

Carmen M. McCallum, Ph.D.
Eastern Michigan University
304 John W. Porter Bldg., Ypsilanti, MI 48197
(c) 313-515-5720
mccallum2013@gmail.com

EDUCATION

Ph.D., 2012 Higher Education, University of Michigan, Ann Arbor, MI **Dissertation Title:**
*The Relationships and Experiences that Contribute to African Americans Enrolling in
Doctoral Education*

Ed.S., 2005 Educational Specialist Certificate, Wayne State University, Detroit, MI

MSW, 2000 Social Work, Wayne State University, Detroit, MI

BA, 1997 Sociology, University of Michigan, Ann Arbor, MI

FACULTY APPOINTMENTS

2016-Present Associate Professor, Dept. of Leadership and Counseling, Eastern Michigan University. Includes: Advising Masters and PhD students, developing course syllabi with instructional objectives, ensuring course content complies with department expectations, evaluating student performances.

2013-Present Instructor of Record, Dept. of Natural Science, Michigan State University
Includes: Co-Instruction of graduate students interested in understanding research methodologies and findings relevant to college student cognition in science disciplines, revising course syllabi, and implementing new curriculum. Material from education, psychology, cognitive sciences, and the science disciplines will be used to build a picture of what we do, and do not, understand about college student cognitive processes as they relate to science fields.

2013-2016 Assistant Professor, Higher Education Administration, Buffalo State, SUNY
Includes: Advising students, developing course syllabi with instructional objectives, ensuring course content complies with department expectations, evaluating student performances, and external master's thesis committee member.

RESEARCH

BOOKS

1. Wilson, A.B., **McCallum, C.M.** & Shupp, M.R. (2019). *Inclusive Supervision for Student Affairs: Model for Professional Practice*. New York, NY: Routledge.

REFEREED JOURNAL ARTICLES

1. Burt, B. A., **McCallum, C.M.**, Wallace, J. E., Roberson, J., Bonanno, A., & Boerman, E. (forthcoming). Moving toward stronger advising practices: How Black males' experiences at HPWIs advance a more caring and wholeness-promoting framework for graduate advising.

Teachers College Record.

2. Turner, M., Benson, J. & **McCallum, C.M.** (2021). Beyond the bridge: Exploring the experiences of a Summer Bridge program through student voices. *Journal of College Orientation, Transition, and Retention*, 28(1), 1-16.
3. Shupp, M.R., Wilson, A.B. & **McCallum, C.M.** (2021, February 26). More than a theory. *The Talking Stick*. ACUHO-I, Publication, 1-5.
4. Strickland, S. & **McCallum, C.M.** (2021). The AAACF Community Scholarship Program: A strategic approach to building community. *Foundation Review*, 12(3), 10.
5. McCallum, C.M. (2020). Othermothering: Exploring African American Graduate Students' Decision to Pursue the Doctorate. *The Journal of Higher Education*, 91(6), 953-976. 6.
- Winkle-Wagner, R., **McCallum, C.M.**, Luedke, C. & Ota-Malloy, B. (2019). Instrumental or meaningful friendships: Black alumnae perspectives on peer relationships during college. *Journal of Women and Gender in Higher Education*, V. 12(3), 283-298.
7. **McCallum, C.M.**, Libarkin, J.C., Atchison, C.L. & Callahan, C.N., (2018). Mentoring, social capital, and diversity in earth system science. *Journal of Women and Minorities in Science and Engineering*, V. 24(1), p. 17-41.
8. Shupp, M.R., Wilson, A.B. & **McCallum, C.M.** (2018). Development and validation of the inclusive supervision inventory for student affairs. *Journal of College Student Development*, 59, 1.
9. **McCallum, C.M.**, (2017). Giving back to the community: How African Americans envision utilizing their PhD. *Journal of Negro Education*, 86(2), 138-153.
10. **McCallum, C.M.**, (2015). Turning graduate school aspirations into enrollment: How student affairs professionals can help African Americans students. *New York Journal of Student Affairs*, 15(1), 2-18.
11. Callahan, C.N., Libarkin, J.C., **McCallum, C.M.** & Atchison, C.L. (2015). Using the lens of social capital to understand diversity in the Earth System Sciences workforce. *Journal of Geoscience Education*, 63, 1-7.
12. **McCallum, C.M.** (2015). 'Mom made me do it': The role of family in African Americans' decisions to enroll in doctoral education. *Journal of Diversity and Higher Education*, 2(8), 1-14.
13. **McCallum, C.M.** & Sulé, V. (2014). Deconstructing Mentorship in Graduate Education. *Readings on Equal Education*, 27, 81-107.
14. **McCallum, C.M.** (2013). Where do you draw the line? How our decisions to act can make a difference. *About Campus*, 18(4), 10-13.
15. **McCallum, C.M.**, Thomas, S., & Libarkin, L. (2013). The AlphaMOOC: Building a massive open online course one graduate student at a time. <http://elearningeuropa.info>. Papers, 33, Pg. Retrieved from: <http://elearningeuropa.info/en/article/The-AlphaMOOC%3A-Building-a-Massive-Open-Online-Course-One-Graduate-Student-at-a-Time>

BOOK CHAPTERS IN EDITED BOOKS

1. **McCallum, C.M.**, Kurz, S., Boerman, E. & Boone, A. (In Press). Mental health. In D. Yao & C. Nguyen, *New Directions for Student Services*.
2. Fedler, P. & **McCallum, C.M.** (2020). The Role of HBCUS in PHD Student Commitment. In P.P. Fedler, M.J. Baker, M. Gasman (Eds.) *SANKOFA: African American perspectives of race and culture in us doctoral education*.

3. **McCallum, C.M.**, Posselt, J., & López, E. (2017). Graduate school choice for African Americans: Relating the roles of family, fictive kin, faculty, & student affairs practitioners. In A.M. Zandars & N. Harrison, *Access to higher education: Theoretical perspectives and contemporary challenges*. New York: Routledge.
4. Winkle-Wagner, R., Luedke, C. L., & **McCallum, C.M.** (2016). Believe you will achieve: Black women's advice on the role of confidence in the pursuit of a college degree. In L. Patton Davis & N. Croom (Eds.) *Critical perspectives on Black women and college success*.
5. **McCallum, C. M.** (2014). First things first: Gaining *Access to Graduate School*. In R. Winkle-Wagner & A.M. Locks, *Diversity and inclusion: Supporting racially and ethnically underrepresented students in higher education* (pp.172-175). New York, Routledge.
6. **McCallum, C. M.** (2013). Examining first-generation doctoral students' decision to pursue the doctorate. In E.M. Zamani-Gallaher & V.C. Polite, (Eds.). *African American females: Addressing challenges and nurturing the future*. Lansing, MI: Michigan State University Press.
7. Wong (Lau), K., Gurin, P., Nagda, B. A., Ford, A. C., Maxwell, K., Perez, R., **McCallum, C.M.**, & Stephan, W. G. (2013). Empathy in intergroup dialogue. In P. Gurin, B. A. Nagda, & X. Zúñiga. *Dialogue across difference: Practice, theory and research on intergroup dialogue* NY: Russell Sage Foundation.
8. **McCallum, C. M.**, McCoy, D. L., & Winkle-Wagner, R. (2012). Finding support one relationship at a time: The importance of faculty and peers among graduate students in HBCUs. In R. Palmer, A. Hilton, T. Fountaine, *Black graduate education at historically Black colleges and universities, p.105-118*. Charlotte, NC: Information Age Publishing.

INVITED ARTICLES

1. Wilson, A., Shupp, M., & **McCallum, C.M.** (2018). Developing inclusive communities begins with inclusive supervision. Association of College Unions International *The Bulletin*.
2. **McCallum, C. M.** & Wilson, A.B. (2017). "Multicultural Competence in the Supervisory Relationship: An Inclusive Model" *NYS Child Welfare/Child Protective Services Training Institute*.
13. <http://digitalcommons.buffalostate.edu/cwcpstriaininginstitute/13>

UNDER REVIEW

1. Rappolee, E.; Libarkin, J.; **McCallum, C.M.** & Kurz, S. (Under Review). Pictures Worth a Thousand Words: Drawings as measurements. *Journal of College Student Development*.
2. **McCallum, C.M.**, Wilson, A.B (Under Review). The impact of multicultural competence on supervision: A qualitative model. *National Association of Student Affairs Professional Journal*.

IN PREPARATION

1. **McCallum, C.M.**, Kruz, S., Sule, V.T. & Amertez, E. (In Preparation). "I'm Not Lazy, I'm Depressed": Navigating graduate school with mental health challenges. *Research in Higher Education*.

PEER-REVIEWED CONFERENCE PAPERS

1. Winkle-Wagner, R.; Luedke, C.; **McCallum, C.M.**; Ota-Malloy, B. (2017). *Instrumental or meaningful friendships: Black alumnae perspectives on peer relationships during college*.

Paper presented at the Association for the Study of Higher Education Annual Meeting, Houston, Texas.

2. **McCallum, C.M.**; Libarkin, J.; James, P. (2016). *Types of mentoring and their relationship to sense of belonging, mentor trust and career satisfaction*. Paper presented at the Association for the Study of Higher Education Annual Meeting, Columbus, Ohio.
3. **McCallum, C.M.**; Libarkin, J.; James, P. (2016). *Exploring capital in African American students' pursuit of a STEM career*. Paper presented at the Association for the Study of Higher Education Annual Meeting, Columbus, Ohio.
4. **McCallum, C.M.**; Wilson, A.B. Shupp, M., & Myer, H. (2016). *Multicultural competence: Barriers to demonstrating inclusive supervision practices*. Paper presented at American College Personnel Association Meeting, Montreal, Canada.
5. Wilson, A.B., Shupp, M., & **McCallum, C.M.** (2015). *Multicultural competence: A qualitative investigation of supervisory practices and competence*. Paper presented at American College Personnel Association Meeting, Tampa, FL.
6. Felder, P.P. & **McCallum, C.M.** (2014). *From firm foundation to where? Understanding the role of HBCUs in African American PhD student commitment to social justice*. Paper presented at the Association for the Study of Higher Education Annual Meeting, Washington, D.C.
7. **McCallum, C.M.** (2013). *Giving back to the community: How African American Ph.D. recipients envision utilizing their degree*. Paper presented at the Association for the Study of Higher Education Annual Meeting, St. Louis, MO.
8. Carter, D.F., Cardona, J.J., Fonseca-Bolorin, G.L., & **McCallum, C.M.** (2013). *"I'm Here and I can do the job just as well if not better thank you": Undergraduate Research and Women of Color Pursuing STEM*. Paper presented at the Association for the Study of Higher Education Annual Meeting, San Francisco, CA.
9. **McCallum, C.M.** (2011). *Exploring the theory of academic capital formation*. Paper presented at the Association for the Study of Higher Education Annual Meeting, Charlotte, NC.
10. Carter, D.F., Posselt, J.P., **McCallum, C.M.**, Cardona, J.C., & Fonseca-Bolorin, G. (2011, April). *"He was interested in me and my growth as a person": Faculty-student mentoring relationships in undergraduate research settings*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
11. Carter, D.F., **McCallum, C.M.**, Posselt, J.P., Fonseca-Bolorin G., & Cardona, J.C. (2010, November). *Cognitive and non-cognitive learning in STEM fields: Linking coursework and undergraduate research*. Paper presented at the Association for the Study of Higher Education Annual Meeting, Indianapolis, IN.
12. Carter, D.F., **McCallum, C.M.**, & Posselt, J.P. (2010, May). *"My name is on a paper and I obviously have a brain": The role of undergraduate research programs in affecting students' career and research self-efficacy*. Paper Presented at the American Educational Research Association Annual Meeting, Denver, CO.
13. Kendall-Brown, M. & **McCallum, C.M.** (November, 2009). *Self-authoring the dissertation: Doctoral student perspectives on the student-advisor relationship*. Presentation at the Association for the Study of Higher Education Annual Meeting, Vancouver, British Columbia, Canada.
14. Carter, D.F., **McCallum, C.M.** & Posselt, J. (2009, June). *Undergraduate research experiences and the links to career aspirations and plans*. Paper presented at the Association for Institutional Research Annual Meeting, Atlanta, GA.

15. **McCallum, C.M.** & De Luca Fernandez, S. (2009, April). *An exploration of how undergraduate experiences affect undergraduate students' intention to attain a doctoral degree*. Paper presented at the Association for the Study of Higher Education Annual Meeting. San Diego, CA.
16. Torres-Zickler, A., **McCallum, C.M.**, Hudson, K.D., Watson, K.T. & Alimo, C. (2009, March). *Intergroup dialogue: Leveraging diversity, creating the courage to act*. Paper presented at American College Personnel Association Meeting, Washington, DC.
17. Carter, D.F., Posselt, J., Morrice, P., **McCallum, C.M.**, & Burt, B. (2009, February). *A day in the life of a researcher: Undergraduate research programs and career socialization*. Paper presented at the Sociology of Education Association Conference, Pacific Grove, CA.
18. Gurin, P. & **McCallum, C. M.** (2008, May). *Evaluating effects of diversity programs: Preliminary qualitative findings from a multi-university randomized-controlled research project*. Paper presented in symposium "Evaluating Effects of Diversity Programs: Intergroup Dialogue" (Chair, K Wong). National Conference on Race and Ethnicity, Orlando, FL.
19. **McCallum, C.M.** (2008, November). *Examining first-generation doctoral students' decision to pursue the doctorate*. Paper presented at the Association for the Study of Higher Education. Jacksonville, FL.

REFEREED EXTENDED SESSIONS, SYMPOSIUMS & ROUND TABLE PRESENTATIONS

1. Kruz, S., & **McCallum, C.M.** (2018). *Graduate student mental health: Turning research into practice*. Extended session presented at American College Personnel Association Meeting. Houston, Texas.
2. Shupp, M., Wilson, A.B., & **McCallum, C.M.** (2018). *An inclusive model of supervision: Modeling the way*. Presentation at the National Association of Student Personnel Association, Philadelphia, PA.
3. Libarkin, J.; Rappolee, E.; **McCallum, C.M.**; Kurz, S. (2018). *We did not get here the same way: Social and cultural capital in the same geosciences*. Presentation at the Science Educators for equity, diversity and social Justice (SEEDS), Sacramento, Texas.
4. Jaimes, P.; Libarkin, J. & **McCallum, C.M.** (2018). *Community cultural wealth: Can it be applied to marginalized groups in ethnic majority populations?* Presentation at the Science Educators for equity, diversity and social Justice (SEEDS), Sacramento, Texas.
5. Sule, V., Maramba, D.C.; Cabrera, N.; Winkle-Wagner, R, **McCallum, C.M.**; Clayton Pedersen, A. (2017). *Race Matters: Teaching diversity beyond the margins*. Interactive symposium at the Association of American Colleges & Universities Meeting, San Antonio, TX.
6. **McCallum, C.M.**; Hoods, J; Robinson, Sule, V.T. (2017). *Embracing and reclaiming the scholar in scholar-practitioner*. Extended session presented at American College Personnel Association Meeting. Columbus, Ohio.
7. Wilson, A.; **McCallum, C.**; Shupp (2017). *An inclusive model of supervision: Modeling the Way*. Extended session presented at American College Personnel Association Meeting. Columbus, Ohio.
8. Wilson, A.B., Shupp, M., & **McCallum, C.M.** (2015). *Demonstrating multicultural competence: Examining supervisors' skills in the supervisory relationship*. American College Personnel Association Meeting. Tampa, FL.
9. Sule, V.; Maramba, D.C.; Cabrera, N.; Winkle-Wagner, R; **McCallum, C.M.**; Davis, L.P. (2015). *Teaching diversity and equity courses: Moving from a minefield to a goldmine*.

Interactive symposium at the Association for the Study of Higher Education Annual Meeting, Denver, CO.

10. **McCallum, C.M.**; Griffin, K.; Hernandez, S.; Castillo-Montoya, M.; Negron-Gonzales, G.; Linder, C. & Hernandez, I. (2014). *Finding and embracing our place in the academy: A cohort approach to tenure*. Association for the Study of Higher Education Annual Meeting, Washington, D.C.
11. **McCallum, C.M.** (2014). *Assessment of college access and success programs and initiatives*. Symposium at the American Educational Research Association Annual Meeting. Philadelphia, PA.
12. Kidwell, K. Libarkin, J. Lucas, J. & **McCallum, C.M.** (2014). *Assessment for change: Using evidence to guide curriculum reform*. Presentation at AAC&U General Education Assessment Conference. Portland, Or.
13. **McCallum, C.M.**, McCoy, D. & Winkle-Wagner, R. (2013). Black graduate education at Historically Black Colleges and Universities: *Trends, Experiences, and Outcomes*. Symposium at the Association for the Study of Higher Education Annual Meeting. St. Louis, MO.
14. **McCallum, C.M.**, Lammers, L., Donawa, V. & Gribble, A. (2013). *Interactive theatre ensemble presents: How to communicate in mentoring relationships: Advice for mentors and mentees*. Presidential invited session at the Association for the Study of Higher Education Annual Meeting. St. Louis, MO.
15. Cardona, J.C., **McCallum, C.M.**, Posselt, J.P., & Fonseca- Bolorin G. (2010, November). *When the personal becomes professional: Critical incidents in the lives and aspirations of undergraduate students*. Round Table at the Association for the Study of Higher Education Annual Meeting. Indianapolis, IN.
16. Ingram, T. & **McCallum, C.M.** (2009, November). *Exploring the decision to attend graduate school: Expanding Hossler and Gallagher's college choice model for African Americans*. Round Table at the Association for the Study of Higher Education. Vancouver, British Columbia, Canada.

PROFESSIONAL CONFERENCE CONTRIBUTIONS

1. Callahan, C.N., Libarkin, J.C., **McCallum, C.M.**, Atchison, C.L., 2015, *The relationship between trust in mentor and career satisfaction in the Earth System Sciences*, Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p. 685.

POSTERS

1. Dominguez, G., Libarkin, J., **McCallum, C.M.**, Choudhuri, D., Sulé, T., Tornquist, W., Vasquez, E., Long, S., 2021, Mentoring 4 Life: Building mentoring skills and wellbeing among marginalized STEM graduate students: XDBER Conference (virtual: March 3).
2. **McCallum, C.M.**; Rappolee, E.; Libarkin, J. & Hurz, S. (2017). *A picture is worth a thousand words: Using drawings to explore social and cultural capital amongst STEM students*. Poster presentation at the Association for the Study of Higher Education Annual Meeting, Houston, Texas.
3. Kruz, S., **McCallum, C.**, Jaimes, P., Libarkin, J., Exploring capital in African Americans' pursuit of a STEM career. National Association of Black Geoscientist Annual Meeting. Atlanta, GA.
4. Jaimes, P., Libarkin, J. & **McCallum, C.M.** (2016). *Using Community Cultural Wealth to explore capital in minority and majority students in Earth System Science*. Geological Society of America Annual Conference. Denver: CO.

5. Kidwell, K., Libarkin, J.C., Lucas, J. & **McCallum, C.M.** (2014). *Assessment for change: Using evidence to guide curriculum reform*. Poster presentation at the Association of American Colleges and Universities conference, Portland, OR.
6. **McCallum, C.M.**, Jardeleza, S. & Libarkin, J.C. (2013). Students Perceptions of Liberal Learning. Poster presented at the Association for Institutional Research Conference, Long Beach, CA.
7. **McCallum, C.M.**, Jardeleza, S. & Libarkin, J.C. (2013). *Students perceptions of liberal learning*. Poster presented at the CREATE-ing Collaborations in STEM Education Research Mini-Conference at Michigan State University. East Lansing, MI.

FUNDED PROJECTS

Funded projects are divided into: (1) Grant Funding - awards to home institutions; and (2) External Evaluation - projects where evaluation of projects/programs was the primary focus.

GRANTS

Title	Agency	Total	Dates	Role / Details
<i>QMRA IV Interdisciplinary Vehicle for Addressing Emerging Global Health Risks</i>	NIH	\$2.5M	09/16/2020-09/15/2024	Co-PIs: Mitchell, Libarkin, Weir, Nejadhasheni, Rose
<i>Mentoring for Life: Enhancing STEM Graduate Students Well-Being</i>	NSF	\$500,000	06/01/20-05/31/23	PI, Co-Is: Turnquist, Sule
<i>Unspoken Truths; An Exploration of Graduate Students Mental Health and Well-Being</i>	NCID	\$2,500	04/01/20-09/01/20	PI
<i>Assessment of the Ann Arbor Area Community Foundation's Community Scholarship Program</i>	AAACF	\$114,480	1/14/18-11/13/22	PI; Co-PI: Libarkin
<i>The Impact of Social Capital and Mentoring in Earth System Science Workforce Development</i>	NSF CORE	\$481,795	9/1/15-8/31/20	PI: Libarkin; co PIs: Atchison; Callahan
<i>Professional Development Grant, Graduate Student Mental Health, Eastern Michigan University</i>	EMU	\$12,000	5/01/17-4/30/18	PI
<i>American College Personnel Association Faculty Grant (ACPA), Development and Validation of the Inclusive Supervision Inventory for Student Affairs</i>	ACPA	\$1,500	3/06/16-3/05/17	PI; Co-PIs: Shupp; Wilson
<i>Individual Development Award,</i>	BSU	\$1000	1/05/15-	PI

<i>Buffalo State SUNY</i>			12/01/15	
<i>Individual Development Award, Buffalo State SUNY</i>	BSU	\$1000	1/05/14- 12/01/14	PI

External Evaluation

Project	Institution / Grant (if applicable)	Dates
<i>CycloAstro-CycloCohort</i>	George Mason University	2021-2024
<i>AAACF Community Scholarship Program</i>	AAACF / see grant support	2018-2021
<i>NSF-GEOPaths-EXTRA</i>	Clemson / NSF #1540702	2015-2018

STUDENT/ACADEMIC AFFAIRS EXPERIENCE

2006-2007 Coordinator of Graduate Programs, Center for the Study of Higher and Postsecondary Education, University of Michigan. Included: Coordination of Fall Orientation and Graduate Information Day, serving of doctoral admission committees, organizing and implementing student scholarly and social activities.

2004-2006 Academic Advisor, Comprehensive Studies Program, University of Michigan. Included: Providing academic and pre-professional advisement to undergraduate students, tracking student degree progress, certifying distribution requirements, serving on the Academic Standards Board, developing workshops, and serving on staff selection committees.

2003-2004 Academic Advisor/Transfer Coordinator, Dept. of Academic Advising and Career Services, Marygrove College. Included: Serving as college transfer credit administrator, advising transfer students, determining transferability of transfer credits, monitoring students' matriculation, and providing career counseling.

2001-2003 Academic Services Officer I, School of Social Work, Wayne State University. Included: Advising current and prospective bachelor and masters degree students, coordinating orientation and recruitment activities, certifying degrees, serving Bachelor and Masters admission committees, and provided career counseling.

2000-2001 Program Coordinator, Dept. of Educational Options, Davenport University. Included: Counseling potential students for the one-year Management Leadership degree program, recruiting students for various different educational deliveries (i.e., online, accelerated), and assisting with curriculum development.

INVITED WORKSHOPS/WEBINARS

1. **McCallum, C.M. & Libarkin, J.** (2021, April). *From deficit to authentic development: reimagining preparation for prospective STEM students*. A Workshop offered at Northeastern Illinois University, Chicago, IL.

2. **McCallum, C.M.** (2021, January) *Self-Care for Qualitative Scholars working with Traumatized Populations*. The Ohio State University QualLab, Virtual Webinar
3. **McCallum, C.M.** & Shametrice Davis (2020-21, Winter). *Intergroup Dialogue for COE Dean's Commission on Equity, Diversity, and Racial Justice*. California State Long Beach, Long Beach, CA.
4. **McCallum, C.M.** & Shametrice Davis (2020-21, Academic Year). *Intergroup Dialogue for High Impact Practices at California State Long Beach: Building Racial Equity Plans*. California State Long Beach, Long Beach, CA.
5. **McCallum, C.M.** (2020, November). *Black college student mental health: What institutions need to know and do to support healing and thriving in a time of racial crisis*. National Center for Institutional Diversity and The Steve Fund, University of Michigan.
6. Wilson, A., **McCallum, C.M.**, & Shupp, M. (2020, November). *Inclusive Supervision in Student Affairs: A Model for Professional Practice*. Webinar presented for StudentAffairs.com
7. Wilson, A., **McCallum, C.M.**, & Shupp, M. (2020, January). *Inclusive Supervision in Student Affairs: A Model for Professional Practice*. Keynote address and workshop presented for faculty, administrators and student affairs professionals. Wilkes University, Wilkes-Barre, PA.
8. Wilson, A., **McCallum, C.M.**, & Shupp, M. (2019, November). *Inclusive Supervision in Student Affairs: A Model for Professional Practice*. Keynote address and workshop presented for the Division of Student Affairs, Georgetown University, Washington, D.C.
9. Wilson, A., **McCallum, C.M.**, & Shupp, M. (2019, October). *Inclusive Supervision in Student Affairs: A Model for Professional Practice*. Webinar presented for the Pennsylvania College Personnel Association (PCPA).
10. **McCallum, C.M.** & Libarkin, J. (2019, April). *From deficit to authentic development: reimagining preparation for prospective STEM students*. A Workshop offered at Northeastern Illinois University, Chicago, IL.
11. Libarkin, J., **McCallum, C.**, (2018, September). *Mentoring for diversity*. A workshop offered at REU PI Meeting, Boulder, CO.
12. Libarkin, J.; Jaimes, P.; **McCallum, C.M.**; Krus, S.; Atchison, C.L; Callahan, C. & Wiley, L. (2017, October). *Mentoring for diversity: A workshop at the Geological Sciences of America Annual Meeting*, Seattle: WA.
13. Payne-Gold, S, **McCallum, C.M.**, & Peters, P. (2010, March). *Success strategies for doctoral students of color*. Half-day workshop presented at the National Student Affairs Administrators in Higher Education Annual Meeting. Chicago, IL.
14. **McCallum, C.M.**, Hull, L.A., & Davis, C. (2006, July) *Echo Boomers: Who are they and how will they change the way we approach advising in the near future?* Department of Financial Aid. University of Michigan, Ann Arbor, MI.

INVITED SPEAKER

1. **McCallum, C.M.** (2021, March). Supporting Graduate Student Mental Health. **Panel Discussion**. Council for Graduate Students in Education, University of Pittsburgh, Virtual Panel.
2. Wilson, A., **McCallum, C.M.**, & Shupp, M. (2020, November). *Inclusive Supervision in Student Affairs: A Model for Professional Practice*. **Panel Discussion**. StudentAffairsNow.com.
3. **McCallum, C.M.** (2019). Making the Impossible Possible. **Keynote Speaker**. Oak Park Highschool Senior Pinning Ceremony. Livonia, MI.

4. **McCallum, C.M.** (2018). Mentoring: Clinical & Personal Perspectives. *Keynote Speaker*. Ann Arbor Community Foundation Community Scholarship Program Luncheon. Ypsilanti: MI.
5. **McCallum, C.M.** & Barker, M. (2017). Conducting research on the Black doctoral experience. Invited Panelist. Black Doctorates Matters (@Blackdocsmatter #BlackDocsChat)
6. Artale, P.; Helm, M.; Johnson, N.; **McCallum, C.M.**; Robinson, S.. (2017). Support and Engaging Graduate and Professional Students. Invited Panelist. ACPA Higher Ed Live. <http://higheredlive.com/supporting-engaging-graduate-professional-students/>
7. **McCallum, C.M.** (2013). Preparing for your career after graduation: Advice and lessons learned from a Post-Doc. Invited Brown Bag. Higher, Adult, & Lifelong Education Program. Michigan State University. East Lansing, MI.
8. **McCallum, C.M.**, (2012, May). Graduation Speaker, School of Education, University of Michigan, **Speech Title:** *Where Do You Draw The Line?*
9. Carter, D.F. & **McCallum, C. M.** (2008, August). Doctoral Degree Completion: Conceptual Framing. Presented to Rackham Leadership Team. University of Michigan, Ann Arbor, MI.

RELEVANT TEACHING & ADVISING

EASTERN MICHIGAN UNIVERSITY

EDLD 550 Introduction to Student Affairs. Graduate course designed to provide an introduction to the field of student affairs and familiarize new graduate students with the profession of student affairs administration.

EDLD 551 Contemporary College Students. Graduate course focused on the changing *undergraduate* lifestyle, attitudes, characteristics and demographics of today's college students.

EDLD 592 Women, Leadership and Higher Education. Graduate course which uses an experiential design to inspire and empower women to seek leadership in higher education administration by introducing theoretical, philosophical and conceptual frameworks necessary to expand and develop personal leadership plans.

EDLD 638 Assessment & Program Evaluation in Higher Education. Graduate course designed to introduce program evaluation from the conceptualization stage to the communication and presentation of findings stage.

EDLD 687 Master's Internship in Educational Leadership. Graduate course designed to provide an opportunity for the advanced graduate student to engage in sustained real work-life experiences that allow the student to progressively develop and apply their knowledge and skills in university administration.

EDLD 810 Ethics and Policy Analysis for Educational Leaders. Graduate course designed to equip the educational leader with a conceptual framework and the analytical skills needed for thinking, reflecting, and confronting ethical and philosophical issues.

EDLD 892 Qualitative Research. Graduate course that introduces doctoral students to the key elements of the qualitative research tradition as well as qualitative data-gathering methods,

narrative inquiry, research design, and interpretive analysis; including ethnography, phenomenology, case studies, grounded theory, and archival research.

BUFFALO STATE, SUNY

HEA 617 Student Development and Learning. Graduate course designed to introduce students to the foundational theories of student development and develop an understanding of these theories and how they can be applied to promote work with college students.

HEA 622 Techniques I: Counseling and Interviewing. Graduate course focused on skill development, theories of counseling, intentional interviewing, conflict resolution, and self assessment for the helping professions.

HEA 623 Techniques and Counseling for Diverse Groups and Cultures. Graduate course designed to provide the application and integration of basic counseling skills appropriate for diverse groups and cultures.

HEA 632 Vocational Development and Career Counseling. Graduate course focused on the study and application of career development theories and career counseling practices in higher education settings.

HEA 689 Methods and Techniques of Educational Research. Graduate course that introduces students to the background of educational research, the selection and development of research problems, sources of information and data, methods of educational research, and tools and techniques of educational research.

Michigan State University

ISE 820 College Student Cognition in Science. Graduate Course that introduces students to research methodologies and findings relevant to college student cognition in science disciplines

DIRECTED DISSERTATION RESEARCH

Completed

Katherine Curley, 2019, “Debunking the False Dichotomy: Developing and Applying Trans QuantCrit at the Intersection of Trans/Non-Binary Identities and Religious, Secular, and Spiritual Engagement in College.” Eastern Michigan University.

Eric Reed, 2019, 2019, “First-Year Academic Performance: A Study of Students from Urban School Districts at One Midwestern University.” Eastern Michigan University.

In-Progress

Beth Grezlak-Lee, The High School Leader and the Importance of Developing and Supporting Meaningful Student Voice. Eastern Michigan University.

Iktimal Hamed, Arab American Women in Engineering: Does Culture Influence Achievement? Eastern Michigan University.

MarcQus Wright, Examining African American Male Perceptions of Student Support Services at a Rural Midwest Predominantly White Institution. Eastern Michigan University. Julia Heck, Defining Ombuds in United States Higher Education

Tara Mager, Opportunities Await: The Impact of School Based Mentoring in Cultivating Youth Resources. Eastern Michigan University.

April Calkovsky, Social Justice and Career Development: Understanding the Common Goals.

Eastern Michigan University.

Takeelia Garret, Student Employees as First Responders During a Campus Emergency. Eastern Michigan University.

Allison Boone, The Pathway to Leadership: Exploring Alternative Ways for Women to Become Athletic Directors. Eastern Michigan University.

DISSERTATION COMMITTEE MEMBER

Completed

Alicia Apperson, (Chair: Ronald Williamson) Eastern Michigan University. Completed 2018
Amy Deitrickson, (Chair: Raul Leon) Eastern Michigan University. Completed 2018
Boris Turner, (Chair: Elizabeth Broughton) Eastern Michigan University. Completed 2018
Christine Lancaster, (Chair: Ronald Williamson) Eastern Michigan University. Completed 2018
Tashiana Bryant, (Chair: Angela Locks) California State Long Beach Completed 2019
Tamiko Garrett, (Chair: Rema Reynolds) Eastern Michigan University. Completed 2019

In-Progress

Clyde Barnett, (Chair: Ronald Williams). Eastern Michigan University
Courtney Lewis, (Chair: Ronald Flowers). Eastern Michigan University
Samantha Aaron, (Chair: Chris Robbins). Eastern Michigan University
Stacey Jackson, (Chair: Robert Carpenter). Eastern Michigan University
Amy Barnhardt, (Chair: Raul Leon). Eastern Michigan University
Shontaye Witcher (Chair: Rema Reynolds). Eastern Michigan University
Tara Kane, (Chair: Raul Leon). Eastern Michigan University
LaMarqus Howard (Chair: Rema Reynolds). Eastern Michigan University

RESEARCH EXPERIENCE

2012-2013 Academic Research Specialist, Office of the Associate Provost for Undergraduate Education: Michigan State University. *Project Leader*: Julie Libarkin
Programmatic assessment and evaluation of the Centers for Integrative Studies in Arts & Humanities, Social Science, and General Science. Includes: Developing research design, coordinating research efforts, interviewing, surveying, leading faculty liaison activities, conducting data analysis, and producing publications and memorandums.

2009-2010 Research Assistant, Office of the President for Student Affairs, University of Michigan. *Project Leader*: Malinda Matney, PhD. Included: Coordination of cross-campus student evaluations of engagement, analysis of institutional and national quantitative data for quarterly reports, and streamlining of student engagement initiatives.

2007-2009 Research Assistant, Multi-University Research Project/Program on Intergroup Relations, University of Michigan. *Project Leader*: Patricia Gurin, PhD. Included: Analysis of qualitative data, supervision of (10) undergraduate and (2) graduate students, and dissemination of data to collaborating institutions, publications.

2007-2008 Program Evaluation Coordinator, Multi-University Research Project/Program on Intergroup Relations, University of Michigan. *Project Leader*: Kelly Maxwell. Included: Coordination of National Intergroup Dialogue Institute involving 100 participants from 30 institutions, Supervision of student volunteers, contributions to the development of the institute goals and objectives, collecting revenue, and submitting financial reports.

2006-2012 Research Assistant, Bachelor and Beyond Project, University of Michigan. *Project Leader: Deborah F. Carter, PhD.*

Included: Coordination of quantitative (100 surveys) and qualitative (100 interviews, 20 focus groups) data collection, Analysis of institutional and national data, development of surveys and interview protocols for studies on freshman year transition and undergraduate research programs, dissemination of reports, training of NVIVO.

HONORS and AWARDS

2021 Student Gold Medallion Award. Eastern Michigan University

2020 Ronald W. Collins Distinguished Faculty Award, Eastern Michigan University. 2016

Outstanding Paper Award: *Using the Lens of Social Capital to Understand Diversity in the Earth System Sciences Workforce*, Journal of Geoscience Education

2015 Outstanding Reviewer, International Journal for Researcher Development.

ADJUNCT/INSTRUCTOR EXPERIENCE

2011-2012 Graduate Student Instructor, Program on Intergroup Relations, University of Michigan.

Courses: Training for Intergroup Dialogue Facilitation and Practicum for Intergroup Dialogue Facilitators. Included: Co-Instruction of 25 Intergroup Dialogue training and facilitation students, advising students individually on facilitation skills, developing new curriculum implemented in courses, developing training retreat for 50 students, and overseeing implementation of students' electronic portfolio.

2006-2009 Lecturer I, Comprehensive Studies Program, University of Michigan. *Course: Comprehensive Studies Seminar.* Included: Advising students, developing course syllabi with instructional objectives, ensuring course content was in compliance with department expectations, and evaluating student performances

2001-2008 Adjunct Faculty, Dept. of Social Sciences, Davenport University. *Courses: Introductory Psychology, Career and Education Seminar, Diversity in Society, Professional Ethics, and Introductory Sociology.* Included: Instructing interdisciplinary courses within the social sciences, developing course syllabi with instructional objectives, ensuring course content was in compliance with department expectations, directing class activities toward fulfillment of course objectives, and evaluating student performance.

SERVICE and ACTIVITIES

Eastern Michigan University

2017-Present COE Committee on Advanced Programs

2016-Present Library/Learning Resource Committee

2016-Present Department Instruction Committee

Buffalo State, SUNY

2015-Present NCAA Faculty Athletics Representative

2014 Member, Provost Search Committee

2013-2016 Member, Curriculum Committee

2013-2016 Member, RAD Scholarship Committee
2013-2016 Member, By-Laws and Graduate Program Review

Michigan State University

2013 Reviewer, NASPA Journal about Women in Higher Education 2012 Researcher,
Preparing Future Faculty for the Assessment of Student Learning Committee, Office of the
Associate Provost for Graduate Education

National Service

2017-Present Reviewer, Journal for the Study of Higher Education
2014-Present Reviewer, College Student Affairs Journal
2014-Present Reviewer, International Journal for Researcher Development. 2014-Present
Directorate Member, ACPA Commission for Graduate and Professional Student Affairs

PROFESSIONAL AFFILIATIONS

2013-2016 College Student Personnel of New York
2006-Present American College Personnel Association
2006-Present Association for the Study of Higher Education
2006-Present American Educational Research Association
2006-2009 Association of Institutional Research