

PROMOTION RECOMMENDATION
The University of Michigan-Dearborn
College of Arts, Sciences, and Letters

William DeGenaro, associate professor of composition and rhetoric, with tenure, Department of Language, Culture, and Communication, College of Arts, Sciences, and Letters, is recommended for promotion to professor of composition and rhetoric, with tenure, Department of Language, Culture, and Communication, College of Arts, Sciences, and Letters

Academic Degrees:

Ph.D. 1998 University of Arizona, Rhetoric, Composition, and the Teaching of English
M.A. 1998 Youngstown State University, English
B.A. 1996 University of Detroit Mercy, English

Professional Record:

2009 – Present Associate Professor of Composition and Rhetoric, Department of Language, Culture, and Communication, University of Michigan-Dearborn

2005 – 2009 Assistant Professor of Composition and Rhetoric, Department of Language, Culture, and Communication, University of Michigan-Dearborn

Summary of Evaluation:

Teaching: Professor DeGenaro's teaching is rated as excellent based on his contributions to curricular development, his support of composition-required courses, his Fulbright teaching experience, a peer review, and his outstanding teaching evaluations. Since his promotion to associate professor, he has introduced composition courses on both introductory and advanced levels. He incorporated community service learning into the curriculum of a first-semester composition course, providing students an opportunity to work with Homeless Action Network of Detroit during a semester-long inquiry, research, and writing project. Building on his Fulbright year in Lebanon, with colleagues here and at the American University of Beirut, he created a unique opportunity for students to work with a peer abroad, engaging in cross-cultural peer review activities and collaborative literacy narrative writing projects. He developed the advanced composition course "Writing for Civic Literary." This course has a service learning component and requires students to work both collaboratively and independently on writing genres including but not limited to letters to the editor, position papers, and projects developed in conjunction with non-profit community partners. It has become a staple in the composition curriculum. Student response to his courses is overwhelmingly positive.

Research: Professor DeGenaro's research is rated as excellent. Since his promotion to associate professor, he has built on his scholarship on matters related to the theoretical study of writing pedagogy and rhetorical criticism of representations of U.S. working-class culture. He has extended the range of his published research to include cutting-edge articles on service learning. He has engaged in fruitful research collaborations that have grown out of his Fulbright year in Lebanon and Dearborn's unique Arab-American student population. His publications have

appeared in highly respected venues and are eminently readable, a trait that both his peers at UM-Dearborn and the reviewers have praised. His research is inextricably bound up with his teaching and service and has had a tremendous positive impact on the curriculum at UM-Dearborn.

Recent and Significant Publications:

- DeGenaro, William. "Night School in Beirut and the Public Sphere: Student Civic Action Rooted in Liberal Secularism." *Intercultural Communication with Arabs: Studies in Educational, Professional, and Societal Contexts*. Ed. Rana Raddawi. New York: Springer, 2015. 141-159.
- DeGenaro, William. "'Where Did All the White Girls Come From?': Difference and Critical Empathy In and Out of the Service Learning Classroom." *Open Words: Access & English Studies* 8.1 (2014): 49-63.
- DeGenaro, William. "Performing Working-Class Patriotism: Musical Responses to 9/11." *Blue Collar Pop Culture*. Ed. M. Keith Booker. Santa Barbara, CA: Praeger Press, 2012. 260-273.
- DeGenaro, William. "The Affective Dimensions of Service Learning." *Reflections: A Journal of Community Literacy and Service Learning* 9.3 (2010): 192-220.
- DeGenaro, William. "Politics, Class, and Social Movement People." *Active Voices: Composing a Rhetoric for Social Movements*. Ed. Patricia M. Malesh and Sharon McKenzie Stevens. Albany: State University of New York Press, 2009. 199-211.

Service: Professor DeGenaro's service is rated as excellent. He has made important service contributions on all levels—from the discipline, departmental, college, and university. Through his commitment to service learning, he has engaged in service on all levels at the university and beyond its walls. His important work on the Civic Engagement Project Steering Committee and his directorship on the Civic Engagement Project are just two examples of his commitment to service. As the writing program director since 2012, he has led several important and time-consuming initiatives. Among others, he carried out two major assessments and used the data to argue the importance of demanding a certain level of competency from transfer students. He also tied his work as the writing program director with his interest in multilingualism by organizing events for program faculty and other audiences. He has been involved in time-consuming reviews of LEO lecturers and has mentored faculty members and student workers in the program. Most recently, he played an active role in the development, clarification, and implementation of the Dearborn Discovery Core. In addition to the yeoman's service he has done at the university, his service contributions have been both national and international. Domestically he has served as a peer reviewer for journals and in a tenure case, attesting to the respect he has garnered as a scholar. While on a Fulbright he engaged in administrative duties above and beyond that of a Fulbright scholar.

External Reviewers:

Reviewer A: "The articles display DeGenaro's signature style and preferred genre, which I would describe thusly: An engaging synthesis of the research combined with a provocative, essayistic framing and reframing of that research, with the aim (and result) of exploring and refining critical research questions."

Reviewer B: “I would rank Professor DeGenaro’s writings as high-quality scholarship that makes strategic use of multiple publication pathways to address a number of diverse yet interconnected audiences. Writing in an accessible, thoughtful voice, Professor DeGenaro extends the likelihood that his work will be useful to a wide range of readers; including scholars, teachers, and university students interested in his research areas.”

Reviewer C: “[...] several of DeGenaro’s writings persuasively challenge rhetoric and composition scholars on the political left to reexamine their assumptions more from the perspective of their students in ways that can lead to more democratic teaching and truly critical learning.”

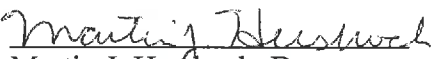
Reviewer D: “Professor DeGenaro’s publications address important and too often overlooked areas in the field of Composition and Rhetoric, including the affective dimensions of service learning and the value of literacy in international and intercultural contexts. His work is both necessary to and appreciated in the field. At the same time, it is clear that Professor DeGenaro intends his work to have an impact beyond the field: his hope is to influence larger systems of and attitudes toward education, both in the US and abroad.”


Reviewer E: “His work stands out among others for his interests in service learning as well as his complex understanding of class issues. [...] I think DeGenaro occupies a unique and important position within that large field of composition and rhetoric.”

Reviewer F: “Particularly exciting to me is how Professor DeGenaro advances understanding in service learning pedagogy by embracing—critically, historically, materially—the concept of empathy and the question of affective experience that practitioners more over avoid, even shun.”

Summary of Recommendation:

Professor DeGenaro has been rated excellent in the areas of teaching, research, and service. He is an excellent representative of the teacher-scholar model, making contributions inside and outside the classroom that enhance opportunities for his students and his colleagues. We are pleased to recommend, with strong support of the College of Arts, Sciences, and Letters Executive Committee, William DeGenaro for promotion to professor of composition and rhetoric, with tenure, Department of Language, Culture, and Communication, College of Arts, Sciences and Letters.


Martin J. Herschick, Dean
College of Arts, Sciences, and Letters


Daniel Little, Chancellor
University of Michigan-Dearborn

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