

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Camille M. Wilson, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees:

Ph.D. 2001 University of California, Los Angeles in Urban Schooling
M.S. 1996 University of Michigan, Ann Arbor in Educational Studies
B.S. 1995 Whittier College in Political Science

Professional Record:

2014–present Associate Professor, Educational Studies, University of Michigan
2012-2014 Associate Professor, Educational Leadership and Policy Studies, Wayne State University
2009-2012 Associate Professor, Department of Educational Leadership and Cultural Foundations, University of North Carolina at Greensboro
2011 Visiting Scholar, School of Education, University of West Indies, Cave-Hill
2003-2009 Assistant Professor, Department of Educational Leadership and Cultural Foundations, University of North Carolina at Greensboro
2001-2003 Research Coordinator, Institute for Democracy, Education, & Access, University of California, Los Angeles
2000-2001 Research Associate/Evaluator, UCLA Outreach Evaluation Team
1998-2000 Research Associate for UCLA Charter School Evaluation Team for the National Education Association
1997-1998 Research Associate for UCLA Charter School Study of 10 California School Districts
1997-1998 Research Associate for New York University Charter School Study (Los Angeles affiliate)
1997 Substitute Teacher, Corinne A. Seeds University Elementary School and Assistant/Substitute Teacher, Sinai Akiba Academy. Los Angeles, CA
1996 Administrative Intern to Assistant Superintendent of Curriculum & Instruction, Office of Voluntary Desegregation, Compton Unified School District, Compton, CA
1995-1996 Program Assistant, Minority Student Services and Recruitment, School of Education, University of Michigan, Ann Arbor
1995 High School Journalism Instructor, Department of Health and Human Services, Marin County, CA

Summary of Evaluation:

Teaching: At the University of Michigan, Professor Wilson has taught a variety of courses, including a special topics course (EDUC 737, “Critical Race Methodologies for Qualitative Research”), a core Master’s course (EDUC 645, “Education and Cultural Studies”), and a

required doctoral course (EDUC 792, “Qualitative Methods in Educational Research”). The “Critical Race Methodologies” course did not exist in the School of Education before Professor Wilson joined the University of Michigan faculty; yet, it was a course that graduate students clamored for and a course that other top schools offer. Professor Wilson filled a void and has provided students with access to cutting-edge approaches to research through this course. Professor Wilson is developing a course proposal for this to become a regular School of Education course offering. In addition, Professor Wilson’s teaching of “Education and Cultural Studies” has strengthened our master’s level offerings. This course provides MA students with one of the few opportunities they have to directly address and explore issues of equity, diversity, and social justice in education and therefore to develop a more sophisticated understanding of educational issues. Finally, Professor Wilson has taken on “Qualitative Methods.” This is a time-consuming and essential class that requires an intensive amount of reading and feedback for instructors. Professor Wilson’s attention to equity and marginalized populations orients students to ethical conduct and an appreciation of multiple perspectives as they learn research methods. In addition to these courses, Professor Wilson also describes courses that she created or revamped at the University of North Carolina, Greensboro. The School of Education appreciates the depth and range of what Professor Wilson has to offer our students to support the school’s priority focus on diversity and equity.

Professor Wilson has clearly been an effective advisor and mentor as well, working with both master’s and doctoral students. In her short time at the School of Education, Professor Wilson has already joined four dissertation committees, four preliminary exam committees, and taken on four doctoral advisees (with whom she meets biweekly) and six master’s advisees (with whom she meets monthly). Professor Wilson also continues to mentor four students in weekly meetings as part of her research team. Professor Wilson regularly invites graduate students to co-author and co-present work, providing additional important learning and career advancement opportunities for students.

Research: Professor Wilson’s work is situated in the nexus of scholarship on educational leadership, community engagement, and urban education. She approaches these issues from a critical qualitative perspective. Her work closely links research to practice and is the kind of public scholarship valued by the University of Michigan. Professor Wilson’s work draws on sociocultural, feminist, and critical race theories to frame the experiences of families and communities with schools and to investigate the work of school leaders, as well as to study the role of gender in school engagement, and structural racism in schools. Professor Wilson’s work draws attention to African American families and communities as well as other diverse stakeholders who have been persistently underserved in urban settings. Professor Wilson’s work has unique contributions: the salience of race and racial inequality in shaping the questions she asks and the ways she approaches them, the role of women caregivers as central to her investigations of family and community, the integration of school-family engagement into educational leadership research, and the development of theory based on rich empirical data grounded in the perspectives of families and community members of color. Professor Wilson pays attention to her role as a researcher and takes care to avoid common pitfalls of research in underserved communities, such as marginalizing research participants further by decontextualizing, oversimplifying, or overlooking them.

Professor Wilson has a strong record of scholarly activity since she was first promoted to associate professor in 2009 at the University of North Carolina, Greensboro. Since 2009, she has not only served as a guest editor for special issues of two major journals, but also published a book, eleven articles in peer review journals, and ten book chapters. Professor Wilson was sole or first author for nine of the eleven peer reviewed journal articles. Three of her journal articles and three book chapters were co-authored with doctoral students. She also has six new articles either under review (one) or in progress (five). In addition, Professor Wilson has given presentations at twenty-two national or international conferences, many of them at the American Educational Research Association (AERA—the premier professional organization in education), or the University Council for Educational Administration (UCEA—an international consortium of research institutions with master and doctoral level programs in educational leadership and administration). Professor Wilson has given invited talks in the U.S. and abroad fourteen times since 2009, participates in two collaborative research networks, is a member of three research advisory boards, and has made several media appearances. Professor Wilson just won a grant from the Spencer Foundation to support a current project in Detroit and has two additional grants in development.

Recent and Significant Publications:

- Wilson, Camille M. (2015a). Refusing Detroit's public school failure: African American Women's educational advocacy and critical care strategies versus politics of disposability. *Education Policy Analysis Archives*, 23(125), 1-33.
- Wilson, Camille M. (2015b). Enacting critical care and transformative leadership in schools highly impacted by poverty: An African-American principal's counter narrative. *International Journal of Leadership in Education: Theory & Practice*, 1-21. Online first at: DOI: 10.1080/13603124.2015.1023360
- Wilson, Camille M. & Horsford, S.D. (Eds.) (2014). Advancing equity and achievement in America's diverse schools: Inclusive theories, policies, and practices. New York: Routledge.
- Wilson, Camille M., Ek, L.D., & Douglas, T.M.O. (2014). Recasting border crossing politics and pedagogies to combat educational inequity: Experiences, identities, and perceptions of Latino/a immigrant youth. *The Urban Review*, 46(1), 1-24.

Service: Professor Wilson's service both within the School of Education and to her broader academic community has been both valued and valuable. Within her current department, she has led her unit's revision of the doctoral concentration in Foundations and Policy, a challenging endeavor that required achieving consensus among a faculty who approach foundational issues from an array of perspectives. Evidence of the respect the broader faculty has for Professor Wilson is that after only one year at the School of Education, the faculty elected her to the SOE Executive Committee for a three-year term. At the university level, Professor Wilson has participated in important initiatives such as Vice Provost Sellers's UM-Detroit Educational Pipeline Committee and President Schlissel's National Service and Policy Engagement Committee. Professor Wilson has also given keynote addresses to graduate students at different UM events. In the few years that Professor Wilson has been at UM, people have sought her advice and counsel, and she has provided leadership at multiple levels and in different ways.

In her service to the profession, Professor Wilson has participated in two national committees for the American Educational Research Association: as a leader of the Affirmative Action Committee for Division A (Administration, Organization, and Leadership) and a member of Division A's Executive Committee. She also participated in other AERA committees (e.g., Division G (Social Context of Education) Award Committee, Publications Committee for the Leadership for Social Justice Special Interest Group). In addition, she has mentored underrepresented doctoral students through the University Council for Educational Administration's Barbara L. Jackson Scholar Program, served on the Editorial Board or Board of Directors for three journals, and reviewed manuscripts for 19 journals as well as grant submissions (including the Spencer Foundation and the National Center for Institutional Diversity at UM).

External Reviewers:

Reviewer A: "The quality of her work and its contribution and impact on the field is also impressive. While I have not had the opportunity to know or work with Dr. Wilson, her reputation among scholars in educational leadership and urban education is considerable."

Reviewer B: "Dr. Wilson has established an excellent record of research and scholarship, having published numerous breakthrough articles, book chapters, and a well recognized edited volume with Sonya Horsford on equity and achievement in diverse schools. She has an established national reputation around issues of school-family engagement and particularly the role of African American families as educational decision makers in significant part because her works have appeared in elite refereed journals of educational research."

Reviewer C: "The thoughtful rigorous consideration and theorization of school-family-engagements undertaken *together* with notions of leadership fills a critical void."

Reviewer D: "As a result of developing solidly conceptualized pieces like those included, Dr. Wilson has really impacted how we think in educational leadership and policy, especially relative to school-family-community engagement and transformative educational leadership. In fact, her studies of school-family-engagement, which she carries out as a critical qualitative researcher, remind us to consider power relations in education and the epistemology and meaning-making of diverse students, families, communities, and educators."

Reviewer E: "Her scholarship is situated, interestingly, at the boundaries of several important knowledge domains within the broader study of social justice and educational leadership as a critical educational scholar. Her juxtaposition of rich theoretical work and careful rigorous qualitative research is compelling and powerful in its contribution to theory. The core of Dr. Wilson's scholarship is the application of theoretically powerful, interdisciplinary frameworks that bring together several strands of important educational, historical and cultural practices to inform the critical questions that she asks. In doing so, she addresses important social justice issues and challenges researchers, educators, and practitioners in their everyday practice to attend to their maintenance of the status quo or their commitments to equity and educational change."

Reviewer F: “This is clearly a healthy level of scholarly productivity that should warrant promotion... She has lived up to her promise and gives every indication that she will continue to be a productive scholar for the foreseeable future... Dr. Wilson continues to work very productively as an Associate Professor and has produced, in my opinion, quality work worthy of promotion to the level of full.”

Reviewer G: “Dr. Wilson Cooper’s scholarship has made a powerful contribution to our understanding of the racial and gendered dynamics surrounding parental involvement specifically and school-community relations writ large. Her scholarship has played a significant role in shifting the national discourse on school community relations from one that focused exclusively on ‘parental involvement’ to one that addressed more robust understandings of ‘family engagement.’ There is no doubt that the impact of her scholarship has been powerful, and that her future research trajectory will continue to evolve in the years to come.”

Summary of Recommendation: Professor Wilson has established herself as a thoughtful, dedicated, and effective teacher. Her colleagues view her service to both the School of Education and to the broader field as meaningful and important. As a scholar, Professor Wilson has integrated school-family-community engagement and educational leadership research. In the process, she has offered new ideas for how researchers and educators can think about school leadership and school-family-community engagement in high poverty communities and communities of color. Her research is widely recognized and has forged a path for practitioners and researchers to address and investigate issues of educational equity and justice in urban settings. It is with the support of the School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Camille M. Wilson for promotion to professor of education, with tenure, School of Education.



Elizabeth Birr Moje
George Herbert Mead Collegiate Professor,
Arthur F. Thurnau Professor, and Interim Dean
School of Education

May 2017