Neag School of Education
2011-2012
Annual Report to the Provost

Neag School Highlights

Rankings

The U.S. News & World Report released its rankings of Graduate Schools and the Neag School of Education continues to achieve top-ranking status as it rose in rankings to #32 in the nation. This ranking puts the Neag School as the #1 public graduate school of education in the Northeast and #22 among all public graduate schools of education in the nation. In addition, the #32 ranking puts the Neag School in the top 11.5 percent of all graduate schools of education surveyed by U.S. News & World Report. In the specialty rankings, the Elementary Education program rose to #14 in the nation, the Secondary Education program rose to #17, and Educational Psychology is ranked #22 in the country.

New Faculty Clusters

The Neag School of Education submitted two proposed hiring plans for the 2012-2013 academic year that involve “clusters” of faculty who would have significant impact on research, scholarship, and funding – one involving Closing the Achievement Gap in Connecticut and a second one on developing an Evaluation and Educational Policy Center within the Neag School.

In May 2012 we were informed that both clusters were approved. As a result, 12-14 new faculty (8 faculty involved in the Achievement Gap cluster and 4-6 faculty in the Evaluation and Educational Policy cluster) will join the NSOE beginning in Fall 2013. This group of new faculty, in addition to the five faculty hired for Fall 2012 will bring a unique and exciting opportunity to the NSOE—one that requires a new vision for the Neag School.

Endowed Professorships

Dr. Sally Reis was named the first to hold the new Letitia Neag Morgan Chair for Educational Psychology, and Dr. Richard Schwab former dean of the Neag School, was invested as Neag Professor.

Legislative Involvement

Neag administrators and faculty were widely tapped to participate in legislative activities as the state legislature, the governor’s office, and the Connecticut State Department of Education commissioner worked to craft ground-breaking reform legislation in this Year of Education Reform. Activities included drafting and revising policies, advising and reviewing legislation, testimony at legislative hearings, participation on legislative task forces, responding to media requests for comment and opinion, and participating in the AACTE’s annual Day on the Hill event in Washington DC. Neag voices clearly shaped legislation and policy as we collectively called for excellence and equity in Connecticut’s public education system.
The Neag School has been selected by the Connecticut General Assembly to lead the following projects in Connecticut:

- A comprehensive evaluation of the pilot of the new teacher evaluation system
- Conducting an elementary grades reading instruction pilot program in low-performing schools
- Offering the CommPACT approach to building support for school reform to the Commissioner's Network Schools across the state

**External Funding and Development**

Neag School of Education faculty and staff submitted 72 grant proposals in 2011-12 requesting a total of $53,014,341 in funding; 26 new grants were awarded ($9,805,801) to bring the total number of grant funded projects to 86. Externally funded expenditures for 2011-12 were $11,958,683.

In addition to grant funding, as of June 30, 2012, the Neag School of Education received gifts and pledge commitments of approximately $1.65 million which represents 86% of this year’s goal of $1.9 million and have raised $9.789 million towards the $12 million campaign goal. This is a testament to the extraordinary work of the faculty and the strong reputation of the NSOE across Connecticut and throughout the nation.

**University Teaching Awards**

Three Neag faculty received teaching awards in 2011-12. Dr. Douglas Kaufman, Curriculum and Instruction, and Dr. Catherine Little, Educational Psychology, were named University Teaching Fellows, and Dr. René Roselle, Teacher Education, received the Teaching Scholar award.

**New Faculty**

Five searches landed new faculty who will begin in Fall 2012: Dr. Sarah Woulfin and Dr. Richard Gonzalez in Educational Leadership, Dr. Alison Lombardi and Dr. Tutita Casa in Educational Psychology, and Dr. Elaine Lee in Kinesiology. In addition, we expect to hire a Director of Neag Online Programs by the start of the fall semester, as well as an additional professor in Physical Therapy.

**Neag Leadership Academy**

The Neag Leadership Academy, a professional development approach that supports Neag faculty who are interested in leadership, was launched in Fall 2011. Eight Neag Leadership Fellows participated in discussions, self-assessment, reading, and dialogues with campus leaders to explore leadership and administrative realities, theories, and skill sets. Our hope is that the academy will yield potential leaders for department, school, university, and professional efforts.

**Dean’s Office highlights**

The Neag School of Education Dean’s Office staff completed a number of projects and were involved in a number of school, campus, regional, and national efforts in 2011-12.
Director of Assessment Dr. Mary Yakimowskic sponsored with the Connecticut Department of Education the 2nd annual statewide forum that was sold-out for 350 participants, and sponsored a colloquium series on assessment and produced 79 assessment technical reports, as well as several external annual assessment reports (e.g., U.S. News and World Report, PEDS). The Office of Assessment published the Neag School of Education Assessment Plan (3rd edition).

Assistant Dean Yuhang Rong participated in a number of activities with the National Council on the Accreditation of Teacher Education including presenting three workshops and two Board of Examiners member training; serving on the NCATE Board of Examiners Advisory Panel; chairing accreditation visits; and hosting a visit of the Senior Vice President of NCATE; chairing the Global Diversity Committee for the AACTE;

Director of Marketing and Communications Shawn Kornegay launched Neag’s presence on several social media outlets, including Facebook, Twitter, LinkedIn and Flickr Accounts, and significantly increased member participation on those sites. In addition, she published six editions of the online alumni newsletter Spotlight, and three issues of Neag Notes, targeting superintendents, resulting in increased score from peer institutions on USN&WR ranking.

Director of Finance Jeffrey Crouse and Executive Assistant to the Dean Valerie Pichette planned the launch of a Business Service Center within the Neag School on 7/1/12, based on the recommendations of the McKinsey consultants. To start we will be concentrating on ledger 2 supported areas primarily but this could expand to other accounts as the Business Service Center grows.

Associate Dean Marijke Kehrhahn co-chaired the conference committee that brought the annual meeting of the National Network for Educational Renewal to Hartford. The meeting showcased several Neag programs and faculty and provided a national audience with a close-up view of how a school of education can partner effectively with a high needs school district.

Michael P. Alfano, Executive Director- Teacher Preparation Programs, continued Neag’s work on the National Science Foundation Robert Noyce Scholarship Program Grant ($900,000 to train STEM teachers); the grant has exceeded enrollment expectations by two years.

Dean's Office staff (Alfano, Crouse, Kehrhahn, Kornegay, Rong, Yakimowski) served on several school, university, state, and national committees and task forces during 2011-12. Specifically, Dean's Office staff served as chairs of four national boards, three university committees, and three school committees. In addition, they served as members of 6 national boards, 21 university committees, three state committees, and 11 Neag School committees.

Department Highlights

Department of Curriculum and Instruction

Sixteen members of the Department have participated in professional development activities focused on improving their knowledge and skills relative to assisting pre-service teachers in gaining effective strategies for instructing English Language Learners. This important endeavor has been led
by two colleagues, Drs. Tom Levine and Elizabeth Howard, who have secured grant funding to initiate, sustain, and research this effort,

Many of our Department faculty members have gained national visibility through significant contributions on the editorial boards of top tier journals. Dr. Douglas Kaufman is co-editor of the prestigious Journal of Literacy Research, one of the highest ranked literacy research journals in the field. Dr. John Settlage is an associate editor of the Journal of Science Teacher Education; Dr. Joe Abramo is co-editor of Gender, Education, Music, Society, and Dr. Mary Anne Doyle is the editor or the Journal of Reading Recovery.

The Department of Educational Leadership (EDLR)

EDLR graduated 45 students in its University of Connecticut Administrator Preparation Program who were endorsed for Connecticut's 092 certification, which licenses principals and other educational administrative positions across the state. EDLR endorsed 16 school superintendents through its Executive Leadership Program (ELP). Public school administrators remain in high demand throughout the state and the University of Connecticut is doing its part in meeting this need.

UConn's Center for Education Policy Analysis (CEPA) continues to inform major national and state policy initiatives through rigorous scholarship.

- CEPA Research Associate Dr. Morgaen Donaldson made several national research presentations on teacher and principal evaluation. Dr. Donaldson was chosen as the lead researcher over several high-profile national research firms to conduct research on New Haven’s progressive educator evaluation program.
- CEPA Associates Morgaen Donaldson, Anysia Mayer, Bob Villanova, and Mark Shibles (emeritus) were major contributors to the document entitled, “Next Ed: Transforming Connecticut's Education System.” Drs. Mayer and Donaldson wrote substantial portions of the blueprint, which has received wide coverage in the press and will likely have a major impact on educational reform in Connecticut in the years to come.
- CEPA has been a heavy contributor to the most significant education-related court case in Connecticut in the past three decades, the Connecticut Coalition for Justice in Education Finance v. Rell.

Department of Kinesiology

The PhD program continues to be ranked the #1 Kinesiology doctoral program in the United States.

The department is the editorial home for two major research journals, Journal of Strength and Conditioning Research and the Journal of Athletic Training, with faculty holding nine additional associate editorships and 15 other editorial positions.

The Doctor of Physical Therapy (DPT) program received a full 10-year accreditation with no need for administrative updates. The incoming class of students in this program has exceeded all enrollment and entrance standard expectations, while the past two graduating classes have accomplished a remarkable 100% first attempt pass rate on the physical therapy professional
accreditation examination, and 50% of these students have had their third-year research projects either published or accepted for publication in peer reviewed journals.

Department of Kinesiology recognizes the retirement of Dr. Joseph Smey and the numerous contributions he has made to the University of Connecticut, the State of Connecticut, and, in a larger sense, the entire physical therapy profession during his many years of dedicated service as a teacher, mentor and administrator.

Department of Educational Psychology

EPSY faculty members held positions of leadership in national organizations, including the National Reading Conference, the National Association for Gifted Children, American Education in Research Association, the Higher Education Consortium for Special Education, and several divisions within the Council for Exceptional Children.

EPSY faculty served on over 30 journal editorial boards, including most of the nation’s leading journals in the faculty members’ fields. Two EPSY faculty members edit the top journal in their field, and over the past year, four EPSY faculty guest edited special issues of top journals in their respective fields.

In the past year, junior and senior faculty members within the department have been nationally recognized for their exceptional research and leadership in their respective fields. These include the University of Notre Dame Michael Pressley Award for Promising Scholar in the Education Field, the American Psychological Association Division 16 (School Psychology) Lightner Witmer Award for meritorious scholarship, the lifetime Legacy Awards for School Psychology, and the Outstanding Service Award from the National Association for Gifted Children.

In the past academic year, the EPSY faculty has organized outreach conferences on Positive Behavior Support, Modern Modeling Methods, Post Secondary Support, and Teaching and Learning with iPads. These conferences have collectively drawn over 1,500 participants.

In the past year, three EPSY professors were selected to serve on Department of Education IES (Institute of Education Sciences) grant review panels.