

PROMOTION RECOMMENDATION  
The University of Michigan-Dearborn  
School of Education

Kirsten Dara Hill, assistant professor of education, School of Education, is recommended for promotion to associate professor of education, with tenure, School of Education.

Academic Degrees:

Ph.D.	2006	Michigan State University, Lansing, Michigan
M.Ed.	1998	Wayne State University, Detroit, Michigan
AB.Ed.	1995	University of Michigan, Ann Arbor, Michigan

Professional Record:

2007 – Present	Assistant Professor of Education, School of Education, University of Michigan-Dearborn
2006 – 2007	Assistant Professor, California State University, Fresno, California
1999 – 2006	Reading Specialist/Journalism Teacher, Grosse Pointe, Michigan
1998 – 1999	Teacher, Grade 3, Detroit, Michigan
1995 – 1998	Teacher, Grades 2-3, Detroit, Michigan

Summary of Evaluation:

Teaching: Professor Hill is rated significantly capable in teaching. Since joining the School of Education in 2007, she has taught seven different courses, including several that meet requirements for initial certification in elementary or secondary teacher education and others that are core courses for the Master of Arts in education or Doctor of Education degrees. In addition, she has taught courses that require coordination and supervision of undergraduate fieldwork and graduate clinical experiences in literacy education. Student evaluations of Professor Hill have generally rated her in ways that are similar to other School of Education faculty teaching comparable courses, and her peer reviews have been quite favorable. Students comment favorably on her efforts to link course content to the students' development of a sense of professionalism, and to make "real world connections." Peer comments highlight her ability to help students develop an understanding of the content through active learning and clear expectations.

Research: Professor Hill is rated excellent in research. Since earning her doctorate in Curriculum, Teaching, and Educational Policy from Michigan State University, she has been actively engaged in research and publishing. Her work is theoretically grounded and conceptually strong. The dominant themes in her research include literacy, language and culture; high-poverty, high-achieving urban schools; discourse analysis; culturally relevant teaching; and pre-service teacher preparation for diversity and social justice. Professor Hill has eight articles in peer-reviewed journals, including some in highly regarded journals in her field, three book chapters, and one paper in a conference proceeding. In addition, she has four articles under review for publication in peer-reviewed journals and two manuscripts in progress. Her current research focuses on sociocultural factors that influence literacy acquisition among language minority students; in particular, speakers of African American Vernacular English (AAVE) and

pre-service teachers' understandings of the role language plays in literacy development of non-Standard English speaking students. Professor Hill embodies the teacher-scholar model by both incorporating her research into her courses and using field site placements of her students as sites for scholarly inquiry.

#### Recent and Significant Publications:

- Hill, K.D. (in press). Three mentor texts for supporting code-switching pedagogies. *Voices from the Middle*.
- Hill, K.D. (in press). We're already comfortable with diversity: Preparing pre-service teachers for culturally relevant reading pedagogy in an urban practicum. *Teacher Education Yearbook, Association of Teacher Educators*.
- Hill, K.D. (2012). Primary students' Book Club participation. *Language & Literacy, 14*(1), 91-109.
- Hill, K.D. (2009). Code-switching pedagogies and African American student voices: Acceptance and resistance in an affluent suburb. *Journal of Adolescent & Adult Literacy, 53*(2), 120-131.
- Hill, K.D. (2009). A historical analysis of desegregation and racism in a racially polarized region: Implications for societal conditions, teaching and learning, and transformation to enact culturally relevant pedagogy. *Urban Education, 44*(1), 106-139.
- Hill, K.D. (2008). Providing access to standard and nonstandard writing conventions: How a teacher encouraged his students' use of literate identity. *Perspectives on Urban Education, 5*(2).
- Hill, K.D., Lowery, R., & Storm, L. (2008). Conflict in a 6<sup>th</sup> grade book club: Impact on a rule driven discourse. *Voices from the Middle, 16*(2), 16-24.

Service: Professor Hill is rated excellent in service. An active and conscientious member of the faculty at the University of Michigan-Dearborn, she has made substantial contributions to service. Since joining the School of Education in 2007, she has engaged in a wide range of service activities, including serving on several campus-wide committees: the Difference Makers Committee, the Institutional Review Board, and the Graduate Board. In addition, Professor Hill serves as a reviewer for a number of highly respected scholarly journals in her field. She has also been actively engaged in committee work within the School of Education, and her colleagues view her as a valuable asset.

#### External Reviewers:

Reviewer A: "Her ideas, information, and theoretical constructs are sound and highly valuable within the discipline in which she works. I am impressed with her passion and commitment to the needs of urban and suburban children and teachers."

Reviewer B: "Professor Hill's research is compelling because not only does she describe pedagogical responses to addressing diversity with teachers, but she also evaluates many of these pedagogies. Much teacher research on this issue tends to be anecdotal and reflective. Professor Hill's research, on the other hand, investigates qualitatively whether her efforts to challenge teachers' assumptions about race, class, gender, ethnicity, actually have an impact."

Reviewer C: "Professor Hill has also published in other quality journals such as *Voices in the Middle*, a well-respected, flagship journal in the area of middle grades education and *Urban Education*, an inter-disciplinary journal. Of her 9 published journal articles, all but one are sole-

authored demonstrating that Professor Hill is well on her way to establishing her own identity as a researcher and writer.”

Reviewer D: “With a central focus on culturally relevant literacy practices and student identity and discourse, Dr. Hill has positioned herself well for future development. She has demonstrated that she can develop thoughtful and engaging and high quality inquiries from a wide variety of settings. Her level of intellectual rigor is high, and her acceptance rate reinforce that.”

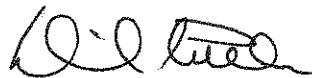
Reviewer E: “Dr. Hill’s scholarship compares favorably with others at a similar state of professional development. As Dr. Hill seeks to contextualize her research in the changing political, economic, and social issues impacting education, the focus of her work has the potential to advance the writing and research in literacy.”

Summary of Recommendation:

Professor Hill is a valued member of the School of Education; her scholarship and service are rated excellent and her teaching is rated significantly capable. Through her teaching, she engages and prepares students to meet the challenges of teaching literacy to both urban and suburban school populations. Her excellent scholarship addresses critical issues in literacy as well as provides the oft-ignored connection between theory and practice. Her service to the school, university, local and professional community is excellent; she willingly shares her knowledge and expertise where needed. We are pleased to recommend, with the strong support of the School of Education Executive Committee, Kirsten Dara Hill for promotion to associate professor of education, with tenure, School of Education.



Edward A. Silver  
Dean, School of Education  
William A. Brownell Collegiate  
Professor of Education



Daniel Little  
Chancellor  
University of Michigan-Dearborn

May 2013