

PROMOTION RECOMMENDATION
The University of Michigan-Dearborn
School of Education

Laura Reynolds Keefer, assistant professor of education, School of Education, is recommended for promotion to associate professor of education, with tenure, School of Education.

Academic Degrees:

- Ph.D. 2007 Educational Psychology and Research Methodology, University of South Carolina, Columbia,
M.A. 1991 American History, Midwestern State University
B.A. 1989 Multi-Disciplinary Social Science, Michigan State University

Professional Record:

- 2007 - present Assistant professor of education, University of Michigan-Dearborn
2005 – 2007 Instructor, University of Michigan-Dearborn

Summary of Evaluation

Teaching: Professor Reynolds Keefer is rated as excellent in teaching. She has developed and taught a wide range of courses at both the undergraduate and graduate levels, and she has been actively engaged as advisor to students across that spectrum. Professor Reynolds Keefer has made important contributions by revitalizing the School of Education's courses in the areas of research and assessment by revising existing courses and developing new ones. She developed and initiated a new program on assessment for the School. She has also been instrumental in developing the online portfolio formats that are needed by education students.

Professor Reynolds Keefer has taught nine different courses including two doctoral level courses. Students consistently rate her courses at or well above the School's mean ratings for comparable courses, and peer reviewers of her teaching characterize her teaching as well organized, aimed at high expectations, and designed to engender active student participation.

Research: Professor Reynolds Keefer's scholarship is rated as excellent. Her scholarship reflects a consistent, balanced, and cohesive body of work that includes articles in well-regarded, refereed journals; juried paper presentations at learned societies, membership; and active participation in several professional organizations. Her scholarship demonstrates her capacity for choosing important problems, carefully designing and conducting empirical studies, and skillfully analyzing data using both qualitative and quantitative research methods. Her work embodies well the model of the scholar-teacher, as she applies rigorous social science methods to the investigation of important problems of instructional practice and generates insights that contribute both scholarly knowledge base and usable, practical insights.

Reviewers and colleagues agree that her work has already made important contributions to the fields of educational psychology and educational assessment and that her promise for future

contributions and accomplishment is very high. Her work has already influenced the thinking of scholars and practitioners alike regarding the use of assessment to inform the design and to evaluate effective instruction. She is an active contributor of papers at juried professional conferences, including the American Educational Research Association annual meeting, and these papers are precursors to peer-reviewed publication. She is held in high regard by her professional peers as is evident not only in the external review letters but also in her invitation to serve as one of only a few junior scholars on the editorial board of *Journal of Ethnographic & Qualitative Research*, a well-respected journal in educational research.

Recent and Significant Publication:

Reynolds Keefer, L., "Using qualitative methodological training to improve student journaling in educational psychology: Developing qualitative skills along with theoretical knowledge," *Teaching Educational Psychology*, vol. 6, pp. 20-32.

Reynolds Keefer, L., Johnson, R., Dickenson, T. & McFadden, L., "Using Likert scales with images: Addressing validity concerns," *Studies in Learning, Evaluation, Innovation and Development*, vol. 6, no. 3, pp. 15-24.

Reynolds Keefer, L., "Rubric-referenced assessment in teacher preparation: An opportunity to learn by using," *Practical Assessment, Research and Evaluation*, vol. 15, no. 8, 2010, pp: 1-9.

Reynolds Keefer, L., "“Why isn't my teaching good enough?” The journey of urban charter school educators seeking certification," *Ethnographic and Qualitative Research in Education*, vol. 2, 2008, pp. 138-144.

Reynolds Keefer, L., "Defiant behavior in 2-3 year-olds: A Vygotskian approach," *Early Childhood Education Journal*, vol. 33, no. 2, 2005, pp.105-112.

Service: Professor Reynolds Keefer is rated as excellent in her service. She has made numerous contributions in the area of service at the college, university, and professional levels. At the college level, she has served on the Elementary Standards Committee, the TEAC Accreditation Committee, the Doctor of Education Program Committee, the Elementary Standards Committee, the On-Line Master of Arts in Education Committee, the Child Development Center Advisory Board, and as a member of the School of Education Executive Committee. At the University level, she has worked as a mentor for the Women in Transition program, a speaker at an Accepted Student Open House event, and was recently appointed as co-chair of the University's Higher Learning Commission Accreditation Committee. She has also served as a speaker for many schools in the community and reviewer for professional associations and publishers.

External Reviewers:

Reviewer A: "I would rate the overall quality of scholarship of Dr. Laura Reynolds-Keefer as high. Each manuscript is well written and structured. The design is sound ... and the use of data to illustrate key findings are well chosen."

Reviewer B: "Dr. Reynolds-Keefer's scholarship as an educator is sustained and strong especially for a professor so early in her career. Dr. Reynolds-Keefer's file provides strong evidence of an admirable and growing record of achievement across the major areas of

scholarship. Moreover, there is clear documentation that Dr. Reynolds-Keefe's contribution to research productivity and quality scholarship will continue."

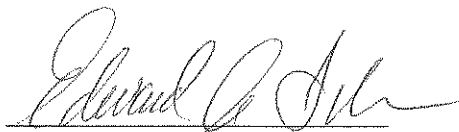
Reviewer C: "In light of her findings, Dr. Reynolds-Keefe's research could be a very important contribution in helping teachers understand defiant behavior."

Reviewer D: "Given her obvious involvement with professional organizations, her productivity as a publishing scholar, and her editorial and reviewing work, I am confident that Dr. Reynolds-Keefe has a promising future ... University of Michigan-Dearborn is lucky to have her."

Reviewer E: "Dr. Reynolds-Keefe's work exemplifies one who understands and recognizes the importance of producing scholarship that contributes to our understanding of effective assessment practices. Her scholarship is focused and important."

Summary of Recommendation:

Professor Laura Reynolds Keefe is valued as a teacher, scholar, and colleague. She is an excellent teacher who has made solid research contributions in the areas of educational psychology and educational assessment. Multiple-measures of her teaching show that she is an excellent teacher, mentor, and advisor. Her scholarship is rigorous and highly regarded. Her service contributions to the School, University, community and her profession are extensive and meaningful. We are pleased to recommend, with strong support of the School of Education Executive Committee, Laura Reynolds Keefe for promotion to associate professor of education, with tenure, School of Education.



Edward A. Silver
Dean, School of Education
William A. Brownell Professor in Education



Daniel Little
Chancellor
University of Michigan-Dearborn

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