

Victoria E. Rankin

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EDUCATION

University of Virginia	Charlottesville, VA
Ph.D., Sociology	2006
▪ Dissertation: <i>The Interactive Effect of Parenting and Teaching Styles on Student Outcomes</i>	
Hunter College, City University of New York	New York, NY
M.U.P., Urban Planning (Transportation)	1986
B.A. /M.S., Sociology/Social Research	1984

TEACHING EXPERIENCE

University of North Carolina at Charlotte	2017-Present
Associate Teaching Professor of Sociology	2023-Present
Assistant Teaching Professor of Sociology	2018-2023
Adjunct Lecturer of Sociology	2017-2018
Departmental and College Service	
▪ Undergraduate Coordinator	2022-Present
▪ Honors Program Director	2022-Present
▪ Search Committee, Lecturer	2022
▪ General Education Revision Task Force	2021-2022
• <i>Co-chair, Local Themes</i>	
▪ CLAS Racial and Social Justice Workgroup	2021-2022
• <i>Chair, Faculty Awareness/Information Accessibility</i>	
▪ Faculty Fellow, Communication Across the Curriculum	2019-2020
▪ CLAS Course and Curriculum Committee	2019-Present
• <i>Undergraduate Chair, 2020-2021 and 2022-2023</i>	
▪ Faculty Advisor, Sociology Honor Society (Alpha Kappa Delta)	2019-2022
▪ Faculty Advisor, Sociology Association of Students	2019-2022
▪ Search Committee, Sociology Department Chair	2019
▪ Undergraduate Committee, Sociology	2018-Present
The George Washington University, Washington, DC	2007-2013
Adjunct Assistant Research Professor of Sociology	
University of Virginia, Charlottesville, VA	2002-2004
Adjunct Lecturer, Sociology	

University of Virginia, Charlottesville, VA

2002-2004

Graduate Teaching Assistant, Sociology

- Introduction to Sociology
- Introduction to Statistics
- Social Research Workshop

Courses Taught

- American Minority Groups
- Critical Thinking and Communication
- Introduction to Sociology
- Senior Seminar (Sociology Capstone)
- Sociology of Inequality
- Sociology of Education
- Sociology of the Family
- University Internship Program

GRANTS AND FELLOWSHIPS

Fordham Institute/American Enterprise Institute Policy Scholar	2010-2012
American Education Research Association/American Institutes for Research Postdoctoral Fellowship	2006-2008
University of Virginia Dissertation Fellowship	2006
University of Virginia Grant	2004
Institute of Education Sciences Pre-doctoral Fellowship	2004-2006
University of Virginia Teaching Fellowship	2002-2004
City University of New York—Graduate Center Dean K. Harrison Fellowship	1998-2000
City University of New York—Graduate Center University Scholarship	1998-2000
Housing and Urban Development Fellowship	1984-1986

PUBLICATIONS

Book Chapter

Rankin, V. E. & Wells, C. (2023). Undergraduate student success: Incorporating racial and social justice issues into pedagogy. In K. Jason (Ed.), *Race and social justice: Building an inclusive experience through awareness, advocacy and action*. UNC Press Books.

Book Reviews

Review of *The children Hurricane Katrina left behind: Schooling context, professional preparation, and community politics*, edited by S. P. Robinson and M. Christopher Brown, II. *Educational Review* (November 2007).

Research and Policy Reports

Cookson, P. W. & Rankin, V. E. (2015). Powerful pathways: How positive high school cultures promote learning and support the post-graduation plans of low-income students. Flint,

Michigan: Charles Stewart Mott Foundation.

Rankin, V. E. & Gonsoulin, S. (2014). Early learning is essential: Addressing the needs of young children potentially at risk for system involvement. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).

Rankin, V. E., Read, N. W., & Lampron, S. (2013). Title I, Part D, State coordinator's orientation handbook: 2013 edition. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).

Howard, E. C., **Rankin, V. E.**, Fishman, M., Hawkinson, L. E., McGroder, S. M., Helsel, F. K., et al. (2014). The descriptive study of the Head Start early learning mentor coach initiative. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

McGroder, S. M., Howard, E. C., Fishman, M., **Rankin, V. E.**, & Helsel, F. K. (2014). Putting the pieces together: A program logic model for coaching in Head Start. From The descriptive study of the Head Start early learning mentor coach initiative. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

Howard, E. C., Agnamba, L. A., Wessel, J., & **Rankin, V.** (2013). Uses and definitions of implementation terms in early care and education research (OPRE Research Brief). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Technical Reports and Briefs

Rankin, V. (2013). Tips for subgrantee monitoring. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).

Rankin, V., & Woodruff, D. (2012). Part B Annual Performance Report (APR) analysis: Indicators 9 & 10, disproportionality. Washington DC: US Department of Education, Office of Special Education.

Rankin-Marks, V., Woodruff, D., & Pigatt, M. (2011). *Using RTI to reduce disproportionality and the achievement gap*. In *The Complex Ecology of Response to Intervention* (pp. 37–44). Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Rankin-Marks, V., & Woodruff, D. (2011). Part B Annual Performance Report (APR) analysis: Indicators 9 & 10, disproportionality. Washington DC: US Department of Education, Office of Special Education.

Woodruff, D., & **Rankin-Marks, V.** (2010). Part B Annual Performance Report (APR) analysis: Indicators 9 & 10, disproportionality. Washington DC: US Department of Education, Office of Special Education.

Woodruff, D., & **Rankin-Marks, V.** (2009). Part B Annual Performance Report (APR) analysis: Indicators 9 & 10, disproportionality. Washington DC: US Department of Education,

Office of Special Education.

Woodruff, D. & **Rankin-Marks, V.** (2008). Part B Annual Performance Report (APR) analysis: Indicators 9 & 10, disproportionality. Washington DC: US Department of Education, Office of Special Education.

Cai, C., Aladjem, D. K., Bardack, S., Ikizler, A., & **Rankin-Marks, V.** (2008). Jefferson County public schools data snapshot. Washington DC: American Institutes for Research.

Cai, C., Aladjem, D. K., Bardack, S., Ikizler, A., & **Rankin-Marks, V.** (2008). Cincinnati public schools data snapshot. Washington DC: American Institutes for Research.

Cai, C., Aladjem, D. K., Bardack, S., Ikizler, A., & **Rankin-Marks, V.** (2008). Stamford public schools data snapshot. Washington DC: American Institutes for Research.

Cai, C., Aladjem, D. K., Bardack, S., Ikizler, A., & **Rankin-Marks, V.** (2008). School District of the City of Erie public schools data snapshot. Washington DC: American Institutes for Research.

PRESENTATIONS

Head Start's Early Learning Mentor Coach Initiative: Developing a Professional Development Model to Support Teachers. Co-presenter with Eboni C. Howard at the Society for Research in Child Development (SRCD) Biennial Meeting, Seattle, WA, April 18 – April 20, 2013.

Unpacking the Relationship between Math Achievement and Early Language Development for Native Speakers of English. Paper presentation at the 42nd Annual Meeting of the National Black Child Development Institute (NBCDI), Fort Lauderdale, FL, October 6 – October 9, 2012.

Using Response to Intervention to Reduce Disproportionality and the Achievement Gap. Poster and paper presentation at the Annual Meeting of the American Educational Research Association, Denver, CO, April 30 – May 4, 2010.

Effect of Early Language Development on First Grade Achievement in Mathematics. Poster session presented at the Annual Meeting of the American Sociological Association, Boston, MA, August 1–4, 2008.

Measuring Progress in District Reform: Multi-Site Evaluation of the GE Foundation's College-Bound District Program. Co-presenter (with J. Heppen, C. Cai, D. Aladjem, K. Clement, & A. Ikizler) at the Annual Meeting of the American Educational Research Association, New York, NY, March 24–28, 2008.

Methodological Approaches to Studying the Correlation Between Language Development and Mathematics Achievement. Presentation at the Annual Meeting of the American Educational Research Association, New York, NY, March 24–28, 2008.

Effect of Early Language Development on First Grade Achievement in Mathematics. Poster session presented at the Annual Meeting of the American Educational Research Association, New York, NY, March 24–28, 2008.

Using NICHD Data to Examine the Effects of Parenting and Teaching Styles on Student Outcomes. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 9–13, 2007.

Effects of Maternal Parenting and Teaching Styles on Student Outcomes. Poster session presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 9–13, 2007.

Interactive Effects of Parenting and Teaching Styles on Student Achievement. Poster session presented at the 1st Annual Research Conference of the Institute of Education Sciences, Washington, DC, June 15–16, 2006.

The University of Virginia Predoctoral Interdisciplinary Research Training Program in the Education Sciences. Co-presenter (with R. Pianta, L. Justice, T. Lucas, & L. Skibbe) for a poster session at the 1st Annual Conference, Institute of Education Sciences, Washington, D.C., June 15–16, 2006.

Ecological Connections Between Families and Classrooms: Does Congruence Matter? Presentation at the 69th Annual Meeting of the Southern Sociological Society, New Orleans, LA, March 22–25, 2006.

INVITED PANELS

Panelist for Reappointment Workshop hosted by the UNC Charlotte ADVANCE Faculty Affairs and Diversity Office, April 13, 2022.

AERA Undergraduate Student Education Research Training Workshop. Invited Senior Mentor at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 7 – April 12, 2011.

Discussant for a session on Consequences of Gender Ideologies at the 37th Annual Conference of the Association of Black Sociologists, New York, NY, August 8–11, 2007.

Panelist for a session on Postdoctoral Experiences of Sociologists of Color: The Role of Mentoring at the 37th Annual Conference, Association of Black Sociologists, New York, NY, August 8–11, 2007.

RELATED PROFESSIONAL RESEARCH EXPERIENCE

AMERICAN INSTITUTES FOR RESEARCH (AIR), WASHINGTON, DC **2006–2016**

Senior Project Lead, Midwest Comprehensive Center **2014–2016**

- Provided leadership for the early childhood education component of a multi-state, federally-funded comprehensive center contract; overall contract valued at \$13.5M.
- Lead manager for the development and execution of all early childhood education related work, which focused on the professional development and strategic identification of critical issues for early childhood education practitioners and stakeholders in the client state.

Co-Principal Investigator, Powerful Pathways: Career and College Readiness **2014–2015**

- Co-directed \$200K, foundation-funded effort to explore the aspects of high school

culture that empower graduates to overcome odds and embark on successful paths to college and career. Oversight for all aspects of project and budget.

- Developed interview and observation protocols, managed quantitative and qualitative data analysis, engaged in strategy meetings with the client, and ensured delivery of the final report on time and within budget.

Deputy Project Director, Sustaining the Positive Effects of Preschool Study **2014–2015**

- Co-leadership of a \$625K federally-funded project that encompassed a set of literature reviews and case studies of programs that help students of varying backgrounds, including disadvantaged students, sustain effects of preschool and successfully transition and succeed in elementary school.
- Led the systematic review of qualitative literature, managed efforts of sub-consultant's systematic review of quantitative literature, conducted client meetings, and ensured on time delivery of interim reports.

Senior Researcher, African American Young Men of Promise Initiative **2014–2015**

- Contributed content expertise on academic achievement disparities to a formative evaluation of an intervention to eliminate the achievement gap for African American males. The value of this project was \$168K.

Co-Project Director, Evaluation of the K–5 Literacy Initiative **2014**

- Co-managed a literature-based K–5 reading program evaluation, with a project value of \$218K.
- Direct management of site-based interviews and focus groups, and conducted client meetings.

Coordinator, Early Childhood Education (ECE) Practice Area **2014–2016**

- In 2014, assumed a corporate leadership role as coordinator of the ECE Practice Area, performing as an intermediary between Practice Area and VP.
- Co-managed strategic planning with marketing lead for ECE to leverage staff expertise and existing work into future business, assessed staffing needs, and served on hiring panels.

Deputy Project Director, Civil Rights Data Collection Project **2013–2014**

- Directed components of the Civil Right Data Collection project, which was one of 17 tasks under a \$15 million annual contract with the U.S. Department of Education.
- Developed interview protocols and managed strategic planning for site visits to 15 school districts. Managed and facilitated completion of interviews with school staff, district and state education leaders, and representatives from states' respective Office of Civil Rights on time and within budget.

Deputy Project Director, Mentoring for REAL Evaluation Project **2013**

- Directed components of \$75K program evaluation funded by the New York City Department of Education's Office of Safety and Youth Development.
- Developed interview protocols, managed data analyses and writing of the final report,

and maintained extensive communication with the client.

Task Leader, National Evaluation and Technical Assistance Center for the Education of Children Who Are Neglected, Delinquent, or At-Risk **2012–2014**

- Technical assistance liaison for 18 states of a \$6.9M U.S. Department of Education-funded technical assistance center for the education of children who are neglected delinquent, or at-risk.
- Lead or contributing author for technical and research reports, including a synthesis of early childhood programs and guidebook for state education agency staff.

Project Director, Early Learning Mentor Coach Initiative **2012–2013**

- Directed the \$790K Early Learning Mentor Coach Initiative (ELMC) project, funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Research, Planning and Evaluation.
- Managed project budget, sub-consultants, qualitative data analyses, and preparation of final report.

Task Leader, National Center on Response to Intervention **2007–2012**

- Led component of a 5-year, \$14.2M technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).
- Provided analysis of special education indicators related to the disproportionate representation of students in special education, and collaborated with the client and other federal agencies responsible for special education assessment and legislation.

Researcher, Great Lakes East Comprehensive Center **2006–2012**

- Task lead for a component of a \$2M comprehensive technical assistance center, funded by the U.S. Department of Education, to provide assistance to three state education agencies in support local districts and schools in implementing the No Child Left Behind Act (NCLB).
- Researched curriculum development criteria for special education, identified best practices for Response to Intervention, English Language Learner students, and parental engagement around the implementation of Common Core School Standards. Analyzed data concerning the disproportionate representation of students in special education.

Task Leader, National Science Foundation-Broadening Participation in STEM **2010–2011**

- Task leader for a component of a \$1M project, funded by the National Science Foundation, to examine trends in the participation of underrepresented minorities in the fields of science, technology, engineering, and mathematics (STEM) between 1989 and 2009.
- Conducted comprehensive literature review, analyzed quantitative data, and managed content development for project website.

Researcher, Early Reading First Monitoring **2009–2010**

- Participated in site visits to monitor the implementation and development of federally-funded Early Reading First (ERF) programs.
- Visited ERF program sites to conduct classroom observations, and to facilitate interviews

and focus groups with site administrative leadership and classroom personnel.

- Conducted rigorous review and analysis of evaluation reports.

Researcher, New York City Children First Reform Retrospective **2008–2010**

- Managed the development and writing of a \$1.2M proposal to review and synthesize the school reforms undertaken in New York City between 2002 and 2009.
- Participated in interviews with NYC stakeholders and Department of Education personnel.

Researcher, National Science Foundation Discovery Research K-12 Program **2008–2009**

- Researcher on a project to provide evaluation guidelines to National Science Foundation to improve their grant review process.
- Conducted a rigorous and comprehensive review of the literature on innovative evaluation methods, reviewed the literature on the status of the underrepresented population in science, technology, engineering, and mathematics (STEM) graduate programs, and provided a systematic evaluation of coding protocol for NSF grant review.

Researcher, Developing Futures Program, General Electric Foundation **2006–2008**

- Researcher for a \$1.5M GE Foundation-funded district-wide education initiative to increase student achievement and college readiness.
- Developed a rubric delineating quantitative evidence for constructs used in evaluation model, reviewed surveys, and analyzed quantitative data.

RESEARCH INTERESTS

- Sociology of Education
- African Diaspora and Education
- Education an Inequality
- Early Childhood Education
- College and Career Readiness
- Language and Mathematics Achievement
- Family and Community Engagement
- School Access and Public Transportation

PROFESSIONAL AFFILIATIONS

Alpha Kappa Delta

American Sociological Association

Southern Sociological Society

Phi Kappa Phi