

PROMOTION RECOMMENDATION
The University of Michigan – Flint
College of Arts, Sciences and Education
Department of Language and Communication

Kazuko Hiramatsu, associate professor of linguistics, with tenure, Department of Language and Communication, College of Arts, Sciences and Education, is recommended for promotion to professor of linguistics, with tenure, Department of Language and Communication, College of Arts, Sciences and Education.

Academic Degrees:

Ph.D.	2000	University of Connecticut, Storrs, CT
M.A.	1998	University of Connecticut, Storrs, CT
B.A.	1993	Northwestern University, Evanston, IL

Professional Record:

2007-Present	Associate Professor (with tenure), Department of Language and Communication, University of Michigan-Flint, Michigan
2000-2007	Assistant Professor, Department of Language and Communication, University of Michigan-Flint, Michigan

Summary of Evaluation:

Teaching: Professor Hiramatsu has developed over a dozen distinct courses. Her teaching expertise spans a wide range, from the first-year experience to graduate levels in linguistics. Notably, her teaching is marked by a highly intentional approach, focusing on building community and inclusivity. While teaching has always been strong, Professor Hiramatsu continues to adapt to changing student needs. The transformation in her methods is readily evident in course syllabi. She has also successfully transitioned courses from the face-to-face format to online asynchronous which has significantly improved enrollments.

Professor Hiramatsu's approachability and compassion are consistently highlighted in student evaluations. Ratings across items are high, never falling below 4.17 and typically surpassing 4.7. She is clearly effective in delivering course content but also in advancing students' understanding of the subject matter. Impressively, this occurs regardless of students' initial interest in the course. Professor Hiramatsu's commitment to enhancing the student experience extends beyond the classroom. She has played an active role in revising the first-year experience courses as well as piloting an ePortfolio project. Professor Hiramatsu has been an active faculty advisor and leads the departmental student advising committee. Professor Hiramatsu displays a multitude of strengths that are reflected in her exceptional teaching record, innovative pedagogical approaches, and significant contributions to program development.

Research: Professor Hiramatsu has co-authored four peer reviewed journal articles since earning tenure. She is a linguist with expertise in language acquisition. While one of these publications is within linguistics, she has shifted her research focus from language acquisition to the scholarship of teaching and learning in linguistics. Professor Hiramatsu is studying broader, applied topics. In particular, she is studying civically engaged, critically reflective, place-based pedagogy. This mid-career change has led to significant achievements. Her ability to successfully navigate a new area of scholarship also speaks to her adaptability, dedication and intellectual rigor.

Professor Hiramatsu has authored a conference proceeding, a dozen peer reviewed conference presentations and has organized multiple conference sessions. Professor Hiramatsu demonstrates promise for future productivity. She is an active scholar with several manuscripts in some stage of preparation, review or revision. Professor Hiramatsu has secured a trio of NSF grants. Her grant application amount

has increased approximately sixfold. Notably, a great deal of this work, including related data collection, was done under pandemic conditions. Professor Hiramatsu has produced high quality, impactful journal articles that demonstrate remarkable depth. She has obtained significant, competitive grants.

Recent and Significant Scholarly Activity:

Feuerherm, E., Hiramatsu, K., Miller, N. S. & Williams, K. (2022). Assessing outcomes of service-learning: Student, instructor, and community reflections. *The Journal of Community Engagement and Higher Education*, 14(2), 4-18.

Arend, B., Archer-Kuhn, B., Hiramatsu, K., Ostrowdun, C., Seeley, J., & Jones, A. (2021). Minding the gap: Comparing student and instructor experiences with critical reflection. *Teaching and Learning Inquiry*, 9(1), 317-372. <https://doi.org/10.20343/teachlearning.9.1.21>

Knight, S., McLeman, L., Salvador, K., De La Mare, D., & Hiramatsu, K. (2018). Building the house while we're living in it: Conceptualizing place-based education. *National Teacher Education Journal*, 11(2), 5-14.

Service: Professor Hiramatsu's service record since earning tenure is distinguished by substantial depth and breadth. Her work has been impactful and leadership has been clearly demonstrated. Professor Hiramatsu's service is integrated with her scholarship and teaching, focusing on supporting ethical research, facilitating student learning and enhancing teaching.

Professor Hiramatsu has served on over 20 committees across various levels, chairing seven of them. While all of this work has been significant, her service as the chair of the UM-Flint Institutional Review Board has had a particularly broad impact. After serving on this committee for seven years, Professor Hiramatsu was elected as the chair in 2017. This is an incredibly time intensive position that is critical to the institution's success. The position requires interdisciplinary knowledge and the ability to navigate complex regulations. Professor Hiramatsu demonstrated extensive knowledge, leadership and collaboration in this role.

Professor Hiramatsu skillfully navigated major transitions, such as the recent merger of boards across the Dearborn and Ann Arbor campuses. She has been the primary point of contact and reviewer for all UM-Flint projects. Professor Hiramatsu's service in this role includes work during the pandemic. The mandated remote work and later social distancing created a great deal of confusion and delay in research productivity. Professor Hiramatsu demonstrated exceptional expertise. She was readily available and responsive to researchers, many of whom had to resubmit proposals and re-commission labs to meet unfamiliar standards. Professor. Hiramatsu's impressive involvement with the IRB demonstrates her leadership, ethical acumen, interdisciplinary knowledge, and commitment to the highest standards of integrity.

Professor Hiramatsu has led student success initiatives such as the Persistence and Completion Academy of the HLC and the Writing Across the Curriculum Faculty Working Group. Her service extends to her profession, notably through her role as a co-associate journal editor where she also mentors those new to the scholarship of teaching linguistics. These activities showcase Professor Hiramatsu's ability to integrate service with teaching and research.

External Reviewers:

Reviewer (A): "Dr. Hiramatsu has a strong record of scholarship with a breadth of subjects and genres including two NSF grants focused on the Scholarship of Teaching and Learning, three recent, peer reviewed journal articles focused on high impact practices across disciplines, establishing and editing Teaching Linguistics within the auspices of linguistics' flagship journal, Language, editing the conference proceedings of the 2021 annual conference of the Linguistic Society of America, and eight conference presentations disseminating her work across continents and wide reaching, varied audiences."

Reviewer (B): “In my view, Dr. Hiramatsu’s contributions to the field of linguistics are quite profound in that she has forged a path for a new generation of scholars in linguistics to deeply consider how their research can relate to more applied practices in educational contexts.”

Reviewer (C): “The totality of Dr. Hiramatsu’s grant activity is most impressive to me.”

Reviewer (D): “Overall, the articles demonstrate a strong commitment to building collaboration among stakeholders and sensemaking in their approaches to creating effective learning environments.”

Reviewer (E): “In the past decade, she has shifted her research interests to center on SoTL in higher education and linguistics; it takes time to establish oneself in a new field, but Prof. Hiramatsu has done so, while taking on the mantle of advancing SoTL within her main discipline of linguistics.”

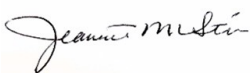
Reviewer (F): “Her work has impacted the pre-service education of secondary teachers, first-year learning communities, and community partnerships.”

Reviewer (G): “Dr. Hiramatsu has published and presented her work widely, including in Teaching and Learning Inquiry, the flagship journal for the International Society of the Scholarship of Teaching and Learning (ISSOTL) which is considered one of the top international interdisciplinary SoTL journals. Particularly striking, however, is her record of external funding related to SoTL.”

Summary of Recommendation:

Professor Hiramatsu embodies excellence across teaching, scholarship and service. As a teacher, she has been unwavering in her dedication to student success. She continues to innovate and generously shares her time and expertise to mentor both students and peers. Her scholarship is groundbreaking, and the continued, positive trajectory is evident. Consistent with CASE standards for promotion, her service is broad, impactful and demonstrates leadership. With the full, enthusiastic support of the CASE executive committee, I recommend Kazuko Hiramatsu for promotion to professor of linguistics, with tenure, Department of Language and Communication, College of Arts, Sciences and Education.

RECOMMENDED BY:



Jeannette Stein, Interim Dean
College of Arts, Sciences and Education

RECOMMENDATION ENDORSED BY:



Yener Kandogan, Interim Dean
School of Management and Interim
Provost and Vice Chancellor
for Academic Affairs



Donna Kay Fry, Interim Chancellor
University of Michigan-Flint

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