

**THE UNIVERSITY OF MICHIGAN
REGENTS COMMUNICATION**

Approved by the Regents

PROMOTION RECOMMENDATION

May 17, 2007

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

Michael J. Pardales, 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

Ph.D.	2001	Michigan State University, Educational Psychology
M.A.	1997	Michigan State University, Philosophy
M. Ed.	1993	Michigan State University, Philosophy for Children
B.A.	1992	Michigan State University, Philosophy

Professional Record

2001 to present	Assistant Professor, Education Department, School of Education and Human Services, University of Michigan-Flint
1998 to 2001	Instructor, Ingham Intermediate School District, Dimensions Program
1998 to 2001	Research Assistant, Michigan State University

Summary of Evaluation

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

Research – Dr. Pardales' research interests are situated throughout the field of education. He has six publications in print. Five of the publications in print are in refereed journals. He has made twenty presentations at national and international conferences. He recently facilitated a \$150,000 gift to develop the Wanda L. Piper Curriculum Lab. He has received the Thompson Center for Learning and Teaching Pedagogical Grant, the Thompson Center for Learning and Teaching Golden Apple Award, and the Research Initiatives Fellowship.

Recent and Significant Publications and Presentations

Publications in Print:

Pardales, M. J., and Girod, M. (2006). "Community of Inquiry: Its Past and Present Future." *Educational Philosophy and Theory*, 38(3).

Girod, M., Pardales, M., Cavanaugh, S., and Wadsworth, P. (2005). "By Teens, For Teachers: A Descriptive Study of Adolescence." *American Secondary Education*, Vol. 33(2) 4-19.

- Pardales, M. J. (2002). "So How Did You Arrive At That Decision? Connecting Moral Imagination and Moral Judgment." *Journal of Moral Education*, Vol. 31(4).
- Girod, M., Pardales, M., and Cervetti, G. (March 2002). "Research As Advocacy: Situating Education Research In a Framework of Care." *Networks: An On-Line Journal for Teacher Research*, Volume 5(1), March 2002. (www.oise.utoronto.ca/~ctd/networks/journal)
- Cervetti, G. N., Pardales, M. J., and Damico, J. S. (2001). "A Tale of Differences: Comparing the Traditions, Perspectives, and Educational Goals of Critical Reading and Critical Literacy." *Interpretations: Journal of English* (Australia), Vol. 34, No. 1, 2001.
- Cervetti, G. N., Pardales, M. J., and Damico, J. S. (May - 2001). "A Tale of Differences: Comparing the Traditions, Perspectives, and Educational Goals of Critical Reading and Critical Literacy." *Reading On-Line*. (www.readingonline.org)

Conference Presentations:

- Pardales, M. (2005). "Connectionism and Educational Theory." Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.
- Girod, M., Pardales, M., Cavanaugh, S., and Gardner, P. (2005). "By Teens, For Teachers: Adolescent Experience and Teacher Education." Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.
- Damico, J., Cervetti, G., and Pardales, M. (2005). "Engaging With Social Issues, Reading Against Texts: Integrating Two Critical Literacy Approaches." Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.
- Girod, M. and Pardales, M. (2004). "Autobiography, Action Research, and Advocacy in Teacher Education." Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, Chicago, IL.
- Pardales, M. J. (2004). "Social Studies Education." Early Childhood Development Center Colloquium, Flint, MI.
- Pardales, M. and Girod, M. (2003). "Constructivism's Fatal Dilemmas." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pardales, M. and Girod, M. (2003). "The Viability of Communities of Inquiry: A Conceptual Analysis." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Girod, M., Pardales, M., Cavanaugh, S. and Wong, D. (2003). "Leveling the Playing Field: Teaching and Learning Science For Aesthetic Understanding." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cervetti, G., Pardales, M., and Damico, J. (2000). "Historical and Philosophical Foundations of Critical Literacy: Concept Map, and Glossary of Terms." Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Service – Since his arrival in 2001, Dr. Pardales has served on twenty two different committees within the University and the School of Education and Human Services, including five search committees. He maintains formal and informal office hours every day of the week and is easily accessible to students, staff, and faculty. He has recently been named as the chair of the Education Department.

External Reviewers

Reviewer (A):

"It is clear that Dr. Pardales is an effective and active member of the faculty, as well as a leader within his department. The range of Dr. Pardales' teaching experience is broad and his effectiveness as a teacher has been acknowledged through positive student evaluations, as well as by the University of Michigan-Flint in conferring both awards and grants to him. His teaching philosophy indicates a true regard for students and a dedication to helping them become teachers who implement best practice within their own classrooms."

Reviewer (B):

“Through his teaching, he develops a community of inquiry by scaffolding students’ interests at the center of his instructional decision-making. He is equally committed to his students’ development as teachers and as human beings. His service reflects a commitment to a broad range of interests: general education reform, the recruitment and hiring of new faculty in various fields, a dean’s search, student services and advising, curriculum, academic standards, building advisory, and policy and assessment.”

Reviewer (C):

“Dr. Pardales has a stunning record of service to his Department, the School of Education and Human Services, the University and his profession. Although faculty at your institution are not expected to make service contributions in all four areas, Dr. Pardales has done just that. I would think that his record of service far exceeds that expected of new faculty.”

Reviewer (D):

“Dr. Pardales has served the department, the School of Education and Human Services, and the university in numerous capacities, on advisory boards and through committee work. He has also served the community as an active participant in the Westwood Heights Initiative by working closely with middle school teachers on issues of curricular renovation and redesign. I understand that he is currently serving as the Chair of the Education Department, which shows confidence from his colleagues and a commitment to the future direction of the department and school. This is a particularly noteworthy accomplishment, given his junior status.”


Reviewer (E):

“Based upon the standards and criteria for promotion and tenure provided by the University of Michigan-Flint, I find that the body of scholarly and research materials submitted by Dr. Michael Pardales fulfills the expectations of the university for tenure and promotion. I find the materials submitted by Dr. Pardales to be of merit and high quality, and have determined that they make a significant contribution to the field”

Summary Recommendation

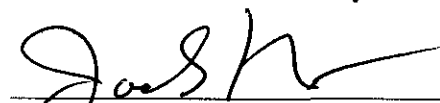
Michael Pardales has established a strong record of achievement in the areas of teaching, scholarship, and service. It is with unanimous support of the Department of Education and the Executive Committee that we recommend that Michael J. Pardales be promoted to the rank of associate professor of education, with tenure, Department of Education, School of Education and Human Services.

Recommended by:



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

Recommendation endorsed by:



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

May 2007