

R. DAVIS DIXON

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5400 Virginia Ct
Oxon Hill, MD 20745

EDUCATION

- PhD** Howard University, Developmental Psychology May 2015
Dissertation: “A New Foray: The Effects of Learning Context and Racial Composition of Study Groups on Academic Performance and Group Processes”
- MS** Howard University, Developmental Psychology May 2011
Thesis: “The Effects of Communalism and Popular Culture on the Math Performance of African-American Children”
- BS** North Carolina Central University, Psychology May 2008
Graduated Summa Cum Laude
Minored in Sociology

ACADEMIC APPOINTMENT

- Howard University**, Washington, DC 2022 to Present
Assistant Professor, Psychology
- Teach courses in areas of expertise (Personality and Social Development, Psychology of the Black Experience, Research Methods and Statistics) at a private Historically Black College/University (HBCU)
 - Conduct research surrounding racial and cultural identity, belonging, and teacher diversity
 - Advise and Mentor undergraduate and doctoral students
- Hampton University**, Hampton, VA 2019 to 2022
Assistant Professor, Psychology
- Teach 6 courses in areas of expertise (Statistics, Research Methods, Black Psychology, Cultural Psychology) at a private Historically Black College/University (HBCU)
 - Conduct research surrounding racial and cultural identity, belonging, and teacher diversity

- Supervise master's thesis and undergraduate researchers □ Advises Psi Chi International Honor Society
- Leads all advising for graduating seniors.

RESEARCH APPOINTMENTS

The Education Trust, Washington, DC **Senior Associate for P-12 Research**

2016 to 2019

- Identify key research questions and analyze data from nationally representative longitudinal studies and secondary data sources to bring new information to bear on student experiences in school, opportunity and achievement gaps, as well as what contributes to the achievement gap and ways to close it
- Complete multivariate data analysis examining the relationships among student, teacher, classroom, and school variables to better understand the influence of different factors on student achievement
- Develop interviews, surveys and focus group protocols for the systematic collection of data from educators and students in schools
- Write and edit research briefs, reports, and position papers

Capstone Institute at Howard University, Washington, DC **Research Associate**

2015 to 2016

- Coordinate and implement assessment and evaluation activities including survey and assessment creation, data collection, data analysis, and report writing
- Assist center in grant writing activities including literature reviews, research plans, and evaluation plans
- Train center staff on the importance of and procedures for the proper implementation of project evaluation activities

TEACHING EXPERIENCE

Hampton University, Hampton, VA **Assistant Professor, Department of Psychology**

August 2019 to 2022

- Statistics I and II: Teach beginner and advanced statistics courses where students learn the purpose of statistics in the behavioral sciences, basic tenets of statistics, descriptive statistics, the normal distribution, and entry level hypothesis testing.

- Senior Seminar: Teach higher level research methods course. In this class, students create and carry out their own research project. They begin with their methodology created from a previous class. They then learn the process for collecting, analyzing, and reporting their data.
- Psychology Elective Courses: Teach psychology major elective courses including Cross Cultural and Black Psychology.

Masters Students Advised

Christina Coats, “The Impact of Social Injustice on Prosocial Behavior among African Americans”, December 2021

Bowie State University, Bowie, MD

January 2018 to December 2018

Adjunct Professor, Department of Psychology

- Statistics I: Facilitated course in beginner statistics including descriptive statistics, the normal distribution, and hypothesis testing with z- and t-distributions. Helped students learn the purpose of statistical analyses, become fluent in the statistical language, and learn the building blocks of statistical analysis
- Statistics II: Facilitated course in intermediate statistical analyses starting at the oneway analysis of variance and ending at linear regression. Helped students become familiar with various IBM SPSS analyses modules, knowledge of appropriate file formats for specific experimental designs & the ability to interpret results from an SPSS output file

Howard University, Washington, DC.

Summers 2013-2015

Course Instructor, Department of Psychology

- **Developmental Psychology:** Facilitated course in the development of human psychological functioning across the life span. Course focused on both cognitive development and personality and social development. Students participated in critical thinking exercises such as theory debates and article critiques. Students were expected to critically evaluate the strengths and weaknesses of all topics covered in the course in their exams while also considering the real-life implications of issues in developmental psychology
- **Research Methods and Statistics I and II:** Lectured on beginner and higher level statistics for undergraduate students. Facilitated course material through guided practice and lectures.

PUBLICATIONS

Peer Reviewed Articles Proceedings, and Book Chapters

- Wallace C.M., **Dixon, R.D.**, McGee, Z.T., Malone-Colon, L., & Boykin A.W. (2023) Communalism and self-esteem reduce rates of violent attitudes among African American young males. *The Journal of Science and Exploratory Studies*
- Wallace, C., **Dixon, R.D.**, McGee, Z.T., Malone-Colon, L., & Boykin, A.W. (2023) The Impact of Communalism and Mattering to others on violent attitudes among African American males. *1619: Journal of African American Studies*. Online
- Wallace, C., **Dixon, R.D.**, McGee, Z., & Malone-Colon, L. (2023) Urban school violence: Responding with culture and protective factors among youth of color in T. Miller (ed.), *School Violence and Primary Prevention* (2nd. Ed). Springer; New York
- Griffin, A.R., **Dixon, R.D.**, & Tackie H.N. (2022). Taxation without representation: perspectives of Black teachers and the connection to retention. In Gist C. and Bristol T. (Eds.), *The Handbook of Research on Teachers of Color*
- Jones, D., Khalil, D., & **Dixon, R.D.** (2017). Teacher-advocates respond to ESSA: “Support the good parts—Resist the bad parts”, *Peabody Journal of Education*, 92 (4), 445465.
- Dixon, R.D.** & Khalil, D. (2016). An examination of racial composition in culturally relevant math study groups on math learning outcomes. In Wood, M., Turner, E., and Civil, M. (Eds.). (2016). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: University of Arizona.
- Boykin, A. W., **Dixon, R.D.**, Mitchell, D.S.B., Bruce, A.W., Akinola, Y.O., Holt, N.P. (2016). The intersection of racial and cultural identity for African Americans: Expanding the scope of black self- understanding. In Sullivan, J. and Cross, W. E. (Eds.), *African American Identity: Meaning-Making and Internalized Racism*. NY: State University of New York (SUNY) Press.

Other Publications

- Dixon, R.D.** (2021) *A critical quantitative exploration of the state of Black education*, The Black Teacher Collaborative, Atlanta, GA.
<https://blackteachercollaborative.org/wpcontent/uploads/2021/05/The-State-of-Black-Education-2021.pdf>

Griffin, A.R., **Dixon, R.D.**, & Teoh, M. (2019). *If you listen, we will stay: Why teachers of color leave and what schools, districts, and states can do to disrupt the culture of teacher turnover*, The Education Trust and Teach Plus, Washington, DC.
<https://edtrustmain.s3.us-east-2.amazonaws.com/wp-content/uploads/2014/09/15140833/If-You-Listen-We-Will-Stay-Why-Teachers-of-Color-Leave-and-How-to-Disrupt-Teacher-Turnover-2019-September.pdf>

Griffin, A. R., & **Dixon R.D.** (2017). *Systems for success: Thinking beyond access to AP*, The Education Trust, Washington, DC.
<https://1k9g11yevnfp2lpq1dhrqe17wpenge.netdna-ssl.com/wp-content/uploads/2014/09/Thinking-Beyond-Access-ToAP.pdf>

Blog Posts and Other Media Offerings

Dixon, R.D. (2019). *Safety, belonging, and humanity: Black teachers need strong school climates too*. The Brookings Institution, Washington, DC.
<https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/28/safetybelonging- and-humanity-black-teachers-need-strong-school-climates-too/>

Dixon, R.D. (2019). *How can we make dual enrollment programs equitable?* Animated Video, The Education Trust, Washington, DC.
<https://www.youtube.com/watch?v=x6VOLtPwTZU>

Dixon, R.D. (2019). *What is dual enrollment?* Animated Video, The Education Trust, Washington, DC. <https://www.youtube.com/watch?v=TBw0cQaXAZA>

Dixon, R.D. (2018). *Five ways state leaders can support teacher diversity*. The Education Trust, Washington, DC. <https://edtrust.org/the-equity-line/5-ways-state-leaders-cansupport- teacher-diversity/>

Dixon, R.D. (2017). *Latino teachers and DACA: Who will teach our children?* The Education Trust, Washington, DC. <https://edtrust.org/the-equity-line/latino-teachersdaca-will- teach-children/>

Dixon, R.D. (2017). *“Brown v. Board” The fight for integrated classrooms continues*. The Education Trust, Washington, DC. <https://edtrust.org/the-equity-line/brown-v-board-fight-integrated-classrooms-continues/>

PRESENTATIONS AND INVITED LECTURES

Dixon, R.D., Griffin, A.R., & Jagers, R. (2023) Innovative methods and measures: Assessing transformative social emotional learning implementation and impact. Paper presented at the annual meeting of the *American Educational Research Association*.

- Griffin, A.R., & **Dixon., R.D.** (2022). Behind the magic: Exploring the process behind hiring the right teacher. Paper presented at the annual meeting of the *American Educational Research Association*.
- Dixon., R.D.**, Griffin, A.R., & Tackie, H. (2022). Perspectives on Black teachers' experiences and the connection to retention. Paper presented at the annual meeting of the *American Educational Research Association*.
- Griffin, A.R., **Dixon R.D.**, Monroe-White, T., & Veal, D. (2021). A critical quantitative exploration of the state of Black education. Paper presented at the annual meeting of the *American Educational Research Association*.
- Dixon, R.D.** & Griffin, A.R. (2021). Unpacking the “invisible tax” on teachers of color. Presentation at *Beyond Envisioning Equity: Situating Teacher of Color Voices, Virtual Conference at Kansas State University*.
- Dixon, R.D.** (2021). *The Impact of Trauma on Learning*. Panel Presentation at the Hunt Institute Hunt-Kean Leadership Fellows Meeting, Virtual Conference.
- Griffin, A.R. & **Dixon R.D.** (2019). Moving from problems to solutions: Why Black teachers leave and what we can do to make them stay. Presentation for *ResearchED Conference* in Philadelphia, PA.
- Teoh, M., Griffin, A.R., **Dixon R.D.** (2019). If you listen, we will stay: Perspectives of teachers of color on retention. Paper presented at the annual meeting of the *American Educational Research Association* in Toronto, ON, Canada.
- Griffin, A.R. & **Dixon, R.D.** (2018) Unpacking the invisible tax on teachers of color. The Reimagining Integration: Diverse and Equitable Schools, Beyond Desegregation Spring Conference, Cambridge, MA.
- Griffin, A.R. & **Dixon, R.D.** (2017) Lifting Up the Voices of Black Teachers: “Through Our Eyes”. Stay Woke: The Inaugural National Black Male Educators Convening, Philadelphia, PA.
- Jones, D., Khalil, D. & **Dixon, R.D.** (2017, October). Teaching Teacher Advocates: Support the Good Parts – Resist the Bad Parts. Paper presented at the 51st Biennial *Kappa Delta Pi* Convocation in Pittsburgh, PA.
- Dixon, R.D.** & Griffin, A.R. (2017) Systems for Success: Thinking Beyond Access to AP. North Carolina Caucus of Black School Board Members: 2017 Fall Retreat & Issues Forum, Raleigh, NC.

- Khalil, D., **Dixon, R.D.**, Palmer, R. (2017). Using a Sense of Belonging to Understand the Experiences of Canadian Students at an HBCU. Paper presented at the annual meeting of the *American Educational Research Association* in San Antonio, TX.
- Dixon, R.D.** (2016) The effects of learning context and racial composition of study groups on academic outcomes. Paper presented at the annual meeting of the *American Educational Research Association* in Washington, DC.
- Mitchell, D.S.B., **Dixon, R. D.**, & Holt, N. P. (2015). The Capstone Institute Teacher Training Program: An intervention for math and science instructors. Paper presented at the annual meeting of the *American Educational Research Association* in Chicago, IL.
- Dixon, R.D.**, & Boykin, A.W. (2014) New directions: Increasing the math performance of students placed at risk through multiple pathways. Poster presented at the *20th Annual Black Graduate Students in Psychology Conference* in Washington, DC.
- Dixon, R.D.**, (2014) A new foray: The effects of learning context and the racial makeup of study groups on academic performance and group processes. Paper presented at the annual meeting of the *American Educational Research Association* in Philadelphia, PA.
- Dixon, R.D.**, Griffin, A.R., Hill, C.D., & Boykin, A.W. (2013) The (CP)² Program (Calculus, Physics, Chemistry): A talent development model for improving performance in keep gatekeeper courses for STEM majors. Paper presented at the annual meeting of the *American Educational Research Association* in San Francisco, CA.
- Dixon, R.D.**, Boykin, A.W. (2012) Communalism and popular culture: Means towards increasing math achievement for African-American children. Poster presented at the *2nd Biennial American Psychological Association Division 45 Conference* in Ann Arbor, MI.
- Burrell, J.O., Fredericks, A.C., Hill, C.D., & **Dixon, R.D.** (2012) Building on students' assets: Talent development approaches to motivation and achievement. Paper presented at the annual meeting of the *American Educational Research Association* in Vancouver, BC, Canada.
- Hill C. D., **Dixon R. D.**, Suber A., Kimbrough K., White L., Fredericks A. (2010). From Engagement to Academic Achievement: Transactional Considerations. Paper presented at the annual *Leslie H. Hicks Symposium on Psychology* in Washington, DC.
- Fenton T., Ivy M.J., **Dixon R.D.**, Hill C. D. (2009). Cultivating Students' Assets in the Classroom: Inter-subjective and Interpersonal Means of Enhancing Student Academic

Performance. Paper presented at the annual *Leslie H. Hicks Symposium on Psychology* in Washington, DC.

SERVICE

Masters Students Advised

Christina Coats, “The Impact of Social Injustice on Prosocial Behavior among African Americans”, December 2021

Howard University Culture, Identity, and Belonging Lab

Research that examines topics related to developmental psychology and education. Topics include cultural identity, belonging, motivation, academic identity, gender norms and roles, coping, and mattering.

PROFESSIONAL TRAINING

HBCU I-Corps: Introduction to Customer Discovery

National Science Foundation, Virtual Workshop, 2021

Entrepreneur Development Network-DC

George Washington and Howard Universities, Virtual Workshop, 2021

PROFESSIONAL AFFILIATIONS

American Educational Research Association, 2011-Present

- Program Chair: Talent Development Special Interest Group ○ 2016-2018
- Session Chair: Talent Development Special Interest Group ○ 2015-2017
- Session Discussant: Talent Development Special Interest Group ○ 2015 and 2018

PROFESSIONAL SERVICE

Grant Proposal Reviewer

National Science Foundation: DRL Core R& D Programs

2019

REFERENCES

Dr. Ashley Griffin, Assistant Professor
Child and Adolescent Studies Bowie
State University
agriffin@bowiestate.edu

Dr. Candice Wallace, Assistant Professor Psychological
Science
Central Connecticut State University
Candice.wallace@ccsu.edu