

About the Contributors

Ronald Bailey's work in political science, history, economics, technology, culture, and curricular development dovetail into his ongoing book project on the slave(ry) trade, cotton, and the industrial revolution in Great Britain and the US. He is a leader in eBlack Studies as digital community archives. Bailey's articles have appeared in *Journal of Social Issues*, *Journal of Negro Education*, *Agricultural History*, *Review of Black Political Economy*, *Black Scholar*, *Souls: Critical Journal of Black Politics, Culture, and Society*, the *Journal of African American History*. He is head of the Department of African American Studies at the University of Illinois at Urbana-Champaign.

Blake Berryhill is an Assistant Professor and the Marriage and Family Therapy Program Director in The University of Alabama's Department of Human Development and Family Studies. He is a Licensed Marriage and Family Therapist and Approved Clinical Supervisor. Berryhill holds a master's degree in Marriage and Family Therapy (2011) and a doctor of philosophy degree in Marriage and Family Therapy (2014). Berryhill's research interests include examining the influence of school-family-community partnerships on school and student outcomes, family systemic factors on parental school involvement, and mHealth interventions to promote student mental health in various city and rural school settings. He also is an active planning member of the Parent Teacher Leadership Academy for both the elementary and middle school divisions.

William Conwill's theoretical and applied research interests include behavioral health (Black teen moral development; parent management training), behavioral medicine (stress/pain management; domestic violence theory), community mental health consultation (ethnoviolence; hatred, peacemaking; social justice in group work; African immigrant mental health), family process analysis and intervention; intersectionality; international and cultural psychology; phenomenography; and mixed (qualitative, quantitative) methods. He serves as an ad hoc reviewer for the editorial boards of the *Journal for Social Action in Counseling and Psychology*, and the *Interamerican Journal of Psychology*. He is author of *Training Black Spirit: Ethics for African American Teens*.

Kelly Ellenburg is a community development consultant who lives and works in Knoxville, Tennessee. Formerly the founding director of Service-Learning and the Smart Communities Initiative at the University of Tennessee, she now works as an independent consultant and sole proprietor of Society Collabs, LLC, an organization designed to catalyze and support cross-sector organizational partnerships geared toward more equitable and resilient communities and economies. Kelly also serves as board chair

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for a citizen action, non-profit organization in East Tennessee. She is married to Eddie Ellenburg and has two children, Emma and Ava.

Audrey Falk is the director of the Master's Program in Community Engagement at Merrimack College, a position she has held for eight years, since the inception of the program. Prior to this role, Dr. Falk served as an assistant professor at Towson University in the Department of Family Studies and Community Development. She also completed three years of postdoctoral research fellowships, including two years at the American Institutes for Research and one year at the University of Maryland, College Park. Dr. Falk spent the earlier part of her career in nonprofit leadership. Dr. Falk has published numerous journal articles and book chapters focused on the scholarship of teaching and the scholarship of engagement.

Sarah Freeland received her B.A. in Political Science from the University of Tennessee, Knoxville, in 2018. She has engaged in extensive research and advocacy around community schools under the mentorship of Dr. Robert Kronick. Freeland was a 2017 finalist for the national Truman scholarship, and she was presented with the Torchbearer award, the University of Tennessee's highest honor for students. She works in policy advocacy in Nashville, TN.

Kristina Gordon received her Ph.D. in clinical psychology from UNC-Chapel Hill after completing an internship at the Brown University Consortium. She is currently Full Professor and Director of Clinical Training in the Department of Psychology at the University of Tennessee. She is a Past-President and Fellow of the Society for Couple and Family Psychology, (APA Division 43). She serves on the editorial board for three family journals, and has co-authored numerous publications on couple distress. She lives with her husband and two daughters in Knoxville, TN, where she maintains a small private practice.

Jim Grim is Director of University/Community School Partnerships in the Office of Community Engagement Family, School, and Neighborhood Engagement at IUPUI. A former high school teacher and adjunct university faculty member, he became engaged in community schools work in 1993 with the Bridges to Success initiative. He is a member of the Indianapolis Coalition for Community School Partnerships, the Indiana Community Schools Network, and the Community Schools Leadership Network of the Coalition for Community Schools.

Anna Hamilton is a doctoral student in Counseling Psychology in the Lynch School of Education and Human Development at Boston College. She received her Master's degree in Mental Health Counseling from Boston College and her undergraduate degree from Tulane University.

Ira Harkavy is Associate Vice President and Founding Director of the Barbara and Edward Netter Center for Community Partnerships at the University of Pennsylvania. Harkavy has written and lectured widely on the history and current practice of urban university-community-school partnerships and the democratic and civic missions of higher education. He is the author or editor of eight books, including *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century* (2017, co-authored with Rita Hodges, Joann Weeks, and other colleagues). Among other honors, Harkavy received the University of Pennsylvania's Alumni Award of Merit, and two honorary degrees.

Rita Hodges is Assistant Director of the Barbara and Edward Netter Center for Community Partnerships at the University of Pennsylvania. Hodges supports all aspects of the Center's mission and operations to improve the quality of life in the community while simultaneously advancing research, teaching, learning, and service at the University. Her writing and research has focused on the democratic engagement of colleges and universities as anchor institutions. Hodges received her BA in Psychology (summa cum laude) and her M.S.Ed. in Higher Education from Penn, where she is also pursuing a Doctor of Education (Ed.D.) degree in Higher Education Management.

Darlene Kamine is the founding Executive Director of the Community Learning Center Institute, a nonprofit dedicated to the development of all schools as hubs of partnerships, responsive to the vision and needs of each school and its neighborhood. Formerly a juvenile court magistrate, Kamine worked as a consultant from 2000 to 2010 to design and lead the transformation of Cincinnati's schools into community learning centers. This districtwide initiative has been recognized with the 2013 Award of Excellence by the Coalition of Community Schools, the first given to a districtwide system of community learning centers.

Gavin Luter received his Ph.D. in educational administration from the University of Buffalo in 2015. He holds a Master's of Science degree in the higher education administration from the University of Tennessee-Knoxville and a Bachelor's of Arts degree from Virginia Polytechnic Institute and State University in public and non-profit management.

Monica Medina is a Clinical Associate Professor at the Indiana University School of Education, Indianapolis, and has been engaged in the community schools field of study for the past two decades. She is a participatory action researcher, civic-engaged scholar, author of several professional journal articles, and speaker about Latino issues and diversity, equity, and family and community engagement in public schools. Dr. Medina has taught diversity and learning to preservice teachers at an urban high school and works with teachers to advance notions of multicultural education within curriculum.

Holly Morgan received her Ph.D. in Early Childhood Education from The University of Alabama-Birmingham in 2008. She holds additional degrees in elementary education and instructional leadership from The University of Alabama and the aforementioned institution. Morgan has previous experience as a classroom teacher, instructional coach, administrator, and district curriculum director. She led The University of Alabama's Parent Teacher Leadership Academy while serving as Director of Community Education. Morgan now serves as the Director of The University of Alabama/The University of West Alabama Regional In-Service Education Center, which provides professional learning to teachers and administrators. Her research interests include school/family/community partnerships, rural education and under-served populations, and teacher leadership.

Khaula Murtadha is the Associate Vice Chancellor for the Office of Community Engagement at IUPUI. She is a faculty member of the Educational Leadership and Policy Studies program in the School of Education where she is a former Executive Associate Dean. Dr. Murtadha has served as PI or Co-PI for externally-funded research and programming grants of more than \$5 million and has published multiple journal articles in peer-reviewed journals. Her current research includes ethics in community/

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university partnerships, African-American women in educational leadership, and effective leadership in urban schools.

Jane Quinn is a social worker and youth worker with over five decades of experience, including direct service with children and families, program development, fundraising, grantmaking, research, and advocacy. From 2000 through mid-2018, she served as the Vice President for Community Schools at Children's Aid, where she directed the National Center for Community Schools. Prior to that, she served as Program Director at the Wallace Foundation; directed a national study of youth organizations for the Carnegie Corporation of New York; and served as Program Director for Girls Clubs of America. Jane has a Master's in social work from the University of Chicago and is currently a doctoral student in Urban Education at the City University of New York.

Robert Stewart is the director of the E.W. Scripps School of Journalism. He received his doctorate and master's degrees in communication from the University of Washington, and his bachelor's degree in communication from Hunter College (CUNY). Prior to joining the faculty at Ohio University, he worked as a broadcast writing and production instructor at the University of Washington and as a broadcast news writer at KOMO Radio/Television in Seattle. He is co-author (with Don Flounoy) of CNN: Making News in the Global Market. He has published articles in *Journalism and Mass Communication Quarterly*, *American Journalism, Gazette*, *Privatization Review*, *Journal of Media Economics and Advances in Telematics*.

Henry Taylor's research focuses on a historical and contemporary analysis of underdeveloped urban neighborhoods, social isolation, and race and class issues among people of color, especially African Americans and Latinos, and the city building process. Within this framework, Taylor's research also focuses on these issues in Cuba, the Caribbean Islands, and Latin America. Lastly, Taylor is concerned with the redevelopment of shrinking cities and metropolitan cities, with a focus on social, economic, and racial justice.

Quang Tran is a doctoral student in Counseling Psychology in the Lynch School of Education and Human Development at Boston College. He received his Master's degree in Prevention Science and Practice from the Harvard School of Education and his undergraduate degree from Fordham University.

Sylvia Turner grew up in Memphis, TN before moving to Atlanta, Georgia. She is an alumna of Agnes Scott College (B.A. 2000) and Emory University (M.A. 2006; Ph.D. 2010) and earned her doctorate degree in Sociology. She returned to her home state of Tennessee and is currently the Associate Director for the Haslam Scholars Program at the University of Tennessee.

Mary Walsh, Ph.D., is the Executive Director of City Connects and the Daniel Kearns Professor of Urban Education and Innovative Leadership at the Lynch School of Education at Boston College. She directs the Boston College Center for Optimized Student Support (formerly the Center for Child, Family, and Community Partnerships), a research center studying interventions that enhance the academic and healthy development of youth.

Joann Weeks is Associate Director of the Barbara and Edward Netter Center for Community Partnerships at the University of Pennsylvania, focusing on its regional, national, and international programs. Weeks directs the national adaptation of the Netter Center's university-assisted community school program, as well as its training and technical assistance activities, including the university-assisted community schools network. Weeks is a member of the Steering Committee of the national Coalition for Community Schools. She received her M.A. from the University of Pennsylvania.

Jamie Willer currently works as a community engagement and higher education professional at Lesley University in Cambridge, MA. She is a recent graduate of Merrimack College's Master's Program in Community Engagement. Prior to beginning her Master's Program, she managed university-community partnerships and led social justice educational programming at Drake University, worked in after-school programming with middle school students in Des Moines Public Schools, and managed community partnerships through her role as Statewide Volunteer Coordinator for a nonprofit human services agency in Iowa. She received her Bachelor of Arts in Sociology from Drake University and graduated in Drake's inaugural cohort of the Social Justice in Urban Education program in May 2017. Her research interests are focused on white saviorism with an emphasis on critical consciousness raising.

Elizabeth Wilson serves as Senior Associate Dean and Professor in the College of Education at The University of Alabama. Wilson's career of teaching, research, and service has focused on collaborations between the schools and the university to bolster educational programs and opportunities. Wilson has worked with colleagues to develop initiatives, which support classroom teachers as they mentor and support university students. In addition to her work in the classroom and communities, Wilson has published numerous journal articles and book chapters, co-edited a book, served on editorial boards for research journals, and presented her work at state, national, and international conferences.