

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Gina N. Cervetti, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees

Ph.D.	2004	Michigan State University
M.S.	1996	Rensselaer Polytechnic Institute
B.A.	1993	Loyola Marymount University

Professional Record

2015-Present	Associate Professor, Educational Studies, School of Education, University of Michigan, Ann Arbor, MI
2011-2015	Assistant Professor, Educational Studies, School of Education, University of Michigan, Ann Arbor, MI
2008-2011	Assistant Professor, Curriculum & Instruction, University of Colorado, Boulder, School of Education.
2007-2008	Literacy Research and Curriculum Specialist and Literacy Team Leader, University of California, Berkeley, Lawrence Hall of Science.
2004-2007	Post-doctoral Scholar, University of California, Berkeley, Graduate School of Education and Lawrence Hall of Science.

Summary of Evaluation:

Teaching: Professor Cervetti teaches and develops courses focused on language and literacy teaching and learning at the undergraduate, master's, and doctoral levels. Central to her teaching are her commitments to centering equity and justice and fostering active learning environments. Her students describe her as a knowledgeable and enthusiastic instructor who is prepared, engaged, responsive, and supportive. She has served on 22 dissertation committees and is advisor to four doctoral students and 22 master's students. She advises and mentors in many contexts including committees for scholarly papers, informal research and writing, teaching apprenticeships, and weekly writing groups.

Research: Professor Cervetti is among the top scholars in the literacy development field. Her research focuses on the interface of literacy and content-area learning and, in particular, science learning. She examines this through four primary threads of inquiry: scholarship on science-literacy integration; science-literacy integration and multilingual learners; deepening inquiry into the role of knowledge in the reading process; and language development and the language-knowledge relationship. Her work contributes to a collective understanding of literacy development and instruction that creates more equitable literacy learning opportunities for students. She has published her scholarship in preeminent literacy journals, top-tier education practitioner journals, and in highly regarded books and handbooks. She is co-author of a book, No more science kits or texts in isolation: Teaching science and literacy together. Her work has been funded by the Center for Human Growth and Development and the University of Michigan

Office of Research. She also translates her scholarship into valuable practitioner tools, notably the *Seeds of Science* curriculum

Recent and Significant Publications:

Cervetti, G.N., & Wright, T. S. (2020). The role of knowledge in understanding and learning from text. In E. B. Moje, P. Afflerbach, P. Enciso, & N. K. Lesaux (Eds.), Handbook of Reading Research, Vol. 5. Routledge.

Cervetti, G. N., Pearson, P. D., Palincsar, A. S., Afflerbach, P., Kendeou, P., Biancarosa, G., Higgs, J., Fitzgerald, M. S., & Berman, A.(2020). How the Reading for Understanding initiative’s research complicates the Simple View of Reading invoked in the Science of Reading. *Reading Research Quarterly*, 55(S1), S161-172.

Pearson, P. D., & Cervetti, G. N. (2017). The roots of reading comprehension instruction. In S. Israel (Ed.), Handbook of research on reading comprehension (2nd edition). Guilford.

Wright, T. S., & Cervetti, G. N. (2017). A systematic review of the research on vocabulary instruction that impacts text comprehension. *Reading Research Quarterly*, 52(2), 203-226.

Cervetti, G. N., Wright, T. S., & Hwang, H. (2016). Conceptual coherence, comprehension, and vocabulary acquisition: A knowledge effect? *Reading and Writing: An Interdisciplinary Journal*, 29(4), 761-779.

Cervetti, G. N., Kulikowich, J. M., & Bravo, M. A. (2015). The effects of educative curriculum materials on teachers’ use of instructional strategies for English Language Learners in science and on student learning. *Contemporary Educational Psychology*, 40, 86-98.

Service: Professor Cervetti is an elected member of the Literacy Research Association (LRA) Board of Directors and is on the Visioning and Development Panels for the National Assessment for Educational Progress (NAEP) 2026 Reading Framework. She serves on the review boards of five leading research and practice journals: *Reading Research Quarterly*, *Journal of Educational Psychology*, *Journal of Literacy Research*, *Language Arts*, and *The Reading Teacher*. She has served on four university-level search committees; as chair of the Academic Policies Impacting Wellbeing Work Team; as the chair of the SACUA Student Relations Advisory Committee; and as a Sweetland Writing Fellow. In the school, she has served as a search committee chair, faculty ombuds, research integrity training designer and facilitator, and a member of the PhD redesign committee, graduate affairs committee, and education diversity advisory committee.

External Reviewers:

Reviewer A: “[Professor Cervetti] is well known for her work in her area of scholarship, recognized in multiple ways such as invited publications and the Handbook chapters. Taken as a whole set, Dr. Cervetti’s publications do exactly what we would expect at my university and peer institutions for both quality and impact on the field – contribute to the research base of knowledge and to the practical implications for teaching and learning.”

Reviewer B: “[Professor Cervetti’s] work on comprehension is absolutely first rate and important to researchers and practitioners alike. The Seeds of Science/Roots of Reading program is simply the best research-based reading program I am aware of. The theory and research that provide a rationale for the program, the program itself, and the research showing the efficacy of the program are solid.”

Reviewer C: “I see Dr. Cervetti as a key figure among others (e.g., Nell Duke, Kelly Cartwright) who are advancing the notion that comprehension cannot be reduced to simple formulas that include only decoding and listening abilities.”

Reviewer D: “Dr. Cervetti is among the top scholars in the field of literacy development, leading the way for a greater focus on disciplinary literacy, knowledge development and comprehension for students in the elementary years. Based on the quantity and quality of her publications and outreach efforts, she would certainly be a candidate for promotion at [my institution].”

Reviewer E: “Dr. Cervetti has done impressive, impactful, and important work. She is at the center of scholarship and practice that aims to transform scholars’ and teachers’ understanding of the complexities of reading comprehension in the domain of science. I also strongly believe Dr. Cervetti’s voice is influential in the reading comprehension arena, and her future empirical contributions in this domain could shape the field of reading comprehension. In sum, I believe that members of Dr. Cervetti’s department are fortunate to have a colleague of her depth and caliber.”

Reviewer F: “Gina Cervetti is a systematically productive scholar whose body of work contributes to a conception of literacy development and literacy instruction that is radically different from what is being implemented in most U.S. schools, and that would if embraced more widely lead to much improved outcomes. She has published in the field’s best journals and has participated in activities designed to have positive impacts on policy and practice. Her integrative approach leads to enhancements and refinements of received wisdom, rather than to confrontations and disputes about literacy instruction. I would strongly endorse her promotion to full professor.”

Summary of Recommendation:

Professor Cervetti’s scholarship is recognized as highly influential. She teaches critical courses with exceptional skill and contributes her instructional expertise throughout the school. She also provides exceptional service to the school, the university, and to the profession. Professor Cervetti’s scholarship, teaching, and service are worthy of recognition. It is with the support of the School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Gina N. Cervetti for promotion to professor of education, with tenure, School of Education.



Elizabeth Birr Moje, Dean
George Herbert Mead Collegiate Professor of
Education, and Arthur F. Thurnau Professor
School of Education

May 2023