

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC RESOLUTION NO. 2017 -**

SUBJECT: TENURE APPROVAL FOR DR. ANIKA BURTIN, COLLEGE OF ARTS & SCIENCES

WHEREAS, pursuant to 8B DCMR §1467, the University of the District of Columbia (the “University”) College of Arts and Sciences (CAS) Promotion Committee has determined that Dr. Anika Burtin is qualified for the position of Associate Professor of Education; and

WHEREAS, the Dean of CAS, in conjunction with the Education Faculty, reached this conclusion after having conducted a thorough review of Dr. Burtin’s background and record of achievements in teaching, scholarship and university and community service as set forth on Attachment A attached hereto; and

WHEREAS, pursuant to 8B DCMR §§ 1468 and 1470, the Dean of CAS and the Chief Academic Officer (CAO) and President have affirmed the recommendation of tenure for Dr. Burtin and the President has forwarded the recommendation for tenure to the Board of Trustees (the “Board”) of the University; and

WHEREAS, pursuant to 8B DCMR § 1470, the Board desires to approve the award of tenure to Dr. Burtin to CAS based on the recommendation of the Dean of CAS and the CAO and President.

NOW, THEREFORE, BE IT RESOLVED that the Board approves the award of tenure to Dr. Burtin to CAS.

Submitted by the Academic &
Student Affairs Committee:

November 14, 2017

Approved by the Board of Trustees:

November 28, 2017

Christopher Bell
Chairperson of the Board

ATTACHMENT A

Dean's Review of Application for Promotion and Tenure

Applicant's Name: Anika Burtin For The Rank Of: Associate Professor with Tenure Rank: 1 of 1

Category	Observations
II. Performance Evaluations	Dr. Burtin satisfies the base requirements for annual performance evaluation and time in service at the current rank. She has distinguished herself as a master teacher, integrating the theoretical and applied expectations of the discipline in problem-based and immersive scenarios that extend and cement the learning of our students. Dr. Burtin continues to define the standard for excellence in teacher preparation on our campus and she is reimaging our approaches to graduate education having introduced modular and minimester models engaging our students.
III. A. Continuing Education	Dr. Burtin documents a comprehensive record of continuing professional education. She attended 19 short courses and workshops across the review period.
B. Authorships	Dr. Burtin documents five published, peer reviewed articles and a co-edited volume in progress for which she is also a contributing author.
C. Research	Dr. Burtin's research activity is documented by grant submissions (n = 3), proposals under review (n = 1), scholarship of teaching work that is influencing pedagogy in our graduate Education courses and performance evaluation of our Education faculty members.
D. Works, Shows, Exhibits, Patents	NA
E. Other Professional Activities	Dr. Burtin documents participation in the local, regional and national Education communities via professional memberships (n = 6), local/regional/national conference participations and presentations (n = 11), and 6 additional professional activities.
F. University Service	Dr. Burtin has been an exceptional contributor to the CAS-UDC community. She's served on and/or led 13 activities for her Division, 6 activities for the College, and 7 activities at the University level. Dr. Burtin has provided continuous and exemplary service to the Education unit. She has served as program director and has shepherded recruitment and admission activities for the MA Early Childhood and MAT programs. Dr. Burtin has guided course and program level assessment efforts and directed advances in pedagogy across program curricula.
G. Community Service	Dr. Burtin documents the use of her professional skills to aid her communities via 6 demonstrations of service.

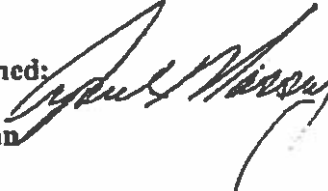
Strongly Recommended **Recommended** **Not Recommended**

Reason: I am honored to recommend Dr. Anika Burtin for promotion in rank (to Associate Professor) and tenure. Dr. Burtin has an established and growing base of teaching excellence, scholarly contribution, and practice related service to the University and the community. Dr. Burtin is an established master teacher, and she is using that expertise to the direct benefit of students and peers. Dr. Burtin is a respected member of the local, regional, and national education communities. Her letters of support document her expertise and the value she is adding across the teacher education community. I recommend her strongly for the distinction of Associate Professor with Tenure. She well exceeds minimum expectation this appointment.

Date: 5/23/2017

Signed:

Dean



ANIKA SPRATLEY BURTIN, PHD

EDUCATION

PhD – Learning Sciences, 2009

Northwestern University

Dissertation: *Figuring Out the Figurative: Understanding and Teaching Symbolism in Literary Texts*

MA – English Education, 1995

Teachers College, Columbia University

BA – English, 1993

Spelman College

ACADEMIC & PROFESSIONAL EXPERIENCE

2012-present **Assistant Professor & Graduate Education Program Coordinator** **Washington, DC**
The University of the District of Columbia

Develop, revise, and teach courses within the MAT and MA program sequence leading to candidate licensure; align courses with national accreditation standards (CAEP); author of graduate education Early Childhood Education SPA report; analyze student learning outcomes to assess course effectiveness; serve as advisor for all MAT candidates and meet regularly with students to ensure successful matriculation through the program; observe students during student teaching at placement sites; responsible for recruiting, interviewing, and selecting candidates for the graduate education program; create and distribute marketing materials for the program; oversee website updates to ensure accuracy and alignment with current program offerings; create the yearly academic schedule; recruit adjunct faculty; conduct and present research focused on teacher education and novice teachers' growth; collaborate with colleagues on interdisciplinary initiatives; wrote modules for the Adult Education program; conducted summer workshops on standards-based lesson planning for candidates in the Adult Education program; received the Leader of Promise Award from the College of Arts and Sciences (2015)

Courses taught: Case Studies in Effective Urban Teaching; Classroom Management; Teaching Adolescent Writers; Teaching Adolescent Readers; Teaching through Literature; Advanced Topics in Literature; Children's Literature; Early Childhood Language Development; Teaching Science and Social Studies through Inquiry; Research Seminar

University service: CAEP Committee (Standard 3 Lead); Commencement Committee; Curriculum Committee (dept.); Faculty Senate; Member of numerous Faculty Search Committees

2008-2012 **Assistant Professor** **Baltimore, MD**
The Johns Hopkins University

Developed and taught courses within the Masters' program sequence leading to candidate licensure; taught courses primarily to students in the English education concentration; served as an advisor to all English education candidates, which involved ensuring their successful matriculation through the program and review of their capstone portfolio; aligned courses with national accreditation standards (NCATE) and co-authored English SPA report for program accreditation; observed student teachers and provided feedback for students growth; analyzed student learning outcomes to assess course effectiveness; collaborated with colleagues to host candidate portfolio defenses; Developed reading guide for Baltimore area students based on Ben Carson's book *Gifted Hands*, guide was distributed to teachers to better prepare elementary/middle school students for a visit with Dr. Carson on the Hopkins campus

Courses taught: Curriculum, Instruction, and Assessment; Teaching Methods in Secondary Schools—English; Methods of Teaching Reading in the Content Areas, Part II; Language, Literature and Culture; Teaching Nonfiction; Human Development, Learning, and Diversity, Part I (hybrid course); Writing Across the Curriculum; Instructional Planning for Secondary English Language Arts; Portfolio Development

2007-2008 **Subject Area Supervisor** **Washington, DC**
Friendship Public Charter Schools

Served as the lead for the grades 6-12 English Language Arts curriculum across all schools in the system (5 campuses); monitored the implementation of the English Language Arts curriculum and lead revision efforts of the curriculum as necessary; lead a team of literacy/English professionals who analyzed data to assess the curricular needs in the schools and then determined necessary action steps for improvement; provided professional development to administrators and classroom teachers to ensure fidelity of program implementation; lead English Language Arts curriculum mapping efforts; observed classroom instruction and provided targeted feedback to teachers to assist in their growth and improvement

2006-present **Educational Consultant** **DC, MD, IL**
Various Educational Institutions

Provide a variety of educational services to assist various organizations in meeting their identified needs; this includes delivering curriculum developed by other agencies and working directly with schools or school systems on identified projects; work with school teams to articulate school mission, vision, goals, and improvement plans; provide professional development to administrators and teachers to ensure fidelity in implementation of programs; lead school teams in aligning curriculum and assessments with Common Core State Standards; observe classroom instruction and provide targeted feedback to teachers; write curriculum aligned with school objectives and Common Core State Standards; provide workshops on literacy, writing, and standards-based teaching

Partial Client List: Conscious Vigilance; Discovery Education; EdInpired; Mindsteps, Inc.; Office of the State Superintendent of Education (OSSE); Urban Prep Charter School; Youth Connections Charter School; Washington County Public Schools

2005 **Adjunct Professor** **Chicago, IL**
Malcolm X Community College

Designed and implemented lessons for Fall semester remedial writing course; analyzed student data to determine areas of focus for writing assignments; selected appropriate resources to assist students in building foundational writing skills

Courses taught: Composition (100 level course)

2000-2006 **Dean of Academics & English Teacher** **Chicago, IL**
North Lawndale College Prep Charter High School

Joined the school as the English department chair which involved determining the focus for each grade level, ordering necessary materials, conducting department meetings, and overseeing the English Language Arts curriculum grades 9-12; Promoted to Dean of Academics and provided school-wide leadership as a co-principal (three member team); led all school-wide instructional and curriculum efforts; placed a particular emphasis on the implementation of literacy skills in all disciplines and provided all school professional development on common strategies to use across the curriculum; observed classroom instruction and provided feedback for teacher growth and improvement; recruited, interviewed and hired teaching staff; presented relevant school data to Board of Directors; researched professional development opportunities for all teachers and facilitated their attendance at identified events; collaborated with others to create the master schedule; implemented and monitored a Saturday School program that provided enrichment opportunities and credit recovery classes for students; established partnerships with local agencies to secure instructors for Saturday enrichment courses

1998-2008 **Teacher Trainer**
The College Board

Nationwide

Participated in rigorous selection and vetting process that included conducting demonstration lessons; delivered professional development workshops and trainings to teachers nationwide to assist them in implementing the Pacesetter, and eventually Springboard, curriculum designed by The College Board; assisted in Springboard curriculum development

1995-2000 **Teacher & Instructional Specialist**
Bladensburg High School

Bladensburg, MD

Hired originally as classroom English Language Arts teacher; designed and implemented lessons for students primarily in English Language Arts grades 9-12; promoted to department chair which involved conducting department meetings, overseeing school-wide state-mandated writing test, and ordering necessary supplies; provided school-wide professional development focused on literacy initiatives, particularly related to writing across the curriculum; promoted to Instructional Specialist which involved serving on the school administrative team, leading the design of the school instructional improvement plan, and conducting faculty meetings and professional development workshops for entire school faculty

Courses taught: English Language Arts, grades 9-12 (multi-level through honors), Advanced Placement Literature; Advanced Placement Language and Composition; Citizenship/Government (course for students who had not passed the Maryland Citizenship Test which was a graduation requirement)

PUBLICATIONS

Books

- Burtin, A.S., Hampton-Garland, P. & Fleming, J. (in press). *Changing urban landscapes through public higher education.*

Book chapters

- Burtin, A.S., Hampton-Garland, P., & Mizelle-Johnson, N. (2016). I don't see color, I grade on content: An approach to addressing embodied microaggressive behaviors in preservice teacher programs. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education.*
- Lee, C.D., & Spratley, A. (2010). Working towards social justice in the classroom, school, and community. In E. Lindemann (Ed.), *Reading the past, writing the future: A century of American literacy education and the National Council of Teachers of English* (pp. 253-280). Urbana, IL: National Council of Teachers of English.

Journal articles

- Cuddapah, J.L. & Burtin, A.S. (2012). What all novices need. *Educational Leadership*, 69(8) 66-69.

Monographs and Reports

- Lee, C.D., & Spratley, A. (2010). *Reading in the disciplines and the challenges of adolescent literacy.* Retrieved from Carnegie Foundation website:
http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Lee.pdf.
 - Spratley, A. (2009). *Analysis of DC reading/language arts: Determining conditions for use of read-aloud accommodation.*
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CONFERENCES/PRESENTATIONS (PEER-REVIEWED)

Burtin, A.S. (2015, December). *I'm at the crossroads with them: How two teaching roles influence each other*. Paper presented at Literacy Research Association Annual Conference, Carlsbad, CA.

Burtin, A.S. (2014, November). *Their words, our ways: What does the cloud say?* Paper presented at National Council of Teachers of English Annual Conference, Washington, DC.

Burtin, A.S. (2013, February). *Symbolism as a bridge: Linking canonical texts to cultural data sets*. Paper presented at National Council of Teachers of English Assembly on Research, Columbus, OH.

Spratley, A. (2012, December). *New teachers' conceptions of new literacies*. Roundtable presented at Literacy Research Association Annual Conference, San Diego, CA.

Spratley, A. & Cuddapah, J.L. (2012, February). *Using new teacher reflection to make teacher education more relevant*. Paper presented at Sixty-fourth Annual Conference of American Association for Colleges of Teacher Education, Chicago, IL.

Spratley, A. & Cuddapah, J.L. (2012, January). *Word cloud wisdom: Novice teachers' insights on teacher preparation*. Poster session presented at Tenth Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Spratley, A. (2011, November). *Understanding and teaching symbolism in literary texts through the lens of Cultural Modeling*. Paper presented at National Council of Teachers of English Annual Conference, Chicago, IL.

Spratley, A. (2011, April). *Infusing writing-to-learn strategies in literacy coaching practices*. Paper presented at Third Annual International Literacy Coaching Summit, Philadelphia, PA.

Spratley, A. (2010, November). *She must be trippin': Engaging urban teachers in a exploration of African American vernacular English*. Paper presented at National Council of Teachers of English Annual Conference, Orlando, FL.

Spratley, A. (2009, April). *Reading, writing, and reasoning in the disciplines*. Paper presented at first Annual International Literacy Coaching Summit, Corpus Christi, TX.

Spratley, A. (2008, November). *What's important to know? Improving student achievement through a disciplinary literacy approach to teaching*. Paper presented at Sixth Annual Maryland Charter School Network Conference, Baltimore, MD.

PROFESSIONAL SERVICE & MEMBERSHIPS

American Educational Research Association, member

Association of Teacher Educators, member

National Council of Teachers of English, member

Journal of Literacy Research, reviewer (2012-present)

Alternative Certification Program Reviewer, Maryland State Department of Education (2011, 2015)

Alternative Certification Program Reviewer, committee chair, Maryland State Department of Education (2012)

OTHER MEMBERSHIPS

Alpha Kappa Alpha Sorority, Incorporated

GRANTS

2016. Faculty Summer Incentive Grant. Principal Investigator, *Graduate Education Program Curriculum Revision and Alignment*. University of the District of Columbia. (\$4,000)

2015. Program Coordinator, Co-Investigator, *Project FRST: Reinventing STEM Teaching*. National Science Foundation NOYCE Grant. (\$2, 146, 000)

2012. Co-Investigator, *Doing What Works—Increasing Knowledge and Use of Research Based Strategies*. Doing What Works, U.S. Department of Education. (\$52,000)

AWARDS

2015. Leader of Promise. University of the District of Columbia

CERTIFICATIONS

Advanced Professional Certificate Teaching Certificate. Maryland State Department of Education. (English, 7-12)

FISCAL IMPACT STATEMENT

TO: The Board of Trustees

FROM: Managing Director of Finance *David L. Franklin*

DATE: October 13, 2017

SUBJECT: Tenure Approval for Dr. Anika Burtin

Conclusion

It is concluded that there is no fiscal impact associated with the granting of tenure to Professor Dr. Anika Burtin in the College of Arts and Sciences (CAS) of the University of the District of Columbia (UDC).

The proposed resolution is for the approval of tenure for Dr. Anika Burtin. It has been recommended in the Board Resolution that Professor Burtin, who joined the faculty in August 2012, be offered the rank of Associate Professor with continuous tenure. The program faculty committee and Division chair conducted independent reviews and prepared reports in order to make a recommendation to the dean regarding tenure for this faculty member.

Background

The FERC subcommittee conducted a review of Professor Anika Burtin's teaching, scholarship, and service to the University and concluded that Professor Burtin has an excellent academic record. She was subjected to a rigorous tenure and promotion review, and her application was strongly recommended. Her tenure and promotion dossier documents her exemplary breadth and depth of disciplinary knowledge; concrete understanding of the linkages across teaching and research and the importance of those linkages to informing best outcomes for students; commitment to advising best practices and commitment to the importance of the faculty advisor in supporting student success and satisfaction; inclusive and objective approaches to teaching; currency in pedagogy and alignments of teaching approaches with requisite SLOs and student assessments; and explicit bridging of theory and practice.

The recommendation of tenure for Professor Burtin has been affirmed by the Dean, Chief Academic Office, and President. The President has forwarded the recommendation for tenure to the Board of Trustees.

Financial Impact

This request has been approved based upon the information provided. There are no anticipated risks at this time