Updated October 31, 2023

**MADHABI CHATTERJI, Ph.D.**



Madhabi Chatterji, Ph.D., M.Ed., B.Sc. (Hons.) is the Professor Emerita of Measurement, Evaluation, and Education at Columbia University’s Teachers College (TC) where she founded and directs the Assessment and Evaluation Research Initiative, a center dedicated to promoting meaningful use of assessment-evaluation information to improve equity and the quality of practices and policies in education, psychology and the health professions (AERI, [www.tc.edu/aeri](http://www.tc.edu/aeri)). She retired from TC on August 31, 2022, following almost 22 years of service.

An award-winning and internationally recognized methodologist and educationist, Chatterji has taught and mentored numerous doctoral students and post-doctoral researchers over her 35+ year career. Her “signature course” at TC was *Instrument Design and Validation*, which drew participants pursuing advanced graduate and professional degrees in various fields, including students and faculty from other universities in and around New York City. Her added academic interests include: improving methods and technical standards for Evidence Based Practices (EBP); standards based education reforms; educational equity; and cognitively-based proximal models of diagnostic assessment for detecting and closing students’ learning gaps across the lifespan. Her 100+ publications on these themes, to date, include over 50 refereed articles in top-tier academic journals, two peer-reviewed books, multiple edited volumes and special issues of journals, policy briefs, blogs and numerous technical reports. Refereed publications with the largest volume of scholarly citations to date, include: her prior assessment book, *Designing and Using Tools for Educational Assessment* (2003, Allyn & Bacon/Pearson) and articles in *The Journal of Educational Psychology* (2006), *Educational Researcher* (2004/05 and 2008), *Review of Educational Research* (2002); *Journal of Learning Disabilities* (1994); *Journal of Outcome Measurement* (1997); *Educational and Psychological Measurement* (1998;1999; 2002) and the *American Journal of Evaluation* (2007).

A public intellectual, Professor Chatterji has spoken out frequently on the limitations of large-scale, standardized tests and the adverse social consequences of misused high stakes, educational assessments. Her long-standing scholarly interests lie in instrument design, validation, validity and test use issues, the central thrust of her forthcoming 12 chapter-textbook: *User-Centered Assessment Design: An Integrated Methodology for Diverse Populations and Settings* (Guilford Publishers, NY, in press). Chatterji’s policy briefs and a book-length guide on educational testing, “*A Consumer’s Guide to Testing Under the Every Student Succeeds Act (ESSA): What Can the Common Core and Other Assessments Tell us?*” were published by the National Education Policy Center (NEPC) where she is a Fellow, and via op-eds and blogs in the *Education Week*. Her membership as a methodological scientist 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, multi-method framework for evidence synthesis and evidence generation to address major public health problems (published in the Health Education and Behavior, 2014). She has served on numerous international and national advisory panels and journal editorial boards in measurement-evaluation, including flagship journals of the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME).

Professor Chatterji’s notable list of recognitions, includes a Fulbright Research Scholar Award (2007-08) for studies examining gender equity issues in primary schools of selected Bengali-speaking regions in India and Bangladesh; an Outstanding Publication Award (2004) from the American Educational Research Association (AERA, 2004) for her lead article in the Educational Researcher, titled*: Evidence on “What Works”—An Argument for Extended Term Mixed Methods Evaluation Designs*; a Distinguished Paper Award from the Florida Educational Research Association (1993) for demonstrating the combined utility of Rasch and confirmatory factor analysis models to examine the dimensionality and construct validity of test-based data (published in the Journal of Outcome Measurement, 1997); and Reviewer Recognitions from the Educational Researcher and the AERA publications committee (2006), Journal of Graduate Medical Education(2012, 2013) and Studies in Educational Evaluation(2019). At her center, AERI at TC, Professor Chatterji served as Principal Investigator (PI) or Co-PI on numerous projects supported by competitive research grants from the National Science Foundation, the Stemmler Fund of the National Board of Medical Examiners, various non-profit/state/federal government agencies, including the Educational Testing Service, and most recently, the William T. Grant Foundation and Spencer Foundation. Chatterji is a frequently invited speaker at international conferences and forums sponsored by governments, non-governmental organizations and major national universities in the U.S. and abroad. Most recently, she served as Co-Editor of *Quality Assurance in Education,* an international peer-reviewed journal in educational evaluation. She hopes to continue as an active member of the Faculty Steering Committee of the Columbia Global Centers, a select cadre of university-wide scholars with an international reach and impact of their work.

Prior to joining TC, Chatterji was an Assistant Professor at the Department of Educational Measurement and Research at the Dept./College of Education, University of South Florida (1996-2000), and Specialist/Supervisor of Research and Evaluation Services at the Pasco County School System in Florida (1988-1995). She emigrated to the U.S. as a doctoral student in January, 1985 with her then-young daughters following shortly after. They are now settled permanently in the U.S. as naturalized citizens.

*Note:* Madhabi Chatterji’s academic degrees and scholarly publications prior to December, 2000 are listed under the name, Madhabi Banerji; from 2001 onwards, they are under her current name, Madhabi Chatterji.