

PROMOTION RECOMMENDATION

The University of Michigan

School of Education

Elizabeth B. Moje, associate professor of education, with tenure, Educational Studies Program, School of Education, is recommended for promotion to professor of education, with tenure, Educational Studies Program, School of Education.

Academic Degrees:

Ph.D.	1994	Literacy and Language; Research Methodology	Purdue University
M.A.	1990	Reading Education	Eastern Michigan University
B.A.	1983	History/Political Science/Biology	Concordia College

Professional Experience:

2004-present	Arthur F. Thurnau Professor, Educational Studies Program, School of Education, University of Michigan Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan Faculty Affiliate, Latino/a Studies Program, University of Michigan
2001-present	Associate Professor, Educational Studies Program, School of Education, University of Michigan
1997-2001	Assistant Professor, Educational Studies Program, School of Education, University of Michigan
1994-1997	Assistant Professor, Department of Educational Studies, Graduate School of Education, University of Utah

Summary of Evaluation:Teaching:

Professor Moje is an exemplary teacher, recognized with the high honor of being named an Arthur F. Thurnau Professor in 2006. The course which Professor Moje has taught most often is ED402, "Using Literacy to Teach and Learn in the Secondary School." It is a required course for all secondary teacher education majors. Since taking over the design and coordination of this course (as well as teaching it herself regularly), Professor Moje has worked to improve it, first to include a field experience as an integral part of the course (where students go out to schools to see how literacy work gets enacted), and then to develop different sections of the course for different disciplines, including creating syllabi for mathematics and social studies. Many students commented favorably in E&E evaluations on their having a specialized content-focused section. Professor Moje is the instructor of record, but often different sections of the course are taught by GSIs, whom she supervises. In this role, she is also mentoring graduate students learning to teach. Moje's students rate the quality of the course and the instructor very highly, as is evidenced by the scores on Q1 ("Overall, this was an excellent course"), all but one of which exceed 4.0 on a 5.0 point scale and Q2 ("Overall, the instructor was an excellent teacher"), all but one of which fall in the range from 4.78-5.00. Students praise Professor Moje's teaching style and provide extensive comments, illustrating their engagement with the material and activities. Many students commented on the quality of the feedback that Professor Moje gives students on their written work. Professor Moje has also taught five other courses. One is ED 706, a special literacy seminar for doctoral students. The first seminar was entitled "Research in Multilingual and Multicultural Communities," and the second was "Youth, Literacy, Identity, and Culture." The student evaluations for these courses received the highest rating possible on both Q1 and Q2 (5.00). This was also true for her course ED 792, "Introduction to Qualitative Research Methods," a required course for

doctoral students. Professor Moje also developed and taught a special course on “Integrated Methods in Education Research and Evaluation” with Professor Valerie Lee and ED 118, “Foundations of Education in a Multicultural Society.”

Professor Moje taught four independent studies and she currently chairs or co-chairs eight dissertation committees, and serves on four others at Michigan and two at other institutions. Since 2001, she has chaired or co-chaired six completed dissertations and has served on 10 completed dissertation committees. She is also chairing a number of preliminary examination committees and has served on 21 scholarly paper committees. She has been an advisor to 10 Ph.D. students and 4 master’s students. In addition, she has mentored doctoral students in both research and teaching activities through her work with four different research teams since 2001.

Research and Scholarship:

Professor Moje’s scholarship deals centrally with the area of adolescent literacy and the development of effective approaches for improving the content literacy skills of minority adolescent populations traditionally considered to be at risk. Professor Moje’s research is grounded in sociocultural theory, oriented to view literacy as a set of discipline-specific cultural practices. She has shown that a particularly promising approach to the development of content knowledge depends on identifying effective techniques for enculturation into those practices. In this sense, her work with at-risk minority populations is, in her terms, an exercise in cultural communication. In one important project, Professor Moje and a team of researchers observed hundreds of middle-school, primarily Latino, adolescents in southwest Detroit. She and her team followed fifteen young people over five years, observing their reading and writing habits in and out of school. Their findings about the literacy skills of these youth had significant implications for the strengthening of both school and community programs. Although the field of reading/literacy has a long tradition of viewing early literacy through the lens of cultural practice, there have been only sporadic efforts to extend this framework to the study of adolescents. Professor Moje’s ethnographic work on the everyday literacies of urban adolescents and its potential links to effective classroom instruction represents an important effort to fill this void. Notable in Professor Moje’s program of work is the effective integration of separate intellectual traditions (cultural studies and reading research) in the study of adolescent literacy and its deft blending of research methods (rich, systematic qualitative analysis and rigorous sampling and assessment practices).

Since achieving tenure in 2001, Professor Moje has published prolifically. She has co-edited one book and has been the first or second author of 19 book chapters. During this period of time, she has also published 13 journal articles. Her articles have appeared in a number of journals, but especially noteworthy is that some of them have appeared in the leading journals in her field and in the field of education more broadly (*Harvard Educational Review*, *Reading Research Quarterly*, *Reading & Writing Quarterly* and *Review of Research in Education*). In addition, her chapters have appeared in volumes edited by prominent scholars and published by leading academic publishers. Although published only last year, her edited volume, *Reframing Sociocultural Research: Identity, Agency, and Power*, has already garnered considerable attention and one significant award (the Edward B. Fry Book Award) from the National Reading Conference, one of the leading professional organizations in the field of reading/literacy.

Selected Recent and Representative Publications

1. Moje, E. B., McIntosh Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-71.
2. Lewis, C. J., Enciso, P., & Moje, E. B. (Eds.) (2007). *Reframing sociocultural research on literacy: Identity, agency, and power*. Mahwah, NJ: Lawrence Erlbaum Associates.

3. Moje, E. B., & Lewis, C. (2007). Examining opportunities to learn literacy: The role of critical sociocultural literacy research. In C. J. Lewis, P. Enciso, & E. B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power*. (pp. 15-48). Mahwah, NJ: Lawrence Erlbaum.
4. Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy. In L. Parker (Ed.), *Review of research in education*, (pp. 1-44). Washington, DC: American Educational Research Association.
5. Moje, E. B. (2008) Youth cultures, literacies, and identities in and out of school. In J. Flood, S. B. Heath, & D. Lapp, (Eds.), *Handbook of research in teaching the communicative and visual arts* (pp. 207-219). Mahwah, NJ: Lawrence Erlbaum.
6. Moje, E. B., Overby, M., Tysvaer, N., Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 107-154.
7. Moje, E. B., & Speyer, J. (2008). The reality of challenging texts in high school social studies and science: How teachers can mediate comprehension. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 185-211). New York: Guilford.

External Reviews:

Reviewer A: “. . . major contributions to literacy . . . innovative uses of qualitative, ethnographic methods to capturing adolescents' literacy practices in a range of different settings and cultural contexts. . . . Dr. Moje has emerged as one of the top literacy researchers in the country. . . . Most importantly, she is perceived as someone who provides original innovative insights by breaking new ground in the areas of adolescent literacy development.”

Reviewer B: “. . . she employs close, detailed descriptions and analyses to show how adolescents (in this case adolescents from an urban, Latino community) use written language and other forms of texts across classroom and non-classroom contexts. . . . There are only two or three scholars at a similar point in their careers whose corpus of scholarship has been as extensive in quantity, of similar high quality, and who have had as much impact on research and practice.”

Reviewer C: “In her paper for the NRC, and related work, she took studies of the effects of pedagogy, curriculum, and classrooms on teenagers' participation in school to a deeper level by rendering such work much more theoretically sophisticated than is the norm. . . . She addressed the long running problem of why many lower socioeconomic and minority students fare poorly in school and, in particular, how and why these students as adolescents often become strongly disaffiliated with school and schooling.”

Reviewer D: “. . . it is clear to me that Professor Moje is among the most influential and active scholars in the US in the field of reading, particularly adolescent literacy. . . .”

Reviewer E: “While all the areas in which Professor Moje has conducted research are important, I think the most compelling contribution is this integrated conceptualization of how youth identities, out of school experiences, and the social organization of learning can be coordinated and leveraged to support discipline specific reading and reasoning in the area of science.”

Reviewer F: “I can think of no one more ready for promotion to the status of full professor. . . . I would rate Elizabeth Moje as one of the most creative and insightful literacy researchers currently active, and within the domain of adolescent literacy. . . .”

Reviewer G: “She provides rigorous and systematic methods for documenting aspects of identity, agency and power – themes that have run through literacy studies for some time but not always in

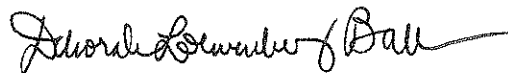
conjunction with sociocultural theory and not always so meticulously engaged with as here. . . . Another strength is the sheer quantity of work in which she has been engaged, winning major research grants, setting up and supporting teams and publishing in a range of high prestige journals and collections.”

Service:

Many of Professor Moje’s service activities promote an awareness of her work and the visibility of the School of Education—regionally, nationally, internationally, and through media activity. Among the more visible of her roles are her memberships on advisory committees for the Spencer Foundation, the Carnegie Foundation, the National Academy of Education, NICHD, and the International Reading Association. She has also been elected to serve as research chair on the National Conference on Language and Literacy, elected to the Board of Directors of the National Research Conference, and appointed as section chair for AERA. Recently Professor Moje has been recruited to serve on the Steering Committee for the Program for International Student Assessment (PISA). Professor Moje has performed extensive service for the SOE, serving on the Dean’s Search Committee, Diversity Taskforce, Graduate Affairs Committee, Quantitative Research Methods Search Committee and has coordinated the new undergraduate course initiative. Within Educational Studies, she has served on the Executive Committee, as Unit Coordinator, and on the Ph.D. Task Force and various search committees.

Summary of Recommendation:

Elizabeth Moje’s research is focused on the development of effective approaches for improving the content literacy skills of minority adolescent populations traditionally considered to be at risk. She has shown that a particularly promising approach to the development of content knowledge depends on identifying effective techniques for enculturation into those practices. Notable in Professor Moje’s program of work is the effective integration of separate intellectual traditions (cultural studies and reading research) in the study of adolescent literacy and its deft blending of research methods (rich, systematic qualitative analysis and rigorous sampling and assessment practices). In addition, her long-time interest in research methods, and particularly the integration of quantitative and qualitative methods, enhances the value of her work for the Educational Studies Program. Professor Moje publishes prolifically and is broadly known and respected, and is in frequent demand as a presenter. Professor Moje’s scholarship fills a crucial niche in the overall mission of the Educational Studies Program, and it also serves to create important links to other units (e.g., the Joint Program in English and Education).



Deborah Loewenberg Ball, Dean
School of Education

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