

**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

B.A.	1996	University of Michigan, Psychology and English
Ph.D.	2001	Michigan State University, Educational Psychology

Professional Record

2001 to present	Assistant Professor, Education Department
2000 to 2001	Adjunct Lecturer, University of Michigan-Flint
1999 to 2000	Lead Instructor, Michigan State University
1997 to 1998	Lead Science Camp Teacher, Williamston Summer Daze Camp

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:

Vyas, S. (2004). "We Are NOT All Terrorists! Listening to the Voices of Muslim High School Students in the Post September 11 Era." *E-Journal of Teaching and Learning in Diverse Settings* (peer-refereed review).

- Vyas, S. (2004). "Exploring Bicultural Identities Through Literacy Activities In an After-School Asian Literature Club." *Journal of Adolescent and Adult Literacy* (peer-refereed review).
- Vyas, S. (2002). "Am I Indian, American, or Indian American? Studying the Identity Experiences of Indian Bicultural Adolescents." In C. Park, A. L. Goodwin and S. Lee (Eds.), *Research On the Education of Asian and Pacific Americans*. Information Age Publishing, Inc. (peer-refereed review).
- Vyas, S. and Mishra, P. (2002). "Experiments in Design In an After-School Asian Literature Club." In R. Garner (Ed.), *Hanging Out: After-School Childcare in Different Communities*. Greenwood Publishing Company.
- Pearson, P. D., Vyas, S., Sensale, L. and Kim, Y. (2001). "Making Our Way Through the Assessment and Accountability Maze: Where Do We Go Now?" *The Clearing House Journal*, 74(4), 175-182 (invited article).

Publications in press:

- Taggar, S. V. (2005). "Headscarves In the Headlines! What Does This Mean For Educators?" *Multicultural Perspectives* (peer-refereed review).

Book manuscript in preparation:

- Taggar, S. V. (2006). *Tales From the Global Village: Understanding Adolescent Identity in a Changing World*. To be published by Palgrave Macmillan Ltd. (peer-refereed review).

Conference presentations:

- Taggar, S. V. and Adams, S. S. (2006). "Creating a Cultural World of Their Own: High School Students' Exploration of Identity Through Digital Video." Paper to be presented at the Hawaii International Conference on Education, Honolulu, Hawaii.
- Adams, S. S. and Taggar, S. V. (2005). "Technology, Identity, and Scaffolded Learning with Digital Video." Roundtable presentation that took place at the American Educational Research Association Conference, Montreal, Canada.
- Vyas, S. (2004). "Living At the Intersection of Multiple Cultural Worlds: Muslim Adolescent Identity After September 11." Poster presented at the British Psychological Society Conference, London, England.
- Vyas, S. (2004). "Headscarves In the Headlines! What Does This Mean For Educators?" Poster presented at the Society for Research on Identity Formation, Baltimore, Maryland.

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):

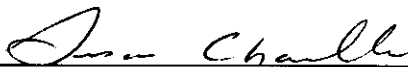
"Her work meets an urgent need in the field and joins scholarship with media development in an important area. I am a firm believer that strong teaching results when faculty are seriously engaged in research and Dr. Taggar meets that criterion very well. I found her work so far to be programmatic and 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."

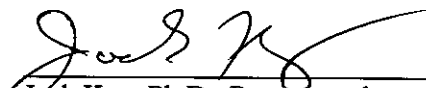
Summary Recommendation

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.

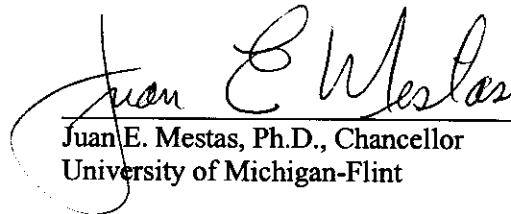


Susanne Chandler, Ph.D., Dean
School of Education and Human Services

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