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Assistant Professor

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**EDUCATION**

Ph.D. The University of North Carolina at Chapel Hill (UNC-CH), Education, Culture Curriculum, and Change (CCC), 2013  
M.A. UNC-CH, Education, CCC, 2009  
B.A. Wake Forest University, Sociology (major) & History (minor), 2005  
  
Certificate Ludwig-Maximilians Universität in Munich, Germany & UNC-CH, Global Education and Development Studies Program

**PROFESSIONAL EXPERIENCE**

**I. Academic Appointments**

7/2022 - present Assistant Professor, Department of Public Policy, UNC-CH  
10/2021 - present Faculty Fellow, Center for Resilient Communities and the Environment of the Institute for the Environment (IE), UNC-CH  
7/2021 - present Faculty Fellow, Carolina Population Center, UNC-CH  
7/2021 - 6/2022 Research Associate Professor, Department of Public Policy, UNC-CH  
1/2017 - 6/2021 Research Assistant Professor, Department of Public Policy, UNC-CH  
9/2016 - 8/2020 Faculty Member, Research Institute for Scholars of Equity (RISE), North Carolina Central University, Durham, NC

**II. Other Appointments**

7/2020 - 10/2021 Program Associate Director, Institute of African American Research – Student Learning to Advance Truth and Equity (IAAR-SLATE), UNC-CH, Chapel Hill, NC  
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

*Areas of Expertise*

Education and Society; Education Policy; Exogenous shocks to schooling communities (environment, health); Impact of natural disasters on marginalized communities; Qualitative inquiry, Ethnography & Mixed-methods research

**HONORS**

2018 Junior Faculty Development Award

## BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP

### I. Book chapters

- Griffard, M.R., Long, R., & **Davis, C.R.** (forthcoming). First-generation College Students' health, well-being, academic engagement, and sense of self during the COVID-19 global pandemic. In Editor & X.X. Editor (Eds.), *Research on college stress and coping: Implications from the COVID-19 pandemic and beyond* (pp.79-108). Information Age Publishing.
- Overstreet, S., & **Davis, C. R.** (2023). Best practices in preparing and responding to natural disasters using a social justice lens. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best practices in school psychology* (7th ed.). National Association of School Psychologists.

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

- Davis, C.R.**, Johnson, E., Goldin, S., & Griffard, M.R. (forthcoming). Building trust between community members and government agencies through a disaster. *Journal of Emergency Management*.
- Duffy, E.W., Ng, S.W., Bercholz, M., **Davis, C.R.**, De Marco, M., Hall, M.G., Maselko, J., & Taillie, L.S. (2024). Association between an increase in the WIC fruit and vegetable benefit and WIC participant food purchases: A Quasi-experimental study. *AJPM*.
- Soto-Diaz, C.R., Taillie, L.S., Higgins, I.C.A., Richter, A.P., **Davis, C.R.**, De Marco, M., Hall, M.G., Ng, S.W., & Duffy, E.W. (2024). A qualitative exploration of Spanish-speaking Latina experiences participating in WIC before and during the COVID-19 pandemic: *Journal of the Academy of Nutrition and Dietetics*.
- Duffy, E.W., Ng, S.W., Bercholz, M., **Davis, C.R.**, De Marco, M., Hall, M.G., Maselko, J., & Taillie, L.S. (2024). Special supplemental nutrition program for women, infants, and children (WIC) participant grocery store purchases during the COVID-19 pandemic in North Carolina: *Current Developments in Nutrition*. <https://doi.org/10.1016/j.cdnut.2024.102098>
- Davis, C.R.** (2023). The destructive long-term impact of natural disasters on Black and Brown schooling communities in the USA. In George Noblit (Ed.), *Oxford Research Encyclopedia of Education*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.1883
- Cannon, C., **Davis, C.R.**, & Long, R. (2022). Using an emergency plan to combat teacher burnout following a natural hazard: *Educational Policy*, 37(6), 1603-1636.\*  
<https://doi.org/10.1177/08959048221120273>
- Duffy, E.W., Vest, D.A., **Davis, C.R.**, Hall, M.G., De Marco, M., Shu Wen Ng, S.W., Taillie, L.S. (2022). "I think that's the most beneficial change that WIC has made in a really long time": Perceptions and awareness of an increase in the WIC cash value benefit: *International Journal of Environmental Research and Public Health*.
- Davis, C.R.**, Cannon, C., & Fuller, S.C. (2022). The disruptive effects of hurricanes on school operations and reopening. *Natural Hazards Review*, 23(3), 1-11. [https://doi.org/10.1061/\(ASCE\)NH.1527-6996.0000569](https://doi.org/10.1061/(ASCE)NH.1527-6996.0000569)

- Davis, C.R.**, Baker, C.N., Osborn, J., Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (2022). Understanding teacher self-efficacy to address students' social-emotional needs in the COVID-19 pandemic. *Urban Education*.  
<https://doi.org/10.1177/00420859221099834>
- Davis, C.R.**, Griffard, M.R., Burton, A., Kaneria, K., Sabin, G., Weinberg, J., & Barnes, T. (2022). "A Band-Aid to a problem that's going to be persistent": The influence on social place attachment on rural residents' perceptions of natural hazard relief efforts. *International Journal of Disaster Risk Reduction*, 67, 102649. <https://doi.org/10.1016/j.ijdr.2021.102640>
- Davis, C.R.**, Hartman, H., Norton, T., Turner, M, Sexton, J., Méndez, D., & Méndez, J. (2021). "Listen to the feedback of students": First-generation college students voice inequalities in schooling brought on by the COVID-19 pandemic. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.1177/15210251211066302>
- 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*, 30(3), 264-278. <https://doi.org/10.1108/DPM-03-2020-0055>
- Davis, C.R.**, Grooms, J., Ortega, A., Rubalcaba, J. (2021). Distance learning and parental mental health. *Educational Researcher*, 50(1), 61-64. [http://doi.org/10.3102/0013189X20978806\\*](http://doi.org/10.3102/0013189X20978806)
- 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.

#### i. Invited articles

- 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>

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

Griffard, M.R., **Davis, C.R.**, & Rodriguez, M.C. (under review). Underwater and unclear: School principals' role ambiguity and crisis management leadership as emergency shelter managers during hurricanes: *Educational Evaluation and Policy Analysis*.

**Davis, C.R.**, Griffard, M.R., Koo, D., & Russell, L. (under review). Recovery fatigue for rural residents following repeated natural hazard exposure: *Ecology and Society*.

**Davis, C.R.**, Ortega, A., Grooms, J., & Rubalcaba, J. (under review). Parental school trust and expectations during the coronavirus pandemic: *Educational Policy*. \*

**Davis, C.R.**, Johnson, E., Goldin, S., & Griffard, M.R. (under review). Supporting communities through disaster recovery through trust building with government agencies: *International Journal of Disaster Risk Reduction*

**Davis, C.R.**, Grigsby, M., Yan, A., & Atkins, S. D. H. (under review). Deconstructing equitable schooling spaces through the eyes of First-generation college students: A photovoice exploration of COVID-19's challenges and student persistence: *International Journal of Qualitative Studies on Health and Well-being*.

**Davis, C.R.**, Goldin, S., & Iruka, I. (under review). Narrative justice through questioning the waters: *Cultural Geographies*.

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

**Davis, C.R.**, Holloman, D., Griffard, M.R., Haynes, & S., Berke, P. (in preparation). Confronting racism: Understanding the disproportionate impact of hazards on marginalized communities through a historical analysis: *Disaster Prevention Management*.

**Davis, C.R.**, Goldin, S., Griffard, M.R., & Berke, P. (in preparation). Recovery for whom: An inclusive process reserved for the privileged: *Risk, Hazards, and Crisis in Public Policy*.

**Davis, C.R.**, Griffard, M.R., Holloman, D., Haynes, & S., Berke, P. (in preparation). Assessing the best strategies to meet the needs of marginalized populations through a natural disaster: *Disasters*.

**Davis, C.R.** (in preparation). Equity in emergency management. *Disasters*

**III. Referred other products of scholarship**

**Davis, C.R.** & Mock, L. (2023). Making waves in equitable coastal resilience: A national workshop on social equity and coastal resilience: End-of-Day & workshop evaluation report. Chapel Hill: CRC.

- Fuller, S.C., **Davis, C.R.**, D’Amico, E., N’tsua, S., & Coleman, H. (2021). *GEAR UP starting points report: GEAR 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 RtT 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 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.** (2010). *Durham READS evaluation 2009*. Durham, NC: Communities In Schools of Durham.

#### **IV. Products of interdisciplinary scholarship**

- Davis, C.R.**, Berke, P., Hino, M., Goldin, S., Fetaw, R., Cornette, S., Lacey, M., & Morgan, T. (2024). A landscape study of social equity data needs and its access and availability to support the disaster resilience of marginalized communities. Chapel Hill, NC: Coastal Resilience Center (CRC).
- Davis, C.R.**, Goldin, S., Iruka, I., Dede, B., Morgan, J., Fetaw, R., George, G., Lacey, M., & Morgan, T. (2024). A just recovery, Weathering the storm in a Freedmen's Town: An exploration of residents' cultural resilience through defiance. Chapel Hill, NC: CRC.
- Davis, C.R.**, Johnson, E., Berke, P., Fetaw, R., Dowden, S., Hines, S., Sule, C., Yang, Y., Goldin, S., & Kramer, M. (2024). The role of non-profit organizations in assisting marginalized communities through climate-induced hazards. Chapel Hill, NC: Coastal Resilience Center (CRC)
- Davis, C.R.**, Johnson, E., Berke, P., Goldin, S., Dollar, N., Fetaw R., Griffard M.R. & Peck, A., (2023). Investigating the extent to which NGOs and governmental agencies are providing equitable support to marginalized groups through a hazard. Chapel Hill, NC: CRC

- Davis, C.R.,** Johnson, E., Berke, P., Goldin, S., Dollar, N., Fetaw R., Griffard M.R. & Peck, A., (2023). For the voices of communities, local government, and academics: Assessing preparedness and recovery for socially marginalized communities impacted by hazards: Year 8 Findings. Chapel Hill, NC: CRC.
- Davis, C.R.,** Berke P., Hino, M., Hickey, F, Garcia, H., Fierros, C., Anderson, W. & Fetaw, R. (2023). A landscape study of social equity data needs and its access and availability to support the disaster resilience of marginalized communities: Year 8 findings. Chapel Hill: CRC
- Davis, C.R.,** Berke, P., Hino, M., Hickey, F., Fierros, C., Anderson, W., Fetaw, R., Haynes, S., Kosana, P., Foster, P., Walker, S., & Johnson, E. (2023). A landscape study of social equity data needs and its access and availability to support the disaster resilience of marginalized communities – Year One. Chapel Hill: CRC.
- Davis, C.R.,** Berke, P., Johnson, E., Griffard, M., Goldin, S., Dollar, N., Fetaw, R., Cloney, G., Baker, R., Powell, L., Murray, T., & Williams, K. (2022). From the voices of communities, local government, and academics: Assessing preparedness and recovery for socially marginalized communities impacted by natural disasters. Chapel Hill: CRC.
- Davis, C.R.,** Berke, P., Johnson, E., Griffard, M., Goldin, S., Dollar, N., Fetaw, R., Cloney, G., Baker, R., Powell, L., Murray, T., & Williams, K. (2022). Building community through a hazard: Reforming relationships between communities and disaster management agencies. Chapel Hill: CRC.
- Davis, C.R.,** Méndez, J., Méndez, D, Norton, T., Hartman, H., Sexton, J., Turner, M., & Sutton, J. (2022). Facing COVID-19: An assessment of First-generation College Students’ persistence to graduation during a pandemic. All sites report – summary of Spring 2021 data collection. Chapel Hill, NC: UNC Public Policy.
- Davis, C.R.,** Méndez, J., Méndez, D, Norton, T., Hartman, H., Sexton, J., Turner, M., & Sutton, J. (2022). 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 Spring 2021 data collection. Chapel Hill, NC: UNC Public Policy.
- 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. *Natural Hazards Center Quick Response Grant Report Series, 330*. Boulder, CO: Natural Hazards Center, University of Colorado Boulder. Available at: <https://hazards.colorado.edu/quick-response-report/college-persistence-during-a-pandemic>
- Davis, C.R.,** Berke, P., Holloman, D., Griffard, M., Haynes, S., Johnson, E., Warraich, Z, Crisostomo-Morales, L, Gbikpi-Benissan, D.G., Gillespy, C., Butterfield, W., & Rakes, E., (2021). Supporting strategies for socially marginalized neighborhoods likely impacted by Natural Hazards. Chapel Hill: CRC. <https://coastalresiliencecenter.unc.edu/wp-content/uploads/sites/845/2021/07/Support-Strategies-for-Socially-Marginalized-Neighborhoods.pdf>
- 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. <https://firstgen.naspa.org/report/facing-covid-19-an-assessment-of-first-generation-college-students-persistence-to-graduation-during-a-pandemic/>



**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.

## V. Products of engaged scholarship

Yusuf, W., & **Davis, C.** (November 2022). *Making Waves in Equitable Coastal Resilience: A National Workshop on Social Equity and Coastal Resilience*. Old Dominion University & CRC. Hosted workshop virtually.

**Davis, C.R.,** Berke, P., Griffard, M., Fetaw, R., Dollar, N., Goldin, S., Johnson, E., Cloney, G., Baker, R., Powell, L., Murray, T., & Williams, K. (May 2022). *From the voices of communities, local governments, and academics: Assessing preparedness and recovery for socially marginalized communities impacted by Natural Disasters*. CRC. Hosted webinar.

**Davis, C.R.,** Arriaga, F., & SoRelle, M. (April 2022). *Equity, justice, and anti-racism approaches to policy*. NC SSN. Hosted webinar with panel.

**Davis, C.R.,** Fuller, S.C. (November 2019). *Promising practices for schools after a hurricane*. UNC-CH. Hosted webinar.

## VI. Products of creative activity such as performance and exhibitions

**Davis, C.R.,** Grigsby, M., Yan, A., Gomez Rodriguez, X., Hernández Adkins, S.D. (March 2023). *Amplifying the voices of first-generation college students at UNC-CH*. UNC-CH. Hosted art show, Chapel Hill, NC.

## VII. Digital and other novel forms of scholarship

“Teacher burnout and disasters: A warning to our schools.” EdNC, op-ed, 9/29/22.

<https://www.ednc.org/perspective-teacher-burnout-and-disasters-a-warning-to-our-schools/>

“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>

“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>

## VIII. Refereed unpublished oral presentations

### i. Conference presentations

**Davis, C.R.**, Hino, M., & Berke, P. (2024). *Finding the gaps to improve disaster planning for marginalized populations*. Natural Hazards Workshop, Boulder, CO.

**Davis, C.R.**, Johnson, E., Goldin, S., Fetaw, R., & Griffard, M. (2024). *Understanding how non-governmental organizations respond to disasters and marginalized populations*. Natural Hazards Workshop, Boulder, CO.

**Davis, C.R.**, Henry, F., Bartel, B., Berke, P., Cooper, J., & Martin, M. (2024). *The Language of Disasters*. Natural Hazards Workshop, Boulder, CO.

Robinson, S., Windsor, L., Patel, S., & **Davis, C.R.** (2024). *Data resources for disaster research*. Southern Political Science Association, New Orleans, LA.

**Davis, C.R.**, Johnson, E., Griffard, M., Goldin, S., & Fetaw, R. (2024). *Equality vs. equity: How can NGOs and governmental agencies better understand and support marginalized groups through hazards?* Southern Political Science Association, New Orleans, LA.

**Davis, C.R.** & Johnson, E. (2023). *Building trust before the storm: Looking to the community and local government officials on how to repair damaged relationships after facing repeated hazardous events*. Southern Political Science Association, St. Petersburg, FL.

**Davis, C.R.** (2022). *Lessons learned to assist with building trust*. Making Waves in Equitable Coastal Resilience: A National Workshop on Social Equity and Coastal Resilience, virtual.

**Davis, C.R.**, Atkins, S.D.H., Yan, A., & Grigsby, M. (2022). *Persisting through college: Following the experiences of FGCS during the COVID-19 pandemic*. The Pandemic Divide Conference, Durham, NC (poster).

**Davis, C.R.**, Grigsby, M., Yan, A., & Atkins, S. D. H. (2022). *Deconstructing equitable schooling spaces through the eyes of FGCS*. The Pandemic Divide Conference, Durham, NC (poster).

Jones, M., O’Laughlin, L., **Davis, C.R.**, Herrington, S., Jones, S., (2022). *2022 GAO Report: Social vulnerability, disaster recovery, and school districts*. Natural Hazards Workshop, virtual.

Griffard, M.K.R., **Davis, C.R.**, Long, R. A., Sexton, J., & Turner, M. (2022). *The impact of COVID-19 on first-generation students’ health, well-being, and sense of self*. American Educational Research Association, virtual.

**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.

## ii. Invited presentations

### 1. By federal agencies or organizations

**Davis, C.R. & Goldin, S.** (May 2024). *Weathering the storm in Freedmen's Towns: An exploration of residents' cultural resilience through defiance*. FEMA, Washington, D.C.

**Davis, C.R. & Johnson, E.** (May 2024). *The role of non-profit organizations in assisting marginalized communities through climate-induced hazards*. FEMA, Washington, D.C.

**Davis, C.R., Berke, P., & Hino, M.** (July 2022). *A landscape study of social equity data needs and its access and availability support the disaster resilience of marginalized communities*. The National Advisory Council (NAC) – FEMA, virtual.

**Davis, C.R.** (July 2022). *Hurricanes and schooling communities*. The National Institute of Standards and Technology (NIST), virtual.

**Davis, C.R. & Berke, P.** (May 2022). *From the voices of communities, local governments, and academics*. The National Advisory Council (NAC) – FEMA, virtual.

**Davis, C.R. & Berke, P.** (November 2021). *Support strategies for marginalized neighborhoods likely impacted by natural hazards*. Coastal Resilience Center, the U.S. Department of Homeland Security, National Oceanic and Atmospheric Administration (NOAA), and the Federal Emergency Management Agency (FEMA), virtual.

**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., 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). *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.,** Fuller, S.C. (October 2018). *From disaster to recovery: Educators' perception of hurricane impact on schooling and school response*. FEMA, Washington, DC.

## 2. By state or local governments

**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.** (February 2019). *Educators' assessment of hurricane impact and their quest for normalcy following a disaster*. North Carolina State Climate Office, Raleigh, 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.

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 of 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.

## 3. By higher education institutions

**Davis, C.R.** (March 2023). *Working towards trust: Understanding how to improve relationships between community members and local government officials after repeated hazardous events*. Tugaloo College – Disaster Management and Social Equity Forum Program's Research Symposium, virtual.

**Davis, C.R.** (March 2023). *Building trust: Looking to community members and local government officials on how to improve relationships after repeated hazardous events*. Old Dominion University – The Center for Coastal Physical Oceanography & The Institute for Coastal Adaption and Resilience, virtual.

**Davis, C.R.** (November 2021). *Understanding justice through a disaster*. UNC-CH, Institute for the Environment, virtual.

**Davis, C.R.** (September 2021). *FGCS and the COVID-19 Pandemic*. The University of Pittsburgh, virtual.

- Davis, C.R.** (March 2021). *Moving from research to practice: A reflection hurricanes, schools, and stakeholders*. UNC-CH, Carolina Population Center. 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.** (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.**, (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.** (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.** (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.

#### 4. Other

- Davis, C.R.**, Lai, B., Powell, T. L., & Osofsky, J. (March 2023). *Environmental justice*. The Society for Research in Child Development Biennial Meeting, Panel guest, Salt Lake City, UT.
- Davis, C.R.**, Hamideh, S., & Mostafavi, A., (September 2022). *The lasting toll of hurricanes on communities*. SciLine | American Association for the Advancement of Science, Panel guest, virtual. <https://www.sciline.org/disasters/hurricane-community-toll/#video-transcript>
- Davis, C.R.**, Brackett, M., & Holzapfel, B. (June 2021). *Listening, learning, rebooting: Reimagining student well-being*. Microsoft Education, Panel guest, virtual.
- Davis, C.R.**, del Río, 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.** (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.** (December 2020). *First-generation college students facing the coronavirus pandemic*. North Carolina Scholars Strategy Network (NC SSN), virtual.

**Davis, C.R.** (April 2018). *Understanding the blue devil in Durham, NC*. The National Humanities Center, 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.

**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.

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

## TEACHING ACTIVITIES

### I. Teaching experience

PLCY 75: Debates in Public Policy and Racial Inequality (25 students)	Fall 2024
PLCY 483: Natural Disasters & Inequality (31 students)	Spring 2024
PLCY 483: Natural Disasters & Inequality (34 students)	Spring 2023
PLCY 75: Debates in Public Policy and Racial Inequality (25 students)	Fall 2022
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 and mentoring

Rex A. Long. [Texas State University, Doctoral Dissertation, Expected Graduation, 2025]

Emily W. Duffy. *Estimating the effects of the shock of COVID-19 and a fruit and vegetable benefit increase on special supplemental nutrition assistance program for women, infants, and children (WIC) participants in North Carolina: A mixed methods study* [Doctoral Dissertation, Graduated 2023]

Sean D. Hernández Adkins. *Methods for (un)knowing whiteness: A triptych of autoethnography, critical family history, and oral history* [Doctoral Dissertation, Graduated 2023]

Emily W. Duffy. *Examining facilitators and barriers to utilization of the increased WIC Cash Value Benefit among NC WIC participants* [Funded Research, 2021-2022]

Megan K. Rauch Griffard. *Principal leadership as a moderator of teacher turnover following natural hazard exposure* [Doctoral Dissertation, Graduated 2022]

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**

Victoria Bryant. *The brilliance of resilience: An exploration into the academic achievement experiences of Black female learners in Chatham County Schools* [Senior Thesis, Reader, Graduated 2023].

Anu Joy. *Student achievement in the COVID-19 pandemic era: An exploration into racial and ethnic achievement gaps in Chapel Hill- Carrboro City Schools* [Senior Thesis, Chair, Graduated 2022].

Jessica Msambichaka. *The historical legacy of education policy: A case study of the modern-day segregation in Charlotte-Mecklenburg schools* [Senior Thesis, Reader, Graduated 2022].

Marilyn Boutté. *The overrepresentation of students of color in career and technical education (CTE) programs in North Carolina* [Senior Thesis, Reader, Graduated 2022].

Joshua O’Brien. *Equity in the distribution of FEMA disaster mitigation grants* [Senior Thesis, Reader, Graduated 2022].

Ruth Fetaw. *Assessing the extent various stakeholders have played in addressing systemic inequalities in emergency management* [Independent Study, Graduated 2022].



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, Graduated 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**

### **I. Federal and State funding**

Principal Investigator, \$400,000, The United States Department of Homeland Security (DHS), June 2023 – June 2025, *Weathering the storm in Freedmen's Towns: An exploration of residents' cultural resilience through defiance.*

Principal Investigator, \$1,196,548, DHS, June 2021 – June 2025, *From the voices of communities, local governments, and academics: Assessing preparedness and recovery for socially marginalized communities impacted by natural disasters.*

Principal Investigator, \$1,489,915 DHS, November 2021 – June 2025, *A landscape study of social equity data needs and its access and availability to support the disaster resilience of marginalized communities.*

Principal Investigator, \$29,965, 25% effort (summer), NC Policy Collaboratory, July 2022 – June 2024, *Facing COVID-19 at college: First-generation college students' persistence during a pandemic.*

Co-Principal Investigator, \$233,590, DHS, July 2022 – June 2023, *National conference on coastal community resilience and social equity.*

Principal Investigator, \$57,053, 50% effort, DHS, January 2021 – June 2021, *Targeting support strategies for underrepresented neighborhoods likely impacted by natural hazards.*

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

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

## II. Foundation funding

Principal Investigator, \$199,865, 40% effort, National Science Foundation (NSF)-1904156, January 2019 – June 2020. *Investigating school district resiliency and the impact of hurricane exposure on student outcomes.*

Principal Investigator, \$199,934, 30% effort, NSF-1760584, December 2017 – January 2019, *Investigating the Impact of Hurricanes and School Responses on Students in Texas and North Carolina.*

## III. University or Non-profit funding

Principal Investigator, \$2,000, Institute for Arts and Humanities - Faculty of Color and Indigenous Faculty of Color and Indigenous Faculty Grant Award, October 2020 – June 2023, *College persistence during a pandemic: Supporting first-generation college students to graduation.*

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

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

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

Principal Investigator, \$1,000, 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, May 2020 – April 2021, *First-generation students and college persistence during COVID-19.*

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

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

## PROFESSIONAL SERVICE

2024-Present	Committee Member, Policy Research Group (PRG)
2024-Present	Reviewer, <i>Scientific Reports – Nature</i>
2024	Advisor, The National Disaster Recovery Framework (NDRF) 2024
2024	Advisor, DHS Summer Research Team Program for Minority Serving Institutions
2024	Steering Committee, Disasters and Equity Workshop
2023-Present	Reviewer, National Science Foundation
2023-Present	Reviewer, <i>Critical Disaster Studies</i>
2023-Present	Co-Chair, UNC-CH Faculty Athletics Committee
2022-Present	Reviewer, RAND Corporation
2022-Present	Reviewer, <i>Oxford Research Encyclopedia of Education</i>
2022-2024	Committee Member, UNC-CH Public Policy Undergraduate Studies Committee

2022 Group Member, Resilient Investment, Planning and Development Working Group (RIPDGW): Research and Development (R&D) Task Group – DHS S&T and CISA ISD

2022 Co-leader, North Carolina SSN Working Group-Critical Race Theory and an Equity Approach to Policy in North Carolina

2021-Present Reviewer, *Natural Hazards Review*

2021-Present Reviewer, *International Journal of Mass Emergencies and Disasters*

2021 Committee Member, FEMA Youth Preparedness Stakeholder

2021 Committee Member, Care to Share: Academic-Community Partnership

2020-Present Reviewer, *American Education Research Association*

2019-Present Reviewer, *International Journal of Disaster Risk Reduction*

2017-Present Reviewer, *The Urban Review*

2018-2020 Committee Member, FEMA P-1000 Communications and Outreach Committee, FEMA & Applied Technology Council

2017-2018 Reviewer, Institute of African American Research, Grant Student Research Grant

2016-2019 Advisory Board Member, Institute of African American Research (IAAR) at UNC-CH

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

## I. 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

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

## II. 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