



DEMOCRATIZING KNOWLEDGE 2017 SUMMER INSTITUTE

Just Academic Spaces

June 12 – June 17

Rutgers University–Newark
Newark, NJ



Funded by a grant from the Andrew W. Mellon Foundation

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UNIVERSITY | NEWARK

Welcome to the 2017 Democratizing Knowledge Summer Institute at Rutgers University–Newark! We are excited to begin this week-long journey with you.

The 2017 Summer Institute, funded by the Andrew W. Mellon Foundation, brings together a global cohort of faculty, advanced doctoral and other terminal degree students, and scholar-activists from the humanities and social sciences across the U.S. to examine the current state of U.S. higher education; explore critical dialogues among community organizations, activists, and scholar-activists; and embark upon collaborative strategies to create a more just academy. Together, scholar-activists and community partners will share how these collaborations rely on new, sometimes unexpected, kinds of institutional transformation and change—both in the academy and in our communities.

The Institute begins with a day of framing the issues, understanding the place that scholar-activists can and do occupy, and the challenges and opportunities for faculty engaged in this kind of work. On Days Two through Four, you will engage with different university-community projects and partners, including our colleagues from the Honors Living-Learning Community (HLLC), Glassroots and Express Newark, the Newark City of Learning Collaborative (NCLC), Newark 2020, and the University-assisted Partnership with Malcolm X. Shabazz High School. On Thursday afternoon, we will travel through the vibrant city of Newark with noted civil rights activist and educator Junius Williams, Esq. as our guide.

Over the course of the week you will work with each other to develop projects to create more just spaces in higher education. The final projects will share pedagogical and curricular responses designed to democratize institutional structures; integrate gender, sexuality, class, race, ethnicity, citizenship status and transnational experiences throughout all learning and knowledge-producing spaces; garner institutional support to create structures that dismantle entrenched inequities and exclusion; and develop community partnerships based on mutual respect for experience and knowledge.

On Friday, Day Five, last year's DK Summer Institute fellows will join us for the remainder of the Institute and share their knowledge and experiences in doing this work. On Day Five we will also have a special evening of jazz and celebration at Clement's Place, a popular gathering space named after our late beloved colleague who epitomized scholarship in action. The Institute culminates on Day Six in a symposium where participants will share their reflections and projects, and engage in a dialogue about bringing knowledge acquired at the Institute to their home institutions and communities.

The Democratizing Knowledge (DK) Project is an initiative inaugurated at Syracuse University in 2009 with the intent to make knowledge production more open, inclusive, and democratic. It was from that initiative that the Summer Institute was launched in 2016 at Syracuse University. This year, the Summer Institute is hosted by Rutgers University–Newark, and, in 2018, the Institute will be hosted by Spelman College in Atlanta, Georgia. This endeavor is a collaborative effort among the three institutions and we wish to acknowledge our partners: from Syracuse University, the Founding Members of Democratizing Knowledge, Linda Carty, Associate Professor, African-American Studies and Chandra Talpade Mohanty, Distinguished Professor, Women's and Gender Studies, Sociology, and Cultural Foundations of Education & Dean's Professor of Humanities and from Spelman College, Beverly Guy-Sheftall, Anna Julia Cooper Professor of Women's Studies and Erica L. Williams, Associate Professor of Anthropology.

We hope this week challenges your scholarship, excites you to explore collaborations in your work and your communities, and deepens your understanding of the possibilities and opportunities for creating a more just academy. Let's begin!

Sherri-Ann Butterfield
Taja-Nia Henderson
Bonita Veysey

2017 Summer Institute Co-Directors

On being a scholar-activist...

Without community, there is no liberation . . . but community must not mean a shedding of our differences, nor the pathetic pretense that these differences do not exist.

-Audre Lorde

Neighbor is not a geographic term. It is a moral concept. It means our collective responsibility for the preservation of man's dignity and integrity.

- Rabbi Joachim Prinz, Congregation B'nai Abraham, Newark, from his speech at the March on Washington for Jobs and Freedom, August 28, 1963

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IN NEWARK, OF NEWARK

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From its founding over 100 years ago, the story of Rutgers University–Newark has been written through its roles as a generator of knowledge and innovation that are deeply connected to the challenges of the world, especially those of its metropolitan environment; a gateway of educational opportunity and an engine of social mobility for the full diversity of New Jersey’s population, the richest tapestry of people one can imagine; and an anchor institution that interweaves its strengths with those of public, private, and nonprofit sector partners to strengthen the social and economic fabric of its city, region, and state.¹ In short, Rutgers University–Newark’s history, strengths, and ethos position it perfectly to respond directly and effectively to the urgent needs that the world is calling upon higher education to meet.

¹ For an engaging account of the university’s history, see *Rutgers University in Newark: A Century of Reaching*, a commemorative booklet issued on the occasion of the institution’s 100th anniversary, including examples of alumni exemplifying the university’s ethos, available at <http://www.newark.rutgers.edu/files/centuryofreachinghigher.pdf>.



University Avenue sidewalk scene during the student takeover of Conklin Hall (far left). From the 40th Anniversary *We Only Know What We Can Remember* Exhibit, February 5, 2009.

Perhaps most importantly, Rutgers University–Newark has been, and, we believe, continues to be a place of courage, examining itself and re-inventing itself to be better. In this regard, no narrative about who we are can proceed without discussing the Conklin Hall takeover of 1969.² It is the story of a few students who opened doors for the many to come.³ Today, we are nearing the 50th anniversary of that pivotal event following the civil rebellions in Newark, in which a group of black students occupied the Conklin Hall building on campus. Those students demanded transformative changes in admissions and the hiring of black faculty and other faculty of color, and, in the process, created a new history for this campus grounded in social justice.⁴ Today, we are a profoundly different institution than we were in 1969, and Conklin Hall has come to represent the gateway to opportunity for RU-N. Indeed,

it is a part of the continuing 100-years story of Rutgers University–Newark as continually being “reborn,” guided by the transformative leadership of previous Chancellors, provosts, and deans, as a place that is pursuing a vigorous commitment to diversity, public service and excellence—the true foundations of American democracy. Our fidelity to this legacy is evident in our current student body: Rutgers University is now a majority-minority institution, as 18% of our 8,200 undergraduate students identify as African-American, 23% identify as Asian-American, and 22% identify as Latino/as. It is in the traditions of this history, and the possibilities it demonstrates, that we undertake our work, including a particular commitment to the people and the neighborhoods of Greater Newark.

As a social psychologist, I know there is a substantial bonus to be reaped (for innovation, for education, for economic development, for civic life) by the diversity (of cultures, heritages, faiths, identities) that is Newark, Rutgers–Newark, indeed America and the world today. Yet it takes hard work to reap that diversity bonus, to go beyond the differences, the binaries of our lives, to let surface the intersections of our common dreams and aspirations, fears and inhibitions.

-Nancy Cantor, Chancellor, Rutgers University - Newark

² Franklin Conklin, Jr. was the first president of the board of Rutgers University–Newark’s predecessor, the University of Newark. Conklin was also a well-known civic leader in Newark. He attended Princeton from 1903–04 and later headed the Flood and Conklin Manufacturing Co. He was also a member and past president of the Essex County Park Commission, past president of The Newark Museum (1943–64).

³ The story behind the Conklin Hall takeover is available in the university archives housed at John Cotton Dana Library. The university, along with the surviving members of the two-dozen Conklin Hall takeover participants, continues to celebrate this event as the powerful moment it was in changing and deepening the mission of RU-N toward democratic ideals.

⁴ A similarly pivotal moment of institutional transformation occurred in 1968, when the law school established the Minority Student Program as a response to student, alumni, and faculty calls for increased diversity and inclusion in the law school’s admissions process. Through its intentional and holistic approach to law school admissions, mentoring, academic success, and networking, the MSP Program has advanced equal opportunity for historically underrepresented students interested in careers in the law. In the process, the MSP Program has significantly diversified the legal profession in the state of New Jersey. For more information, please visit <http://law.newark.rutgers.edu/admissions-financial-aid/minority-student-program>.

Having an Impact in the City of Newark



Turning to Newark, then, it is critical to recognize that this city epitomizes what Dr. Martin Luther King, Jr. eloquently described in 1967 as the “Two Americas.”⁵ As noted in a recent report by the New Jersey Institute for Social Justice, despite a period of substantial economic growth in its downtown area, “Newark also embodies the persistent race and class divisions of the Two Americas, as local residents—predominantly people of color—are largely excluded from the burgeoning economic opportunity in their own city. Incredibly, Newark residents hold only 18 percent of all jobs in the city.” The report goes on to document a landscape of racialized inequality: In a city with Fortune 500 companies, major transportation hubs, leading performing arts centers and museums, higher education institutions, hospitals, and more, the poverty rate in Newark (33%) is twice the national average, and 42% of Newark children live below the poverty line. The employment landscape is also highly racialized, such that while the clear majority of Newark residents are people of color, 60% of the people employed in the city are white. Newark’s educational landscape is equally problematic, with only 18.1% of city residents (age 24 and older) holding an Associate’s degree or higher, and 4,000 Newark youth disconnected from progress in high school. Meanwhile, homicide and robbery rates within Newark neighborhoods are much higher than either the state or national averages. Not surprisingly, health and nutrition statistics also follow this distressing pattern.

Newark Opportunity

However, as is true in so many urban, metropolitan regions in New Jersey and elsewhere, the opportunities in Newark to mobilize to change this distressing landscape are quite robust, and that mobilization is happening. The Mayor’s Office has organized an alliance of anchors in a major jobs initiative (Newark 2020). The Newark Trust for Education, in collaboration with Newark Public Schools and the City of Newark, is coordinating a substantial community schools effort in the South Ward, while the Newark City of Learning Collaborative (NCLC) is focusing city-wide on post-secondary attainment. The Safer Newark Council is analyzing crime hot spots and using the data to inform public safety mobilization and intervention to reduce community violence, while the Opportunity Youth Network works to galvanize alternative pathways for disconnected youth to avoid what can feel like an inevitable path to criminal justice engagement. The city’s downtown is indeed experiencing major investment, and much of it is built around thriving cultural institutions like NJPAC, the Newark Museum and the Newark Public Library, a burgeoning technology sector, including Audible.com and the NJIT and Newark Ventures Partners’ accelerators, and real estate development with a

⁵ *Bridging the Two Americas: Employment and Economic Opportunity in Newark & Beyond*, Report of the New Jersey Institute for Social Justice, April 2017.

genuine commitment to equitable growth, as evidenced in the newly created Teacher’s Village (Ron Beit and the RBH Group) and the recently renovated Hahne’s Building (L+M Development Partners). Each of these initiatives, from workforce to education to public safety and public health to creative place-making downtown, has in turn catalyzed anchor institution engagement.

Strong, Safe, Healthy Neighborhoods

And speaking of seamless two-way streets of engagement between anchor institutions and community residents to create opportunities for equitable growth, there is perhaps no better example in Newark than the many consortia and collaborations that combine the intellectual and human capital of university faculty and students with the organizational prowess and knowledge and insights of neighborhood CBOs. Newark has a remarkable network of community development corporations that harken back to activism prompted by the Newark rebellion in 1967, and they team up with anchors every day to create opportunities for residents. These collaborations span many arenas from juvenile justice and youth violence to trauma-sensitive school practices to greening of vacant lots to health advocacy and law interventions, and they typically engage several “Eds and Meds” in the process. Most importantly, these anchor institution-community engaged collaborations have the power not only to transform neighborhoods, but also to create a multi-generational cycle of empowerment that spills over into the workforce and educational talent pool for the future of a city like Newark.

Tending to Democracy

Indeed, active collaboration across generations and organizations, with a sharing of power and resources and common goals is clearly at the heart of any successful university-community anchor institution effort, and while it is never easy, it is the only path likely to change what Raj Chetty called the “birth lottery” effect that stymies the opportunity landscape for too many talented youth in our urban centers.⁶ If we are going to be positive agents of change, opening up the avenues of opportunity and prosperity, then we, too, must recognize how hard the effort will be and how much sustained commitment will be required.

As John Dewey famously said, democracy needs to be tended to anew in each successive generation, and our time is no exception.⁷ To affect this change we first need to bridge the “Two Americas,” acknowledging the hibernating bigotry, as Rupert Nacoste labels it, that lies within all of us and keeps us apart. For most of us, this will take a deliberate effort to change our ways, and to listen to our neighbors (those with and without pedigrees), as a wise grandmother in Syracuse told me: “Ask us; we lay our heads down here at night.” We will need to relinquish a “cult of the expert” that separates scholars from the insights of those who live across the boundaries of universities and communities. It is high time to roll up our sleeves and learn from and with our neighbors, the very ones whose children will increasingly attend our institutions and define the future of our cities, our states, and our world. As anchor institutions, we too can help America reap the diversity bonus in our midst, if we do the hard work of collaboration and share our current prosperity with those who will make it last going forward.

Excerpted from “Anchor Institution Coalitions to Reduce Urban Inequality,” Chancellor Nancy Cantor’s keynote address given at the launch of the New Jersey Coalition of Anchor Institutions initiated and hosted by New Jersey Secretary of Higher Education Rochelle Hendricks, May 30, 2017.

⁶ Raj Chetty, Nathaniel Hendren, Patrick Kline, Emmanuel Saez, and Nicholas Turner, *Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility*, NBER Working Paper 19844, January 2014.

⁷ John Dewey, “Education and Social Change,” *Bulletin of the American Association of University Professors*, 1937, 23(6), 472–474.

DK Summer Institute Schedule

SUNDAY JUNE 11 | WELCOME

Location: Courtyard Marriot Hotel, Branch Brook Room
Downtown Newark
858 Broad Street

7:00 pm – 9:00 pm Hospitality Suite

MONDAY JUNE 12 | DEMOCRATIZING KNOWLEDGE: FRAMES, CONTEXTS & INSTITUTIONS

Location: Paul Robeson Campus Center (PRCC)
Rutgers University–Newark
350 Martin Luther King Jr. Blvd

8:15 am – 8:30 am Shuttle to RU-N
8:30 am – 9:00 am Breakfast *University Club*
9:00 am – 9:15 am Welcome *University Club*
Taja-Nia Henderson
9:15 am – 10:00 am How Do We Do This Work?: A Conversation *University Club*
Nancy Cantor, Sherri-Ann Butterfield, and Bonita Veysey
10:00 am – 11:00 am Icebreaker/Introductions (“Who’s in the Room?”) with Yoleidy Rosario *University Club*
11:00 am – 11:15 am Break
11:15 am – 12:00 pm Keynote: Decolonizing the Academy: Practicing Multiple Literacies *Bergen 256-257*
Stephanie Fryberg
12:00 pm – 1:00 pm Lunch *University Club*
1:00 pm – 2:00 pm Exercise: Who are you and what brings you to this work? *Bergen 256-257*
2:00 pm – 3:00 pm Panel: Institutional Mapping at an Anchor Institution *Bergen 256-257*
Sherri-Ann Butterfield, Taja-Nia Henderson, and Bonita Veysey
3:00 pm – 3:15 pm Break
3:15 pm – 4:30 pm Workshop: Institutional Mapping and Crafting Your Space *Middlesex 224 and Morris 227*
4:30 pm – 5:00 pm Shuttle to Dinner
5:00 pm – 7:00 pm Dinner *Fornos of Spain, 47 Ferry Street, Newark*
7:00 pm – 7:15 pm Shuttle to Hotel

TUESDAY JUNE 13 | DEMOCRATIZING MERIT: THEORY & PRACTICE

Location: Center for Law & Justice
Rutgers University–Newark
123 Washington Street

8:15 am – 8:30 am Shuttle to RU-N
8:30 am – 9:00 am Breakfast *Room 572*
9:00 am – 9:30 am Framing for the Day *Room 572*
Sherri-Ann Butterfield, Taja-Nia Henderson, and Bonita Veysey
9:30 am – 11:00 am Plenary Panel: Democratizing Merit in the Academy *Room 572*
Stephanie Fryberg, Ernesto Javier Martínez, David Pérez II
11:00 am – 11:15 am Break
11:15 am – 12:00 pm Keynote: Publicly-Engaged Scholarship in the 21st Century: Beware of a Shrinking Imagination
Room 572
Timothy Eatman
12:00 pm – 1:00 pm Lunch *Room 572*
1:00 pm – 2:45 pm Site Visit: Honors Living Learning Community (HLLC) *Room 572*
2:45 pm – 3:00 pm Break
3:00 pm – 4:30 pm Workshop: Collaborative Small Group Projects *Rooms 571 and 576*
4:30 pm – 5:00 pm Shuttle to Hotel
5:00 pm – 7:00 pm Dinner on Your Own

WEDNESDAY JUNE 14 | REPRESENTING VOICES

Location: Express Newark, Hahne & Co Building
Rutgers University–Newark
54 Halsey Street, Second Floor

8:00 am – 8:30 am	Breakfast on Your Own
8:30 am – 9:00 am	Shuttle to Site Visit
9:00 am – 10:00 am	Site Visit: Glassroots, 10 Bleeker Street, Newark
10:00 am – 10:30 am	Walk to Express Newark
10:30 am – 12:00 pm	Express Newark Tour & Open House
12:00 pm – 2:00 pm	“Representing Voices” Community Lunch with Express Newark Partners and Plenary Panel: Newest Americans and GlassBook Project <i>Lecture Hall</i> Tim Raphael and Nick Kline
2:00 pm – 2:15 pm	Break
2:15 pm – 4:30 pm	Panel & Activities: Intersectional Space as Just Space: Intersectionality in the Academy <i>Lecture Hall</i> Chandra Talpade Mohanty, Linda Carty, Beverly Guy-Sheftall, and Erica L. Williams
4:30 pm – 5:00 pm	Shuttle to Dinner
5:00 pm – 7:00 pm	Dinner <i>Edison Ale House, 51 Edison Place, Newark</i>
7:00 pm – 7:15 pm	Shuttle to Hotel

THURSDAY JUNE 15 | COMMUNITY ENGAGEMENT

Location: 15 Washington
Rutgers University–Newark
15 Washington Street

8:15 am – 8:30 am	Shuttle to RU-N
8:30 am – 10:15 am	Working Breakfast with Panel: Innovations and Community Impacts <i>Seminar Room 201</i> Reginald Lewis (NCLC), Marcia Brown (2020), and Allison DeVaughn/Sheronia Rogers (Shabazz/UAP)
10:15 am – 11:15 am	Panel: Community-engaged Scholarship <i>Seminar Room 201</i> Ana Baptista, Liz Ševčenko, Kevin Lyons, and Eddy Francisco Alvarez Jr.
11:15 am – 11:30 am	Break
11:30 am – 12:30 pm	Keynote Lecture: Constructing the (Be)Loved: Researching Virtue in the Marginal Spaces <i>Seminar Room 201</i> Jacqueline Mattis
12:30 pm – 1:45 pm	Lunch with <i>The Conversation US</i>, Maria Balinska <i>Seminar Room 201</i>
1:45 pm – 2:00 pm	Break
2:00 pm – 5:30 pm	Newark Tour with Junius Williams
5:30 pm – 7:30 pm	Dinner on Your Own

FRIDAY JUNE 16 | 21ST CENTURY SCHOLAR-ACTIVISM

Location: 15 Washington
Rutgers University–Newark
15 Washington Street

8:15 am – 8:30 am	Shuttle to RU-N
8:30 am – 9:00 am	Breakfast <i>Seminar Room 206</i>
9:00 am – 9:30 am	Framing for the Day <i>Seminar Room 201</i> Sherri-Ann Butterfield, Taja-Nia Henderson, and Bonita Veysey
9:30 am – 10:30 am	Keynote: The Structures of Injustice in Legal Education (and Some Thoughts on How to Subvert Them) <i>Seminar Room 201</i> Elise Boddie
10:30 am – 10:45 am	Break
10:45 am – 11:45 am	Keynote: Doing the Work and Minding My Labor: On Being a Community-Engaged, Black Woman Literacy Activist Scholar <i>Seminar Room 201</i> Marcelle Haddix
11:45 pm – 1:15 pm	Lunch <i>Seminar Room 206</i>

1:15 pm – 2:45 pm **Panel: Creating Just Academic Spaces through Scholar-Activism** *Seminar Room 201*
Deborah Willis, Christa Clarke, Kevin Nadal, and AD Carson

2:45 pm – 3:00 pm **Break**

3:00 pm – 5:30 pm **Workshop: Collaborative Small Group Projects with 2016 DK Fellows** *Seminar Room 201/206*

5:30 pm – 6:00 pm **Break**

6:00 pm – 8:00 pm **Dinner & Jazz** *Clement's Place, 15 Washington Street, Newark*

8:00 pm – 8:15 pm **Shuttle to Hotel**

SATURDAY JUNE 17 | MOVING THE ACADEMIC INSTITUTIONAL NEEDLE/JUST SPACES

Location: Courtyard Marriot Hotel – Branch Brook Room
Downtown Newark
858 Broad Street

8:30 am – 9:00 am **Breakfast**

9:00 am – 9:45 am **2016 DK Fellows “Fishbowl”**

9:45 am – 10:00 am **Break**

10:00 am – 11:30 am **Participant Presentations**

11:30 am – 12:30 pm **Closing Brunch**

Co-Directors of DK Summer Institute 2017



Sherri-Ann Butterfield
Senior Associate Dean of Arts and
Sciences and Associate Professor,
Sociology, RU-Newark



Bonita Veysey
Director, P3 Collaboratory and Professor,
Criminal Justice, RU-Newark



Taja-Nia Henderson
Associate Director, P3 Collaboratory
and Professor, Law, RU-Newark

Sherri-Ann Butterfield is Senior Advisor to the Chancellor, Senior Associate Dean of the Faculty of the Newark College of Arts & Sciences, and Associate Professor of Sociology at Rutgers University–Newark. She received her B.A. in Sociology from Yale University, and Ph.D. in Sociology from the University of Michigan. Her scholarly interests are immigration, race and ethnic relations, sex and gender, identity development and culture, and urban education within the Afro-Caribbean diaspora. Butterfield’s research specifically explores how race, ethnicity, class, and gender impact Afro-Caribbean immigrants and their children within the metropolitan contexts of New York/New Jersey and London. Her work has appeared in numerous journals and edited volumes that include the *International Journal of Sociology and Social Policy* and the *Research in Urban Sociology Series*. She has served in numerous academic and administrative capacities, including Visiting Academic Fellow in Nuffield College at Oxford University, Faculty Fellow in the Office of the Chancellor, Acting Director of the Women and Gender Studies Program, Associate Director of the Institute on Ethnicity, Culture, and the Modern Experience, American Council on Education Fellow at New York University, and former Chair of the Sociology and Anthropology Department.

Bonita Veysey is the Inaugural Director of the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship, and a Professor in the School of Criminal Justice at Rutgers University–Newark. Veysey has been an active faculty member since 1998 and during her time here has served as both the Associate Dean for Academic Programs and the Interim Dean of the School of Criminal Justice and as Vice Chancellor for Planning and Implementation. She has more than 30 years of applied research and evaluation experience in the public and private sectors as well as in academia. Her research to date focuses primarily on behavioral health and justice issues, including continuity of behavioral health and medical care and reentry; police interactions with persons diagnosed with mental illnesses; mental health and substance abuse treatment in jails and prisons; diversion and treatment services for youth with behavioral health problems; treatment and supervision of justice-involved girls and women; and the adult consequences of early childhood trauma.

Taja-Nia Henderson is Associate Director of the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship and a Professor at Rutgers Law School. She received her A.B. from Dartmouth College, and her J.D., M.A., and Ph.D. from New York University. After graduating law school, Professor Henderson served as the Derrick Bell Teaching Fellow in constitutional law at NYU Law, and also clerked for the Hon. Consuelo B. Marshall, U.S. District Court, Central District of California. Before joining the Rutgers faculty in 2010, Henderson was an associate in the litigation group of Arnold & Porter LLP in New York, where her practice included commercial litigation and pro bono civil rights advocacy. Her teaching and research interests are in punishment and property in American legal history. She has been a visiting scholar at Beijing Jiaotong University (2014), and a Visiting Professor of Law at Brooklyn Law School (2015). In 2013, the Rutgers–Newark Student Bar Association awarded Henderson with the law school’s “Professor of the Year” award.



Dellareese Jackson is a doctoral student in the Cultural Foundations of Education department in the School of Education at Syracuse University. She serves as the Graduate Assistant for the Democratizing Knowledge Project housed in Tolley Hall on the SU campus. She also serves as a course instructor in Intergroup Dialogue (IGD), teaching a course concentrated on Race and Ethnicity. During her undergraduate studies in Sociology at the University of Illinois, she developed a passion for social justice education, including attentiveness to social and structural inequality. Throughout her undergraduate career, she worked within a program similar to SU's IGD program, the Program on Intergroup Relations (PIR). Her PIR experiences at the University of Illinois included facilitating courses on issues concerning discrimination based on class, gender, race, religion, sexual orientation, and disability. While working on her Masters at Florida International University, she conducted a final capstone project on the social justice climate of college campuses. Her current academic interests are in gender, disability, and access to inclusive education.



Santeka Grigley is the Administrative Coordinator of the P3 Collaboratory for Pedagogy, Professional Development and Publicly Engaged Scholarship at Rutgers University–Newark. She comes to RU-N after earning her M.A. from the Graduate School of Arts and Science at New York University. Her research interests lie in the areas of intersectionality; hip-hop; media studies; pop culture; formations of Blackness; and Black identity with particular attention to the internalization of negative Black stereotypes and how they create divides within the Black community. She received a B.S. in Communication Studies (Corporate Communication) and a B.A. in Ethnic Studies (African and African American Studies) from the University of Texas at Austin. Working at RU-N has granted her the opportunity to couple her research foci with her passion for planning.

Co-Founders of the DK Project



Chandra Talpade Mohanty
Distinguished Professor, Department of
Women's & Gender Studies, College of Arts &
Sciences, Syracuse University



Linda Carty
Associate Professor, Department of African
America Studies, Syracuse University

Chandra Talpade Mohanty and **Linda Carty**, two of the co-founders of the Democratizing Knowledge Project, have been longtime collaborators, colleagues and friends. Both are scholar-activists and advocate for social justice in and beyond the academy.

Carty is involved with black women's labor in the Americas and with black women's health care in the United States and the Caribbean. She serves as a consultant for UNAIDS, as well as works with two community health collectives in New York City: the Caribbean Women's Health Association and the CABS Health Center. Carty has contributed essays to many journals and chapters in the following books *Activist Scholarship: Antiracism, Feminism, and Social Change* (Paradigm Publishers, 2009); *Decolonizing the Academy: African Diaspora Studies* (Africa World Press, 2003); *Scratching the Surface: Canadian Anti-Racist Feminist Thought* (Canadian Scholars Press, 1999); *Feminism and Social Change: Bridging Theory and Practice* (The University of Illinois Press, 1996); *We're Rooted Here, and They Can't Pull Us Up: Essays in African Canadian Women's History* (University of Toronto Press, 1994); *And Still We Rise: Feminist Political Mobilizing in Contemporary Canada* (Women's Press, 1993), which she edited; and *Unsettling Relations: The University As a Site of Feminist Struggle* which she co-authored (Canadian Scholars Press, 1991).

Mohanty's work encompasses transnational feminist theory, anti-capitalist praxis, anti-racist education and the politics of knowledge. She is the author and editor of half a dozen books, including *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity* (Duke University Press, 2003); *The SAGE Handbook on Identity* (SAGE, 2010); and the forthcoming *Just Feminisms: Radical Knowledges, Insurgent Practices* (Duke University Press). She also has served as series editor of "Gender, Culture, and Global Politics" (Garland Publishing) and "Comparative Feminist Studies" (Palgrave/Macmillan). Mohanty has published more than three dozen essays, including "Under Western Eyes: Feminist Scholarship and Colonial Discourses," which is a key text in women's, gender and sexuality studies; anthropology; cultural studies; ethnic studies; political science; sociology; and development studies courses worldwide for more than two decades. She works with various grassroots organizations, including the *Municipal Services Project*, a transnational research and advocacy group that seeks alternatives to privatization in the Global South.

Besides co-founding the DK project Carty and Mohanty are currently collaborating on a video archive project entitled "Feminist Freedom Warriors: Conversations on Justice, Politics, and Solidarity." Born out of an engagement in anti-capitalist, anti-racist feminist struggles as women of color from the global south, Feminist Freedom Warriors (feministfreedomwarriors.org) is a project about cross-generational histories of feminist activism addressing economic, anti-racist, social justice, and anti-capitalist issues across national borders.

DK Collective – Syracuse University

Himika Bhattacharya, Associate Professor, Women’s Gender Studies

Haley Marama Cavino, Program Coordinator, Democratizing Knowledge

Carol Fadda Conrey, Associate Professor, English Department, College of Arts & Sciences

Pedro DiPietro, Assistant Professor, Women’s and Gender Studies

Stephanie Fetta, Assistant Professor, Spanish, College of Arts & Sciences

Marcelle Haddix, Dean’s Associate Professor, English Education, Reading and Language Arts Center, School of Education

Paula Johnson, Professor and Co-Director of Cold Case Justice Initiative, College of Law

Jackie Orr, Associate Professor, Sociology Department, Maxwell School

In Memoriam

Sari Knopp Biklen, Professor Emerita, Cultural Foundations of Education, School of Education

The DK Collective sorely misses our dear friend and colleague Sari Biklen.

DK Partners – Spelman College



Beverly Guy-Sheftall, Ph.D. is the founding director of the Women’s Research and Resource Center and the Anna Julia Cooper Professor of Women’s Studies at Spelman College. She is also adjunct professor at Emory University’s Institute for Women’s Studies where she teaches graduate courses. Guy-Sheftall entered Spelman College at the age of 16, and majored in English and minored in secondary education. After graduation with honors, she attended Wellesley College for a fifth year of study in English. In 1968, she entered Atlanta University to pursue a master’s degree in English; her thesis was titled, “Faulkner’s Treatment of Women in His Major Novels.” A year later she began her first teaching job in the department of English at Alabama State University in Montgomery, AL. In 1971, she returned to her alma mater Spelman College and joined the English department. She has published a number of texts within African-American and women’s studies, which have been noted as seminal works by other scholars, including the first anthology on Black women’s literature, *Sturdy Black Bridges: Visions of Black Women in Literature* (Doubleday, 1980), which she co-edited with Roseann P. Bell and Bettye Parker Smith; her dissertation, *Daughters of Sorrow: Attitudes Toward Black Women, 1880-1920* (Carlson, 1991); *Words of Fire: An Anthology of African American Feminist Thought* (New Press, 1995); and an anthology she co-edited with Rudolph Byrd titled *Traps: African American Men on Gender and Sexuality* (Indiana University Press, 2001). Her most recent publication is a book coauthored with Johnnetta Betsch Cole, *Gender Talk: The Struggle for Women’s Equality in African American Communities* (Random House, 2003). In 1983, she became founding co-editor of *Sage: A Scholarly Journal of Black Women*, a journal devoted exclusively to the experiences of women of African descent.



Erica Lorraine Williams is an Associate Professor in the Department of Sociology and Anthropology at Spelman College in Atlanta, Georgia. She earned her Ph.D. and M.A. in Cultural Anthropology from Stanford University, and her B.A. in Anthropology and Africana Studies from New York University. Williams’ research has focused on the cultural and sexual politics of the transnational tourism industry, and Afro-Brazilian feminist activism in Salvador, Bahia, Brazil. Her first book, *Sex Tourism in Bahia: Ambiguous Entanglements* (2013), won the National Women’s Studies Association/University of Illinois Press First Book Prize. She has also published articles and book chapters in *Transatlantic Feminisms: Women and Gender Studies in Africa and the Diaspora* (Rodriguez et. al., 2015), *Gender, Place, and Culture: A Journal of Feminist Geography*, *Policing Pleasure: Global Reflections on Sex Work and Public Policy* (Kelly and Dewey 2011); *Taking Risks: Feminist Stories of Social Justice Research in the Americas* (Shayne, ed. 2014), the *Encyclopedia of Globalization* (2012), and *The Feminist Wire*. She teaches courses on issues of gender, sexuality, globalization, and the African Diaspora, and she received the Vulcan Materials Teaching Excellence Award in 2013.

Speakers and Faculty in Residence Bios



Eddy Francisco Alvarez Jr. received his Ph.D. in Chicana/o Studies from University of California, Santa Barbara and a B.A. and M.A. in Spanish from California State University, Northridge. He is an Assistant Professor in the Africana and Latino Studies Department, and an affiliate of Women's Gender and Sexuality Studies at SUNY Oneonta. His research interests include gender and sexuality, LGBTQ Latinx communities, queer of color performance and aesthetics, oral history, and decolonial pedagogy. Alvarez's writings on transformative pedagogy have been published in *"White" Washing American Education: The New Culture Wars in Ethnic Studies* edited by Denise Sandoval et al, and in *Aztlán: A Journal of Chicano Studies*. His most recent publications include an article in *TSQ: Transgender Studies Quarterly* based on his book manuscript titled *Finding Sequins in the Rubble: Mapping Queer Latinx Los Angeles*. He is also working on single and co-authored research projects about queer and feminist fans of Mexican pop icon Gloria Trevi, queer athletes, and queer students of color. His creative work has been published in *Revista Bilingue/Bilingual Review* and in edited volumes. In 2016–2017, in preparation for the world premiere of *Stomping Grounds*, a Hip-Hop Opera, Alvarez was the Advisor for the Teacher's Advisory Panel on Arts Education and Curriculum, in a collaborative project between Glimmerglass Opera Festival, SUNY Oneonta, and local middle and high schools. In addition, Alvarez is co-chair elect of AJAAS, the Association for Jotería Arts, Activism and Scholarship, a national Chicana, Latinx, and people of color LGBTQ organization. In fall 2017, he will be joining the Women, Gender and Sexuality Studies and University Studies Departments at Portland State University as an Assistant Professor.



Maria Balinska is Editor and co-CEO of *The Conversation US*, a digital publication of news and analysis authored by academics and edited by journalists for the general public. Previously, Balinska was at the BBC in London where, for ten years, she was Editor, World Current Affairs Radio. A 2010 Nieman Fellow at Harvard, Balinska is also the founder of Latitude News, a digital platform that introduced new ways of covering world affairs for American audiences. She is the author of *The Bagel: The Surprising History of a Modest Bread* (Yale 2008).



Ana Baptista is Assistant Professor of Professional Practice and the Chair of the *Environmental Policy and Sustainability Management* graduate program at the Milano School of International Affairs, Management and Urban Policy at The New School University. She also serves as the Associate Director of the Tishman Environment and Design Center at The New School. Prior to this, Baptista was the Director of the Energy and Environment Programs for the Regional Plan Association in New York City. She served for over seven years as the Director of Environmental Justice and Community Development Programs for the Ironbound Community Corporation (ICC) in Newark, NJ and now serves on the ICC Board of Trustees. At ICC, she oversaw a wide range of environmental justice, community development, planning and research projects in her native Ironbound community in Newark. Baptista has a Ph.D. in Urban Planning and Public Policy from Rutgers University where she completed her dissertation on state level environmental justice policy making across the U.S.. She is a member of the Coalition for Healthy Ports, and the New Jersey Environmental Justice Alliance. She was also a 2013 Gustav Heningburg Civic Fellow at Rutgers University and is a Senior National Environmental Leadership Fellow.



Elise Boddie is Professor of Law, Henry Rutgers University Professor, and Judge Robert L. Carter Scholar at Rutgers Law School. Boddie teaches constitutional law, civil rights, and state and local government law. Before joining the Rutgers faculty, she was the director of litigation for the NAACP Legal Defense & Educational Fund, Inc. (LDF). She supervised LDF's nationwide litigation program, including its advocacy in several major Supreme Court and federal appellate cases involving voting rights, affirmative action, and fair housing. From 1999–2005, she litigated affirmative action, employment, economic justice, and school desegregation cases in federal district courts and in the courts of appeals. During this period, she served as LDF's Director of Education and as an Associate Director of Litigation. Boddie is a nationally recognized expert in civil rights. Boddie received her J.D. *cum laude* from Harvard Law School and her B.A. *cum laude* from Yale. She also holds a master's degree in public policy from the John F. Kennedy School of Government at Harvard. Following a clerkship for Judge Robert L. Carter in the Southern District of New York, Boddie litigated at Fried, Frank, Harris, Shriver & Jacobson in its New York office as the first recipient of the Fried Frank/LDF fellowship. In 2012, the Law and Society Association awarded her the John Hope Franklin Prize for her article, "Racial Territoriality," which appeared in the *UCLA Law Review*. She has also published in the *Vanderbilt Law Review*, the *North Carolina Law Review*, the *University of Pennsylvania Journal of Constitutional Law*, the *Harvard Law Review Forum*, the *UCLA Law Review Discourse*, and the *Iowa Law Review*.

Bulletin. Her commentary has appeared in the *New York Times*, SCOTUSblog, Slate, Huffington Post, and the *Chronicle of Higher Education*. She is a frequent public speaker and has appeared on MSNBC, NBC Nightly News, Democracy Now, and National Public Radio, among other television and radio programs. Boddie is the founder and executive director of The Inclusion Project (TIP) at Rutgers Law School, which seeks to advance racial inclusion and equity in public education. In addition, she serves on the Rutgers University–Newark Chancellor’s Commission on Diversity and Transformation. She is a member of the national board of the American Constitution Society, the board of the New Jersey Institute for Social Justice, and the steering committee of the National Coalition on School Diversity. She also coordinated the Civil Rights & Racial Justice Policy Working Group for Hillary Clinton’s 2016 presidential campaign. Boddie has served on the boards of the North Star Fund, the Passaic County Legal Aid Society, Planned Parenthood of Metropolitan New Jersey, on the Association of the Bar of the City of New York’s Labor & Employment Law Committee, and on a blue-ribbon task force convened by the Montclair, New Jersey school superintendent to promote integration in the local public schools.



Marcia Wilson Brown is vice chancellor for external relations and governmental affairs, a position in which she forges and maintains relationships on behalf of Rutgers University–Newark with public officials, governmental agencies, and civic groups. She has spent more than 15 years in higher education at Rutgers University–Newark, holding positions as vice chancellor for student and community affairs, associate dean for program development in the School of Public Affairs and Administration (SPAA), associate dean and director of academic foundations, and associate dean of the Rutgers School of Law–Newark Minority Student Program. Brown is an alumna of the School of Law–Newark where she was elected class speaker and was the recipient of three honors: International Academy of Trial Lawyers Award, Judge J. Skelly Wright

Award for Civil and Human Rights Activities, and the Rutgers Alumni Senior Award. She clerked for Chief Justice Robert Wilentz, Chief Justice of the New Jersey Supreme Court, and was admitted to practice in New Jersey, Pennsylvania, federal district and appellate courts, and the U.S. Supreme Court. Brown has spent more than thirty years in community development advocacy in Newark, working on housing, education, and nonprofit leadership issues. She has been recognized on numerous occasions for her contributions to young people and the quality of life in Newark. She is a mother, grandmother, poet, and the founder of the newly minted Newark Repertory Theater Company committed to engaging and educating audiences with bold, dynamic, and diverse theatrical plays.



Nancy Cantor is Chancellor of Rutgers University–Newark. A distinguished higher education leader, she is recognized internationally as a champion for inclusion and advocate for re-emphasizing the role universities as anchor institutions in their communities, collaborating with cross-sector partners to fulfill higher education’s public mission as an engine of discovery, innovation, and social mobility. A prominent social psychologist, Cantor is recognized for her scholarly contributions to understanding how individuals perceive and think about their social worlds, pursue personal goals, and regulate their behavior to adapt to life’s most challenging social environments. A fellow of the American Academy of Arts and Sciences and member of the National Academy of Medicine, she previously led Syracuse University and the University of Illinois at Urbana-Champaign and was provost at the University of Michigan, where she was closely involved in the defense of affirmative action in the 2003 Supreme Court cases *Grutter* and *Gratz*.



A.D. Carson is a performance artist and educator from Decatur, Illinois. He received his Ph.D. in Rhetorics, Communication, and Information Design at Clemson University doing work that focuses on race, literature, history, and rhetorical performances. Through his “See the Stripes” campaign, which takes its name from his 2014 poem, Carson has worked with Clemson students, faculty, staff, and community members to raise awareness of historic and entrenched racism at the university. He is an award-winning artist with essays, music, and poetry published in a variety of diverse venues such as *The Guardian*, *Quiddity International Literary Journal* and *Public-Radio Program*, and *Journal for Cultural and Religious Theory*, among others. His essay “Trimalchio from Chicago: Flashing Lights and the Great Kanye in West Egg” appears in *The Cultural Impact of Kanye West* (Palgrave Macmillan, 2014), and “Oedipus—Not So Complex: A Blueprint for Literary Education” is published in *Jay-Z: Essays on Hip Hop’s Philosopher King* (McFarland & Co., 2011). He has written a novel, *COLD*, which hybridizes poetry, rap lyrics, and prose, and *The City: [un]poems, thoughts, rhymes & miscellany*, a collection of poems, short stories, and essays. Carson is a 2016 recipient of the Martin Luther King, Jr. Award for Excellence in Service at Clemson University. Follow him on Twitter/IG @aydeethegreat.



Christa Clarke is Senior Curator, Arts of Global Africa, at the Newark Museum, where, since her appointment in 2002, she has organized numerous exhibitions ranging from men’s fashion to Nigerian modernism since her appointment in 2002. Clarke has been a fellow at the Clark Art Institute, the Metropolitan Museum of Art and the Smithsonian and held teaching appointments at NYU Abu Dhabi, University of Pennsylvania, Rutgers University and George Washington University. Her publications include *Representing Africa in American Art Museums: A Century of Collecting and Display* (2010, co-edited with Kathleen Berzock) and *African Art in the Barnes Foundation* (2015). Clarke currently serves as President of the Association of Art Museum Curators and, in 2017-2018, will be a fellow at Harvard University’s Hutchins Center for African & African American Research.



Allison DeVaughn is a senior educator in the Newark Public School system and the Chief Innovation Officer for Malcolm X. Shabazz High School. She has dedicated her career and life passion for more than three decades to educating, mentoring and nurturing young people preparing them for life, college and careers. As the Chief Innovation Officer at Malcolm X. Shabazz High School, she is charged not only with program development and innovation at the school, but is the head administrator for the Malcolm X. Shabazz High School South Ward Community School Initiative, and is the primary school liaison to partners at Rutgers University–Newark, the Newark Public Schools, the South Ward and other city collaborators in the University Assisted Partnership.



Timothy Eatman currently serves as the inaugural Dean of the Honors Living-Learning Community and Associate Professor of Urban Education in the College of Arts & Sciences here at Rutgers University–Newark. He is faculty co-director of Imagining America: Artists and Scholars in Public Life (IA), a thriving consortium of over 100 colleges, universities, and cultural organizations, including Rutgers University–Newark, whose members strengthen the public roles of arts, humanities, and design fields through research and action initiatives, coalition building, and leadership development. An educational sociologist who earned the 2010 Early Career Research Award from the International Association for Research on Service Learning and Community Engagement (IARSLCE), Eatman is a sought-after speaker, workshop facilitator, and collaborator who has earned national and international recognition for his leadership in advancing our understanding of the multi-faceted impact of publicly engaged scholarship. Most recently, he was elected to the IARSLCE board of directors. For the past four years, he has served a faculty member of the American Association of Colleges and Universities’ Institute on High-Impact Practices and Student Success. He holds an appointment as Honorary Professor at the University of South Africa through the end of this year. As co-principal investigator of IA’s Tenure Team Initiative on Public Scholarship, he co-authored its widely cited report, *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University* (2008) with IA’s founding director, Julie Ellison, and organized a series of regional meetings with Campus Compact that involved more than 60 higher education institutions. This work on faculty rewards led to a second national study on the career aspirations and decisions of graduate students and early-career academic professionals who identify as publicly-engaged scholars. He is co-editor of the forthcoming *Handbook on Service Learning and Community Engagement* under contract with Cambridge University Press.



Stephanie Fryberg is Associate Professor in American Indian Studies and Psychology at the University of Washington. As a social and cultural psychologist, her primary research interests focus on how social representations of race, culture, and social class influence the development of self, psychological well-being, physical health, and educational attainment. Select publications include: *The Truly Diverse Faculty: New Dialogues in American Higher Education* (Edited volume with E. J. Martínez), *Cultural models of education and academic performance for Native American and European American students* (with R. Covarrubias & J. Burack), *Unseen disadvantage: How American universities’ focus on independence undermines the academic performance of first-generation college students* (with N. M. Stephens, H.R. Markus, C. Johnson, & R. Covarrubias), *When the world is colorblind, American Indians are invisible: A diversity science approach* (with N. M. Stephens); and *Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots on American Indians* (with H.R. Markus, D. Oyserman, & J. M. Stone). Fryberg provided testimony to the U.S. Senate Committee on Indian Affairs regarding the impact of racist stereotypes on Indigenous people, served as an expert witness in the *Keepseagle v. USDA* class action lawsuit, and consults with National Tribal TANF (Temporary Assistance for Needy Families). She also received the Society for the Psychological Study of Social Issues Louise Kidder Early Career Award, the University of Arizona Five Star Faculty Award, and in 2011 was inducted into the Multicultural Alumni Hall of Fame at Stanford University.



Marcelle Haddix is a Dean's Associate Professor and chair of the Reading and Language Arts department in the Syracuse University School of Education. Her scholarly interests center on the experiences of students of color in literacy and English teaching and teacher education and the importance of centering Blackness in educational practices and spaces. She directs two literacy programs for adolescent youth: the Writing Our Lives project, a program geared toward supporting the writing practices of urban middle and high school students within and beyond school contexts, and the Dark Girls afterschool program for Black middle school girls aimed at celebrating Black girl literacies. Haddix's work is featured in *Research in the Teaching of English*, *English Education*, *Linguistics and Education*, and *Journal of Adolescent and Adult Literacy* and in her recently published book, *Cultivating Racial and Linguistic Diversity in Literacy Teacher Education: Teachers Like Me*. Her awards and recognitions include the American Educational Research Association Division K Early Career Award; the National Council for Teachers of English Promising Researcher Award; and the NCTE Janet Emig Award. She is the vice president of the Literacy Research Association. She earned a Ph.D. from Boston College, a master's degree in education from Cardinal Stritch University, and a bachelor's degree in English education from Drake University.



Nick Kline is a visual artist, and Rutgers Professor. He creates works with photography, artists' books, installation and socially-engaged art. As a conceptually-based artist the common denominator of his work is portraiture. His work has been featured in solo exhibitions in NYC, Norway, and Germany, and has had critical reviews in the *New York Times* and *New Yorker*, among others. Kline has received numerous awards, including being mentioned as one of 2015's top ten exhibitions in the U.S. by *Hyperallergic* magazine. His artists' books are in the permanent collections of the The Museum of Modern Art; The Metropolitan Museum of Art; and the Whitney Museum of American Art. Kline's socially engaged artworks include the GlassBook Project and Shine Portrait Studio. Since 2009, the GlassBook Project is an ongoing collaboration with Rutgers students and other artists creating books of glass that address the impact of psychological trauma on individual lives. Shine Portrait Studio, ten years in the making, has just opened at Express Newark, and reimagines the function of a community-based photography studio for our time, namely as a place that brings people together for meaningful and memorable experiences of seeing each other, and self-representation. Karen Irvine, Curator Museum of Contemporary Photography wrote about Kline's work for an exhibition catalog: "By embracing concept, Kline's photographs update the history of mid-century abstraction. Kline creates photographs that visually refer to the formal abstraction associated with Modernist ideals but simultaneously offer social commentary."



Reginald Lewis is the Executive Director of the Newark City of Learning Collaborative (NCLC). Lewis comes to the NCLC after serving as executive director of The Chad School Foundation, Inc., a Newark-based education policy and advocacy organization that seeks to improve conditions in public school systems serving disadvantaged and at-risk youth. Housed at the Rutgers University–Newark's Joseph C. Cornwall Center for Metropolitan Studies, NCLC is a citywide post-secondary attainment initiative that seeks to increase the percentage of Newark residents who hold degrees, certificates, and other high-quality credentials to 25% by the year 2025. Lewis brings to his role at the NCLC more than 15 years of senior management experience from the philanthropic, non-profit, state, and municipal government sectors. He has held positions with the Ford Foundation in New York City; the Joyce Foundation in Chicago; the Victoria Foundation in Newark; and The Fund for New Jersey in New Brunswick, New Jersey. While at The Fund for New Jersey, he co-edited *Better Schools*, an issue report that outlined strategies for improving New Jersey's K-12 public schools. He has also served as City Administrator for the City of East Orange, New Jersey, and was appointed by President Obama to the U.S. Commission on Presidential Scholars. In addition to his duties at NCLC, Lewis is an Assistant Professor of Professional Practice in the Rutgers University–Newark School of Public Affairs and Administration. A cum laude graduate of Morehouse College, Lewis holds a Masters in Social Service Administration from the University of Chicago.



Kevin Lyons is Associate Professor, Supply Chain Management Department and Director, Public Private Community Partnerships, Rutgers Business School. His research includes the integration of sustainable development criteria into global Supply Chain Management systems, processes and operations. Dr. Lyons developed the Supply Chain Environmental Archeology research program/lab, which involves the archeological study of climate change and environmental impacts via the supply chain, big data analytics, risk assessment, decision analysis as well as product end-of-life and new product innovation research. He is the principal investigator for the Newark (NJ) Industrial Solution Center research project and the U.S. State Department Mandela Washington Fellows Program. Lyons is also the Associate Director of the Rutgers Energy Institute and is an Associate Director of the Rutgers EcoComplex.



Jacqueline S. Mattis is Professor of Psychology and Director of the Center for the Study of Black Youth in Context (CSBYC) at the University of Michigan. Mattis earned a B.A. in Psychology at New York University, and an M.S. and Ph.D. in Clinical Psychology at the University of Michigan. Her research focuses on the role of religion and spirituality in the positive psychological development of African Americans and people in the African diaspora—particularly African American and African diasporic communities living in urban contexts. In that regard, her work explores the meanings and manifestations of religiosity and spirituality among youth and adults. She also studies the factors that are associated with such positive outcomes as compassion, altruism, forgiveness, volunteerism, positive community involvement, and positive parenting among urban-residing individuals. She teaches graduate courses on Urbanicity and Prosocial Development, and courses on the study of personality and social contexts. Mattis is the recipient of the 2014 Distinguished Psychologist Award from the National Association of Black Psychologists; a recipient of NYU's Dr. Martin Luther King, Jr. Award for commitment to mentorship, service, and commitment to social justice; and is a past recipient of the Templeton Foundation's Positive Psychology Young Scholars award. She serves as Associate Editor of the *Psychology of Women Quarterly* and is on the Editorial Board of the *Journal of Spirituality and Psychology*. Her research has been published in numerous academic journals and texts including the *Journal of Community Psychology*, the *Journal of Adult Development*, *The Journal of Black Psychology*, *Personality and Individual Differences*, *Psychology of Women Quarterly*, *American Journal of Orthopsychiatry*, and *The Journal of Clinical Child Psychology*. She is deeply committed to expanding the academic pipeline and, as such, for more than twenty years she has served on the *National Conference Institutional Planning Committee* for the National Black Graduate Students in Psychology Conference. She regularly conducts academic writing bootcamps for academics at all levels with Dr. Kathy Burlew (University of Cincinnati). She is also CEO of Easton's Nook Writer's Retreat, a Newark-based writing retreat space and professional development center for scholars, academics, and activists.



Ernesto Javier Martínez is Associate Professor of Ethnic Studies at the University of Oregon. He received a B.A. in English Literature, with Honors, from Stanford University and an M.A. and Ph.D. in English Language and Literature from Cornell University. His writings on social identity, minority cultural production, and subjugated knowledge have been published in journals such as *PMLA*, *Signs*, *Aztlán*, and the *International Journal of Diversity in Organisations, Communities, and Nations*. He is the author of *On Making Sense: Queer Race Narratives of Intelligibility* (Stanford UP, 2012), as well as the co-editor of two anthologies: *Gay Latino Studies: A Critical Reader*, with Michael Hames-García (Duke UP, 2011) and *The Truly Diverse Faculty: New Dialogues in American Higher Education*, with Stephanie Fryberg (Palgrave Press, 2014). For over 10 years, he was a Coordinating Team member of the Future of Minority Studies (FMS) research project. He is currently the co-chair of the Association for Jotería Arts, Activism, and Scholarship (AJAAS), which is dedicated to producing art and analyzing culture and politics in the context of queer Latina/o/x and indigenous activism.



Kevin Nadal, Ph.D. is a Professor of Psychology at John Jay College of Criminal Justice and The Graduate Center at the City University of New York (CUNY). He is the Executive Director of the CLAGS: The Center for Lesbian, Gay, Bisexual, Transgender, and Queer Studies (and is the first person of color to hold this position in its 25-year history). He is the President of the Asian American Psychological Association (and is the first openly gay person to hold this position in its 40+ year history). He has published over 100 works on multicultural issues, including *Filipino American Psychology*, *That's So Gay! Microaggressions and the Lesbian, Gay, Bisexual, and Transgender Community*, and *Microaggressions and Traumatic Stress*. He is also a co-founder of the LGBTQ Scholars of Color Network, a national trustee of the Filipino American National Historical Society, and is the host of *Out Talk with Dr. Kevin Nadal*.



David Pérez II is an Assistant Professor in the Department of Educational Leadership at Miami University in Oxford, OH. Pérez' research focuses on increasing Latino undergraduate men's success at U.S. colleges and universities. In 2014, he launched *The National Study on Latino Male Achievement in Higher Education* to explore how undergraduates employ different forms of capital to thrive at twenty selective institutions. This study is supported by grants from the NASPA Foundation, National Resource Center for the First-Year Experience and Students in Transition, and ACPA Foundation. The American College Personnel Association and the National Association of Student Personnel Administrators recognized Pérez as an emerging scholar for his contributions to research. His most recent publications are featured in the *Journal of College Student Development*, *Journal of Hispanic Higher Education*, and *Journal on Excellence in College Teaching*, and *Journal of Diversity in Higher Education*. Pérez is also co-editing a book that addresses the experiences of Latinx/a/o students, faculty, and staff in higher education. Prior to pursuing a career in academia, Pérez served as a student affairs practitioner at Syracuse University and New York University. During his tenure in the profession, he engaged undergraduate and graduate

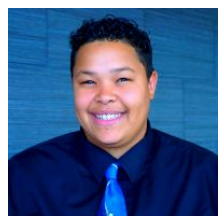
students in residential leadership, peer education, and social justice advocacy. Pérez was a Posse Scholar and earned his B.S. in Human & Organizational Development and M.Ed. in Educational Leadership & Administration at Vanderbilt University.



Tim Raphael is Associate Professor of Arts, Culture and Media at Rutgers University–Newark and the founding director of the Center for Migration and the Global City, an incubator for multidisciplinary scholarship, teaching, and civic engagement. CMGC conducts immigration research, and produces educational curriculum and public humanities programming, and promotes student civic engagement with local immigrant communities and the organizations that support them. Raphael is the co-founder and Director of *Newest Americans*, a multimedia documentary and arts project produced by CMGC in partnership with VII Photo and Talking Eyes Media. He is also a theater director, producer, deviser and adapter who has developed more than 50 new American plays. He has written extensively on the intersection of politics and performance and is the author of *The President Electric: Ronald Reagan and the Politics of Performance*, which examines Reagan’s immersion in radio, film and television to understand how the techniques and technologies of electronic media have transformed American politics and political representation. Raphael holds a BA in the History of Religions from Wesleyan University and an M.A. and Ph.D. in performance studies from Northwestern University. He has taught theater, performance studies, and American studies at Rutgers, Dartmouth College, Georgetown University, Northwestern University, Wesleyan University, Ursinus College, and the Universidade Aberta in Lisbon, Portugal.



Sheronia Rogers is a post-secondary education and non-profit leader, technical assistance provider and trainer with more than 25 years of experience in program administration, youth development and organization development. In March 2015, she joined the staff at Rutgers University–Newark in the Office of University Community Partnerships (OUCP). Her work with OUCP focuses on providing leadership and direction of the ongoing engagement and partnership activities of the department’s Community Engagement Unit. Currently, she is the Lead Agency Coordinator for the Rutgers University–Newark University Assisted Partnership with Malcolm X. Shabazz High School. Prior to joining Rutgers University–Newark, she functioned in the capacity of Vice President of Programs and Operations at the New York Urban League (NYUL). NYUL is a non-profit organization that has a rich history and long legacy of service to New Yorkers with a mission to improve educational, social and economic conditions and opportunities for African American and other underserved communities. Sheronia attended Rutgers University for undergraduate studies, received her M.S. degree in Community Economic Development from Southern New Hampshire University, and completed the New School University's Faith Based Community Development Institute.

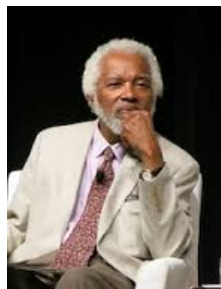


Yoleidy Rosario was born in Santiago, Dominican Republic, but was raised in the Bronx. They hold a Bachelor of Arts in Theatre and English and a Masters in Higher Education. As a first-generation Afro-Latinx personality, Rosario has a vested interest in working with first-generation students, low-income students, multicultural/intercultural education and programming, LGBTQQIAAP education and programming, and affirmative action affairs. They are also passionate about issues related to topics surrounding college access, retention and affordability. Rosario facilitates intercultural programs and workshops that address important social issues related to race, gender, culture, social justice, ability, class and religion. Their research interests include looking at issue of equity in education, performance of cultural and gender expression, Afro-Latin@/x culture and history, the roles of diversity and oppression in organizations and the academic settings, and the impact of race, gender, class on educational outcomes. If Yoleidy had one motto to live by, it would be one passed down from their grandmother – “Live life, don’t let it live you!” These words have inspired Rosario’s day-to-day life and, along with their passion for life, social justice, and healing, have brought them to Rutgers University–Newark as the new Director for the LGBTQ and Intercultural Resource Center.



Liz Ševčenko is founding director of the Humanities Action Lab, a consortium of 20 universities led by The New School that collaborate with issue organizations and public spaces on community-created public memory projects around contested social issues. HAL’s first project, *States of Incarceration: A National Dialogue of Local Histories*, is a traveling exhibit, web platform, curricula, and public dialogues on the past, present, and future of incarceration created by over 700 students and others directly affected by incarceration. HAL grew out of the Guantanamo Public Memory Project, an international collaboration of universities and organizations Ševčenko launched from Columbia University’s Institute for the Study of Human Rights, to build a global conversation about the past, present, and future of the U.S. naval base at Guantanamo Bay. Ševčenko was Founding Director of the International Coalition of Sites of Conscience, a network of historic sites that foster public dialogue on pressing contemporary issues. Prior to starting the Coalition, Ševčenko served as Vice President for Programs at the Lower East Side Tenement Museum, developing exhibits and educational activities that connect the stories of the

neighborhood's immigrants past and present. She writes on intersections of social justice, heritage, and memory in journals and edited volumes in a variety of fields. She received her BA in history from Yale University and her MA in history from New York University.



Junius Williams is a nationally recognized attorney, musician, educator and independent thinker who has been at the forefront of the Civil Rights and Human Rights Movements in this country for decades. His life in the Movement in the South and the North has been chronicled in the Civil Rights History Project, a collaborative initiative of the Library of Congress and the National Museum of African American History and Culture, Smithsonian Institution. His is one of eleven interviews shown nationally for viewing on C-SPAN. His speeches have energized young and old alike in places like the Smithsonian Institute in Washington DC, the Schomburg Center for Research in Black Culture, in New York, Shiloh Baptist Church in Trenton, NJ, and colleges throughout the country. As the youngest President of the National Bar Association, the oldest and largest organization of black attorneys in the U.S., he spoke at the United Nations, advocating genuine democracy for the people of Zimbabwe, Southern Africa. (The NBA paper was adopted by the UN and publicized in seven different languages for international consumption.) He was listed as one of the “100 Most Influential Blacks in America” in Ebony Magazine, ran for Mayor of Newark, and now teaches leadership and community organization at Rutgers University–Newark, based on lessons outlined in his book, *Unfinished Agenda, Urban Politics in the Era of Black Power*.



Deborah Willis, Ph.D., is University Professor and Chair of the Department of Photography & Imaging at the Tisch School of the Arts at New York University and has an affiliated appointment with the College of Arts and Sciences, Department of Social & Cultural, Africana Studies, where she teaches courses on photography and imaging, iconicity, and cultural histories visualizing the black body, women, and gender. Her research examines photography's multifaceted histories, visual culture, the photographic history of Slavery and Emancipation, contemporary women photographers and beauty. She received the John D. and Catherine T. MacArthur Fellowship and was a Richard D. Cohen Fellow in African and African American Art, Hutchins Center, Harvard University and a John Simon Guggenheim Fellow. Willis received the NAACP Image Award in 2014 for her co-authored book (with Barbara Krauthamer) *Envisioning Emancipation*. Other notable projects include *The Black Female Body A Photographic History*, *Reflections in Black: A History of Black Photographers – 1840 to the Present*, *Posing Beauty: African American Images from the 1890s to the Present*, *Michelle Obama: The First Lady in Photographs*, a NAACP Image Award Literature Winner, and *Black Venus 2010: They Called Her 'Hottentot'*.

2017 Democratizing Knowledge Summer Institute Fellows

Gwendolyn Beetham, Ph.D., Acting Assistant Dean and Global Village Director, Douglass Residential College; Affiliate Faculty, Department of Women's and Gender Studies, Rutgers University–New Brunswick

Elsa Camargo, Ph.D. Candidate, Higher Education, Virginia Polytechnic Institute and State University

Mahako Etta, Ph.D. Candidate, Public Affairs and Administration, Rutgers University–Newark

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Kristy Girardeau, Ph.D. Candidate, Early Childhood and Elementary Education, Georgia State University

Daniela Gutiérrez López, Ph.D. Candidate, Gender Studies, Ph.D. minor in Folklore, Indiana University

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Patricia Krueger-Henney, Ph.D., Assistant Professor, Leadership in Urban Schools Doctoral Program, University of Massachusetts

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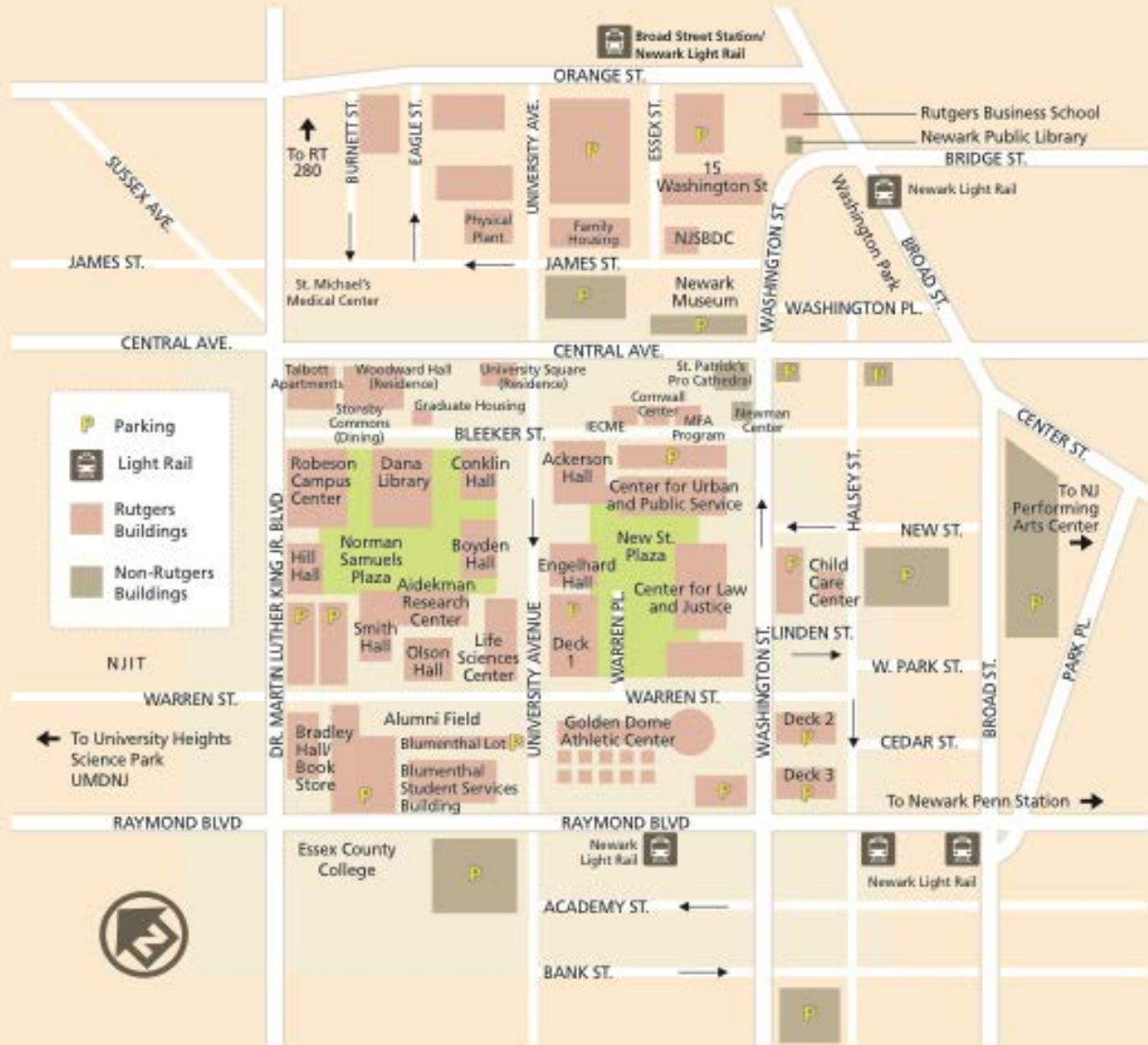
R. Joseph Rodriguez, Ph.D., Assistant Professor, Department of English, The University of Texas at El Paso

Katie Singer, Ph.D. Candidate, American Studies–Race, Ethnicity & Modern Studies, Rutgers University–Newark

Sean Wilson, Ph.D. Candidate, Administration of Justice, Texas Southern University



Map of Rutgers University in Newark



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All our presenters for sharing their time, experience and knowledge, and for continually demonstrating what democracy in action looks like. Their dedication to the creation and maintenance of socially just spaces serves as critical models to embrace and follow.

The City of Newark for being that bright light on the hill...

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