



# News2Note

March 2022

**Amy Price Azano**, Education, published "[Rethinking Equity and Justice in Rural Organizations: Implications for Policy and Practice](#)," *The Rural Educator* 43.1 (2022): 110–14, with Darris R. Means.

**Andrea Baldwin**, Sociology, published "'I'm a Feminist, So That Means I Am for ALL Women': The Role of Intersectionality in 'Sisterhood,'" and, with Cherise A. Harris and Stephanie M. McClure, "'How Can We All Come Together to Fight 'The System'?': Coalition-Building Across Categories of Difference," *Getting Real About Inequality: Intersectionality in Real Life*, ed. Cherise A. Harris and Stephanie M. McClure (Thousand Oaks, California: SAGE Publications, 2022), pp. 275–92 and 365–82 respectively.

ASPECT doctoral student **Jay Burkette** published "[The Research Interview: A Performative Reinterpretation](#)," *Qualitative Inquiry* 28.3–4 (2022): 300–11.

Department of English faculty member **Sweta Baniya** and undergraduate Virginia Tech Professional and Technical Writing students **Ashley Brein** and **Kylie Call** published "COVID-19, International Partnerships, and the Possibility of Equity: Enhancing Digital Literacy in Rural Nepal amid a Pandemic," *Reflections*, 21.1 (Fall/Winter 2021–2022), with Ravi Kumar.

Department of English faculty members **Sweta Baniya** and **Chris Lindgren**, along with Laura Gonzales, Steve Parks, and Kevin Smith, received a [2021–2022 Conference on College Composition and Communication Research Initiative Grant](#) for the project "The White Supremacy of Academic Scholarship: A Data Analysis of Composition/Rhetoric Top Journals and the Denial of Equity."

Fourteen undergraduates were recognized during this year's [Nikki Giovanni Celebration of Poetry](#); the [event](#) took place February 8 during Virginia Tech Humanities Week (see below). The ten finalists who read their poems were: **Tayler Butters**, English, Creative Writing, and Professional and Technical Writing; **Grace Daniels**, English; Hallie Foran, Architecture; **Joe**

**Hughes III**, Creative Writing; Jessica Ly, Industrial and Systems Engineering; **Parker Morris**, Creative Writing; **Delina Phicadu**, Creative Writing; Virgil Thornton, Civil and Environmental Engineering, **Grace Turner**, Creative Writing; and Charlotte Tury, Biological Sciences. The four students recognized for Honorable Mention were: Amro Ali, Psychology; Randall Burton, Marketing; **Carolina Nunez**, Multimedia Journalism; and **Amber Williams**, Sports Media and Analytics and Communication. Winners of the 2022 Giovanni–Steger Poetry Prize were: **Phicadu**, who was awarded first prize, \$1,500, and a sterling silver and crystal award for her poem, “I Carry the Fruits of Her Labor and Wear It Like a Crown”; **Butters**, who received the second-place prize of \$800 for “The Big H”; and Thornton, the recipient of the third-place prize, \$500, for “Black and Red.” The prize was renamed in 2020 to honor University Distinguished Professor of English **Nikki Giovanni**, who established the competition in 2005 and continues to administer it; **Aileen Murphy**, English, serves as the director.

The following doctoral students in the Instructional Design and Technology program in the School of Education presented papers at the Eastern Educational Research Association annual conference: **Ghadah Almutairy** and **Rebecca Clark-Stallkamp**, “Students have 99 Problems, but with Strategies, Solving Them Will Not Be One of Them: Instructional Strategies Leveraging Problem Types”; **Almutairy**, **Helen Ajao**, **Lumbini Barua**, **Gabriel Adeneye**, and **Clark-Stallkamp**, “Transformation of Instructional Design Competencies in the Post-Covid-19 Era: A Metasynthesis”; **Clark-Stallkamp**, “Designing for Uncertainty: Argumentation as a Pedagogical Tool to Manage Uncertainty in Ill-Structured Problem Solving”; **Clark-Stallkamp** and faculty member **Alicia Johnson**, “Two Heads are Better than One: Co-teaching as a Form of Professionalization in Higher Education”; **Bryce Platt Kayanuma**, faculty members **Glen Holmes** and **Johnson**, and School of Education alumnus **Abbot Packard**, “Utilizing Graduate Students to Enrich Traditional Academic Collaborations” and “Authentic Learning for Students and Faculty in a Community of Practice”; **Platt Kayanuma** and **Nikita Reis** and faculty member **Holmes**, “Notion – The Dream App for Educational Professionals”; **Platt Kayanuma**, faculty members **Holmes** and **Barbara Lockee**, and School of Education alumnus **Leo Chen**, “Using Diffusion of Innovation Theory to Explore Faculty Adoption of Research Management Systems”; and **Reis** and faculty member **Lockee**, “The Rise of Ungrading: Pandemic Insights and Future Directions toward Meaningful Learning Assessment.” The conference took place February 3–4 in Clearwater, Florida.

**Bryan Klausmeyer**, Modern and Classical Languages and Literatures, coedited a special issue of *Modern Languages Notes, Comparative Literature Issue* on “[Scenes of Writing](#),” 136.5 (December 2021), with Andrea Krauß and Johannes Wankhammer. Klausmeyer’s individual contributions to the issue were “[Scenes of Writing: An Introduction](#),” pp. 965–70, with Krauß and Wankhammer, and “[Journals, Letters, Files: Work Poetics and Scenes of Writing around 1800](#),” pp. 1010–31. He also co-translated “[Writing; The Scene of Writing](#),” 971–83, with Wankhammer; the special issue commemorates the 30<sup>th</sup> anniversary of the publication of the essay, which was written by Rüdiger Campe.

**Barbara Lockee**, Education, published “Developing Consulting Skills in Novice Instructional Designers,” *The Instructional Designer’s Training Guide: Authentic Practices and Considerations*

for *Mentoring ID and Ed Tech Professionals*, ed. Jill E. Stefaniak and Rebeca M. Reese (New York, New York, and London, United Kingdom: Routledge, 2022), pp. 229–44, with Instructional Design and Technology alumna **Miriam Larson**.

Sociology doctoral student **Ocqua Murrell** published “‘Unwanted Pregnancies Are Completely Preventable’: Understanding Reproductive Freedom in the Context of the Intersections,” *Getting Real About Inequality: Intersectionality in Real Life*, ed. Cherise A. Harris and Stephanie M. McClure (Thousand Oaks, California: SAGE Publications, 2022), pp. 165–80.

**Su Fang Ng**, Cutchins Professor of English, published “Making Race in the Early Modern East Indies” in a special issue on “Race and Periodization” of *New Literary History* 52.3/4 (Summer/Autumn 2021): 509–33.

ASPECT doctoral student **Sarah Plummer** curated a [series on puppetry](#) called “Creating Puppet Solidarities,” for *HowlRound: A Journal of the Theater Commons*, which was published January 24–31. Plummer’s individual contribution to the five-essay series was the introductory essay titled “[Creating Puppet Solidarities](#),” published on January 24.

**Andy Scerri**, Political Science, published “[Review Article: Forget Populism?](#)” in *Critical Review of International Social and Political Philosophy* 25.2 (2022): 294–317.

Department of Sociology faculty members **Thomas Dearden**, **James Hawdon**, also Director of the Center for Peace Studies and Violence Prevention, and **Katalin Parti** [were awarded a grant from the Commonwealth Cyber Initiative](#) for their project titled “Cybercrime in Virginia: Impacts on Industry and Citizens (CIVIIC).” The team will conduct a survey of individuals and 400 businesses to determine how cybercrime has affected citizens of Virginia; encompassing a representative sample of the entire state population, it will be one of the first surveys of its kind. The Virginia Tech Institute for Society, Culture, and Environment is providing support for the survey. Also collaborating on the project are Jay Albanese, Virginia Commonwealth University, and Randy Gainey and Tancy Vandecar-Burdin, Old Dominion University.

Sixteen CLAHS students were honored as [Norrine Bailey Spencer Strong Start Honorees](#). The recognition is bestowed on Honors College students who achieved a 4.0 grade point average in their first semester of study at Virginia Tech. They are: **Elenora Fiel**, Communication; **Zoe Gaucher**, English; **Vera Gliga**, International Relations; **Haley Johnson**, Public Relations; **Sarah Luttenberg**, Sports Media and Analytics; **Charlotte Menke**, Human Development; **Etienne Ouellet**, Political Science; **Anna Pitts**, Communication; **Berkley Puzey**, Fashion Merchandising and Design; **Laci Reed**, Political Science; **Reave Sexton**, Political Science; **Madeline Shivas**, Political Science; **Riley Smith**, Human Development; **Kendra Sollars**, English; **Amanda Sternitzke**, Political Science; and **Emily Tortora**, Music.

**Dan Thorp**, History, published [In the True Blue’s Wake: Slavery and Freedom among the Families of Smithfield Plantation](#), The American South Series (Charlottesville, Virginia: University of Virginia Press, 2022).

The Undergraduate Academic Affairs Office is pleased to welcome three staff members to the CLAHS Centralized Academic Advising Team from other units in the College. **Heath Furrow** continues as the academic advisor in the Department of History. **Dawn Knight** advises undergraduate education majors in the School of Education and Childhood Pre-Education majors in the Department of Human Development and Family Science. **Amanda Villar** advises undergraduates in the Department of Religion and Culture.

The inaugural [Virginia Tech Humanities Week](#) took place February 7–11 as part of the university Sesquicentennial Celebration. The weeklong series spotlighted the importance of the humanities in addressing global issues historically and in the future; it included a variety of presentations and workshop, including the Nikki Giovanni Celebration of Poetry (see above). **Matthew Gabriele**, Professor and Chair of the Department of Religion and Culture, chaired the Humanities Week Steering Committee, which vetted programming proposals and organized the week’s events.

**Peter Wallenstein**, History, published [Virginia Tech, Land-Grant University, 1872–1997: History of a School, a State, a Nation](#), 2<sup>nd</sup> edition (Blacksburg, Virginia: Virginia Tech Publishing, 2021).

**Shelby Ward**, Political Science, [received an Emerging Voices Fellowship from the American Council of Learned Societies \(ACLS\)](#). Matched with the University of Texas at Austin, Ward is working remotely to create an undergraduate conference for its College of Liberal Arts. The [fellowship program](#), which was established in 2019, targets recent recipients of a Ph.D. in the humanities and interpretive social sciences, providing financial support to 60 early career scholars the ACLS believes will help strengthen higher education and humanistic discipline with their voices, vision, and perspectives. Ward earned her Ph.D. from the Virginia Tech ASPECT program in 2019.

Please submit items for inclusion in upcoming **News2Note** newsletters to Associate Dean Debra Stoudt at [dstoudt@vt.edu](mailto:dstoudt@vt.edu).