

GLORIA D. CAMPBELL-WHATLEY

Associate Professor 2003)

Tenure (2001)

Initial Faculty Appointment 2003)

Program: Special Education

Department of Special Education and Child Development

University of North Carolina at Charlotte

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EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ed.D.	1989	University of Alabama	Special Education
MA	1977	University of Alabama	Special Education
BA	1975	Dillard University	Elementary Education

Licenses

State of North Carolina Professional Educator's License
M-Level Special Education General Curriculum

PROFESSIONAL EXPERIENCE

2003-Present	University of North Carolina at Charlotte Associate Professor
1996-2003	Indiana Purdue Associate Professor Assistant Professor
1995-1996	University of Wisconsin Lecturer
1991-1995	Auburn University Director, Clinical Services
1990-1991	Birmingham Board of Education Program Specialist for LD
1989-1990	Sparks Center Special Education Teacher
1975-1989	Birmingham, AL Special Education and Elementary Education Teacher

TEACHING

Spring 2016	SPED 5270	Classroom Management
	SPED 5279	Content Instruction
Summer 2016	SPED 5270	Classroom Management
Fall 2016	SPED 8673	Doctoral Seminar in Innovation in Special Education
	SPED 5270	Classroom Management

RESEARCH

PUBLICATIONS (Selected from over 51 publications)

Books

Campbell-Whatley, G. D., Hancock, D., & Dunaway, M. (2016). *A school leader's guide to implementing the common core: Inclusive practices for all students*. Routledge/Taylor and Francis Group: New York, NY.

Campbell-Whatley, G. D., & Lyons, J. (2013). *Leadership Practices for Special and General Educators*. Merrill-Prentice Hall, Columbus, Ohio.

Articles

Campbell-Whatley, G., Merriweather, L., Lee, J., & Toms, O. (2016). Evaluation of diversity and multicultural integration training in higher education. *Journal of Applied Educational and Policy*. 2 (2), 1-14.

Booker, K., Merriweather, L., & Gloria Campbell-Whatley, G. (2016). The effects of diversity training on faculty and students' classroom experiences. *International Journal for the Scholarship of Teaching and Learning*. 10 (1) 2-7.

Booker, K. C., & Campbell-Whatley, G. D. (2015). A study of multicultural course change: An analysis of syllabi and classroom dynamics. *Journal of Research in Education*, 25, 20-34.

Patrick, C., Lo, Y., Campbell-Whatley, G.D., & Toms, O. (2015). An antecedent-based intervention package for the improvement of on-task behaviors of students with disabilities. *Illinois School Journal*.

Campbell-Whatley, G.D., Wang, C., Toms, O., & Williams, N. (2015). Factors affecting campus climate: Creating a welcoming environment. *New Waves Educational Research and Development*, 18(20), 40-52.

Toms, O. M., & Campbell-Whatley, G. (2015). Culturally responsive classrooms for African American students. In *The Sage Encyclopedia of Classroom Management*. Sage Publications. Thousand Oaks: CA.

Hutchison, C.B., Campbell-Whatley, G., & Wiggan, G. (2014). Disability by induction: Academic under-performance when out of context. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices*, 11(1), 1-8.

McKinney, S.E., Berry, R.Q., Dickerson, D., & Campbell-Whatley, G. (2014). Addressing urban high-poverty school teacher attrition by addressing urban high-poverty school teacher retention: Why effective teachers persevere. Haberman Foundation.org (Reprinted from *Education Research and Reviews*, 3(1), 1-9.

Campbell-Whatley, G.D., Lee, J., Toms, O., & Wang, C. (2012). Student perceptions of diversity and campus climate: When students speak. *New Waves - Educational Research & Development*, 15 (1), 3-22.

Shumate, L., Campbell-Whatley, G.D., & Lo, Y. (2012). Infusing culturally responsive instruction to improve mathematics performance of Latino students with specific learning disabilities. *Exceptionality*, 20 (1), 39-57.

Guest Co-Editor

Hutchison, C., Campbell-Whatley, G.D., & Wiggan, G. (2014). Guest Co-Editor. *From Prevailing Theories to Validated Practices, Special Issue*. Theme: Diversity as Friend and Foe of Teaching and Learning Processes within Multicultural Societies. *Insights on Learning Disabilities*, 1(1).

Modules /Training Manuals

Campbell-Whatley, G. (2013). Exploring intercultural awareness. Trainings on Cultural Diversity: Under the auspices of the Urban Education Collaborative <https://thecollaborative.uncc.edu/>. A Training Guide. UNC Charlotte, Charlotte, NC

PRESENTATIONS (Selected from over 75 presentations)

Keynote and Workshops

Campbell-Whatley, G.D. (August, 2014). Culturally responsive instruction and the common core curriculum standards. Summer Institute Series. Five day workshop. The University of Wisconsin, Whitewater, Wisconsin.

Guest Lecture or Invited Session(s)

Campbell-Whatley, G.D. (2014, June). Culturally and linguistically diverse children with disabilities and their families. Highly Effective Teachers in Urban Classrooms: Developing Knowledge, Awareness, and Skills Summer Institute, Charlotte, NC.

Campbell-Whatley, G.D. (2014, June). Children in urban centers and the common core standards. Highly Effective Teachers in Urban Classrooms: Developing Knowledge, Awareness, and Skills Summer Institute, Charlotte, NC.

Campbell-Whatley, G.D. (2014, June). Culturally responsive assessment. Highly Effective Teachers in Urban Classrooms: Developing Knowledge, Awareness, and Skills Summer Institute, Charlotte, NC.

Campbell-Whatley, G.D. (2014, June). Differentiation and urban strategies. Highly Effective Teachers in Urban Classrooms: Developing Knowledge, Awareness, and Skills Summer Institute, Charlotte, NC.

Campbell-Whatley, G.D. (2014, June). What is culturally responsive instruction? Highly Effective Teachers in Urban Classrooms: Developing Knowledge, Awareness, and Skills Summer Institute, Charlotte, NC.

Strands and Workshops

Campbell-Whatley, G.D., & Toms, O. (2016, April). Are You HUNGRY for a WIZARD in the TWILIGHT?: Common Core STEM Ideas for Leaders Three Hour Strand. Council for Exceptional Children Conference National Convention. St. Louis, MO.

International

Campbell-Whatley, G. (2016). STEM ideas for diverse populations with learning disabilities. 24th Annual World Conference on Learning Disabilities. London, England.

Rodriguez, D., L., K., Kea, C., Trent, S., & Campbell-Whatley, G. D. (2012). *Investigating educational aspirations of Latino/Mexican adolescents in eastern North Carolina and Mexico*. AERA National Convention, Vancouver, Canada.

National

Campbell-Whatley, G.D., & Toms, O. (2016, April). *Common Core: STEM Stamina for Setbacks in Problem-Based Learning*. Council for Exceptional Children Conference National Convention. St. Louis, MO.

Local

Campbell-Whatley, G. (2017). *Microaggression: Making the Invisible, Visible*, University of North Carolina, Charlotte, College of Education.

GRANTS AND CONTRACTS

Campbell-Whatley, G.D. (2012). Jacobs Ladder, Board Member. Directed Foundation and Family Grants. Funded, \$78,000.

Campbell-Whatley, G.D., Merriweather, L., Lee, J.A., & Toms, O. (2012). Under a grant funded by Provost Joan Lorden, An evaluation study to assess the impact of the Summer Diversity Institute on the campus community. \$9,000.

SERVICE

Insights for Learning Disabilities, Editorial Board, Consulting Editor, Reviewer

Co-Chair Conference Planning Board for the 24th Annual World Conference on Learning Disabilities, 2015-present

Jacobs Ladder Job Training Board, (Foundation and Families Director), Charlotte, North Carolina, 2010-2015

HONORS AND AWARDS

Received the General Admission Fellowship to perform inclusion research for the UNC System (17 Universities), 2016-present

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (CEC)

Division of Cultural and Linguistic Diversity of CEC

Division of Council for Administrators in Special Education CEC

National Association of Chief Diversity Officers