THE UNIVERSITY OF MICHIGAN
REGENTS COMMUNICATION

PROMOTION RECOMMENDATION

University of Michigan-Flint
School of Education and Human Services
Department of Education

Sapna V. Taggar, assistant professor of education, Department of Education, School of Education and Human Services, is recommended for promotion to associate professor of education, with tenure, Department of Education, School of Education and Human Services.

Academic Degrees

<table>
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<tr>
<th>Degree</th>
<th>Year</th>
<th>Institution and Major</th>
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<tr>
<td>B.A.</td>
<td>1996</td>
<td>University of Michigan, Psychology and English</td>
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<tr>
<td>Ph.D.</td>
<td>2001</td>
<td>Michigan State University, Educational Psychology</td>
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Professional Record

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<th>Period</th>
<th>Position and Institution</th>
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<tr>
<td>2001 to present</td>
<td>Assistant Professor, Education Department</td>
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<td>2000 to 2001</td>
<td>Adjunct Lecturer, University of Michigan-Flint</td>
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<tr>
<td>1999 to 2000</td>
<td>Lead Instructor, Michigan State University</td>
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<td>1997 to 1998</td>
<td>Lead Science Camp Teacher, Williamston Summer Daze Camp</td>
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Summary of Evaluation

Teaching – Since her arrival at the University of Michigan-Flint, Dr. Taggar has taught thirty sections of undergraduate courses, five sections of graduate courses, two sections of an undergraduate/graduate study abroad course to India, and five independent study courses. In every course she has taught, student evaluations have rarely fallen below the highest ranking. Student evaluators frequently comment on her student-centered approach to instruction, her positive and supportive demeanor, her knowledge and background in educational psychology, and her genuine love of teaching. Faculty colleagues who have observed her classes have been similarly impressed by her ability to engage students in the very methods they will be expected to utilize in their own classrooms. They note that she is well-organized, provides clear and interesting presentations, fosters constructive interaction in the classroom, and models excellent teaching techniques.

Research and Professional Development – Dr. Taggar’s research interests lie in the field of educational psychology. She has five publications in print, one publication in press, and one book manuscript in preparation. Three of the publications in print are in refereed journals. She has made nine presentations at national and international conferences. She received a Horace H. Rackham grant for a research proposal, entitled “Being Muslim in America: Dynamic Processes of Identity Negotiation Amongst Immigrant High School Students.” She has received a Faculty Development Grant, a Research Initiatives Grant, and three international travel grants from the Office of Research at the University of Michigan-Flint.

From 2002 to 2004, Dr. Taggar also served as a paid Curriculum Developer/Evaluator for three immigrant parenting programs in the city of Flint, focused toward Russian Jew, Arab American, and Mexican populations.

Recent and Significant Publications and Presentations

Publications in print:


**Publications in press:**

**Book manuscript in preparation:**

**Conference presentations:**


**Service** – Since her arrival in 2000, Dr. Taggar has served on twenty different committees within the University and the School of Education and Human Services. She has chaired five of these committees, including two search committees. She maintains formal and informal office hours every day of the week and is easily accessible to students, staff and faculty.

**External Reviewers**

**Reviewer (A):**
“I think Dr. Taggar shows great promise as a scholar and her area of interest and engagement with Muslim cultural identity is of great value to teacher education. I believe she is making a number of unique contributions and judging the materials I reviewed, I believe she will continue to bring critical expertise, a genuine commitment to teacher education, especially to urban teacher preparation and professional development.”
Reviewer (B):
"When viewed as a whole, Dr. Taggar’s scholarship has promoted a much needed understanding of classrooms as micro-societies with multiple identities and cultures. Perhaps her most outstanding contribution to the field, however, is her recognition and value of student cultural, linguistic, religious and social identity, which is critical in helping teachers to construct “ism-free” classroom communities."

Reviewer (C):
"The theme of integration of research, teaching and practice is a hallmark of her work. She clearly has revised her teaching and developed new directions as she has begun to explore her scholarship further and to use it to guide her teaching. I was impressed with the reflexivity in her work on teaching, program development and community service. Her program is one of the most dynamic I have read about and seen as a reviewer."

Reviewer (D):
"Her work meets an urgent need in the field and joins scholarship with media development in an important area. I am a firm believer that strong teaching results when faculty are seriously engaged in research and Dr. Taggar meets that criterion very well. I found her work so far to be programmatic and important to the field. "In contrast with similar cases at this stage in their career, I found this one to be solid and deserving of tenure and promotion."

Reviewer (E):
"Although I was not asked to comment on Dr. Taggar’s teaching it’s hard to miss the extent to which her teaching, service, and research are inter-related. Dr. Taggar’s accounts of progress in her scholarship (teaching, service and research inclusive) are coherent and engaging. They demonstrate a reflected and reflexive synergy that makes this program of scholarship greater than the sum of its separate parts. The separate parts viewed in isolation (at least research and service, from my distant view) are completely strong and sufficient to make the case for tenure and promotion, but the complementary across domains is also striking."

Summary Recommendation
Dr. Taggar has established a strong record of achievement in the areas of teaching, scholarship, and service. It is with the unanimous support of the Department of Education and the Executive Committee of the School of Education and Human Services that I recommend Sapna V. Taggar for promotion to associate professor of education, with tenure.

Susanne Chandler, Ph.D., Dean
School of Education and Human Services

Recommendation endorsed by:

Jack Kay, Ph.D., Provost and
Vice Chancellor for Academic Affairs

Juan E. Mestas, Ph.D., Chancellor
University of Michigan-Flint

May 2006