

Cassandra R. Davis, Ph.D.

Assistant Professor

Department of Public Policy

University of North Carolina at Chapel Hill

204 Abernethy Hall, CB #3435

Chapel Hill, NC 27599-3435

cnrichar@email.unc.edu | www.Cassandrardavis.com

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

Hartman, H., **Davis, C.R.**, Norton, T., Turner, M. & Sexton, J., (forthcoming). First-generation college students experience in the global pandemic: How race/ethnicity and socio-economic factors contribute to its impacts. In J.W. Romero (Ed), *Unbalanced impact: The resilience of youth of color amid a global pandemic*.

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

Cannon, C., **Davis, C.R.**, & Long, R. (forthcoming). Educators' first line of defense against mental health disruptions following a natural hazard: *Educational Policy*.*

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. (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. *Journal of Disaster Risk Reduction*.

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:10.1177/152102512111066302>

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>*

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.

III. Invited articles & book chapters

Overstreet, S., & **Davis, C. R.** (forthcoming). 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.

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>

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

Griffard, M.R., Long, R., & **Davis, C.R.** (under review). The impact of the COVID-19 pandemic on First-generation College Students' health, well-being, and sense of self. In C.J. McCarthy & R. G. Lambert (Eds), *Research on stress in education: Implications for the COVID-19 pandemic and beyond* (11th vol.). Information Age Publishing.

Davis, C.R., Griffard, M.R., Koo, D., & Russell, L. (in preparation). Recovery fatigue for rural residents following repeated natural hazard exposure: *Population & Environment*.

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

Duffy, E.W., Vest D.A., Davis, C.R., Hall, M.G., De Marco, M., Shu Wen Ng. S.W., Taillie, L.S. (in preparation). “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*.

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

Davis, C.R., Holloman, D., Griffard, M.R., Haynes, & S., Berke, P. (in preparation). It’s racism not vulnerability: Using critical race theory to unpack disproportionate disaster impact on marginalized communities: *Journal of American Planning Association*.

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: *International Journal of Mass Emergencies and Disasters*.

Davis, C.R., Griffard, M.R., & Berke, P. (in preparation). Recovery for whom: An inclusive process reserved for the privileged: *Society & Natural Resources*.

VI. 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. *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: Coastal Resilience Center (CRC).
<https://coastalresiliencycenter.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.

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 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). *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.

VII. Conference presentations

- 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 21st 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 22nd 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. 2nd Annual National Virtual Conference at the Student Coalition for Action in Literacy Education.

VIII. Invited presentations

i. By federal agencies or organizations

- 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.

ii. 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.

iii. By higher education institutions

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.

iv. Other

- 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 3rd grade students*. University of Porto, Portugal.

IX. Hosted engaging events

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.

X. Products of engaged scholarship

“COVID-19 Learning Loss.” PBS North Carolina – ncIMPACT, television appearance, 2/11/2022.
<https://www.youtube.com/watch?v=3GUOJ0ibWD0&t=337s>

“A month after Hurricane Ida, thousands of kids have yet to return to school.” All Things Considered, Podcast, 10/4/2021. <https://wamu.org/story/21/10/04/a-month-after-hurricane-ida-thousands-of-kids-have-yet-to-return-to-school/>

“Back to school during a global pandemic.” Disrupted, Podcast, 9/8/2021.
<https://www.ctpublic.org/show/disrupted/2021-09-08/back-to-school-during-a-global-pandemic>

“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

“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 and mentoring

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, Expected Graduation 2023]

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

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, Expected Graduation 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 identity 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

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, Expected graduation 2022].

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

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

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

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

Facing COVID-19 at college: First-generation college students' persistence during a pandemic. NC Policy Collaboratory. Principal Investigator, July 2022 – December 2023. \$29,965.

National conference on coastal community resilience and social equity. The United States Department of Homeland Security. Co-Principal Investigator, July 2022 – June 2023. \$233,590.

From the voices of communities, local governments, and academics: Assessing preparedness and recovery for socially marginalized communities impacted by natural disasters. The United States Department of Homeland Security. Principal Investigator, June 2021 – June 2023. \$575,485.

A landscape study of social equity data needs and its access and availability to support to disaster resilience of marginalized communities. The United States Department of Homeland Security. Principal Investigator, November 2021 – June 2023. \$645,915.

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.

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

GEAR UP NC Evaluation. The United States Department of Education. Principal Investigator, 2016 – 2017. \$412,451.

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

II. Foundation funding

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.

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.

III. University or Non-profit funding

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 – June 2023. \$2,000.

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

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.

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.

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.

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

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

PROFESSIONAL SERVICE

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

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

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

2021-Present Reviewer, *Natural Hazards Review*

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

2021-Present Committee Member, FEMA Youth Preparedness Stakeholder

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 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