Dr. Lisa Eckert, Professor
Department of English, 3236 Jamrich, leckert@nmu.edu, 227-1828

Conference: Western Literature Association Annual Conference
September 23-26, 2016; Big Sky, MT.

Specific Conference Workshops “Dialoguing across MT Teachers and Western Literature Scholars: Indian Education for All Crossover Events.” This is a series of workshops and presentations by award-winning educators and scholars aimed at preparing educators at all levels to teach Native American literatures and cultures in the classroom. This will update and energize my pedagogy by offering the opportunity to integrate pedagogical innovations for including Native American literature and specific instructional practices in all of the classes I teach. The Western Literature Association (WLA) is a non-profit, scholarly association that promotes the study of the diverse literature and cultures of the North American West, past and present. Since its founding, the WLA has served to publish scholarship and promote work in the field; it has gathered together scholars, artists, environmentalists, and community leaders who value the West’s literary and cultural contributions to American and world cultures; it has recognized those who have made a major contribution to western literature and western studies; and it has fostered student learning and career advancement in education.

I am presenting a paper entitled “Pushing Boundaries with Native American Graphic Novels and Comics” in the conference session Critical and Social Justice Literacy Pedagogies. This is a significant part of my current research on methods for expanding the role of Native American literatures in a new edition of my 2006 monograph How Does it Mean? published by Heinemann. The knowledge gained at the WLA “Indian Education for All” Crossover Workshops will contribute significantly to the first phase of my plan to write a significantly revised edition.

Introduction
Preparing secondary English teachers for middle and high school classrooms requires a depth and breadth of knowledge of literature from multicultural perspectives. The Western Literature Association Conference this year includes several workshops focusing specifically on Native American literatures and pedagogical innovations for including Native American voices in teacher education and secondary English curricula. It is important to update my knowledge of current critical and pedagogical trends specifically focusing on Native American literature, the role of Native American literature in Common Core aligned curricula, and the latest critical publications in the field to include in my English methods course and in my work with teachers and student teachers in the field. The Montana Indian Education for All state mandate is unique because 1) it is the only public education initiative of its kind in the nation and 2) the Montana iteration of the Common Core State Standards includes language specific to inclusion of Native American literatures and cultures in the classroom.
Currently, I teach EN 345: *Teaching Literature in the Secondary English Classroom*, EN 512: *Teaching Literature*, EN 350: *Methods and Materials for Teaching Secondary English* and EN 504: *Critical Investigations*. As part of course expectations for each of these courses, I teach pre-service teachers and secondary and college educators to incorporate multicultural literature in their pedagogical plans. I have extensive professional and academic knowledge of classic literature, but I seek to better integrate Native American culture and literature, particularly multimodal literature, to meet the needs of students at all levels of literacy education; attending the workshops running throughout this conference will *immediately improve my teaching* in all of the courses I listed above. The specific information and professional practices supporting the inclusion of Native American literatures and culture will (a) help me to better facilitate teachers’ abilities to incorporate more books of interest to adolescents into the curriculum, and (b) support the development of an inclusive, diverse curriculum.

I seek to integrate the best of contemporary Native American literature into my EN 345 and 512 courses this winter to better prepare future and practicing English educators to include diverse voices in their literacy and literature instructional practice.

**Funding Request**

I am eager to collaborate with other teacher educators and secondary English teachers who are experts in Native American literature and pedagogy to share ideas for effectively including Native American literature in my pedagogy and critical theory classes. My students will benefit immediately, because, by attending the workshop, I will learn about: 1) critical trends in contemporary Native American literature, 2) current and developing research projects on the inclusion of Native American literature in classes aligned to Common Core Standards.

I am requesting $1373 to supplement my Departmental Professional Development funds to attend the Western Literature Association conference and Indian Education for All workshops.

**Eligibility**

I am a full professor teaching in the Department of English. I teach English education, literary theory, and literature classes.

**Interest in Teaching and Pedagogy**

I specialize in critical theory and pedagogy research and teaching, and am responsible for the preparation and pedagogical development of pre-service and in-service secondary and college English teachers; it is my responsibility to prepare them for teaching literature and literacy. Because I am a literacy professor specializing in teacher education and literature pedagogies primarily centered on classic works, I seek to expand my repertoire of literary knowledge to better include contemporary Native American literature and, consequently, to better prepare pre-service teachers for the contemporary English classroom.

**Sharing Information**

I would welcome the opportunity to share what I learn about teaching and learning in this workshop with the university community. Specifically, I would share methods and research in
integrating the pedagogical innovations developed through the Indian Education for All initiative into instructional and curricular planning.

**Budget**

Registration Fee - $145  
Lodging - $230 (total for 3 nights)  
Meals – (32 X 4) 128  
Airfare - $750  
Ground transportation--$100  
TOTAL - $1353

**Report of Previous Award**

I received a TLAC Conference award in Fall, 2013, National Council of Teachers of English Assembly on Literature for Adolescents (ALAN): *Celebrating Great Books for Young Adults*. I was able to immediately add contemporary YA literature to my courses, including EN 350: Methods and Materials for Teaching High School English; I distributed 25 books to students and teachers and added more titles to my teaching library as a direct result of attending the workshop. I updated my teaching by including literature circles incorporating YA books in all of my courses and continue to do so three years later. I also became a member of ALAN and continue to receive publications and communications with colleagues across the nation who include YA literature in their instructional plans. The workshop significantly transformed my teaching and students who have taken my classes have benefitted from the experiences and expanded network of resources that resulted from my attendance. Specifically, I better facilitated teachers’ abilities to incorporate more books of interest to adolescents into the classroom and support the development of an inclusive, diverse curriculum.
Western Literature Association Conference

Session S2C: Social Justice/Educational Activism

Time: Saturday, 24/Sep/2016: 9:30am - 10:45am Location: Gallatin Session Chair: Karen Ramirez, University of Colorado, Boulder Capacity: 80

Presentations

Documentation of/and Political Agency: The Texts and Contexts of Gertrude and Raymond Bonnin’s Educational Activism Julianne Newmark University of New Mexico, United States of America

Literary Erasure: Missing Indigenous Presence in Literature Classrooms and A Case Study for James Welch and Dan Wilson

Melissa Slocum

Arizona State University, United States of America

Pushing Boundaries with Native American Graphic Novels and Comics: Critical and Social Justice Literacy

Pedagogies

Lisa Schade Eckert

Northern Michigan University, United States of America

Deborah Miranda’s Bad Indians and the Practice of Dialogue

Karen Ramirez

University of Colorado, Boulder, United States of America
Conference Proposal:

Pushing Boundaries with Native American Graphic Novels and Comics: Critical and Social Justice Literacy Pedagogy

Sandy Grande, in *Red Pedagogies* (2004) argues for the importance of theorizing the “inherent complexity of Indian-ness” (3) as part of a larger critical pedagogy and social justice agenda. This presenter makes the case that Indigenous comics and graphic novels offer unique opportunities to recognize and explore such cultural complexities. By pushing boundaries of form and genre, graphic novels provide alternative narrative modes subverting a long history of white European cultural, linguistic, political, and legal dominance. The complexity and subtle irony, expressed in visual art and non-linear text, uniquely suits traditional and contemporary narratives of Native American Nations to the multimodal comic genre. Such narratives, often censored, disregarded, or otherwise denied to students of literature, support a social justice agenda by pushing cultural, literary, constitutional boundaries, asserting voices that challenge revisionist, colonial historical narratives.

In addition to analysis of these multimodal genres, this presenter will offer theoretical frameworks and critical suggestions for teaching graphic novels in secondary/post-secondary literature courses. Specifically, this presenter will demonstrate ways in which particular theoretical frameworks support student inquiry and analysis of diverse texts such as *Moonshot: The Indigenous Comics Collection*, edited by Hope Nicholson (2015), and various digital comics.

Lisa Schade Eckert

Academic Record

**Ph.D. in English**, Western Michigan University, August 2002  
*Dissertation*: “How Does It Mean? Literary Theory as Pedagogy for Teaching Reading and Interpretation.”

**Master of Arts in English**, Western Michigan University, April 1994

**Bachelor of Arts**, Western Michigan University, December 1987

State of Michigan secondary English teaching certification 1987-2002

Academic Appointments

- **2016-present**  
  Professor, College of Arts and Science, Department of English, Northern Michigan University

- **2014-2016**  
  Associate Professor, College of Arts and Science, Department of English, Northern Michigan University

- **2012-2014**  
  Assistant Professor, College of Arts and Science, Department of English, Northern Michigan University

- **2009-2012**  
  Associate Professor, College of Letters and Science, Department of English, Montana State University

- **2006-2009**  
  Assistant Professor, College of Letters and Science, Department of English, Montana State University

- **2002-2006**  
  Assistant Professor, College of Education, Department of Curriculum and Instruction; College of Liberal Arts, Department of English, Purdue University

- **2000-2002**  
  Doctoral Fellow, College of Liberal Arts, English Department, Western Michigan University

- **1998-2000**  
  Media Specialist, Mattawan Middle School, Mattawan MI

- **1989-1998**  
  High School English Teacher, Gull Lake High School, Richland, MI

Awards and Honors

- **2014**  
  *Center for Upper Peninsula Studies Fellowship*, Northern Michigan University  
  Rural teacher participation in professional development  
  *Reassigned Time Awards* (Fall and Winter), Northern Michigan University

- **2011-12**  
  *Developing Excellence in Academic Leadership* Fellow in the College of Letters and Science, Montana State University
2011  Finalist for *Provost’s Excellence in Outreach Award*, Montana State University
        Nominated for *Cox Award for Creative Scholarship and Teaching*, Montana State University

2010  *President’s Excellence in Teaching Award*, Montana State University
        *Research Initiative Award* National Council of Teachers of English
        Conference on English Education

2008  *Buy-out for Enhancing Scholarship and Teaching (BEST) Award* Montana State University

2003  *CGS/University Microfilms International Distinguished Dissertation Award* Nominee

2002  *All-University Graduate Research and Creative Scholar Award*, Western Michigan University.

1996  *The Paul and Kate Farmer Award* for the outstanding journal article written by practicing classroom teacher; awarded by the National Council of Teachers of English.

**Memberships in Academic and Scholarly Societies**

National Council of Teachers of English (NCTE)
NCTE Conference on English Education
   Chair: *Commission on In-service Graduate Programs and Professional Development*
National Writing Project
   *Rural Sites Network*
Michigan Association of Teachers of English
International Federation of Teachers of English
Western Literature Association

**RESEARCH AND PROFESSIONAL DEVELOPMENT**

**Books**


**Book Chapters**


Journal Articles


Anthologized Work

Invited Essays


Invited Lectures and Presentations


Graphic Novels and Text Complexity: Implications of Appendix A of the CCSS. Upper Peninsula Reading Association Conference, Northern Michigan University, October, 2013.

Precious Knowledge: Panel Presenter/Discussant. President’s Committee on Diversity, Northern Michigan University, January, 2013.

Beyond the Comics Page: Theory, Pedagogy, and Graphic Novels. English Department Colloquium, Montana State University, April, 2011.

More than Code Switching: The Hybrid Discourse of Teaching. Pre-Conference Workshop, British Columbia Teachers of English Language Arts Conference (NCTE Region 7), with Alsu Gilmethdinova and Danette Long, October, 2009.


Remembering How (and Why) We Got Here: Personal Implications of Making the Move to Higher Education. Keynote Address for the Curriculum and Instruction Graduate Student Conference, Purdue University, with Professor Janet Alsup, November 12, 2004.
Domain-Level Reading Instruction: Learning to Read or Reading to Learn? Frankfort High School, Frankfort, IN, October, 2004.


Interviewing and Academic Job Search, Curriculum and Instruction Graduate Student Association, Purdue; October 2002.

Integrating On-line Technologies into Classroom Instruction, Kalamazoo Public Schools Technology Resource Series, Kalamazoo, MI; September, 1999.

Reviewed Conference Papers and Presentations


Eckert, L. “Virtual Field Experiences in English Education: Using Moodle to Connect Pre-service Teachers to Rural Contexts.” In Applied Service Learning and Virtual Field Experiences with Dr. Kia Richmond and Dr. Killian McCurry. Conference paper for The College Conference on Composition and Communication. Las Vegas, March, 2013.


Schade, L. and Alsup, J. *Intersections: Critical Locations of Feminist Rhetorical Practice*. Conference paper for Feminism(s) and Rhetoric(s) Conference, The Ohio State University, Columbus, OH, 2003.


**External Grants Received**

2015 National Writing Project Teacher Leadership SEED grant, $20,000

2011 National Writing Project for Yellowstone Writing Project $35,000
NCTE’s Conference on English Education (CEE) Research Grant $1,900
  with matching funds from MSU CLS for project total $3,800

2010 National Writing Project for Yellowstone Writing Project $46,000

2008 National Writing Project for Yellowstone Writing Project, $30,000
TEACHING

Northern Michigan University

EN 366: Applied Literary Theory
EN 504: Principles of Critical Investigation
En 350: Methods and Materials for Teaching Secondary English
EN 309: Teaching Writing (two sections)
EN 282: Introduction to Literature

Montana State University

ENGL 550: Critical Theory and Pedagogy
LIT 300: Survey of Literary Theory
ENGL 445: Teaching Reading and Literature
    Emphasis on reading strategy instruction and literature pedagogies
ENGL 461: Issues in English Education, Teaching Option Capstone
    Emphasis on critical pedagogy and action research
ENGL 510, 520, 530: Yellowstone Writing Project
Invitational Summer Institute
LIT 308: Multicultural Literature (online, using Moodle and Desire2Learn)
ENGL 570 Graduate Independent Study
LIT 224: British Literature II

Administrative or supervisory responsibility

Northern Michigan University

2014-2016 Director of the Northern Shores Writing Project
Duties include writing/managing $20,000 National Writing Project grant, develop graduate curricula for eight credit Summer Institute, serve as liaison with University administration, engage in outreach activities with K-12 schools throughout our region, network with NWP affiliated sites throughout the country.

Montana State University

2011 Director of Graduate Studies, Department of English
Duties include serving on University Graduate Council, maintaining all current and potential student correspondence and student files throughout degree program; updating the Graduate Student Handbook and other informational materials as necessary; acting as mentor/advisor to graduate students from the beginning of their program until students have organized their graduate committees; monitoring program deadlines for graduate students and graduate committee members; acting as a liaison with the Associated English Graduate Students to develop workshops and other programs in response to graduate student requests.

2008-2012 Director of Yellowstone Writing Project
Wrote initial National Writing Project (NWP) New Site Application in 2008. Currently manage $108,000 budget, develop graduate curricula for nine credit Summer Institute, serve as liaison with University administration, engage in outreach activities with K-12 schools throughout Montana, network with NWP affiliated sites throughout the country.
2006-2011 Coordinator of English Education Program
Responsible for program development, faculty mentoring, and advising undergraduates, post-baccalaureate students seeking certification, and practicing teachers who wish to add an English endorsement; serving as liaison to Department of Education, Office of Field Experience and Certification; engaging in outreach activities with area schools.

2006-2011 English Department Accreditation
Responsible for state and federal English education Program Assessment, including directing English Department data collection for TEAC and Montana State Office of Public Instruction (OPI) Program Assessment and Accreditation.

Contributions to Course and Curriculum Development

- Proposed new course, EN 345: Teaching of Literature, Department of English, NMU
- Developed English Department Master of Arts in English Education (MAEE) program; proposal status with target start in Fall 2014.
- Significant revision to the undergraduate teaching curricula, 2010, to include ENGL 445: Teaching Reading and Literature.
- Graduate course development for the Yellowstone Writing Project
- Integrated Essential Understandings central to Montana’s K-12 Indian Education for All Initiative in ENGL 461 as part of coursework on pedagogy and instructional methodology.
- Created wikis for all courses taught 2008-present.
- Developed online version of ENGL 308 in Summer, 2008-2010.
- Introduced Miscue Analysis Project as action research component for English 461 to meet state reading strategy instruction standards in Fall, 2007-2010.
- Designed discourse analysis and literacy ethnography projects for ENGL 338, Spring, 2007-2011.
- Developed a project requiring students in English 123 to create a graphic representation of Hamlet using a software program called Comic Life.
- Created a weblog for students in English 461 to use as a means to communicate during their student teaching in the Spring of 2007.
- Developed a graduate course on Critical Pedagogy, crosslisted between the English and C&I Departments for the Spring, 2006 semester.
- Developed the Honors Program requirements and courses for the English Department in the College of Liberal Arts as a member of the Undergraduate Curriculum Studies Committee.
- Mapped English Education coursework to State of Indiana reading standards, revised methods curricula as necessary, enabling Purdue English Education students to receive reading endorsement licensure upon graduation.
- Developed an online version of EDCI 502: Secondary Reading to be taught in conjunction with the Continuing Education Department.
- Participated in the English Departments Undergraduate Curriculum Studies Committee two-year study resulting in a significant redesign of both the undergraduate English major and minor.
- Constructed and maintained a Weblog for ENGL 492 to investigate ways in which this online technology can enhance student discourse and communication beyond the capabilities of WebCT. Specifically, students are encouraged to invite Young Adult
authors, English Education students and faculty from other institutions, and practicing teachers into the blog discussion.

**Other Evidence of Teaching Excellence**

2011  Nominated by students for President’s Excellence in Teaching Award (ineligible, since I had won the award in 2010)

Mentored award-winning Undergraduate Research Scholar Project recipient Thomas Wells investigating impact of Engineers Without Borders projects on student achievement in Kenya in the Undergraduate Scholars Program at MSU.

McNair Scholarship mentor

2010  President’s Excellence in Teaching Award, MSU

Nominated for University Cox Award for Creative Scholarship and Teaching

Faculty mentor for Office of International Programs Teaching Excellent and Achievement Program

Mentored award-winning Undergraduate Research Scholar Project recipient Zachary Morris “Poetry Slam and Teaching Literacy” in the Undergraduate Scholars Program at MSU.

2009  Nominated for President’s Excellence in Teaching Award by students (ineligible, since I had not finished third year at MSU)

2008  Mentored three graduate students in winning College of Letters and Science Research Enhancement Awards to present papers at conferences.

2006-present  MSU Knapp Scores “Overall Effectiveness” consistently in 3.8s – 4.0 range and “Mean” 3.81-3.98 range for courses taught (with 4.0 as highest possible rating).

2008  Nominated for the Provost’s Award for Undergraduate Research Creativity Mentoring

2002-2006  Purdue Instructor/Course Evaluation System (PICES) median rating for all responses in course evaluations consistently ranges from 4.8 – 5.0 for courses taught (with 5.0 as highest possible rating).

**Evidence of Involvement in Graduate Research Programs**

**Member of Ph.D. Committee**

Josh Anderson, English Education Western Michigan University

*Culturally Relevant Education for Rural Schools*

Successfully defended in July, 2016

**Member of Ph. D. Committee**
Jeanne Muzzillo, English Education
Purdue University
Dissertation: From Reading Aloud to Oral Interpretation: Orality’s Effects on the Narrative Retellings of Secondary School Students
Successfully defended in April, 2007.

Chair of Ph.D. Committee

Erin Mikulec, Foreign Language Education
Purdue University
Dissertation: Comparative Miscue Analysis in Second Language Acquisition

Chair of Master’s Committees
Northern Michigan University
Kelsey Lueptow-2016
Cameron Contois (MFA)-2016
Tracy Haack--2014
Geoff Gimse—2013
Montana State University
Zuzu Feder—2012
Aaron Yost—2012
Lisa Bullard--2011
Danette Long—graduated, 2010
Alsu Gilmetdinova--graduated, 2010
Francoise Saurage--graduated, 2009
Karen Henderson--graduated, 2009

Member of Master’s Committees
Northern Michigan University
Jessica Duncan-2016
Matt Facek-2016
Sue Hornbergen-2014
Nancy Gold (MFA)-2013
Montana State University
Janna Urschel—2013
Aimee Slepicka—2011
Johanna Doty-Sedell—2011
Sarah Grieb—graduated 2010
Melissa McRae—graduated 2010
Rachel Long—graduated 2010
Elizabeth Forslund—graduated 2010
Cassie Miller--graduated, 2009

Purdue University
Lori Caldwell-Hopkins—graduated August 2005
Elizabeth Hill—graduated August 2005
Marie Furey—graduated August 2004  
Jenifer Ritchie—graduated December 2003  
Laura Whitcombe—graduated December 2003  
Tansey Mulligan—graduated December 2003  
Jennifer Streisand—graduated May 2003

EXTENSION, SERVICE AND UNIVERSITY OUTREACH ACTIVITIES

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<tr>
<th>Year</th>
<th>Educational Workshops and Professional Development Presentations</th>
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<tr>
<td>2011-12</td>
<td><em>Writing Workshops K-8</em>, Yellowstone Writing Project four day workshop for Bozeman Schools</td>
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<td>2009</td>
<td><em>Action Research in the Classroom</em> February, MSU Teaching and Learning Committee Workshop.</td>
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<td>2008</td>
<td>Participated in Indian Education for All Workshop and Poster Session, Department of Education, November, MSU</td>
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<td><em>Teaching the Multigenre Project</em> May, Bozeman High School</td>
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<td>2007</td>
<td><em>Building CV’s</em> March, Workshop for English Graduate Student Organization.</td>
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<td>2004-2005</td>
<td>Conducted six half-day workshops on integrating and assessing reading strategies and theory throughout the school year with teachers from Frankfort High School, Frankfort, IN.</td>
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<td>2004</td>
<td><em>Literacy Coaching: Planning and Assessment</em> December 8, Workshop with team leaders, Lakeview Middle School, Battle Creek, MI.</td>
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<td></td>
<td><em>Developing Cross-Curricular Reading Strategies: School-wide Planning and Assessment</em> July 28-30. Two day in-service workshop, Frankfort High School, Frankfort IN.</td>
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<tr>
<td>2003</td>
<td><em>Teaching Reading Strategies: Developing Assessment Methods</em> July 31-August 1. Two day in-service workshop, Brownsburg Middle School, Brownsburg IN.</td>
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<td>2001</td>
<td><em>Resume Workshop</em> March 10. Prepared for pre-service elementary and secondary teachers, Western Michigan University, Kalamazoo, MI.</td>
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<td>2000</td>
<td><em>Third Coast Writing Institute</em> July – August. National Writing Project Institute in association with Dr. Ellen Brinkley, Western Michigan University, Kalamazoo, MI.</td>
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<tr>
<td>1997</td>
<td><em>On-line Instructional Research and Practice</em> June 12-14. Three day in-service workshop, Calhoun County Intermediate School District, Clinton, MI.</td>
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K-12 Outreach Activity
2011  Collaboration with Hali Kirby, Gardiner High School English teacher, on including place-based writing in 9th grade English classes.
Collaboration with James Maxwell, Bozeman High School English teacher, on integrating graphic novels into departmental curricular goals.
Established Moodle connections with with teachers at Bozeman High.

2010-12  Collaboration on multigenre project with Cale Vanvelkenburgh, English teacher for the Bridger Alternative School and pre-service English teaching student volunteers, Bozeman Public Schools, Bozeman, MT.

2009  Organized collaborative activities with English 461: Integrative Teaching Methods students and Bozeman High School Debate and Forensic team, Bozeman, MT.

2008  Organized writing mentor/mentee partnerships between English 339: Teaching Writing students and English 2 sophomore writing classes taught by Adam Thane and Katy Paynich at Bozeman High School, Bozeman, MT.

2007-2008  Visited schools throughout Montana to connect with English teachers and students, including Fergus High School, Lewistown, Gardiner High School, Gardiner, Belgrade HS, Belgrade, Flathead HS, Flathead, Whitefish HS, Whitefish.

2003-present  “MSU For a Day” Faculty Representative visiting high schools around Montana to recruit on behalf of faculty at MSU.

Evidence of State/National Activity:

2013-2015  President of the Michigan Commission on English Education
2012-2016  Co-editor of the Language Arts Journal of Michigan
2012-2013  Vice President of the Michigan Commission on English Education
2010-present  Chair for Conference on English Education (CEE) Commission on In-service Graduate Programs and Professional Development.

Served on committee to review Montana State Communication Arts Standards and National Common Core 2.0 and contribute to draft of State of Montana response to the U.S. Dept. of Education.

Reviewer for Journal of Teacher Education

Reviewer for Language in Education

2011  Member of Montana’s Office of Public Instruction Common Core Standards Working Group to develop/revise state ELA standards.

2008-present  Roundtable Leader for CEE Research Roundtable session at annual NCTE Convention.

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2006-08  Reviewer for Society for Information Technology and Teacher Education (SITE) International Conference.


2004-2010  Commission on Writing Teacher Education (NCTE)

2005  Member of Editorial Review Board for the Indiana Reading Association.

2005-06  Served on the Purdue University Literary Awards Committee as High School Liaison to plan and advertise the state-wide Literary Awards Competition and Banquet featuring award-winning author A.S. Byatt.

2002  Nevada Reading Excellence Act Grant Reviewer  Reviewed and evaluated competitive grants for schools requesting funding for reading programs from the State of Nevada in compliance with the Reading Excellence Act. This service required knowledge of reading programs, new federal requirements for funding, grant-writing methodologies and evaluative procedures.

University or Departmental Service

2014-15  NMU English Department Executive Committee
2011-2012  College Promotion and Tenure Committee, College of Letters and Science
2009  Chair of Graduate Committee, English Department
2007-2011  English Education Committee, English Department
2009  Chair of English Education Search Committee, English Department
2007-2008  Composition and Rhetoric Search Committee, English Department
2007-2011  Graduate Committee, English Department, MSU
2006-2011  University Teacher Education Committee (UTEC), MSU
2007  Adolescent Literacy Search Committee, Education Department, MSU
2009  “March to College Days” MSU Faculty Representative
2007-2009  English Department PhD Program Committee, MSU
2006-2009  Member of Departmental Advising Committee, English Department, MSU
2005-2006  English Department Literary Awards Planning Committee, Purdue University
2005-2006  Co-advisor (with Professor Janet Alsup) for Purdue University’s Curriculum and Instruction Graduate Student Association
2004-2005  College of Education Grade Appeals Committee
2005-2006  Chair of English Department Undergraduate Curriculum Studies Committee, Purdue University
2002-2005  English Department Undergraduate Curriculum Studies Committee, Purdue University
2004  Purdue Research Foundation Grant Proposal Review Committee
2002-2005  English Department Literary Awards Judge, Purdue
2002-2004  College of Education Technology Planning Committee
2002-2006  Curriculum and Instruction Dept. Secondary Education Committee
2002-2006  Curriculum and Instruction Language and Literacy Committee