

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

Christopher J.F. Burke, associate professor of science education, with tenure, College of Education, Health, and Human Services, is recommended for promotion to professor of science education, with tenure, College of Education, Health, and Human Services.

Academic Degrees

Ph.D. 2001 Curriculum and Instruction, University of Illinois Urbana-Champaign
M.S. 1994 Curriculum and Instruction, University of Illinois Urbana-Champaign
B.S. 1991 News Editorial Journalism, University of Illinois Urbana-Champaign

Professional Record

2021-present Interim Chair, Department of Education, University of Michigan-Dearborn
2008-present Associate Professor, University of Michigan-Dearborn
2001-2008 Assistant Professor, University of Michigan-Dearborn

Summary of Evaluation:

Teaching: Professor Burke is an excellent teacher who models effective pedagogy for future teachers including a focus on place-based education and inquiry-based teaching and learning. He has taught 13 different classes including online classes, both at the undergraduate and graduate level. Professor Burke's student evaluations averaged 3.77 for the overall course rating and 3.87 for the overall instructor rating. Professor Burke has been actively involved in program and course development in several areas of education including the newest graduate program, M.A. in community based education. In addition, he has served as the chair of ten doctoral dissertation committees and served as a committee member for four others.

Research: Professor Burke has seven journal publications and book chapters (with another manuscript in press), since earning tenure, and several grants totaling \$88,000 in external and internal funding. He has given over 24 presentations at national, state and local conferences since earning tenure including three invited presentations. Professor Burke's research and scholarly work demonstrate his ability to collaborate with colleagues and community partners with a strong focus on community engagement in high poverty urban areas to disrupt structures of inequity.

Recent and Significant Publications:

Caldwell, K., Millis, C., Constant, T., Borg, P. Threat-Morgan, L., & Burke, C. J. F. (2021). Student readiness of colleges: A qualitative study. *Journal of College Access*. 6(1), 26-42.
Burke, C. J. F., Lazarowicz, A. (2021) Building picnic tables, building connections with the community. *Science and Children* 58(4), 36-40.
Hill, D., Burke, C., (2020) The education system of the USA: Equity in US K-12 and higher education. in S. Jornitz & M. Parreira do Amaral. (Eds.), *Global education systems. The education systems of the Americas, global education systems*. Springer Nature Switzerland. https://doi.org/10.1007/978-3-319-93443-3_23-1

- Lupinacci, J., Lowenstein, E., Burke, C., Lazarowicz, A. (2017). Teaching for equity and environmental justice. *Green Schools Catalyst Quarterly*. 2, 26-35.
- Burke, C.J.F. & Hudson, T. (2015). Whose knowledge counts in an Ed.D. program? Relationship building to illuminate opportunities and challenges. in V. Stead (Ed.), *Higher education theory, policy, and praxis: Vol. 5. The education doctorate (Ed.D.): Issues of access, diversity, social justice, and community leadership*. Peter Lang.
- Burke, C.J.F., & Adler, M.A. (2013). Personal consequences of compliance and resistance to mandated reforms for teachers in low-performing schools *Journal of Urban Learning, Teaching, and Research*. 9, 6-18.
- Otto, C., Everett, S., Luera, G. & Burke, C. (2013) Drawings as a component of triangulated assessments. *Networks: An Online Journal for Teacher Research*. 15(1), 1-7.

Service: Professor Burke has been an active colleague in service activities including numerous committees at the campus level as well as the college and department level, including Faculty Senate and Faculty Council, University Curriculum and Degree Committee (UCDC), and Graduate Board. Professor Burke has served as the director of the Doctoral Program for more than four years and the co-director for an additional six years prior. He is very active in professional organizations such as the American Education Research Association (AERA). In addition, Professor Burke is currently serving as interim chair for the Department of Education in the College of Education, Health, and Human Services.

External Reviewers:

Reviewer A: “There seems to be emerging focus to Dr. Burke’s work: environmental justice and community engaged scholarship. I feel that this area in which Dr. Burke will make a significant contribution to the scholarship in the field of science education... There seems to be emerging focus to Dr. Burke’s work: ecojustice. Dr. Burke is one of the few people who focuses on equity issues in science education and who engages in the difficult but much needed work of community engaged scholarship. For that reason, I feel that this is the area in which Dr. Burke can potentially make a significant contribution to the scholarship in the field of science education.”

Reviewer B: “Many of Dr. Burke’s publications are co-authored with fellow faculty members, K-12 educators, and graduate students, an indication of his ardent commitment to genuine collaboration and shared knowledge production.”

Reviewer C: “...several of Dr. Burke’s publications are especially important for teacher trainers and, I believe, will contribute to scholarship in the field of education. A common theme of his work revolves around place-based, project-based teaching using collaborative approaches designed to produce change, especially in urban settings. These interests are hot topics in today’s research and are highly relevant for training teachers to prepare students for a constantly shifting future.”

Reviewer D: “Dr. Burke’s work connecting effective science teaching (including the incorporation of engineering design principles with the Next Generation Science Standards) within a lens of culturally relevant pedagogy and the promotion of inclusion in science should

indeed position him to continue making national/international contributions to the field of science education.”

Reviewer E: “Over the last 12 years, Dr. Burke takes pride in his approach to co-authorship with colleagues and emerging scholars focused on practitioners, so they better understand science education through authentic real-life experiences.”

Summary of Recommendation: Professor Burke has successfully focused on the intersections of teaching, research and service in the field of education to develop his expertise and reputation as a scholar. His collaborative work with other faculty, former students, and community members demonstrates his commitment to teaching and engaged scholarship especially with underserved urban schools and students. Professor Burke generously shares his expertise and time with doctoral students to lead to their scholarly growth of becoming leaders within Southeastern Michigan. It is with the support of the College of Education, Health, and Human Services Executive Committee that I recommend Christopher J.F. Burke for promotion to professor of science education, with tenure, 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

May 2022