

PROMOTION RECOMMENDATION
The University of Michigan-Flint
School of Education and Human Services
Department of Education

Mary Jo Finney, associate professor of education, with tenure, Department of Education, School of Education and Human Services, is recommended for promotion to professor of education, with tenure, Department of Education, School of Education and Human Services.

Academic Degrees:

Ph.D.	1998	Oakland University, Michigan
M.A.	1992	Oakland University, Michigan
B.A.	1979	Michigan State University, Michigan

Professional Record:

2003-Present	Associate Professor of Education, with tenure, University of Michigan-Flint
2017-present	Director, Secondary Master of Arts with Certification Specializing in Small Urban High School, The Flint Teacher Project, University of Michigan-Flint
2016-present	Director of Research, Cummings Great Expectations and Educare, University of Michigan-Flint
2014-present	Chair, Department of Education, University of Michigan-Flint
2010-present	Director, Secondary Master of Arts with Certification Specializing in Small Urban High School, The Detroit Teacher Project, University of Michigan-Flint
2013-2014	Interim Chair, Department of Education, University of Michigan-Flint
2012-2013	Acting Chair, Department of Education, University of Michigan-Flint
2009-2011	Dean, School of Education and Human Services, University of Michigan-Flint
2007-2009	Director, Thompson Center for Learning and Teaching, University of Michigan-Flint
1989-2003	Assistant Professor of Education, Department of Education, University of Michigan-Flint

Summary of Evaluation:

Teaching: Professor Finney's record demonstrates excellence and superior knowledge of her classroom practices. Her materials exemplify clear goals and outcomes, thorough self-assessment and reflective critique of teaching competence. Professor Finney has extensive expertise in cultivating deep learning, academic rigor, and creating meaningful learning opportunities for her students. She is, by all measures, an excellent teacher who is thoroughly grounded in best theories and practices and who holds students accountable for their learning while fostering an environment that encourages growth and development.

Research: Professor Finney's scholarly agenda is innovative, and her educational research projects have resulted in findings disseminated in professional conferences, seminars, and peer-reviewed publications. Her scholarly practice is linked closely to the field and to solving real-life problems and is evidenced throughout her consulting activity, development of the Reading Center, early-literacy initiatives and related community collaborations. This is further evidenced in her article, "Fostering Passion among First Year Engineering Students" in the *American Journal of Engineering Education* (2010). She often demonstrates her ability to shift and expand her research across disciplines, yet remain consistent to her focus of helping individuals and groups build their capacity for achievement.

Recent and Significant Scholarly Activity:

Peer-Reviewed Journal Articles

- Moyo, O & Finney, M. (2016). "Creating healthier academic work environments: Exploring best practices at the department level." *The Department Chair*, 27(2), 22-25.
- Novotna, M & Finney, M. (2016) "How I'm Becoming a Teacher – profesní identita studentů učitelství Zakotvená teorie a její využití v didaktice výtvarné výchovy. (Translation) The professional identity of student teachers: Grounded Theory and its use in the teaching of art education." *Charles University Faculty of Education International Research Projects Proceedings*, Prague, Czech Republic.
- Finney, M. (2014). "Location as informant: How an urban venue transformed my teaching." *Language Arts Journal of Michigan*, 29(2), 54-61.
- Finney, M. (2012). "Teacher formation: Professionals collaborating in the field. (Translation) Formación docente centrada en el aula: Colaboración entre académicos y profesores." *Proceedings of the XVII Seminario Internacional Consejo Nacional de Educacion*, Santiago, Chile.

Conference Presentations

- Finney, M. and Wyneken, M. (2017). "Parallels and intersections in the teaching of literacy and mathematics." Lilly Conference, Traverse City, MI.
- Finney, M. (2017). "Traversing the increasingly complex terrain of assessing student professional dispositions." International Society for the Scholarship of Teaching and Learning. Calgary, Alberta, Canada.
- Finney, M. (2017). "The Detroit Teacher Project: Partnering for transformative teacher preparation." National Association for Alternative Certification, 27th Annual Conference, San Antonio, TX.
- Finney, M. (2016). "'Perfection' viewed through three lenses: Reading, writing, and urban education." Academy of Educational Studies Fall Conference, Salt Lake City, UT.
- Finney, M. (2016). "Assessing and advancing professional dispositions: Beyond the rubric." Council for Accreditation of Educator Preparation (CAEP) Fall Conference, Washington D.C.
- Finney, M and Moyo, O. (2016). "Creating healthier academic work environments: Exploring best practices at the department level." 33rd Annual Academic Chairpersons Conference, Charleston, SC.

Service: Professor Finney has gained a vast amount of experience and expertise through her service commitments to her department, school, university, and community. In addition to serving as an NCATE and CAEP site reviewer for schools of education going through the accreditation process, she has been highly impactful in other areas, specifically in the area of leadership. Since becoming an associate professor, she has established herself as a strong leader, taking on the roles of dean, department chair, and program director. Her experience as a leader has shaped many of her service commitments, to bring people together for a productive, common good.

External Reviewers:

Reviewer (A): "I would be able to express my impression of her work as being high quality and quantity, and would consider her to be a demonstrated leader in her field. I would also consider the journal selections to be competitive and appropriate for promotion to full professor."

Reviewer (B): "I was impressed by Dr. Finney's scholarly work. She has maintained a rigorous schedule of publishing on a wide variety of topics every two years and disseminated this information with scholarly presentations in various venues."

Reviewer (C): "I was very impressed by her consistent focus and moral purpose in removing literacy barriers from childhood through adulthood for families of poverty. Her passion for improving the conditions of life for disadvantaged individuals through research and practice is exemplary as evidenced by the duration and impact of her efforts."

Reviewer (D): "From the evidence provided, it is clear that Dr. Finney has a rich history of leading change in the community and working toward community engagement resulting in a positive impact on the individuals within the community."

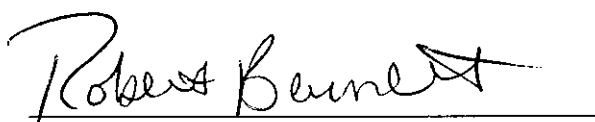
Reviewer (E): "Her work consistently brings new knowledge to bear on pressing issues in various communities as addressed with her foundation of the UM-Flint Reading Center, literacy education with churches, or work such as the Detroit Teacher Project and Flint Teacher Project."

Reviewer (F): "I am impressed with the quality, quantity, focus and impact of Dr. Finney's work. The quality of her work demonstrates that she is a capable professional with diverse interests that all relate to her core focus—literacy for marginalized students."

Summary of Recommendation:

Professor Finney presents exemplary records in teaching, scholarship, and engaged service. I am pleased to recommend Mary Jo Finney for promotion to professor of education, with tenure, Department of Education, School of Education and Human Services.

Recommended by:

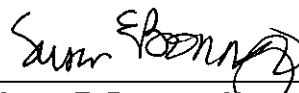


Robert W. Barnett, Dean
School of Education and Human Services

Recommendation endorsed by:



Douglas G. Knerr, Provost and
Vice Chancellor for Academic Affairs



Susan E. Borrego, Chancellor
University of Michigan-Flint

May 2018