

## MADHABI CHATTERJI, Ph.D.



Madhabi Chatterji, Ph.D., M.Ed., B.Sc. (Hons.) is Professor of Measurement, Evaluation, and Education at Columbia University's Teachers College, where she founded and directs the Assessment and Evaluation Research Initiative (AERI, [www.tc.edu/aeri](http://www.tc.edu/aeri)). An award-winning and internationally-recognized methodological scientist and educationist, she has taught at the advanced graduate level, and mentored doctoral and post-doctoral researchers, for 30+ years. Her 100+ publications include over 50 peer-reviewed articles in top-tier academic and scientific journals, peer-reviewed books, edited volumes, policy papers and technical reports. Her academic interests lie in the areas of: instrument design, validation, validity and test use issues; evidence standards and improved methodologies for Evidence-Based Practices in education, health, and psychology fields; standards based education reforms; educational equity; and cognitively-based models of diagnostic, classroom assessment for closing students' learning gaps.

As a public intellectual, Professor Chatterji has spoken out on test misuses and adverse consequences of high stakes assessments in education through op-eds and blogs in *Education Week*. She has served on numerous international and national advisory panels and journal editorial boards, including those of flagship journals of the American Educational Research Association (AERA) and the National Council on Measurement in Education. Her membership on an Institute of Medicine expert consensus committee (now the National Academy of Sciences, Engineering and Medicine) led to new evidence standards for decision-making in obesity prevention, and a systems-based framework for evidence synthesis.

Professor Chatterji is a frequently invited speaker at international conferences and forums sponsored by governments, non-governmental organizations and universities overseas. Notable awards/recognitions include a Fulbright Research Scholar Award (2008), an AERA Outstanding Publication Award (2004), an AERA Outstanding Reviewer recognition (2006), a Distinguished Paper Award from the Florida Educational Research Association (1993), and Reviewer Recognitions from the *Journal of Graduate Medical Education* (2012, 2013) and *Studies in Educational Evaluation* (2019). She is currently working on her next book, where she argues for, and presents a user-centered assessment design model (Guilford Publishers, NY, in press).

For her full profile and CV at the Teachers College, Columbia University site, please see:

<https://www.tc.columbia.edu/faculty/mb1434/>