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# Dimensions and Directions

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

Volume 29

Fall 2022

## From the Chairs

Greetings to All,

We know that COVID is still among us, but this academic year is feeling more “normal” than either of the past two. Some of us wear masks, but we are teaching in-person classes, students are gathering in many of the usual ways, and there is less Zoom fatigue. We were able to have an in-person commencement in Hill, followed by a celebratory dinner for Jathan Day, Ruth Li, Naitnaphit Limlamai, and Kelly Wheeler.

Michelle Sprouse, who has also finished her dissertation, chose to delay her commencement, so we will celebrate her graduation on December 18. All of them have gone on to positions across the country and beyond. You can learn more about them, their dissertation projects, and their current positions on pages 7-8.

While it was sad to say farewell to this terrific group of students, we were delighted to welcome Alaina Perez, Stephanie Renteria, Jody Rust, and Melissa Valerie to campus this fall. They bring wonderful new energy, a rich variety of experiences, and strong commitments to their work. Each has already begun to create a presence on campus. Their bios will give you more details.

Our current students continue to make enormous contributions to UM through their teaching, support of undergraduates, and leadership in various initiatives. I am continually impressed by their resourcefulness, compassion, and desire to move important issues forward. Do take a look at pages 4-5 to learn more about them and their projects.

The person who makes so much of JPEE’s work possible is rarely mentioned in our newsletters: Jeanie Laubenthal, the administrator of our program. She is the person who makes sure that we all have what we need, whether it is food for Chalk and Cheese, a working printer, a coherent financial report for Rackham, a problem solved, or a shoulder to cry on. Jeanie has received a much-deserved award from the School of Education. You can see details about this award on page 12.

As you probably assumed from the photograph on this page, the leadership of JPEE is shifting. JPEE alum Ebony Elizabeth Thomas will become Co-Chair effective January 1, 2023, and we will work together until January 1, 2024, when I am scheduled to retire. It has been a great pleasure to work with Ebony during the past year and a half, and I look forward to working with her in this new way for the coming year.



Anne Ruggles Gere and Ebony Elizabeth Thomas

## Dissertations

### 2021-2023

*Extension, Engagement, and Agency: Canvas as a Network for the Writing Classroom*

Chair: M. Remi Yergeau  
Jathan Day, Ph.D.

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*Examination of Nuance in Students’ Literary Interpretive Writing*

Co-Chair: Anne Ruggles Gere &  
Mary Schleppegrell  
Rusi Li, Ph.D.

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*Constructions and Enactments of Justice in Secondary English Methods and Student Teaching Spaces*

Co-Chair: Anne Ruggles Gere &  
Ebony Elizabeth Thomas  
Naitnaphit C. Limlamai, Ph.D.

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*Social Annotation in First-Year Composition*

Co-Chair: Anne Ruggles Gere &  
Barry Fishman  
Michelle Sprouse, Ph.D.

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*Silence, Speech, and Support: Community Response to Swastika Hate Acts and the Taxonomy of a Rhetorical Genre*

Chair: M. Remmi Yergeau  
Kelly Wheeler, Ph.D.

Anne

## Fall 2022 Cohort

After teaching in public school classrooms for the last nine years, **Alaina Perez** has had the opportunity to engage with a variety of student groups, including middle school and high school students, adolescent and adult English learners, college writers, and student teachers. She earned her BA in English from Michigan State University and an MA in English from Oakland University. Some of Alaina's research interests include teacher advocacy and wellness, writing pedagogy, and adapting and differentiating canonical works for today's learners. She has two cats named Julian and Momo who are both the glory and bane of her existence.



**Stephanie N. Renteria** is a lifelong resident of southern California. She grew up in Irvine, and later earned her BA in literature at Point Loma Nazarene University in San Diego. After undergrad, she earned her MA in English at California State University, Fullerton, where she also taught college writing for two years. Stephanie has taught and tutored elementary, secondary, and postsecondary students in various roles and contexts. Due to her experiences working predominately with racially and linguistically minoritized students, she is especially passionate about language policy, language rights, and antiracist writing pedagogy.

## Fall 2022 continued...

Jody Rust grew up in Lawrence, IN. She attended Indiana University where she earned a B.A. in Journalism and English and a secondary teaching certificate. Jody participated in the IU Cultural Projects program and completed her student teaching and first four years of teaching experience on the Diné (Navajo) Nation. In addition to teaching, Jody wrote curriculum and assessment for several private companies. Most recently, she taught English and journalism at Cheyenne-Eagle Butte High School, and speech and composition courses at Oglala Lakota College on the Cheyenne River Sioux Reservation where she also worked as a journalist for the local, weekly newspaper. Once her children graduated high school, Jody decided to earn her M.A. in Writing and Rhetoric from South Dakota State University. Her interests in E&E stem from her love of literature and writing, and her teaching pedagogy and theoretical interests are influenced heavily by experiences among the Diné and Oceti Sakowin. She is most interested in theories and pedagogies grounded in different indigenous philosophies and epistemologies and how these perspectives influence teaching, writing, and literary criticism.



**Melissa Valerie** grew up on the half-Dutch, half-French island of Sint Maarten and moved to the United States after graduating from high school. She earned her BA in Print Journalism at Hofstra University in Long Island, New York. After undergrad, she worked in the telecommunications industry for several years. It was while working as an implementation specialist where she trained clients how to use the company software that she developed an interest in teaching adult learners. While working full-time and volunteering in an adult literacy program at the local library, Melissa subsequently earned her MA in Language and Literacy with a concentration in basic writing from City College of New York. She then transitioned to a full-time teaching position and has taught developmental reading and writing, first-year writing, and GED courses at the City University of New York (CUNY). While teaching full-time, Melissa also earned an MEd in Higher Education Administration from Baruch College. Her interests include writing pedagogy, developmental education, and access and equity in higher education, specifically at community colleges. In her spare time Melissa enjoys reading, exploring museums, going to the movies, and spending time in nature.



## JPEE Current Student Activities

**Anna Almore, monét cooper, Carlina Duan, alumna Dr. Ruth Li, and Andrew Moos** collaborated with other students in the English Department's PhD and MFA programs to mount a Diversity, Equity, Inclusion, and Justice (dije) driven GSI orientation for English Department Writing Program (EDWP).

**monét cooper** was featured on DAYUM podcast with Erin Thesing developed their podcast “Dancing on Desks” to talk about education “as liberatory, justice-full, and abolitionist...where there is joy, words of accountability, music, and all of the openness that we've experienced in the space of advocacy and organizing, story circles, library runs, webinars, and talks with students, caregivers, and colleagues who believe—like Paulo Freire and bell hooks, Fannie Lou Hamer and Ella Baker, Howard Zinn and Julius Rosenwald, James Baldwin and Harriet Tubman—that education is the practice of freedom.”

**Carlina Duan** was awarded a writing residency at the Good Hart Artist in Residence program this fall. She was a featured writer at the Harbor Springs Festival of the Book, where she gave a poetry reading and presented on two writers’ panels, as well as taught a sports-writing workshop to Harbor Springs High School students, featuring odes to basketball (“through a lyric slipknot of joy!”). Carlina also served as a Room Project Mentor for the Room Project Fellowship program this summer, where she worked and collaborated with incredible Detroit-based poet and filmmaker Jassmine Parks. Recently, Carlina's poetry was anthologized in *They Rise Like a Wave: An Anthology of Asian American Women Poets* (Blue Oak Press, 2022). This academic year, Carlina is serving as the Poetry Editor of *Michigan Quarterly Review*.

**Marquise Griffin** participated in the Skiff and Schooner program piloted by the University of Michigan’s Detroit River Story Lab in partnership with Detroit’s Green Door Initiative. The program lets school-age students from throughout metro Detroit experience the river from the decks of a tall ship while learning about the environmental and cultural heritage of their communities.

The place-based, experiential learning program is funded, in part, by a nearly \$32,000 grant from the Community Foundation for Southeast Michigan. The Community Foundation is committed to supporting initiatives — like the Skiff and Schooner program and The Great Lakes Way® trail system — that connects residents and visitors with the world-class freshwater, wildlife, recreation and heritage opportunities our region offers.

Marquise led an onboard learning station about Detroit as a river city. He explained to the students that Black and indigenous people were fundamental to harnessing the river’s resources to build the city. But, over time, their communities were pushed away from the Detroit River due to structural racism.



**Carlina Duan** is continuing, alongside **Kathryn Van Zanen**, to work as a Graduate Academic Liaison for the Ginsberg Center, where they co-facilitate workshops centered on equitable community engagement.

JPEE students **Marquise Griffin**, **Jason Godfrey**, **Kelly Hartwell**, **Andrew Moos**, **Andrew Appleton Pine**, **Kathryn Van Zanen**, along with alumna **Dr. Naitnaphit Limlamai**, SOE doctoral student Michael Ion, and **Professor Anne Ruggles Gere** have a forthcoming article in the *Journal of General Education* titled "Alumni Perspectives on Undergraduate Education: How Writing Can Increase What We Know." The piece comes from their ongoing work on the Mellon-funded College and Beyond II: Outcomes of a Liberal Arts Education initiative. The team continues to analyze the written responses of alumni from seven universities, focusing on how alumni write about negative experiences and outcomes associated with the need to work during their undergraduate years.

**Kelly Hartwell** is a Graduate Student Mentor for English Department Writing Program (EDWP) this year and is working with first year instructors. She is also mentoring with WPA-Go, a graduate organization associated with Council of Writing Program Administrators (CWPA) comprised of graduate students, allies, and mentors who are dedicated to supporting graduate students in their preparation for Writing Program administration. They seek to strengthen mentoring and networking connections between graduate students and professional WPAs as well as provide opportunities for awards, organizational service, and professional development.

**Kelly Hartwell**, **Andrew Moos**, and **Andrew Appleton-Pine** 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.

Alumna **Dr. Ruth Li**, **Dr. Naitnaphit Limlamai**, and **Dr. Michelle Sprouse** are working as editorial assistants for *Research in the Teaching of English* under the direction of Professor **Ebony Elizabeth Thomas** and two of Ebony's colleagues from the University of Pennsylvania, who serve as co-editors for the journal. They are organizing an "In Dialogue" essay that brings literacy scholars into conversation with each other.

**Kathryn Van Zanen**, along with Neeraja Aravamudan (Director, Edward Ginsberg Center), Elyse Aurbach, and Helen Sdvizhkov (Center for Academic Innovation), anticipate 2023 publication of "A framework to understand and address barriers to community-engaged scholarship and public engagement in appointment, promotion, and tenure across higher education," forthcoming in the *Journal of Higher Education Outreach and Engagement*. Kathryn's on-going work with the Ginsberg team and collaborators has also led to a September 24 webinar with the American Council on Education to share research insights and address tenure and promotion concerns for campuses applying for the Carnegie Elective Classification for Community Engagement..

**Adelay Elizabeth Witherite** was the recipient of the 2021-2022 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. She completed dissertation data collection during the 21-22 academic year and is now working on data analysis and drafting chapters. Adelay's dissertation focuses on how first-year writing students emotionally experience, interpret, and respond to discourses about social differences in their First Year Writing course. This past summer, she also completed certification courses to become a registered yoga instructor and Reiki healing practitioner.

## JPEE Awards

**Anna Almore** and **Carlina Duan** received Rackham Graduate Student Research Grants.

During 2021-2022, the following students were awarded a Rackham One-term Dissertation Fellowship: **Anna Almore**, **Carlina Duan**, and **Jason Godfrey**.

**Anna Almore**, **Carlina Duan**, **Jason Godfrey**, and **Christopher Kingsland** achieved candidacy in 2022.

**Anna Almore** and **Carlina Duan** were awarded Rackham Graduate School Humanities Research Fellowships in 2022-2023.

**Megan Garver Carlson** received the Linda Pinder Fellowship for 2022-2023. This Fellowship was created thanks to a generous gift from alum Randall Pinder and his partner Paul Pearson, and it is named for Randy's mother, who was a teacher. In keeping with the sense of community they helped to create when they were in Ann Arbor, Randy and Paul chose to use their resources to provide support for a student who has achieved candidacy, is finishing the dissertation, is on the job market, and has teaching as the only other type of support during the final year.

**Alaina Perez**, **Stepanie Renteria**, **Jody Rust**, and **Melissa Valerie** were awarded Rackham Merit Fellowships as incoming students.

**Kathryn Van Zanen** was selected for a 2022-2023 Rackham Predoctoral Fellowship.

### The Joint Ph.D. in Program English and Education Grads 2022!



## 2022-2023 Dissertation

**Jathan Day Ph.D.**

***Extension, Engagement, and Agency: Canvas as a Network for the Writing Classroom***

**Chair: M. Remi Yergeau**

Jathan's dissertation examined how writing instructors' design and organizational decisions in the Canvas LMS affect the ways in which their students write and learn. Using a conceptual framework of networks (Eyman, 2015; Chun, 2016), this study reveals how LMSs such as Canvas can function as extensions of F2F classrooms and provides new ways of rethinking modes of student engagement. I interviewed three writing instructors and eight students at a large Midwestern university while embedding myself in their Canvas course sites under the Observer role; I investigated how writing instructors built their course sites, how students navigated them, and how Canvas mediated writing instruction and student engagement. For writing instructors, I found that Canvas served as an extension of their classroom spaces and pedagogical practices, and often reflected pedagogical and personal values in ways that they perhaps did not perceive otherwise. Students, in turn, responded to Canvas through various modes of engagement, including skimming, creating touchpoints for their writing, and resisting, suggesting that students can find ways of navigating LMSs in spite of a course site's design. This dissertation sets a foundation for exploring the tensions that exist in and between networks and agents, as well as between teaching, learning, and LMSs.

Jathan is currently teaching writing online for Alaska Pacific University, and he anticipate teaching for University of Alaska Anchorage winter 2023.

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**Rusi Li, Ph.D.**

***An Examination of Nuance in Students' Literary Interpretive Writing***

**Co-Chairs: Anne Ruggles Gere and Mary J. Schleppegrell**

In Ruth's research, she strive to render explicit writing expectations that are largely tacit for both instructors and students. Her dissertation examines college students' writing about literature. Student writers are expected to interpret the complexities and nuances of literary texts yet might struggle with interpreting texts in ways that are academically valued in literary studies. In addressing this pedagogical challenge, she illustrate that attending to students' language choices can render explicit abstract disciplinary writing expectations that instructors value in literary interpretation including nuance, which she conceptualize as an awareness of the layers and shades of significance in literary texts. By cross-analyzing student writing samples, instructor interviews, and course materials across four introductory writing, about-literature courses, Ruth examine how students' language choices do or do not correspond to instructors' expectations for writing. This analysis reveals that proficient student writers tease apart the possible significances of literary texts using expressions that expand the dialogic space (e.g., "At first glance, the word appears to be...In another sense, it could mean..."), attuning to the details and nuances of literary language. She argues that attending to language can support students with crafting more nuanced literary interpretations; she suggest that instructors can encourage students to consider the ways writers' rhetorical strategies create valued meanings. By rendering tacit writing expectations more transparent and knowable, this project creates pathways toward more equitable, accessible approaches to writing pedagogy and assessment.

Ruth has accepted a position as Assistant Professor of English for the Department of Humanities at Alfaisal University in Riyadh, Saudi Arabia.

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## 2022-2023 Dissertation continues

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**Naitnaphit Catherine Limlamai, Ph.D.**

***Constructions and Enactments of Justice in Secondary English Methods and Student Teaching Spaces***

**Co-Chairs: Anne Ruggles Gere and Ebony Elizabeth Thomas**

Naitnaphit's dissertation, investigates how methods instructors define and present ideas of justice to preservice teachers (PSTs), how PSTs take up those ideas, and how PSTs move those ideas between methods and student teaching. To facilitate her investigation, Naitnaphit developed a framework to differentiate three kinds of justice teachers pursue: distributive, relational, and consequential. Naitnaphit found that teachers unevenly enact the different kinds of justices; that enactments of one kind of justice (usually distributive) often foiled enactment of another kind of justice (usually consequential); and that the identities, backgrounds, and positionalities of the participants shaped their notions of English class and what occurred there and how they considered justice, both of which affected the kinds of justice they enacted in their teaching.

Naitnaphit is an assistant professor at Colorado State University.

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**Michelle Sprouse, Ph.D.**

***Social Annotation in First-Year Composition***

**Co-Chairs: Anne Ruggles Gere and Barry Fishman**

As teachers we agree that reading supports writing development, but we struggle to explain how. Even more so, we struggle to teach students how to use the readings we assign to become better writers. Michelle's dissertation explores the affordances of social annotation, a practice where readers share the digital margins of texts, to develop skills that promote comprehension, critical thinking, and the development of rhetorical knowledge. Where previous studies have linked annotation quantity with improved learning outcomes, *Social Annotation* connects the qualities in student annotations—the ways of reading practiced, the rigor with which students engage the texts, and the extent to which they interact with peer annotations—to developing metacognitive and social awareness. This research offers practical considerations for reading pedagogy to foster strategic, layered readings that are most likely to provide material for uptake of new rhetorical strategies in student writing. *Social Annotation* also deepens our theoretical understanding of how students develop metacognitive and social awareness through reading to improve writing outcomes.

Michelle has taken a position as Assistant Teaching Professor in the Honors College at Bowling Green State University.

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**Kelly Wheeler, Ph.D.**

***Silence, Speech, and Support: Community Response to Swastika Hate Acts and the Taxonomy of a Rhetorical Genre***

**Chair: M. Remmi Yergeau**

Kelly's findings make visible the practices of power, inequity, and embodied harm present in hate acts and allow scholars and community stakeholders to understand how the various rhetorical genres within the metagenres of silence, speech, and support actually function as responses to swastika hate acts. She uses data from The Swastika Counter Project (TSCP), which documents 1339 swastika hate acts from January 1, 2016 to January 20, 2021 in various communities across the United States, to make two distinct but related claims. First, community responses reveal patterns in both linguistic products and the embodied and material actions of actors who respond to the swastika as trauma, and I argue that these responses have their own specific patterns that constitute a taxonomy I am calling community response to trauma. Second, I propose the embodied metagenres of silence, speech, and support as a means to understand and to account for the social and embodied nature of rhetorical situations and thereby account for their influence on all instances of trauma within communities.

Kelly is an assistant professor at Curry College in Milton, MA.

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## JPEE Alumni Updates ...

**Merideth Garcia** ('18) was promoted to Associate Professor of English at the University of Wisconsin-La Crosse this year and continues to teach literature and teacher education courses. She presented work at Computers & Writing with Aubrey Schiavone and at ELATE with Chris Parsons. She co-authored "Humanizing Online Teacher Education through Critical Digital Pedagogy" for *English Education*, "Today is the Tomorrow We Should have Prepared for Yesterday: Rebuilding our Classrooms to Facilitate Student-centered, Teacher-sustaining, Tech-supported Education" for *Voices from the Middle*, and "A Roadmap for Using Assessment Findings to Direct Pedagogical Improvements" for *Assessment Update*. In April, she was elected to the La Crosse School District Board of Education.

**Lizzie Hutton** ('18) is assistant professor of English and director of the Howe Writing Center at Miami University, Ohio. Her research focuses on a mix of writing center studies and writing studies (with continued interest in theories and pedagogies of college-level reading). She learned an enormous amount about collaborative research design working with Anne as a GSRA at Sweetland; at the Howe, she always has a number of research studies going with undergraduate and graduate writing center consultants and graduate assistant directors. She also continues to write and publish poetry: in 2021, her poem "Holiday 2" won the Humboldt Prize from the Florida Review. She is currently also collaborating with JPEEer Ruth Li on a study of faculty perceptions of and pedagogical practices around close reading. She hopes to be at both MLA and Cs this year. Look her up!

**Anna V. Knutson** ('18), After three years of serving as a tenure-track WPA (about half of which were during the pandemic), Anna moved back home to live near her family in western Washington in the summer of 2021. She spent a few months researching User Experience (UX) Research doing pro bono research for civic tech organizations before starting as a Senior UX Researcher at Workday, an HR software company. She now lives in Seattle, where she grew up, and this fall, Anna is starting a new position at Microsoft. She enjoys her work in tech: it's exciting and fast-paced, and it enables her to draw on her qualitative research training while providing her with more flexibility in terms of both time and geography. Outside of work, she spends her time connecting with family and supporting the Seattle music community as the newest member of the Board of Directors at the Vera Project, an all-ages, non-profit music venue where she grew up attending (and performing!) shows. Feel free to reach out if you have any questions about leaving academia, tech careers, or UX research more broadly. She hope everyone is staying safe and keeping their heads up.

**Danielle Lillge** ('15) is an associate professor of English education at Illinois State University where she coordinates the MA in English Education program for practicing, in-service ELA teacher scholars. Her book, *Pursuing Social Justice in ELA: A Framework for Negotiating the Challenges of Teaching*, published this year (Routledge), offers a language for naming, and practical tools for navigating, those spaces where different frameworks for teaching and learning challenge teachers' ability to act on their commitments to teach for justice. She is grateful to Laura Roop, fellow JPEE alum, for the beautiful Forward that pays honor to the lineage of our shared E&E roots. She, along with JPEE alumni **Melinda McBee**, **Orzulak** have agreed to co-edit The Future is Now column for *English Journal* beginning with the fall 2023 issues. A new call in the November 2022 issue welcomes the voices of novice and early career ELA teachers. They would be delighted if fellow E&E alums who share a commitment to celebrating the questions, inquiries, and pursuit of hopeful possibilities with our future colleagues would consider contributing or encouraging submissions.

## JPEE Alumni Updates Continue...

**Naitnaphit Limlamai** ('22) graduated in the Spring of 2022 and started a position as an Assistant Professor of English Education at Colorado State University. She's currently teaching Methods and co-teaching a course with four instructors for first-year English majors; she'll switch out the latter course with a Language for English Teachers course in the spring. She continues to conduct research and write, and has begun a new appointment as co-chair of the ALAN Mentorship Committee. She's also on the NCTE College Section Nominating Committee—be on the lookout for a potential note from her to see if you'd like to serve on the College Steering or Nominating Committee! Naitnaphit welcomes questions about a cross-country move to a house she bought sight unseen and how to navigate getting health insurance via COBRA and not being paid for four months. She's also delighted to share ideas about transitioning from grad school to a tenure-track position. She's always happy to share her tips and tricks with the E&E fam!

**Justine Post** ('15) transitioned to a career outside of higher education in June of this year. She left her position as Associate Professor of Rhetoric and Composition and Writing Center Director at Ohio Northern University one year after earning tenure. She now works as a Learning Designer at a consulting company where she designs and builds eLearning, workshops, and other educational experiences that help companies activate new strategies in inclusive ways. The highlights of this role include a continued focus on education, the ability to tap all of the strengths and skills developed through her 13 year career in higher education, and a positive work environment. She'd be glad to discuss her transition with anyone contemplating a career outside of academia. If you'd like to chat, reach out for a virtual coffee or happy hour!

**Sarah Robbins** ('93) is grateful to have the opportunity to be working with Liana Silva (high school teacher in Houston), Margaret Robbins (middle school teacher in Atlanta), and Toby Emert (editor of *English Journal*) on a special issue of the NCTE periodical that aims, especially, to serve high school English/LA educators. This issue focuses on the current conflicts over curriculum and will be sharing a range of stories ranging from individual classrooms to districts and including accounts by authors and other community stakeholders. Watch for the release of the special issue in May 2023. Sarah is also co-facilitating planning for a year-long series of events honoring the upcoming anniversary of the 1773 publication of *POEMS* by Phillis Wheatley. Sarah is also coordinating the assessment process for a major NEH grant to the National Writing Project which is sponsoring over three dozen public humanities programs around the country.

**Christie Toth** ('14) was awarded tenure in the University of Utah's Department of Writing and Rhetoric Studies and promoted to associate professor. She currently serves as the department's Director of Undergraduate Studies and coordinates Writing Studies Scholars, our bridge program for Salt Lake Community College transfer students. They're excited to be entering into the fourth year of our Community College Professional Apprenticeship program, which is a partnership with Salt Lake Community College for graduate students interested in exploring community college career options. She also has two new books out this year. She co-edited (with Jessica Nastal and Mya Poe) the collection *Writing Placement in Two-Year Colleges: The Pursuit of Equity in Postsecondary Education*, which was published this summer by WAC Clearinghouse and is available as a free e-book here: <https://wac.colostate.edu/books/practice/two-year/>. This fall, her book *Transfer in an Urban Writing Ecology: Reimagining Community College-University Relations in Composition Studies* will be published by the NCTE Books Program's CCCC Studies in Writing and Rhetoric (SWR) imprint. In Summer 2023, her department will be partnering with the Modern Language Association and Salt Lake Community College's Department of English, Linguistics, and Writing Studies to host an annual weeklong institute on Teaching Reading and Writing at Access-Oriented Institutions. This institute is for graduate students and early-career faculty interested in teaching English and writing at community colleges and other open admissions institutions. It will be a residential program with a remote attendance option, and in 2023 it's tentatively scheduled for the week of June 5-9.

## JPEE Alumni Updates Continue...

**Kristin VanEyck** ('21) is an Assistant Professor of English at Hope College. She oversees the Secondary English Education program for the English Department and she is developing a new English Department program in Professional Writing. The Professional Writing (PW) program will offer a PW minor for students majoring across all academic divisions who wish to develop their workplace writing. The minor launches in the spring of 2023, and Kristin welcomes any interest in collaboration from current JPEE students and from program graduates and their colleagues who have interest or experience in Technical and Professional Writing. Kristin has also been working on articles and a book-length project in secondary English Education, focusing on how teachers can navigate the politics of teaching English during an age of mistrust.

**Kelly L. Wheeler** ('22) joined the faculty at Curry College in Milton, MA this fall as an Assistant Professor in the Writing Program. She teaches First Year Writing and is involved in DEIJ committees on campus. Wheeler continues to work on her web-based, co-authored project, *The Swastika Counter*, upon which she based her dissertation. Currently she is revising one of her findings chapters that focused on the Boise community's rhetorical response to a swastika hate act in December of 2020 in hopes of publishing it this year.



## **Beyond**

### **The Academy by Chris Gerben**

For most of my career the only two acronyms that mattered were PhD and TT. For 15 years, nothing shattered that commitment: not the 1-year renewables, not the adjunct or grad student statuses, not the multiple cross-country moves I took my family on. Teaching, and being a teacher—as many JPEE alumni can no doubt relate—became what I considered to be the core part of my identity, both in the classroom and out.

But after graduating (2012), and a little over a year away from securing almost-certain promotion and tenure, I walked away from it all.

My core acronyms changed: KPI, B2B, SaaS. However, my current career as a Brand Director is a fairly logical extension of my past interests: persuasion, digital media, visual design, and really good writing. What I didn't foresee is how much teaching I still do. Every day I work with colleagues on choosing topics to research, choosing the best medium, and (above all else) targeting the right audiences. Far from leaving my identity behind, after departing academia I've realized that I'm not just a teacher, but a teacher who can adapt everything I've learned to where life takes me.

I encourage all JPEE alumni to think early and often about how their training has prepared them to teach in corners of the world where a little more thoughtfulness and empathy could make a big difference. What binds all of us together is not whether we're in the classroom or not, but in how we help those around us. To that extent, I'm more than happy to talk with anyone who may be considering a journey beyond academia.



## A Special Thank You to 2022 Contributors:



Angell Hall

The mission of the University of Michigan is to serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.

Go Blue!

School of Education



Kathleen Anderson  
James Apsey  
Sandra Balkema  
Paula Barnes  
Anne and Kurt Berggren  
Stephen Bernhardt  
Jennifer Buehler and Mark Patrick  
Michael and Heather Bunn  
Hae-Ja Chung  
Lahna Diskin  
Sarah Dunning  
Steven Engel and Jennifer Griggs  
Paul and Bayan Feigenbaum  
Janice and William Feigenbaum  
June Ferrill  
Gail Fu  
Susan and Robert Gardner  
Brewster and Anne Gere  
Benjamin Gunsberg and Andrea Melnick  
Roberta Herter  
Janice Hewitt  
Robert and Marguerite Higgins  
Lois Kaplan

Carole Kersten and Robert Burns  
William and Ginny Knox  
John Koops and Delianne Koops  
Manida and Kuard Limlamai  
John Lofty  
Craig Martinus  
Lawrence McDoniel  
Judith and Alan Miller  
Thomas Pillion  
Sarah and John Robbins  
Valerie Robinson  
Randall Roorda  
Kelly and Enrico Sassi  
John and Nhu-Quynh Schafer  
Karen and Bradley Spencer  
Sharilyn and John Steadman  
Patricia Stock  
Ebony Elizabeth Thomas  
Elizabeth and Roger Trim  
Tineke Van De Graaf  
Kristin Vaneyk  
Doris and Zev Zicari

### Patricia A. Natalie Staff Award for Excellence

This award was established to honor the memory of Pat Natalie, a beloved colleague, mentor, friend, and long-time member of the School of Education community who passed away in 2008. The award is presented annually to a staff member who demonstrates dedication, is committed to excellence, and is a strong team contributor.



***2022 Award Recipient: Jeanie Laubenthal,  
Administrator, Joint Ph.D. Program in English and Education***

### 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.

<https://leadersandbest.umich.edu/find/#!/give/basket/fund/302506>

We are on the web at <https://sites.lsa.umich.edu/jpee/>