

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

Danielle L. DeFauw, associate professor of education, with tenure, Department of Education, College of Education, Health, and Human Services, is recommended for promotion to professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.

Academic Degrees:

Ph.D.	2010	Reading Education, Oakland University, Auburn Hills, MI
M.A.	2003	K-12 Literacy, University of Michigan-Flint
B.S.	2000	Elementary Education, University of Michigan-Flint

Professional Record:

2017-present	Associate Professor, University of Michigan-Dearborn
2011-2017	Assistant Professor, University of Michigan-Dearborn

Summary of Evaluation:

Teaching: Professor DeFauw has successfully taught six courses, served as the director of field placement and participated in multiple curriculum development initiatives. Professor DeFauw's overall course ratings are consistently high for teacher and course. Her overall ratings for course range from 3.91-5 with an average of 4.68 while her overall instructor ratings range from 4.41-5 with an average of 4.82. As the director of field placement she has led several initiatives to improve the organization of the program, clarify the feedback to students, and documented the assessment of students. In her other courses, Professor DeFauw has worked to incorporate innovative pedagogical strategies and has been effective in finding creative assignments that directly involve students in experiential aspects of learning.

Research: Since her promotion to the rank of associate professor, Professor DeFauw has published 14 articles in peer-reviewed journals and three scholarly book chapters. Among these works, she is sole author of two and is the lead author of seven. She is the sole author of her 2020 published book. Several articles appear in highly regarded journals in her field: *The Reading Teacher*, *Reading Horizons*, *Teaching Writing: The Journal of Writing Teacher Education*, *Studying Teacher Education*, and *Diverse: Issues in Higher Education*.

Recent and Significant Publications:

- DeFauw, D. L., Crowe, C., & Burnett, C. (2022). Responding to literature through student-author interviews: Eighth graders challenge Chris Crowe's Mississippi Trial, 1955. *Reading Horizons: Journal of Literacy and Language*, 61(1), 1–20.
- DeFauw, D. L., & Higgs-Coulthard, K. (2022). Partnering for practice: Authentic writing engagements within the community as teacher preparation of K-6 teachers. *Journal of Literacy Innovation*, 7(1), 6–21.
- Myers, J., DeFauw, D., Sanders, J., & Donovan, S. (2022). Using collaborative self-study to examine writing teacher educator's career continuums. *Studying Teacher Education*.

- Taylor, J. A., Gore, T., DeFauw, D. L., Sevick, M., Gore, K., Constant, T., Assaf, C. Schenkel, J., & Williams, G. (2021). Holocaust memorial art and history education. *National Social Science Journal*, 56(1), 7083.
- Taylor, J. A., Hill, K. D., & DeFauw, D. L. (2019, Nov. 20). Why the Detroit literacy case matters to higher education. *Diverse: Issues in Higher Education*.
- Taylor, J. A., DeFauw, D., & Williams, G. (2019). Sculpture as inspiration for writing in high school. *Michigan Reading Journal*, 52(1), 27–37.
- Taylor, J. A., DeFauw, D. L., Williams, G., & Hundley, M. (2019). Learning in three dimensions: Avatars and authentic writing in the social studies. *Teaching Social Studies*, 19(1), 9–18.
- DeFauw, D. L., & Forgione, S. (2018). Student-of-the-week literacy tasks. *Michigan Reading Journal*, 51(1), 43–51.
- DeFauw, D. L. (2018). One school's yearlong collaboration with a children's book author. *The Reading Teacher*, 72(3), 355–367. doi: 10.1002/trtr.1726
- Kettel, R. P., & DeFauw, D. L. (2018). Paraphrase without plagiarism: Use RRLC (Read, Reread, List, Compose). *The Reading Teacher*, 72(2), 245–255.
- DeFauw, D. L., Kriigel, B., & Samet, R. (2017). The University of Michigan – Dearborn's annual young authors' festival. *Michigan Reading Journal*, 50(1), 35–40.
- DeFauw, D. L. (2017). Writing with parents in response to picture book read alouds. *Reading Horizons: A Journal of Literacy and Language Arts*, 56(2), 22–51.
- DeFauw, D. L., Taylor, J. A., & Iroha, O. (2017). Developing interest and English language arts skills: New insights from the Detroit billboard project. *Michigan Reading Journal*, 49(2), 7–16.
- DeFauw, D. L., & Smith, M. (2016). Writing for an authentic audience – One teacher-writer's narrative journey. *Teaching/Writing: The Journal of Writing Teacher Education*, 5(1), 104–126.

Service: Professor DeFauw has worked tirelessly to provide service to the college, university, profession, and community. She has served on and taken leadership roles on numerous committees at both the college and university level. Most notably she served as the chair of the Mardigian Library Director search committee. She has served on committees for the Michigan Department of Education and is actively involved in the Michigan Alliance of Reading Professionals. She has also served as a reviewer for several regional and national journals and publishers.

External Reviewers:

Reviewer A: “Dr. DeFauw’s research is compelling and offers new insights into writing practices in K-12 classrooms and in teacher education programs. Her work is continuing on an upward trajectory with additional manuscripts in progress and under review. Dr. DeFauw is also embarking on new lines of research around writing and equity with colleagues in the Teacher Educator Research Study Group (Literacy Research Association) and how book awards impact the publication market. These efforts, along with presentations and grants, demonstrate a solid contribution to the knowledge base in writing development and teacher education.”

Reviewer B: “Dr. DeFauw addresses writing pedagogy, which is a crucial element of literacy often overshadowed by reading within the field of literacy. Her text, Engaging teachers, students

and families in K-6 writing instruction: Developing effective flipped writing pedagogies (2020) should be noted for its inclusion in Routledge’s Research in Education Series. With its inclusion, Dr. DeFauw has presented some of the latest research in the field of education, making her work both timely and of global importance. Her additional scholarship on writing pedagogy, and particularly flipped writing, has the potential to change current pedagogies within classrooms as well as instances within teacher preparation programs.”

Reviewer C: “My foremost observation in regard to her clearly defined research record is that it is quite prolific and of high quality, especially given her demanding administrative roles in this period, her dedication to grantsmanship, multiple teaching preps, professional service, and leadership roles across the department, college, university, and state. ... She published in highly ranked journals such as *Reading Horizons*, *Teaching/Writing: The Journal of Writing Teacher Education*, and *The Reading Teacher*.”

Reviewer D: “Dr. DeFauw’s record of publications is impressive in volume, quality, focus, and contribution. ... [I]mportant and noteworthy contributions Dr. DeFauw has made to the field are numerous, but my attention continues to be drawn to her substantial contributions pertaining to writing pedagogy and writing development. Through collaborative research projects resulting in high-quality publications, Dr. DeFauw tirelessly addresses gaps in the literature regarding growth trajectories in teachers and in teacher educators, especially related to writing and writing pedagogy.”

Reviewer E: “Dr. DeFauw’s scholarship focused on writing instruction has made an obvious impact on research in this area. Specifically, her scholarship illustrates how important it is for current and future literacy teachers to continuously develop their knowledge and pedagogy related to writing instruction. ... The strength of this work is that DeFauw illustrates how educators can engage in writing instruction across contexts and with a variety of community members.”

Summary of Recommendation: Professor DeFauw has been exemplary in her accomplishments in teaching, research and service and has had a positive impact on the department, university, region and profession through her work. Professor DeFauw’s scholarship on literacy, specifically writing, has great potential to significantly impact the teaching of writing for students in Michigan and nationally. It is with the support of the College of Education, Health, and Human Services’ Executive Committee that I recommend Danielle L. DeFauw for promotion to professor of education, with tenure, Department of Education, 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

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