

SHANYCE L. CAMPBELL, Ph.D.

University of California, Irvine
School of Education
Irvine, CA 92697-5500
shanyce.campbell@uci.edu

PROFESSIONAL EXPERIENCE

- 2017 - Present** *Assistant Professor of Education*, University of California, Irvine,
School of Education
- 2014-2017** *Postdoctoral Research Fellow*, University of Michigan, School of
Education, Educational Studies

EDUCATION

DOCTOR OF PHILOSOPHY

August 2014 **University of North Carolina at Chapel Hill**
Department of Public Policy

BACHELOR OF SCIENCE

2004 **North Carolina Agricultural and Technical State University**
Accounting with a concentration in Economics (Summa Cum Laude)

Duke University
American Economic Association Minority Program, *Foundations*
Level Coursework in Economic Theory, Mathematics,
Econometrics and Research Design

RESEARCH & TEACHING INTERESTS

Opportunities to Learn for Students Marginalized Educationally
Educational Inequity
Quantitative Research Methods
Mixed Methods Research Methods
Program Evaluation

TEACHING EXPERIENCE

- 2017** **University of California, Irvine**
Professor, Cultural Diversity and Equity (Masters)
Professor, Mixed Methods (Doctoral)
- 2015-2016** **University of Michigan**

Guest Lecturer, Professional Development Seminar in Education (Doctoral)

Guest Lecturer, Race and Educational Equality Professional Development Seminar (Doctoral)

Guest Lecturer, Critical Race Methodologies for Qualitative Research (Doctoral)

2014

University of North Carolina, Pembroke

Guest Lecturer, Applied Educational Research (Doctoral)

2013

University of North Carolina, Chapel Hill

Instructor, Policy Innovation and Analysis (Undergraduate)

2013

Northeastern University

Guest Lecturer, The Introduction to Doctoral Studies (Doctoral)

2011-2014

University of North Carolina, Chapel Hill

Guest Lecturer, Reforming America's High School (Undergraduate)

Guest Lecturer, Research Design for Public Policy (Undergraduate)

Guest Lecturer, Social Justice in Education (Undergraduate)

PUBLICATIONS

In Print

Campbell, S. L. & Ronfeldt, M. (2018). Observational evaluation of teachers: Measuring more than we bargained for? *American Educational Research Journal*.

Ronfeldt, M & Brockman, S., & **Campbell, S. L.** (2018). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? *Educational Review*.

Ronfeldt, M., & **Campbell, S. L.** (2016). Evaluating teacher preparation using graduates' observational ratings. *Educational Evaluation and Policy Analysis*, 38(4), 603-625.

Henry, G. T., Purtell, K. M., Bastian, K. C., Fortner, C. K., Thompson, C. L., **Campbell, S. L.**, & Patterson, K. M. (2014). The effects of teacher entry portals on student achievement. *Journal of Teacher Education*, 65(1), 7-23.

Henry, G. T., **Campbell, S. L.**, Thompson, C. L., Patriarca, L. A., Luterbach, K. J., Lys, D. B., & Covington, V. M. (2013). The predictive validity of measures of teacher candidate programs and performance toward an evidence-based approach to teacher preparation. *Journal of Teacher Education*, 64(5), 439-453.

Campbell, S. L. (2012) For colored girls? Factors that influence teacher recommendations in advanced math courses for Black girls. *The Review of Black Political Economy*, 39(4), 389-402.

In Press

Campbell, S. L. (in press). Capitalizing on achievement: A critical examination of

school-based mentoring programs and student achievement. Sense Publishers.

Campbell, S.L. (in press). Forgive Them Father: Understanding Acts of Violence Towards Black Women in Higher Education. In Sankofa Waters, B., Evans-Winters, V., & Love, B. (Eds.), *The Lauryn Hill reader: In celebration of the 20th anniversary of Miseducation and Black girlhood* (working title). New York: Peter Lang Publishing.

In Preparation

Campbell, S. L. (in preparation). Black and White: An critical examination of North Carolina's teacher evaluation system (working title)

Campbell, S. L. (in preparation). "We spread the wealth": Understanding teacher staffing and assignment of beginning middle school teachers.

POLICY REPORTS

Henry, G.T., **Campbell, S. L.**, Thompson, C.L., & Townsend, K. (2014). Evaluation of District and School Transformation school-level coaching and professional development activities. Consortium for Educational Research and Evaluation in North Carolina.

Thompson, C.L., Brown, K.M., Townsend, K., & **Campbell, S. L.** (2013). Productive connections: Interventions in low performing districts by the NCDPI District and School Transformation Division in 2011-12. Consortium for Educational Research and Evaluation in North Carolina.

Henry, G.T., Patterson, K.M., **Campbell, S. L.**, Yi, P. (2013). UNC teacher quality research: Teacher preparation program effectiveness report. Education Policy Initiative at Carolina.

Henry, G.T., Bastian, K.B., **Campbell, S.L.**, Patterson, K.M. (2012). UNC teacher quality research: Teacher portals effectiveness analysis. Education Policy Initiative at Carolina.

Noblit, G., Griffin, D., Carrillo, J.F., **Campbell, S. L.**, Parker, D. & Senta, A. (2012). An evaluation of blue ribbon mentor-advocate. Chapel Hill-Carrboro Schools.

Campbell, S. L., Brown, C. & Guy, B. (2009). Assessing current course scheduling practices of high schools. North Carolina Department of Public Instruction.

Brown, C., **Campbell, S. L.** & Guy, B. (2009). Exploring the relationship between healthful living and graduation rates. North Carolina Department of Public Instruction.

REFEREED CONFERENCES

Ronfeldt, M., Brockman, S. & **Campbell, S. L** (2018). *Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance?* American Association of Colleges for Teacher Education, Baltimore, MD.

Ronfeldt, M., Brockman, S. & **Campbell, S. L** (2017). *Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance?* Association for Public Policy Analysis and Management, Chicago, IL.

Campbell, S.L. & Ronfeldt, M. (2016). *Observational evaluation of teachers: Measuring more than we bargained for?*. Association for Public Policy Analysis and Management, Washington, D.C.

Campbell, S.L. & Ronfeldt, M. (2016). *Observational evaluation of teachers: Measuring more than we bargained for?*. American Educational Research Association, Washington, DC.

Ronfeldt, M. & **Campbell, S. L. (2015).** *Evaluating teacher preparation in Tennessee*. Association for Public Policy Analysis and Management, Miami, FL.

Ronfeldt, M. & **Campbell, S. L. (2015).** *Evaluating teacher preparation in Tennessee*. American Association of Colleges for Teacher Education, Atlanta, GA.

Campbell, S. L. (2014). *Valid yet bias?: An examination of North Carolina's educator effectiveness system*. American Educational Research Association, Philadelphia, PA.

Campbell, S. L., Lynn, H. & Barrett, N. (2013). *The use of mixed methods in formative feedback for North Carolina's Race to the Top Evaluation*. Eastern Evaluation Research Society Conference, Galloway, NY.

Campbell, S. L. (2013). *The role of school and classroom composition on teacher evaluations*. The Association for Education Finance and Policy Annual Conference, New Orleans, LA.

Campbell, S. L. & Henry, G.T. (2012). *An examination of the validity and fairness of North Carolina's teacher evaluation system*. Association for Public Policy Analysis & Management Fall Research Conference, Baltimore, MD.

Campbell, S. L. & Rhodes, B. (2012). *"Race to the Top": Graduate students' risk in applying CRT to educational research*. Critical Race Studies in Education Association, New York City, NY.

Campbell, S. L. (2012). *Not easily broken: Examining the persistence of mentor-mentee relationships on student achievement*. American Educational Research Association, Vancouver, CA.

Campbell, S. L. (2010). *Track 'em down: Institutional barriers that maintain racial discrimination in track placement*. Social Science History Association, Chicago, IL.

INVITED PRESENTATIONS

Campbell, S.L. (2016). *Forgive Them Father: Understanding Acts of Violence Towards Black Women in Higher Education (working title)*. GSCO Graduate Student Research Conference. University of Michigan, Ann Arbor, MI.

Campbell, S. L. (2014). *Summer programs designed to prepare underrepresented students for graduate school*, The Ph.D. Pipeline Opportunity Program. Duke University, Durham, NC.

Henry, G.T., Rose, R., & **Campbell, S. L.** (2012). *Can high schools Be turned around? Impact of state-led turnaround on student achievement, Graduation and Absenteeism*. Achieving Success at Scale: Research on Scaling Up Effective High Schools Conference, Nashville, TN.

Campbell, S. L. (2011). *For colored girls: Factors that influence teacher recommendations in advanced math courses for Black girls*. The Invisible Woman: The Status and Challenges Facing Black Women Conference, Bennett College, Greensboro, NC.

Campbell, S. L. & Brown, C. (2010). *Health is academic*, Annual Raising the Achievement and Closings Gaps Conference, Greensboro, NC.

Campbell, S. L. (2010). *Black on Black learning: Own-race teachers and advanced placement decisions*. Duke University, Research Network on Racial and Ethnic Inequality, Spring Conclave, Durham, NC.

Campbell, S. L., Brown, C. & Guy, B. (2009) *Assessing current course scheduling practices of high schools*. Financial and Business Services Conference, North Carolina Department of Public Instruction, Raleigh, NC.

Brown, C., **Campbell, S. L.** & Guy, B. (2009). *Exploring the relationship between healthful living and graduation rates*. Financial and Business Services Conference, North Carolina Department of Public Instruction, Raleigh, NC.

MEDIA MENTIONS

Zhou, A. (2018, June). Teaching more black or Hispanic students can hurt observation scores, study finds. Chalkbeat. Retrieved online from <https://www.chalkbeat.org/posts/us/2018/06/20/race-and-gender-of-teacher-and-students-can-effect-teacher-evaluations-study-says/>

Barnum, M. (2017, August). A new study shows why it's so hard to improve teacher preparation. Chalkbeat. Retrieved online from <http://www.chalkbeat.org/posts/us/2017/08/09/a-new-study-shows-why-its-so-hard-to-improve-teacher-preparation/>

McCabe, K. (2016, June 14). Study Tests Using Teacher Observation Data for Evaluation of EPPs Study Tests Using Teacher Observation Data for Evaluation of EPPs. *Ed Prep Matters*. American Association of Colleges for Teacher Education. Retrieved online from <http://edprepmatters.net/2016/06/study-tests-using-teacher-observation-data-for-evaluation-of-epps/>

AERA Newsroom (2016, June 13). Highlighted Articles from AERA Journals. Retrieved online from <http://www.aera.net/Newsroom/tabid/10629/Default.aspx>.

SERVICE

PROFESSIONAL

Reviewer, American Educational Research Association
Reviewer, *Review of Educational Research*
Reviewer, *Educational Researcher*
Reviewer, *American Educational Research Journal*
Reviewer, *Teachers College Record*
Reviewer, *Journal of Teacher Education*
Reviewer, *The Urban Review*
Session Chair, American Educational Research Association
Discussant, American Educational Research Association

UNIVERSITY

Teacher Education Program Steering Committee, School of Education, University of California, Irvine

Program Curriculum Committee, Diversity, Inclusion and Racial Healing Ambassador Program, University of California, Irvine

Keynote speaker, Graduate Student Community Organization Student Conference, University of Michigan

FELLOWSHIPS/AWARDS/RECOGNITIONS

Council on Research, Computing and Libraries Faculty Research Grant

University of North Carolina – Chapel Hill’s Department of Public Policy First Black Doctoral Graduate

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Mixed Methods International Research Association
Association for Public Policy Analysis and Management
Association for Education Finance and Policy