the experiences of multilingual students from the Bronx as they move through college. He is finishing the second full year of teaching writing workshops for the Chemistry Science Communication Fellows Program, a program he developed to teach Ph.D. students to write science communication genres.

**Casey Otemuyiwa** has been working with the California History-Social Science Project (CHSSP) to provide literacy curriculum and consultation for Teaching California, an online resource of materials to support K-12 teachers in implementing California's History-Social Science framework. She presented a paper "Analyzing the Linguistics of Stance with First-Year College Composition Students" at the March meeting of the American Association of Applied Linguistics (AAAL).

**Adrienne Raw's** article "Normalizing Disability: Tagging and Disability Identity Construction through Marvel Cinematic Universe Fanfiction" was published in *The Canadian Journal of Disability Studies*.

**Kendon Smith** and **Kelly Wheeler** co-authored a publication "Using the Smarter Balanced Grade Eleven Summative Assessment In College Writing Placement" in *Assessing Writing* 41. 2019. [10.1016/j.asw.2019.06.002](https://doi.org/10.1016/j.asw.2019.06.002).

**Kristin vanEyck** presented a paper on member checking at the margins at the MLA International Symposium in Lisbon, Portugal in July of 2019. As part of her work with the English Department Diversity, Equity, and Inclusion (DEI) Committee, Kristin is organizing a series of three DEI Teaching Workshops during the fall of 2019.

In March, **Katie Van Zanen** presented "'Patriotism is Good Citizenship': The War Issues Course at the University of Michigan" at the Research Network Forum of CCCC. She also reviewed a panel featuring alumni **Merideth Garcia**, **Aubrey Schiavone**, and **Anna Knutson** for the Sweetland Digital Rhetoric Collaborative.

**Kelly Wheeler** developed the 8th grade ELA/Social Studies curriculum for Wolverine Pathways. She also presented at the Embodying Vision graduate student conference, CCCC 2018 and the Thomas R. Watson Conference on Making Future Matters.

## JPEE Awards

**Jathan Day**, **Naitnaphit Limlamai**, and **Michelle Sprouse** received Rackham Graduate Student Research Grants. **Kristen vanEyck** was awarded an English and Education Research Grant.

**Ryan McCarty** and **Adrienne Raw** were recipients of the 2018-2019 David and Linda Moscow Prize for Excellence in Teaching Composition. This award is given to instructors remarkable for the energy, passion, insight, pedagogical skill and creativity, and commitment they bring to the teaching of writing.

**Adrienne Raw** and **Michelle Sprouse** were awarded Rackham Humanities Research Fellowships in 2019.

**Elizabeth Tacke** was selected for a 2019-2020 Rackham Predoctoral Fellowship (declined). She is currently a 2019-2020 Humanities Institute Graduate Student Fellow at the University of Michigan.

During 2018-2019, the following students were awarded a Rackham One-term Dissertation Fellowship: **Cassandra Otemuyiwa**, **Adrienne Raw**, and **Michelle Sprouse**.

## 2018-2019 Dissertations

**James Hammond, Ph.D.**

*Composing Progress in the United States: Race Science, Social Justice, and the Rhetorics of Writing Assessment, 1845-1859*

**Chair: Anne Ruggles Gere**

While a growing literature explores the indebtedness of educational testing initiatives in the United States to so-called “race sciences” like eugenics, the role of race science in the history of writing assessment remains under-explored. Indeed, few histories of writing assessment even explicitly discuss race, racism, or social justice. Complicating existing portraits of the assessment past, this archival study reveals how beliefs about racial progress and justice complexly shaped the emergence of writing assessment in the antebellum United States. Writing assessment developed in response to anxieties about population and beliefs that writing could be employed to monitor and manage it, commonplaces promulgated by a then-popular science of race and mental measurement: phrenology. Though we often associate phrenology with examinations of the skull, not the page, leading phrenologists held that social environments like the writing classroom could exercise and expand the mind in ways that improved future generations. Among phrenology’s greatest American champions was Horace Mann, perhaps the country’s premier education reformer, who proposed that improvements in instruction and assessment could constitutionally revise the human body, augmenting mental capacity, eliminating physical disability, and protecting the racial body against decline. Between 1845 and 1859, he helped sponsor a series of writing assessment innovations, each regarded as a social justice intervention that furthered racial progress: written examination and score reporting to advance accountability, data disaggregation by racial group to advocate for fairness, written entrance examination to regulate college inclusion and inclusivity, and co-educational classroom writing assessment to inculcate virtue. Recovering these scenes enriches our understanding of writing education history by revealing how race science was fundamental to the emergence of writing assessment, and by clarifying how ostensibly “just” efforts to support student development can be vectors for eugenic assumptions, aims, and claims regarding the body’s value.

James is a postdoctoral fellow with the School of Education at the University of Michigan.

**Molly Parsons, Ph.D.**

*The Pedagogical Ethic: A Qualitative Study of Undergraduate Writing Consultant Practice*

**Chair: Melanie R. Yergeau**

The purpose of this qualitative research study is to understand the ethical principles that inform undergraduate writing consultant (tutor) pedagogy. Focusing on the pedagogies of a small group of consultant participants, this dissertation specifically examines the ethical values and principles that have been prioritized by writing center studies as a field. Understanding the motivations, purposes, values, and ideologies of undergraduate tutors can help writing center administrators to interrogate and develop training curriculums that account for how consultants practice and experience their work in the center. This study included two rounds of interviews with undergraduate tutors, a focus group discussion, and audio-recordings of writing consultations. Data from the field is set into conversation with scholarship from writing center studies, ultimately revealing, and critically assessing, the influence of an ethic of individual care on theory and practice. This dissertation suggests that writing center pedagogies that conform to the ethic of individual care foreclose opportunities for the kind of learning that entails risk, engages difference, and promotes relationships characterized by genuine care. This dissertation concludes with an invitation to scholars to (re)engage the concept of ethics in pursuit of carefully-theorized, explicitly defined code for the writing center.

Molly is Assistant Director of the Center for Writing, Keene State College.

## Dissertations continue...

**Emily Wilson, Ph.D.**

*Restorying in the Discourses and Literacies of Military-Connected Students*

**Chairs: Chandra Alston and Anne Ruggles Gere**

Wilson's dissertation explores the discourses and literacies of military-connected students. Her research investigated how these students used reading and writing across contexts to shape (or “restory”) their understandings of the world and themselves. She found that these students used literacy to escape challenging circumstances (e.g., reading during a parent’s deployment), to connect with people across space and time (e.g., composing via social media platforms), to process experiences directly through reflection (e.g., keeping a journal) and to process experiences indirectly through refraction (e.g., choosing a work of fiction that replicated some aspect of their experience). She hopes that this research can provide English instructors with insight into the complex literacies that students may be bringing to the classroom so that instructors can leverage those practices as instructional resources and facilitate students’ knowledge transfer across in-school and out-of-school contexts.

Emily has accepted a position as Assistant Professor of English for the Department of Humanities at Alfaisal University in Riyadh, Saudi Arabia. She will be teaching four sections of the first-year composition sequence and will assist with curriculum development and assessment for the department.



## The Provost's Teaching Innovation Prize

Anne Gere was honored with the Provost's Teaching Innovation Prize for her innovative approaches to improving student learning, with M-Write: Writing to Learn in Large Introductory Courses Across Campus. Gere developed M-Write, along with Ginger Shultz, Assistant Professor of chemistry. It is a program that includes an automated peer review system and trains undergraduates to become writing fellows, who provide formative feedback on student writing. It also partners with faculty to design writing-to-learn assignments that require students to write about key concepts.

### JPEE Alumni...

**Laura Aull** ('11) encourages everyone to read the insightful reviews of writing placement tools by JPEE graduate students in *Assessing Writing* (July 2019). The reviews appear in this year's Tools & Tech Forum and builds on work done in Anne Ruggles Gere and Anne Curzan's writing assessment course. Laura's article "Linguistic Markers of Stance and Genre in Upper-Level Student Writing" appeared in *Written Communication* this spring, and she spent much of the year investigating civil discourse and student writing in other pieces appearing in 2019, including a co-authored article "Civil Assignments" in *English Journal*, a co-authored article "From Cowpaths to Conversation" in *Pedagogy*, and a chapter entitled "A Civil Style: Reexamining Discourse and Rhetorical Listening in Composition" in the collection *Style and the Future of Composition Studies* (USUP). Perhaps the biggest news is that after eight happy years at Wake Forest University (and after swearing she would never again live in a cold climate), Laura will be moving back to the University of Michigan in January 2020, where she will be the director of the English Department Writing Program. She spent the fall writing in Cayman before the move and is grateful to several JPEE-affiliated folks who offered valuable insights as she contemplated the decision, including Anne Curzan, Anne Ruggles Gere, Zak Lancaster, Melanie Yergeau, Christie Toth, and Randall Pinder (with Paul Pearson).

**Jim Beitler** ('09) is an associate professor of English at Wheaton College, where he is the director of First-Year Writing and also coordinates the Writing Fellows Program. His book *Seasoned Speech: Rhetoric in the Life of the Church* was published in May 2019.

**Bethany Davila** ('11) is an associate professor of Rhetoric and Writing at the University of New Mexico where she teaches courses on writing, grammar, and rhetoric. She recently won the Outstanding Teacher of the Year award from the University of New Mexico and the Kenneth Bruffee Award from the Council of Writing Program Administrators for her article, "Standard English and Color Blindness in Composition Studies: Rhetorical Constructions of Racial and Linguistic Neutrality" published in *WPA* in 2017. Her recent research focuses on identifying language about writing that perpetuates white language supremacy.

At the end of May, **Colleen Fairbanks** ('92) stepped down as chair of the Department of Teacher Education and Higher Education at the University of North Carolina Greensboro after eight years of service. She is now enjoying a semester leave and a trip to England. Despite the long tenure, it was a position that provided her with many satisfactions as well as the occasional odd, even baffling event. She just completed her 13th year at UNCG. She will be returning to the faculty in the spring, but she is also looking forward to retirement no later than 2021. She has many fond memories of her time in the JPEE program and the friends she made through it. Colleen also encouraged one of our recent graduates, Merideth Garcia, whom she knew as a teacher when she worked at UT Austin in the Heart of Texas Writing Project. She was such a fabulous writer and thoughtful teacher, Colleen knew she would find the program to suit her well.



## JPEE Alumni continues...

**Cathy Fleischer** ('90) is in her 29th year at Eastern Michigan University, and she is energized by some new challenges and opportunities. The most exciting initiative is helping to create a new Office of Campus and Community Writing. The big project this year is the launch of YpsiWrites: A Community Writing Center. Through the efforts of colleagues and volunteers, the Center now has drop-in hours for writing consultation and workshops for adults and teens at all three branches of the Ypsilanti libraries. And if you live in the area and want to get involved, send Cathy an email. She also co-authored (with colleague Ann Blakeslee) a second edition of *Becoming a Writing Researcher*, an introductory text for masters' level students pursuing qualitative research in writing studies. She is also collaborating with Antero Garcia from Stanford University on a book on everyday advocacy, designed specifically for teacher educators, introducing ways to help pre-service and inservice teachers use their voices to change the public narrative surrounding education.

Recently promoted to full professor, **Amy Carpenter Ford** ('10) is in her ninth year at Central Michigan University. She has published articles on social justice teacher education in the *New Educator*, on equity-driven practice-based teacher education around code-meshing in the *Assembly for the Teaching of English Grammar (ATEG) Journal*, and on adapting the National Writing Project's College, Community, and Career Writer's program to be culturally responsive and sustaining in the *Language Arts Journal of Michigan's* 2019 special issue. She is an active member of the Michigan Program Network of TeachingWorks and served on the Michigan Department of Education's Stakeholder Committee to develop Standards for Secondary English Language Arts Teacher Preparation. She was joined by 14 CMU English teacher candidates at the 2019 National Council of Teachers of English Annual Convention, where she also presented.

**Merideth Garcia** ('18) is starting her second year at UW-La Crosse, teaching courses on transformative works, detective fiction, English teaching methods, and young adult literature. She published a co-authored piece on students' rhetorical strategies in online writing environments in *Composition Forum* with David Gold and Anna Knutson; a multi-authored content analysis of digital pedagogy in *Contemporary Issues in Technology and Teacher Education*; and an entry on "Constructionism" in *Keywords and Concepts in Making and Design Thinking*. She gave scholarly presentations with Aubrey Schiavone and Anna Knutson at CCCC, with Chris Parsons and Daniell Lillge at ELATE, and with James Hammond and Crystal VanKooten at the Wayne State Teaching of Writing Conference. She continues to serve as a qualitative research consultant for CMU's Beaver Island Summer Institute, a National Writing Project professional development program in science literacies for K-12 English and science teachers.

**Chris Gerben** ('12) still teaches an online MA course in rhetoric and style for NYU, but he is enjoying his second year of post-academic life as a content strategist, where he applies rhetoric on a daily basis to discuss branding, marketing strategy, and speaking. He lives in Chicago with his family.



Anna Knutson, Merideth Garcia, and Aubrey Schavone

## JPEE Alumni continues...

**Danielle Lillge** ('15) is entering her second year at Illinois State University where she teaches English education courses in the English Department and spends Fridays embedded in a high school classroom co-teaching with methods students. In this new position she is finding refreshing opportunities for greater work/life balance with supportive colleagues who are eager to prioritize program changes that center discourse, interactional awareness, equitable teaching, and restorative justice. Together, she and her colleagues have received a university assessment grant to rethink ways of inviting mentor teachers and students into ongoing conversation about efforts to enact socially just ELA instruction in diverse classrooms. In addition to studying these ongoing efforts, she spent the last year with a team of high school literacy facilitators studying the discursive tools that helped them navigate tensions, or sticking points, in their work with colleagues. Her scholarship was recently published in *Research in the Teaching of English* and is forthcoming in *English Teaching: Practice and Critique*.

**Rebecca Manery** ('16) is the 2019-2020 Hopwood Program Manager for the University of Michigan's Department of English Language & Literature. She is also an invited member of the inaugural Research Task Group of the Association of Writers and Writing Programs (AWP) and will appear as a panelist at the AWP Conference in San Antonio in March, 2020.

**Christopher Parsons** ('17) is in his third year as an Assistant Professor of English and Coordinator of Secondary English Education at Keene State College (NH). He also just became the Coordinator for Secondary Education. Chris teaches courses in methods of teaching English and descriptive grammar and he does field instruction for his English student teachers. This year, he has been able to hang out a bit with E&E friends at NCTE, AERA, and ELATE.

**Molly Parsons** ('19) is in her second year as the Assistant Director of the Center for Writing at Keene State College. She is also teaching a course in the English Department -- on fairy tales as a genre. This year, she presented at the New England Writing Center Association (NEWCA) and also serves as the New Hampshire representative to the NEWCA Steering Committee.

**Randall Pinder** ('11) and his husband, Paul, still reside in the Cayman Islands. Randy has completed his 2-year contract as Associate Professor in the Department of the Arts and Humanities at the University College of the Cayman Islands. He has signed a new 3-year contract and continues to teach first-year composition courses, College Preparatory English, and Creative Writing to a variety of students. He is currently the advisor to the Student Book Club and helped to launch the UCCI Writing Centre last fall.

**Anne Porter** ('14) is in her fourth year as Assistant Professor of English and Director of the Writing Center at Alma College. In April, 2019, Porter was awarded the Andison Award for Excellence in Teaching.

One of **Sarah Ruffing Robbins's** ('93) publications this past year grew out of collaboration with former TCU doctoral student Carrie Tippen, who works in food studies, for an article also drawing on Sarah's longstanding interest in Jane Addams's Hull-House teaching: "Gathering around Hull-House Dining Tables." *American Studies* 57.3. In addition, Sarah published an essay with historian Ann Pullen: "'Managing Worship, Mothering Missions: Children's Prayerful Performances Linking the United States and Angola in the Early Twentieth Century.'" *International Bulletin of Mission Research* 43.3. Single-author essays included "Elaine Goodale Eastman, Modernist Author?: Re-visiting a Border-crossing Woman Writer's Place in Literary History" for a special issue on New Studies of Modernism for *E-rea: Revue électronique d'études sur le monde Anglophone* and "Gender and Transnational American Studies," commissioned for *The Routledge Companion to Transnational American Studies*. In 2019-20, Sarah is completing her three-year term on an MLA committee promoting K-16 alliances; she sends thanks to Anne Gere for this opportunity. On the personal front, she's excited to have welcomed a second grandchild: Leanna Coe Davis, who's happily joined brother Adam Davis.

## Order English and Education Swag and have it Shipped to You!



Carlina Duan, Ryan McCarty, Ruth Li, and Jathan Day

The website to order E&E swag from Underground Printing is live! E&E apparel t-shirts, short and long-sleeved, crew neck sweatshirt, hoodie, 3/4 zip sweatshirt and canvas boat totes are available.

Secure your E&E swag today via the following [link](https://tinyurl.com/E-Eswag). For reference: <https://tinyurl.com/E-Eswag>

The link will be open in two rounds: the first round is currently open from now until 11:59 pm on December 1. All orders placed by December 1 will be shipped December 16. After the university holiday break the link will re-open on January 6 and will remain open for one month. Orders ship via USPS and can take 1-5 days to arrive depending on the distance.

A special thank you to E&E Naitnatphit Limlamai for setting this up for us.

## Anne Curzan appointed to Dean of LSA Anne Curzan

Anne Curzan, former associate dean for the humanities and a recognized expert in language and linguistics, has been appointed dean of LSA, the University of Michigan's largest academic unit.

Her appointment, approved June 20 by the Board of Regents, is effective Sept. 1 and runs through June 30, 2024.

Curzan is an Arthur F. Thurnau Professor, Geneva Smitherman Collegiate Professor of English Language and Literature, and professor of English language and literature, and linguistics in LSA. She also is a professor of education and a former co-chair of JPEE.

"As an academic leader, Anne is familiar with the complexities and the challenges of this position, and has demonstrated an impressive ability to combine vision and action effectively," says Martin Philbert, provost and executive vice president for academic affairs. "Her commitment to learning, diversity and excellence will make her an outstanding dean."



**A Special Thank  
You to 2019  
Contributors:**

Timothy P. Anderson

Sandra Balkema

Paula Barnes

James Beitler III

Anne Berggren

Stephen Bernhardt

Judson and Catharine  
Bradford

Chett Breed

Jennifer Buehler

Michael and Heather  
Bunn

Anne Curzan

Kenneth Davis

Sarah Dunning

William Feigenbaum

Gail Schaefer Fu

Susan Gardner

Anne Ruggles Gere

Rafael Heller

Roberta Herter

Elizabeth Homan

William Knox

John Koops

Melinda McBee Orzulak

Lawrence McDoniel

Sarah Robbins

John Schafer

Patricia L. Stock

Carla Verderame

Morris Young

**Defining DEI** <https://diversity.umich.edu/about/defining-dei/>

Defining diversity, equity and inclusion

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

**Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

**Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

**Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Chief Diversity Officer Robert Sellers often has emphasized the importance of considering all three topics – diversity, equity and inclusion – which he likened to various aspects of attending a dance:

*“Diversity is where everyone is invited to the party.*

*“Equity means that everyone gets to contribute to the playlist.*

*“And inclusion means that everyone has the opportunity to dance.”*

**We are on the web: <https://jpee.lsa.mich.edu/>**

**Stephen Dunning Student Support Fund**

As you think about your end-of-year charitable contributions, please consider a gift to the Stephen Dunning Student Support Fund. This is the fund that supports special events, provides Chalk and Cheese refreshment, and, when monies permit, supplements research-related expenses for graduate students. Contributions of all sizes are most welcome. Write checks to the University of Michigan E&E Gift Account and send them to Jeanie Laubenthal, Joint Ph.D. Program in English & Education, 610 E. University, 4204 SEB, Ann Arbor, MI 48109-1259, or online at [JPEE \(https://leadersandbest.umich.edu/find/#!/scu/soe\)](https://leadersandbest.umich.edu/find/#!/scu/soe)