

# Andrew M. Camp

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## Professional Experience

<i>Lecture Series Coordinator</i>	2021-Present
Department of Education Reform University of Arkansas - Fayetteville, Arkansas	
<i>Graduate Research Assistant</i>	2020-Present
Department of Education Reform University of Arkansas - Fayetteville, Arkansas	
<i>School Leadership Committee Chair</i>	2018-2020
Stuttgart High School - Stuttgart, Arkansas	
<i>Quiz Bowl Team Coach &amp; Coordinator</i>	2017-2020
Stuttgart High School - Stuttgart, Arkansas	
<i>Mathematics Instructor</i>	2017-2020
Stuttgart High School - Stuttgart, Arkansas	
<i>Rising Leaders Cohort</i>	2017
Teach For America & KIPP Partnership - Arkansas	
<i>Life Science Instructor</i>	2015-2017
Blytheville High School - Blytheville, Arkansas	
<i>Teach For America Corps Member</i>	2015-2017
Teach For America - Arkansas	

## Education

Ph.D., Education Policy, <i>University of Arkansas</i>	expected 2024
M.S., Educational Leadership, <i>University of Arkansas</i>	2019
B.S., Sociology, <i>University of Nebraska</i>	2015

## Publications

### PEER REVIEWED PUBLICATIONS

**Camp, A. M.**, and Zamarro, G. (*In Press*). Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis. *Educational Researcher*.

### WORKING PAPERS & RESEARCH BRIEFS

Zamarro, G., **Camp, A. M.**, Fuchsman, D., and McGee, J. (2021). Understanding how COVID-19 has Changed Teachers' Chances of Remaining in the Classroom. [EDRE Research Brief No. 2021-01](#).

**Camp, A. M.,** and Zamarro, G. (2021). Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis. [EdWorkingPaper: 21-374](#).

#### POPULAR PRESS

Zamarro, G., **Camp, A. M.,** Fuchsman, D., and McGee, J. (2021). Pandemic prompts more teachers to consider early retirement or new career. [The Conversation](#).

Zamarro, G., **Camp, A. M.,** Fuchsman, D., and McGee, J. (2021). How the pandemic has changed teachers' commitment to remaining in the classroom. [The Brookings Institution](#).

**Camp, A. M.,** and Zamarro, G., (2021). For Minority Families, Returning to In-Person Learning Might Be More Complex than Just Reopening Schools. [Education Next](#).

Zamarro, G., and **Camp, A. M.** (2021). Returning to In-Person Learning Might be More complex than Simply Re-Opening Schools for Minority Families. [The Evidence Base at USC](#).

*Additionally, research has been cited in the New York Times' education newsletter and The 74 Million as well as republished by The Australian Times and Quartz.*

#### Conference Presentations

**Camp, A. M.,** and Zamarro, G. (2021, March 17-19). *Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis*. Paper presentation at the 46th Annual Association for Education Finance and Policy Conference. Virtual Conference.

**Camp, A. M.,** and Zamarro, G. (2021, March 4-5). *Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis*. Paper presentation at the 2021 Current Innovations in Probability-based Household Internet Panel Research. Virtual Conference.

#### Research In Progress

##### *New Evidence of Teacher Sorting from a Nationally Representative Sample*

Previous research has established a teacher quality gap following socio-economic and racial divisions in U.S. schools. However, these studies have relied upon proxies that are poorly correlated with student outcomes. Using nationally representative survey data, I assess evidence of teacher sorting using novel proxies for teacher quality such as conscientiousness and cognitive ability.

##### *School Policies, Teacher Dispositions, and Burnout During the COVID-19 Pandemic*

Despite experiencing much higher levels of job-related stress during the COVID-19 pandemic, there is little evidence that teachers are exiting the profession or changing positions at higher rates than they did prior to the pandemic. This research examine how school policies and teacher dispositions may attenuate intentions to leave using nationally representative survey data.