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## **EDUCATION**

Ph.D. The University of North Carolina at Chapel Hill (UNC-CH), Education, Culture Curriculum, and Change (CCC)  
M.A. UNC-CH, Education, CCC  
B.A. Wake Forest University, Sociology (major) & History (minor)  
Certificate Ludwig-Maximilians Universität in Munich, Germany & UNC-CH, Global Education and Development Studies Program

## **PROFESSIONAL EXPERIENCE**

7/2020-present Program Associate Director, Institute of African American Research – Student Learning to Advance Truth and Equity (IAAR-SLATE), UNC-CH, Chapel Hill, NC  
1/2017- present Research Assistant Professor, Department of Public Policy, UNC-CH, Chapel Hill, NC  
9/2016- present Faculty Member, Research Institute for Scholars of Equity (RISE), North Carolina Central University, Durham, NC  
8/2014- present Owner & Lead Consultant, EdAdvisor, LLC  
7/2015-12/2016 Research Associate, Education Policy Initiative at Carolina, Chapel Hill, NC  
5/2013-6/2015 Post-Doctoral Research Fellow, Education Policy Initiative at Carolina, Chapel Hill, NC  
7/2011-1/2013 Dropout Prevention Specialist, Communities In Schools of Durham, Durham, NC  
5/2009-1/2013 Research Analyst, Communities In Schools (CIS) of Durham, Durham, NC  
10/2005-7/2007 Teacher, The Dubois Center, Wake Forest, NC

### *Areas of Expertise*

Environmental disruptions to schooling, Impact of natural disasters on marginalized communities, Education policy, & Mixed-methods research

## **HONORS**

2018 Junior Faculty Development Award

## BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP

### I. Refereed articles (\* denotes each author contributed equally)

- Davis, C.R.** (forthcoming). The destructive long-term impact of natural disasters on Black and Brown schooling communities. *Oxford Research Encyclopedia of Education*.
- Davis, C.R.**, Cannon, C., & Fuller, S.C. (2021). The storm after the storm: The long-term lingering impacts of hurricanes on schools. *Disaster Prevention and Management*.
- Davis, C.R.**, Grooms, J., Ortega, A., Rubalcaba, J. (2020). Distance learning and parental mental health: *Educational Researcher*. \*
- Griffard, M., **Davis, C.R.**, Fuller, S.C., & Bortot, C.C. (2020). What can educators expect when students return to school? *AASA Journal of Scholarship & Practice*, 77(9), 28-29.
- Cannon, C., **Davis, C.R.**, & Fuller, S.C. (2020). Preparing for the next disaster: Understanding how hurricanes affect educators & schooling. *AASA Journal of Scholarship & Practice*, 17(2), 6-15.
- Davis, C.R.** (2017). Tracing the mobilization efforts of Freedmen and fearful Whites for “equal” schooling. *Negro Education Review*, 68(1-4), 6-29.
- Davis, C.R.** (2017). “Why are the Black kids always being suspended?” An examination of a school district's attempt to reform a faulty suspensions policy through community conversations. *The School Community Journal*, 27(1), 159-180.

### II. Manuscripts under review (\* denotes each author contributed equally)

- Davis, C.R.**, Griffard, M.R., Burton, A., Kaneria, K., Sabin, G., Weinberg, J., & Barnes, T. (under review). “A Band-Aid to a problem that’s going to be persistent”: How social place attachment informs rural residents’ perceptions of disaster relief efforts from natural hazards. *Journal of Disaster Risk Reduction*
- Cannon, C., **Davis, C.R.**, & Long, R. (under review). Educators’ first line of defense against mental health disruptions following a natural hazard: *Leadership and Policy and Schools*. \*
- Davis, C.R.**, Cannon, C., & Fuller, S.C. (under review). Back to school: the disruptive effects of hurricanes on school operations and reopening. *Natural Hazards Review*.
- Davis, C.R.**, Baker, C.N., Osborn, J., Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (under review). Understanding teacher self-efficacy to address students’ social-emotional needs in the COVID-19 pandemic. *Urban Education*.
- Davis, C.R.**, Hartman, H., Méndez, D., Méndez, J., Norton, T., Sexton, J., & Turner, M. (under review). First-generation college students persisting through college during a pandemic: *AERA Open*. \*
- Davis, C.R.** (under review). We are the advocates, we are the engagement: American Indian educators’ strategies on engaging students, families, and communities. *Journal of Indigenous Research*.

### III. Manuscripts in progress (\* denotes each author contributed equally)

Ortega, A., **Davis, C.R.**, Grooms, J., & Rubalcaba, J. (in preparation). How schools can build trust and meet expectations: *AERA Open*.\*

**Davis, C.R.**, Griffard, M.R., Koo, D., & Russell, L. (in preparation). Recovery fatigue following repeated natural disaster exposure: *Organization & Environment*

Hartman, H., **Davis, C.R.**, Méndez, D., Méndez, J., Norton, T., Sexton, J., & Turner, M. (in preparation). The impact of the COVID-19 pandemic on first-generation college students: *Sociological Spectrum*.

### IV. Invited articles & book chapters

**Davis, C.R.**, Cannon, S., Fuller, S., & Long, R. (2019). Lessons learned: Helping students and school personnel recover from disaster. *Research Counts: Children and Disaster Special Collection*, 1, 20-22. <https://hazards.colorado.edu/news/research-counts/lessons-learned-helping-students-and-school-personnel-recover-from-disaster>

**Davis, C.R.**, Fuller, S., Cannon, S., & Long, R. (2019). On the road to routine: Disruptions and recovery after hurricanes. *Research Counts: Children and Disaster Special Collection*, 1, 22-24. <https://hazards.colorado.edu/news/research-counts/on-the-road-to-routine-disruption-and-recovery-after-hurricanes>

Fuller, S.C., & **Davis, C. R.** (2016). The characteristics and education outcomes of American Indian students in grades 6–12 in North Carolina (REL 2017–202). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <https://files.eric.ed.gov/fulltext/ED570482.pdf>

### V. Policy briefs and evaluation reports

**Davis, C.R.**, Griffard, M., Long, R., Turner, M., Hartman, H., Sexton, J., Norton, T., Méndez, D., & Méndez, J. (2021). College persistence during a pandemic: Supporting First-generation College Students to graduation. Chapel Hill, NC: UNC Public Policy.

**Davis, C.R.**, Méndez, J., Méndez, D., Norton, T., Hartman, H., Sexton, J., & Turner, M. (2021). Facing COVID-19: An assessment of First-generation College Students' persistence to graduation during a pandemic. All sites report – summary of fall 2020 data collection. Chapel Hill, NC: UNC Public Policy.

**Davis, C.R.**, Méndez, J., Méndez, D., Norton, T., Hartman, H., Sexton, J., & Turner, M. (2021). Facing COVID-19: An assessment of First-generation College Students' persistence to graduation during a pandemic. Individual university reports (UNC-CH, the University of Pittsburgh, Bucknell University, Rowan University, & Florida A & M University) – summary of fall 2020 data collection. Chapel Hill, NC: UNC Public Policy.

Fuller, S.C., **Davis, C.R.**, D'Amico, E., N'tsua, S., & Coleman, H. (2021). *GEAR UP starting points report: GEARU UP high schools*. Chapel Hill, NC: Education Policy Initiative at Carolina.

- Davis, C.R.,** Fuller, S.C., Griffard, M.K.R., & Bortot, C.K.C. (2021). *Assessing student attendance, mental health, behavior & recovery after a hurricane*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** Griffard, M.K.R., & Bortot, C.K.C., & Fuller, S.C. (2021). *The roles of schools as sites for recovery*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Fuller, S.C. & **Davis, C.R.** (2021). *Academic progress for students following a hurricane*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** (2020). *Facing COVID-19 at home: An assessment of college persistence for UNC-CH's first-generation college students*. Chapel Hill, NC: UNC Public Policy.
- Davis, C.R.,** Fuller, F., Cannon, S.R., Long, R., & Shields, J., (2019). *Lessons learned from educators on school recovery following hurricanes in Texas and North Carolina: Research brief*. Chapel Hill, NC & Austin, TX: Education Policy Initiative at Carolina & Gibson Consulting Group.
- Davis, C.R.,** Fuller, F., Cannon, S.R., Long, R., & Shields, J., (2019). *Promising practices when schools are hit by hurricanes*. Chapel Hill, NC & Austin, TX: Education Policy Initiative at Carolina & Gibson Consulting Group.
- Davis, C.R.,** Fuller, F., Cannon, S.R., Long, R., & Shields, J., (2019). *Beneficial supports for students and educators during hurricane recovery*. Chapel Hill, NC & Austin, TX: Education Policy Initiative at Carolina & Gibson Consulting Group.
- Davis, C.R.,** Ramos, S., Barnes, A., & Gitterman, D. (2018). *Gaining awareness and readiness for undergraduate programs North Carolina (GEAR UP): GEAR UP qualitative summative report 2017-18*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** (2017). *Gaining awareness and readiness for undergraduate programs—North Carolina evaluation of professional development trainings*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** (2017). *Gaining awareness and readiness for undergraduate programs—North Carolina evaluation of college-going culture & social capital*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Bastian, K., Fuller, S., **Davis, C.R.** (2017). *Durham Public School start-time: Analysis of 2017 survey results*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.,** Fuller, S., Marks, J., Wang, X., & Liu, Y. (2016). *Gaining early awareness and readiness for undergraduate programs North Carolina: Year two impact study- annual formative report*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.,** Comperatore, A.N., & Marks, J.T. (2016). *Gaining early awareness and readiness for undergraduate programs North Carolina- supplemental report: Evaluation of professional development trainings*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.,** Comperatore, A.N., Patterson-Marcinkevich, & Wang, B. (2016). *North Carolina teacher voice network: Year one evaluation report*. Chapel Hill, NC: Education Policy Initiative at Carolina.

- Davis, C.R.,** Fuller, S.C., Marks, J.T., Comperatore, A.N., Cain, J.M., Heintz, S.K., Roy, M., & Lui, Y. (2015). *Gaining early awareness readiness for undergraduate programs North Carolina (GEAR UP NC): Impact student-interim report.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.,** Bangert, L., Comperatore, A.N., & Smalenberger, M. (2015). *Teacher and principal perceptions of the North Carolina educator evaluation system: Final evaluation report.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Fuller, S.C. & **Davis, C.R.** (2015). *The schooling experience of North Carolina's American Indian students: A report on performance outcomes and educational resources for American Indian students attending middle and high schools in North Carolina public schools.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** (2015). *Teacher talks in Durham Public Schools: An analysis of teachers' comments regarding how their district can establish a culture of high expectations.* Durham, NC: edAdvisor, LLC.
- Smart, A., Bryant, L., Kellogg, S., Corn, J., Weiss, S.P., Parker, B., Rodriguez A., Walton, M., & **Davis, C.R.** (2015). *Fourth annual race to the top professional development evaluation report.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.,** Patterson-Marcinkevich, T, Smallenberger, M., Fuller, S., & Janda, L. (2014). *An evaluation of the G.R.E.A.T. program in Durham public schools.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Smith, A.A., Comperatore, A.N., Bastian, K.B., **Davis, C.R.,** & Marks, J.T. (2014). *East Carolina University teacher quality partnership grant: Interim evaluation report-year 5.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** (2014). *Snapshot of the passport to the world ... Explorers summer program.* Durham, NC: edAdvisor, LLC.
- Davis, C.R.,** Comperatore, A.N. & Parker, D. (2014). *An evaluation of the passport to the world ... Explorers summer program: Winston-Salem, NC.* Durham, NC: edAdvisor, LLC.
- Smith, A.A., Marks, J.T., Comperatore, A.N., & **Davis, C.R.** (2014). *College STAR phase II evaluation synthesis report.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.,** Fuller, S., Janda, L. & Corn, J. (2014). *North Carolina's future-ready leadership program: An overview of current data.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Weiss, P.S., Corn, J., **Davis, C.R.,** Kellogg, S., Parker, B., Rodriguez, & Smart, A. (2014). *Distinguished leadership in practice (DLP), third annual RttT evaluation report: A final summary.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Maser, R., Argueta, R., Parker, B., Stallings, T., **Davis, C.R.,** Janda, L., & Stafford, B. (2014). *Strategic staffing in North Carolina: A Summative review of local and state implementation across the race to the top period.* Chapel Hill, NC: Education Policy Initiative at Carolina.
- Smart, A., Bryant, L., Kellogg, S., Corn, J., Walton, M, Weiss, S.P., Parker, B. Patel, R., Maxfield, J., **Davis, C.R.,** & Lynn, H. (2014). *Third annual race to the top professional development evaluation report.* Chapel Hill, NC: Education Policy Initiative at Carolina.

- Barrett, N., **Davis, C.R.** & Janda, L. (2013). *State strategic staffing: Recruitment incentive for lowest-performing schools*. Chapel Hill, NC: Education Policy Initiative at Carolina.
- Davis, C.R.** (2012). *The graduation coach program evaluation*. Durham, NC: Communities In Schools of Durham.
- Davis, C.R.** (2012). *Strengthening families program: Programmatic and data summaries for Spanish-speaking families (Brogden MS, Durham school of the arts, Githens MS, & Lowes Grove MS)*. Durham, NC: Communities In Schools of Durham.
- Davis, C.R.** (2012). *Durham performance learning center summary of parent engagement evaluation*. Durham, NC: Communities In Schools of Durham.
- Richards, C.** (2011). *Durham performance learning center student and teacher evaluation*. Durham, NC: Communities In Schools of Durham.
- Richards, C.** (2011). *Incredible years data summaries and assessment tools used at Lakewood elementary school fall 2010*. Durham, NC: Communities In Schools of Durham.
- Richards, C.** (2011). *Incredible years program group leader year end-program evaluation (E.K. Powe ES, Eastway ES, Y.E. Smith ES, & Lakewood ES)*. Durham, NC: Communities In Schools of Durham.
- Richards, C.** (2011). *Strengthening families programs programmatic and data summaries fall 2010*. Durham, NC: Communities In Schools of Durham.
- Richards, C.** (2010). *Summary of incredible years and strengthening families program from fall 2009 to spring 2010*. Durham, NC: Communities In Schools of Durham.
- Richards, C.** (2010). *Durham READS evaluation 2009*. Durham, NC: Communities In Schools of Durham.

## VI. Conference presentations

- Davis, C.R.,** Lai, B., Hopkins, J, Gilbert, B., & Barnes, J. (2020). Hope for the future: Children, youth, and schools. Natural Hazards Workshop, virtual.
- Davis, C.R.** & Shields, J. (2020). *Schooling after a disaster: Examining the extent schools bounce back following Hurricanes Harvey & Matthew*. American Educational Research Association, virtual.
- Davis, C.R.** (2020). *Unwavering after the storm: Examining Black, Brown, and White communities' resistance to economic injustice through resiliency*. From Katrina to Michael: Disaster in the 21<sup>st</sup> century Circum-Caribbean Conference, Tallahassee, FL.
- Davis, C. R.** (2019). *Promising Practices for Schools Hit by Hurricanes*. Presentation at the Natural Hazards Research and Application Workshop: Researcher Meeting, Boulder, CO.
- Davis, C.R.** (2018). *North Carolina Educators' Perceptions of Hurricane Impact and School Responses*. Presentation at the Natural Hazards Research and Application Workshop: Researcher Meeting, Boulder, CO.

- Davis, C.R.** & Wang, B. (2017). *Don't let the numbers scare you: Evaluating college access programs using large-scale qualitative data*. Presentation at the Evaluation Association Annual Conference, Washington, DC.
- Davis, C.R.** (2016). *Challenging racial hierarchies: American Indians' resistance to racial stratification through segregated schooling*. Presentation at the History of Education Society Conference, Providence, RI.
- Davis, C.R.**, Cain, J.M., & Comperatore, A.N. (2016). *Building a conceptual framework for your college access program*. Presentation at the American Evaluation Association Annual Conference, Atlanta, GA.
- Davis, C.R.**, Comperatore, A.N., & Cain, J.M. (2016). *Do your homework: Action steps to combat biases while in the field*. Presentation at the American Evaluation Association Annual Conference, Atlanta, GA.
- Davis, C.R.**, Fuller, S.C., & White, C. (2015). *From data to action: Using a mixed-methods, longitudinal research evaluation for ongoing improvement in GEAR UP- North Carolina*. Presentation at the NCCEP/GEAR UP Annual Conference, San Francisco, CA.
- Davis, C.R.** & Smalenberger, M. (2015). *Should police be in schools? Investigating the impact of G.R.E.A.T. officers in a school district*. Presentation at the National Youth At-Risk Conference, Savannah, GA.
- Davis, C.R.** (2014). *Rethinking a district's suspension policy*. Presentation at the Annual Truancy, Dropout, and Delinquency Prevention Conference, San Antonio, TX.
- Davis, C.R.** (2014). *Where are the parent's voices? Using a critical framework to evaluate a district's discussion on suspension policy and practice*. Presentation at the American Evaluation Association Annual Conference, Denver, CO.
- Richards, C.** & McCurley, N. (2011). *Implementing evidence-based family strengthening programs with Spanish-speaking families*. Presentation at the PCANC Learning & Leadership Summit on Evidence Based Programs & Family Strengthening Practice, New Bern, NC.
- Richards, C.** (2010). *Transition programs assisting ninth grade at-risk Students*. Presentation at the International Conference for Academic Disciplines, Rome, Italy.
- Richards, C.** (2010). *An investigation on how transition programs have been used to bridge incoming ninth grade at-risk students*. Presentation at the International Conference of Education Research and Innovation, Madrid, Spain.
- Richards, C.** & Lavery, B. (2010). *Reversing the summer reading loss through Durham READS*. Presentation at the Raising Achievement and Closing Gaps Conference, Greensboro, NC.
- Richards, C.** (2010). *Durham READS*. Presentation at the 22<sup>nd</sup> Annual At-Risk Youth National Forum, Myrtle Beach, SC.
- Richards, C.** & Levene, E. (2009). *Reversing summer reading loss through Durham READS*. Presentation at the Read. Write. Act. 2<sup>nd</sup> Annual National Virtual Conference at the Student Coalition for Action in Literacy Education.

## VII. Invited presentations at local, state, national, and international meetings

- Davis, C.R.,** Berke, P., & Griffard, M. (June 2021). Targeting support strategies for underrepresented neighborhoods likely impacted by natural hazards. The National Advisory Council (NAC) – FEMA, virtual.
- Davis, C.R.,** del Rfo, K.L., Daniels, F. (May 2021). Systemic racism: Disasters expose it - how do we address it? Center for Disaster Philanthropy. Panel guest, virtual. <https://youtu.be/fJU9cO8jP3k>
- Davis, C.R.** & Overstreet, S. (March 2021). *Assessing teacher efficacy during the COVID-19 pandemic in New Orleans, Louisiana.* The North Carolina Governor's Office. Virtual.
- Davis, C.R.** (March 2021). *Moving from research to practice: A reflection hurricanes, schools, and stakeholders.* Carolina Population Center. Webinar.
- Davis, C.R.** (February 2021). *Facing COVID-19 at School: First-gen students persisting through college during a pandemic.* Center for First-generation Student Success – NASPA. Webinar.
- Davis, C.R.,** Hartman, H., Norton, T., Sexton, J, Sutton, J., & Turner, M. (February 2021). *Interdisciplinary research panel: How COVID-19 has impacted students across the country.* Flying First: First-generation Symposium Rowan University. Panel guest, virtual
- Davis, C.R.** (February 2021). *The Impact of disasters on mental health for educators & students.* The University of Michigan. Guest speaker, virtual.
- Davis, C.R.** (January 2021). *Facing COVID-19: A look at First-generation college students' experiences on campus.* Elevating First-Generation Success: Exploring, examining, and elevating the First-generation college experience for University of Southern Maine Faculty & Staff. Delivered Keynote Address, virtual.
- Davis, C.R.** (December 2020). *First-generation college students facing the coronavirus pandemic.* North Carolina Scholars Strategy Network (NC SSN), virtual.
- Davis, C.R.** (June 2020). *Considering past & current environmental disruptions on educators' mental health.* The University of Chicago - Trauma Responsive Educational Practices Project (TREP Project), virtual.
- Davis, C.R.,** Fuller, S.C. (November 2019). *Promising practices for schools after a hurricane.* Webinar.
- Davis, C.R.,** Fuller, S.C., & Cannon, S.R. (November 2019). *The impact of hurricanes on schooling in North Carolina and Texas rural communities.* United States Department of Education, Washington, DC.
- Davis, C.R.,** (September 2019). *An investigation of hurricane impact on schooling.* Social science speaks, Howard W. Odum Institute for Research in Social Science, Chapel Hill, NC.
- Davis, C.R.,** (September 2019). *Improving preparedness and recovery for schooling communities.* Panel guest - Science to help in disasters: Panel discussion of the present and future of disaster science, The National Science Foundation, Alexandria, VA.



- Davis, C.R.** (February 2019). *Educators' assessment of hurricane impact and their quest for normalcy following a disaster*. North Carolina State Climate Office, Raleigh, NC.
- Davis, C.R.**, Fuller, S.C. (October 2018). *From disaster to recovery: Educators' perception of hurricane impact on schooling and school response*. Federal Emergency Management Agency [FEMA], Washington, DC.
- Davis, C.R.** (June 2018). *Self-care: Managing stress and anxiety in graduate school*. Panel guest - Moore Undergraduate Research Apprentice Program - Graduate Professional Development Workshop, Chapel Hill, NC.
- Davis, C.R.** (April 2018). *Understanding the blue devil in Durham, NC*. The National Humanities Center, Durham, NC.
- Davis, C.R.** (March 2018). *Empowering students through culturally responsive teaching*. Musical Empowerment, Chapel Hill, NC.
- Davis, C.R.** (February 2018). *Bias, power, & privilege, oh my: Understanding ourselves in a culturally responsive classroom*. Duke-UNC Consortium for Middle East Studies—Middle East and African Cultures Teacher Fellowship, Chapel Hill, NC.
- Bastian, K.C., Fuller, S.C., & **Davis, C.R.** (September 2017). *Perceptions of school start-time changes in Durham Public Schools*. Durham Public Schools, Durham, NC.
- Davis, C.R.** (May 2017). *Facing ourselves in the field: Action steps on how to combat personal bias in evaluation*. American Evaluation Association Coffee Break, Virtual Presentation.
- Davis, C.R.** (March 2016). *Meeting the needs of diverse learners through improving our own awareness*. Building bridges: cultural respect and equity in the classroom, Chapel Hill, NC.
- Davis, C.R.** & Fuller, S.C. (March 2016). *Leaving school behind: Causes and predictors of dropping out from a local, national, and international perspective*. Collaborative Conference on Student Achievement, Greensboro, NC.
- Fuller, S.C. & **Davis, C.R.** (November 2015). *The experiences of North Carolina's American Indian students: A report on performance outcomes and educational resources or American Indian students attending middle and high schools in North Carolina public schools*. North Carolina State Board of Education & the Department of Public Instruction, Raleigh, NC.
- Davis, C.R.**, Patterson-Marcinkevich, T., & Smalenberger, M. (February 2015). *An Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program in Durham Public Schools*. Durham Public Schools, Durham, NC.
- Stallings, T. & **Davis, C.R.** (July 2014). *Strategic staffing in North Carolina: A summative review of state and local implementation across the Race to the Top period*. Department of Public Instruction, Raleigh, NC.
- Davis, C.R.**, Pittman, D., McGowan, T., Bell, K. (February 2014). *Community Conversations*. Support Services Committee. Durham Public Schools, Durham, NC.

Barrett, N., **Davis, C.R.** & Janda, L. (July 2013). *State strategic staffing: Recruitment incentive for lowest-performing schools 2012-13 evaluation report*. Department of Public Instruction, Raleigh, NC.

**Richards, C.** (November 2010). *Addressing summer reading loss for 3<sup>rd</sup> grade students*. University of Porto, Portugal.

## VIII. Products of engaged scholarship

“Remote learning and parental mental health.” Research Minutes: Educational Research & Policy Podcast, Podcast, 2/4/21. <https://www.researchminutes.org/episode/remote-learning-and-parental-mental-health/>

“Understanding college persistence for First-generation college students living through COVID-19.” Center for First-Generation Student Success, Blog, 9/8/2020. <https://firstgen.naspa.org/blog/understanding-college-persistence-for-first-generation-college-students-living-through-covid-19>

“How is COVID-19 hitting first generation college students?” Interview on *WUNC The State of Things*, 8/28/20. <https://www.wunc.org/post/how-covid-19-hitting-first-generation-college-students>

“First-Generation students and college persistence during COVID-19.” CONVERGE: Natural hazards center, research agenda, 6/19/2020. [https://converge.colorado.edu/v1/uploads/images/first\\_generation\\_students\\_and\\_college\\_persistence\\_during\\_covid\\_19-1594514908517.pdf](https://converge.colorado.edu/v1/uploads/images/first_generation_students_and_college_persistence_during_covid_19-1594514908517.pdf)

“As schools respond to COVID-19, we can learn from teachers affected by natural disasters.” *EdNC* op-ed, 4/20/2020. <https://www.ednc.org/perspective-as-schools-respond-to-covid-19-we-can-learn-from-teachers-affected-by-natural-disasters/>

“Because hurricanes aren’t going away any time soon and schools must continue to function.” *Why Social Science* blog, 1/26/2020. <https://www.whysocialscience.com/blog/2020/1/28/because-hurricanes-arent-going-away-any-time-soon-and-schools-must-continue-to-function>

## TEACHING ACTIVITIES

### I. Teaching experience

PLCY 75: Debates in Public Policy and Racial Inequality (25 students)	Fall 2020
PLCY 75: Debates in Public Policy and Racial Inequality (24 students)	Spring 2020
PLCY 698: Senior Capstone in Public Policy (18 students)	Spring 2020
PLCY 395: Qualitative Analysis (7 students)	Spring 2019
PLCY 698: Senior Capstone in Public Policy (16 students)	Fall 2018
PLCY 395: Applied Qualitative Research Methods (12 students)	Fall 2018
PLCY 698: Senior Capstone in Public Policy (92 students)	Spring 2018
PLCY 698: Senior Capstone in Public Policy (13 students)	Fall 2017
RISE-2: Seminar in Qualitative Research Methods, North Carolina Central University (NCCU- 15 students)	Summer 2017
RISE-3: Seminar in Mixed Methods, (NCCU- 15 students)	Summer 2017
PLCY 698: Senior Capstone in Public Policy (12 students)	Spring 2017

## II. Graduate student advising

Letanya A. Love. *Examining the treatment feasibility, acceptability, and initial outcomes of STEPS (Student Training for Educational and Personal Success): A social-emotional learning program for Black males* [Doctoral Dissertation, Graduated 2020]

Meghan Harter. *Education and employment in an Alaskan community: Career and technical education, schooling to work transitions and an Alaska Native tribe* [Doctoral Dissertation, Graduated 2018].

Eldrin L. Deas. *“They still have expectations...”: An ethnohistorical study of education and reform in America’s Oldest Black Town, Princeville, NC* [Doctoral Dissertation, Graduated 2018].

Tim Condor. *Becoming good: The spiritualities, intimate identities, and collective identify of social justice activists in North Carolina’s moral movement* [Doctoral Dissertation, Graduated 2018].

Aubrey N. Comperatore. *Negotiating networks: Exploring the interaction and intersection of a teacher’s beliefs literacy policy, and instruction* [Doctoral Dissertation, Graduated 2016].

Stephanie Wright. *Exploring the mathematical identities of successful Latino high school students* [Doctoral Dissertation, Graduated 2016].

Kathleen M. Nichols. *Creating a collective consciousness of public schooling inequities: Participatory action research with community college students* [Doctoral Dissertation, Graduated December 2014].

## III. Undergraduate student advising and mentoring

Savannah Tierney. *COVID-19 school closures and the distribution of free/reduced price meals: A comparative analysis of two high-resource school districts* [Senior Thesis, Reader, Expected graduation 2021].

Sherrod Crum. *Assessing the extent COVID-19 has led to a more equitable college admissions process* [Independent Study, Expected graduation 2023].

Lucy Russell. *A new measuring rod: An evaluation of how slavery is taught in North Carolina* [Senior Thesis, Reader, Graduated 2020].

Marlisha Donche’ Blakeney. *Exploring the complexity of American charter schools & keys for success* [Independent Study, Graduated 2018]

Emily Hagstrom. *A qualitative analysis of early childhood education in France: Curricula, family engagement, and diversity* [Senior Thesis, Chair, Graduated 2018].

Alexus Roane. *No ideal victim: A cross racial and cross socioeconomic analysis of domestic violence arrest policies* [Senior Thesis, Reader, Graduated 2018].

## GRANTS

*Listening to the Academic and Community Experts on Preparedness to Natural Hazards for Underrepresented Neighborhoods.* The United States Department of Homeland Security. Principal Investigator, June 2021 – June 2022. \$226,548.

*Targeting support strategies for underrepresented neighborhoods likely impacted by natural hazards.* The United States Department of Homeland Security. Principal Investigator, January 2021 – June 2021. \$57,053.

*College persistence during a pandemic.* Quick Response Research Award Supported by the Natural Hazards Center at the University of Colorado Boulder with the support of the National Science Foundation. Principal Investigator, December 2020 – November 2021. \$4,500.

*College persistence during a pandemic: Supporting first-generation college students to graduation.* Faculty of Color and Indigenous Faculty Grant Award. Institute for Arts and Humanities - Faculty of Color and Indigenous Faculty, October 2020 – September 2020. \$2,000.

*Assessing the impact of COVID-19 on North Carolina First-Generation College students.* Scholars Strategy Network. North Carolina Equity in North Carolina's COVID-19 Response Grant Recipient, August 2020 – December 2020. \$500.

*Gaining Early Awareness and Readiness in Undergraduate Programs North Carolina (GEAR UP NC) evaluation & research project.* The University of North Carolina General Administration. Co-Principal Investigator, May 2020 – April 2027. \$1,669,000.

*First-generation students and college persistence during COVID-19.* COVID-19 Working Group for Public Health and Social Sciences Research. Supported by the National Science Foundation-funded Social Science Extreme Events Research (SSEER) network and the COVERGE facility at the Natural Hazards Center at the University of Colorado Boulder. Working Group Lead, May 2020 – April 2021. \$1,000.

*Distributing Products to Educators on Recovery.* Carolina Center for Public Service. Grant Recipient, May 2019 – December 2021. \$5,000.

*Investigating School District Resiliency and the Impact of Hurricane Exposure on Student Outcomes.* National Science Foundation 1904156. Principal Investigator, January 2019 – June 2020. \$199,865.

Course Enhancement Grant. The Carolina Center for Public Service. Grant Recipient, 2018-2019. \$5,203.

*Investigating the Impact of Hurricanes and School Responses on Students in Texas and North Carolina.* National Science Foundation 1760584. Principal Investigator, December 2017 – January 2019. \$199,934.

*GEAR UP NC Evaluation.* The University of North Carolina General Administration. Principal Investigator, 2016-2017. \$412,451.

*Hope Street Group Evaluation.* The Hope Street Group. Principal Investigator, 2015-2016. \$33,368.

*GEAR UP NC Professional Development Evaluation.* The University of North Carolina General Administration. Co-Principal Investigator, 2015 - 2016. \$36,910.

## PROFESSIONAL SERVICE

2021-Present Reviewer, *Natural Hazards Review*  
2021-Present Reviewer, *International Journal of Mass Emergencies and Disasters*  
2020-Present Reviewer, *American Education Research Association*  
2019-Present Reviewer, *International Journal of Disaster Risk Reduction*  
2018-Present Committee Member, FEMA P-1000 Communications and Outreach Committee, FEMA & Applied Technology Council  
2017-Present Reviewer, *The Urban Review*  
2017-Present Reviewer, Institute of African American Research, Grant Student Research Grant  
2016-2019 Advisory Board Member, Institute of African American Research (IAAR) at the University of North Carolina at Chapel Hill  
2017-2018 Facilitator, Carolina Leadership Academy ACCELERATE  
2016-2017 Researcher, Hope WorldWide Early Childhood Development Programs (South Africa & Mozambique)  
2015-2018 Advisory Board Member, My Roots Foundation Inc.  
2015-2016 Group Leader, creating and administering culturally responsive workshops- *A Righteous Response to Injustice* (November 2015; October 2016)  
2012-2015 Committee Member, Durham Public Schools Research Review Committee  
2014 Student Advisor, Carolina Millennial Scholars Program

## AFFILIATIONS

2020-Present American Education Research Association  
2019-Present Consortium of Social Science Associations  
2019-Present Scholars Strategy Network - North Carolina  
2018-Present Interdisciplinary Science and Engineering Extreme Events Reconnaissance (ISEER)  
2018-Present Social Science Extreme Events Reconnaissance (SSEER)  
2018-Present Collaborative for Eliminating Educational Disparities  
2010-Present Hope Worldwide Outreach  
2004-Present Alpha Kappa Alpha Sorority Incorporated  
2014-2017 American Evaluation Association  
2016-2017 History Education Society  
2011-2014 International Association for Truancy and Dropout Prevention  
2011-2014 The National At-Risk Education Network (NAREN)  
2011-2014 National Dropout Prevention Center/Network  
2011-2012 University-School Partnership (USTEP) Advisory Board

## ADDITIONAL ACCOMPLISHMENTS

### *Athletic Endeavors*

2014 Inducted in the Winchester Thurston Athletic Hall of Fame  
2007 Inducted in the Pennsylvania High School Track & Field Hall of Fame  
2004 Outdoor ACC Champion in Long Jump