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Dimensions and Directions

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

Volume 30

Fall 2023

From the Chairs

Dissertations

2022-2023

The Art and Practice of Developing an Anxiety and Depression Literacy

Megan Garver, Ph.D.
Chair: Megan Sweeney

Trained to Care: The Role of Obligation in Military Experience

Michael J. Hoffman, Ph.D.
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The Language Ideologies of White First-Year Composition Instructors: Exploring Intersections between Writing Pedagogy, Attitudes toward Language, and White Identity

Andrew Moos, Ph.D.
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Characterizations of Readers in College Composition Courses: Language Ideologies and Inequitable Shifts in the Communicative Burden

Kendon Smith, Ph.D.
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Greetings to all,

The end of the year is a time of reflection. As always, we have much to celebrate. This spring, we celebrated four new graduates of the Program: Meg Garver, Michael Hoffman, Andrew Moos, and Kendon Smith. We also welcomed three new students: Jodi Berry, Meg Parry, and Kitty Geoghan. You can read more about their work within the pages of this newsletter, along with the numerous accomplishments of our current students and alumni.

This year, we welcomed new faculty to the Marsal Family School of Education. April Baker-Bell, Charles H.F. Davis III, and Jon Wargo are already serving on exams and committees, participating in admissions and advising. They join Laura Aull, Barry Fishman, David Gold, Meg Sweeney, and M. Remi Yergeau in fostering the rich intellectual life of our community. We also wish to thank professor emerita Mary Schleppegrell for 18 years as a cherished faculty member. And, as always, our work would not be possible without the contributions of JPEE's own Jeanie Laubenthal, ensuring the smoothest transition possible.

Another transition will occur as Anne retires at the end of this semester after 35 years of serving as chair or co-chair of JPEE. Ebony will assume the role of chair as of January 1. As Anne steps away from and Ebony takes up full leadership of JPEE, we thought it would be appropriate to share some of our thoughts in the form of a dialogue. So we started the recorder, and here is the result:

Anne: This moment of transition gives us a moment to look back as well as forward. How do you think about your fourteen-year career as a professor?

Ebony: It really falls into four stages. At Wayne State University I drew on my study of discourse analysis and literacy to teach and publish in language and linguistics. At Penn my first emphasis was English education as I worked with a troubled inner-city school. That school was ultimately closed, and after the trauma of that I began work that led to *The Dark Fantastic*. Now I'm working on a book that deals with climate change and racism to examine the relative exclusion of Black people from the natural world, thinking about the role of trees and forests in our imaginations. What about your career?



Dr. Anne R. Gere & Dr. Ebony E. Thomas



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Fall 2023 Cohort

Jodi Berry has worked in various K-12 and community settings throughout Ecuador, Guatemala, China, and Indonesia. In addition to teaching, she established and directed a high school writing center in Beijing and coordinated community-based learning experiences at an international school in Jakarta. Jodi holds a Bachelor of Arts degree from the University of Northern Iowa and a Master of Education degree from the College of New Jersey. Driven by her interests in research and the intersection of education and the humanities, Jodi embarked on her doctoral journey at the University of Michigan, focusing on educational linguistics and writing studies.



Kitty Geoghan joins the University of Michigan community fresh from a Master of Arts in Rhetoric and Composition at the University of Central Florida. As a master's student, Kitty presented research with the Popular Culture Association/American Culture Association, the South Atlantic Modern Language Association, and the National Conference for Peer Tutoring in Writing, as well as the UCF Knights Write showcase. They also worked as a graduate writing consultant in the University Writing Center and taught each of two courses in UCF's first year composition sequence.

Kitty's areas of interest include teaching at the undergraduate level, particularly in first year writing, as well as the broader student experience outside the classroom. Their work with students is informed by theoretical frameworks drawn from disability studies, queer theory, crip theory, and neuroqueerness. These frameworks further inform a broad range of research inquiries across the fields of writing, rhetoric, and literacy studies.

Fall 2023 continued...

Meg Perry grew up just 40 minutes from Ann Arbor and is thrilled to be returning home. After earning her BA in Anthropology from the University of Toledo, Meg moved to northern Wisconsin where she worked as an AmeriCorps VISTA for Menominee Nation, primarily managing the reservation's community garden and farmers market. From there, Meg decided to travel further northwest to Fargo, North Dakota where she earned her MA in English at North Dakota State University and worked as a substitute teacher at local public schools. Since graduating, she has worked as an academic advisor and adjunct professor in Columbus, Ohio. Meg is passionate about brutally cold winters and Michigan's Upper Peninsula. Her primary academic interests involve Tribal College education and linguistics.



**The Joint Ph.D. Program in English and Education Symposium 2024,
honoring Professor Anne Ruggles Gere**

Thursday, April 25, 2024

3:00 pm - 5:00 pm, **Reception** with comments @ LSA Building Atrium

5:30 pm, **English and Education Alumni Open House** at Anne and Budge's home

Friday, April 26, 2024

8 am - 5 pm, **JPEE Symposium** Location: Rackham School of Graduate Studies,
Main Assembly Hall, Fourth Floor

6:00 pm, By invitation **Celebration Dinner** to celebrate Anne @Pendleton Room/Michigan Union

Saturday, April 27, 2024

9:00 am - 12:00 pm, **Post-Symposium Student/Alumni Workshop**

Location: Marsal Family SOE, Prechter Lab, Second Floor

Look for your formal invitation in early January

JPEE Current Student Activities

Aaron Bush, Jason Godfrey, Kelly Hartwell, and Andrew Appleton Pine presented at NCTE on a panel called "Writing Without Teachers: How to Teach Writing in the Age of AI."

Aaron Bush, Alyse Campbell, and Marquise Griffin are in their 3rd year as Ph.D. students and are coordinating leadership of Chalk and Cheese for the program.

Alyse Campbell is currently working on a research project with the Foundational Course Initiative that is looking at re-designing a first year writing course. She has served as the Graduate Associate for the Sweetland Digital Rhetoric Collaborative for two years and facilitates a program for graduate student fellows from various universities. Within the past year, Alyse has presented at annual conferences of Computers and Writing (2022 and 2023), the Association for Asian American Studies (2023), and Conference for Community Writing (2023). She will be presenting at and chairing a panel for NCTE this year as well.

Alyse Campbell, and Andrew Appleton Pine are the Graduate Student Mentors for English Department Writing Program (EDWP) this year. They mentor other graduate student instructors and help plan a monthly colloquium for instructors.

Carlina Duan, Stephanie Renteria, and Katie Van Zanen are working as Engaged Learning Consultants for the Ginsberg Center, where they co-facilitate workshops centered on equitable community engagement.

Jason Godfrey was awarded a two-year fellowship with Harvard University's Strategic Data Project. In this position, he will collaborate with the educational non-profit organization Accelerate to increase data transparency around high-impact tutoring in k12 environments across the United States. The objective is to reduce the educational disparities that have notably expanded in low-income, minority, and English Language Learner communities due to the pandemic. His research over the last year (mostly with other JPEE members!) has been or will be published in *MLA Profession*, *The Journal of Writing Assessment*, *College Composition and Communication*, and *Assessing Writing*.

Andrew Appleton Pine will be presenting a paper at RSA 2024 called "Bad People Speaking Well: An Analysis of the Antiethical Appeals of Temperance Orators."

JPEE Awards

Anna Almore received an English and Education research grant.

Anna Almore, Christopher Kingsland, and Crystal Zanders received Rackham Graduate Student Research Grants.

Anna Almore was a recipient of the Diversity, Inclusion, Justice, and Equity (dije) Award in the Marsal Family School of Education. This award recognizes individuals who have demonstrated a commitment to dije in their professional work. *DIJE* work is often not publicly recognized and can be less visible within the academy. This award spotlights the effort to advance *dije* and increase awareness of this work in the SOE community.

JPEE Awards continued....

Anna Almore and **Carlina Duan** were selected for the 2023-2024 Humanities Institute Graduate Student Fellowships at the University of Michigan.

During 2023-2024, the following students were awarded a Rackham One-Term Dissertation Fellowship: **Andrew Appleton Pine** and **Christopher Kingsland**.

Andrew Appleton Pine and **monét cooper** achieved candidacy in 2023.

Jodi Berry and **Meg Perry** were awarded Rackham Merit Fellowships as incoming students.

monét cooper was one of two scholars to receive a 2023 CCCC Gloria Anzaldúa Rhetorician Award. The award is sponsored by The Conference on College Composition and Communication (CCCC), a constituent organization within the National Council of Teachers of English. When reviewing proposals, the Awards Selection Committee considers originality of research; critical engagement with and contribution to current scholarship in queer studies and rhetoric/composition; and potential for lasting projects. Of cooper's proposal, the committee wrote: "The self/care of queer Black girls deftly advances Black queer/quare studies as a means of centering 'Black aliveness,' a move that vitalizes literacy studies and tasks it with this critical work. Posed as a methodological intervention, cooper's project offers the field of queer rhetorics and literacies much in centralizing joy and the erotic, clearly evinced in cooper's reflexivity and care within the proposal. The committee is eager to see this scholar's work flourish amid the sites of application envisioned." cooper was announced as a recipient of the CCCC Gloria Anzaldúa Rhetorician Award at the 2023 CCCC Annual Convention in Chicago.

Carlina Duan and **Meg Garver** were the recipients of the 2022-2023 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.

Adelay Witherite completed dissertation data collection during the 2021-2022 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.

Katie Van Zanen received the Linda Pinder Fellowship for 2023-2024. 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. Additionally, Katie was awarded an ISR-Rackham Summer Training Award to attend the First Session of the 2023 ICPSR Summer Program.



2022-2023 Dissertation

Megan Garver, Ph.D.

The Art and Practice of Developing an Anxiety and Depression Literacy

Chair: Megan Sweeney

This qualitative dissertation project explores how eight participants respond to receiving a dual diagnosis of anxiety and depression. Drawing on three semi-structured interviews with each participant, I offer “anxiety and depression literacy” as a central concept, defined as the ongoing process of a person finding, understanding, and using information related to anxiety and depression, and making informed decisions and actions related to their personal health and wellbeing. Building on scholarship in disability studies, new literacy studies, rhetoric, and medical humanities, my work demonstrates how two groups of people—health literacy sponsors and participants—with different discourses, reading motivations and practices can find ways to read and understand each other. Each chapter offers instances of health literacy sponsors and participants listening and translating knowledge and information with each other and details literacy practices of reading anxiety and depression, including how participants read health and medical knowledge, their physical surroundings, their habitual, personal practices, and circulating discourses and narratives about anxiety and depression.



Megan is currently a lecturer teaching writing at the University of Michigan

Michael Hoffman, Ph.D.

Trained to Care: The Role of Obligation in Military Experience

Chair: Megan Sweeney

A former Army soldier and officer of nine years, as well as a former high school teacher, Michael Hoffman recently completed a Ph.D. in English & Education.

Veterans often suggest that the bonds they experienced with fellow service members are stronger than any they experience in civilian life. Furthermore, whether veterans have deployed to combat does not seem to be a factor in this sentiment, which indicates that the more mundane aspects of military service are where conditions are set for strong relationships. Michael’s dissertation, entitled “Trained to Care: The Role of Obligation in Military Service,” explores the ways that military training informs service members’ expectations for their personal and professional relationships, during and after their service. He regards military training as a pedagogical environment, and explores the relational value of various educational norms that are common, especially in the Army and Marine Corps, paying special attention to norms that might be surprising or unexpected in civilian educational settings.



Michael will return to teaching English and history this fall at Washtenaw International High School and Middle Academy in Ypsilanti. When Michael isn’t playing D&D with his family, he enjoys practicing tae kwon do.

Andrew Moos, Ph.D.

The Language Ideologies of White First-Year Composition Instructors: Exploring Intersections between Writing Pedagogy, Attitudes toward Language, and White Identity

Chair: Laura Aull

First-year composition (FYC) has historically functioned as a space for furthering the linguistic assimilation of students into “appropriate” forms of communication in academic spaces. While often going unstated in course/writing program goals, Standardized American English (SAE) has typically been the language variety elevated in FYC classrooms. As SAE is associated with White individuals, the (un)spoken privileging of this variety in the classroom has been heavily critiqued as a way of furthering White supremacy. Further research into how uncritical writing pedagogies can work to foster environments of White supremacy is one necessary avenue for further inquiry. In particular, research into how the language ideologies, or beliefs about language, may contribute to or resist these systemic problems can help explain the motivations instructors may have in enacting various pedagogical practices. To engage in such research, I completed a two-semester participatory action research project (PAR) with White instructors to examine their language ideologies and how those ideologies may influence their FYC pedagogies. The findings of this work are wide-ranging and identify multiple, intersecting challenges for creating more linguistically just FYC classroom spaces and practices. I label certain language ideologies observed in this data as White Supremacist Language Ideologies (WSLI), a term I define and unpack further with specific examples and patterns of enactment found in this research. In doing so, this dissertation points to more critical language pedagogies as being one possible response to these intersecting issues by providing both examples of what these pedagogies might look like and further areas of investigation for writing programs to consider how WSLI may function in their writing spaces.



Andrew is a post doc researcher at Colby College in Waterville, Maine.

Kendon Smith,, Ph.D.

Characterizations of Readers in College Composition Courses: Language Ideologies and Inequitable Shifts in the Communicative Burden

Chair: Anne Curzan

This dissertation reports on two studies that examine how college writing instructors and textbooks characterize readers and the role that these characterizations play in perpetuating standard language ideologies. The first study draws on methods from systemic functional linguistics to analyze a corpus of college writing textbooks. The second study uses constructivist grounded theory methods to analyze interviews with college writing instructors. The first study reveals that textbooks characterize readers and writers differently and that these differences are used to place a larger portion of responsibility for the communicative act onto the writer. As a result, writers are tasked with conforming to the language prejudices of readers who prefer Standardized English while readers’ language prejudices are left unchallenged. The second study finds that many instructors appeal to various readers’ understanding of a text when judging whether a particular language feature in a student’s writing is appropriate. This move risks perpetuating standard language ideologies by introducing a vaguely defined reader who prefers Standardized English and dictates the appropriate conventions of the discourse community, despite these judgments relying not on an actual reader but rather on instructors’ untested conjectures about those readers. This study also finds that when instructors are asked to consider the accuracy of conjectures about readers that inform writing advice, those instructors tend to be more critical of writing advice that perpetuates standard language ideologies.



Kendon is an assistant professor and director of first-year composition at Madonna University, Livonia, MI.

Beyond

The Academy by Elizabeth Homan

I will never forget the moment I opened my email to a job posting in Boston, MA, working for the Boston Public Schools as an "Online Learning Specialist." I was finishing up year four of JPEE, had a draft of my dissertation completed, and was struggling to imagine another full year of writing, analyzing data, and trying to get articles published. I require two things to be happy in my work: lots (and lots, and lots) of people... and routine. The fourth year of my doctoral work had offered very little of both, and I was hungry for a new challenge. Boston was a city that my husband, a pharmaceutical scientist, and I knew could keep us both gainfully employed, so after some discussion I applied, got the job, and moved to New England from Ann Arbor in a small UHaul with our puppy Gertrude.



At the time, I imagined a year of keeping myself busy while I finished up the dissertation, defended, explored Boston, and went on the academic job market. However, life has a funny way of reminding us what we really need and love, and a year later I was pregnant, purchasing a home in Newton, MA, and starting my first job as a K-12 district administrator. As a former middle school teacher, my year in Boston had reignited my love for working with children and K-12 teachers. A few years later, I had the opportunity to serve as Assistant Superintendent. Three years after that, someone approached me with the opportunity to apply for a Superintendency. Today, I am the proud "lead learner" of the Arlington Public Schools, a district of 6,000 students serving grades preK-12 across 11 schools just outside of Cambridge, MA.

In the immediate years after leaving the academy, I missed my network and felt like I was drinking from a firehose - there was much to learn about the everyday workings of a school system that I could never have gained from my vantage point as a researcher. The grind of senior district leadership, especially through a pandemic, several job changes, and the birth of my two kids, has proven both challenging and rewarding. My love of writing serves me well as I use it to communicate with the diverse stakeholders all over my community and my colleagues throughout the state. The empathy and listening skills I gained through grounded theory research have taught me how to be a discerning leader, while the circumstances of pandemic life in schools taught me to be a decisive one. I have learned the nuts and bolts of superintendency on the job and with the help of many fantastic mentors and models, but I learned the habits of mind I needed for this role from my years with my colleagues and professors in JPEE and across the Marsal Family of School of Education. I'm always happy to speak with anyone interested in stepping into K12 public education or work outside of academia.

JPEE Alumni Updates ...

Laura Aull ('11) is still directing UM's English Department Writing Program (EDWP) and is teaching first-year writing in addition to English linguistics this year. She enjoyed working with E&E students on two publications that came out this summer: with **Kelly Hartwell**, the summer 2023 *Assessing Writing* "Tools & Tech Forum" focused on Chat GPT and other large language model writing tools; and with **Jason Godfrey**, an article for MLA's *Profession* on ethical use of student work in research and teaching. Laura is also trying to publish open access scholarship, and two forthcoming projects she is excited about include: a WAC Repository article co-authored with Shawna Shapiro called "FAQs about Language and Linguistics in Writing" coming out this fall, and her third book project, *You Can't Write That...8 Myths about Correct English*, which will come out with Cambridge University Press in early 2024 (the digital copy of which will be open access thanks to UM's TOME fund).

Each year, **Brett M. Griffiths** ('15) (she/her/hers) looks forward to updates from your updates—especially the exciting life events and transitions in and out of new careers and communities. It's been a while since she has sent an update. Since then, she has turned 50! She brought in the new year with a glass of champagne on the Eiffel Tower a wonderful afternoon browsing the books at the historic Shakespeare and Co. With the new decade on the horizon, Brett has focused on seeking and celebrating joy in many areas of her life, including becoming a certified mushroom hunter in the state of Michigan!

In January 2022, she joined the Schoolcraft College English department as a full-time, tenure-track faculty. This move brings her closer to home and decreases her commute time by about 10 hours each week! It has also afforded her more time and energy to reconnect with her creative writing roots. She has also accepted a position as the incoming editor for the national literary magazine, *The MacGuffin*, published out of Schoolcraft College. Brett hopes to see prose and poetry submissions from fellow EEs soon! (Yes, submit!)

This fall, she is also delighted to announce the publication of *Two-Year College Writing Studies: Rationale and Praxis for Just Teaching* from the University of Colorado Press. The journey to publishing this anthology has been a long one. In February 2020, her editorial co-author, Darin Jensen, and she had begun revising the book based on reader reviews. We all know what happened next. Both knew that they could not move forward with the book without reflecting on the social and economic conditions made even more visible during the pandemic—or the educational changes prompted within that landscape. She believes the version that now comes to you is stronger for those reflections. It speaks not only to the conditions and practices of just teaching in two-year colleges but also to the ways four-year colleges and research universities can enact greater justice through their relationships with these institutions. She hopes you will grab a copy!

Elizabeth (Liz) Homan ('14) is entering her third year as Superintendent of Schools for Arlington Public Schools in Arlington, MA, adjacent to Cambridge. Her district serves 6,000 students in grades preK-12 and is busy building a brand-new high school, electrifying its schools and buses, and implementing a community-developed strategic plan that is steadfastly focused on elimination of opportunity gaps for all students. Liz misses the research world and the opportunity to write and publish, but deeply enjoys the daily grind of decision-making and leadership that comes with public school life. The district has participated in the Deeper Learning Dozen, a collaborative network led by Harvard professor Jal Mehta, for the past three years, and is using learning from these experiences to integrate deeper learning experiences for students and adults in Arlington.

JPEE Alumni Updates Continue...

After graduating from the JPEE program in 2005, **Rebecca Ingalls** ('05) worked for 3 years as an assistant professor at the University of Tampa, and then went on to Drexel University, where she served as the Director of the First-Year Writing Program and earned tenure. In 2013, she was called toward a career change. Having long harbored a keen interest in medicine, Rebecca returned to school, where she earned a BSN and an MSN in Midwifery at the University of Pennsylvania. She now works as a midwife and nurse practitioner at an independent reproductive and sexual health center in New Hampshire, and her specialties include gynecology and gender-affirming care. Rebecca does continuing education and legislative work with the Pennsylvania and New Hampshire affiliates of the American College of Nurse-Midwives, she and Pennsylvania colleagues have an article that is forthcoming in the *Journal of Midwifery and Women's Health*, and she co-chairs the Education Committee of the National Association of Nurse Practitioners in Women's Health. She writes fiction, plays piano, and works as a music DJ for WSCA, the community radio station. She lives in Portsmouth, New Hampshire, with her family.

Ruth Li ('22) is in her second year as an assistant professor of English at Alfaisal University in Riyadh, Saudi Arabia, where she is honored to be working alongside EE alumna **Emily Wilson** and other wonderful, supportive colleagues. She is teaching six(!) sections of first-year writing this fall, and is continually inspired by her students' insights, conscientiousness, and dedication to learning. As writing becomes inextricably intertwined with digital technologies, she has become interested in investigating the nature of literature and writing in the era of digital media and artificial intelligence. Ruth is currently working on an essay on lyricism and sublimity in the artificial afterlives of Wordsworth's "Prelude", and she has recently submitted a chapter on teaching students to compose found poetry using AI tools and an article on the potential for human-AI collaboration in writing. In January, she will be presenting at MLA as part of a panel on creative expression in the era of AI, examining the ways we might recognize qualities such as nuance, subtlety, and complexity in AI-generated poems. In this sense, to awaken new discoveries is to invite a process of returning, as her dissertation focused on the construction of nuance in students' writing about literature manifests itself in new and surprising ways. This coming spring, she is looking forward to teaching a new course on communication in the era of artificial intelligence and digital media, which will be offered as a part of a new minor in strategic communication developed in collaboration with our department chair and EE alumna **Emily Wilson**. As Ruth reflects on her journey, she is so grateful and blessed to have EE's guidance and support over the years. She appreciates the help and patience along each step of the way, including faculty efforts in taking the time to meet with her, offer advice, and answer questions. She hopes to be able to pay forward the mentorship. Sending best wishes for the school year.

Naitnaphit Limlamai ('22) is in her second year as an Assistant Professor of English Education at Colorado State University-Ft. Collins and her second year as part of Cultivating New Voices of Scholars of Color (CNV) of NCTE. Her goals for this year include developing community in various facets of her life in Colorado (friend groups, intellectual communities, spiritual settings, physical activity) and making time each day for rest and rejuvenation. Recent publications she's proud to share include those that focus explicitly on her research with secondary teachers and ideas of justice: "Complexities of Justice-Oriented Teaching" in *English Journal*, a special issue co-edited by alumna **Sarah Robbins**. She also anticipates the publication of an article on developing teachers' pedagogical content knowledge via an orientation to listening, which she cowrote with alumna **Emily Wilson** and **Anne Ruggles Gere**: "How Writing Fellows in Undergraduate STEM Courses Learned How to Teach Well by Listening to Students and Learning Pedagogical Content Knowledge," forthcoming in *Across the Disciplines*. Grounded in her work on antiracist organizational change in her role as the diversity, inclusion, justice, and equity chair of MCTE (Michigan Council of Teachers of English), she also co-wrote "Writing Collaboratively, Building Antiracist Organizational Change" in *English Leadership Quarterly* and "Disrupting Racism and White Supremacy Culture in a Professional Development Organization," forthcoming in *Currents: Journal of Diversity Scholarship for Social Change*.

Updates Continue...

Naitnaphit was also invited to offer the keynote address for the College of Liberal Arts Professional Development Conference at the beginning of the school year. She shared how to operationalize justice-oriented teaching by building successful collaborations, building on her own research and work on collaboration with alumnus Jathan Day.

Last year she attended the NCTEAR (National Council of Teachers of English Assembly for Research) at UC Davis (shout to Chris Kingsland!) and had a great time learning with and from colleagues in the field in a small setting. She will make this a regular conference. She was also able to attend her favorite conference, ELATE (English Language Arts Teacher Educators) in one of her favorite cities, Atlanta. She caught up with fellow EEer Chris Kingsland and alumni Chris Parsons and Merideth Garcia. She is looking forward to attending and bringing students to the Colorado Language Arts Society conference (our state NCTE affiliate) in the fall and attending NCTE and ALAN this winter.

She and Jeremy continue their Saturday hikes with their dogs, Charley and Phoebe.

Alisea Williams McLeod ('98) 's current position is with the Institute on the Formation of Knowledge at the University of Chicago. In 2020, she transitioned to this position as a Fellow with the Neubauer Collegium for the Study of Culture and Society. Her recovery work on Civil War documents concerning formerly enslaved persons who passed through the Union army's various refugee camps was sponsored by Neubauer from 2019 through 2022. Ongoing work with John Clegg (University of Sydney) and Scott Nesbit (University of Georgia) has garnered attention from NEH (2019). She has also enjoyed an NEH Summer Faculty Fellowship (2017), Association of Documentary Editors Summer Fellowship (2017) and Council of Independent Colleges fellowship (2016) and grant (2019). Her forays into historical documentary work stem from work begun at Michigan, ethnographic study of her family's post World War II movement from Mississippi to Michigan, in attempt to understand how they reconstructed time and space in the process of migration and resettlement. This has been a continued interest that has resulted in uncovering African American presence in nineteenth-century archives. A highlight of her career has been involvement of undergraduate students in this exciting work, funding for their involvement made possible by UNCF Mellon Mays. A book chapter detailing this work was published by University of Michigan Press (2015). Before coming to UChicago, she spent nine years at Rust College in Holly Springs, Mississippi, becoming more involved in public-facing projects. She served on the Mississippi Humanities Council Board from 2015-2023 and on the Mississippi State Board of Audubon from 2019-2022 and created at Rust the first Audubon chapter at an historically black college. In her publications, she has delved into U.S. Southern cultures; this is an intellectual interest deepened by her residence in three Southern states over the last thirty or so years. Needless to say, these rich experiences lend themselves to thick description of African American and Southern life and history. Her next goal is finally to publish her dissertation, having collected an abundance of evidence of the family's movements before Mississippi. She is excited to convey in the languages available to her their many migrations and many truths. In January 2024, her daughter Cynthia--a 4th year Ph.D. student at the University of California Santa Barbara--will present with her at Stanford's Mellon Sawyer Seminar. The seminar title is "Counting Before Computing". Cynthia will draw upon her expertise in data science, and she will speak from her experiences in archival work as we suggest the promise of future digital work for humanities.

Chris Parsons ('17) was promoted to Associate Professor last year and tenured in July. He also won the Keene State Distinguished Teacher of the Year award for the college. He writes, "both feel great, of course, but neither would have been a thing without everything you all did for me. I feel like I use something E&E taught or showed me every day. Thank you."

Continues...

Sarah Ruffing Robbins ('93) has been working most recently on two public humanities projects: The NWP's NEH-funded "Building a More Perfect Union," for which she served as coordinator of review and assessment. Learn more here: <https://www.nwp.org/building-a-more-perfect-union-grant> and "The Genius of Phillis Wheatley Peters," a year-long program in connection with the 2023 anniversary of PWP's 1773 book publication—an initiative for which she's one of the codirectors, <https://wheatleypetersproject.weebly.com/>. With JPEE alum **Jim Beitler**, she's also coediting a collection of essays honoring **Anne Gere** to be published by the WAC Clearinghouse Press of Colorado State. Look for this exciting *Sites of Writing* collection in 2024-25.

Kelly (Kel) Sassi ('08) joined the English faculty at Northern Michigan University in fall 2022 after fourteen years at North Dakota State. Kel teaches English education courses and is collaborating with the Native American Center on campus to establish an Indigenous-focused writing project site. Her publications in the last year include "Teaching with Indigenous YAL Boarding School Texts: Unsilencing Indigenous Voices" in *English Journal* (September 2023), "Write Across America: The Virtual Writing Marathon" in *Writing and Pedagogy* (August 2023), "The Virtual Writing Marathon Ecosystem: Writing, Community, and Emotion." in *College Composition and Communication* (February 2023), and "A Thousand Teens Writing Across America: An Innovative Virtual Marathon" in *English Journal* (September 2022).

Kel is co-chairing the Gere Symposium Committee with **Ebony Elizabeth Thomas** ('10) and hopes to see you all in Ann Arbor in April 2024!

Michelle Sprouse ('22) is the English and Education recipient of the Marsal Family School of Education Dimond Dissertation Award for 2023. The Stanley E. and Ruth B. Dimond Best Dissertation Award was established to give recognition to the premier doctoral dissertation completed in each of the four doctoral programs in the school in the prior year.

Morris Young ('97) is in his 17th year at the University of Wisconsin-Madison where he serves as Director of English 100 and Charles Q. Anderson Professor of English. Recent work includes forthcoming essays in *The Cambridge History of Rhetoric, Volume V: Modern Rhetoric 1900-*, edited by Daniel M. Gross, Steven J. Mailloux, and LuMing Mao, and *Cross-Talking With An American Academic of Color: Essays in Honor of Victor Villanueva*, edited by Asao B. Inoue, Siskanna Naynaha, and Wendy Olson. He is also developing an edited collection on Asian American rhetoric, *Interventions: Asian American Rhetorical Activity Across Time and Space*, with Amy Wan (Queens College) which explores the development of rhetorical commonplaces that Asian Americans theorize and deploy to engage and critique discourses that have constructed them as other. These rhetorical commonplaces also serve as counter-arguments that provide expressions of the full and complex life experiences of Asian Americans across time and space.



Continued from the front page...

Anne: Like yours, my career has multiple stages. My earliest work at the University of Washington focused on language because before composition took shape as a field, there was linguistics. In the 1970s many of the people who became leaders on rhetoric and composition began as linguists. As writing groups became a thing in classrooms I got interested in their evolution and that led to another book. The archival work on writing groups got me interested in the literacy practices of women's clubs. After that I started a book on Indigenous women teachers, but I put it on the shelf when I began directing the Sweetland Center for Writing so I could focus on research in writing. It was a delight to publish a book and a collection of articles about what we learned. Now I'm finally finishing the book on Indigenous women teachers. So what are you looking forward to?

Ebony: I'm looking forward to celebrating the many successes of JPEE, its students, faculty, and staff. This program is nearly 100 years old, and it has a unique place in higher education. We'll be celebrating some of JPEE's history in the Symposium this spring, and I look forward to more celebrations that bring the JPEE community together. I'm also looking forward to thinking more deeply about what it means to be in academia despite today's challenges. We have such a unique opportunity to reflect at length on topics that intrigue us. Your turn. What are you looking forward to?

Anne: I look forward to watching you lead JPEE into its next chapter. It gives me great pleasure to know that the Program I love will be in your capable hands.

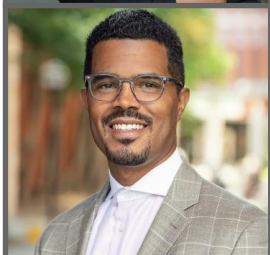
Ebony: It is such an honor and pleasure to assume the directorship of the Joint Program in English and Education. I take up this task with humility and hope, and look forward to building upon the foundation that Anne Gere, along with Anne Curzan, Lesley Rex, and many others have established over the years to come.

In closing, we are delighted to invite all of you to the Joint Program in English and Education Symposium honoring Anne Ruggles Gere this April 25-27, 2024. We look forward to a grand reunion celebrating Anne's illustrious career, reflecting on the Program's history, forging connections in the present, and collectively envisioning our future.

Welcome New Faculty Members from the Marsal Family SOE



April Baker-Bell is an Associate Professor of Language, Culture, and Justice in Education in the Joint Program in English and Education and Educational Studies. A former high school English teacher and graduate of the Detroit Public Schools Community District, her research is situated at the intersections of Black Language and literacies, anti-Black racism, and antiracist /pro-Black language pedagogies.



Charles H.F. Davis III is an Assistant Professor in the Center for the Study of Higher and Postsecondary Education. His current research and teaching broadly focus on issues race and racism, systems of oppression, and structures of domination in U.S. higher education and its social contexts. In particular, his current ethnographic work uses traditional and visual methods to explore how Black campus and community activists build and exercise political power to drive social and institutional change.



Jon M. Wargo is an Associate Professor and his research reconceptualizes the role of media and technology as it comes to intersect with children's and youths' critical literacy learning. Leveraging young peoples' ingenuity as signs and sights for learning, his teaching and scholarship focus on understanding and sustaining the heterogeneity of human sense-making in the contexts of community inquiry and social change.



Bell Tower

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Marsal Family School of Education



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Anne Ruggles Gere Program Support Fund

The fund honors longtime Joint Program in English and Education chair Anne Ruggles Gere and will resource the program's focused initiatives, as well as support students, faculty, and staff. A gift to this fund is an investment in the future of the JPEE.

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Stephen Dunning Student Support Fund

Honoring former program chair, Stephen Dunning, this fund is key to creating the rigorous and supportive spirit that characterizes the JPEE. It supports students' most pressing needs, such as emergency funding, conference travel, and doctoral research.

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