

FOR IMMEDIATE RELEASE

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CAEP Names Three New Members to Board of Directors

Educators from Connecticut, North Carolina, and Virginia Join CAEP Board

WASHINGTON – The Council for the Accreditation of Educator Preparation (CAEP) announced the addition of three new members to the CAEP Board of Directors. These new members, including Dr. Anthony Graham, Dr. James Lane, and Dr. Yuhang Rong, assumed their duties on July 1.

“We are excited to announce the induction of these educational leaders to our Board,” said CAEP President Christopher A. Koch. “These three unique individuals hold a common thread: they are passionate about education and ensuring that teachers and administrators are sufficiently prepared to ensure students of all backgrounds receive equal opportunity in the classroom. On behalf of the Board, I’d like to thank all of you for your contributions to education thus far, and I look forward to hearing your perspectives in our work to come.”

- Dr. Anthony Graham is the Provost and Vice Chancellor for Academic Affairs at Winston-Salem State University. Prior to this position, Graham was a tenured full Professor and dean of the College of Education at North Carolina Agricultural and Technical State University. During his tenure as a professor, he has published a variety of book chapters, peer-reviewed journal articles, and co-authored a book. He has also procured several sponsored research grants totaling approximately \$11 million, including awards from the National Science Foundation and the United States Department of Education. As a scholar, Graham leverages Critical Race Theory to examine the academic experiences of African American male students and the construction of their academic and ethnic identities in K-20 educational environments. Dr. Graham holds a Ph.D. and a Master of Education from the University of North Carolina at Greensboro, and a Bachelor of Arts from the University of North Carolina at Chapel Hill. Additionally, he serves as the chairperson of Governor Roy Cooper’s DRIVE (Developing a Representative and Inclusive Vision for Education) Task Force and co-chair of the University of North Carolina System Educator Preparation Advisory Group.
- Dr. James Lane was appointed Virginia’s 25th superintendent of public instruction by the Governor of Virginia, effective June 1, 2018. Prior to his appointment as the Commonwealth’s chief school officer, Dr. Lane served as a division superintendent in Chesterfield County, Goochland County and Middlesex County. As the Virginia Superintendent of Public Instruction, Dr. Lane leads the Commonwealth’s Virginia is for Learners initiative — a commitment to ensure that every public-school student is ready to thrive after graduation. Dr. Lane is prioritizing equity and building a broad coalition of support that represents stakeholders from across the Commonwealth to elevate the foundational ideal that education is the most effective tool to reduce poverty, address social challenges, and sustain economic advancement for all Virginians. He was recognized as the 2017

Virginia Superintendent of the Year for his leadership in Goochland County. Dr. Lane was one of 100 superintendents in the nation selected to attend the 2014 ConnectEd Superintendents Summit at the White House in recognition of his leadership in the use of instructional technology by his schools. Dr. Lane holds a doctorate in education from the University of Virginia, a master's degree in school administration from North Carolina State University, and master's and bachelor's degrees in teaching from the University of North Carolina at Chapel Hill.

- Dr. Yuhang Rong serves as the Associate Vice President for Global Affairs at the University of Connecticut (UConn). Formerly, he was the Assistant Dean for the Neag School of Education at UConn. He also holds the position of Associate Professor in Residence in Educational Leadership at UConn. He has worked in the fields of student affairs, international affairs, and academic affairs in higher education, as well as in the area of teacher quality enhancement in K-12 education. He has worked for EPP's, and state departments of education and higher education, and has led CAEP site visiting teams to prominent American and international EPP's. Most recently, he was a member of CAEP's Accreditation Council. He has reviewed, authored and/or administered grants from the United States Department of Education, including the Title II Teacher Quality Enhancement Grant and the Transition to Teaching Grant. He is the recipient of the American College Personnel Association Annuity Coeptis Award and the Manuscript of the Year Award by the Journal of College and University Student Housing. Rong earned his B.A. in English from East China Normal University, his M.A. in Education Administration from West Virginia University, and his Ph.D. in Professional Higher Education Administration from the University of Connecticut, with partial completion from the University of Wisconsin-Madison.

The CAEP Board of Directors is responsible for creating CAEP policy, handling appointments to the Accreditation Council and various committees, and reviewing the performance and activities of CAEP. The Board is also responsible for approving the organization's annual budget and independent audits.

CAEP is the sole accrediting body for educator preparation recognized by the Council for Higher Education Accreditation (CHEA). Accreditation is a nongovernmental activity based on peer review that serves the dual functions of assuring quality and promoting improvement. CAEP was created by the consolidation of the National Council for Accreditation of Teacher Education and the Teacher Education Accreditation Council. It is a uniform accreditation system intent on raising the performance of all providers focused on educator preparation. Currently, approximately 700 educator preparation providers participate in the CAEP accreditation system.

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The Council for the Accreditation of Educator Preparation (www.CAEPnet.org) advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.