



At the M.A. level, **Kathleen Hurlock** received the inaugural Digel/Jones Memorial Award for Graduate Student Teaching for her exceptional work in the classroom. Committee members praised her emphasis on process-based pedagogy and her careful attention to the development of each student’s unique approach to writing, “working with students as individuals to learn what method is best for them.” In her teaching observation reports, faculty praised her as “an extremely skilled and thoughtful teacher” who “carefully designs rigorous courses” and “works to develop a strong community in the classroom.”

In Kathleen’s own words: “I wish for every student to leave my class knowing that struggles and failures in writing are natural and, in fact, often important elements in developing strong paper topics and well-developed writing. I want my students to celebrate the trial and error and what is often the slowness that comes along with developing their writing, as opposed to the culture of speed and perfection that seems to characterize so many of their other academic experiences.”



At the Ph.D. level, **Joanna Grim** received the inaugural Digel/Jones Memorial Award for Graduate Student Teaching for her exceptional work in the classroom. Committee members praised her emphasis on collaboration and her willingness to pursue innovative assignments to facilitate student learning. Faculty and instructional staff who have observed her courses praised Joanna’s cultivation of a classroom environment “in which students are eager to participate even when grappling with complex and challenging issues” and noted her “passion for her craft and comprehensive knowledge of student-centered learning and pedagogy.”

In Joanna’s own words: “A successful collaborative writing classroom enables students to encounter new ideas, reflect upon their own strongly held beliefs, and develop the critical thinking skills and values needed to positively contribute to the classroom community. My goal is to guide students in developing critical reading and analytical and argumentative writing skills while deepening their self-awareness and gaining a strong sense of how their own experiences and views fit into broader social, political, and cultural contexts.”