

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

Karen A. Thomas-Brown, 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. 2005 Geography, University of the West Indies at Mona, Jamaica
B.A. 1998 Geography, University of the West Indies at Mona, Jamaica

Professional Record:

2012 – present Associate Professor, University of Michigan-Dearborn
2006 – 2012 Assistant Professor, University of Michigan-Dearborn

Summary of Evaluation:

Teaching: Professor Thomas-Brown teaches in the area of social studies and multicultural education, including both undergraduate and graduate courses. Two of her courses are offered in an online format. Professor Thomas-Brown uses engaging methods in her courses and integrates technology to enhance the teaching/learning process. Student overall course ratings range from 2.0 to 4.8 with a mean of 4.03 and overall instructor ratings range from 2.0 to 4.9 with a mean of 4.15.

Research: With Professor Thomas-Brown's background in geography and teacher education, she conducts research in the areas of international migration, multiculturalism, diversity and social studies education. She has published ten journal publications, four book chapters, one authored book and one edited book since earning tenure. Professor Thomas-Brown exemplifies the teacher-scholar model with her grant work serving as the principal investigator for two Michigan Department of Education Improving Teaching Quality Grants totaling more than \$560,000.

Recent and Significant Publications:

Price, C., Sampson, N., Reppond, H.A., & Thomas-Brown, K. (2019). Creating a community of practice among college campus food pantry directors in Michigan. *Journal of Community Practice*, 27 (1), 96-109.

Reppond, H. A., Thomas-Brown, K., Sampson, N. & Price, C. (2018). Addressing food insecurity in college: Mapping a shared framework for Michigan's campus pantries. *Analysis of Social Issues in Public Policy*, 18 (1), 378-3991-22.
DOI:10.1111/asap.12161.

- Hill, K., Thomas-Brown, K. & Shaffer, L. (2018). Sustainable communities, sustainable lives: Urban youth perspectives in an out of school writers' club. *Multicultural Perspectives*, 20 (3), 148-161. DOI: 10.1080/15210960.2018.1480956.
- Thomas-Brown, K. (2016). Assessing the impact on classroom teaching from a sustained professional development program: Perceptions of teachers participating in the yearlong Wayne Schools Global Geography Project. *Research in Geographic Education*, 18(2), 60-85.
- Thomas-Brown, K., Shaffer, L., & Werner, S. (2016). An analysis of how building a collaborative community of professional social studies teachers through targeted ambient professional development impacts social studies classroom practices. *Journal of Education and Training Studies*, 4(11), 58-72.
- Thomas-Brown, K., & Shaffer, L. (2016). My identity is flexible: Narrating the lived experiences of multicultural educators. *Journal of Ethnographic and Qualitative Research*, 10, 271-290.
- Thomas-Brown, K., & Campos, A. (2016). A qualitative analysis of the lived experiences of a small group of Filipino immigrants. *Qualitative Sociology Review*, XII(1), 114-141.
- Thomas-Brown, K., & Richards, A. (2015). Critical intersections of knowledge and pedagogy: Why the geographic literacy of preservice elementary teachers matter? *Review of International Geographic Education Online*, 5(3), 249-273.
- Shaffer, L., & Thomas-Brown, K. (2015). Enhancing teacher competency through co-teaching and embedded professional development. *Journal of Education and Training Studies*, 3(3), 117-125.
- Thomas-Brown, K. (2015). Immigrant teachers and global citizenship: Perspectives from Jamaica. In Marback, R. & Kruman, M. (Eds.). The meaning of citizenship, (pp. 1-27). Detroit: Wayne State UP.
- Thomas-Brown, K. (2013). Preparing teachers for global citizenship: Perspectives from one Caribbean Island. In Nganga, L., Kambutu, J. & Russell, W. (Eds.). Exploring globalization opportunities and challenges in social studies: Effective instructional approaches (pp. 51-65). New York: Peter Lang.

Service: Professor Thomas-Brown engages in a wide range of service activities at the college and university level as well as at the professional level. She has served on numerous committees including the CEHHS Executive Committee, the Ed.D. Advisory Committee, the University Curriculum Degree Committee (UCDC), and the Institutional Review Board (IRB). Professor Thomas-Brown is seen as a leader in her field by her service on the National Assessment for Education Progress (NAEP) for 2011-2014 and the National Geographic Network of Alliance of Geographic Education in 2015.

External Reviewers:

Reviewer A: "The list of books and articles under review indicates that Dr. Thomas-Brown maintains an active research agenda. This view is supported by the impressive number of presentations at regional, national, and international conferences, including a paper delivered at the International Geographic Union conference in Quebec City, 2018."

Reviewer B: "I am particularly impressed with the interesting line of research she has developed exploring the identities, self-labeling, and culture of various groups of people and how these

constructs have influenced their sense of ‘educator identity’ in an increasingly global world. I think her research in this area is likely to be of particular importance to the field of social studies, geography, and multicultural education.”

Reviewer C: “I was very impressed by the breadth, wide variety, and depth of her publications. Indeed, her research straddles ‘international migrants experiences and intersectionality’—a topic that is my own research concentration. In addition, she has published in the fields Social Studies teacher education within pre and in-service training and development, methodology in examining the intersection of spatial, equity, diversity, and power structures.”

Reviewer D: “Given her track record of publications about the experiences of migrants (teachers and others in service industries), her work has increasing relevance as international migration of service professionals rises. She has already published in several books and journals with an international audience and her work on the sociological variables that shape the classroom experience for both teachers and students is important.”

Reviewer E: “Her work explores some of the tensions of a globalized economy with teachers recruited from Jamaica to work in US schools, as well as their personal experiences as immigrants in finding their identity. One key question is whether the US and other countries can continue to ‘solve’ their teacher shortages by recruiting teachers from Jamaica when there is a growing support for nationalism in these countries. Her scholarship in this area is very relevant and has great potential.”

Summary of Recommendation:

Professor Thomas-Brown has successfully navigated the intersections of teaching, research, and service to share her expertise in geography and social studies education both within the university and the metropolitan region. Her strong record of research provides valuable recognition for the university. We are very pleased to recommend, with strong support of the College of Education, Health, and Human Services Executive Committee, Karen A. Thomas-Brown for promotion to professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.



Ann Lampkin-Williams, Dean
College of Education, Health, and Human Services



Domenico Grasso, Chancellor
University of Michigan-Dearborn

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