

# CURRICULUM VITAE

## CORBIN M. CAMPBELL

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### 1. PERSONAL INFORMATION

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#### A. Education

University of Maryland, College of Education, College Park, MD

- Doctor of Philosophy in Education Policy and Leadership—Higher Education, May 2012
- Doctoral Dissertation: *Faculty Agency: Departmental contexts that matter in faculty careers*
- 2012 Student Commencement Speaker, College of Education

The Ohio State University, College of Education, Columbus, OH

- Master of Arts in Higher Education and Student Affairs, June 2006
- Masters Thesis: *The Distinguishing Characteristics of College Time Limited and Adult Persistent High Risk Drinkers*

University of Virginia, College of Liberal Arts and Sciences, Charlottesville, VA

- Bachelor of Arts in Psychology, May 2003
- Selected as “Lawn Resident,” honor given to 50 graduating students

#### B. Professional Experiences

*Acting Co-Dean, Professor (Tenured)*, August 2023-Present  
School of Education  
American University

**Responsibilities:** Provide leadership to the School of Education to support mission, vision, and values. Co-lead strategic planning processes, community-building, responding to student, faculty, and staff community needs. Co-lead leadership team. Lead and directly supervise budgeting, enrollment, faculty affairs, academic affairs, student success initiatives, antiracism efforts, accreditation/program review, and rankings strategy. Provide secondary lead on communications, development, research, and developing and maintaining external partnerships. Serve on Dean’s Council and Presidents’ Council. Represent SOE to American University internal and external stakeholders.

**Accomplishments:** SOE Received CAEP accreditation with no Areas for Improvement across any initial or advanced licensure standards fall 2023. Enacted community conversations and humanizing education conversations to support SOE community during conflict in Israel and Gaza. Expanded graduate enrollment marketing process through additional online partnership support with Noodle partners. Supported successful transitions during Dean’s sabbatical and organizational changes among Dean’s office leadership team.

Expanded SOE student success initiatives with addition of postdoc for student success.  
Supported first continuing appointment processes among non-tenure track faculty.

*Associate Dean of Academic Affairs, Associate Professor (Tenured), September 2019-August 2023*  
School of Education  
American University

**Responsibilities:** Oversee the academic operations of the newly independent School of Education, spanning all academic programs including undergraduate, graduate, and faculty affairs. Provide leadership to support faculty development, the development of new degrees and courses, and program review and evaluation. Provide oversight for external accreditation processes and manage academic program procedures and policies for the School. Provide faculty mentoring and professional development. Oversee faculty hiring, tenure and reappointment processes, faculty governance structures, and rankings initiatives. Directly supervise 8 program directors, accreditation coordinator, and administrative staff. Coordinate and lead academic integrity process. Represent SOE to American University and external stakeholders on academic affairs (both undergraduate and graduate) and faculty affairs.

**Accomplishments:** Integrated antiracist efforts throughout faculty and academic affairs, including course evaluations, faculty development, curricula, hiring processes, policy review, faculty orientation, and student orientation; Supported growth of the faculty: 24 full-time in 2019; 50 full-time in 2022. Supported recruitment of diverse faculty: facilitated cluster hire of antiracist faculty (5 full-time hired AY 2021-2022; 2 tenure stream hired 2022-2023); Faculty retention (100% of tenure stream retained; only 2 full-time faculty decided to leave SOE across 3 years); Strategically planned the faculty affairs needs for the new Urban Teachers partnership including ongoing hiring, mentoring and appointments of ~40 new full-time faculty (new partnership begins summer 2022); Supported the reorganization of the Teacher Education programs; Supported CAEP accreditation report and 2023 visit preparation; Developed and implemented faculty research series to promote collegial intellectual community; Developed and facilitated SOE faculty mentoring process; Led committee to develop and pass new faculty by-laws for independent SOE; Served as PI with four SOE faculty on research to evaluate IMPACT—the teacher evaluation system for DCPS.

*Board of Trustees, July 2023-June 2026*  
Barrie School  
Silver Spring, MD

*Associate Professor (Tenured), September 2018-August 2019*  
Teachers College, Columbia University  
Higher and Postsecondary Education Program

*Board of Education, Elected position, January 2019-July 2019*  
Mountain Lakes School District  
Mountain Lakes, New Jersey

*Assistant Professor, 2012-2018*  
Teachers College, Columbia University  
Higher and Postsecondary Education Program

*Research Assistant*, 2010- 2012  
University of Maryland  
NSF ADVANCE Grant, Research and Evaluation Team

*Graduate Assistant*, 2007-2010  
University of Maryland  
Office of Institutional Research, Planning, and Assessment

*Assistant Director*, 2006-2007  
The George Washington University  
Housing Programs

*Alcohol Education Coordinator*, 2005-2006  
The Ohio State University  
Student Wellness Center

*Assistant Hall Director*, 2004-2005  
The Ohio State University  
Office of Residence Life

*Community Education Specialist*, 2003-2004  
Crisis Line of Central Virginia  
Sexual Assault Response Program

## **2. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES**

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### **A. Publications**

#### **i. Books**

Campbell, C.M. (2023). *Great College Teaching: Where It Happens and How to Foster It Everywhere*. Harvard Education Press.

#### **ii. Edited Volumes**

Campbell, C.M. (Ed.) (2018). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

#### **iii. Articles in Refereed Journals**

Campbell, C.M. (2022). Exemplar Teaching Practices in STEM Courses In U.S. Universities. *Journal of College Science Teaching*, 51(4), 21-26.

Dudla, S., Herron, P. D., Marantz, P. R., Milan, F. B., Campbell, C., & Anderson, B. J.\* (2021). Comparing scientific worldviews between allopathic medical degree and East Asian medicine degree students utilizing the thinking about science survey instrument (TSSI). *BMC Medical Education*, 21(1), 1-11.

- Michel, J.O.\*, Jimenez, M.\*, Haley, J.\*, & Campbell, C.M. (2021). The Connection Between In-Class Faculty Practices and Out-of-Class Student Time-Use. *Innovative Higher Education*, 46(1), 59-76.
- Campbell, C.M., Jimenez, M.\*, & Arrozol, C. A.\* (2019). Education or Prestige: The teaching and rigor of courses in prestigious and non-prestigious institutions in the U.S. *Higher Education*, 77(4), 717-738.
- Campbell, C.M. Michel, J.O.\*, Patel, S.\*, & Gelashvili, M.\* (2019). College Teaching from Multiple Angles: A Multi-Trait Multi-Method Analysis of College Courses. *Research in Higher Education*, 60(5), 711-735.
- Campbell, C.M. & Dortch, D.\* (2018). Reconsidering Academic Rigor: The Practice of Posing and Supporting Rigorous Coursework at Two Research Institutions. *Teachers College Record*, 120(5), 1-42.
- Michel, J.O.\*, Campbell, C.M., & Dilsizian, K.\* (2018). Is STEM too hard? Using Biglan to Understand Academic Rigor and Teaching Practices across Disciplines. *Journal of the Professoriate*, 9(2), 28-56.
- Michel, J.O.\*, Jimenez, M.\*, Chadi, D.\*, & Campbell, C. M. (2018). Ignis Fatuus Effect of Faculty Category: Is the Tenure Versus Non-Tenure Debate Meaningful to Students' Course Experiences? *Innovative Higher Education*, 43(3), 201-216.
- Campbell, C. M. (2017). An Inside View: The Utility of Quantitative Observation in Understanding College Educational Experiences. *Journal of College Student Development*, 58(2), 290-299.
- Campbell, C. M., Cabrera, A. F., Michel, J.O.\* & Patel, S.\* (2017). From Comprehensive to Singular: A Latent Class Analysis of College Teaching Practices. *Research in Higher Education*, 58(6), 581-604.
- Campbell, C. M. (2015). Serving A Different Master: Assessing College Educational Quality for the Public. *Higher Education: Handbook of Theory and Research*, 30, 525-579.
- O'Meara, KA, Lounder, A. & Campbell, C. M. (2014). To Heaven or Hell: Sensemaking about why faculty leave. *Journal of Higher Education*, 85(5), 603-632.
- Campbell, C. M. & Cabrera, A. (2014). Making the Mark: Are Deep Learning and GPA Related? *Research in Higher Education*. 55, 494-507.
- Campbell, C. M. & O'Meara, KA. (2014). Faculty Agency: Departmental contexts that matter in faculty careers. *Research in Higher Education*, 55, 49-74.
- Niehaus, B., Campbell, C. M., & Inkelas, K. (2014). HLM behind the Curtain: Unveiling decisions behind the use and interpretation of HLM in higher education research. *Research in Higher Education*, 55, 101-122.

- Terosky, A., O'Meara, KA, & Campbell, C. M. (2014). Advancing Together: Associate Professors' Sense of Agency in Career. *Journal of Diversity in Higher Education*, 7(1), 58-76.
- Campbell, C. M. & Mislevy, J. (2012-2013). Student perceptions matter: Early signs of undergraduate student retention/attrition. *Journal of College Student Retention*, 14(4), 467-493.
- Campbell, C. M., Smith, M., Dugan, J., & Komives, S. (2012). Mentors and college student leadership outcomes: The importance of position and process. *Review of Higher Education*, 35, 595-625.
- Campbell, C.M. & Cabrera, A.F. (2011). How Sound is NSSE: Investigating the psychometric properties of NSSE at a public research-extensive institution. *Review of Higher Education*, 35(1), 77-103.
- O'Meara, K. A. & Campbell, C. M. (2011). Faculty sense of agency in decisions about work and family. *Review of Higher Education*, 34, 447-476.
- Demb, A. & Campbell, C. M. (2009). A new lens for identifying potential adult persistent problem drinkers during college. *Journal of College Student Development*, 50, 1-30.
- Campbell, C. M. & Demb, A. (2008). College high risk drinkers: Who matures out? And who persists as adults? *Journal of Alcohol and Drug Education*, 52(1), 19-46.

#### iv. Invited Journal Articles/Contributions to Edited Collections

- Campbell, C.M., Chadi, D.\*, & Avila, P.\* (2020). Who, Where, and in What Contexts? Applications of Teaching Practices Espoused by the Learning Sciences to Higher Education. In K.C. Culver & T. Trolien (Eds.), *New Directions for Teaching and Learning*. Hoboken, NJ: Wiley.
- Campbell, C.M. (2020). A Well in the Desert: Regional Public Universities as Teaching-Supportive Institutions. In K.R. McClure, J.B. Warshaw, & M. DeMonbrun (Eds.). *Regional Public Universities: Addressing Misconceptions and Analyzing Contribution*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.
- Campbell, C.M. & Cabrera, A. (2020). Defining Teaching Strategies. In *The Encyclopedia of Higher Education*. Thousand Oaks, CA: Sage.
- Campbell, C.M. (2018). Future Directions for Rigor in the Changing Higher Education Landscape. In C. M. Campbell (Ed.). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.
- Campbell, C.M. (2018). Editor's Note. In C. M. Campbell (Ed.). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

Campbell, C.M., Dortch, D.\*, & Burt, B. (2018). Reframing Rigor: Challenge and Support in the Modern Higher Education Classroom. In C. M. Campbell (Ed.). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

**v. Journal Manuscripts in Progress**

Campbell, C.M. (revise and resubmit). *Spotlighting Teaching-Supportive Institutions: Where Faculty Identity, Division, and Research-Focus Matter*. Revise and resubmit for publication consideration.

Campbell, C. M. & Yaj, J.\* (under review). *Improving Observation of Diverse College Classrooms: A G-Theory Study of Culturally Relevant Teaching*. Manuscript under review for publication consideration.

Abbasov, A.\* & Campbell, C. M. (under review). *Understanding Inter-Rater Reliability in a Diverse Group of Raters: Considerations for the Frame of Reference Training*. Manuscript under review for publication consideration.

Campbell, C. M. (in progress). A Rally Call for Teaching-Supportive Institutions: Your Role in the Movement. Manuscript in preparation for submission to *About Campus*.

Shand, R., Fashola, O., Campbell, C.M., & Levy, G.\* (in progress). *Alignment Between Teacher Evaluation and Professional Development: Synergistic or at Cross-Purposes?*. Manuscript in preparation for publication consideration.

Cabrera, A.F. & Campbell, C. M. (in progress). *Modeling Teaching and Learning at the Course and Student Levels Using a Multi-Level SEM Approach*. Manuscript in preparation for publication consideration.

Campbell, C. M., Michel, J.O\*., Cervantes, D.\*, and Wang, D.\* (in progress). *Whose View? Comparing Student Survey, Faculty Survey and Observers in Research on College Teaching*. Manuscript in preparation for publication consideration.

**vi. Chapters in Books**

Campbell, C. M. & Meehan, M. (2017). Leading the Call for Improving Student Learning Goals and Outcomes. In J. S. Antony, A. M. Cauce, & D. E. Shalala (Eds.). *Challenges in Higher Education Leadership*. New York, NY: Routledge Press.

Neumann, A. & Campbell, C. M. (2016). Homing in on Learning and Teaching: Current Approaches and Future Directions for Higher Education Policy. In M. Bastedo, P. G. Altbach, & P. J. Gumpert (Eds.). *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, MD: Johns Hopkins University Press.

Simone, S., Campbell, C. M., & Newhart, D. (2012). Measuring opinion and behavior. In B. Knight, G. McLaughlin, R. Howard (Eds.). *Handbook on Institutional Research*. San Francisco, CA: Jossey-Bass.

## vii. Commissioned Papers and Reports

- Shared first-authorship: Campbell, C.M., Castillo-Montoya, M., Dewsbury, B., McGowan, B. (in preparation) *Reconceptualizing College Teaching for Equitable Student Outcomes: A Policy Playbook for Equity-Based Teaching and the Systemic Levers that Support Broad-Scale Change*. Report commissioned by the Bill and Melinda Gates Foundation, Seattle, WA.
- Campbell, C.M., Parker, C., Shand, R., Kelly-Massoud, A., Fashola, T., & Blanc, J.\* (2021). *Perspectives on DCPS IMPACT Teacher Evaluation System: Findings from Teachers and School Leaders*. District of Columbia Public Schools, Washington, D.C.
- Campbell, C.M., Kelly-Massoud, A.R., Parker, C.A., Shand, R. & Fashola, O.S. (2021). *Teacher Perspectives on DCPS IMPACT: Preliminary Findings*. District of Columbia Public Schools, Washington, D.C.
- Campbell, C.M., Kelly-Massoud, A.R., Parker, C.A., Shand, R. & Fashola, O.S.. (2020). *High-Level Findings Report on Teacher Perspectives of DCPS IMPACT*, School of Education, American University.
- Campbell, C.M., Mata, C., Galloway, F. (2017). *Meeting Today's Higher Education Goals via the National Postsecondary Sample Surveys*. A paper commissioned by the National Postsecondary Education Cooperative, National Center for Education Statistics, Washington, DC.
- Pallas, A. M., Neumann, A., & Campbell, C. M. (2017). *Policies and Practices to Support Undergraduate Teaching Improvement*. An occasional paper for the American Academy of Arts and Sciences Commission on the Future of Undergraduate Education, Washington, DC.
- National Academies Committee (2017). *Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies*. A consensus report by the National Academies Committee, National Academies, Washington DC.

## viii. Book Reviews

- O'Meara, K. A., Campbell, C. M., & Martin, A. (2011). *Women in Academic Leadership* [Review of the book]. *Journal of College Student Development*, 54, 507-509.
- Campbell, C. M. (2010-2011). *Improving College Student Retention: The Role of Teaching and Learning* [Review of the book]. *Journal of College Student Retention*, 12, 243-247.

## ix. Technical Reports

- Campbell, C.M., & Cabrera, A.\* (2018). *College Educational Quality (CEQ) Study Institutional Reports*. College Educational Quality (CEQ) Project, Teachers College, Columbia University.
- Campbell, C.M., Van Pelt, S.\*, Jimenez, M.\*, & Michel, J.O.\* (2015). *College Educational Quality (CEQ) Study Institutional Reports*. College Educational Quality (CEQ) Project, Teachers College, Columbia University.

- Campbell, C.M. (2014). *College Educational Quality Project: 2013 Pilot Study Technical Report*. New York, NY: College Educational Quality (CEQ) Project, Teachers College, Columbia University.
- Campbell, C.M. (2014). *College Educational Quality at two selective research institutions: Are they pushing the boundaries of student's capabilities?* New York, NY: College Educational Quality (CEQ) Snapshot Report, Teachers College, Columbia University.
- O'Meara, K. A., & Campbell, C. M. (2011). *The work environment for tenure track faculty at the University of Maryland: Advance research and evaluation report I*. College Park, MD: University of Maryland NSF ADVANCE Grant.
- O'Meara, K.A., Louder, A., & Campbell, C. M. (2011). *Project evaluation report: UM ADVANCE = Towards an institution for inclusive excellence (UM = TI2E)*. College Park, MD: University of Maryland NSF ADVANCE Grant.
- La Voy, S. & Campbell, C. M. (2010). *National Survey of Student Engagement 2009 College Benchmarks Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). Mentorship. *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). Sustainability. *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). Is UM challenging enough? *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). I am culturally aware, UM supports diversity, but what about our society? *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Assessing Campus Experiences Subgroup. (2010). I am here to learn, but others? *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campbell, C. M., Shisheneh, L., & Squire, D. (2009). *Beginning Student Survey 2007 Report*. College Park, MD: Campus Assessment Working Group, Beginnings Subgroup, University of Maryland.
- Campus Assessment Working Group, Retention Subgroup. (2008). *Will They Stay or Will They Go? Early Signs of UM Undergraduate Student Retention/Attrition*. College Park, MD: University of Maryland.



- Campbell, C. M., Huang, B., & Stamps, L. (2008). *Report on Women Faculty at the University of Maryland*. College Park, MD: President's Commission on Women's Issues, University of Maryland.
- Slack, C., Jabaji, R., Campbell, C. M., & Jacoby, B. (2008). *Report on Student Involvement*. College Park, MD: University of Maryland Multi-Institutional Study of Leadership.
- La Voy, S. & Campbell, C. M. (2007). *National Survey of Student Engagement 2007 General Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.
- La Voy, S. & Campbell, C. M. (2007). *National Survey of Student Engagement 2007 College Benchmarks Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.
- La Voy, S. & Campbell, C. M. (2007). *National Survey of Student Engagement 2007 Entry Status Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.

## **B. Talks, Abstracts, and Other Professional Papers Presented**

### **i. Keynotes and Plenaries**

- Campbell, C.M. (September 2023). *Great College Teaching: Actionable Practices and Policies*. Keynote. Fall Spotlight on Learning. Ohio University, Miamo Ohio.
- Campbell, C.M. (September 2023). *The Power of Broad Access Colleges and Universities: Student-Centered Teaching*. Keynote. Mercer County Community College Teaching and Learning Conference, online.
- Bowen, J., Campbell, C.M., Rendón, L., Zimmerman, J., & Martin, M. (June 2023). *College Teaching's Past, Present, and Future*. Opening Plenary, National Higher Education Teaching Conference, Association of College and University Educators, New York, NY.
- The Equity-Based Teaching Collective (May 2023). *The Equity-Based Teaching Collective*. Empowering STEM Faculty and Administrators to Implement an Equity Agenda. MA-PKAL, Worcester, MA.
- Campbell, C.M. (May 2023). *The Power of Regional Public Universities: Broad Access to Student-Centered Teaching*. Keynote, Academic Affairs Workshop Series, William Patterson University, virtual, Patterson, NJ.
- Campbell, C.M. (May 2023). *Great College Teaching: Where it Happens and How to Foster it Everywhere?* Keynote, Innovations in Teaching and Learning (ITL) conference, keynote, University of Maryland, College Park, MD.

Campbell, C.M. (April 2023) *Trends and Challenges in US Higher Education: Spotlight on Teaching Improvement*. Keynote, International Visitor Leadership Program, U.S. Department of State, Washington, DC.

Taylor, A., Campbell, C.M., Carter, T., Enchautegui de Jesus, N., Kohn, T., & Weiss, B. (January 2023). *A Focus on Student Retention: Creating Generative Communities that Nurture Sense of Belonging*. Plenary, Ann Ferren Conference, American University, Washington, DC.

Campbell, C.M., Simpkins, Lane, J.E., & Selznick, B. (February 2021). *Higher Education Leadership in the New Decade*. Plenary, Leading Change: Interdisciplinary Perspectives in Leadership Studies Conference (LEADCC), virtual, Harrisonburg, VA.

Campbell, C.M. (Canceled due to COVID). *Making Exceptional College Teaching Visible: How and Why Institutions and Faculty Should Demonstrate and Tout their Teaching Success*. Keynote, IHE Now 2020: Transforming Teaching and Learning. Inside Higher Education, Minneapolis, MN.

Campbell, C.M. (January 2020). *Expecting the Unexpected: Exemplary College Teaching Happening in Unusual Spaces*. Plenary, Ann Ferren Conference on Teaching, Research, and Learning, American University, Washington DC.

Campbell, C.M. (June 2014). *The College Educational Quality (CEQ) Project: A Comprehensive Approach to Assessing Academic Rigor, Teaching Quality, and Learning Objectives*. Keynote, Higher Education Data Sharing Consortium Annual Conference, Portland, ME.

#### **i. Invited Talks**

Campbell, C.M. (October 2023). *The Excellence of Teaching in Higher Education*. Pontificia Católica do Rio Grande do Sul & Universidade Católica de Pernambuco; online to Brazil, Colombia, Angor.

Campbell, C.M., McGowan, B., Anderson, A., Holcomb-McCoy, C. (June 2023). *A Critical Conversation on the Intersections of Mental Wellness, Anti Racism, and Inclusivity in Higher Education*. Summer Institute on Education Equity and Justice, American University, Washington DC.

Campbell, C.M. (June 2023). *Great College Teaching: A Conversation about New Research*. Future Trends Forum, online.

Campbell, C.M. (June 2023) *Fostering Great College Teaching Everywhere*. Association of College and University Educators (ACUE), online.

The Equity-Based Teaching Collective (June 2023). *Framework on Equity-Based Teaching*. National Academies. Washington DC.

Campbell, C.M. (April 2023). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (book talk). Georgetown University, Washington DC.

- Campbell, C.M. (April 2023). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (book talk). Northwestern University, Chicago, IL.
- Campbell, C.M. (April 2023). *Interview with Dr. Corbin Campbell*. Reinventing U Podcast, Episode 11: <https://ueru.org/podcast>. Association of Undergraduate Education at Research Universities (UERU).
- Campbell, C.M. (April 2023). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (online book talk). Virginia Education Development Collaborative, Fairfax, VA.
- Campbell, C.M. (March 2023). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (book talk). American University, Washington DC.
- Campbell, C.M. (February 2023). Special Guest Remarks. Theme: *Black Resistance, Remembrance, and 21<sup>st</sup> Century Revolution*. Summer Institute on Education Equity and Justice, American University, Alexandria, Virginia.
- Campbell, C.M. (February 2023). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (online book talk). Abilene Christian University, Abilene, TX.
- Campbell, C.M. (January 2023). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (book talk). Stanford University, Stanford, CA.
- Campbell, C.M. (November 2022). *Great College Teaching: Where it Happens and How to Foster It Everywhere* (book talk). National Conference of the Association of Undergraduate Experiences in Research Universities (UERU), Washington DC.
- Johnson, J., Campbell, C.M., Martin, A., & Rivera, J. (October 2022). *Higher Education Administration Leadership Panel*. Guest Panelist, Temple University, Philadelphia, PA (virtual).
- Campbell, C.M. (December 2021). *DCPS Teacher Evaluation and IMPACT*. District Strong, Federal City Council, Washington, DC (virtual).
- Campbell, C.M. (November 2021). *Expecting the Unexpected: Exemplary College Teaching Happening in Unusual Spaces*. Guest Lecture, University of Maryland, College Park, MD (virtual).
- Campbell, C., Means, B., Vahid, F. (August 2021). *Evidence-Based Teaching in Higher Education and Supporting Success of Students of Color and Low SES Students: A Conversation with Bill Gates*. Bill and Melinda Gates Foundation, Seattle, WA (virtual).
- Bentley, M., Friedman, M.P., Villanova, N., Watkins, R., Holcomb-McCoy, C., Campbell, C.M., Jacobson, R. (May 2021). *Antiracist Curriculum Development: Lessons from the School of Education and the College of Arts and Sciences*. Center for Teaching, Research, and Learning, American University, Washington DC (virtual).
- Campbell, C.M., Kelly-Massoud, A., Parker, C., Shand, R., & Fashola, T. (May 2021). *Teacher Perspectives on DCPS IMPACT: Preliminary Findings*. Washington Teachers Union and District of Columbia Public Schools, Washington DC.

- Arum, R., Campbell, C.M., & Pallas, A. (April 2021). *Current Approaches to Improvement of College and University Teaching*, Center for Studies in Higher Education, (virtual) UC Berkeley.
- Campbell, C.M. (November 2020). *Program Co-Chair Introduction to the Association for the Study of Higher Education (ASHE) 2020 Conference*. (Virtual due to COVID) New Orleans, Louisiana.
- Campbell, C.M. (November 2020). *Teaching and Learning in American Higher Education*. Guest Lecture, Georgetown University.
- Campbell, C. M., Kelly-Massoud, A.R., Parker, C.A., Shand, R. & Fashola, O.S. (October 2020). *IMPACT Review Key Findings Overview*, DCPS IMPACT National Advisory Board Meeting, Washington D.C. (online due to COVID).
- Louder, A., Campbell, C.M. Tiede, H-J., & Wilson-Oyelaran, E. (August 2020). *Shaping Successful Board and Faculty Relationships*. Association of Governing Boards, Washington D.C.
- Campbell, C.M., O'Meara, KA (May 2020). *Best Practices for High Quality Peer Review*. Association for the Study of Higher Education, virtual, Las Vegas, NV.
- Campbell, C.M. (April 2020). *Understanding Faculty, Teaching, and Learning in Higher Education*. Annual Conference of the Association of Governing Boards, Washington D.C.
- Campbell, C. M. (May 2019). *The Mirage of Prestige: How Metrics Wield Power in Higher Education*. Disquantified: The Humanities in the Age of Metrics Conference. Santa Barbara, CA.
- Campbell, C.M. (April 2019). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. Old Dominion University.
- Campbell, C. M. (April 2018). *Should Universities Have to Care about Good College Teaching?* Academic Festival. Teachers College, Columbia University, New York City, New York.
- Campbell, C.M. (April 2017). *Using Competency Assessments for Student Success*. Summit on Supporting College Student Success: The role of assessing intrapersonal and interpersonal competencies. National Academies, Washington DC.
- Campbell, C.M. (April 2017). *The CEQ Research Project: An Inside View of College Educational Quality*. University of Maryland.
- Campbell, C.M. (March 2017). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. Old Dominion University.
- Campbell, C.M. (February 2017). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. University of Maryland.
- Campbell, C.M. (November 2016). *A Different View: The Nexus of College Assessment Practice & Rich Teaching and Learning Theory*. National Academy of Education, Washington DC.

- Campbell, C.M. (October 2016). *The CEQ Research Project: An Inside View of College Educational Quality*. The University of Alabama.
- Campbell, C.M., Mata, C., Galloway, F. (October 2016). *Meeting Today's Higher Education Goals via the Postsecondary Sample Surveys*. National Postsecondary Education Cooperative, National Center for Education Statistics, Washington, DC.
- Campbell, C.M. (April 2016). *An Inside View: Understanding College Teaching Quality and Academic Rigor through Classroom Observation*. American Educational Research Association, Washington DC.
- Campbell, C.M. (February 2016). *The need for nationally representative data on college educational processes*. National Postsecondary Educational Cooperative—Sample Surveys, National Center for Education Statistics, Washington, DC.
- Campbell, C.M. (November 2015). *College Educational Quality (CEQ) Project 2014 Multi-Institutional Study Site 5 Institutional Results*. Presented at a campus-wide faculty meeting (undisclosed institution for IRB confidentiality).
- Campbell, C.M. (June 2014). *The College Educational Quality (CEQ) Project: A Comprehensive Approach to Assessing Academic Rigor, Teaching Quality, and Learning Objectives*. Higher Education Data Sharing Consortium Annual Conference, Portland, ME.
- Morse, R., Campbell C. M., Keller, C. M., & Cubarrubia, A. P. (January 2014). *Measuring Quality in Higher Education: Rankings, Rating Systems, and Alternatives*. University of Maryland, College Park, MD.
- Campbell, C.M (December 2013). *A Discussion of The Obama Administration's Proposed Rating System for Higher Education*. American Council on Education, Washington, D.C.
- Campbell, C.M. & Cruz Paul, T.\* (July 2013). *A Bird's Eye View—New Ways of Measuring Educational Quality at the Institutional Level*. Presented at the Academic Affairs conference of the American Association of State Colleges and Universities, Baltimore, MD.
- O'Meara, KA, Terosky, A.L., & Campbell, C. M. (October 2012). *Advancing Agency*. Presented at the American Association of Colleges and Universities (AAC&U) Modeling Equity, Engaging Difference conference, Baltimore, MD.
- Campbell, C. M. & Mislavy, J. (May 2010). *Student Perceptions Matter: Early Signs of Undergraduate Student Retention/Attrition*. Paper presented at the annual meeting of the Association for Institutional Research, Denver, CO.
- Cabrera, A. F. & Campbell, C. M. (February 2010). *Assessing Higher Education: Is NSSE a viable alternative?* Paper presented at the University of Maryland College of Education Colloquium, College Park, MD.

ii. **Refereed Conference Papers and Presentations**

a) **National and International**

- Campbell, C.M. (2023, Nov.). *Contexts Matter: Where Great College Teaching Happens and Why*. Annual Conference of the Professional & Organizational Development (POD) Network. Pittsburg, PA.
- Robinson, R., Campbell, C.M., Castillo-Montoya, M., & McGowan, B. (2023, Nov.). *Creating Broad-Scale Change for Equity-Based Teaching: Examining Frameworks, Policies, and Practices in the Literature*. Annual meeting of the Association for the Study of Higher Education, Council for the Advancement of Higher Education Programs, Minneapolis, MN.
- Dewsbury, B., Campbell, C.M., McGowan, B., & Castillo-Montoya, M. (2023, Jan.). *Reconstructing the Systemic Levers that Support Broad-Scale Institutional Change for the Advancement of Equity-Based Teaching*. Annual Meeting of the Association for American Colleges and Universities, San Francisco, CA.
- Campbell, C.M., Croom, N.N., Griffin, K.A., Bowman, N., and Posselt, J. (2022, Nov.). *The Room Where It Happens: Leaders Using Higher Education Research to Improve Racial Equity*. To be presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Shand, R., Fashola, O., Campbell, C.M., & Levy, G.\* (2022, April). *Alignment Between Teacher Evaluation and Professional Development: Synergistic or at Cross-Purposes?*. Roundtable presented at the annual meeting for the American Educational Research Association (AERA) in San Diego, CA.
- Campbell, C. M. & Yang, J.\* (2020, April) *Improving Observation of Diverse College Classrooms: A G-Theory Study of Culturally Relevant Teaching* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vnlvzn3> (Conference Canceled)
- Abbasov, A.\* & Campbell, C. M. (2019, April). *Understanding Inter-Rater Reliability in a Diverse Group of Raters: Considerations for the Frame of Reference Training*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.
- Campbell, C.M., Michel, J.O\*., Cervantes, D.\*, and Wang, D.\* (2018, Nov.). *Whose View? Comparing Student Survey, Faculty Survey and Observers in Research on College Teaching*. Presented at the annual meeting of the Association for the Study of Higher Education, Orlando, FL.
- Campbell, C.M. (2018, Nov.). *Spotlighting Teaching-Supportive Institutions: Where Faculty Identity, Division, and Research-Focus Matter*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Orlando, FL.
- Ostrow Michel, J.\*, Jimenez, M.\*, Haley, J.\*, & Campbell, C.M. (2018, April). *The Effect of Faculty Support for Students' Changing Views on Students' Time Use*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

- Campbell, C. M., Cole, E. & Posselt, J. (2017, Nov.). *The National Academy of Education/Spencer Foundation Fellowship: Implications for the Field of Higher Education*. Presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Hilton, M., Herman, J., Campbell, C. M., Hurtado, S., Chavous, T., & Liddell, D. (2017, Nov.). *A Report from the National Academies of Sciences, Engineering, and Medicine: The Role of Assessment of Intrapersonal and Interpersonal Competencies in Supporting Students' College Success*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Campbell, C.M., Braxton, J. M., Castillo-Montoya, M., Francis, C., & Posselt, J. R. (2016, Nov.). *Reframing Notions of Rigor: Building scaffolding for equity and student success*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
- Campbell, C. M., Cabrera, A. F., Michel, J.O.\* & Patel, S.\* (2016, April). *From Comprehensive to Singular: A Latent Class Analysis of College Teaching Practices*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Campbell, C.M., Blach, C., & Smith, R. (2016, Jan). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. Presented at the annual meeting of the American Association for Colleges and Universities, Washington, DC.
- Campbell, C.M., Jimenez, M.\*, & Arrozol, C. A.\* (2015, Nov.). *The Mirage of Prestige: The educational quality of courses in prestigious and non-prestigious institutions*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Michel, J.O.\*, Jimenez, M.\*, Chadi, D.\*, & Campbell, C. M. (2015, Nov.). *Ignis fatuus effect of the shrinking tenure-track faculty in American higher education on academic rigor and teaching quality*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Campbell, C. M. (2015). *College Educational Quality: Assessing in-class academic rigor and teaching quality*. Presented at the centennial annual meeting of the Association of American Colleges and Universities, Washington, DC.
- Campbell, C.M., Dortch, D.\*, Chamberlin, C.\*, & Cochran, T.\* (2014, Nov.). *The Power of Measures of Quality in Higher Education: Power for Whom and How?* Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Campbell, C.M. & Fink, J. (2014, Nov.). *A New Pair of Glasses: Class observation and syllabus analysis as alternatives for measuring educational quality*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Campbell, C.M., Michel, J.O.\*, & Dilsizian, K.\* (2014, Nov.). *Toward a Course-based Understanding of Educational Quality across Undergraduate Disciplines*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.

- Inkelas, K., Berrett, D., Campbell, C.M., Henderson, C., Hora, M., & Neumann, A. (2014, Nov.). *Untapped Potential: Why the Subject of Teaching and Learning Cries Out for More Research*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Campbell, C.M., Dortch, D.\*, & Cruz Paul, T.\* (2014, April). *Luke-warm: Testing the Water of In-Class Academic Rigor across Two Research Institutions*. Paper presented at the annual meeting of the American Educational Research Association, Division J, Philadelphia, PA.
- Campbell, C.M., Jimenez, M.\*, & Michel, J.O.\* (2014, April). *College Teaching Quality: A Bird's Eye View of Two Research Institutions*. Paper presented at the annual meeting of the American Educational Research Association, Division J, Philadelphia, PA.
- Campbell, C.M. (2013, November). *Assessing College Quality: Illuminating the Black Box and Contending with Data Gluttony in Higher Education*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Saint Louis, Missouri.
- Campbell, C.M., Jimenez, M.\*, Chadi, D.\*, & Walker, C.\* (2013, Nov.). *A Mosaic of Methods: Measuring College Educational Quality at Two Research Institutions*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Saint Louis, Missouri.
- Campbell, C.M., O'Meara, KA, & Terosky A.L. (2013). *Faculty Agency and Associated Outcomes: A Mixed-Methods Study of a Public Research Institution*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Campbell, C. M. & Cabrera, A. (2012, Nov.). *Making the Mark: Are Deep Learning and GPA Related?* Paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Campbell, C. M. (2012, Nov.). *A Place of Academic Solace: Men and women benefit from supportive departmental contexts*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Robbins, C., Campbell, C.M., Garvey, J.C., Drezner, N., Niehaus, E., Johnson, M.R., LePeau, L. (2012, November). *Unpacking the Faculty Job Search: A Cohort of Aspiring Faculty*. Presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Campbell, C. M. & O'Meara, K. A. (2011, November). *Organizations and agency: The interplay of departmental contexts and faculty agency*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Campbell, C. M., Fincher, J., Fink, J., Zhang, R., Komives, S., & Dugan, J. (2011, November). *Belonging as a campus leader: The contribution of campus climate and sense of belonging to college student leadership outcomes*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.



- O'Meara, K.A., Campbell, C. M., Terosky, A. (2011, November). *Living Agency in the Academy: A Conceptual Framework for Research and Action*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Niehaus, E., Campbell, C. M., & Inkelas, K. (2011, November). *A Tale of Two Interpretations: Using HLM to Explore Racial Differences in Sense of Belonging*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Campbell, C. M., Smith, M., Dugan, J. D., & Komives, S. (2011, March). *Mentoring for Leadership Outcomes: The Importance of Position and Process*. Paper presented at the annual meeting of ACPA: College Student Educators International, Baltimore, MD.
- Campbell, C. M. & Cabrera, A. (2010, November). *How sound is NSSE? Investigating the psychometric properties of NSSE at a public, research extensive institution*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Indianapolis, IN.
- Campbell, C. M. & O'Meara, K. A. (2010, November). *Faculty Agency: A theoretical perspective for the changing faculty landscape*. Presented at the annual meeting of the Association for the Study of Higher Education, Indianapolis, IN.
- Campbell, C. M. & O'Meara, K. A. (2009, November). *Institutional Research and Higher Education Programs: Collaborating on Research, Teaching, and Service*. Presented at the annual meeting of the Association for the Study of Higher Education, Vancouver, Canada.
- Campbell, C. M. & Mislevy, J. (2009, November). *Early Signs of Undergraduate Student Retention/Attrition*. Paper presented at the annual meeting of the North East Association for Institutional Research, Baltimore, MD.
- O'Meara, K. A. & Campbell, C. M. (2008, November). *Can I, Should I, Will I? Faculty Sense of Agency in Decisions about Work and Family*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.
- Campbell, C. M., Walther-Thomas, L. & Llewelyn, J. (2008, March). *Conceptualizing and Implementing a Four-Year, Learning-Based Residential Curriculum*. Presented at the annual meeting of ACPA: College Student Educators International, Atlanta, GA.
- Campbell, C. M., Walther-Thomas, L. & Llewelyn, J. (2007, November). *Learning Outcomes Outside the Classroom: Creating an Award Winning Student Affairs Curriculum*. Presented at the annual meeting of the Association for the Study of Higher Education, Louisville, KY.
- Demb, A. & Campbell, C. M. (2007, November). *A New Lens for Identifying Potential Adult Persistent Problem Drinkers During College*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Louisville, KY.
- Campbell, C. M. & Boehm, C. (2006, November). *Driving in Circles Around the Biennial Review? Directions to Success*. Presented at the National Meeting on Alcohol and Other Drug and Violence Prevention, Indianapolis, IN.

## **b) Regional**

Holcomb-McCoy, C. & Campbell, C.M. (2021). *Building an Antiracist Faculty Community*. Ann Ferren Conference on Teaching, Research, and Learning, American University, Washington DC.

Campbell, C. M. & Mislevy, J. (2008, August). *Will They Stay or Will They Go: Early Signs of UM Undergraduate Student Retention/Attrition*. Paper presented at the Maryland Advising Conference, College Park, MD.

Snyder, R. B., Campbell, C. M. & Griffin, M. (2008, February). *College Drinking: Integrating Research, Theory, and Practice to Promote Communities of Care*. Presented at the Maryland Student Affairs Conference, College Park, MD.

Campbell, C. M., Walter-Thomas, L, Davis, N, & Leahey-Hayes, P. (2007, June). *A New Approach to Organizational Thinking: Creative Questioning for Departmental Evolution*. Presented at the National Association of Student Personnel Administrators, Region III, Virginia Beach, VA.

## **C. Grant experience**

### **i. External Funding, Awarded**

*Reconceptualizing College Teaching for Equitable Student Outcomes: A Policy Playbook for Systemic Levers that Support Equity-Based Teaching*

Bill and Melinda Gates Foundation

Collaborative Team of Four PIs (Campbell, McGowan, Castillo-Montoya, Dewsbury)

American University

Phase 1A [awarded] : 2 year project \$1,173,607

Phase 1B [not yet awarded]: 2 year project \$2.5M [will be reviewed 3/24]

*The Construct and Discriminant Validity of Assessing College Teaching Quality and Academic Rigor Using Observation, Syllabus Analysis, and Student and Faculty Survey*

Spencer Foundation

Principal Investigator

Teachers College, Columbia University, \$50,000 Awarded

*Assessing College Educational Quality: An Inside View of Teaching Quality and Rigor in U.S. College and University Classrooms*

National Academy of Education/Spencer Foundation Postdoctoral Fellowship

Principal Investigator

Teachers College, Columbia University, \$70,000 Awarded

### **ii. External Funding, Finalist/Semi-finalist, Not Funded**

*Mapping and Theorizing College Teaching and Learning for Racially Minoritized College Students*

Spencer Foundation, Lyle Spencer Research Awards

Principal Investigator

American University, \$999,996.03 Finalist (15 finalists/139 applicants)

*Reclaiming Teaching and Learning as the Core of Higher Education in Diverse Contexts*

Spencer Foundation, Lyle Spencer Research Awards

Principal Investigator

Teachers College, Columbia University, \$999,888.03 Semi-finalist (44 semi-finalists/339 applicants)

#### **iv. Internal Funding**

*Fostering Equity-Minded and Anti-Racist Curricula in the Education Policy and Leadership Program*

Curriculum Development Grant

Co-PI

School of Education, American University, \$5,000.00

*Assessing College Educational Quality: An Inside View of Teaching Quality and Rigor in U.S. College and University Classrooms*

Dean's Competitive Grant for Pre-tenure Faculty

Principal Investigator

Teachers College, Columbia University, \$8,500.00

*Reinventing Research on Practice for Higher Education: Converting TC's Institute for Higher Education into the Institute for Research on Teaching, Learning, and Assessment in Higher Education*

Provosts Investment Fund

Co-Principal Investigator

Teachers College, Columbia University, \$20,000.00

*Goldhaber Award, 2009*

Graduate School

University of Maryland, \$200.00

*EDHI Student Travel Grant, 2007-2009*

Department of Education Leadership, Higher Education, and International Education

University of Maryland, \$200.00

#### **v. Grant Evaluation and Reviewing Experience**

*Proposal Reviewer.* Spencer Foundation Conference Grants, 2017, 2021.

*Proposal Reviewer.* National Science Foundation Panels 2016, 2017, 2022.

*Evaluation Consultant.* The Metropolitan Colleges Institute for Teaching Improvement (MetroCITI), Teachers College, Columbia University, (Teagle Foundation).

*Advisory Board Member,* Faculty Service Commitments, University of Maryland (National Science Foundation).

*Research Assistant/Evaluator.* NSF ADVANCE Institutional Transformation Grant, University of Maryland (National Science Foundation).

*Program Evaluator/Analyst.* NSF Interdisciplinary Graduate Education Research Training (IGERT) Grant, University of Maryland, (National Science Foundation).

#### **D. Fellowships, Awards, and Prizes**

*Outstanding Reviewer Award,* American Educational Research Association, *Review of Educational Research*, 2017.

*Postdoctoral Fellow,* National Academy of Education/Spencer Foundation, 2015-2016.

*Academic Fellow,* Institute for Higher Education Policy (IHEP)/Lumina Foundation, Summer 2013.

*Finalist, Dissertation of the Year,* Association for the Study of Higher Education (ASHE), Fall 2012.

*Outstanding Doctoral Student.* College of Education, University of Maryland, Spring 2012.

*Graduation Speaker.* College of Education, University of Maryland, Spring 2012.

*Outstanding Graduate Student Award.* President's Commission on Women's Issues, University of Maryland, Spring 2011.

*Finalist, Cross Future Leaders Award,* Association of American Colleges and Universities, Fall 2011.

*ASHE Graduate Student Public Policy Seminar Participant.* Association for the Study of Higher Education, Fall 2011.

*Best Paper Award.* North East Association for Institutional Research, Fall 2009. Campbell, C.M. & Mislevy, J. *Student Perceptions Matter: Early Signs of Undergraduate Student Retention/Attrition.*

*Christine Aggour Student Scholarship.* University System of Maryland Women's Forum, Spring 2009.

*Innovation Award.* ACPA: College Student Educators International, Spring 2007.

*Outstanding Graduate Student Award.* The Ohio State University, Spring 2006.

*Hall Director/Assistant Hall Director of the Year.* The Ohio State University, Spring 2005.

*Lawn Resident.* University of Virginia, Fall 2002-Spring 2003.

#### **E. Editorial Boards and Reviewing Activities**

Associate Editor, *Higher Education: Handbook of Theory and Research*, January 2023-present

Editorial Board Member, *Review of Educational Research*, March 2018-2021

Editorial Board Member, *Review of Higher Education*, July 2015-January 2020

Editorial Board Member, *Research in Higher Education*, August 2012-December 2019

Editorial Board Member, *Journal of College Student Development*, March 2013-March 2019

Reviewer, *American Educational Research Journal*

Reviewer, *Educational Researcher*

Reviewer, *Journal of Higher Education*

Reviewer, *AERA Open*

Reviewer, *Teachers College Press*

Reviewer, *Educational Evaluation and Policy Analysis*

Reviewer, *Educational Policy*

Reviewer, *Studies in Higher Education*

Reviewer, *Higher Education*

Reviewer, *Innovative Higher Education*

Reviewer, *Human Service Organizations: Management, Leadership, & Governance*

Reviewer, *Journal of Urban Education*

### **3. TEACHING**

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#### **A. New Courses Developed and Taught**

##### **School of Education, American University**

EDU 617: Introduction to U.S. Higher Education: Liberating or Constraining Opportunity?

Taught: Spring 2021, Spring 2022

Highlights: Spring 2021 Unanimous 5/5 ratings on course evaluations, including the following:

- The professor facilitated a respectful learning environment.
- The professor was responsive to students' questions and comments.
- The professor provided constructive feedback on papers, tests, or other assignments.
- I would recommend this professor to other students.
- This course took an antiracist approach to understanding U.S. higher education.
- This course challenged white supremacy and other intersectional oppressive forces.
- This course affirmed the experiences of Black, Brown, and Indigenous students.
- I personally felt my race, culture, identity, and lived experiences were affirmed in this class.

## Teachers College, Columbia University

ORLH 5547: Higher Education Assessment in an Era of Accountability  
Taught: Spring 2015, Spring 2018, Spring 2019

### B. Courses Substantially Revised and Taught

ORLH 6511: Coordinating Seminar in Higher Education  
Taught: Fall 2012, Fall 2016, Spring 2019

ORL 5521: Introduction to Research Methods  
Taught: Fall 2014, Spring 2015, Spring 2017, Fall 2017, Fall 2018

ORLH 4020: College/University Organization and Administration  
Taught: Spring 2013, Fall 2013, Fall 2014, Fall 2016, Fall 2017, Fall 2018

ORLH 4010: Purposes and Policies of Higher Education  
Taught: Spring 2013, Fall 2013

### C. Courses Taught

## University of Maryland

EDCP 742: College Environments and Outcomes  
Taught: Spring 2011

EDCP 317: Introduction to Student Leadership  
Taught: Fall 2007

## 4. SERVICE

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### A. Select International Service

Invited Participant, International Network of Researchers in University Access and Retention, Universidad de Santiago de Chile, (Virtual, 2022-2023)

### B. Select Service to National Associations

Invited Participant, *Examining the State of Undergraduate Teaching in the United States*, American Academy of Arts and Sciences, Cambridge, MA (2018).

Invited Participant, *Quality Assurance and the Role of State Systems and SHEEOs*, Lumina Foundation, Indianapolis, IN (2018).

Appointed Member, *National Postsecondary Education Cooperative – Evaluation of NCES Sample Surveys*, National Center for Education Statistics, Washington, DC (2016).

Appointed Member, *Committee on Assessing Intrapersonal and Interpersonal Competencies*, National Research Council, National Academies, Washington, DC (2015-2016).

Invited Participant, Workshop on *Quality in the Undergraduate Experience: What Is It? How Should It Be Measured? Who Decides?*, National Academies, Washington, DC (2015).

Association for the Study of Higher Education

Program Co-Chair, ASHE Annual Meeting 2020

Program Committee Co-Chair, Faculty Section, 2017

Dissertation of the Year Review Committee, 2017, 2018, 2019

Research Associate, for annual meeting, 2012

Proposal reviewer for annual meeting, 2012, 2013, 2014, 2015, 2016, 2017, 2019, 2021, 2022

Discussant for annual meeting, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2021

Member, 2006 – present

American Educational Research Association

Program Co-Chair, Division J, Section 1: College Student Learning and Development, 2016

Proposal reviewer for annual meeting, 2014-2018

Discussant for annual meeting 2015, 2018, 2019, 2022

Member, 2009 – 2011; 2013-present

ACPA: College Student Educators International

Member, 2006 – 2009; 2011-2012

Proposal reviewer for annual meeting, 2006

NASPA: Student Affairs Administrators in Higher Education

Member, 2006-2008

### **C. Select Campus Service, American University**

AUx White Co-Conspirators Faculty Learning Community Co-Facilitator, Spring 2023

Student Thriving/Retention Task Force, 2022-2023

Steering Committee, Middle States Self-Study, Member Spring 2022-Spring 2024

Search Committee, AU Core Chair, Spring 2022

Task Force on Informal Resolution, Member, Spring 2021

Promotion and Tenure Scholarly Narrative Development workshop, Spring 2021

Search Committee, University Librarian, Fall 2020

Search Committee, Interim Dean of Faculty, Summer 2020

Strategic Plan Imperative 4, Undergraduate Education, Workstream Member, 2019-Present

Strategic Plan Imperative 7, Working with Washington, Workstream Member, 2019- Present

Associate to Full Professor Working Group, Member, 2019

**D. Select School of Education Service, American University**

Search Committee, Director of Clinical Faculty, Baltimore, 2022

Search Committee, Director of Clinical Faculty, Philadelphia, 2022

Search Committee, Director of Communications, 2022

Search Committee, Assistant Dean of Academic Administration, 2022

Co-Chair, Search Committee, Director of Undergraduate Teacher Education, 2021

Committee on Diversity, Equity, and Inclusion 2019-2021

Assessment Committee, 2019-2021

Faculty By-Laws Working Group, 2020

SOE Faculty Council Executive Committee, ex-officio member, 2020-present

Ad-hoc Transition Committee, 2019-2020

Search Chair, Faculty/Academic Support Specialist, 2020

**E. Select Campus Service, Teachers College, Columbia University**

Faculty Advisory Committee, elected pre-tenure representative, 2017-2018,

Affirmative Action Committee, Teachers College, Columbia University, 2016-2017

Minority Post-Doctorate Selection Committee, Teachers College, Columbia University, 2017

Faculty Development Advisory Committee, Teachers College, Columbia University, 2013-2015;  
2016-present

Dean's Grant for Students Committee, Teachers College, Columbia University, 2014-2015, 2017-  
2018

Middle States Self-study: Advanced Masters Group, Teachers College, Columbia University, Fall  
2014-2015

Affirmative Action Representative, HPSE Faculty Search Committee 2013-2014



#### **F. Select Departmental and Program Service, Teachers College, Columbia University**

Black Lives Matter in Higher Education program task force, co-founder and advisor, Fall 2016-present

Academic Review Committee, Department of Organization and Leadership, Fall 2013-Spring 2015, Fall 2016-present

Enrollment and Admissions Committee, Higher and Postsecondary Education Program, Fall 2013-Spring 2014

Middle States Accreditation Coordinator, Higher and Postsecondary Education Program, Spring 2013-Fall 2015

EdM and EDD Admissions Selection, Higher and Postsecondary Education Program, Fall 2012-Present

Revise EdM Advising Tracks, Higher and Postsecondary Education Program, Spring 2014

#### **G. Select Campus Service and Consultancies, Other Institutions**

Consultant, Teaching Improvement with Deans, Department Chairs, Faculty, and Center for Teaching and Learning, Ohio University (2023).

Consultant, Performance Metrics, University of North Carolina System (2017).

Consultant, *Faculty Development Workshop: The scholarship of practice*, University of the District of Columbia (2012).

Statistics Consultant, *STAMP Student Union Stakeholders Project*, University of Maryland (2009).

Higher Education Preview Program Committee, University of Maryland (2008).

Trustee, University of Virginia Class of 2003 Trustees (Spring 2002 – Spring 2007).

Advisor, African American Heritage Festival, The Ohio State University (Fall 2005 – Spring 2006).

Statistics Consultant, Multi-Institutional Study of Leadership, University of Maryland (2007-2008).

#### **H. Consultancies, Other Organizations**

Subject-Matter Expert, Equity Technical Assistance: Content, Curriculum, and Teaching and Learning Practices. Bill and Melinda Gates Foundation (2022).

Postsecondary Assessment Consultant, National Center for Education Statistics, Washington D.C. (2018).

## 5. ADVISING

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### A. Dissertations Sponsored

#### School of Education, American University

Lee, Hyun (graduated 8/22). *Photovoice for Asian American College Students' Identities and Experiences Asian American College Student Visual Representation in Action.*

#### Teachers College, Columbia University

Cabrera, Alvaro (graduated 12/21). *Class-based Fairness in Student Learning Assessment for Poor and Working Class Students in Affirmative Action Programs in Chile.*

Michel, Jessica Ostrow (graduated 2/19). *An Assessment of the Quantity and Quality of Teaching and Learning about Sustainability across the Higher Education Curriculum.*

Jimenez, Marisol (graduated 10/2019). *Teaching at Hispanic Serving Institutions: A Study of Faculty Teaching Practices and the Organizational Contexts that Support Them.*

Straus, Elizabeth (passed proposal hearing fall 2018). *Teaching Towards the Vocation of Life: Perspectives on Purpose in Undergraduate Engineering Education.* [transitioned to a different advisor 2019 due to my leaving Teachers College to American University]

### B. Dissertation Committee Service

#### School of Education, American University

Rod Rodriguez, EdD Candidate (2020-2022)

#### Teachers College, Columbia University

Ryan Michael Allen, PhD (2018)

Brian L. Dashew, EdD (2018)

Hannah Kye, PhD (2017)

Florence Xiaotao Ran, PhD (2018)

Tara Aline Thompson, EdD (2018)

Milagros Castillo-Montoya, EdD (2013)

### C. Doctoral Students Advised

#### School of Education, American University

Shayna Cook, EdD student (2020)

Hyun Lee, EdD student (2020-2022)  
Marisa Mendoza, EdD student (2020-2022)  
Jessica Miller, EdD student (2020-2022)  
Rod Rodriguez, EdD student (2020-2021)  
Kerry Swarr, EdD student (2020-2021)  
Brianna Wentzel, EdD student (2021-2022)

#### **D. Masters Theses Sponsored**

##### **Teachers College, Columbia University**

Disla, Daniel (graduated EdM 5/17). *Class or Race? The Evolving Nature of Affirmative Action in Higher Education.*

Levy, Erica (graduated EdM 5/17). *Adolescent Women's Pursuit of STEM Subjects Dominated by Men and Pathways to Postsecondary STEM Education Programs.*

Patel, Shikha (graduated EdM 12/16). *The Influence of Pre-College Support Programs on the High School to College Transition.*

Van-Pelt, Scott (graduated EdM 5/16). *Towards Evidence-Based Practice in Online and Adaptive Learning Environments.*

Chamberlin, Chris (graduated EdM 12/15). *Queer Theory and Queer Pedagogy: Implications for Higher Education.*

Chadi, Diana (graduated EdM 12/15). *Choosing a College Major .*

#### **E. Undergraduate Honors Capstones Supervised**

##### **School of Education, American University**

Felicity Hector-Bruder, Spring 2022

### **6. SELECT PRESS COVERAGE**

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#### **A. Op Eds**

Campbell, C.M. (2023, March). *Should you use college rankings to pick a good school? Here's a critical factor they miss.* Retrieved June 14, 2023 from:

<https://www.usatoday.com/story/opinion/2023/03/30/what-college-rankings-get-wrong-universities/11550436002/>

**B. Press covering Campbell, C.M. (2023) *Great College Teaching: Where It Happends and How to Foster it Everywhere*. Harvard Education Press.**

McMurtrie, B. (2023, July). Teaching: Does higher education value good teaching? *Chronicle of Higher Education*. Retrieved November 16, 2023 from:  
<https://www.chronicle.com/newsletter/teaching/2023-07-06>

**C. Press covering Campbell, C.M., Parker, C., Shand, R., Kelly-Massoud, A., Fashola, T., & Blanc, J. (2021).**

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