

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

Elizabeth Cunningham, 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.	2015	University of Nebraska-Lincoln, Educational Studies, Teaching, Curriculum and Learning, Lincoln
M.Ed.	2008	University of Vermont, Curriculum and Instruction, the Vermont Mathematics Initiative
B.S.	1997	Montana State University, Elementary Education, Bozeman

Professional Record:

2015 - present	Assistant Professor of Education, University of Michigan-Flint National
2014 - 2015	Trainer, Ongoing Assessment Project
2013 - present	EMBRACE Educator, Spectrum Services, Durham, North Carolina

Summary of Evaluation:

Teaching: Professor Cunningham's syllabi are clearly organized, detailed and communicative of course content, processes, and expectations. She models her belief in engaged learning and explicitly articulates her "Role as the Instructor" in her syllabi noting her belief that "Teaching is Not Telling." Professor Cunningham unquestionably holds advanced mathematical knowledge, however she judiciously shares it with her students in order to make room for their personal discoveries and epiphanies. She exhibits her strong convictions about what constitutes good teaching and learning. Her reflections on her teaching practices reveal that she consistently strives to learn in practice and openly acknowledges that she welcomes ongoing professional growth and learning.

Professor Cunningham made significant contributions in the co-design the Master of Arts in Mathematics Education for Elementary and Early Childhood Educators. Over the past five years, Professor Cunningham has taught or co-taught a total of six different undergraduate classes, an undergraduate independent study, and ten graduate classes. Of her total 17 courses, she designed 11 and redesigned three of her 17 courses. In general, her students view her teaching as rigorous but relevant and indicate finding the value in the in-class learning which was applicable in the classroom. Peer observations of her teaching offered positive evidence of her teaching effectiveness. Overall, Professor Cunningham's record of quality teaching is well established.

Research: Professor Cunningham is the co-author of three peer-reviewed publications. She has published a co-authored book. She is the first author and solo-author of two peer-reviewed articles currently under review. She also has published an invited book chapter currently under review. In addition, Professor Cunningham has delivered 17 peer-reviewed presentations across a range of scholarly and pedagogically focused conference venues and has two grants totaling \$4,500.

Professor Cunningham's research narrative illuminates her approach to scholarly productivity. She remains grounded in real-world practice and focuses on her commitment to create new knowledge that is impactful via its dissemination in practitioner journals and professional conferences. She explained how her research focus emanates from her own teaching practice and reciprocally also allows her to inform and improve her teaching. The ability to interweave teaching and research is impressive.

Professor Cunningham has published in high-impact journals such as *Teaching Children Mathematics* and *Young Children*. Her scholarly productivity is appropriate for a junior faculty member who has engaged in curriculum design and redesign, and a heavy teaching and service load. Professor Cunningham has clearly established a sound research foundation, which she can expand upon. She is clearly well on her way to establishing herself as a contributor of new knowledge in the mathematics education community.

Recent and Significant Publications:

- Cunningham, E. P., & Seashore, K. H. (under first review February 2020). Graphs About Us: Building classroom community through mathematics. *PRIMUS, Problems, Resources, and Issues in Mathematics Undergraduate Studies*.
- Cunningham, E.P. (under first review, February 2020; under second review, May 2020). Infusing the day with mathematical moments. *Mathematics Teacher: Learning & Teaching PK-12*.
- Marin, K. A., Roller, S. A., & Cunningham, E. P. (2020). Using photographs and learning trajectories to enhance teacher noticing to support formative assessment. In C. Martin, D. Polly, & R. Lambert (Eds.), *Handbook of research on formative assessment in Pre-K through elementary classrooms*. (pp. 134-149). Hershey, PA: IGI Global.
- Roller, S. A., Cunningham, E. P., & Marin, K. A. (2019). Photographs and learning progressions as tools to support formative assessment practices. *Young Children* 74(3), 26-32.
- Roller, S. A., Cunningham, E. P., & Marin, K. A. (2019). Capturing disappearing data and strategy development. *Teaching Children Mathematics*. Focus Issue. 25(6), 382-383.
- Hulbert, E. T., Petit, M. M., Ebby, C. B., Cunningham, E. P., & Laird, R. E. (2017). A focus on multiplication and division: Bringing research to the classroom. New York: Routledge. (July 2017-December 2019; 2,854 books sold).
- Cunningham, E. P., & Farnham, C. V. (under review). Teaching multiplication and division for all learners. In J. Tapper & R. Laird (Eds.), Invisible butterflies: Full inclusion in the math classroom. Sausalito, CA: Math Solutions.

Service: Professor Cunningham meets and exceeds expectations in the area of service. As a junior faculty member, Professor Cunningham serves on high profile and labor-intensive university committees such as the Academic Affairs Advisory Committee and the Scholarships, Awards, and Special Events Committee. Her colleagues voted her on these committees because she is a highly respected and dependable representative for the Education Department.

Professor Cunningham established herself as a significant contributor of service from the onset of her faculty life at the UM-Flint. She has made significant contributions to the redesign of the Elementary Education program in 2016. She also serves as the elementary education coordinator and is leading the current effort to again redesign the Elementary Education program in response to state-mandated changes.

In her service work, she has worked to develop and establish better systems on various department and school committees (e.g., Professional Dispositions and Nominating Committees). Another notable example of her service excellence is her organization of a six-day study trip for 11 students at the Teton Science School, which she highlights as one of her most prized service experiences. This trip culminated with guiding the participating students in presenting what they learned on the study trip at the 2019 Placed-Based Education Conference at the University of Michigan-Flint. Professor Cunningham willfully and consistently takes on service duties and does so with a positive disposition. Professor Cunningham is highly revered as a collegial and collaborative faculty member.

External Reviewers:

Reviewer (A): "Her collaborative work with other mathematics teacher educators and classroom teachers, like her co-authored book, *A Focus on Multiplication and Division: Bringing Research to the Classroom*, has provided an authentic way for Dr. Cunningham to use inquiry, its subsequent findings, and professional

development during conference presentations to strengthen her own teaching of pre-service teachers as well as support the teaching practices of other educators.”

Reviewer (B): “Her focus of formative assessment, particularly the use photographs to capture disappearing data as a way of documenting children’s mathematical thinking is of high quality and has the potential for major impact in fully assessing and understanding students’ mathematical learning.”

Reviewer (C): “Dr. Cunningham has shaped a solid scholarly research agenda and one that advances the research on mathematics teacher education as well as the ways in which mathematics is taught in elementary schools.”

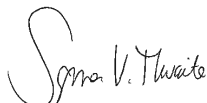
Reviewer (D): “Her publications are meaningful to both researchers and teachers in schools. They show great depth of thinking as well as a strong understanding of current ideas driving the field of mathematics education in general and specifically in the areas of early childhood and elementary education.”

Reviewer (E): “Many associate and full professors have not published a book so her efforts in this work are also of particular note.”

Summary of Recommendation:

Professor Cunningham is a well-established teacher, researcher, scholar, and citizen of the university and mathematics education community. She has taken on duties that exceed typical expectations for junior faculty members. She exhibits her ability to interconnect her research interests, teaching priorities, and service commitments. Her ability to achieve exemplary teaching, scholarship, and service have contributed to her success as an assistant professor. I recommend Elizabeth Cunningham for promotion to associate professor of education, with tenure. Department of Education, School of Education and Human Services.

Recommended by:



Sapna V. Thwaite, Ph.D.
Interim Dean, School of Education and Human Services

Recommendation endorsed by:



Sonja Feist-Price, Provost and
Vice Chancellor for Academic Affairs



Debasish Dutta, Chancellor
University of Michigan-Flint