

PROMOTION RECOMMENDATION
The University of Michigan-Dearborn
College of Education, Health, and Human Services

Paul R. Fossum, associate professor of education, with tenure, Department of Education, College of Education, Health, and Human Services, is recommended for promotion to professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.

Academic Degrees:

Ph.D.	1996	University of Minnesota, Ed. Policy and Admin. Twin Cities, MN
M.A.	1992	Boston University, Political Science, Boston, MA
B.A.	1980	University of Montana, English, Missoula, MT

Professional Record:

2010 – 2014	Associate Dean for Academic Affairs, College of Education, Health, and Human Services, University of Michigan-Dearborn
2009 – 2010	Interim Dean, School of Education, University of Michigan-Dearborn
2003 – present	Associate Professor, School of Education, University of Michigan-Dearborn
1997 – 2003	Assistant Professor, School of Education, University of Michigan-Dearborn

Summary of Evaluation:

Teaching: Professor Fossum's teaching is rated as significantly capable. His load focuses on both undergraduate and graduate courses in foundations of education. He recently began teaching in the doctoral program. His disposition, as a teacher, is as a reflective practitioner. His central theme is to help students understand the educator's role in society. His students state that he is knowledgeable about the subject matter and that he sets high standards for their achievement. Recently one of the foundations in education courses has been approved for the Dearborn Discovery Core.

Research: Professor Fossum's research is rated at significantly capable. His scholarship focuses on three research themes: the historical growth and conceptual development of comparative and international education, educational policy in a global society, and education reform. His publications include a second edition of his book, four peer-reviewed journal articles, four book chapters, and five reprints of previous publications. He has given 12 conference presentations, several at international conferences. His scholarship also included the continuation of two years of work as a co-PI on the U.S. Department of Education grant.

Recent and Significant Publications:

Fossum, P. R. (2015). Das Forschungsfeld der International Vergleichenden Erziehungswissenschaft: Bedeutung und Beitrag für die Lehrerbildung [Research and the

scholarly community in comparative education: Implications for teacher education, U. Theobald, trans.]. In M. P. d. Amaral, & S. Karin Amos (Eds.) Vergleichende Erziehungswissenschaft: Grundlegende Zugänge und aktuelle Forschungsfelder [Comparative education : Basic approaches and new research areas] (pp. 133-154). Münster, Germany: Waxmann Verlag.

- Duran, M., & Fossum, P.R. (2010). Technology integration into teacher preparation: Part 2—Theory into practice. *Journal of Kirsehir Education Faculty*, 11(3), 169-187.
- Duran, M., & Fossum, P.R. (2010). Technology integration into teacher preparation: Part 1—Current practice and theoretical grounding for pedagogical renewal. *Journal of Kirsehir Education Faculty*, 11(2), 209-228.
- Duran, M., Brunvand, S., & Fossum, P.R. (2009). Preparing science teachers to teach with technology: Exploring a K-16 networked learning community approach. *Turkish Online Journal of Educational Technology*, 8(4), 21-42.
- Kubow, P. K., & Fossum, P. R. (2007). Comparative education: Exploring issues in international perspective (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Duran, M., Fossum, P.R., & Luera, G.R. (2007). Technology and pedagogical renewal: Conceptualizing technology integration into teacher preparation. In D. L. Johnson, & K. Kongrith (Eds.), Teaching teachers to use technology (pp. 31-54). New York, N.Y. The Haworth Press, Inc. [published simultaneously in Computers in the Schools 23(3/4), 31-54.]
- Kubow, P.K., & Fossum, P.R. (2007). Comparative education in the USA. In C. Wolhuter & N. Popov (Eds.), Comparative education as discipline at universities world wide (pp. 9-18), Sofia, Bulgaria: Bureau for Educational Services.
- Duran, M., Fossum, P.R., & Luera, G.R. (2006). Technology and pedagogical renewal: Conceptualizing technology integration into teacher preparation. Computers in the Schools, 23(3/4), 31-54.
- Duran, M., & Fossum, P.R. (2005). Creating a networked learning community: Pedagogical renewal in technology education. In S. Rhine, & M. Bailey (Eds.), Integrated Technologies, Innovative Learning: Insights from the PT3 Program (pp. 173-185). Eugene, OR. ISTE Publications.

Service: Professor Fossum's service is rated as excellent. He is a valuable contributor to the unit, to the university, and to the profession. His university contributions have focused on faculty governance including serving on Faculty Senate at both Ann Arbor and Dearborn, including one year as the chair. He has served on numerous unit committees including the Executive Committee. At the profession level, Professor Fossum serves as a manuscript reviewer for journals and several publishers, a program reviewer for the Michigan Department of Education and advisory board member/faculty liaison for community organizations. In addition, he served for five years in administrative roles (interim dean and associate dean) in the School of Education/College of Education, Health, and Human Services.

External Reviewers:

Reviewer A: "I was pleased to see Dr. Fossum's continued involvement with the Comparative and International Education Society (CIES), one of the premier Comparative Education professional societies worldwide. Moreover, this continued participation (through the

acceptance and presentation of professional papers) in CIES speaks well of his continued involvement in the field and engagement with similarly minded colleagues.”

Reviewer B: “His journal articles and book chapters that focus on comparative and international education are solid pieces that can be very useful for class readings as they summarize the historical development of the field in addition to capturing the essence of some of the major themes within the comparative education genre.”

Reviewer C: “The samples of Dr. Fossum’s work provided to me demonstrate that it is of the high quality one would expect from someone at the rank of professor. His well-crafted narratives are logical in development. They contain ample documentation, providing evidence of his own study and serving as a useful resource for readers who wish to pursue his ideas further. Finally, his works are intellectually engaging. They encourage readers to follow his narrative and consider his ideas.”

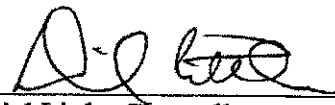
Reviewer D: “The co-authored text regarding comparative education is thoughtful and makes a significant contribution to the literature...The comparative educational work has the potential to make a relatively significant contribution to the field of educational foundations.”

Reviewer E: “To this point Dr. Fossum’s published work seems to illustrate two features one looks for in the work of a senior professor; a narrow and increasingly deeper focus of investigation and publication in journals of credible note for such research.”

Summary of Recommendation:

Professor Fossum has worked to establish his focus in scholarship on the historical growth and conceptual development of comparative and international education as an interdisciplinary field of study. He has a strong record of service to the University of Michigan-Dearborn including serving as interim dean and associate dean of academic affairs in CEHHS and previously the School of Education. We are pleased to recommend, with the support of the College of Education, Health, and Human Services’ Department of Education’s Tenure & Promotion Advisory Committee, Paul R. Fossum for promotion to professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.


Janine E. Janosky, Dean
College of Education, Health, & Human Services


Daniel Little, Chancellor
University of Michigan-Dearborn

May 2017