

## Building Capacity for Engaged Research: A Workshop Speaker Biographies

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### Day 1

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#### WHY IS ENGAGED RESEARCH IMPORTANT?



**RASHAD O. COPE**, Deputy Chief of the Worker Empowerment Cabinet for the City of Boston, enhances residents' lives through workforce development, youth employment, and strategic partnerships. He crafts comprehensive strategies to address inequities and improve outcomes for employment and career awareness programs, while supporting workforce training, learning and job readiness, financial services, and workforce grant initiatives. Proud of his Boston roots, Rashad holds an MBA from Fitchburg State University and an MS Ed.

and Nonprofit Organizational Leadership Graduate Certificate from Boston University College of Education and Human Development and is driven by his mother's public service legacy, his experience as a triplet, and his devotion to his son, Tavaj O. Cope.



**ALICIA MODESTINO**, is an Associate Professor with appointments in the School of Public Policy and Urban Affairs and the Department of Economics at Northeastern University, where she also serves as the Research Director of the Dukakis Center for Urban and Regional Policy. Her research focuses on labor market dynamics including skills mismatch, youth labor market attachment, and career pathways. She currently leads a multi-year Institutional Challenge Grant funded by the William T. Grant Foundation to evaluate the Boston Summer Youth

Employment Program. Last year, Modestino launched a new initiative across Northeastern's global campus network: Community to Community (C2C): Policy Equity for All. Working in partnership with city departments, state agencies, and community-based organizations C2C will provide rigorous data and analysis to find solutions to the most urgent public problems at each campus location. Modestino received her Ph.D. in Economics from Harvard University where she was also a fellow in the Inequality and Social Policy Program.

# NATIONAL ACADEMIES

Sciences  
Engineering  
Medicine



**ANGELA G. REYES**, is the founder and Executive Director of the Detroit Hispanic Development Corporation. Ms. Reyes was born in Southwest Detroit, where she continues to reside, and is the mother of 4, grandmother of 8, and great-grandmother of 6 children. She has been committed to working in and serving the Latino community for over 45 years, and founded DHDC in 1997 from her living room, “because I was tired of burying children”. She has developed and managed several successful programs for youth, young adults, and families. She is a founding board member of the Detroit Community-Academic Urban Research Center, which was established in 1995 to address health disparities of residents in Detroit. Ms. Reyes has a Master’s in Public Health from the University of Michigan, and has been the recipient of several awards for her community work, including the 1992 Michiganiaan of the Year, Corp.



**AMY J. SCHULZ**, is a professor in the Department of Health Behavior and Health Education, University of Michigan School of Public Health (UMSPH), and University Diversity and Social Transformation Professor, University of Michigan, is a founding member of the Detroit Community-Academic Urban Research Center (Detroit URC), a community based participatory research (CBPR) partnership now in its 29<sup>th</sup> year. She is a social scientist with expertise in the joint contributions of social and physical environmental exposures to health inequities, and a leading scholar in the field of CBPR, with extensive experience working collaboratively with community, practice and academic partners to conduct both etiologic and intervention research. Dr. Schulz has served as Principal Investigator (PI), Multi-PI (MPI) or Co-Investigator (CoI) for multiple CBPR partnerships focused on structural and social determinants of health inequities. She received her MPH, MSW, and PhD at the University of Michigan.



**JOHN PIERRE JAMES**, has served as president of the Wendell Phillips Neighborhood Association since 2012. James is often dubbed a ‘collaborator’ or ‘servant leader’ – connecting, encouraging, mentoring and leading others to pursue greater opportunities. James has extensive experience in the information technology field in the private and public sectors, including 20 years of technology work for the United States Air Force, from which he is retired. James is currently employed by the City of Kansas City, Missouri, as an IT specialist in its Information Technology Division. John James is also an overseer for the Free Churches working behind the scenes to ensure the smooth operation and management of the organization. John serves as a Bishop and the 1st Administrative Assistant to the Prelate Bishop at Victory Way Most High God Free Church.



**JENNIFER WILDING**, a community development specialist for the Federal Reserve Bank of Kansas City, provides communications, engagement, and research for the community development department. She writes long-form nonfiction for the Kansas City Fed and for Fed Communities, the national website for Federal Reserve community development. She is co-author of *Disconnected: Seven lessons on fixing the digital divide*, a layperson's guide to putting broadband, devices and training within reach of a community. She serves on the leadership team of PAR 4 (Participatory Action Research 4 Fed Success) and served as project director for an engaged research pilot project in 2022. The Kansas City Fed, a nonprofit and a neighborhood organization joined together to hear from neighborhood residents about broadband internet. The report was shared nationwide. Before joining the Kansas City Fed in 2018, she was executive director of a nonprofit consulting firm specializing in public policy and civic engagement.

#### ADDRESSING TENSIONS – VALUES, TRADITIONS, PRIORITIES



**TABIA HENRY AKINTOBI**, is Professor and Chair of The Department of Community Health and Preventive Medicine at Morehouse School of Medicine. She is a globally sought social behavioral scientist and public health practitioner leading or collaborating in community-driven translational research and programs contributing to the eradication of health disparities thereby advancing community and population health transformation. She is Principal Investigator of a Prevention Research Center funded by the Centers for Disease Control and Prevention designed to advance the art and implementation science of community-based participatory research grounded in community governance. She is also principal investigator, lead or advisor for other local and national centers, institutes and networks funded by the National Institute of Diabetes and Digestive and Kidney Diseases, the National Institute on Minority Health and Health Disparities, the National Center for Advancing Translational Sciences and the Department of Health and Human Services, among many others. She received her MPH and PhD from the University of South Florida.

# NATIONAL ACADEMIES

*Sciences  
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**MARY JO CALLAN**, currently serves as the Vice President of Community Engagement for Brown University and Executive Director of the Swearer Center for Public Service. In this dual role, she leads efforts to integrate fair and sustainable community-engaged teaching, research, learning, and practice in order to advance socially just change. Serving as a member of the President's Cabinet, Mary Jo provides strategic leadership to grow positive place-based engagement within Providence and Rhode Island by coordinating, developing, and stewarding partnerships, programs, and investments. Prior to her role at Brown University, Mary Jo served as the director of the Edward Ginsberg Center, a community engagement center at the University of Michigan. She earned bachelor's and master's degrees at the University of Michigan and her doctorate at the College of William and Mary. Her scholarly work and practice has focused on partnerships between universities and social and public sector organizations, with a particular emphasis on equity and reciprocity in these partnerships.



**MICHAEL RIOS**, is Vice Provost of Public Scholarship at the University of California, Davis. A faculty member since 2007, Michael is a professor in the Department of Human Ecology and faculty member in the Community Development, Education, and Geography graduate programs. Michael's scholarship focuses on institutional change in higher education, community engagement, and community-driven placemaking. He has authored or co-authored over twenty journal articles and book chapters and has co-edited several books including *Diálogos: Placemaking in Latino Communities* (2013) and *Community Development and Democratic Practice* (2017). Michael is co-founder of the University of California Community Engagement Network and is currently serving a three-year term (2024-2027) on the executive committee of the Association of Public Land-grant University's Commission on Economic and Community Engagement. He holds a master of architecture degree and a master of city planning from UC Berkeley, and a PhD in political geography from Penn State.



## ADDRESSING TENSIONS RELATED TO INFRASTRUCTURE



**PRAJAKTA ADSUL**, is an Assistant Professor in the Department of Internal Medicine and a Member of the Cancer Control and Population Sciences Research Program, at the Comprehensive Cancer Center at University of New Mexico. Most recently, she was nominated to serve as the Inaugural Director of the newly established Center for Advancing Dissemination and Implementation Science at UNM. Dr. Adsul is a primary care physician by training and was a Cancer Prevention Fellow with the Implementation Science team at the National Cancer Institute. As an implementation scientist, she uses community-based and participatory research approaches focused on health equity, often utilizing mixed methods that can help develop and test interventions and implementation strategies in pragmatic studies for cancer prevention and control. Adsul holds a PhD in public health and a Masters of Public Health in epidemiology with a focus on behavioral sciences and health education.



**LINA DOSTILIO**, sets and advances the University of Pittsburgh's community engagement agenda and catalyzes community-facing efforts across the University, including place-based engagement efforts, engaged scholarship, strategic partnership development, and community affairs. She is also an associate professor of practice within the Department of Educational Foundations, Organizations, and Policy in the School of Education. Her research explores the community engagement professional in higher education and hyperlocal, place-based engagement. She serves on the council of experts for the National Science Foundation-funded Center for Advancing Research Impact and the executive committee of the Commission on Economic and Community Engagement at the Association of Public and Land-grant Universities. She is an inducted member of the Academy of Community Engagement Scholarship, a selective honor recognizing outstanding scholarly contributions to community engagement. Lina holds doctoral and master's degrees from Duquesne University and earned a Bachelor of Arts in sociology at Penn State.



**ADAM PARRIS**, is an interdisciplinary researcher and knowledge broker with experience developing, applying, and translating science for numerous U.S. states, cities, and local communities. Before joining ICF, he was the deputy director of climate science and services at the Mayor's Office of Climate and Environmental Justice in New York City. Adam catalyzed the development of a Flood Vulnerability Index coupling data on socio-economic stressors and physical flood exposure

to help prioritize the City's stormwater improvement and transportation planning efforts. Prior to that, he led the Science and Resilience Institute at Jamaica Bay. While at SRIJB, Adam co-designed Cycles of Resilience, a participatory process to empower communities to develop climate action plans developed with community leaders, civic non-profits, and scientists and developed an urban extension program with Sea Grant including community flood monitoring. Adam has advised Federal agencies and numerous states, including California, Maryland, New York, and New Jersey, for which he has been awarded a Presidential Green.gov award as Climate Champion and a NOAA Administrator's Award.

#### **ALIGNING MISSION AND INCENTIVES: VALUING AND PRIORITIZING ENGAGED RESEARCH**



**CHERYL ANNE BOYCE**, is the Assistant Director for Re-engineering the Research Enterprise, Office for Strategic Coordination - The Common Fund, Office of the Director, National Institutes of Health, DHHS. Dr. Boyce joined the Office of Strategic Coordination in May 2021 to lead the Transformative Research to Address Health Disparities and Advance Health Equity and Community Partnerships to Advance Science for Society programs. Previously, she was the Chief of the Implementation Science Branch within the Center for Translation Research and Implementation Science (CTRIS) at the National Heart, Lung, and Blood Institute (NHLBI). Dr. Boyce completed doctoral studies in clinical psychology at the University of North Carolina at Chapel Hill.



**RICH G. CARTER**, is Professor of Chemistry and Faculty Lead for Innovation Excellence at Oregon State University. He leads the NSF-supported, national PTIE (Promotion & Tenure - Innovation & Entrepreneurship) organization that has developed consensus recommendations through its 65+ university coalition on how to inclusively recognize innovation and entrepreneurship (I&E) impact by university faculty. In recent years, this work has included working closely with institutions to support culture change around I&E on their campuses. In addition, Professor Carter is co-founder and CEO of VallisCor - an organofluorine-focused, chemical manufacturing company that supplies the pharmaceutical and semiconductor sectors. He holds a Ph.D. in chemistry.



**KERRYANN O'MEARA**, is Vice President for Academic Affairs, Provost and Dean at Teachers College, Columbia University. She is a Professor in the Higher and Postsecondary Education Program in the Organization and Leadership Department. KerryAnn's scholarship and leadership are highly integrated and focus on creating a more diverse and inclusive academic workplace. She has designed, tested and shared evidence-based strategies to remove barriers and improve full participation for scholars from historically minoritized groups with particular attention to faculty hiring, retention, workload and evaluation. Prior to joining Teachers College, KerryAnn served as Professor of Higher Education, Distinguished Scholar Teacher and Special Assistant to the Provost and to the President for Strategic Initiatives at the University of Maryland. A prolific scholar and consultant, she received continuous funding from the National Science Foundation since 2010 and worked with over a hundred campuses on reforms related to faculty evaluation, workload, hiring and retention.



**MARISOL MORALES**, is the executive director of the Carnegie Elective Classifications and Assistant Vice President at the American Council on Education. In this role, she provides conceptual leadership and operational oversight to the elective classifications' work in the United States, Australia, and Canada. This includes the collaborative development of and responsibility for all initiatives; oversight and facilitation of relevant national and international advisory committees; conceptualizing and implementing extensive data archives; and developing and enacting a shared vision regarding access to and use of the knowledge produced by the Carnegie Elective Classifications to beneficially guide research, policy, and practice. Prior to this role, she was the vice president for network leadership at Campus Compact from 2018 to 2022. Morales was the founding director of the Office of Civic and Community Engagement at the University of La Verne from 2013 to 2018 and the associate director of the Steans Center for Community-Based Service Learning and Community Service Studies at DePaul University from 2005 to 2013. Morales holds a doctorate of education in organizational leadership.



**TOBY SMITH** is Senior Vice President for Government Relations and Public Policy at the Association of American Universities (AAU). In this role Toby oversees AAU's government relations activities and advocacy efforts, matters related higher education and science and innovation policy, and AAU's international activities. Toby previously worked as a federal relations representative for the University of Michigan and MIT. He began his career on Capitol Hill as a legislative assistant to Congressman Bob Traxler (D-MI). Toby writes and speaks widely on issues of science policy. He is the co-author of a 2008 book on national science policy titled,

*Beyond Sputnik – U.S. Science Policy in the 21<sup>st</sup> Century.* Toby serves on the Advisory Board for AESIS and is a member of the Council of Experts for the NSF sponsored Center for Advancing Research Impact in Society (ARIS). Toby holds a Master's degree in Legislative Affairs from George Washington University, and a Bachelor's degree in General Studies (BGS) from the University of Michigan.

## REFLECTIONS ON THE DAY



**NEELI BENDAPUDI**, serves as the 19th of Penn State, and leads the University with a vision grounded in the principles of Purpose, Agility, and Opportunity. With a nearly 30-year career in higher education and business, Dr. Bendapudi is recognized as a leading educator, academic, and executive. She previously served as president of the University of Louisville, in various leadership positions with the University of Kansas and Ohio State, and as the executive vice president and chief customer officer for Huntington National Bank. She holds a doctorate in marketing and is a noted scholar on the study of consumer behavior in service contexts.

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## Day 2

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## WELCOME REMARKS



**ERWIN GIANCHANDANI**, is the U.S. National Science Foundation's assistant director for Technology, Innovation and Partnerships (TIP), leading the newly established TIP Directorate. Prior to becoming the assistant director for TIP, he served as the senior advisor for Translation, Innovation and Partnerships, where he helped develop plans for the new TIP directorate in collaboration with colleagues at NSF, other government agencies, industry, and academia. During the previous six years, Gianchandani was the NSF deputy assistant director for Computer and Information Science and Engineering (CISE), twice serving as acting assistant director. Before joining NSF in 2012, Gianchandani was the inaugural director of the Computing Community Consortium, providing leadership to the computing research community in identifying and pursuing bold, high-impact research directions such as health information technology and sustainable computing. Gianchandani holds a Ph.D. in biomedical engineering from the University of Virginia. In 2021, Gianchandani received the Distinguished Presidential Rank Award, awarded to members of the Federal Government's Senior Executive Service for sustained extraordinary accomplishment.



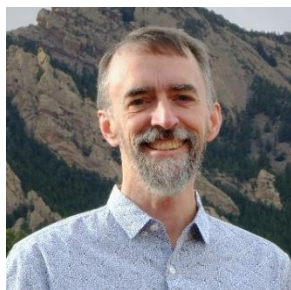
## VALUING DIVERSE FORMS OF EXPERTISE



**IAN C. BINNS**, is an associate professor of elementary science education in the Department of Reading and Elementary Education at the Cato College of Education at the University of North Carolina at Charlotte. He is also a member of Computational Intelligence to Predict Health and Environmental Risks (CIPHER). As a member of CIPHER, Ian focuses on ways to build and support relationships with various community partners as well as promoting the work done by CIPHER researchers. His research also focuses on the interaction between science and religion with the goal of helping people understand their unique contributions to benefit society. He is a co-host of the podcast, *Down the Wormhole*, a show exploring the “strange and fascinating relationship between science and religion,” and the host of the podcast, *de-CIPHERing Infectious Disease*. He holds a Ph.D. in science education from the University of Virginia.



**EBONÉ LOCKETT** serves as the CEO and Principal Consultant of Harvesting Humanity, LLC (a company she founded in December, 2018). Harvesting Humanity is a full service educational and social enterprise engaging, preparing, and positioning local, national, and global "Solutionaries" via a holistically-integrated Science, Technology, Reading and Writing, Engineering, Arts, Architecture, Agriculture and Mathematics (S.T.R.E.A.A.A.M ©) experiential, service-learning model. She has taught Secondary English Language Arts, Humanities, and life skills for over 22 years. Lockett is a three-time-consecutive recipient of the Charlotte Hornets Teacher Innovation Grant, Winner of an Arts and Science Council Cato Excellence in Teaching Award, and Qatar teacher travel grant recipient. She earned a Master of Science degree in Educational Leadership from Central Connecticut State University with a focus on Curriculum and Instruction.



**WILLIAM R. PENUEL** is Distinguished Professor of Learning Sciences and Human Development in the Institute of Cognitive Science and School of Education at the University of Colorado Boulder. He designs and studies curriculum materials, assessments, and professional learning experiences for teachers in STEM education, primarily in science. He also investigates how contemplative practices and critical inquiry can support educators in cultivating more compassionate learning environments and schools. A third line of his research focuses on how long-term research-practice partnerships can be organized to address systemic inequities in education systems linked to race, gender and sexual diversity, and language. Penuel is an

author of two books on research-practice partnerships, *Creating Research-Practice Partnerships in Education* (Harvard Education Press, 2017), and *Connecting Research and Practice for Educational Improvement* (Routledge, 2018) and co-edited a book on improvement research, *The Foundational Handbook on Improvement Research in Education* (Rowman & Littlefield, 2022). Dr. Penuel earned an Ed.M. in counseling processes from Harvard Graduate School of Education and Ph.D. in developmental psychology from Clark University.



**DOUGLAS A. WATKINS** is the Manager of K-12 Science Curriculum and Instruction for Denver Public Schools (DPS). His work in that capacity includes partnering with CU Boulder learning-science and educational researchers through a Research-Practice Partnership (RPP) known as inquiryhub (iHub). He is a co-author of the iHub Biology and Chemistry curriculums, as well as a lead author of the pilot versions of two OpenSciEd high school Biology curricular units. He supports a team of K-12 Science Curriculum Specialists to provide teachers with professional development for science curriculum use and instructional practice. For the past nine years, he has co-designed professional learning workshops for teachers using story lined curricula and has facilitated professional learning experiences with teachers in the Denver metro area and across the country. Douglas is a recent distinguished graduate of CU Boulder's College of Education Graduate Program, earning a Master's degree in Learning Sciences and Human Development. His areas of scholarly interest include sociolinguistics and teacher learning.

## ALIGNING CORE VALUES AND MEASUREMENT



**NADINE J. BARRETT** is a Professor in the Department of Social Sciences and Health Policy in the Division of Public Health Sciences, and the inaugural Senior Associate Dean of Community Engagement and Equity in Research at Atrium Health Wake Forest School of Medicine, the 3rd largest learning Health System in the US. She is Associate Director of Community Outreach and Engagement for Wake Forest Comprehensive Cancer Center, and Associate Director of Community Engagement in the Clinical Translational Science Institute and the Maya Angelou Center for Health Equity. Prior to joining Wake Forest, Dr. Barrett served in several senior leadership roles at Duke University including as the Co-Director for Equity and Stakeholder Strategy for Duke Clinical Translational Science Institute, (CTSI), the Founding Director of both the Duke Center for Equity in Research and the nationally awarded, Duke Cancer Institute's Office of Health Equity. Dr. Barrett completed a Master's of Arts in Sociology and Social Inequities at the University of Central Florida, a joint Master of Science in Community Health Sciences and PhD in Medical Sociology and Race and

Ethnic Relations from Texas Woman's University, and an NIH Postdoctoral Fellowship at the University of North Carolina at Chapel Hill.

### Planning Committee Biographies



**SUSAN D. RENOE** is Associate Vice Chancellor at the University of Missouri. She also serves as Executive Director of the NSF-funded Center for Advancing Research Impact in Society (OIA-1810732) and is an assistant professor of strategic communication in the MU School of Journalism. She was elected a AAAS Fellow in 2021. She serves on several advisory boards including the Committee on Equal Opportunities in Science and Engineering, the Network for Advancing & Evaluating the Societal Impact of Science, the Research Impact Assessment Advisory Board for the Centres de Recerca de Catalunya and the University of

Missouri Museum of Anthropology. She received her M.A. and Ph.D. in education from the University of California-Santa Barbara and B.A. and M.A. in anthropology from the University of Missouri.



**ELYSE AURBACH** is a public engagement professional and researcher. She creates communities, programs, and products that maximize assets and address needs to support scholars in engaging with different publics. She specializes in translating research into useful tools for practice, building effective training and capacity-building programs, and developing frameworks that synthesize scholarship and practitioner knowledge to help university and public engagement systems evolve. As Director for Public Engagement & Research Impacts in the University of Michigan's Office of

Research, Elyse Aurbach leads strategy and a team to support university faculty in their public engagement efforts. She served as a Civic Science Fellow with the Association of Public and Land-grant Universities, where she led the Modernizing Scholarship for the Public Good initiative, offering guidance to public research universities on ways that they can support scholars and advance public impact research and other forms of public engagement, and diversity, equity, and inclusion. She also led a number of projects to improve science communication and public engagement, including developing and teaching communication courses in person and online, Co-Bossing with Nerd Nite Ann Arbor, and co-founding and directing RELATE, a science communication and public engagement organization. Aurbach was a NSF Graduate Research Fellow, a finalist for the AAAS Early Career Award for Public Engagement with Science, and an ARIS Fellow. She holds a Ph.D. in neuroscience.

# NATIONAL ACADEMIES

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**TIMOTHY K. EATMAN** is an educational sociologist and publicly engaged scholar, serves as the Inaugural Dean of the Honors Living-Learning Community and Professor of Urban Education at Rutgers University-Newark. Prior to this current appointment, his primary network of scholarly operation and leadership was with the national consortium Imagining America: Artists and Scholars in Public Life serving first as director of research and ultimately Faculty Co-Director. He earned his B.A. (Pace University), a M.ED. (Howard University) in the field of education, and a Ph.D. in Educational Policy from the University of Illinois-Urbana Champaign. Now in his second term on the board of directors of the American Association of Colleges and Universities (AAC&U), Tim serves as Chair of the membership committee and as Board Chair. Also, with AAC&U, Tim serves as a faculty member of the Institute on High Impact Practices for Student Success (HIPS) since its inception in 2012. He is a member of the National Advisory Committee for the Carnegie Engagement Classification for Community Engagement and the National Advisory board for Bringing Theory to Practice (BTtP). In addition, Tim currently serves as national co-chair of the Urban Research Based Action (URBAN). Most recently, he has served as a member of the Institutional Change Grant review panel for the W.T. Grant Foundation. He has written several book chapters and research reports including the widely cited *Scholarship in Public: Knowledge Creation and Tenure Policy* in the *Engaged University*, a seminal report on faculty rewards and publicly engaged scholarship.



**ELSA FALKENBURGER** is a senior research fellow and director of the Community Engagement Resource Center (CERC) at the Urban Institute Center in the Division on Race and Equity and is. She also codirects the Contextual Analysis and Methods of Participatory Engagement project at the US Department of Health and Human Services and a participatory evaluation for the Partnership for Equitable and Resilient Communities, an initiative of the Melville Charitable Trust. Formerly, she was co-principal investigator of the Promoting Adolescent Sexual Health and Safety project, a 12-year sustained partnership with the DC Housing Authority and community-based organizations and residents to design and evaluate programming for teens. She regularly provides technical assistance and trainings, develops practical guides to implementing community engaged methods focused on equity, and consults on the institutionalization of participatory methods. She has an M.P.A. from UT Austin and a B.A. in economics from Boston College.



**MAHMUD FAROOQUE** is the Associate Director of the Consortium for Science, Policy and Outcomes, a Clinical Professor in the School for the Future of Innovation in Society, and a Senior Global Futures Scholar in the Julie Ann Wrigley Global Futures Laboratory at the Arizona State University. Previously, he was the Deputy Director of Policy Programs at the New York Academy of



Science, Director of Collaborative Research at City University of New York, Associate Director for Research Development at Northwestern University, and Managing Director of the USDOT Region V University Research Center at Purdue University. His expertise focuses on innovation systems, research management, knowledge co-production, policy entrepreneurship, and participatory technology assessment. Dr. Farooque is the principal coordinator of Expert and Citizen Assessment of Science and Technology (ECAST)—a distributed network of universities, science centers, and policy research organization for engaging the public in science and technology policy and decision-making. Since 2010, ECAST has organized more than 50 informed and inclusive public deliberations across the country on issues from biodiversity and planetary defense to community resilience, climate intervention and gene editing. Dr. Farooque has a Ph.D. in Public Policy and an M.P.A. in Technology and Information Policy. He is an editorial board member on the *Journal for Technology Assessment in Theory and Practice* and advisory board member of the Institute for a Sustainable Earth at George Mason University.



**KIMBERLY L. JONES** has over 26 years of experience in the civil and environmental engineering. She currently serves as Associate Dean for Research and Graduate Education (College of Engineering and Architecture) and Professor and Chair (Department of Civil and Environmental Engineering) at Howard University. Dr. Jones' areas of research expertise are in environmental justice, water quality and reuse, resource recovery, environmental management, and environmental nanotechnology. Dr. Jones holds a B.S in Civil Engineering from Howard University, a M.S. in Civil and Environmental Engineering from the University of Illinois, and a Ph.D. in Environmental Engineering from The Johns Hopkins University. Dr. Jones has served on the Chartered Science Advisory Board of the US EPA, where she chaired the Drinking Water Committee and was liaison to the National Drinking Water Advisory Council. She is an alternate Commissioner of the Interstate Commission on the Potomac River Basin in Washington, DC., where she chairs the committee on justice, equity, diversity and inclusion (JEDI). She also serves on the Center Steering Committee of the Center for the Environmental Implications of Nanotechnology (CEINT) and on the Management Board of the Consortium for Risk Evaluation with Stakeholder Participation (CRESP). Dr. Jones has received the Researcher of the Year award from Howard University, a Top Women in Science Award from the National Technical Association, the Outstanding Young Civil Engineer award from University of Illinois Department of Civil and Environmental Engineering, a NSF CAREER Award, an Outstanding Leadership and Service and Outstanding Faculty Mentor award from Howard University, and Top Women Achievers award from Essence Magazine



**EMILY J. OZER** is a clinical and community psychologist and Professor at the UC-Berkeley School of Public Health whose multi-method research focuses on the role of school climate in adolescent development and mental health; psychological resilience; school-based interventions; and youth participatory action research (YPAR), an equity-focused approach in which youth generate systematic research evidence to address problems they want to improve in their schools and communities. She has been the recipient of multiple national awards for her research, including selection as a Fellow of the American Psychological Association, as well as a national

mentorship award from the Society of Research on Adolescence. Funded by a WT Grant Institutional Challenge Grant (co-funded by Doris Duke Foundation), she is actively leading an initiative to strengthen policies and culture to support community-engaged research at Berkeley and on a research-practice partnership (RPP) with the San Francisco Unified School district to promote student wellbeing and integrate student-led research in school improvement and equity initiatives. She led a national scan recently released by Pew Charitable Trusts sponsored by the Transforming Evidence Funders Network on innovations in the evaluation of community-engaged and public impact research and has engaged in a range of national and international discussions on the topic. She currently serves as the Faculty Liaison to the Berkeley Provost on Public Scholarship and Community Engagement. Ozer holds a Ph.D. in psychology from the University of California-Berkeley.



**BYRON P. WHITE** is Associate Provost for Urban Research and Community Engagement at the University of North Carolina Charlotte. He oversees urbanCORE (Community-Oriented Research and Engagement) an office that mobilizes, assesses, and advances efforts that connect the University's research resources to community assets. Prior to joining UNC Charlotte, White was Executive Director of Strive Partnership, a Cincinnati-based collective impact organization focused on education improvement for urban learners from cradle to career. He previously was Vice President for University Engagement and Chief

Diversity Officer at Cleveland State University, Vice Chancellor for Economic Advancement for the University System of Ohio, and Associate Vice President for Community Engagement at Xavier University in Cincinnati. White began his career as a newspaper journalist and was an editorial writer for the Chicago Tribune and editor of the Tribune's Urban Affairs Team. He has been active in grassroots, community development efforts, working with community-based organizations in Cincinnati and on Chicago's West Side through the Asset-Based Community Development Institute. He has a doctorate in higher education management from the University of Pennsylvania, a master's degree in social science from the University of Chicago, and a bachelor's degree in journalism from the Honors Tutorial College at Ohio University.