

Rebecca Campbell-Montalvo

EDUCATION

- 2016 **Ph.D.**, Applied Anthropology [Cultural], University of South Florida (USF)
2006 **M.A.**, Jr. College Teaching [Sociology], USF
2004 **B.A.**, Psychology, USF
2003 **A.A.**, General Studies, Pasco-Hernando State College

PROFESSIONAL APPOINTMENTS (CHRONOLOGICAL)

- 2024–Present Assistant Professor (Tenure Track), Social Medicine, USF
2023–Present Social Science Analyst, Tampa VA Research and Education Foundation
2023–2024 Assistant Research Professor, Curriculum and Instruction, UConn
2021–2023 Health Research Specialist, N. Florida/S. Georgia VA
2018–2023 Postdoctoral Research Associate, Curriculum and Instruction, UConn
2016–2018 Research Assistant II, Curriculum and Instruction, UConn
2007–2009 Program Assistant, NIH Maximizing Access to Research Careers

PART-TIME AND HONORARY LONG-TERM EMPLOYMENT AND CONSULTING

- 2022–Present Courtesy Faculty, Leadership, Policy, and Lifelong Learning, USF
2024 Consulting Anthropologist, Center for Natural Sciences, Goucher College
2023–2024 STEM Education Consultant, School of Education, Johns Hopkins University
2021–2023 STEM Education Consultant, Peabody College of Education, Vanderbilt University
2019–2023 Behavioral Healthcare and Evaluation Consultant, Beta Research Associates
2015–2016 Graduate Research Assistant, Anthropology, USF
2006–2016 Adjunct Social Science Instructor, Saint Leo University, Hillsborough Community College, and Pasco-Hernando State College
2010–2014 Graduate Teaching Assistant, Anthropology, USF

PUBLICATIONS

BOOK

Campbell-Montalvo, R. *The Latinization of Indigenous Students: Erasing Identity and Restricting Opportunity at School*. Lexington Books, 2023.

ARTICLES AND BOOK CHAPTERS CHRONOLOGICAL

Campbell-Montalvo, R., H. Cooke, C. A. S. Smith, E. Puccia, M. Hughes Miller, H. Wao, and J. Skvoretz. 2024. Que(e)rying How Professional STEM Societies' Serve Queer and Trans Engineering and Science Undergraduates. *Educational Studies*.

Campbell, T., C. Arnold, J. Barrett, N. Bompoti, **R. Campbell-Montalvo**, M. Chrysochoou, H. Cooke, B. Hyde, D. Dickson, M. Dietz, Park, B-Y. 2023. High Leverage Practices for Environment Corps (E-Corps) Courses. *College Teaching*.

Park, B-Y., **Campbell-Montalvo, R.**, Campbell, T., Hannah, C., Arnold, C., Volin, J., Chrysochoou, M., Diplock, P. 2023. Applied Environmental Teaching using Caring Pedagogy in Educational Disruptions. *Research Issues in Contemporary Education*.

Wao, H., G. Kersaint, C. Smith, E. Puccia, **R. Campbell-Montalvo**, J. Skvoretz, J. Martin, G. MacDonald, R. Lee. 2023. Examining how social networks influence women and underrepresented minority students' pursuit of engineering in university. *International Journal of STEM Education*.

Campbell-Montalvo, R., H. Jia, A. Shukla. 2022. Supporting Shared Decision Making and Home Dialysis in End Stage Renal Disease: Introducing the Practitioner’s SDM Self-assessment Checklist. *International Journal of Nephrology and Renovascular Disease*.

Campbell-Montalvo, R., *O. Sidorova (Graduate advisee), M. Valdovinos, R. Lucas, X. Cong. 2022. Healthcare access brokerage by school employees for Immigrant Mexican and Indigenous Guatemalan farmworking families in a Connecticut elementary school. *AERA Open*.

Campbell-Montalvo, R. 2022. *Saliendo Adelante: Indigenous Im/migrant Family Agency in Navigating Linguistic and Health Barriers in Educational Contexts*. In M. Strickland and L. Roy (Eds.) *Composing Storylines of Possibilities: Immigrant and Refugee Families Navigating School*. Information Age Publishing.

Campbell-Montalvo, R., G. Kersaint, C. Smith, E. Puccia, J. Skvoretz, H. Wao, J. Martin, G. MacDonald, R. Lee. 2022. How stereotypes and relationships influence women and underrepresented minority students’ fit in engineering. *Journal of Research in Science Teaching*.

*Park, B-Y., **Campbell-Montalvo, R.,** Campbell, T., *Hannah, C., Arnold, C., Volin, J., Chrysochoou, M., Diplock, P. 2022. The Development of High Leverage Practices in Environmental Sustainability-Focused, Service Learning Courses. *Environmental Education Research*.

Campbell-Montalvo, R., *H. Cooke, C. Smith, M. Hughes Miller, H. Wao, E. Puccia, M. Mayberry, J. Skvoretz. 2022. “Now I’m not afraid”: The influence of identity-focused STEM professional organizations on the persistence of sexual and gender minority undergraduates in STEM. *Frontiers in Education*.

Campbell-Montalvo, R., G. Kersaint, C. Smith, E. Puccia, *O. Sidorova, *H. Cooke, H. Wao, J. Martin, J. Skvoretz, G. MacDonald, R. Lee. 2022. The influence of professional engineering organizations on women and underrepresented minority students’ fit. *Frontiers in Education*.

Campbell-Montalvo, R., A. Lucy Putwen, L. Hill, L., H. E. Metcalf, E. L. Sims, J. W. Peters, A. N. Zimmerman, D. L. Gillian-Daniel, G. M. Leibnitz, V. A. Segarra. 2022. Scientific Societies Integrating Gender and Ethnoracial Diversity Efforts: A Meeting Report from Amplifying the Alliance to Catalyze Change for Equity in STEM Success (ACCESS+). *Journal of Microbiology & Biology Education*.

Leibnitz, G., D. L. Gillian-Daniel, R. Greenler, **R. Campbell-Montalvo,** H. Metcalf, V. A. Segarra, J. Peters, S. Patton, A. Lucy-Putwen, E. Sims. 2022. The Inclusive Professional Framework for Societies: Changing Mental Models to Promote Diverse, Equitable, and Inclusive STEM Systems Change. *Frontiers in Sociology*.

Leibnitz, G., Peters, J., Campbell-Montalvo, R., Metcalf, H., Lucy Putwen, A., Gillian-Daniel, D., Sims, E., Segarra, V. 2022. Refining a DEI assessment tool for use in optimizing professional STEM societies for gender equity. *Frontiers in Sociology*.

Campbell-Montalvo, R., **M. Malaykhan (**Undergraduate advisee), C. Smith, M. Hughes Miller, E. Puccia, M. Mayberry, J. Skvoretz, H. Wao. 2022. Sexual and Gender Minority Undergraduate Students’ Fit in STEM: Relationships and Strategies Mitigating Fit. *PLoS ONE*.

Smith, C.A.S., H. Wao, G. Kersaint, **R. Campbell-Montalvo,** P. Gray-Ray, E. Puccia, J. Martin, R. Lee, J. Skvoretz, G. MacDonald. 2021. Social Capital from Professional Engineering Organizations and Persistence of Women and Underrepresented Minority Undergraduates. *Frontiers in Sociology*.

Campbell-Montalvo, R. 2021. Linguistic Re-formation in Florida Heartland Schools: School Erasures of Indigenous Languages. *American Educational Research Journal*.

Campbell-Montalvo, R., A. Pfister. 2021. Mexican Migrant Parents' Access to School Resources and Perceptions of U.S. Schools: The Interstice of Linguistic Structural Realities and Family Cultural Backgrounds. In D. Warriner (Ed.) *Refugee Education across the Lifespan: Mapping Experiences of Language Learning and Language Use*. Springer.

Puccia, E., J. Martin, C. Smith, G. Kersaint, **R. Campbell-Montalvo**, H. Wao, R. Lee, J. Skvoretz, G. MacDonald. 2021. The influence of expressive and instrumental social capital from parents on women and underrepresented minority students' declaration and persistence in engineering majors. *International Journal of STEM Education*.

Campbell-Montalvo, R., T. Campbell, *B-Y. Park, C. Arnold, J. Volin, M. Chrysochoou, P. Diplock. 2021. E-Corps' Implementation of Environmental Sustainability-Focused Service-Learning: Conditions Supporting the Establishment of an Epistemic Community. *Journal of STEM Outreach*.

^Saldaña, Y. (^Community member), ^M. Santiago, ^A. Guevara, ^L. Mata, ^E. Morales, ^B. Salazar, ^C. Saldaña, ^A. Saldaña, **R. Campbell-Montalvo**. 2021. Indigenous Mexican Migrant Youth School Testimonios in the Florida Heartland. In L. López López, M. Tijoux, I. Mayorga (Eds.) *Interrogating the Relations between Migration and Education in the South: Migrating Americas*. Palgrave.

Skvoretz, J., G. Kersaint, **R. Campbell-Montalvo**, *J. Ware, C. Smith, E. Puccia, J. Martin, R. Lee, G. MacDonald, H. Wao. 2020. Pursuing an Engineering Major: Social Capital of Women and Underrepresented Minorities. *Studies in Higher Education*.

Campbell-Montalvo, R. 2020. Being QuantCritical of U.S. K-12 Demographic Data: Using and Reporting Race/ethnicity in Florida Heartland Schools. *Race Ethnicity and Education*.

Campbell-Montalvo, R., N. Caporale, G. McDowell, C. Idlebird, K. Wiens, K. Jackson, J. Marcette, M. Moore. 2020. Insights from the Inclusive Environments and Metrics in Biology Education and Research Network: Our Experience Organizing Inclusive Biology Education and Research Events. *Journal of Microbiology and Biology Education*.

Campbell-Montalvo, R., H. Castañeda. 2019. School Employees as Healthcare Brokers for Multiply-marginalized Im/migrant Families. *Medical Anthropology*.

REFEREED CONFERENCE PROCEEDINGS

Campbell-Montalvo, R., *Cooke, H., Smith, C., Puccia, E., Hughes Miller, M., Skvoretz, J., Wao, H. 2023. Examining Professional Engineering Societies' Systemic Inclusion of Transgender, Nonbinary, and Sexual Minoritized Undergraduates. American Society for Engineering Education Annual Conference Proceedings.

*Cooke, H., **Campbell-Montalvo, R.**, Campbell, T., Arnold, C., Chrysochoou, M., Park, B.-Y., Diplock, P. 2023. Community-University Relationships in Environmental Engineering Service-Learning Courses: Social Network Vectors and Modalities of Communication. American Society for Engineering Education Annual Conference Proceedings.

Smith, C., Skvoretz, J., **Campbell-Montalvo, R.**, Puccia, E., Kersaint, G., Martin, J., Wao, H. 2023. Examining the Experiences of Women and Underrepresented Students Who Leave Engineering Undergraduate Programs. American Society for Engineering Education Annual Conference Proceedings.

DISSERTATION

Campbell, R. 2016. Reification, Resistance, and Transformation? The Impact of Migration and Demographics on Linguistic, Racial, and Ethnic Identity and Equity in Educational Systems: An Applied Approach. Graduate Theses and Dissertations. <http://scholarcommons.usf.edu/etd/6474>

TEACHING EXPERIENCE

Graduate

UConn, Neag School of Education

Curriculum Lab: Leadership Research; Online, Face-to-Face (2018–2022)

Multicultural Education (2020)

Learning Theories; Online (2020)

Undergraduate

UConn

Low Income Families; Online (2020)

Diversity Issues; Online, Face-to-Face (2019–2020)

Individual and Family Interventions; Online, Face-to-Face (2019–2021)

Hillsborough Community College

Introduction to Sociology (2012–2016)

Social Problems (2013)

Saint Leo University

Building a Multiracial Society; Online, Face-to-Face (2013–2016)

Drugs, Society, and Human Behavior (2013)

Human Behavior Perspective (2012)

Introduction to Archaeology (2012)

The McDonaldization of Society; Online, Face-to-Face (2013–2015)

Pasco-Hernando State College

Classroom Management (2009)

Introduction to Sociology (2006–2010; 2016)

Social Problems (2010)

University of South Florida

Cultural Anthropology (2011–2013)

Introduction to Anthropology (2011–2013)

K-12 Experience/Licensure

2014–2015 Heartland High School, Woodwind Clinician

2020 Middle Grades Social Science 5–9 Florida Temporary Certificate Eligibility

MENTORING/STUDENT SUPERVISION

2024–Present April Ingram, Qualitative Public Health Researcher, Tampa Veterans Health System

2023–Present Darin Ftouni, Graduate, NF/SG Veterans Health System/University of Florida

2023–2024 Danny Sanchez, Postdoctoral, Rowan University/U. of Texas

2020–2022 Hannah Cooke, Graduate, Education, UConn

2020–2022 John McCoy, Undergraduate, Psychology, Washington University

2019–2021 Byung-Yeol Park, Graduate, Education, UConn

2019–2021 Mya Malaykhan, Undergraduate, Nursing, UConn

2019–2021 Oxana Sidorova, Graduate, Latin American Studies, UConn

2016–2019 Kelli Carter, Graduate, Integrative Biology, USF
 2017–2018 Vernessa Kingsbury, Undergraduate, Anthropology, UConn
 2016–2017 Milena Almira, Graduate, Spanish Studies, UConn
 2015 Advisor for Anthropology Minor Undergraduates, Saint Leo University

SERVICE

2024–Present Research Integrity and Compliance Reviewer, USF Health Institutional Review Board
 2024–Present Deputy Editor, *FLAGSHIP: Medical Scholarly Proceedings*
 2018–Present President, T. Damato Music and College Scholarship, Hernando High School
 2023–2024 Editorial Board Member, *Journal of Research in Science Teaching*
 2024 Ad Hoc Reviewer, *Journal of Head Trauma Rehabilitation*
 2024 Review Panelist, Chris Rogers Educational Innovation Fund, UConn
 2023 Review Panelist, National Science Foundation
 2023 Ad Hoc Reviewer, National Science Foundation
 2023 Reviewer, *BMC Public Health*
 2023 Reviewer, *Journal of Research in Science Teaching*
 2023 Reviewer, *International Journal of STEM Education*
 2022 Reviewer, *Journal of Women and Minorities in Science and Engineering*
 2022 Reviewer, *Journal of Language, Identity & Education*
 2022 Reviewer, *Journal of Ethnic and Migration Studies*
 2022 Reviewer, *Linguistics and Education*
 2021 Review Panelist, National Science Foundation
 2021 Reviewer, *Frontiers in Education*
 2021 Reviewer, *PLoS ONE*
 2021 Reviewer, *The International Indigenous Policy Journal*
 2019–2021 Reviewer, *Journal of Microbiology & Biology Education*
 2020 Reviewer, *New Solutions: Environmental & Occupational Health Policy*
 2020 Presenter, Research Connections, UConn
 2018–2019 Member, UConn Neag School of Education Equity & Social Justice Committee
 2018 Judge (Middle School Division), Connecticut History Fair
 2017 Reviewer, American Educational Research Association Annual Meeting
 2015 Reviewer, *Anthropology and Education Quarterly*
 2014–2015 Organizer, Heartland County Multicultural Fair
 2012–2015 Development Council Member, Homeless Helping Homeless, Inc.
 2010 Community Fair Presenter, Sulphur Springs Heritage Museum

RESEARCH GRANTS

Under revision PI: Segarra, V. Co-PI: **R. Campbell-Montalvo**. Modeling Diseases of Autophagy in Yeast and Society Experiences for Early Undergraduate Students (NIH \$3,300,000)

2023 PI: Ashford-Hanser, S. Co-PIs: A. Roundtree, **R. Campbell-Montalvo**. NSF INCLUDES Collaborative Change Consortia: Association of Collaborative Communities Ensuring Equity in Youth STEM+C Success, Award #2304197 (NSF \$4,800,000)

2023 PI: **Campbell-Montalvo, R.** Co-PIs: V. Segarra, E. Puccia, C. Idlebird, S. Santos. The Influence of Climate, Social Networks, and Cultural Models on the Retention of Women and Racially/Ethnically Marginalized Engineers, Award #2301217 (NSF \$912,000)

2022 Commendation, LingComm Grant 2022 Cycle

- 2019 PI: Marcette, J. Co-PIs: **R. Campbell-Montalvo**, N. Caporale, R. Harvey. Inclusive Environments and Metrics in Biology Education and Research (iEMBER). RCN UBE, Award #1919654 (NSF \$500,000)
- 2018 Co-PIs: **Campbell-Montalvo, R.**, M. Valdovinos, R. Lucas, X. Cong. “Healthcare Needs and Access for CT Migrant and Seasonal Farmworker Schoolchildren.” Collaboratory on School and Child Health, UConn (\$8,000)
- 2018 Co-PIs: **Campbell-Montalvo, R.**, M. Back, M. Valdovinos, A. Bellara. “Accuracy and Implications in Measurement of Student Data.” El Instituto, UConn (\$4,000)

AWARDS AND OTHER HONORS

- Nominated Best First Book Award, American Association for Applied Linguistics
- Nominated Marysa Navarro Best Book Prize, New England Council for Latin American Studies
- 2024 Nomination, Outstanding Book Award, American Educational Research Association
- 2023 Community Engagement Division Best Paper Award, American Society for Engineering Education
- 2023 Experiential Education and Community Engagement: Scholarship and Practice Special Interest Group Outstanding Faculty/Community Partner Award, American Educational Research Association
- 2022–2023 Scholar, NSF Quantitative Research Methods Scholars Program, University of Maryland
- 2021 UConn Provosts’ Award for Excellence in Community Engaged Scholarship
- 2021 UConn Humanities Institute Book Support Award (\$1,000)
- 2021 Provosts’ Recognition for Excellence in Teaching, UConn
- 2019 Provosts’ Recognition for Excellence in Teaching, UConn
- 2018 First Place, “The Birthplace of Errors in Educational Statistics: K-12 School Registration.” UConn Post Doctoral Data-Blitz Competition (\$1,000)
- 2018 People’s Choice Award, “The Birthplace of Errors in Educational Statistics: K-12 School Registration.” UConn Post Doctoral Data-Blitz Competition
- 2011 Alliance for Applied Educational Research in Anthropology Travel Award, USF

ADDITIONAL GRANT/RESEARCH WORK EXPERIENCE

- 2023–Present Co-Investigator, qualitative researcher, I-HEAL. Project addresses key knowledge gaps to improve access and engagement in healthcare services for veterans/service members with TBI morbidity (Department of Veterans Affairs)
- 2023–Present Co-Investigator, lead qualitative researcher, ALIGNing the Veterans and VHA Goals for equitable Kidney Failure Care (Veterans Rural Health Resource Center #16004)
- 2023–Present Co-PI and lead qualitative researcher, Association of Collaborative Communities Ensuring Equity in Youth STEM+C Success (ACCEYSS) (NSF #2304197)
- 2023–Present PI and lead qualitative and mixed methods researcher. The Influence of Climate, Social Networks, and Cultural Models on the Retention of Women and Racially/Ethnicity Marginalized Engineers (NSF #2301217)
- 2020–Present Researcher, How the Lived Experiences of African American Undergraduates Affect their Persistence in Engineering Programs (NSF #2000769)

- 2021–2024 Co-Investigator, lead qualitative researcher, Developing an evidence-based model to provide patient-centered care to rural Veterans with advanced chronic kidney disease, National Institutes of Health (Project #1I01HX002639-01A2)
- 2023 Assistant Evaluator, Homeless Opioid Users Service Engagement (HOUSE) Program
- 2019–2023 Researcher, Redefining Public Engagement at UConn: Studying the Impact of an Innovative STEM Service Learning Model (NSF #1915100)
- 2021–2023 Lead researcher, A social network analysis of impacts and access to university-community environmental partnerships. Supplemental award (NSF #1915100)
- 2017–2023 Researcher, Exploring the Effects of Academic Climate and Social Networks on STEM Undergraduates (NSF #1747583)
- 2023 Assistant Evaluator, Collaborative Research: NRT-INFEWS: Systems Training for Research ON Geography-based Coastal Food Energy Water Systems (STRONG-CFEWS) (NSF # 1735320)
- 2021–2024 Qualitative Collaborator, Explorations in Diversifying Engineering Faculty Initiative, Vanderbilt University/R-Rights, Johns Hopkins University
- 2015–2022 Researcher, Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates (NSF #1432297)
- 2019–2023 Assistant Evaluator, Recovery, Engagement, Acceptance, Compassion, Hope (REACH) (Substance Abuse and Mental Health Services Project #TI081377-01)
- 2021 Project Manager, ADVANCE Partnership: ACCESS+ Initiative to Leverage STEM Professional Societies to Accelerate Diversity, Equity, and Inclusion Systemic Change in STEM Academic Professions, WEPAN (NSF #2017953)
- 2014–2017 Ethnographer, A Florida Heartland County School District
- 2011, 2014 Supporter, USF Heritage Research Lab
- 2007–2009 Program Assistant, Maximizing Access to Research Careers Undergraduate Student Training Award in Research (NIH, NIGMS Project #5T34GM067583)

TECHNICAL REPORTS SUBMITTED TO SPONSORS AND PARTICIPANTS

Puccia, E., **R. Campbell-Montalvo**. Evaluation Final Report, 2023. Homeless Opioid Users Service Engagement (HOUSE) Final Evaluation Report and Data Summary. Submitted to the State of Maine.

Puccia, E., **R. Campbell-Montalvo**. Evaluation Final Report, 2022. Project REACH. Submitted to Maine Behavioral Health.

Puccia, E., **R. Campbell-Montalvo**. Evaluation Report for 2021-2022: The effects of interventions on opioid use and other social outcomes. Project REACH. Submitted to Maine Behavioral Health.

Puccia, E., **R. Campbell-Montalvo**. Evaluation Report for 2020-2021: Opioid use clinicians' social networking to reach clients. Project REACH. Submitted to Maine Behavioral Health.

Kersaint, G., C. Smith, **R. Campbell-Montalvo**, G. MacDonald, J. Skvoretz, R. Lee. 2019. “The Effect of Social Capital and Cultural Models on Retention and Degree Attainment of Women and Minority Engineering Undergraduates: Survey 4 and Interview 2 Findings.” Submitted to NSF, enrolled colleges.

Kersaint, G., C. Smith, **R. Campbell-Montalvo**, G. MacDonald, J. Skvoretz, R. Lee. 2018. “The Effect of Social Capital and Cultural Models on Retention and Degree Attainment of Women and Minority Engineering Undergraduates: Survey 3 Findings.” Submitted to NSF, enrolled colleges.

Kersaint, G., C. Smith, **R. Campbell-Montalvo**, G. MacDonald, J. Skvoretz, R. Lee. 2017. “The Effect of Social Capital and Cultural Models on Retention and Degree Attainment of Women and Minority Engineering Undergraduates: Survey 2 and Interview 1 Findings.” Submitted to NSF, enrolled colleges.

Kersaint, G., C. Smith, R. Lee, G. MacDonald, H. Wao, S. Brookins, **R. Campbell**. 2016. “The Effect of Social Capital and Cultural Models on Retention and Degree Attainment of Women and Minority Engineering Undergraduates: Preliminary findings from Survey 1.” Submitted to NSF, enrolled colleges.

Campbell, R. 2017. “Final Research Report: Evaluations and Recommendations for a Heartland County School District.” Submitted to and presented at local county schools and district office.

SELECTED MEDIA INTERVIEWS, COVERAGE, AND MENTIONS

- Ameral, D. “Neag School, El Instituto Host Book Talk on ‘The Latinization of Indigenous Students.’” UConn Today. January 2024.
- Hussain, E. “USF alumna investigates the erasure of Indigenous identity in schools and society.” CAS Chronicles. October 2023.
- Murray, M. “‘Talking About Staying’: Groundbreaking Study Tracks Retention Among Women, POC, LGBTQ Engineers.” UConn Today. September 2023.
- Campbell-Montalvo, R. Interview on the Latinization of Indigenous students by J.P.B. Gerald. *Unstandardized English Podcast*. June 2023.
- Society of Women Engineers. “Women in Engineering: A Review of the 2022 Literature.” 2022.
- Pagliaccio, D. “Ways to be an LGBTQIA+ Ally.” *QueerPsychNuero*. 2022.
- Osborn, C. “Improving Identification and Screening Processes for Indigenous Latinx English Learners.” The Century Foundation. August 2021.
- Korte, A. “IUSE Builds Community Around Improving Undergraduate STEM Education.” American Association for the Advancement of Science. April 2021.
- Sidorova, O., **R. Campbell-Montalvo**. “New UConn Study Finds a Range of School Employees Help Indigenous Latinx Immigrant Farmworking Families Access Healthcare.” *El Instituto News*. April 2021.
- Rincon, R. “SWE Research: Impact of STEM Academic Culture and Social Networks of LGBTQ+ Undergraduate Students.” November 2022.
- Campbell-Montalvo, R. “Rebecca Campbell-Montalvo takes the page 99 test.” *CaMP Anthropology Blog*. November 2020.
- Campbell-Montalvo, R. Interview on collecting race/ethnicity data in schools by J.P.B. Gerald. *Unstandardized English Podcast*. September 2020.
- Dion Jones, S. “\$500K NSF Grant Funds Interdisciplinary STEM Education Research.” *Neag News*. December 10, 2019.
- Doucet, F. (2019). *Centering the margins: (Re)defining useful research evidence through critical perspectives* New York: William T. Grant Foundation
- Campbell-Montalvo, R. “Ethnography in the Florida Heartland: Applications for Educators to Improve Equity for Minoritized Groups.” *Podcast by the Society for Applied Anthropology*. 2019.

- Puccia, E., C. Smith, **R. Campbell-Montalvo**, G. Kersaint. “How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates.” *Podcast by the Society for Applied Anthropology*. 2019.
- Campbell-Montalvo, R. “Health, Classroom Experiences, and Language in Florida Heartland Schools.” Live talk. Collaboratory on School and Child Health, UConn. October 10, 2018.
- Campbell, R. Interview on STEM college education for women and underrepresented groups by René Herrera and Spencer Bockover. *AnthroAlert*. USF, Bulls Radio. December 15, 2017.
- Campbell, R. Interview on education in the Florida Heartland by René Herrera and Spencer Bockover. *AnthroAlert*. USF, Bulls Radio. July 7, 2017.
- Noble, C. “This is Anthropology.” University of South Florida. 2016.
- Deubel, T. “Interview with Rebecca Campbell for Anthropological Linguistics.” USF. 2016.
- Higgins, W. “Business in the Rough.” *The Oracle*. USF. May 2014.

INVITED TALKS

Campbell-Montalvo, R. “The Latinization of Indigenous Students: Erasing Identity and Restricting Opportunity at School.” Book Reception, sponsored by the El Instituto and the Department of Curriculum and Instruction. December 7, 2023. University of Connecticut.

Campbell-Montalvo, R. “The Latinization of Indigenous Students: Erasing Identity and Restricting Opportunity at School.” Course: Latin American Migration to the United States. Center for Race, Indigeneity, and Transnational Migration. October 16, 2023. Yale University.

Campbell-Montalvo, R. “The Latinization of Indigenous Students: Erasing Identity and Restricting Opportunity at School.” Book Launch, sponsored by the Department of Anthropology, the Anthropology Graduate Student Organization, the College of Education Diversity Committee, and the Institute for the Study of Latin America and the Caribbean. September 27, 2023. University of South Florida.

Campbell-Montalvo, R. “Qualitative Research Methods and Positionality in The Latinization of Indigenous Students.” Course: Qualitative Research Methods. Department of Sociology. September 19, 2023. University of South Florida.

Campbell-Montalvo, R. (presenter), C. Idlebird, G. McDowell, R. Harvey, B. Miles, J. McCoy, T. Cole-Reed, J. Marcette (co-authors). “The Real talk of DEI in biology education research journals: An article analysis.” The Inclusive Environments and Metrics in Biology Education Research (iEMBER) Conference. June 27, 2022. Billings, MT.

Campbell-Montalvo, R. “Qualitative Thematic Analysis in Quality Improvement Research.” Shukla Nephrology Lab, Department of Veteran’s Affairs; April 21, 2023. Gainesville, FL.

Campbell-Montalvo, R. “The Role of People and Beliefs in Student Fit in STEM.” High Point University Department of Biology Innovation Collaborative for the Access of Undergraduate STEM Equity (I-CAUSE) Virtual Seminar Series 2022. February 1, 2022.

Campbell-Montalvo, R. “Supporting scientific societies in movement toward STEM equity.” American Institute of Biological Sciences 2021 Council Meeting. November 4–5, 2021.

Peters, J., **R. Campbell-Montalvo**. “Equity Environmental Scanning Tool Insights.” Amplifying the Alliance to Catalyze Change for Equity in STEM Success Annual Convening. September 9–10, 2021.

Peters, J., **R. Campbell-Montalvo**. “Mobilizing Demographic Data for Greater Equity: Collecting and using data within a STEM professional society.” Alliance to Catalyze Change for Equity in STEM Success Annual Convening. August 3–5 2021.

Campbell-Montalvo, R., C. Gopalan. “Responses to COVID-19: Adapting Classroom Teaching Techniques and Hands-On Learning to an Online Environment.” AAAS-IUSE 2021 Virtual Workshop Series. March 23, 2021.

Campbell-Montalvo, R. “Addressing the Undercounting of Indigenous Mexican Students in Florida: From School Registration to State Reporting.” Tertulia Talk hosted by El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies. November 28, 2018.

Campbell-Montalvo, R. “The Importance of Bridging the Gap between Home and School for Diverse Students.” Twitter Chat sponsored by the UConn Collaboratory for School and Child Health and the Neag School of Education using #schoolequity. October 10, 2018.

PRESENTATIONS

Workshops

Campbell-Montalvo, R. “Qualitative Analysis Workshop: Coding Veteran Nephrology and Patient Education Interview Data.” Shukla Nephrology Lab, Department of Veteran’s Affairs; July 24–27. Gainesville.

Idlebird, C., **Campbell-Montalvo, R.** “Group formation to increase the engagement of social scientists in STEM research.” Southern Sociology Society Conference 2023; April 1, 2023. Myrtle Beach.

Campbell-Montalvo, R., C. Idlebird, McDowell, G., Puccia, E., Moore, M., Marcette, J. “Collaboration Workshop: Interdisciplinary Networking for Research in Undergraduate Biology/STEM Educational Equity.” Society for Applied Anthropology Conference 2021; April 19, 2021. Virtual.

Idlebird, C., M. Moore, **R. Campbell-Montalvo**, N. Caporale. “Collaboration Session: Forming New Interdisciplinary Teams in Biology Education Research.” American Educational Research Association Meeting 2020; April 17–21. San Francisco. (Conference canceled)

McDowell, G., J. Marcette, K. Nuss, M. Moore, **R. Campbell-Montalvo**, T. Page. “Strategies for a More Inclusive Biology Classroom.” National Association of Biology Teachers Professional Development Conference 2019; November 14–17. Chicago.

Panel/Roundtable/Symposia Presentations

Nakase-Richardson R., Haun, J., Silva, M., Gilmore, N., **Campbell-Montalvo, R.**, Ryan, J. Funding implementation science in traumatic brain injury: I-HEAL, a case study. Symposium. 101st American Congress of Rehabilitation Medicine Annual Meeting, October 31–November 3, 2024. Dallas.

Campbell-Montalvo, R., Gilmore, N., Ryan, J., Nakase-Richardson, R. How to leverage engagement to enhance research rigor and foster translational success in healthcare access: Adapting, reciprocating, and measuring engagement with vulnerable populations. Symposium. 101st American Congress of Rehabilitation Medicine Annual Meeting, October 31–November 3, 2024. Dallas.

*Cooke, H., **R. Campbell-Montalvo**, T. Campbell, B-Y. Park, C. Arnold, J. Volin, M. Chrysochoou, P. Diplock. “Strengthening Community-based Learning in Higher Education: Developing High Leverage Practices in Environmental Service-Learning Courses.” Paper presented at the Locally and Culturally Relevant Resources for Promoting Environmental Education Roundtable Session at the American Educational Research Association Meeting 2022; April 21–26. San Diego.

Puccia, E., **R. Campbell-Montalvo**. “The Impact of Social Capital on Women and Underrepresented Minority Engineering Undergraduates’ Success.” Panel on Applying Anthropology in Education: Diversity, Equity, and Inclusion in Undergraduate STEM Majors. Society for Applied Anthropology Meeting 2022; March 22–26. Virtual.

*Cooke, H., **R. Campbell-Montalvo**, E. Puccia. “The Influence of Professional Engineering Organizations on Women and Underrepresented Minority Students’ Fit.” Panel on Applying Anthropology in Education: Diversity, Equity, and Inclusion in Undergraduate STEM Majors. Society for Applied Anthropology Meeting 2022; March 22–26. Virtual.

Campbell-Montalvo, R., Puccia, E. “Sexual and Gender Minority Undergraduates’ Relationships and Strategies for Managing Fit in STEM.” Panel on Applying Anthropology in Education: Diversity, Equity, and Inclusion in Undergraduate STEM Majors. Society for Applied Anthropology Meeting 2022; March 22–26. Virtual.

Marcette, J., E. Puccia, **R. Campbell-Montalvo**. “Increasing Networking Opportunities and Cross-Discipline Research in Diversity, Equity, and Inclusion in Biology Education.” Panel on Applying Anthropology in Education: Diversity, Equity, and Inclusion in Undergraduate STEM Majors. Society for Applied Anthropology Meeting 2022; March 22–26. Virtual.

*Cooke, H., **R. Campbell-Montalvo**, E. Puccia. “‘Now I’m not afraid’: The Influence of Identity-Focused STEM Professional Organizations on the Persistence of Sexual and Gender Minority Undergraduates in STEM.” Panel on Applying Anthropology in Education: Diversity, Equity, and Inclusion in Undergraduate STEM Majors. Society for Applied Anthropology Meeting 2022; March 22–26. Virtual.

Campbell-Montalvo, R. (Co-chair), Idlebird, C., McDowell, G., Marcette, J. (Co-chair), Harvey, R. “Social Science Perspectives in Biology Education Research: Present or Absent?” iEMBER: New Research Collaborations to Address Inequality panel. Society for Applied Anthropology Meeting 2021; March 23–27. Virtual.

R. Campbell-Montalvo (Chair), G. Kersaint, C. Smith, E. Puccia, J. Martin, H. Wao, J. Skvoretz, G. MacDonald, R. Lee. “The Effects of Stereotypes and Relationships on Women and Underrepresented Minority Students’ Fit in Engineering.” Women, Minority, and LGBTQPIA+ Undergraduates’ Experiences and Success: STEM Academic Climate and Social Capital panel at the American Educational Research Association Meeting 2021; April 9–12. Virtual.

M. Malaykhan, **R. Campbell-Montalvo (Chair), C. Smith, M. Hughes Miller, M. Mayberry, J. Skvoretz, H. Wao. “Sexual and Gender Minority Undergraduate Students’ Fit in STEM: Relationships and Mitigation Strategies.” Women, Minority, and LGBTQPIA+ Undergraduates’ Experiences and Success: STEM Academic Climate and Social Capital panel at the American Educational Research Association Meeting 2021; April 9–12. Virtual.

Skvoretz, J., C. Smith, M. Hughes Miller, M. Mayberry, **R. Campbell-Montalvo** (Chair), H. Wao. “Dimensions of Support Networks of Sexual and Gender Minority STEM Undergraduates: An Exploratory Study.” Women, Minority, and LGBTQPIA+ Undergraduates’ Experiences and Success: STEM Academic Climate and Social Capital panel at the American Educational Research Association Meeting 2021; April 9–12. Virtual.

Skvoretz, J., G. Kersaint, C. Smith, **R. Campbell-Montalvo** (Chair), E. Puccia, H. Wao, J. Martin, R. Lee, G. MacDonald. “Entry and Pipeline Social Capital Impacts on Women and Underrepresented Minority Student Persistence in Engineering.” Women, Minority, and LGBTQPIA+ Undergraduates’ Experiences and Success: STEM Academic Climate and Social Capital panel at the American Educational Research Association Meeting 2021; April 9–12. Virtual.

Smith, C.A.S., H. Wao, G. Kersaint, **R. Campbell-Montalvo** (Chair), P. Gray-Ray, E. Puccia, J. Martin, R. Lee, J. Skvoretz, G. MacDonald. “How Social Capital Acquired through Professional Engineering Organizations Affects Women and Underrepresented Minority Undergraduates’ Persistence.” Women, Minority, and LGBTQPIA+ Undergraduates’ Experiences and Success: STEM Academic Climate and Social Capital panel at American Educational Research Association Meeting 2021; April 9–12. Virtual.

Puccia, E., J. Martin, C. Smith, G. Kersaint, **R. Campbell-Montalvo** (Chair), H. Wao, R. Lee, J. Skvoretz, G. MacDonald. “How Social Capital from Parents Affects Women and Underrepresented Minority Students’ Persistence in Engineering Majors.” Women, Minority, and LGBTQPIA+ Undergraduates’ Experiences and Success: STEM Academic Climate and Social Capital panel at the American Educational Research Association Meeting 2021; April 9–12. Virtual.

Campbell-Montalvo, R., A. Pfister. “Language as an Arbiter to School Resources for Latino Im/migrants in the Florida Heartland.” Contested Identities, Challenged Baselines: Child Welfare as a Contemporary Contact Zone panel at the Society for Applied Anthropology Meeting 2020; March 17–21. Albuquerque. (Conference canceled)

Campbell-Montalvo, R. (Co-chair). “Ethnography in the Florida Heartland: Applications for Educators to Improve Equity for Minoritized Groups.” Applying Anthropology in Education: Addressing Equity from K-College (National Association for the Practice of Anthropology) panel at the Society for Applied Anthropology Meeting 2019; March 19–23. Portland.

Puccia, E. (Co-chair), C. Smith, **R. Campbell-Montalvo** (Co-chair), G. Kersaint. “How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates.” Applying Anthropology in Education: Addressing Equity from K-College (National Association for the Practice of Anthropology) panel at the Society for Applied Anthropology Meeting 2019; March 19–23. Portland.

Campbell-Montalvo, R. “Raciolinguistic Registrations: How Context and Ideology Shape Student Language, Race, and Ethnicity Categorizations Schools Record and Use.” Raciolinguistic Repertoires in Chicanx and Latinx Lives panel at the American Anthropological Association Meeting 2018; November 14–18. San José.

Campbell-Montalvo, R. (Discussant). Applying the Anthropological Imagination: Adapting Anthropology for Resistance and Resilience panel. American Anthropological Association Meeting 2018; November 14–18. San José.

Campbell-Montalvo, R. “Linguistic and Racial (Re)formation of Indigenous Mexicans in the U.S.: Evidence and Implications for K-12 Schools.” Globalizando la inclusión y la equidad: una (otra) mirada a las políticas educativas panel. Latin American Studies Association Meeting 2018; May 22–26. Barcelona, Spain.

Paper Presentations

Segarra, V., Chou, C., Campbell-Montalvo, R. “The Social Mechanisms and Impact of the Faculty in Residence Program at Goucher College.” The Inclusive Environments and Metrics in Biology Education Research (iEMBER) Conference. June 9–11, 2024. Orangeburg.

Campbell-Montalvo, R. “The Latinization of Indigenous Students: Erasing Identity and Restricting Opportunity at School.” Applied Linguistics Association of Australia Conference 2023; November 19–21. Wollongong, Australia.

Campbell-Montalvo, R. “Naming and Understanding How Latinx Students’ Language and Race are Erased in Schools in the Contexts of Migration.” New England Council of Latin American Studies Annual Meeting 2023; November 10–11. Worcester.

Campbell-Montalvo, R., *Cooke, H., Smith, C., Puccia, E., Hughes Miller, M., Skvoretz, J., Wao, H. “Examining Professional Engineering Societies’ Systemic Inclusion of Transgender, Nonbinary, and Sexual Minoritized Undergraduates.” American Society for Engineering Education Annual Conference 2023; June 25–28. Baltimore.

Cooke, H., **Campbell-Montalvo, R.**, Campbell, T., Arnold, C., Chrysochoou, M., Park, B.-Y., Diplock, P. “Community-University Relationships in Environmental Engineering Service-Learning Courses: Social Network Vectors and Modalities of Communication.” American Society for Engineering Education Annual Conference 2023; June 25–28. Baltimore.

Smith, C., Skvoretz, J., **Campbell-Montalvo, R.**, Puccia, E., Kersaint, G., Martin, J., Wao, H. “Examining the Experiences of Women and Underrepresented Students Who Leave Engineering Undergraduate Programs.” American Society for Engineering Education Annual Conference 2023; June 25–28. Baltimore.

Cooke, H., **Campbell-Montalvo, R.**, Smith, C., Puccia, E., Hughes Miller, M., Mayberry, M., Wao, H., Skvoretz, J. “The Differential Impact of Professional Societies on Transgender and Nonbinary Students Compared to Sexual Minorities.” American Educational Research Association Annual Conference 2023; April 13–16. Chicago.

Cooke, H., **Campbell-Montalvo, R.**, Smith, C., Arnold, C., Campbell, T., Volin, J., Chrysochoou, M., Diplock, P. “Interrogating Consequential Education Research: Exploring Social Networks Connecting Communities with a University Environmental Service-Learning Program.” American Educational Research Association Annual Conference 2023; April 13–16. Chicago.

Campbell-Montalvo, R. “The Latinization of Indigenous Students: Erasing Linguistic Identity and Restricting Opportunity.” American Educational Research Association Annual Conference 2023; April 13–16. Chicago.

Park, B-Y., **Campbell-Montalvo, R.**, Campbell, T., Cooke, H., Arnold, C. (2023). High leverage practices in environmental service learning courses. Association for Science Teacher Education (ASTE) Conference, Jan 11-14, 2023. Salt Lake City.

Campbell-Montalvo, R. “Articulating the concept of linguistic re-formation to advance work on raciolinguistic enregisterment: How Florida schools re-formed Náhuatl into Spanish during enrollment.” 15th biennial High Desert Linguistics Society conference; November 11–13. Albuquerque, NM/Virtual.

Campbell-Montalvo, R. “How students’ linguistic identities are understood at school in the Deep South.” Southern Sociology Society Meeting 2023; March 29–April 1. Myrtle Beach.

Campbell-Montalvo, R. “Theoretical and applied implications of linguistic and racial re-formation of Indigenous Latinx students in Florida.” American Association for Applied Linguistics Meeting 2023; March 18–23. Portland.

Campbell-Montalvo, R., J. Skvoretz, G. Kersaint, C. Smith, E. Puccia, J. Martin, H. Wao, G. MacDonald, R. Lee. “Cultivating Equitable Engineering: Cultural Models of Engineering Success and Undergraduate Degree Program Persistence Across Groups.” The American Educational Research Association Meeting 2022; April 21–26. San Diego.

Campbell-Montalvo, R. “The Role of Social Networks and Fit in Women, Minority, and LGBTQIA+ Students' Persistence in STEM.” Education for Justice: The 2nd Annual Anchin Center Conference. University of South Florida College of Education. October 15–17, 2021. Tampa.

Campbell-Montalvo, R. “Identity Articulation amongst Diverse K-12 Students and Educators: Negotiation, Resistance, and Reification in Elementary School Classrooms.” Society for Applied Anthropology Meeting 2021; March 23–27. Virtual.

Campbell-Montalvo, R. “Identity Re-formation during School Registration: Theorizing on Change and Erasure in Identity-Codification by the State.” Latin American Social and Public Policy Meeting 2020; October 15–17. Pittsburgh. (Conference postponed)

Mayberry, M., M. Hughes Miller, C. Smith, **R. Campbell-Montalvo**, H. Wao. “Transgender and gender non-binary STEM students: Academic climate and persistence.” The 2020 Biennial Conference on Chemical Education; July 18–23, 2020. Corvallis. (Conference canceled)

Campbell-Montalvo, R. “Negotiating Identifications of Language Use among Families coming from Mexico to U.S. Schools: Making Order through Linguistic Re-formation of Latino American Indian Languages as Spanish.” Language Policy Forum 2020; May 7–8. Cambridge, United Kingdom. (Conference canceled)

Campbell-Montalvo, R., C. Smith, M. Hughes Miller, M. Mayberry, H. Wao. “LGBTQPIA+ Undergraduates’ Use of Social Networks and Identity Management to Navigate STEM Culture.” Society for Applied Anthropology Meeting 2020; March 17–21. Albuquerque. (Conference canceled)

Mayberry, M., M. Hughes Miller, C. Smith, **R. Campbell-Montalvo**, H. Wao. “Transgender and gender non-binary STEM students: Academic climate and persistence.” Southeast Regional Meeting of the American Chemical Society 2019; October 20–23. Savannah.

Mayberry, M., M. Hughes Miller, C. Smith, **R. Campbell-Montalvo**, H. Wao. “Academic Climate, Social Networks and Identity Management among Transgender and Gender Non-Binary STEM Students.” The Society for the Study of Social Problems Meeting 2019; August 9–11. New York.

Hughes Miller, M., C. Smith, M. Mayberry, **R. Campbell-Montalvo**, H. Wao. “Queer in STEM in the South: Locating Undergraduate Narratives of Inclusion and Marginalization.” Southeastern Women’s Studies Association Meeting 2019; March 7–9. Oxford.

Campbell-Montalvo, R. “The Need to Reevaluate the Use and Purpose of Home Language Surveys: Current School Practices Undermeasure Indigenous Mexican Languages.” Georgetown University Round Table 2019 at Georgetown University; March 29–April 1. Washington, D.C.

Campbell-Montalvo, R., H. Castañeda. “The Importance of Language Representation as School Employees Broker Health Care for Multiply-Marginalized Migrant Families.” Georgetown University Round Table 2019 at Georgetown University; March 29–April 1. Washington, D.C.

Campbell-Montalvo, R. “Linguistic Re-formation of Indigenous Mexican Student and Parent Languages in Florida Heartland Schools.” Anthropological and Applied Linguistics session at Linguistic Society of America Meeting 2019; January 3–6. New York.

Campbell, R. “(Mis)Defining Language in the Educational Institution: How Heartland Schools and the Florida Department of Education (Mis)Serve Students by (Mis)Categorizing Linguistic Identity.” The American Anthropological Association Annual Meeting. November 29–December 3, 2017. Washington, D.C.

Campbell, R. “Analyzing Classroom Discourse: The Construction of (Sub)Standard Speech and Linguistic Variance.” Society for Applied Anthropology 72nd Meeting. March 27–31, 2012. Baltimore.

Campbell, R. “Analyzing Classroom Discourse: The Construction of (Sub)Standard Speech and Linguistic Variance.” American Anthropological Association Annual Meeting. November 16–20, 2011. Montreal, Quebec.

Campbell, R., M. Chavez. “An Investigation of the Extent to which Dialect Awareness is Taught to Future Educators.” Society for Applied Anthropology 71st Meeting. March 29–April 2, 2011. Seattle.

Campbell, R. “The Requirement of Standard English in U.S. Schools: Set-Up or Set-Back?” National Association of African American Studies & Affiliates 2010 Conference; February 8–13. Baton Rouge.

Campbell, R. “Incongruence in Theory and Practice: Black English Vernacular as used in Society and Education.” Association for Humanist Sociology Conference 2009; November 13–16. New Orleans.

Poster Presentations

Nakase-Richardson R, Sevigny M, Hanks R, Hammond F, Rabinowitz A, Martin A, Ryan J, Tweed A, Haun J, Silva MA, **Campbell-Montalvo R**, Gilmore N, Hoffman J. “Access to Evidence-Based Behavioral Health Interventions for Chronic Pain Post TBI Through Identification of Barriers that Inform A Multi-Modal Implementation Strategy: A NIDILRR and VA TBI Model System Collaborative Study.” Annual Military Health System Research Symposium 2024; August 26-29. Kissimmee.

Moore M, Kempthorne L, Radwan C, Corrigan J, Gilmore N, **Campbell-Montalvo R**, Ryan JL, Silva MA, Haun J, Nakase-Richardson R. “Engaging Family Members, Veterans and Service Members with experience of Traumatic Brain Injury (TBI) in Research: Strategies from the Improving Health Care Access and Engagement for Veterans and Service Members with TBI Morbidity (IHEAL) Program Award.” Annual Military Health System Research Symposium 2024; August 26-29. Kissimmee.

Nakase-Richardson R, Haun J, Moore M, Bogner J, Kretzmer T, Dams O'Connor K, Silva M, Coulter J, Hoffman J, Martin A, Goldschmidt D, Miles S, Pagulayan KF, Mellick D, **Campbell-Montalvo R**, "Improving Health Care Access and Engagement for Veterans and Service Members with TBI Morbidity (IHEAL): A CDMRP Focused Program Award Implementation Science Grant." Annual Military Health System Research Symposium 2024; August 26-29. Kissimmee.

Haun J, Nakase-Richardson R, Moore M, Bogner J, Kretzmer T, Dams O'Connor K, Silva MA, Coulter J, Hoffman JM, Martin A, Goldschmidt D, Miles S, Pagulayan KF, Mellick D, **Campbell-Montalvo R**, "Improving Access to Care for Service Members and Veterans with Traumatic Brain Injury Using a Partner-Engaged Human Centered Design Approach: A CDMRP Focused Program Award Implementation Science Grant." Annual Military Health System Research Symposium 2024; August 26-29. Kissimmee.

Gilmore, N., Benzinger, R., Bogner, J., **Campbell-Montalvo, R.**, Coulter, J. Dams-O'Connor, K., Corrigan, J., Goldschmidt, D., Hoffman, J. Kempthorne, L., "Applying Engagement and Implementation Science Methods to Improve Health Care Access and Engagement for Veterans and Service Members with TBI Morbidity." VA Research Day 2024; May 15, Tampa.

Campbell-Montalvo, R., "An Adapted, Innovative Design Approach for a Participant-Informed Focus Group Guide and Protocol for Veterans with TBI." VA Research Day 2024; May 15, Tampa.

Marcette, J., **R. Campbell-Montalvo**, C. Idlebird, R. Harvey, E. McBride, G. McDowell, L. Martinez, M. Moore, E. Puccia. "Inclusion in Biology Education: Building Community and Forming Research Collaborations Through A Novel Networking Strategy." Undergraduate Biology Education Research Gordon Research Conference. June 25-30, 2023. Lewiston.

Campbell-Montalvo, R., *H. Cooke, C. Smith, M. Hughes Miller, H. Wao, E. Puccia, M. Mayberry, J. Skvoretz. "Supporting LGBTQIA+ undergraduate STEM student persistence: Changing structures to promote success." The Inclusive Environments and Metrics in Biology Education Research (iEMBER) Conference. June 27, 2022. Billings.

*Cooke, H., **R. Campbell-Montalvo**, T. Campbell, B-Y. Park, C. Arnold, J. Volin, M. Chrysochoou, P. Diplock. "Learning environmental sustainability in community spaces through E-Corps: The establishment of an epistemic community." The American Educational Research Association Meeting 2022; April 21-26. Virtual.

Marcette, J., **R. Campbell-Montalvo**, C. Idlebird, E. Puccia, G. S. McDowell. "Inclusion In Biology Education: Building Community and Forming Research Collaborations Through A Novel Networking Strategy." The American Society for Cell Biology and Excellence in the Life Sciences 2021 Meeting; December 11. Virtual.

*Sidorova, O., **R. Campbell-Montalvo**, M. Back. "Accuracy and Implications in Measurement of Student Data (AIMS): How Language, Race/ethnicity, and Migrant Status are Constructed in Schools." Center for Behavioral and Education Research 9th Annual Graduate Research Symposium. May 9, 2019. Storrs.

Campbell-Montalvo, R., C. Smith, M. Hughes Miller, M. Mayberry, H. Wao. "Navigating Undergraduate STEM Spaces as LGBTQIA+: The Use of Micro-Defenses to Fit In." Society for Applied Anthropology Meeting 2019; March 19-23. Portland.

Campbell, R., H. Castañeda. “School Employees as Healthcare Brokers for Multiply-Marginalized Im/migrant Families.” UConn Collaboratory on School and Child Health Encore Conference. September 24, 2018. Hartford.

Kingsbury, V., **R. Campbell, C. Smith. “The Impact of Fit Cultivated by Language on the Degree Retention and Attainment of Women and Underrepresented Minorities in Undergraduate Engineering Programs.” Frontiers Undergraduate Student Research Conference. April 14, 2018. Storrs.

Kersaint, G., C. Smith, G. MacDonald, R. Lee, H. Wao, J. Skvoretz, K. Reeves, J. Martin, **R. Campbell**, E. Puccia, J. Ware. “The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates.” National Science Foundation EHR Core Research PI Meeting. September 25–26, 2017. Alexandria.

Campbell, R., H. Castañeda. “School Employees as Healthcare Brokers for Multiply-Marginalized Im/migrant Families.” UConn Collaboratory on School and Child Health Encore Conference. September 18, 2017. Hartford.

Campbell, R. “Diversity and Educational Inclusion and Equity in Migration: Reification, Resistance, and Transformation of Linguistic, Racial, and Ethnic Identity—An Applied Approach.” Southern Sociological Society Meeting 2017; March 29–April 1. Greenville.

Kersaint, G., C. Smith, H. Wao, G. MacDonald, R. Lee, J. Skvoretz, K. Reeves, J. Martin, **R. Campbell**, E. Puccia, J. Ware. “Inclusion and Equity of Engineering Diversities: Social Capital, Cultural Models, and Success of Women and Minority Engineering Undergraduates.” Southern Sociological Society Meeting 2017; March 29–April 1. Greenville.

Kersaint, G., C. Smith, G. MacDonald, R. Lee, J. Skvoretz, K. Reeves, J. Martin, **R. Campbell**, S. Brookins. “Using social capital and cultural model theories to guide research on the retention and degree attainment of women and minority engineering undergraduates.” American Educational Research Association Annual Meeting 2016; April 8–12. Washington, D.C.

Campbell, R. “Reifying and Resisting Constructions of Race, Ethnicity, and Language at the Elementary School Level in a Nonmetropolitan New Destination.” American Anthropological Association Meeting 2015; November 17–22. Denver.

Campbell, R. “Examining Linguistic and Cultural Experiences of Students in a Florida County’s Schools.” Society for Applied Anthropology Meeting. March 18-22, 2014. Albuquerque, NM.

Campbell, R. “Linguistic Borders: A Qualitative and Quantitative Analysis of Learning about Linguistic Variation, Language Ideologies, and Identity in School: A Synthesis of Pilot Data for Dissertation Preparation.” American Anthropological Association Meeting. November 20–24, 2013. Chicago.

Campbell, R. “Pilot Research Steps Examining What American K-12 Students Are Taught about Linguistic Variation, Standard Language Ideologies, and Identity: Preparing for a School Ethnography.” American Anthropological Association Meeting. November 14–18, 2012. San Francisco.

LANGUAGE PROFICIENCY

Spanish: Advanced reading, intermediate speaking, and intermediate writing proficiencies

CURRENT AND FORMER PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- American Anthropological Association
- American Congress of Rehabilitation Medicine
- American Educational Research Association
- Applied Linguistics Association of Australia
- Association for Humanist Sociology
- Beta-Research Associates, Inc.
- Center for Research, Evaluation, Assessment, and Measurement, USF
- Collaboratory on School and Child Health, UConn
- Editorial Board, Journal of Research in Science Teaching
- El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies, UConn
- Explorations in Diversifying Engineering Faculty Initiative, Vanderbilt
- Inclusive Environments and Metrics in Biology Education and Research (iEMBER)
- Innovation Collaborative for the Access of Undergraduate STEM Equity, Goucher
- Institute for Collaboration on Health, Intervention, and Policy (InCHIP), UConn
- Latin American Studies Association
- Linguistic Society of America
- National Association for Research in Science Teaching
- National Association of African American Studies and Affiliates
- New England Council of Latin American Studies
- Racial Revolutionary and Inclusive Guidance for Health Throughout STEM, Johns Hopkins
- Society for Applied Anthropology