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EDUCATION:

1969 B.S., Mathematics, Physics, LeMoyne College
1971 M.S., Instructional Technology, Syracuse University
1973 Ph.D., Teacher Education, Syracuse University

PROFESSIONAL EMPLOYMENT:

Since 1980 Dr. Campbell has directed Campbell-Kibler Associates, Inc. an educational research and evaluation firm with an emphasis on science and math education and gender, disability and race/ethnicity. Prior employment includes:
Director of Grants, Research and Academic Development, William Paterson College, Wayne, NJ
Director of the Project on Sex Stereotyping in Education, Women Educators, Red Bank, NJ and Georgia State University, Atlanta, GA
Tenured Associate Professor of Research, Measurement and Statistics, Georgia State University, Atlanta, GA

SELECTED PROFESSIONAL ACTIVITIES:

American Educational Research Association: Willystine Goodsell Award Winner, 1990.
Association for Women in Science (AWIS) Fellow, 2008.
Computers in the Schools: Editorial Review Board, 1984-2010.
Educational Researcher: Editor, Research News and Comments, 1995-1998.
Journal for Research in Mathematics Education: Reviewer, 1990- .
National Science Foundation: Committee of Visitors, Consultant, Reviewer
Women in Engineering Program Advocates Network: Betty Vetter Award Winner, 1998.

SELECTED PROFESSIONAL PUBLICATIONS:

The following is a sample of Dr. Campbell's over one hundred publications:

Thomas, V.G, Campbell, P. B., Ali, Y., & Turnbull, A. (In Press). School psychologists advancing social justice through culturally responsive evaluation. In *The Oxford Handbook of Social Justice in School Psychology*. C Malone & L. Parris, (eds.)

Gazley, J. Lynn & Campbell, P.B. (2023). The role of institutional level/strengths-based approaches in fueling Black males' success strategies. In *Unveiling the Cloak of Invisibility: Why Black Males are absent in STEM Disciplines* (Anthony G. Robins ed.) Charlotte, NC: Information Age Publishing.

Campbell, P.B., Thomas, V.G & Bachmann, G. (2022). Reducing mortality rates of Black mothers and infants: A suggested racialized/social justice template of care. *Journal of Women's Health*. 31, 12, 1669-1670.

Campbell, P. B. & Thomas, V. G. (Fall/Winter 2021-2022). What are we missing? Looking at maternal health programs serving Black women from a racialized perspective. In *Writing heals & inspires maternal health & wellness*. Robert Wood Johnson Medical School Women's Health Institute Rutgers Health; RWJ Barnabas Health 2 pp 9-11.

Thomas, V. G. & Campbell, P. B. (2021). *Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability*. Thousand Oakes, CA: Sage Publications

Gazley, J. L. & Campbell, P. B. (2020). The role of resilience in Black men's success in STEM graduate programs. *Journal of Negro Education*. 89, 3, 360-372.

Wood, C., V., Jones, R.F., Remich, R.G., Caliendo, A.E., Langford, N.C., Keller, J.L., Campbell, P.B. & McGee, R. (2020). The National Longitudinal Study of Young Life Scientists: Career differentiation among a diverse group of biomedical PhD students. *PLoS One*. 15, 6.

Carr, P.L, Helitzer, D., Freund, K., Westring, A., McGee, R., Campbell, P.B, Wood, C.V, & Villablanca, A. (2018). A summary report from the research partnership on women in science careers. *Journal of General Internal Medicine*. 34. 3. 356-362.

Estrada, M., Burnett, M., Campbell, A.G., Campbell, P. B., & 12 others. (2016). Improving underrepresented minority student persistence in STEM. *CBE Life Science Education*. 15. 3.

Wood, C., Campbell, P.B. & McGee, R. (2016). An incredibly steep hill: Gender, race, and family education background shape perspectives on academic careers among beginning biomedical PhD students. *Journal of Research on Minorities and Women in Science and Engineering*. 22, 2, 159-181.

Remich, R., Jones, R., Wood, C., Campbell, P.B. & McGee, R. (2016). How women in Biomedical PhD programs manage gender consciousness as they persist toward academic research careers. *Academic Medicine*. 91,8, 1119–1127.

Gazley, J. L., Remich, R., Naffziger-Hirsch, M., Keller, J., Campbell, P.B. & McGee, R. (2014). Beyond preparation: Identity, cultural capital, and readiness for graduate school in the biomedical sciences. *Journal of Research in Science Teaching*. 51,8, 1021-1048.

Campbell, P.B. & Jolly, E.J. (2013). BeyondRigor: Improving evaluations with diverse populations. www.BeyondRigor.org.

George, Y., Malcom, S., & Campbell, P.B. (eds.) (2011) Measuring Diversity: An Evaluation Guide for STEM Graduate Program Leaders. Washington DC: AAAS
<http://www.nsf.gov/files/2011/04/MeasuringDiversity-EvalGuide.pdf>

Campbell, P.B., Thomas, V.G. & Stoll, A. (2011). *Outcomes and indicators related to broadening participation*. In *Framework for Evaluating Impacts of Broadening Participation Projects*. Arlington, VA: NSF.

Campbell, P.B., Stoll, A., & Thomas, V.G. (2011). Evaluating efforts to broaden participation. In *Framework for Evaluating Impacts of Broadening Participation Projects*. Arlington, VA: NSF.

Patterson, E. A., Busch-Vishniac, I., Campbell, P.B. & Guillaume, D.W. (2011). The effect of context on student engagement in engineering. *European Journal of Engineering Education*. 36, 3, 211-224

Clewell, B.C. & Campbell, P.B. (2008). *Building Evaluation Capacity: Guide I Designing a Cross Project Evaluation and Guide II Collecting and Using Data in Cross-Project Evaluations*. Washington, DC: Urban Institute.

Campbell, P.B. (2007). Evaluating youth and community programs. In *A Framework for Evaluating Impacts of Informal Science Education Projects*. Alan J. Friedman (ed.). Arlington, VA: National Science Foundation.

Clewell, B.C. & Campbell, P.B., with Perlman, L. (2007). *Good Schools in Poor Neighborhoods: Defying Demographics, Achieving Success*. Washington, DC: Urban Institute Press. (Finalist: 2008 National Best Book Awards: Education/Academic)