

PROMOTION RECOMMENDATION
The University of Michigan-Dearborn
College of Education, Health, and Human Services

Kirsten Dara Hill, associate professor of education, with tenure, College of Education, Health, and Human Services, is recommended for promotion to professor of education, with tenure, College of Education, Health, and Human Services.

Academic Degrees:

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

Professional Record

2013-present	Associate Professor, with tenure, University of Michigan-Dearborn
2007-2013	Assistant Professor, University of Michigan-Dearborn
2006-2007	Assistant Professor, California State University, Fresno, CA

Summary of Evaluation:

Teaching: Professor Hill is an excellent teacher who models effective pedagogy for future teachers, reading specialists and doctoral students. She has taught ten different classes including online classes, both at the undergraduate and graduate level. Professor Hill's student evaluations show a mean of 3.95 for the overall course rating and 4.12 for the overall instructor rating. Professor Hill has been actively involved in online education through her teaching and transitioning courses from face-to-face to an online format. In addition, she has chaired one doctoral dissertation committee and served as a member on another.

Research: Professor Hill has 12 journal and book chapter publications since her tenure. Professor Hill's research focuses on three major areas: literacy, diversity and educational equity. Her scholarly work demonstrates her ability to engage with community partners. Professor Hill's research has reached a broad audience through several media outlets which garnered positive public visibility. She has received several grants totaling \$21,700 to support her research endeavors.

Recent and Significant Publications:

Hill, K.D., & Shooshanian, A. (2021). An in-service teacher's use of code-meshing pedagogies: Cultivating formal and informal contexts for writing development in a clinical setting. *Journal of Language, Identity, and Education*. [published online ahead of print by Taylor & Francis, June 18, 2021]

Taylor, J.T., Hill, K.D., & Tate, J. (2021). Learning gardens and social education in Detroit. *Social Studies Teaching and Learning*, 2(2), 131-146.

Hill, K.D., & Burke, C.J. (2020). The education system of the United States: Equity in US K-12 and higher education. In S. Jornitz and M. Parreira do Amaral (Eds.). The education systems of the Americas (Global Education Systems series). Springer Press.

Hill, K.D. (2020). Perspectives of teachers of high performing immigrant youth in a German

- secondary school. *European Journal of Educational Research*, 9(3).
- Hill, K.D, Thomas-Brown, K., Shaffer, L. (2018). Sustainable communities, sustainable lives: Urban youth perspectives in an out of school writers' club. *Multicultural Perspectives*, 20 (3), 148-161.
- Hill, K.D. (2018). What urban parents want: A parent group's negotiation of school choice and advocacy efforts in underserved city schools. *Improving Schools*, 21(3), 1-16.
- Hill, K.D. (2017). A pre-service teacher's negotiation of culturally relevant texts with interracial themes. *Teacher Education and Practice*, 30(3), 487-501.
- Hill, K.D. (2017). 12 texts that facilitate authentic reading strategies for novice, experimenting, and proficient readers. *Reading Improvement*, 54(4), 124-130.
- Hill, K.D. (2016). A community-based parent group's collaboration and examination of the educational landscape to inform schooling options in Detroit: Findings from the first year. *School Community Journal*, 26(2), 185-213.
- Hill, K.D. (2015) Welcoming Taye: How his English teacher embraced an African- American transfer student in a climate of changing demography in an affluent suburb. *Journal of Adolescent & Adult Literacy*, 57(4), 319-328.

Service: Professor Hill has been an active colleague in service activities including several university committees such as the Faculty Senate and the General Education Assessment Subcommittee. She has also served on CEHHS' Executive Committee. Professor Hill is active in her profession by serving on editorial boards and reviewing manuscripts.

External Reviewers:

Reviewer A: "...Dr. Hill's research in Detroit over time documents...complex factors impacting students' identities and trajectories, including both literature and music production influences...She is able to navigate and study multiple racial contexts, incorporating young adult literature and culturally responsive pedagogy to improve classroom learning for diverse learners."

Reviewer B: "Dr. Hill's community engagement is evident in her...strong desire to improve the educational experiences of Detroit youth...and the action steps she's taken to facilitate positive change in her community is laudable. The fact that she's also adept at writing eloquently about those experiences is commendable and an underlying factor for her prodigious research output shared at conferences, journals, chapters, and handbooks...She is the epitome of a community engaged scholar."

Reviewer C: "Dr. Hill's existing publications exemplify excellent scholarship, as evidenced by her published articles and conference presentations...[S]he has published several journal articles in respected journals...and also has presented at the most prestigious conferences in the field of education and literacy...Dr. Hill's accumulated work has been deeply valuable to the field and points to ongoing and important contributions in the future."

Reviewer D: "Her engagement in research related to The Best Classroom Project clearly demonstrates her academic and social justice commitments to the community while also contributing to the field through publications, media relations, and seeking grant funding for extending her documentary work. These endeavors are admirable as they link the academic

world directly to the community, expand the impact of her research to the communities and stakeholders involved, and position Dr. Hill as a leader typical of the expectations of a full professor.”

Reviewer E: “Both the quality and range of Dr. Hill’s scholarship are extremely impressive... Her work challenges the field to move beyond the black-white binary traditional ways of thinking about race and racism, and calls us to action to advocate for racial justice on behalf of bi-racial students who may not desire to choose one of their parent’s heritage over the other. The depth and breadth of her work has a significant impact in the field of literacy.”

Reviewer F: “I am impressed with the quality, quantity, focus and scholarly contributions of Dr. Hill’s research. Based on impact ratings, many of her publications are in top-tier journals, which speaks to the quality and impact of her research...The diverse publication outlets in which Dr. Hill’s work appears increases the accessibility of her work to teacher educators and advances perspectives toward equitable teacher education practice...Based on the criteria for promotion, I evaluate the impact of her writings on the field of education as outstanding.”

Summary of Recommendation: Professor Hill has successfully focused on the intersections of teaching, research and service in the field of literacy to develop her expertise and reputation as a scholar. It is with the support of the College of Education, Health, and Human Services Executive Committee that I recommend Kirsten D. Hill for promotion to professor of education, with tenure, College of Education, Health, and Human Services.



Ann Lampkin-Williams, Dean
College of Education, Health,
and Human Services



Domenico Grasso, Chancellor
University of Michigan-Dearborn

May 2022