

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Christina Weiland, assistant professor of education, School of Education, is recommended for promotion to associate professor of education, with tenure, School of Education.

Academic Degrees

Ed.D.	2011	Harvard University
M.Ed.	2008	Harvard University
Teach. Cert.	2005	New Teachers Collaborative
B.S.	2002	Dartmouth College

Professional Record

2013 – present	Assistant Professor, School of Education, University of Michigan
2011 – 2014	Post-Doctoral Fellow, Center for Secondary Analysis of Variation in Impact in Head Start, a collaboration across New York University; MDRC, New York, NY; and Harvard University

Summary of Evaluation:

Teaching: Since her appointment as assistant professor in 2013, Professor Weiland has taught six courses at the undergraduate, masters, and doctoral levels. She teaches two courses focused on advanced methodological training, and has taught each of them twice: Experimental Methods in Educational Research (EDUC 737), and Causal Inference in Education Policy Research I: Early Childhood through High School. She has developed and taught two content-focused courses related to her research in early childhood education: Home, School, and Community: Realities, Interventions, and Policies for Young Children in Poverty (EDUC 311) taught at the undergraduate level and Educational Realities, Interventions, and Policies for Young Children in Poverty (EDUC 736) taught at the master's level. EDUC 311 was developed and taught jointly with a colleague from the School of Social Work, Professor Sandra Danziger, in response to our Innovation in Undergraduate Education Initiative. Professor Weiland's teaching yields strong evaluations, and she is valued by students for her ability to bring practical approaches to and meaningful applications of highly complex concepts and methods.

Professor Weiland has mentored eight doctoral students, including six who are her advisees, and eight master's students. She has published three articles with student co-authors, two of which have students as first authors, and has an additional four student co-authored articles under review, two of which students are lead author. She developed and leads the Equity in Early Learning Lab which provides a supportive venue in which students can present their work and participate in group and peer mentoring.

Research: Professor Weiland's research is centered on how educational interventions and public policies can promote positive child development and educational equity, particularly for young children in poverty. Three strands are represented within this focus: (1) the effects of early childhood care and education (ECCE) interventions and policies on child outcomes and mechanisms of and variation in impacts; (2) understanding and stemming the ECCE fadeout

phenomenon; and (3) broader patterns behind early educational inequities and policies and interventions to address them. She applies her research through theoretical, methodological, and empirical methods that are highly conducive both to academic as well as policy and practice contexts.

Professor Weiland has published twenty articles in peer-reviewed journals, twelve of which she is lead author; one book chapter; and one co-authored book. She has given over twenty invited lectures around the country on research and policy issues in early childhood education and has co-authored fourteen reports and policy briefs. She has given thirty-four presentations in refereed academic conferences. To date, she has received seventeen grants from a variety of highly respected organizations including the U.S. federal government (IES), leading national foundations, and state-level sources totaling nearly \$22 million in support of her research. She is the principal investigator on five grants, co-principal investigator on eleven, and co-investigator on one.

Professor Weiland's methodologically rigorous program of research is ground-breaking in its contributions to advancing policies and practices that improve early childhood education, particularly for children living in poverty in the U.S. Her prominence in the field of education has been recognized with a 2018 Early Career Award from the Association for Education Finance and Policy, a 2017 AERA-SRCD Early Career Fellowship in Early Childhood Education and Development, a 2014 National Academy of Education/Spencer Post-doctoral Fellowship, and a 2013 Society for Research in Child Development Best Dissertation award.

Recent and Significant Publications:

- Weiland, C. (2018). Pivoting to the "how:" Moving preschool policy, practice, and research forward. *Early Childhood Research Quarterly*.
- Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2017). Cradle to Kindergarten: A new plan to combat inequality. New York, NY: Russell Sage.
- Weiland, C. (2016). Impacts of the Boston prekindergarten program on the school readiness of young children with special needs. *Developmental Psychology*, 52, 1763-1776.
- Weiland, C. (2016). Launching Preschool 2.0: A road map to high-quality public programs at scale. *Behavioral Science & Policy*, 2, 37-46.
- Weiland, C. & Yoshikawa, H. (2014). Does peer socio-economic status predict children's gains in receptive vocabulary and executive function in prekindergarten? *Journal of Applied Developmental Psychology*, 35, 422-432.
- Weiland, C., Ulvestad, K., Sachs, J. & Yoshikawa, H. (2013). Associations between classroom quality and children's vocabulary and executive function skills in an urban public prekindergarten program. *Early Childhood Research Quarterly*, 28, 199-209.

Service: Professor Weiland serves on five School of Education committees including the Pre-doctoral and Post-doctoral IES programs; the Educational Studies Executive Committee; the Combined Program in Education and Psychology Executive Committee; and a program design committee for the Program Evaluation and Improvement Research master's degree. She also serves on the Faculty Advisory Board for the Ginsberg Center for Community Service and Learning; the Child Health Evaluation and Research (CHEAR) Center Faculty Executive Representatives Committee; and the Graduate Affairs Committee.

Professor Weiland serves on the editorial board of the *Journal for Research in Educational Effectiveness* and as a reviewer for nineteen journals. She also served on the program committees for three academic associations: the Society for Research in Child Development, the Administration for Children and Families (ACF) National Research Conference on Early Childhood, and the Association for Education Finance and Policy. Her extensive engagement in public scholarship is significant: she is co-author of a public statement issued by the Brookings Institution in 2017; a co-author of a 2017 MDRC report; and has been involved in testimony on early childhood education before two U.S. Senate committees, and has met, advocated, and/or testified in four states and three cities.

External Reviewers:

Reviewer A: “In sum, Professor Weiland’s research is characterized by rigorous design, careful measurement, an understanding of contextual and developmental mechanisms, a focus on issues of great relevance and importance, and engagement with policymakers to ensure that the lessons of her (and others’) research help to shape policy. The work is uniformly excellent in quality and published in top tier journals.”

Reviewer B: “My bottom line assessment is that [Professor Weiland] is an absolute rising star – quite possibly the brightest star -- in the field of early childhood education policy. She is working on topics of first-order importance in early childhood education, using cutting-edge experimental methods to answer questions that are interesting to researchers in a variety of fields and compelling to a broad audience. Her work is both theoretically important and policy relevant and draws from a range of disciplines including developmental psychology, economics, education, and public policy.”

Reviewer C: “Professor Weiland has revealed a passion, ingenuity, and sophisticated understanding of school systems and education policy that is very unusual for an early career scholar. ... Overall, I would rate her as a real upcoming ‘star’ in the field with outstanding promise for additional important contributions to science and education policy in the future.... [Hers] is a record that is distinguished by the high caliber of scholarship and deep investment in applied research with significant policy implications.”

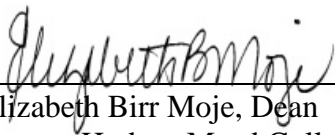
Reviewer D: “I rank Professor Weiland among the top five scholars in her field at the assistant or new associate professor level. She is a rising star, and I think she would have no trouble obtaining promotion to Associate Professor at [my own] or any other research university.”

Reviewer E: “I honestly can’t think of another education scholar who has a comparable level of rigor and focus as Professor Weiland as well as her productivity and her entrepreneurial ability to obtain funding and support for her research.”

Reviewer F: “Weiland’s publication record in peer reviewed academic research journals during her five year stint at Michigan is admirable. ... The sources of funding are respectable. ...Her performance in generating funding is remarkable...”

Summary of Recommendation:

Professor Weiland's work is recognized as critical to understanding how to improve early childhood education in the U.S. She teaches several methodological courses and content-based courses, and engages in significant mentorship and research collaboration with students. She provides service to several programs, to the university, and to her profession. Her research, teaching, and service contribute immensely to the advancement of the School of Education's mission to research and teach for a just and equitable society. It is with the support of the School of Education's Executive Committee and the Promotion and Tenure Committee that I recommend Christina Weiland for promotion to associate professor of education, with tenure, School of Education.



Elizabeth Birr Moje, Dean
George Herbert Mead Collegiate Professor of
Education, and Arthur F. Thurnau Professor
School of Education

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