

PROMOTION RECOMMENDATION
The University of Michigan
Marsal Family School of Education

Christina Weiland, associate professor of education, with tenure, Marsal Family School of Education, and associate professor of public policy, Gerald R. Ford School of Public Policy, without tenure, is recommended for promotion to professor of education, with tenure, Marsal Family School of Education, and professor of public policy, without tenure, in the Gerald R. Ford School of Public Policy.

Academic Degrees:

Ed.D.	2011	Harvard University
M.Ed.	2008	Harvard University
B.A.	2002	Dartmouth College

Professional Record:

2020-Present	Associate Professor, without tenure, Ford School of Public Policy, University of Michigan, Ann Arbor, MI
2021-Present	Co-Director, University of Michigan's Education Policy Initiative
2019-Present	Associate Professor, with tenure, Marsal Family School of Education, University of Michigan, Ann Arbor, MI
2013-2019	Assistant Professor, Marsal Family School of Education, University of Michigan, Ann Arbor, MI
2014-2015	Visiting Fellow, Strategic Education Partnership for Educational Research, Graduate School of Education, Harvard University, Cambridge, MA
2011-2014	Post-Doctoral Fellow, Center for Secondary Analysis of Variation in Impact in Head Start, a collaboration across New York University, New York, NY; MDRC, New York, NY; and Harvard University, Cambridge, MA

Summary of Evaluation:

Teaching: Professor Weiland teaches and develops courses at the master's and doctoral levels focused on education policy, education policy research, and on children's well-being. She is committed to ensuring students develop practical skills through hands-on data analysis and through supportive and conceptually-oriented instruction. Her students commend her knowledge, enthusiasm, and ability to make complex course material accessible. She is a dedicated mentor and advisor. She has served as advisor to nine doctoral students and four master's students; co-mentors two students through the Institute of Education Sciences (IES) Pre-Doctoral Program; and leads the Equity in Early Learning Lab.

Research: Professor Weiland is a leading scholar of early childhood education and education policy. Her research focuses on the effects of early childhood interventions and public policies on children's development, especially on children from families with low-incomes. Her scholarship examines the active ingredients that drive children's gains in successful, at-scale public preschool programs. She adeptly applies and studies qualitative methods and measures in her work and engages in robust, long-standing research collaborations with practitioners,

particularly the Boston Public Schools Department of Early Childhood. Her scholarship serves to inform researchers, educators, and policymakers about how to best scale up equitable and effective early childhood education and, how to better study early childhood education in rigorous and comprehensive ways.

Since her last promotion, she has published 29 peer-reviewed journal articles, three book chapters, and 14 policy briefs. Her articles appear in leading general education, early childhood education, and educational policy journals such as *AERA Open*, *Early Childhood Research Quarterly*, *Child Development*, and *Educational Evaluation and Policy Analysis*. During this period, she has yielded ten grants as the PI or co-PI totalling over \$11.8M from sources including the Institute for Education Sciences, the Lynch Foundation, the Heising-Simons Foundation, the Foundation for Child Development, and the Spencer Foundation.

Recent and Significant Publications:

Unterman, R., & Weiland, C. (In press). “Quantifying and predicting variation in the medium-term effects of an oversubscribed prekindergarten program.” *Journal of Research in Educational Effectiveness*.

Weiland, C., Greenberg, E., Bassok, D., et. al. (2021). Historic crisis, historic opportunity: Using evidence to mitigate the effects of the COVID-19 crisis on young children and early care and education programs. Ann Arbor, MI and DC: University of Michigan Education Policy Initiative and Urban Institute Policy Brief. <https://edpolicy.umich.edu/files/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>.

Weiland, C., Page, L., Musaddiq, T., Martin, E., & Homitsky, S. (2023). “The efficacy of text-based mentoring for postpartum mothers: A pilot study.” *Maternal and Child Health Journal*. 27(9):1632-1642. DOI: 10.1007/s10995-023-03704-6.

Weiland, C., Sachs, J., McCormick, M., Hsueh, H., & Snow, C. (2021). “‘Fast response’ research to address timely practice and policy questions.” *Future of Children*, 31, 75-96.

Weiland, C., Unterman, R., Dynarski, S., et. al. (2023). “Lottery-Based Evaluations of Early Education Programs: Opportunities and Challenges for Building the Next Generation of Evidence.” (EdWorkingPaper: 23-726). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/7abj-ej23>.

Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2020). “The effects of enrolling in oversubscribed prekindergarten programs through third grade.” *Child Development*, 5, 1401-1422.

Service: Professor Weiland has held many prominent roles including consultant for Governor Whitmer’s Universal Pre-kindergarten expansion; member of the National Academies of Sciences, Engineering, and Medicine committee on preschool curriculum; and preparer of policy briefings for the U.S. House Education and the Workforce Committee and the U.S. Senate Committee on Health, Education, Labor, and Pension. She served as an elected board member and program section chair for the Association for Education Finance and Policy and is an editorial board member and reviewer for several prestigious journals, including the *Journal for Research in Educational Effectiveness*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Developmental Psychology*, and *AERA Open*.

At the university, she serves as the co-director of the Gerald R. Ford School of Public Policy's Education Policy Initiative; co-director of the IES Pre-doctoral fellowship program; member of the Faculty Budget Engagement Committee; and member of the UM Future of Work Child Care and Family Support Subgroup Committee. She has also served on committees in the Gerald R. Ford School of Public Policy, the Center for Human Growth and Development, the Ginsberg Center, and the Child Health Evaluation and Research Center. In Marsal Family School of Education, she has served on the Executive Committee, the Promotion and Tenure Committee, the Lecturer Review Committee, and the Graduate Affairs Committee.

External Reviewers:

Reviewer A: "Over the course of her career, Dr. Weiland has revealed a passion, ingenuity, and sophisticated understanding of school systems and education policy. Her capacity to design and conduct research that addresses critical contemporary issues in early education with highly sophisticated methodology is laudatory. Her scholarship, productivity, impact and reputation in the field, and overall record of scientific accomplishment and service all reflect an outstanding career to date, with considerable promise for even greater accomplishments in the future."

Reviewer B: "What the field needs are researchers who understand that what matters most for children's learning are the nature and quality of the day-to-day learning experiences in their classrooms, that what is effective in some contexts may not be in others, and that what is learned in preschool may or may not become the foundation for classroom learning experiences in subsequent years. Weiland has made important contributions on all counts."

Reviewer C: "Dr. Weiland has an impressive set of accomplishments across arenas of science and practice. The results speak for themselves by way of demonstrating significant impact. I anticipate and look forward to Dr. Weiland continuing to champion innovation in preK scholarship."

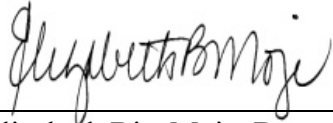
Reviewer D: "Dr. Weiland's research has made important contributions to our understanding of the short- and long-term effects of early childhood curricula on child outcomes. She also uses sophisticated quantitative methods and measurement to assess classroom context and child outcomes."

Reviewer E: "Dr. Weiland is one of the top researchers within her areas of expertise in early care and education. Her scholarship examining the impacts of early childhood curriculum and preschool fadeout are well respected and impactful. Her longstanding research, practice, policy, partnership (RPPP) of sixteen plus years with the Boston Public Schools Department of Early Childhood is viewed as an exceptional example of RPPPs within early childhood care and education."

Summary of Recommendation:

Professor Weiland's leading scholarship is recognized as highly impactful. She teaches skillfully and serves as a dedicated mentor and advisor. She also provides exceptional service to the school, the university, and to the profession that reflect her commitment to shaping more equitable educational opportunities through policy and practice. Her scholarship, teaching, and service are worthy of recognition. It is with the support of the Marsal Family School of

Education's Executive Committee and the Promotion and Tenure Committee that we recommend Christina Weiland for promotion to professor of education, with tenure, Marsal Family School of Education, and professor of public policy, without tenure, Gerald R. Ford School of Public Policy.



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



Celeste Watkins-Hayes
Joan and Sanford Weill Dean
University Diversity and Social Transformation
Professor
Jean E. Fairfax Collegiate Professor of Public Policy
Professor of Sociology
Gerald R. Ford School of Public Policy

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