

PROMOTION RECOMMENDATION
The University of Michigan
College of Literature, Science, and the Arts

Ioulia Kovelman, associate professor of psychology, with tenure, and associate professor of linguistics, without tenure, College of Literature, Science, and the Arts, is recommended for promotion to professor of psychology, with tenure, and professor of linguistics, without tenure, College of Literature, Science, and the Arts.

Academic Degrees:

Ph.D.	2006	Dartmouth College
B.A.	2000	Queen's University

Professional Record:

2017-present	Associate Professor of Psychology, University of Michigan
2019-present	Associate Professor of Linguistics, University of Michigan
2018-present	Faculty Associate, Research Center for Group Dynamics, University of Michigan
2009-2017	Assistant Professor of Psychology, University of Michigan
2015-2016	Visiting Faculty, University of Texas at Austin
2006-2009	Post-doctoral Researcher, Massachusetts Institute of Technology

Summary of Evaluation:

Teaching: Professor Kovelman is an outstanding instructor. She has regularly taught a large lecture course, a small undergraduate seminar, and two graduate seminars. Overall, Professor Kovelman received excellent ratings and praise from her students. The large lecture course (275-300 students with 4-7 GSIs), Introduction to Developmental Psychology, has had consistently strong ratings—whether she was teaching in-person or remote—with the Q1 receiving a 4.5 average score and the Q2 receiving a 4.7 average. The other undergraduate course is a seminar called Developmental Cognitive Neuroscience, which also received excellent ratings. At the graduate level, Professor Kovelman has successfully taught Developmental Neuroscience of Human Behavior twice and a seminar in Educational Psychology (through the School of Education) once. Professor Kovelman has had great success with mentoring students. For undergraduates, she has mentored eleven honors theses and one master's student since tenure. She also has fifteen to twenty undergrads in her lab each year. She is the co-PI of an NSF-REU (MSPICED), which provides summer research opportunities for undergraduates from predominantly underrepresented backgrounds. In terms of graduate students, Professor Kovelman has mentored or is currently mentoring six Ph.D. students. Her students have gone on to do very well, with two in tenure-track positions at excellent universities and three obtaining excellent post-doctoral fellowships.

Research: Professor Kovelman uses behavioral and neuroimaging tools to understand how language depends on, recruits, and alters neural correlates in development. Her research examines the potential role of bilingualism on language learning, literacy, and brain development. The focus on bilingualism allows Professor Kovelman to gain insight into

fundamental questions about how the language environment impacts brain, cognition, and overall child development. Moreover, because childhood bilingualism is common and becoming more prevalent in the U.S., there are profound real-world implications to the work that must be addressed. Since her promotion, Professor Kovelman has published thirty peer-reviewed articles, including in influential journals, as well as eight book chapters. Beyond her writings, her many invited talks nationally and internationally also indicate her status in the field. Since arriving at UM, Professor Kovelman has been very effective at securing grant funding. Since tenure, she is the PI on an R01 grant from NIH, co-PI on an NSF-REU, co-PI on a UM grant, and co-I on a medium sized grant from NIH.

Recent and Significant Publications:

- Sun, X., Marks, R., Zhang, K., Yu, C.L., Eggleston, R., Nickerson, N., Chou, T.L., Hu, X.S., Tardif, T., Satterfield, T., & Kovelman, I. (2023). Brain bases of English morphological processing: A comparison between Chinese-English, Spanish-English bilingual, and English monolingual children. *Developmental Science*, 26(1), e13251.
- Wagley, N, Marks, R.A., Bedore, L., & Kovelman I. (2022). Contributions of bilingual home environment and language proficiency to children's Spanish-English reading outcomes. *Child Development*, 93(4), 881-899.
- Hsu, S., Ip, K., Arredondo, M. M., & Tardif, T., & Kovelman, I. (2019). Simultaneous acquisition of English and Chinese impacts children's reliance on vocabulary, morphological and phonological awareness for reading in English. *International Journal of Bilingual Education and Bilingualism*, 22(2), 207-223.
- Ip, K., Hsu, S., Arredondo, M. M., Tardif T., & Kovelman, I. (2017). Brain bases of morphological processing in Chinese-English bilingual children. *Developmental Science*, 20(5), e12449.

Service: Professor Kovelman is a stellar leader and citizen within the department, university, and research community. Within the department, she was on the Executive Committee, which involves a heavy service load with weekly meetings and additional work. At the university level, she has served on a multitude of important committees, notably the LSA Dean's search committee, the Rackham Executive Board, the Senate Assembly, the University Administrator Evaluation Committee, and the Human Research Protections Program Advisory Committee. At the national and international levels, Professor Kovelman has emerged as a leader for the community using functional near-infrared spectroscopy (fNIRS) by organizing training sessions, workshops, and spearheading efforts to diversify the population of children who participate in this research. Finally, she is a standing member of an NIH study section and serves on boards of three journals, *NeuroImage*, *Bilingualism: Language & Cognition*, and *Frontiers in Psychology*.

External Reviewers:

Reviewer (A): "[Professor Kovelman] shows excellence in research, with very high productivity and impact, demonstrating that she is one of the world's leading experts on bilingual language development."

Reviewer (B): "Dr. Kovelman has an excellent record of productivity and has emerged as one of the leading scientists in the brain bases of bilingualism using a developmental cognitive neuroscience approach."

Reviewer (C): “No matter what aspect of a ‘successful’ research program one cares about, Dr. Kovelman’s work fulfills it: high scholarly impact, future promise, independence, international recognition, the ability to find ample funding to make it happen, and an excellent track-record of mentoring.”


Reviewer (D): “What is exciting about Dr. Kovelman’s research is that she supplements behavioral measures with measures of brain functioning.”

Reviewer (E): “Dr. Kovelman has conducted fascinating research since she was promoted to the current rank at University of Michigan in 2017 in terms of the quality, quantity, focus and scholarly impact.”

Reviewer (F): “Across multiple papers she and her students and colleagues have contributed what I believe to be among the best, and most convincing research on how bilingualism restructures the brain for spoken language, for reading, and even for non-linguistic cognitive activities.”

Summary of Recommendation:

Professor Kovelman has made a substantial number of important contributions in research, in teaching, and in service and her work reflects very well on the Department of Psychology, LSA, and the University of Michigan. The Executive Committee of the College of Literature, Science, and the Arts and I recommend that Associate Professor Ioulia Kovelman be promoted to the rank of professor of psychology, with tenure, and professor of linguistics, without tenure, College of Literature, Science, and the Arts.



Anne Curzan, Dean
Geneva Smitherman Collegiate Professor of
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and Education
Arthur F. Thurnau Professor
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