

Application: 5045 | General

Charles HF Davis III

Started at: 9/25/2020 10:40 AM - Finalized at: 11/18/2020 04:34 PM

**Page: Instructions**

# INSTRUCTIONS FOR THE NAED/SPENCER POSTDOCTORAL FELLOWSHIP APPLICATION

The application deadline is **November 18th, 2020 at 5:00pm ET.**

Thank you for your interest in the NAEd/Spencer Postdoctoral Fellowship. We look forward to receiving your application. Please read the following information prior to beginning your application.

## **Preliminary Information:**

- If you have not done so already, please read the [Application Guidelines](#).
- Applicants are also encouraged to read [The Art of Writing Proposals](#).
- There are a number of common questions we receive during the application process, and many concern the same subject. If you are unsure about a submission detail, the application portal is not functioning correctly, or for general guidance, please review the [Frequently Asked Questions page](#). If your question or concern is not addressed in this document, please email your question to [info@naeducation.org](mailto:info@naeducation.org).
- All attachments uploaded to the online application system should be PDF files.
- All attachments must use 11-point Times New Roman font, double-spaced with one-inch margins. Do not reduce your font size—reviewers must be able to read all documents.
- All applications and documents must be submitted in English.

## **Application Components:**

1. Demographic Information
2. Current Institutional Information
3. Terminal Degree Information
4. Project Information
5. Uploads and References

## **General Advice:**

- Please begin working on this application well ahead of the deadline. Unless otherwise announced, the application deadline listed is final for all applicants and references.
- Please keep in mind your current time zone. The application portal will close at **5:00pm Eastern on November 18th, 2020**. After that time, you will not be able to edit or submit your application.
- We suggest beginning your application early to provide enough time to those who will be submitting letters of recommendation on your behalf. These individuals have the same deadline you do in submitting the application and need adequate time to write a recommendation. Even though the system automatically sends an email to the references detailing what is expected, it is prudent for you to review the guidelines ahead of time to help facilitate the reference writing process. ***If you have chosen your reference writers, we suggest sending the notification to them as soon as you create your application.***
- You do not need to wait for your letters of recommendation to be uploaded before submitting your application.
- Please make sure to save your progress regularly.
- You can always save, exit, and return to this application for editing until the close of the application.

## **Page: Demographic Information**

### **Name**

Charles HF Davis III

**Gender**

Male

**Date of Birth**

8/16/1984

**Are you a U.S. Citizen?**

Yes

**Are you Hispanic or Latino?**

No

**Ethnicity / Race**

Black or African American

**How did you hear about the program?**

Previous fellowship awardees

**Page: Current Institutional Information****Current Job Title**

Assistant Professor of Higher Education

**Current Institution**

University of Michigan

**Current Department**

Education - Higher Education

**Sub-department**

Center for the Study of Higher and Postsecondary Education

**Do you work in a college of education?**

Yes

**Do you work in a disciplinary department outside of a college of education?**

No

**Graduates must have received their PhD between January 1, 2015 and December 31, 2019. Please indicate the year you received your degree.**

2015

**Have you informed your Department Chair, Dean, or supervisor of your interest in and intent to apply to the program?**

Yes

**Have you informed your Department Chair, Dean, or supervisor of the leave requirements that all fellows must arrange to accept the award?**

Yes

**Page: Terminal Degree Information**

**Graduate Institution**

University of Arizona

**Terminal Degree Type**

Ph.D.

**Degree Discipline**

Education - Higher Education

**Were you trained in a college of education?**

Yes

**Were you trained in a disciplinary department outside of a college of education?**

Yes

**Page: Project Information**

**Project Title**

Advancing Community-Centered Understandings of Safety: A Digital Ethnography of #PoliceFreePenn

## Abstract

The purpose of my ethnographic study is to interrogate the permeability institutional boundaries (i.e., social, symbolic, and spatial), which are often (re)enforced by policing, within which student and community organizing are assumed to typically take place. In particular, my project proposes deep and prolonged study of #PoliceFreePenn, a Black-led campus-community organizing project grounded in its commitment to work collaboratively with and in service to the predominantly Black communities in West Philadelphia, where the University of Pennsylvania is located. Using traditional and digital ethnographic methods – across multiple digital (online) and physical (offline) contexts – my study examines the following research questions: 1) how does #PoliceFreePenn navigate institutional boundaries in negotiation of its relationships with community-based organizers and collectives?, and 2) what tactical repertoires does #PoliceFreePenn employ in its mobilization of institutional resources, both digitally and offline, in support of its advancement of community-centered understandings of safety? My study poses significant scholarly contributions to the higher education and social movements literatures by moving beyond the institutional centrality of contemporary research on activism in college and expanding the analytical focus to include online and off-campus venues of activist participation.

## In no more than 50 words, explain why this study is needed and important.

My digital ethnographic study of campus-community organizing is needed to expand the analytical gaze of higher education researchers beyond the "city limits" of campus. My study is important because it undertakes the timely work of interrogating the role of campus police while also pursuing alternative solutions to reimagine public safety.

## Complete the following sentence in 100 words or less

Most higher education scholars believe activism in college largely, if not exclusively, manifests in on-campus environments and as a response to presumed episodic issues germane to student experiences in classrooms, residence halls, and other areas of student life. However, as my previous ethnographic work has examined, many students (and other university affiliates) engaged in movements have and continue to organize within and across presumed boundaries of campus and community, including online through digital media use. This is especially true in instances where campus and community organizers share common grievances against a common antagonist across movement contexts, like campus police.

## Complete the following sentence in 100 words or less

As a result of my study higher education scholars and practitioners will be able to better conceptualize how campus-community organizing unsettles the notion of stable postsecondary boundaries within which campus and community social movements are discretely mobilized. Furthermore, my study will illuminate important dimensions of effective movement building within and across the permeable boundaries of 'town and gown', including the cultivation of strong campus-community relationships, movement legitimacy, political power, and the dynamic ability for a cross-contextual movements to achieve its goal(s).

## Disciplines

Sociology

## Issue Clusters

Diversity, Higher Education, Sociology

**Population Under Study**

Black campus-community organizers

**Methodology**

Qualitative

**Geographic Study**

United States Only

**Have you previously applied to the NAEd/Spencer Postdoctoral Fellowship Program?**

Yes

**What year(s)?**

2020

**Repeat applications must provide the title and one-paragraph summary of their previous proposal(s) for every year applied.**

Alternative and Activist New Media and the New Black Campus Movement: The purpose of this proposed ethnographic study was to explore the theoretical and practical possibilities of alternative and activist new media for contemporary Black students engaged in activism and community organizing. Through employing social movement theories, particularly those concerned with mobilizing resources and navigating political processes, my project sought to explain how Diasporic Black student activists use digital media technologies to facilitate mobilization, cultivate public legitimacy, build political power, and navigate opportunities and threats to achieve their movement goals. Using traditional and digital ethnographic methods in conjunction with participatory action approaches, this study sought to answer two primary research questions: 1) how do communication and digital technologies mediate contemporary students' engagement in campus-community activism, and 2) how are activist new media projects situated within broader arrangements of traditional strategies and tactics to resist anti-Blackness and racial violence? This project proposed significant contributions to the study of higher education by moving beyond what student activists do and, instead, providing deep insight into how students' mediated tactical repertoires resist campus racial violence. Further, findings from this study would have offered educators and students a set of explanations, analyses, and pedagogical tools to improve the political efficacy of student movements, on-campus and beyond.

## Personal Statement

As a Black person concerned with dismantling and reimagining the often violent contexts within which we live, work, and learn, my research program is a direct reflection of both my intellectual and political commitments to improve the material conditions of everyday Black people. In particular, my experience working in Black cultural centers, prior roles as clinical faculty and a research administrator, and ongoing work as a community organizer in local Black Lives Matter chapters deeply inform my current scholarly focus. As an engaged scholar, my participation in and support of racial justice movement work has led to critical questions regarding the abolition of police and reimagining public safety and security, on-campus and beyond.

My introduction to abolitionist praxis began in 2012 as I entered multi-sited fieldwork with the Dream Defenders, a student-alumni movement organization that emerged in the wake of Trayvon Martin's death in Florida. What began as dissertation research developed into years of ethnographic study, which has included working in partnership with numerous movement organizations at the intersection of campus and community to understand and address issues related to state and state-sanctioned violence. Most recently this includes my work with Black Lives Matter Los Angeles and concerned students while a clinical faculty member at the University of Southern California. To be sure, I have built upon such work in the publication of several scholarly products to include a recent journal article on activist scholarship, co-edited volume on contemporary student activism, a digital media archive of Black Lives Matter on-campus, and several scholarly essays on the urgency for colleges and universities to divest from the institution of policing. Additionally, I founded and currently direct the Scholars for Black Lives collective, which organizes campus and community scholars in the production of engaged research, facilitation of public teaching, and scholar-advocacy related to issues disproportionately affecting Black people.

This fellowship would provide a productive interruption to my teaching and service responsibilities for the 2021-2022 academic year, which would allow me to become fully immersed process and production of my scholarship. Given the breadth and depth of my proposed study, fully dedicating myself to building and sustaining the meaningful relationships necessary to produce high-quality ethnographic research is deeply important to me as an engaged scholar. This project is an important point of departure for my larger research program focused on the developing national campus-community movement for police-free campuses. Altogether, my research program and this project will yield critical agenda setting journal articles, field-advancing book manuscripts, and important ethnographic films, ultimately in pursuit of tenure at the University of Michigan.

## Page: Uploads and References

### Project Proposal

[Download File](#)

### Previous Publication or Research Sample

[Download File](#)

### Curriculum Vitae

[Download File](#)

## References

### Reference 1

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**Reference 1 Relationship**

Dissertation Advisor

**Reference 2**

FullName: Estela Bensimon

Email: bensimon@usc.edu

**Reference 2 Relationship**

Former Senior Faculty Colleague

**Reference 3**

FullName: Elizabeth Moje

Email: moje@umich.edu

**Reference 3 Relationship**

School of Education Dean



**Advancing Community-Centered Understandings of Safety: A Digital Ethnography of #PoliceFreePenn**

In 2015, Black-led student activist groups from 76 U.S. colleges and universities issued demands for reforms to campus policing, largely through the requirement of police to complete cultural competence trainings and student inclusion on police oversight boards (Chessman & Wayt, 2016). At the University of North Carolina, however, Black students specifically demanded the university defund and disarm its campus police department as well as take action to discontinue its criminalization of “working-class, poor, and homeless Black and Brown people ... in Chapel Hill and Carrboro,” stating “Policing as an institution must be abolished, and must be replaced with restorative and transformative justice practices, rather than functioning as a mouth into our penal system.” To be sure, police brutality and state-sanctioned violence<sup>1</sup> against vulnerable Black people is neither unique nor exclusive to municipal police departments. We must not forget the University of Cincinnati Police officer who shot and killed Samuel DuBose in 2015 or the deadly shooting of Jason Washington by Portland State University Police in 2018, both of which occurred off-campus. When considering more than 80-percent of campus police are authorized to patrol and make arrests off-campus (Reaves, 2015), Black people, whether affiliated with institutions or living in proximity to campus, exist in a heightened state of precarity when it comes to their individual and collective safety. When considered together, the aforementioned relationship between student demands, campus police patrolling patterns and involvement in shooting deaths off-campus allude to the inconsistency and erosion of previously conceived boundaries of college and university life. While some institutional boundaries are social and symbolic<sup>2</sup> (Lamont, Pendergrass, & Pechuki, 2015), others are physical or spatial and altogether help reveal the deep structural relationships between postsecondary institutions and policing as a racial project of surveillance, criminalization, control, and carceral punishment. Further, they illuminate understudied dynamics of contemporary activism in college contexts in which postsecondary boundaries are 1) routinely navigated in seamless ways by student organizers mobilizing off- and away from campus, and 2) extended into boundless digital spaces through the use of new and social media technologies online.

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<sup>1</sup> Anti-Black state and state-sanctioned violence refers to specific forms of racialized harm, whether enacted by individuals or institutions, that uniquely target and/or disproportionately impact Black people within or beyond the boundaries of formalized legal systems.

<sup>2</sup> By symbolic boundaries I am referring to what sociologists frame as conceptual distinctions and demarcations intended to 1) identify and categorize insiders and outsiders, and 2) situate them in an ascribed social position laden with expectations for behavior in accordance with ones position. Social boundaries refers more specifically to codified social categories and group affiliations, like a verifiable university affiliation or social identity (e.g., race and gender).

### Purpose and Scholarly Significance of the Study

The purpose of my ethnographic study is to interrogate the permeability of institutional boundaries (i.e., social, symbolic, and spatial), which are often (re)enforced by policing<sup>3</sup>, within which student and community organizing are assumed to typically take place. In particular, my project proposes deep and prolonged study of #PoliceFreePenn, a Black-led campus-community organizing project grounded in its commitment to work collaboratively with and in service to the predominantly Black communities in West Philadelphia, especially those in close proximity to the University of Pennsylvania. Using traditional and digital ethnographic methods (Miller & Horst, 2012) – across multiple digital (online) and physical (offline) contexts – my study examines the following research questions: 1) how does #PoliceFreePenn navigate institutional boundaries in negotiation of its relationships with community-based organizers and collectives?, and 2) what tactical repertoires does #PoliceFreePenn employ in its mobilization of institutional resources, both digitally and offline, in support of its advancement of community-centered understandings of safety?

My study poses significant scholarly contributions to the higher education and social movements literatures by moving beyond the institutional centrality of contemporary research on activism in college and expanding the analytical focus to include online and off-campus venues of activist participation. Most higher education scholars believe activism in college largely, if not exclusively, manifests in on-campus environments and as a response to presumed episodic issues germane to student experiences in classrooms, residence halls, and other areas of student life. However, as my previous ethnographic work has examined, many students (and other university affiliates) engaged in movements have and continue to organize within and across presumed boundaries of campus and community, including online through digital media use (Davis, 2015, 2019). This is especially true in instances where campus and community organizers share common grievances against a common antagonist across contexts, like campus police. Additionally, my study stands to offer deep cultural insights to the collaborative processes by which a campus-community movement may recognize shared interests to reimagine policies and practices. This is particularly useful as safety alternatives to campus policing have few examples of how such a process is facilitated and what such processes yield in reimagining public safety. Finally, as a *digital* ethnographic study, my investigation integrates often ignored but deeply insightful

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<sup>3</sup> I use the term “policing” is used to refer to both the formalized institution of law enforcement as well as the practices of surveillance, control, punishment, and detention undertaken by self-deputized individuals on behalf of police.

data from online organizing that are usually additive or treated tangentially to higher education researchers' studies of contemporary activism.

### **Ethnographic Context of #PoliceFreePenn**

Following months of state and local stay-at-home orders to safeguard against the spread of COVID-19, a series of precipitating incidents of anti-Black state and state-sanctioned violence re-catalyzed a wave of protests, demonstrations, and other direct actions against the persistent strain of policing on Black people in the United States. Namely, news of the killing of Ahmaud Arbery by White vigilantes in Georgia, Breonna Taylor by plainclothes officers executing a no-knock warrant in Kentucky, and the traumatic eight-minute forty-six second video of George Floyd being suffocated to death by a Officer Derek Chauvin in Minnesota were all reported by the national media in the month of May. What immediately followed in June were weeks of mass mobilization by tens of millions of people, including college and university students, under the Black Lives Matter banner. The New York Times has considered it the largest mobilization in U.S. history, with roughly 500,000 people in 550 cities on June 6th, including more than between 50,000 and 80,000 people in Philadelphia specifically. The clarion call from movement workers was clear: divest from the institution of policing and invest in alternative forms of safety (i.e., humanizing resources and community supports) that drastically reduce and eventually eliminate the need for police altogether (i.e., abolition).

Around the same time, an open letter from former Student Body President University of Minnesota, Jael Kirandi, a Black woman undergraduate, referenced decades of misconduct and the documented harassment of Black students by the Minneapolis Police Department (MPD), underscoring their demand for the University to sever its relationship with MPD<sup>4</sup> following the killing of George Floyd. Soon after, the #policefreecampus mediated mobilization (Lievrouw, 2011) campaign initiated by the Scholars for Black Lives collective, which I currently direct, organized nearly 1,000 signatories in support of a national call for colleges and universities to divest from policing. Within this same period, the #PoliceFreePenn project at the University of Pennsylvania emerged as “an abolitionist assembly affiliated (and seeking affiliation) with students, faculty, staff, workers, and local area residents in proximity to the university.” According to their public demands<sup>5</sup>, #PoliceFreePenn's primary aim is to abolish policing and transform community safety through a divest/invest framework, a

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<sup>4</sup> Following Kirandi's letter, University President Joan Gabel announced the institutions decision to discontinue the use of MPD for either additional support for “large-scale university events” or specialized services (e.g., K-9 units), although MPD and university police would maintain joint patrols and investigations.

<sup>5</sup> <https://medium.com/@policefreepenn/abolition-now-we-demand-a-policefreepenn-8f6ca2d30f1a>

commitment to community interdependence, and being in right relationship with occupied homelands of the Lenape people (i.e., Philadelphia). Since June, #PoliceFreePenn has worked in collaboration with local communities and abolitionist collectives (e.g., Black Philly Radical Collective) to co-organize a series of online petitions, mass email campaigns to university leadership, issue/position statements, host community conversations on public safety, and launch a community poll of local residents' experiences with UPPD. Most recently the group has contributed to recent mobilizing efforts in response to the afternoon of October 27th killing of Walter Wallace, Jr., a Black man in need of mental health support in West Philadelphia who was instead engaged and shot by Philadelphia Police. Specifically, #PoliceFreePenn organized a donation match for the Philadelphia Bail Fund to support protestors, some of whom were arrested or detained by UPPD well beyond their designated patrol zone. The day after Wallace was killed, in their public comment<sup>6</sup> with the University newspaper, #PoliceFreePenn doubled-down on its commitment critically reflecting upon and taking critical action in resistance to (i.e., abolitionist praxis) the institution of policing, writing:

The fatal violence of policing is sustained. It's not an exception. It's the rule. It's a moral evil that requires our divestment. We stand with all those who fight for abolition, including most urgently in Philadelphia the visionary demands and organizing led by the Black Philly Radical Collective.

### **Reform and Resistance to Campus Policing**

Efforts to reform the institution of policing, including those on-campus, assume the function of policing is primarily benevolent (i.e., protect and serve) and wholly reflective of the interests of the communities<sup>7</sup> under a law enforcement agency's jurisdiction. However, according to a study of national campus law enforcement data, campus police have consistently demonstrated a failure to incorporate community policing (i.e., (re)alignment of structure, policy and practice with community needs, partnership, and preventative solutions) approaches in any meaningful structural change (Hancock, 2016). To be sure, these reforms are relatively conservative pathways for improving policing when considering the predominating demand for departments to be defunded and abolished. Yet, campus police have consistently failed to take up these community-centered reforms in exchange for punitive orientations toward criminalization. Sloan and Fisher (2011) have suggested

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<sup>6</sup> <https://www.thedp.com/article/2020/10/walter-wallace-philadelphia-police-shooting-penn-students-mourn-reaction>

<sup>7</sup> Consider institutionalized "watch and report" programs (e.g., Kids Watch at the University of Southern California) that deputize local residents to work in conjunction with police to monitor and report suspicious activity to law enforcement. These programs expand and encourage racialized policing practices like surveillance and profiling.

the poor integration of community policing is the result of campus law enforcement's lack of interest in reform while simultaneously relying on government grants for community policing to cover rising costs of campus security during the 1990s. Furthermore, recent research has identified inconsistencies between the institutional justification for the presence of police on campus (e.g., fear of crime, perceptions of disorder, or protection of prior victims of crime) and the lack of support for law enforcement approaches to campus safety among students, staff, and faculty (Kyle, Schafer, Burruss, & Giblin, 2016). Altogether, the literature suggests reform efforts undertaken by colleges and universities – on an administrative level – are ideologically inconsistent and structurally incompatible with the needs and desires of many campus and community stakeholders. This is especially true of Black people on campus as well as those living in close proximity to White-serving colleges and universities, many of whom are consistently over-policed and disproportionately criminalized. As recent studies have posited, Black people on campus are disproportionately subjected to verifying their institutional affiliation (Jenkins, Tichavakunda, & Coles, 2020) while those not affiliated with but in proximity to the university could be engaged by police at rates at least three times their representation in the local population in some instances (Jones, 2020).

In response to the widely conceived failures of police reform among movement workers and those disproportionately affected by policing, the movement for the *abolition* of policing as an institution has grown considerably in recent years. Conceptually, abolition in the United States is historically rooted in the efforts to resist and dismantle the racial project of chattel slavery. However, since the passage of the 13th Amendment to the U.S. Constitution, which effectively abolished slavery with exception as a form of carceral punishment, abolition has evolved in its application to primarily address systems and structures of carcerality (e.g., police surveillance, detainment and detention, judicial punishment, and related forms of institutional discipline) that replaced the institution of slavery. The basic premise of abolition is its recognition and refusal of carceral approaches to issues of harm, accountability, and restoration, which are deemed both racially discriminatory and ineffective (Mathiesen, 2008). However, abolition is not reducible to projects of removal or absence, which Ruth Wilson Gilmore refutes as incomplete<sup>8</sup>, noting “Abolition is about presence, not absence. It’s about building life-affirming institutions.” Therefore, abolition as an intellectual and political endeavor seeks to offer alternative frameworks of possibility for thinking about the prevention of and redress for interpersonal and institutional harm outside of the logics of state surveillance, control, and related forms of carceral punishment.

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<sup>8</sup> <https://www.nytimes.com/2019/04/17/magazine/prison-abolition-ruth-wilson-gilmore.html>

In my proposed study, the concept of abolition offers orienting language to situate the organizing work of #PoliceFreePenn, not merely destructive to the institution of policing, but *constructive* in their effort to imagine and create the presence of life-affirming systems and structures of safety and security grounded in community. Furthermore, abolition provides conceptual clarity with regard to the extent to which community-centered understandings of safety are wholly incommensurable with institutional standards of security that routinely criminalize Black people under the guise of safety and security for White people and White-serving postsecondary institutions.

### **Conceptualizing Campus-Community Organizing as Relational**

The higher education literature on community engagement, service-learning, and campus-community partnerships (Boyer, 1996; Bringle & Hatcher, 2002; Enos & Morton, 2003) proffers an understanding of campus-community relations predicated upon longstanding power asymmetries between postsecondary institutions and the communities within which they are situated. In particular, Enos and Morton (2003) note that attempts at meaningful and authentic partnerships are often undermined in the transactional nature of many campus-community initiatives, which Yappa (1999) further conceptualizes as an institutional framing of communities as the domain of problems and the university as the domain of solutions. Epistemologically, these domains re-inscribe the symbolic boundaries of institutions to distinguish and categorize itself as separate and apart from rather than in relationship with local communities. By and large such framing has guided how institutions have been traditionally involved with neighboring communities in ways that have primarily been extractive and exploitative. However, Bringle and Hatcher (2002) have suggested conceiving campus-community partnerships as relational presents an opportunity to flatten hierarchies and develop mutually-beneficial arrangements that better center community needs, a point to which I will return.

The aforementioned perspectives are grounded in how colleges and universities as formalized, hierarchical structures initiate and regulate their partnership with communities. While helpful, the nature of power asymmetry inherent to formalized campus-community partnership limits its sufficiency as a concept for this study. Still, Ganz (2010) theorizes effective movement organizing as also rooted in relationships, especially in the absence of formalized structure. Without formal structure, which is often the case in the early stages of movement building, campus-community engagement requires an alternative set of power-conscious relations in which conjoining parties mutually share interests and exchange resources (Ganz, 2010). These relationships link individuals, networks, and organizations and lay the groundwork upon which subsequent formalized

structure can be built, which in the digitally-mediated movements can be facilitated through alternative and activist new media (Lievrouw, 2011) technologies partially or entirely online (Davis, 2015)

As campus-community partnerships and movement organizing are considered effective when conceived relationally, their conceptual consistency provides clarity to how campus-based organizing may politically differ from campus-community organizing. Specifically, campus-based organizing may have a decidedly narrower scope of concern, typically focusing on issues and appealing to constituencies unique or limited to the institution. As a relational process, however, campus-community organizing may negotiate a broader set of political concerns, have overlapping interests, and exchange sharable resources, ultimately in ways that are deferential to extra-institutional concerns and that seek to mobilize institutional resources to support community endeavors. In either or both domains relationships precede structure, thereby disregarding or diminishing the potential of pre-existing hierarchical formations and symbolic boundaries to shape imbalanced partnerships. Altogether, I conceptualize campus-community organizing to signify the borderless set of relational associations between and among university affiliates (i.e., students, staff, and faculty) and local communities, specifically in the context of their collaborative work to facilitate mobilization, cultivate public legitimacy, build political power, and navigate opportunities and threats to achieve their sociopolitical goals.

### **Methodology and Methods**

My study employs digital ethnography as a methodology of multiple methods in which conventional ethnographic data collection procedures are mediated by digital technologies during the course of investigation. To be sure, “digital” signifies the methodological nature rather than the methodological object of study, which can be used to examine interactions and theoretical relationships between virtual and in-person phenomena under ethnographic investigation (Murthy, 2011). Not to be misunderstood, digital ethnography is distinguishable from “virtual ethnography,” the latter of which is conducted entirely online with no in-person ethnographic work. While such approaches are useful for the study of phenomena that *only* exist virtually, digital ethnography affords the flexibility to traverse online and real world boundaries, similar to the complex movement phenomena operating in multiple contexts simultaneously. Customary to all rigorous ethnographic work, digital ethnography requires extensive periods of prolonged observation, both virtual and in-person, to gain rich insights to the processes, practices, group relations, and political systems associated with social science phenomena under study. Given my study’s focus on boundary permeability of political activities and organizing practices, and the

two-year total duration of my fieldwork – only the second-year of which would be covered by the fellowship – prolonged ethnographic observation is uniquely positioned to provide rich data in pursuit of my research questions. Given the impact of COVID-19 on social engagement, and the health implications of otherwise relying upon exclusively in-person research activities, my use of digital methods as a substantive rather than a supplemental dimension of my investigation is intentional. A digital ethnographic approach affords my study the elasticity to adjust for periods of socially-distanced data collection otherwise limited by current public health risks of gathering in groups.

*Data Collection.* For the last six months I have been undertaking preliminary field work to outline an investigative roadmap and make early empirical choices about *what* is important to understand and how best to understand shared meanings ascribed to various movement events and processes. This has involved the construction of several qualitative media databases using #PoliceFreePenn social media content, developing an event timeline of notable occurrences thus far by the group, and engaging in informal talks with group members about their individual and collective labor. Building on this fieldwork, my proposed study will use multiple collection methods to include digital artifact and documentary archiving, data mining and social media hashtag aggregation, virtual and in-person<sup>9</sup> interviewing (ethnographic, individual, and group), and digital participant-observation (overt and covert) through conducting observations of #PoliceFreePenn social media accounts in real time as well as participating in virtual live streams (e.g., political education events hosted via Zoom) when available. By digital artifact and documentary archiving I am referring to the iterative process of identifying, excavating, documenting, and cataloging digital texts, images, and videos related to #PoliceFreePenn and other movement actors (including UPenn and UPPD). These artifacts help provide sociopolitical and historical context as well as means by which to understand the specific policing problems #PoliceFreePenn is attempting to address and how it constructs its abolitionist vision of public safety. Data mining and social media hashtag aggregation will be used in conjunction with digital archiving to create qualitative databases of online discussions associated with particular topics within local movement discourses (e.g., #walterwallacejr on Twitter and Instagram). As an ethnographer, my participation is a part of the data collection process, which offers me an enhanced opportunity to manage my rapport with participants, engage authentically in

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<sup>9</sup> In-person interviewing and observations will only be conducted if it is safe for both myself as the research and participants to do so based on the ongoing case trends of COVID-19 pandemic.



efforts for organizational solidarity, and deepen my understanding of various cultural logics undergirding the movement. Altogether, and building on the foundation of prescribed digital ethnographic methods, the aforementioned approaches are critical to engaging digitally-mediated social movements and the ways new media technologies are used to achieve social and political change. In addition to the use of digital data, ethnographic and semi-structured interviews with #PoliceFreePenn affiliates will be conducted in iterative phases throughout the study. Interviews will primarily serve as a way to understand participant interpretations and the meanings they ascribe to contested concepts of public safety and security. Additionally, interviews will allow for exploring participants' experiences and modes of engagement with UPPD, both on-campus and in West Philadelphia. Further, I will conduct virtual observations in an attempt to navigate broadening parameters and undefined boundaries of digital media platforms available to campus-community organizers in my study.

*Data Analysis.* Ethnographic work requires multiple points of analysis throughout the course of study rather than merely at the conclusion of data collection. In particular, analyses conducted in the field undertake a three-point sequential process of *inscription*, *description*, and *transcription*. In the early exploratory phase, inscription aids in identifying *who* and *what* are important for ongoing investigation, a critical aspect in later data organization and reduction processes. Following inscription, description involves writing things down through the use of shorthand notes (i.e., jottings) and fieldnotes to produce narratives of digital media behaviors, rhetorical events, activities, interpretations, and explanations. Finally, transcription is the process by which an ethnographer more formally records elicitations from informants and collaborators to include verbatim responses during interviews, taking dictation, documenting stories, and recording what an individual says during a specified period of observation. In post-fieldwork analyses, computer-assisted qualitative data analysis software (CAQDAS) will be used to undertake iterative coding of textual and interview data, as well as Ethnographic Content Analysis (ECA) (Altheide, 1987) of digital documents and artifacts (including textual and graphic images posted online) collected during my proposed study. As a sense-making heuristic, ECA engages the communication of meaning and seeks to verify theoretical relationships within and across the data. Unlike conventional content analysis, in which protocols are instruments used for coding frequencies, ECA centers the role of the researcher in the constant comparison and constant discovery of relationships between data

throughout the inquiry process. Included are the deductive development of conceptual codes and, consistent with ethnographic work, the provision of good, “thick description.”

*Rigor, Trustworthiness, Validity, and Transferability.* Naturalistic inquiry relies on the researcher as the primary instrument of investigation. With regard to the inquirer-respondent relation specifically, I reject the *a priori* assumption of objectivity in favor of accounting for the mutual and simultaneous influences of myself as the researcher and participants in relationship to my study. In particular, working from a power-conscious collaborative approach (Stewart, 2019) will ensure the research process and product(s) are co-determined, deferential to communities in which the research is being conducted, and useful in improving the material conditions of everyday Black people. Furthermore, as a scholar already engaged with #PoliceFreePenn – and as a Black, former West Philadelphia resident and UPenn alumnus – I am uniquely positioned to carry out this study based on an established rapport and ongoing effort to remain in “right relationship” with the local community. My longstanding political commitments to abolition, in West Philadelphia and elsewhere, offer a degree of access to a protective group without compromising the integrity of their political projects to produce consumable research. Additionally, the credibility of the data will rely upon six methodological techniques to include: prolonged engagement, perpetual observation, triangulation, peer-debriefing, negative case analysis, and member-checking. Prolonged engagement and persistent observation are grounded in my commitment to engage the data collection processes consistently for two full academic seasons (only one of which will be fulfilled by this fellowship) of investigation. In the analysis phases, triangulation of multiple sources, debriefing analysis with colleagues, seeking out disproving evidence to adjust my insights, and engaging participants in member-checking interpretations of the data will all be undertaken to strengthen my findings and truth claims.

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## **STUDENT ACTIVISM, RESOURCE MOBILIZATION, AND NEW TACTICAL REPERTOIRES IN THE 'DIGITAL AGE'**

For nearly two decades, empirical questions regarding the role of the internet and other media technologies in student-based movements have emerged for social science investigation. In more recent years, more popular discourses have questioned the legitimacy of such movement work, often arguing activism within digital spheres should be considered a passive and less powerful form of political dissent (Seay, 2014). In part, the framing of *slacktivism* is derived from assumptions regarding 1) the associated risks involved with participation in online forms of protest, and 2) whether such protests are effective means for advancing social change. In both cases, the assumptions surrounding online advocacy and action tend to understate the extent to which targeted forms of violence routinely take place in online venues. This particular point, which perhaps not yet evident when Malcolm Gladwell (2010) penned his infamous deriding of the "Twitter Revolution" in the New Yorker, is key in that it is often assumed there are either zero or only low-risks associated with online activism. To be sure, this perspective, however widely shared, is decidedly narrow in its analysis.

Additionally, such assumptions do not consider the ways in which social media, as a battleground for public relations, can be mobilized to apply pressure to individuals and organizations targeted for public accountability. In many respects, what constitutes slacktivism in popular culture are a limited number of performative actions easily undertaken by user communities of single and multiple online platforms. Yet this reduction of digital activism to such actions, many of which are also important to overall social movement goals, fails to account for the longstanding and ongoing ways the internet and digital media platforms have been adopted for alternative and activist new media projects (Liverouw, 2011). As are discussed in other chapters of this volume, social media has been especially useful in efforts to raise awareness and continue transforming college and university campuses on issues of systemic and interpersonal racism, gender justice and sexism, and the ongoing disenfranchisement of LGBTQIA student communities. However, greater theoretical understanding by higher education scholars with regard to *how* and *why* employing digital media is effective is needed.

In this chapter I explore the theoretical, conceptual, and practical implications of information and communications technologies (ICTs) – to include the Internet, broadly conceived, and evolving social and new media technologies more specifically – for contemporary student activism in postsecondary contexts. First, I begin by discussing the existing, but limited, study of technologies higher education scholars investigating student activism. Next, I theoretically situate technology and its uses within the established social movement perspective of resource mobilization. Then, I discuss Lievrouw's (2011) alternative and activist new media framework to operationalize how technological resources are tactically employed in social movement work. Finally, I conclude the chapter with abridged analyses adapted from a larger 2-year ethnographic study, in which the undertaking of two activist new media projects by a collective of Black and Brown college students is explored.

### **THE STUDY OF TECHNOLOGY AND STUDENT ACTIVISM IN COLLEGE**

As perhaps one of the first examinations of college students' use of the Internet as part of their tactical repertoires (Tilly, 2004), Rhoads (1998) introduced the field of higher education to a new frontier in student activism exactly two decades ago. In the final chapter of his seminal text, *Freedom's Web: Student Activism in an Age of Cultural Diversity*, Rhoads concludes with discussing the implications of the Internet on student activism in the then near future. In particular, Rhodes provides a brief case analysis of the role the Internet played in organizing and advancing the Free Burma Coalition (FBC). Founded by graduate students at the University of Wisconsin – Madison in 1995, FBC sought to amplify the existing efforts of local Burmese organizers and the work of several single-issue NGOs to bring awareness to human rights violations taking place in Burma (Myanmar). With deliberate intention, the FBC used its website and online forums to facilitate the development of networks of empathetic American students, which resulted in the organization of more than 150 local campus-based chapters. Furthermore, the tandem of FBC's website and online forums allowed for the coordination of and reporting on student protests and demonstrations, which demanded economic boycotts, sanctions, and divestment from corporations conducting business in Burma.

Nevertheless, despite Rhoads' contribution at the time, higher education researchers largely

abandoned the study of social movements in college for more than a decade. And, of the higher education research having investigated student activism thereafter, very little has focused on continuing to understand role the Internet, broadly conceived, has played in contemporary student organizing. Among the exceptions, Biddix's (2010b) qualitative study examined the use of information and communication technologies (ICTs) for campus activism between the year 2000 and 2008. Although more acutely focused on civic learning outcomes of activist participation, Biddix's (2010b) study introduced forms and functions for a select group ICTs used by campus activists. In particular, the aforementioned ICTs included student activists' use of e-mail, instant messaging, cell phones, text messaging, Google Accounts (i.e., email lists, chatting, profiles, and document archives), Facebook, and the web pages and web blogs to develop online learning environments (DeBlois & Oblinger, 2007; Wilen-Daugenti, 2009) for civic education and engagement.

Although easy to dismiss Biddix's work as outdated, which could be easily attributed to the pace at which technologies 'live and die' among consumers, the aforementioned study makes two important contributions for understanding technology and media within the context of modern postsecondary life. First, the use of ICTs by campus activists presents compelling evidence for expanding how educators understand the boundaries "traditionally imposed by less mobile, less connective, or less relational technologies" (Biddix, 2010b, pp. 688) and the broadening postsecondary ecologies (Davis, 2015) within which today's students live, work, and learn. Secondly, Biddix's findings present new ways in which students build and manage interpersonal relationships, a critical component to effective organizing (Ganz, 2002), within expanded learning environments complete with their own logics, sensibilities, and worldviews as mediated by the use of ICTs.

More recent higher education research has attempted to re-center the use of technology by contemporary student activists in college (Biddix, 2010a; Davis, 2015; Gismondi & Osteen, 2017; Linder, Riggle, Myers, & Lacy 2016). Others, however, have attempted to explore the relationship between new forms of online activist participation and the more traditional tactics undertaken by students. For example, Hope, Keels, and Durkee's (2016) study revealed that students' participation within Black Lives

Matter (BLM) and Deferred Action (DACA) movements occurred both online (i.e., blogging, Facebook, Tumbler, or Twitter) and offline, the former of which remained broadly defined and limited self-reporting to a binary response of “yes” or “no.” Gismondi and Osteen’s (2017) case study of Fall 2015 protests at the University of Missouri (Mizzou), however, recognized the use of social media technologies by Black students to 1) raise awareness regarding campus racism, and 2) undertake citizen journalism as a method of live-reporting during the protest period. Although certainly important, these two particular findings remain consistent and merely confirm earlier social movement and communications scholarship on the broader use of media as an amplification and storytelling tool. Therefore, many questions with regard to the breadth and complexity of technologies – and technology uses – by student activists remain. But, before engaging such questions, it is helpful to theoretically and conceptually situate technology and its use(s) within the context of social movement work. In order to do so, I discuss theoretical perspectives on resource mobilization (Jenkins, 1983; McCarthy & Zald, 1977) and Liverouw’s (2011) conceptualization of alternative and activist new media.

### **TECHNOLOGIES AS MATERIAL AND NON-MATERIAL RESOURCES**

Resource mobilization theory (RMT), in the United States, arose in response to the insufficiencies of classical theories and out of research that concentrated on the ideologies that characterized and animated social movements. More specifically, the oft social psychological focus on individual movement participation of earlier social movement scholarship required a theoretical shift toward approaches more conducive to integration with structural theories of social process (McCarthy & Zald, 1977). Unlike other theories, resource mobilization does not focus on decentralized social movement communities, collective identities, or movement participation and ideology. Rather, RMT seeks to explain the ways in which social movements, conceived organizationally rather than determined by informal actions of individuals, mobilize resources from within and *outside* the boundaries of the movement to reach their goals (Jenkins, 1983). RMT argues access to and effective mobilization (i.e., user efficacy) of material and non-material resources (Fuchs, 2006), and the development of political opportunities for movement members, determine a movement’s ability to succeed (Flynn, 2011). Examples of material resources may include

money, organizations, person power, means of communications, and media. Non- material resources may include movement legitimacy, loyalty, social relationships, networks and personal connections, public attention, authority, moral commitment, and solidarity (Fuchs, 2006).

Although fairly under-utilized in recent years, resource mobilization perspectives have recently been re-engaged by scholars seeking to explain the role of ICTs in contemporary social movements. For example, Eltantawy and Weist's (2011) case study of the 2011 "Egyptian revolution" (i.e., Arab Spring) offers RMT as an explanatory framework for understanding how social media was used during anti-government protests. In their analyses, the authors recount the growth of internet access and technology use among an already motivated citizenry within the prior decade. Combine with the increasingly hostile and complex political climate in late 2010 and early 2011, and prior experiments using sites like Facebook to organize a textile workers strike in 2008, numerous Egyptian activists leveraged social media platforms to include blogs, Twitter, and dedicated Facebook pages to disseminate information, garner ideological support, and mobilize protestors on the ground. Ultimately, the collective efforts organized online (and on the ground) led to the resignation of Egyptian President Hosni Mubarak.

Lastly, two additional points help better situate the implications of technology use, particularly of social media, from the resource mobilization perspective. Specifically, as Joyce's (2011) preliminary theorization suggests, the interconnections afforded protestors by social media, broadly conceived, allows for the mobilization of both new *and* existing collectives of movement participants and organizations (Joyce, 2011). In addition, communications scholars have suggested (Hemphill, Culotta, & Heston, 2013), social media has already been used to directly frame political issues in public discourses absent news media. Therefore, technologies not only provide sites of possibility to aid social movement organizations in mobilizing pre-existing networks – now also online – as well as the mobilization of *new* networks, but also framing (i.e., movement framing/framing processes, Gamson, 1992; Benford & Snow, 2000) the narratives constructed around important movement issues, events, and opportunities. Additionally, and as Joyce (2011) further argues, perhaps the clearest implication of technologic resources is one of scale change. Specifically, technologies like social media enable dramatic increases in mobilization due to their



expansive reach within and across social networks and relationships. These are points to which I will later return. For now, however, I find it necessary to provide some binding to the otherwise loose theoretical underpinnings of my argument. Let us turn to Lievrouw (2011), who provides a useful heuristic for making sense of how technology, as a resource, becomes operational in the hands of skilled organizers and activists. While the forthcoming illustrations, at least momentarily, fall outside the traditional contexts associated with higher education, they too will prove useful in the case analysis.

## **CONCEPTUALIZING ALTERNATIVE AND ACTIVIST NEW MEDIA**

### **New Media Defined**

New media consists of three elements, which include 1) material artifacts and devices enabling and extending abilities to communicate and share meaning (e.g., social media), 2) communication activities and practices in which people engage as they develop and use devices (e.g., online sharing), and 3) the larger social arrangements and organizational forms created and built around artifacts and practices (Lievrouw, 2011; Lievrouw & Livingstone, 2002, 2006). Although all media share the aforementioned elements, Lievrouw (2011) notes four distinguishing factors differentiating new media from traditional or mass media. First, new media are “hybrid or recombinant technologies,” (Lievrouw, 2011, p.8) resistant to stability and continuously changing as a result of combining existing, older technologies (i.e., hardware) and communication systems (e.g., audio or video recording) with innovations (e.g., software applications allowing for web-based or mobile uploads, downloads, and sharing of music). New media are also networked as a part of continuously reorganizing systems connecting technologies, organizations, and users. A third distinction of new media is its sense of ubiquity in contemporary society. While this notion has been – and should continue to be – contested (see Morris, 2000, 2001; see also Warshcauer, 2004), the frequent presence of new media nearly everywhere and its effects on people and contemporary society cannot be overstated. Lastly, unlike mass media, new media are interactive, giving users greater control over the information they receive from various sources, with whom they connect and build networks, and individual opportunity to participate and engage.

**Alternative and Activist New Media**

Genre	Social Domains	Forms	Purposes
<b>Alternative Computing</b>	Popular culture, mainstream media, corporate advertising	Appropriated images, sound, text from popular culture	Cultural critique, political and economic commentary
<b>Commons Knowledge</b>	Computing, telecoms, media infrastructure (hardware and software)	Hacking, open source system design, file sharing	Open access to and use of information and IT
<b>Culture Jamming</b>	Reporting, news, commentary, public opinion	Online news services, blogs, indymedia	Covering under-reported groups and issues, investigative reporting
<b>Mediated Mobilization</b>	Social movements, identity, cultural politics, lifestyles	Social media, mobs, virtual worlds, blogs	Activist mobilization, lifestyle examples ("prophecy")
<b>Participatory Journalism</b>	Expertise, academic/technical disciplines and institutions, socially sanctioned knowledges	Tagging, bookmarking, wikis, "crowdsourcing"	Mobilizing "outsiders"

*Table 1. Alternative and Activist New Media (Lievrouw, 2011)*

According to Lievrouw (2011), who has written a definitive work on the subject, "alternative and activist new media employ or modify existing communication artifacts, practices, and social arrangements of new information and communication technologies to challenge or alter dominant, expected, or accepted ways of doing society, culture, and politics," (p. 19). The cultural roots and sensibilities of alternative and activist new media can be traced back to Dadaism, an informal arts movement in Europe and the United States protesting World War I through the manipulation of traditional art and mass media (Dietrich, Doherty, Kriebel, & Dickerman, 2005; Hopkins, 2004). In the 1950s and 1960s, French artists and writers of Situationist International revived Dadaism. Responding to pervasive consumerism, militarism, and ideological spectacle generated by global mass media, Situationists used popular media technologies to interrupt mainstream culture and politics (Lievrouw, 2011). Similarly, alternative and activist new media extend the Situationists' tradition to modern practices, of which Lievrouw (2011) contends there are five basic genres (see Table 1): *alternative computing*, *commons knowledge*, *culture*

*jamming, mediated mobilization, and participatory journalism* (italics in original). This chapter, however, only further explores two genres, which are discussed briefly below.

### *Mediated Mobilization and Culture Jamming*

Mediated mobilization uses new media as means to mobilize toward collective action in which active participants in processes of social change can organize and work together (Lievrouw, 2011). It is principally concerned with the nature and distribution of power in society, and radically promotes participatory forms of democracy in which widespread, direct involvement of citizens – rather than elected officials – actively contribute to political processes and governance. As mobilization theorists have centralized the importance of interpersonal social networks (i.e., mobilization structures), the mediated mobilization perspective superimposes the importance of communication networks entrenched in interconnected new media and new media users. Unlike traditional mass media perspectives, which are suited to frame the deployment of consistent, repetitive messaging to large, heterogeneous audiences, new media perspectives challenge such notions with a more dynamic view of a society comprised of constantly reorganizing, interrelated networks of people and information (Castells, 1996). In this way, mediated mobilization, particularly in social and political movements, relies on people's ability to develop reciprocity, cultivate relationships, construct shared meanings, and amass and trade "reputational capital" online (Madden, Fox, Smith, & Vitak, 2007; May, 2001) as well as moving people to the streets (Van Aelst & Walgrave, 2002). This goes beyond the action of merely using new media. Rather, Juris (2008) posits mediated mobilization activists and organizers are fully understanding of the "cultural logic[s] of networking" (p. 11) and have incorporated them in various aspects of movement values and action, both online and off.

In the context of new media, Lievrouw (2011) defines culture jamming as a mode of media activist projects in which images, sounds, and text are appropriated from popular culture (e.g., entertainment, advertising, art and music, literature, and cinema) for points of social and cultural critique, political commentary, and similar analyses online. Put differently, culture jamming captures and subverts conceptual culture presented by mainstream media in effort to make critical points; a strategy Peretti

(2001) says “turns corporate power against itself by co-opting, hacking, mocking, and re-contextualizing meanings,” (p.1). Carducci (2006) notes:

In terms of media, culture jamming endeavors to achieve transparency, that is, to mitigate the asymmetrical effects of power and other distortions in the communications apparatus, cutting through the clutter as it were to clarify otherwise obscured meaning. (p. 118)

Handelman and Kozinets (2004) define ‘culture jamming’ as “an organized, social activist effort that aims to counter the bombardment of consumption-oriented messages in the mass media” (n.p.).

### ETHNOGRAPHIC CASE ANALYSIS: THE DREAM DEFENDERS

#### The #TAKEOVERFL Campaign

On June 10, 2013, the murder trial of George Zimmerman in the shooting death of an unarmed, Black Miami Gardens teen, Trayvon Martin, began in Seminole County. On July 13th, after 16 hours of deliberating, the Seminole County Court found Zimmerman not guilty of second-degree murder and voluntary manslaughter, a lesser charge, in the February killing of Martin. Immediately following Zimmerman’s exoneration, the Dream Defenders initiated #TAKEOVERFL (i.e., The Takeover), a 31-day mediated mobilization campaign to occupy the Florida Capitol building in Tallahassee and strategically agitate Florida’s executive and legislative branches of government (see Figure 1).



*Figure 1. Dream Defenders Social Media Pronouncements to “Take Tallahassee”*

In response to the acquittal of George Zimmerman a day earlier, the Dream Defenders mass-mobilized college students (and recent alumni) from around the state – and the nation – to take residence in the office of the incumbent Republican governor, Rick Scott. They solicited participation online (i.e., mediated mobilization), using Twitter, Facebook, and Instagram to inform college students and citizens

(near established Dream Defenders chapters at colleges and universities throughout the state) of their intentions to “take Tallahassee” on July 16th, and to join in their demand for “justice” for Trayvon Martin. At this time, justice was in the form of advancing a three-part legislation entitled *Trayvon’s Law*, which proposed reformative policy to remediate the conditions the Dream Defenders believed contributed to Martin’s untimely death (i.e., prognostic framing). This included 1) dismantling of the school-to-prison pipeline (e.g., zero-tolerance discipline in schools leading to juvenile incarceration), 2) ending racial and bias-based profiling, and 3) repealing of Florida’s “Stand Your Ground” law(s).<sup>1</sup>

Throughout the occupation, the Dream Defenders engaged the act mobilization as a recursive, mediated practice, which is to say frequent online efforts to mobilize participants, legitimacy, and solidarity were undertaken. For example, after the initial launch of “The Takeover,” the collective established #TakeoverTuesday, a weekly mass mobilization for outsiders to join the Dream Defenders in the Capitol building. In part, this specific mediated mobilization practice was for purposes of defusing the organizing labor of constant occupation over an extended period of time. Furthermore, it was also an opportunity for others to learn more about their issues and demands, participate in occupation activities (e.g., civil disobedience trainings, political education workshops, and healing spaces), or provide various forms of support. In both cases, the Dream Defenders had harnessed new media to mobilize human resources to the Capitol and, as result, develop greater legitimacy and solidarity through the purposeful facilitation of relational organizing activities.

### **The #NEVERLOVEDUS Campaign**

On February 15, 2014, the same day on which Michael Dunn was granted a mistrial for first-degree murder charges in the November 23, 2012 killing of unarmed Black teen, Jordan Davis, the Dream Defenders launched an activist new media project/campaign entitled “#NEVERLOVEDUS”. As a

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<sup>1</sup> Florida’s “Stand Your Ground” law was first introduced in 2005 as Senate Bill 436, an amendment to existing chapter 776, Florida Statute, “to create presumptions relating to the Castle Doctrine and to remove one’s duty to retreat before using force in certain instances outside one’s home” (Cunningham, 2013, p.1)

hashtag, #NEVERLOVEDUS was used to aggregate stories, pictures, and videos produced by Dream Defenders (and others) describing or alluding to the ways in which the United States – as a nation-state – has historically engaged in systemic and institutional racism – ultimately to the criminalization, incarceration, and death – extrajudicial and judicial – of Black and Brown people. More specifically, however, #NEVERLOVEDUS was predominantly a gallery of digital artwork first-released by the Dream Defenders on Instagram, a web and mobile photo sharing application. From a period of February 15<sup>th</sup> until March 4<sup>th</sup>, 51 different graphics were released as part of the #NEVERLOVEDUS gallery, which was made digitally available in its entirety via the organization's website (<http://dreamdefenders.org/goodkidsmadcities>).



*Figure 2. #NEVERLOVEDUS campaign images of Trayvon Martin (left) and Jordan Davis (right)*

The campaign hashtag and language framing the emic conceptualization were sampled from a hook (i.e., refrain or chorus) in Canadian-born actor turned Grammy Award-winning rapper, Drake's – full name Aubrey Drake Graham – song "Worst Behavior." On February 14, 2014 in a nationally televised interview with MSNBC's Chris Hayes, former executive director of Dream Defenders Umi Selah (formerly Phillip Agnew) deconstructed what was meant by invoking "never loved us" in their campaign:

When we say Florida never loved us, when we say America never loved us, it's quite clear to us ... that we live in a state that doesn't care about us. And so, it's important that when we lay out our case against a state of Florida that the state of Florida understands that we have a common understanding: that we live in a state that has caused our

education system to hemorrhage; we arrest more kids and put them in adult prisons than any other state. And so, when tourists come here and they go to Disney World and see a place where dreams come true, that's basically the only place in Florida where that happens. And so, Florida never loved us. “America never loved us” is our clear proclamation that we have an understanding that we live in a state that shows no care for young people of color. (Hayes & Agnew, 2014)

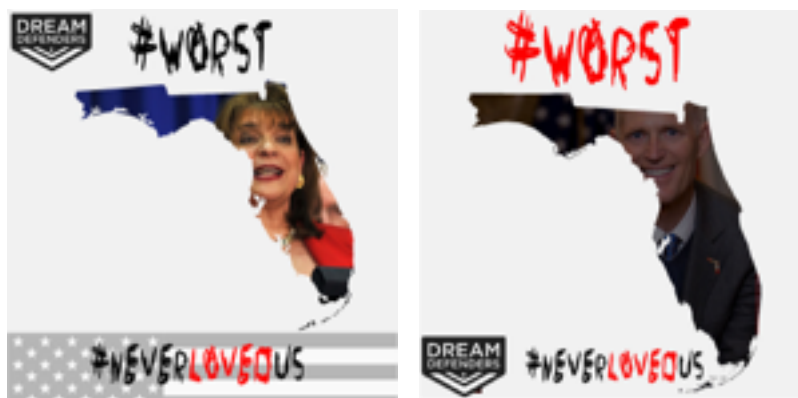


Figure 3. #NEVERLOVEDUS campaign images of Angela Corey (left) and Rick Scott (right)

Ultimately, the #NEVERLOVEDUS artwork illustrated Selah’s aforementioned remarks through subversively employing three artistic expressions, which I have defined as *the personal*, *the political*, and *the historical*. *The personal* refers to images sampling the likenesses of Black and Brown youth killed by police or citizen vigilantism, but also, as will be discussed separately, the prospective youth victims of future state violence and criminalization (see Figure 2). The second category, *the political*, refers to images in which likenesses of Florida political figures deemed culpable and complicit in the aforementioned diagnoses, have been sampled in the construction of the graphic (see Figure 3). The third and last category to which I refer is *the historical*, which samples photographs from the Jim Crow south to draw connections to a historical legacy of violent harassment and racial discrimination. In particular, monochrome black & white archival photos depicting the use of dogs and water hoses against Black civilians were used as watermark images, in front of which the #NEVERLOVEDUS text helps situate the longstanding historical use of state power and anti-Black violence as a counter-protest tactic.

## CONCLUSION

The study of student activism has been essential to understanding important issues within higher education, the least of which include complex dimensions of campus climate for racially-minoritized and other historically marginalized groups. Furthermore, student activism as a symptom of campus climate has often reflected the existing sociopolitical climate off- and away from campus. And, although greater attention has been given to the study of student activism and social movements more recently (Broadhurst & Martin, 2014; Worthington & Rhoads, 2016), greater understanding of protest phenomena and organizing practices within the current sociopolitical moment is needed. The Dream Defenders are but one contemporary example of the ways in which student activists and social justice organizers are skillfully using technologies as a part of their tactical repertoire. In particular, the above case demonstrates the role social media plays in the mobilization of resources, especially on-the-ground person power, as well as serving as a resource itself utilized to frame issue narratives and garner broader legitimacy. However, as technologies continue to develop and new tools are introduced into the market – and are utilized by student activists – greater empirical evidence will be required to determine their tactical viability for achieving movement goals. This is especially important given the extent to which students are able to access and experience, albeit voyeuristically, potential tactics from student organizations at colleges and universities across the nation and perhaps the world.



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# Charles H.F. Davis III, Ph.D.

Assistant Professor of Clinical Education  
Rossier School of Education

Chief Strategy Officer and Director of Research  
USC Race and Equity Center

University of Southern California  
635 Downey Way, Los Angeles, CA 90087  
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## PROFESSIONAL SUMMARY

Charles H.F. Davis III is an assistant professor of clinical education at the Rossier School of Education and chief strategy officer and director of research at the USC Race and Equity Center. Dr. Davis has more than a decade of professional experience and expertise on issues of racial equity, diversity, and inclusion in higher education as well as the private sector. As an award-winning faculty member, Dr. Davis has taught undergraduate and graduate courses, advised graduate students, and supervised graduate research. Dr. Davis is engaged in an active ethnographic research program concerned with deeply understanding contemporary student activism, political engagement, and social movements at the intersections of campus and community. Dr. Davis is co-editor of *Student Activism, Politics, and Campus Climates in Higher Education* (Routledge, Taylor & Francis) and has published nearly two dozen scholarly publications, which have been cited in amicus curiae brief to the Supreme Court of the United States and included in expert testimony before the California State Assembly Select Committee on Campus Climate. In addition to research and teaching, Dr. Davis serves the University of Southern California – and various professional associations – through committee chairpersonship, (sub)committee participation, proposal and manuscript review, and board membership. Additionally, Dr. Davis' work has been featured by or quoted in the *Los Angeles Times*, *Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *EdWeek*, *Inside Higher Ed*, *Academe*, *Change Magazine*, *Colorlines*, and various other national and local media outlets.

## EDUCATION

2015	Ph.D.	HIGHER EDUCATION, SOCIOCULTURAL ANTHROPOLOGY (cognate concentration) The University of Arizona [Tucson, AZ]  Dissertation: <i>Dream Defending, On-Campus and Beyond: A Multi-sited Ethnography of Contemporary Student Organizing, the Social Movement Repertoire, and Social Movement Organization in College</i>  Gary D. Rhoades, Ph.D. Dissertation Chair
2010	M.S.Ed.	EDUCATION, CULTURES, and SOCIETY University of Pennsylvania [Philadelphia, PA]
2008	M.A.	COMMUNICATIONS The Florida State University [Tallahassee, FL]
2006	B.A.	ENGLISH, AFRICAN AMERICAN STUDIES (minor concentration) The Florida State University [Tallahassee, FL]

**SPONSORED RESEARCH, GRANTS, AND CONTRACTS**

Below is a line-item breakdown of a **\$623,500** award total through the procurement of internal and external funding through sponsored research, grants, and contracts.

**Sponsored Research**

2020	\$50,000	<b>Davis III, C. H. F.</b> <i>Assessing the Black Student Debt Crisis</i> . Funded by a Bill & Melinda Gates Foundation sub-grant from the National Association for the Advancement of Colored People.
2019	\$69,000	<b>Davis III, C. H. F.</b> <i>Black Millennial Education Policy Project</i> . Funded by a Lumina Foundation sub-grant from the National Association for the Advancement of Colored People.
2014	\$10,000	<b>Davis III, C. H. F.</b> <i>Activist Millennials in the South</i> . Funded by the Activist Millennials Project.

**Grants**

2018	\$2,000	<b>Davis III, C. H. F.</b> <i>Protest Policy Project</i> . Funded by the University of Michigan National Center for Institutional Diversity.
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**Contracts**

2019	\$6,000	<b>Davis III, C. H. F.</b> Contract with Brother, Sons, Selves Coalition to analyze and report data from the LA County Safety and Youth Justice Survey.
2019	\$65,000	<b>Davis III, C. H. F.</b> Contract with the United Negro College Fund to effectively launch of Liberal Arts Innovation Centers at four Historically Black Colleges and Universities.
2016 – present	\$140,000	<b>Davis III, C. H. F.</b> Contracts for professional development and organizational learning sessions related to advancing racial equity, diversity, and inclusion.
2016	\$6,500	<b>Davis III, C. H. F.</b> Contract to produce video “Connecting Higher Education Research to Policy and Practice” series for the Association for the Study of Higher Education and W.T. Grant Foundation
2014 – Present	\$25,000	<b>Davis III, C. H. F.</b> Contract for adult and higher education curriculum development related to issues of racial and social justice, educational equity, and gender identity development.
2014 – 2018	\$250,000	<b>Davis III, C. H. F.</b> Contracts for campus racial climate assessments and equity audits at colleges and universities across the United States, mostly through the Penn Center for the Study of Race & Equity in Education and the USC Race and Equity Center.

## ARTICLES

## Articles in Refereed Journals

- Under Review      **Davis III, C. H. F.**, Ishimoto, M., Stokes, S., & Bishop, J. *Black on-Campus: Contemporary Black student activism and demands for institutional change.*
- Under Review      **Davis III, C. H. F.**, Ishimoto, M., & Stokes, S. *The day after: Campus racial violence, online anonymity, and critical race counternarratives of student resistance online.*
- 2019      **Davis III, C. H. F.**, Harris, J. C., Stokes, S., & Harper, S. R. But is it activist?: Interpretive criteria for activist scholarship in higher education. *Review of Higher Education*, 42(5), 85-108.
- 2018      Harper, S. R., Smith, E. J., & **Davis III, C. H. F.** A critical race analysis of Black undergraduate student success at an urban university. *Urban Education*, 53(1), 3-25.
- 2016      McGuire, K. M., Casanova, S., & **Davis III, C. H. F.** Exploring the multiple marginality of a non-native born Black Muslim on a predominantly white campus. *Journal of Negro Education*, 85(3), 316-330.
- 2015      **Davis III, C. H. F.**, Deil-Amen, R., Rios-Aguilar, C., Gonzalez Canche, M. S. Social media, higher education, and community colleges: A research synthesis and implications for the study of two-year colleges. *Community College Journal of Research and Practice*, 39(5), 409-22.
- 2014      McGuire, K. M., Berhanu, J., **Davis III, C. H. F.**, & Harper, S. R. In search of progressive Black masculinities: Critical self-reflections on gender identity development among Black undergraduate men. *Men & Masculinities*, 17(3), 253-77.
- 2012      Harper, S. R., & **Davis III, C. H. F.** They (don't) care about education: A counternarrative on Black male students' responses to inequitable schooling. *Educational Foundations*, 26(1), 103-120.

## Articles in Non-Refereed Journals

- 2020      **Davis III, C. H. F.**, Commodore, F., & King, K. Lest we forget: Continuing the legacy of Historically Black Colleges and Universities in fostering social change. *Diversity & Democracy*, 22(4).
- 2016      Harper, S. R., & **Davis III, C. H. F.** Eight actions to reduce racism in college classrooms. *Academe*, 102(6), (no page numbers, electronic journal).

## BOOKS &amp; MONOGRAPHS

- 2019      Morgan, D. L., & **Davis III, C. H. F.** (Eds.). *Student Activism, Politics, and Campus Climate in Higher Education*. New York: Routledge.
- Under Review      **Davis III, C. H. F.** *Freedom Is On The Way*. Chicago: Haymarket Press.

**BOOK CHAPTERS**

- Forthcoming **Davis III, C. H. F.** It was all a dream: Remembering Black organized resistance before the movement had a name. In F. L. Roberts (Ed.), *Black Lives Matter Syllabus*. Berkeley, CA: University of California Press.
- 2019 **Davis III, C. H. F.**, Stokes, S., & Morgan, D. Engaging student activists. In S. J. Quaye, S. R. Harper, and S. Pendakur (Eds.), *Student Engagement in Higher Education* (3rd ed.). New York: Routledge.
- 2019 **Davis III, C. H. F.** Student activism, resource mobilization, and new tactical repertoires in the 'digital age'. In D. L. Morgan and C. H. F. Davis III (Eds.), *Student Activism, Politics, and Campus Climate in Higher Education*. New York: Routledge.
- 2019 Ferguson, T. L., & **Davis III, C. H. F.** Protest politics and organized resistance in intercollegiate athletics. In D. L. Morgan and C. H. F. Davis III (Eds.), *Student Activism, Politics, and Campus Climate in Higher Education*. New York: Routledge.
- 2019 **Davis III, C. H. F.** Peer pedagogies of occupation and resistance: Structural and invasive disruption as sites of possibility for learning. In A. Dache, S. J. Quaye, C. Linder, and K. M. McGuire (Eds.), *Rise up!: Activism as Education*. East Lansing, MI: Michigan State University Press.
- 2018 **Davis III, C. H. F.**, Harper, S. R., & Christian III, W. A. Black data matter: Connecting education research to the movement for Black lives. In A. Kezar and J. Drivalas (Eds.), *Public Scholarship in Higher Education: Research for the Public Good*. Sterling, VA: Stylus Press.
- 2017 Harper, S. R., & **Davis III, C. H. F.** Wrestlers gone wild: Gay porn starring University of Nebraska student-athletes. In S. R. Harper & J. K. Donnor (Eds.), *Scandals in college sports*. New York: Routledge.
- 2015 Harper, S. R., Berhanu, J., **Davis III, C. H. F.**, & McGuire, K. M. Engaging college men of color. In S. J. Quaye & S. R. Harper (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (2nd ed. pp. 55-74). New York: Routledge.

**BOOK REVIEWS**

- 2019 **Davis III, C. H. F.** Engaging African American males in community college. Edited by T. N. Ingram and J. Coaxum [Book Review]. *Teachers College Record*.

**RESEARCH REPORTS, SYNTHESSES, AND REVIEWS**

- Forthcoming **Davis III, C. H. F.**, Baxter, K., Turner III, D. C., & Serrano, U. *Mapping safety of Black and Latino justice-involved students in Los Angeles County schools*. Report produced for Innercity Struggle/Brothers Sons Selves Coalition, Los Angeles, CA.
- Forthcoming **Davis III, C. H. F.**, & Hill, J. *Diversity and Racial Parity in Southern California Newsrooms*. Report produced for the National Association of Black Journalists Los Angeles, Los Angeles, CA.

- 2019 **Davis III, C. H. F.** *Suppressing campus protest and political engagement in U.S. higher education: Insights from the Protest Policy Project*. Report produced for National Center of Institutional Diversity, University of Michigan.
- 2012 **Davis III, C. H. F.**, Deil-Amen, R., Rios-Aguilar, C., & Gonzalez Canche, M. S. *Social media and higher education: A literature review and research directions*. Produced for the Bill & Melinda Gates Foundation "Getting Connected" grant. The Center for the Study of Higher Education, The University of Arizona.
- 2012 Rios-Aguilar, C., Gonzalez Canche, M. S., Deil-Amen, R., & **Davis III, C. H. F.** *The role of social media in community colleges*. Produced for the Bill & Melinda Gates Foundation "Getting Connected" grant. The Center for the Study of Higher Education, The University of Arizona.
- 2012 **Davis III, C. H. F.** *Student transitional success: An annotated bibliography of research on pre-college outreach, engagement, collegiate retention, persistence and matriculation*. Report produced for Gates Millennium Scholars Program, United Negro College Fund, and Capella University, Washington, D.C.

#### SCHOLARLY ESSAYS, OPINIONS, AND OTHER PUBLICATIONS

- 2019 **Davis III, C. H. F.**, & McGuire, K. Killing us softly: Navigating state and state-sanctioned violence against Black men's humanity. National Center for Institutional Diversity's Spark Magazine, November.
- 2019 **Davis III, C. H. F.**, Mobley, Jr., S. D., Commodore, F. Remembering Filmmaker John Singleton's Contributions to Higher Education Research and Practice. *Diverse Issues in Higher Education*, May 8.
- 2018 **Davis III, C. H. F.** Everyday Racism and the Absolute Right to Exclude. *Medium*, December 4.
- 2018 **Davis III, C. H. F.** A Year After Charlottesville, White Identity Extremism Still Reigns Supreme. *Medium*, August 11.
- 2017 **Davis III, C. H. F.** A Dangerous Precedent. *Inside Hire Ed*, October 18.
- 2017 Harper, S. R., & **Davis III, C. H. F.** What UVA Did Wrong. *Los Angeles Times*, August 17.
- 2016 **Davis III, C. H. F.** Hence, This Is Racist. *Inside Hire Ed*, November 1.
- 2012 **Davis III, C. H. F.** The Story of Trayvon Martin and Resurgent Social Justice Among HBCU College-Goers. *HBCU Digest*, April 17.

#### MANUSCRIPTS IN PREPARATION

##### Journal Articles (listed alphabetically)

*New media activism and the new student movement: Employing digital and ethnographic methods to study contemporary student activism.*

Target Journal: Harvard Educational Review



*"Go back and fetch": Theorizing history as a mobilizable resource in Black student movements.*

Target Journal: Social Movement Studies

*Going where the work is: Multi-sited ethnography and the study of contemporary college student activism.*

Target Journal: The Journal of Higher Education

*[Multi-sited] ethnography and the off-campus imaginary: Exploring the changing ecology of contemporary student activism in higher education.*

Target Journal: American Educational Research Journal

## Books

*New Media Activism and the New Student Movement: College Student Resistance in the Digital Age.*

Target Publisher: Johns Hopkins University Press

*Scholars for Black Lives: A Guide for Engaged Research, Theory, and Practice*

Target Publisher: University of California Press

## CONFERENCE PRESENTATIONS

- |               |   |
|---------------|---|
| November 2019 | <b>Davis III, C. H. F.</b> <i>Longitudinal depictions of student-led organized resistance: Ethnographic film, photography, and digital artifacts from the new student movement.</i> Digital scholarship session at the Association for the Study of Higher Education Annual Conference (ASHE), Portland, OR.          |
| November 2019 | <b>Davis III, C. H. F.</b> <i>Critically examining higher education policy through a racial equity lens.</i> Invited presentation at the Association for the Study of Higher Education Annual Conference (ASHE) Graduate Policy Seminar, Portland, OR.  |
| November 2019 | Hung, Y., Stokes, S., & <b>Davis III, C. H. F.</b> <i>Analytical limitations of mixed-race students' qualitative responses: Recommendations for disaggregation.</i> Paper session at the Association for the Study of Higher Education Annual Conference (ASHE), Portland, OR.  |
| April 2019    | <b>Davis III, C. H. F.</b> <i>Scholars as public intellectuals: Agency, advocacy, and activism.</i> Division J Emerging Scholars Workshop presented at the American Educational Research Association Annual Meeting (AERA), Toronto, Ontario.   |
| April 2019    | <b>Davis III, C. H. F.</b> <i>Student activism, resource mobilization, and new tactical repertoires in the "digital age."</i> Paper presented at the American Educational Research Association Annual Meeting (AERA), Toronto, Ontario.   |
| April 2019    | Morgan, D., & <b>Davis III, C. H. F.</b> <i>The 2020 election and beyond: Building a collaborative "politics of higher education" research/advocacy agenda.</i> Research symposium at the American Educational Research Association Annual Meeting (AERA), Toronto, Ontario.  |
| April 2019    | Winn, M. T., Grande, S., Pihama, L., Harper, S. R., <b>Davis III, C.H.F.</b> , & Paris, D. <i>Centering us: The role of institutional centers in educational sovereignty, justice, and liberation.</i> Presidential Session at the American Educational Research Association Annual Meeting (AERA), Toronto, Ontario. |

- March 2019 Morgan, D., & **Davis III, C. H. F.** *The 2020 election and beyond: Redefining campus climate and political engagement by bridging research and practice*. Symposium at the National Association of Student Personnel Administrators Annual Conference (NASPA), Los Angeles, CA.
- November 2017 **Davis III, C. H. F.**, Johnson, R. M., Abreu, J., La-Pierre-Dreger, M., Wheatle, K., & Corbett, E. *We the people: [Formerly] incarcerated persons*. Presidential Symposium at the Association for the Study of Higher Education Annual Conference (ASHE), Houston, TX.
- November 2017 **Davis III, C. H. F.** *Race, resistance, and the future of Revolution: Black student activism, on-campus and beyond*. Invited pre-conference presentation for the Council on Ethnic Participation at the Association for the Study of Higher Education Annual Conference (ASHE), Houston, TX.
- November 2017 **Davis III, C. H. F.**, Ishimoto, M., Stokes, S., & Bishop, J. *Black on-Campus: Contemporary Black student activism and demands for institutional change*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Houston, TX.
- April 2017 **Davis III, C. H. F.** *Alternative and activist new media and the social movement repertoire of contemporary student organizers in college*. Paper presented at the American Educational Research Association Annual Meeting (AERA), San Antonio, TX.
- April 2017 Ishimoto, M., & **Davis III, C. H. F.** *Campus racial violence, online anonymity, and critical race counternarratives of student resistance online*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Columbus, OH.
- November 2016 **Davis III, C. H. F.** *Peer pedagogies of resistance, communities of memory, and protest infrastructures in contemporary student organizing in college*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Columbus, OH.
- November 2016 **Davis III, C. H. F.** *[Multi-sited] ethnography and the off-campus imaginary: Studying contemporary student activism in higher education*. Roundtable session at the Association for the Study of Higher Education Annual Conference (ASHE), Columbus, OH.
- April 2016 Harper, S. R., McGuire, K., **Davis III, C.H.F.**, Berhanu, J. *Advancing the study of boys and men of color from Preschool through Ph.D.* Invited speaker session at the American Educational Research Association Annual Meeting (AERA), Washington, D.C.
- March 2016 Harper, S. R., **Davis III, C. H. F.**, & Christian III, W. *Campus stakeholders and racial climate assessments: Skillful use and implementation*. Strategic planning session at the Association of American Colleges & Universities' Diversity, Learning, and Student Success Conference, Philadelphia, PA.
- November 2015 McGuire, K. M., Casanova, S., & **Davis III, C.H.F.** *Exploring the multiple marginality of non-native born Black Muslim on a predominantly white campus*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Denver, CO.
- November 2015 Nguyen, D., Jones, J., & **Davis III, C. H. F.** *Conversations with Newly-minted Ph.D.'s*. Roundtable at the Association for the Study of Higher Education Annual Conference, Denver, CO.

- November 2014 **Davis III, C. H. F.** *Who will survive [in] America?* Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Washington, D.C.
- November 2014 Harper, S. R., **Davis III, C. H. F.**, Smith, E. J. *Niggers in Paris*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Washington, D.C.
- October 2013 **Davis III, C. H. F.**, & Haynes, S. *Using social media to build community and improve student success*. Paper presented at the 2013 STEMtech Conference, Atlanta, GA.
- March 2013 **Davis III, C. H. F.**, Deil-Amen, R., Rios-Aguilar, C., & Gonzalez-Canche, M.S. *Community college students and social media: Developing archetypes of users and implications for improving student engagement*. Paper presented at the American Educational Research Association Annual Meeting (AERA), San Francisco, CA.
- November 2012 **Davis III, C. H. F.** *Toward new ecologies for higher education: An exploration of political ecology and academic capitalism*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Las Vegas, NV.
- October 2012 **Davis III, C. H. F.**, & Moore, M. *Campus Integration or Assimilation? Exploring intentionality and culturally responsive practices in the retention of African American students*. Presentation at the University of Arizona Student Affairs Symposium.
- October 2012 **Davis III, C. H. F.** *The Beginning of the End: Rethinking the Experiences of First-Year African American male Students*. Presentation at the University of Arizona Student Affairs Symposium.
- March 2012 **Davis III, C. H. F.**, & Banks-Crosson, E. *Voices in progress: Intragroup dialogue and male student engagement*. National Association of Student Personnel Administrators Annual Conference (NASPA), Phoenix, AZ.
- November 2011 Harper, S. R., Tierney, W., Bensimon, E., Rhoades, G., & **Davis III, C. H. F.** *[Radically] rethinking higher education in the U.S.* Presidential session at the Association for the Study of Higher Education Annual Conference (ASHE), Charlotte, NC.
- November 2011 McGuire, K., Berhanu, J., **Davis III, C. H. F.**, & Harper, S. R. *In search of progressive Black masculinities*. Paper presented at the Association for the Study of Higher Education Annual Conference (ASHE), Council for Ethnic Participation (CEP) Pre-Conference Institute, Charlotte, NC.
- April 2011 **Davis III, C.H.F.**, Harper, S. R., Berhanu, J., & McGuire, K. *For equity and community: Black undergraduate men's interests in doctoral study in education fields*. American Educational Researchers Association Conference (AERA), New Orleans, LA.
- March 2011 McGuire, K., Berhanu, J., Chang, C., & **Davis III, C. H. F.** *White graduate students' experiences with racial tension*. National Association of Student Personnel Administrators Annual Conference (NASPA), Philadelphia, PA.

June 2010 Harper, S. R., Berhanu, J., McGuire, K., **Davis III, C. H. F.**, Quaye, S. J., Cox, J., & Page, R. *Black men managing self-doubt in higher education: An interactive panel of doctoral students, faculty, and administrators*. Symposium presented at the 23rd Annual National Conference on Race & Ethnicity in American Higher Education (NCORE®), National Harbor, MD.

## MEDIA PRODUCTIONS & FILMS

In Production	<i>Freedom Is On the Way: The Story of the Dream Defenders</i> Documentary, Independent Director, Editor, Producer, Photographer
2016	<i>Connecting Higher Education Research to Policy and Practice</i> Six-Part Video Series, Association for the Study of Higher Education and W.T. Grant Foundation Director, Producer, Writer
2016	<i>I Am Black and Engaged</i> Video Series, Black & Engaged Project Director, Editor, Producer
2016	<i>Saving Tomorrow, Today</i> Documentary, TVOne/Interactive One Host, Writer, Executive Producer
2014	<i>American Matthew: Vignette of a Patriot</i> Documentary, Independent Director, Editor, Producer
2014	<i>Activist Millennials</i> Video Series, Activist Millennials Project Director, Editor, Producer, Writer

## TEACHING EXPERIENCE

2017 – Present *Assistant Professor of Clinical Education*, Rossier School of Education

Serving as an assistant professor of clinical education at the Rossier School of Education teaching undergraduate and graduate courses. Courses include:

*Undergraduate*  
EDUC 442 – Education for Social Change

*Masters*  
EDHP 552 – The Politics of Difference\*  
EDHP 570 – Intro to Research Methods and Data Analysis  
EDUC 594 – Master's Thesis\*

*Doctoral*

EDUE 703 – Power, Diversity, and Equity\*

EDUE 653 – Advanced Qualitative Methods and Data Analysis

EDUC 707 – Administration in Higher Education

\* Course lead for curriculum and instruction

2017 – 2019

*Institute Faculty, USC Equity Institutes*

Serving as curriculum developer and instructional faculty for the USC Equity Institutes professional learning program. All modules were taught in an entirely online, synchronous format. Modules include:

REC 700 – Foundations of Racial Equity in Higher Education

REC 701 – Talking About Race, Racism, and Racial Inequities

REC 708 – Understanding Campus Unrest and Responding to Student Protest

2015 – 2017

*Lecturer, Penn Graduate School of Education*

Served as a lecturer in the Higher Education Division of the Penn Graduate School of Education teaching graduate-level courses. Courses include:

EDUC 693 - Critical Perspectives on Student Development in College

EDUC 624 - Gender in College

EDUC 545 - Activism and Social Movements in Higher Education

2014 – 2015

*Instructor, Wharton Business School, University of Pennsylvania*

Served as an instructor for the Aresty Institute of Executive Education and the Master of Business Administration Program at the Wharton Business School at the University of Pennsylvania. Educational modules include:

*Diversity, Equity, and Inclusion Decoded**Diversity and Unconscious Bias in the Workplace**Managing and Retaining Diverse Millennial Talent*

2012 – 2014

*Instructor, Africana Studies, The University of Arizona*

Served as a course instructor of undergraduate students in African Studies and African American Student Affairs. Courses included:

AFAS 399 - Media, Fashion, and Black Feminist Thought

LASC 393 - Student Affairs and the Black College Experience

LASC 394 - Black Student Identity and Leadership Development

**ADMINISTRATIVE EXPERIENCE**

- 2017 – Present      *Chief Strategy Officer, USC Race and Equity Center*
- Providing overall strategic planning, management, and co-direction of the USC Race and Equity Center. More specifically, advising four portfolios of work across assessment and evaluation, professional learning and organizational development, talent and human resource diversification, and the advancement of equity in business. Additional guidance and support provided in the areas strategic communications, branding, and marketing.
- Co-management of 5 full-time senior-level directors, 1 associate director, and 1 assistant director, and 2 administrative assistants
  - Direct management of 12 part-time doctoral research associates and graduate research assistants
  - Co-develop strategic goals, guidelines, and business plans for the Center's four (4) interrelated portfolios of work.
- 2017 – Present      *Director of Research, USC Race and Equity Center*
- Leading the production of the Center's groundbreaking research through facilitating interdisciplinary collaborations between affiliated USC faculty and graduate students, which result in the publication of articles, research reports, policy briefs, monographs, and other research documents. In addition, overseeing the production digital media content, research colloquia, symposia and other programs to enhance the national reputation of research produced by the Center and its affiliates.
- Direct management of 107 faculty affiliates across 19 academic schools
  - Development of strategic priorities and key areas for interdisciplinary research to address high-need issues of racial equity
  - Identification and submission of applications for private foundation, institutional, state, and federal (National Science Foundation, National Institute of Health, etc.) grants supporting interdisciplinary research on issues of racial equity
  - Facilitate and manage the publication of groundbreaking research reports forums, colloquia, symposiums, and online workshops for advancing race-consciousness and equity-mindedness on key issues of racial equity across academic fields and disciplines
- 2014 – 2017      *Director of Higher Education Research and Initiatives, Penn Center for the Study of Race & Equity in Education*
- Directed, managed, and performed rigorous assessments and evaluations of campus climate at colleges and universities across the United States. Developed evidence-based curricula to support the Center's additional services and portfolios of work.

- Developed sales force and marketing strategy for climate assessment client procurement
- Negotiated contracts for campus climate assessment services
- Managed 8 research associates and team members in the conduction of 15 campus climate assessments at private and public, 2-year and 4-year colleges and universities

2012 – 2013

*Community Facilitator, African American Student Affairs, The University of Arizona*

Facilitated the planning and coordination of campus programs targeting African American students at the University and advised student organizations underneath the Black cultural center's umbrella. Co-managed the day-to-day operations of the Center as well as undergraduate student and work-study staff.

- Managed a \$10,000 programming budget
- Fundraised additional \$10,000 through co-sponsorship with academic schools and student affairs offices
- Performed program evaluation and assessment
- Planned and executed 25 culturally-sustaining programs in coordination with faculty fellows, historically Black Greek letter organizations, and community partners
- Provided curricular instruction for two undergraduate courses on Black student experiences in college and higher education leadership

## KEYNOTE ADDRESSES, INVITED LECTURES, AND SPEECHES

### Conferences, Summits, and Institutes

2020	Missouri State University Diversity Collaborative Symposium
2019	AAC&U Diversity, Equity, and Student Success Conference
	American Dream Reconsidered Conference, Roosevelt University
	California State University, Northridge African American Student Think Tank
	Indiana State University Diversity Research Symposium
	NAACP Leadership 500 Summit
	NAACP National Convention
	NAACP Policy Writing Institute
	NAACP National Youth Working Committee Meeting
	National Conference on Education, Effie H. Jones Luncheon
	Santa Monica College Equity Summit
	St. Louis Graduates Advancing Racial Equity and Data Institute
	United Negro College Fund (UNCF) Data Institute

2018	Association for the Advancement of Liberal Arts Colleges (AALAC) California College Personnel Association (CCPA) El Camino College First-Generation Student Summit Jon S. Dalton Institute for Student Values, Florida State University Mesa College Presidential Symposium USC Students of Color and Allies Policy Forum
2017	Council on Ethnic Participation, ASHE Pre-Conference Kappa Alpha Psi Fraternity, Inc. 83rd Grand Chapter Meeting Lakeshore Ethnic Diversity Alliance Summit Lebanon Valley College Symposium on Inclusive Excellence Southern California Grantmakers Annual Conference
2016	Black, Brown, & College Bound Conference Penn Spectrum Conference State of Black Arizona Conference Student Equity Planning Institute
2015	Penn Summit on Campus Climates in Higher Education Social Change in the Digital Context (SDIC) Annual Conference
2014	Penn Summit on Black Male College Student Success South Carolina Higher Education Foundation, Know2 Convening

### **Colleges & Universities**

2019	California State University, Fullerton California State University, Northridge California State University, Pomona California State University, San Marcos Florida Gulf Coast University Roosevelt University Santa Monica College Stanford University University of California, Los Angeles University of California, Berkeley
2018	Arizona Western College DePauw University El Camino College Florida State University Mesa Community College Middlebury College University of Missouri, St. Louis University of Southern California, Price School of Public Policy University of Wisconsin, Stout University of Virginia



2017	California State University, San Bernardino Columbia University, Teachers College Lebanon Valley College Pasadena City College St. John's University The New School University of South Florida, Sarasota University of Southern California, Marshall School of Business
2016	Boston University Emory University Hillsborough Community College New York University Pasadena City College Princeton University St. Joseph's University Stonehill College Suffolk University The New School University of Michigan
2015	Clemson University Dillard University Princeton University Syracuse University University of Arizona
2014	Brown University Florida State University Indiana University Princeton University Virginia Tech University
2013	Florida State University Florida A&M University Stanford University University of Arizona

#### **K-12 Schools and Community Organizations**

2019	Black Lives Matter, Los Angeles Brothers Sons Selves Coalition Kappa Alpha Psi Fraternity, Inc.
2017	Lakeshore Ethnic Diversity Alliance Boys and Girls Club of Central Florida Kappa Alpha Psi Fraternity, Inc.

- 2016 Central High School (Philadelphia, PA)  
Black & Engaged Project  
National Action Network  
Palo Verde High School (Tucson, AZ)  
We Love You Project
- 2015 Playworks, Inc. (Philadelphia, PA)  
New Conversations on Race and Ethnicity (Philadelphia, PA)  
Yeelen Gallery (Miami, FL)

### COLLEGE AND UNIVERSITY CONSULTANCIES

- 2019 – Present *Strategic Development of Student Resource Centers.* Work included providing strategic planning support to Historically Black Colleges and Universities within the United Negro College Fund's Career Pathways Initiative. More specifically, the consultation led to the inaugural creation of four Liberal Arts Innovation Centers dedicated to supporting students in the development of professional and technical skills for career readiness.
- 2014 – Present *Professional Learning and Organizational Development.* Work included conducting small- and large-scale trainings and workshops for college and university graduate students, faculty, and administrators at the following institutions:
- Arizona Western College
  - Boston University
  - California State University, Fullerton
  - California State University, Northridge
  - California State University, Pomona
  - California State University, San Bernardino
  - California State University, San Marcos
  - Columbia University, Teachers College
  - California State University, Northridge
  - Hillsborough Community College
  - Lebanon Valley College
  - Mesa College (Arizona)
  - Middlebury College
  - Pasadena City College
  - Princeton University
  - St. John's University
  - The New School, Lang College
  - University of Missouri, St. Louis
  - University of South Florida, Sarasota
  - University of Virginia

- 2014 – 2017 *Postsecondary Campus Climate Assessment.* Work included conducting mixed-methods campus racial climate audits through survey development, administration, and analysis as well as 3-day site visits to conduct individual interviews and focus groups with faculty, staff, and students. Concluded with offering programmatic interventions and recommendations for improving campus environments toward more inclusive practices to support racially and ethnically minoritized members of college and university communities. Client institutions include:
- Clemson University
  - Berea College
  - Illinois State University
  - Michigan State University, Department of English
  - Northeastern Illinois University
  - Portland Community College System (4)
  - Southern Illinois University
  - University of Pennsylvania, The Wharton School
  - University of Pennsylvania Law School
  - University of Southern California, Rossier School of Education
  - Worcester Polytechnic Institute
- 2014 – 2016 *Program Evaluation.* Work included conducting formative and summative assessment of program effectiveness based on key performance indicators. Institutions and organizations include:
- Community College of Philadelphia, Black Male Initiative
  - Kappa Alpha Psi Fraternity, Inc., Undergraduate Leadership Institute
  - University of Arizona, African American Student Affairs

#### DISSERTATION/THESIS ADVISING [† DENOTES COMMITTEE CHAIRPERSON OR CO-CHAIRPERSON]

##### Doctoral Advising (First Name, Alphabetical)

- |             |   |
|-------------|---|
| In Progress | Branden Grimmet, Educational Leadership, Ed.D.<br><i>University of Southern California</i>                  |
| In Progress | Janay M. Watts, Interdisciplinary Studies and Human Development, Ph.D.<br><i>University of Pennsylvania</i> |
| In Progress | Kenneth Rodgers, Educational Leadership, Ed.D. †<br><i>University of Southern California</i>                |
| In Progress | Ryan Mason, Educational Leadership, Ed.D.<br><i>University of Southern California</i>                       |
| In Progress | Sy Stokes, Urban Education Policy, Ph.D. †<br><i>University of Southern California</i>                      |
| In Progress | Wilmon A. Christian III, Educational Leadership, Ed.D.<br><i>University of Southern California</i>          |

2019	Arely Acuna, Urban Education Policy, Ph.D. <i>University of Southern California</i>
2019	Dayna Meyer, Urban Education Policy, Ph.D. <i>University of Southern California</i>
2019	Keyon Anderson, Educational Leadership, Ed.D. <i>University of Southern California</i>
2019	Stephanie Baugh, Educational Leadership, Ed.D. <i>University of Southern California</i>
2019	Marissiko Wheaton, Urban Education Policy, Ph.D. <i>University of Southern California</i>

**Masters Advising**

In Progress	Diana Greer, Education Counseling <i>University of Southern California</i>
In Progress	Natalie Ryan, Education Counseling † <i>University of Southern California</i>
2019	Alondra Morales, Postsecondary Administration and Student Affairs † <i>University of Southern California</i>
2019	Daniel Garcia, Postsecondary Administration and Student Affairs † <i>University of Southern California</i>
2019	Darcie Dominianni, Postsecondary Administration and Student Affairs † <i>University of Southern California</i>
2019	Jasenia Rosales, Postsecondary Administration and Student Affairs † <i>University of Southern California</i>
2019	Morgan Baker, Postsecondary Administration and Student Affairs † <i>University of Southern California</i>
2019	Victoria Alexander, Postsecondary Administration and Student Affairs † <i>University of Southern California</i>

**Undergraduate Advising**

2019	Aiden Castellanos, Urban Studies † <i>University of Pennsylvania</i>
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**RESEARCH AFFILIATIONS**

2017 – Present	<i>Director of Research</i> USC Race and Equity Center
2017 – Present	<i>Member</i> Diversity Scholars Network, National Center for Institutional Diversity
2015 – 2016	<i>Visiting Research Fellow</i> Mary Lou Fulton Teachers College, Arizona State University

2014 – 2017	<i>Director of Higher Education Research and Initiatives</i> Penn Center for the Study of Race and Equity in Education
2012	<i>Summer Research Fellow</i> Penn Center for the Study of Race and Equity in Education
2011 – 2012	<i>Research Specialist</i> Center for the Study of Higher Education, University of Arizona

## JOURNAL AFFILIATIONS

2016 – Present	International Journal of Qualitative Studies in Education, <i>Reviewer</i>
2015 – Present	American Education Research Journal, <i>Reviewer</i>
2013 – 2014	Journal of Black Studies, <i>Reviewer</i>
2012 – 2013	Journal of Higher Education, <i>Assistant to the Book Review Editor</i>

## PRESS AND MEDIA COVERAGE

November 2019	"Institutionalized Systems of Domination in U.S. Schools" On-air appearance with Ryan Dalton for We Teach Us podcast
October 2019	"Seeing Higher Ed In Color" Feature in the <i>USC Rossier Magazine</i>
September 2019	"The Minority Business Enterprise" On-air appearance with Channel Q Radio with Jarrett Hill
September 2019	"Do We Need Police?" On-air appearance with KCRW Radio (Greater Los Angeles)
May 2019	"Understanding the New SAT Adversity Score" On-air appearance with Channel Q Radio on <i>Drop the Subject</i> with Ally Johnson and Jarrett Hill
March 2019	"Praise Greets Folt Selection as First Woman USC President" Feature in the <i>Diverse Issues of Higher Education</i>
January 2019	"Ralph Northam's Racism and Melina Abdullah's Activism Case" On-air appearance on KPFK Radio (Nationally syndicated) with Margaret Prescod
October 2018	"Doing Racial Equity" Cover story for <i>Diverse Issues in Higher Education</i> , Volume 35, No. 19
October 2017	"Black Masculinity and Jay-Z's 4:44 Album" On-air appearance on NBC, hosted by Jarrett Hill
September 2017	"NFL Protests and Taking A Knee" On-air appearance on NBC, hosted by Jarrett Hill
August 2017	"How should universities handle extremist protests?" On-air appearance with KPCC radio

August 2017	"Free speech and public safety" On-air appearance with KCRW radio
March 2016	"Saving Tomorrow Today: A Curriculum of New America" Featured in <i>News One</i>
November 2015	"Call for More Diversity in Rhode Island College Police Forces" Feature in the <i>Providence Journal</i>
January 2015	"Scholars and Activists Speak Out About Why 'Black Life Matters'" Feature in <i>The Chronicle of Higher Education</i>
January 2015	"The Hope and Burden of The Civil Rights Movement" Feature in <i>Colorlines News for Action</i>
August 2014	"Ferguson's College Refuge" Feature in <i>Inside Higher Ed</i>
August 2014	"Studies Analyze Disparities in Ferguson District" Feature in <i>Education Week</i>

## PROFESSIONAL AFFILIATIONS

2011 – Present	Association for the Study of Higher Education (ASHE)
2009 – Present	American Educational Research Association (AERA)
2009 – Present	American College Personnel Association (ACPA)
2009 – Present	National Association of Student Professional Administrators (NASPA)
2009 – 2015	National Black Graduate Students Association (NBGSA)
2007 – 2010	Brothers of the Academy Institute (BOTA)

## SELECT PROFESSIONAL SERVICE ACTIVITIES

### Association for the Study of Higher Education

2016 – 2017	Communications Assistant to the ASHE President
2015 – 2016	Communications Assistant to the ASHE President
2016 – Present	<i>Mentor</i> , Council on Ethnic Participation Mentor Protégé Program
2014 – Present	<i>Proposal Reviewer</i> , ASHE Annual Meeting

### American Educational Research Association

2014 – Present	<i>Proposal Reviewer</i> , Division J
2014 – Present	<i>Proposal Reviewer</i> , Division G

### American College Personnel Association

2017 – 2018	<i>Co-Chair</i> , ACPA Strategic Imperative for Racial Justice and Decolonization Curricular Resources Advisory Committee
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**SELECT UNIVERSITY SERVICE ACTIVITIES****University of Southern California**

- 2019 – Present      *Member, University of Southern California Strategic Plan Transformation Subcommittee*
- 2019 – Present      *Member, Academic Senate Campus Climate Committee*
- 2019 – 2020        *Fellow, Center for Excellence in Teaching Faculty Leadership Institute*
- 2017 – Present      *Member, Concerned Faculty of USC Steering Committee*

**Rossier School of Education**

- 2019 – 2020        *Course Lead, Course Coordinating Committee, USC Rossier School of Education*
- 2017 – Present      *Member, Postsecondary Administration and Student Affairs (PASA) Curriculum Committee*
- 2017 – Present      *Member, USC Rossier Curriculum Diversity Subcommittee*

**ACADEMIC HONORS & AWARDS**

- 2020                *Emerging Scholar, Diverse Issues in Higher Education*
- 2019                *Faculty Member of the Year, USC Rossier Postsecondary Administration and Student Affairs Network*
- 2019                *Outstanding Faculty Member, USC Rossier Student Organization*
- 2017                *Runner-Up, NASPA Melvane D. Hardee Dissertation Award*
- 2014                *Honorable Mention, Ford Foundation Dissertation Fellowship*

**STUDENT ORGANIZATION ADVISING EXPERIENCE**

- 2019 – Present      *Undergraduate Student Government, Chief Diversity Office  
University of Southern California*
- 2018 – Present      *Concerned Students of USC  
University of Southern California*
- 2017 – Present      *Brothers Breaking Bread  
University of Southern California*
- 2014 – 2017        *Students Organizing for Unity and Liberation (S.O.U.L.)  
University of Pennsylvania*
- 2014 – 2017        *Black Men United  
University of Pennsylvania*
- 2013 – 2014        *Kappa Alpha Psi Fraternity, Inc., Theta Eta Chapter  
The Florida State University*
- 2011 – 2013        *Kappa Alpha Psi Fraternity, Inc., Delta Omicron Chapter  
The University of Arizona*
- 2011 – 2013        *Elgie M. Batteau Honor Society  
The University of Arizona*

2011 – 2013	Black Student Union <i>The University of Arizona</i>
2010 – 2011	Black Graduate and Professional Student Association <i>University of Pennsylvania</i>
2009 – 2010	Black Student League <i>University of Pennsylvania</i>

#### STUDENT LEADERSHIP DEVELOPMENT & TRAINING

2019	Facilitator, NAACP Youth and College Division
2016 – 2018	Facilitator, RISE Boys and Men of Color Grad Prep Academy
2010 – 2014	Facilitator, Values Academy, Syracuse University
2008	Facilitator, Revolution Leadership®
2007 – Present	Facilitator, C. Rodger Wilson Leadership Conference
2007 – 2009	Facilitator, LeaderShape®
2006 – Present	Facilitator, Kappa Alpha Psi Undergraduate Leadership Institute
2006	Facilitator, National Student Leadership Conferences
2009	Graduate, UPENN Intercultural Leadership Program
2006	Graduate, LeaderShape®
2005	Graduate, National Black Greek Leadership Conference
2005	Graduate, Florida State University Greek Leadership Summit
2004 – 2006	Graduate, C. Rodger Wilson Leadership Conference
2004	Graduate, Kappa Alpha Psi Undergraduate Leadership Institute

#### SELECT COMMUNITY SERVICE ACTIVITIES

2017 – Present	Kappa Alpha Psi LEAD Kappa Program, Director of Curriculum
2016 – Present	Kappa Alpha Psi Undergraduate Leadership Institute, <i>Dean of Curriculum</i>
2014 – 2017	University of Pennsylvania - Black Men United, <i>Co-Facilitator</i>
2013 – 2016	The Marcus Graham Project, <i>Board Member</i>
2012 – 2013	Tucson African American Male Initiative, <i>Board Member</i>
2011 – 2013	New World Foundation - COIN Mentorship Program, <i>Mentor</i>
2011 – 2013	Academy of Achievers Mentorship Program, <i>Director</i>
2011 – 2013	Delta Omicron of Kappa Alpha Psi Fraternity, Inc., <i>Chapter Advisor</i>
2010 – 2011	Penn Graduate School of Education - Grad Prep Academy, <i>Mentor</i>
2009 – 2010	University of Pennsylvania - Black Men United, <i>Co-Facilitator</i>
2006 – 2007	LeaderShape®, <i>Facilitator</i>



**INTER/NATIONAL HONOR SOCIETIES**

Golden Key International Honour Society

Omicron Delta Kappa National Leadership Honorary Society

Phi Kappa Phi Honor Society

**MERITORIOUS SERVICE HONORS & AWARDS**

2012 Daniel A. Sumner Man of the Year, Tucson-Sierra Vista Alumni Chapter of Kappa Alpha Psi Fraternity, Inc.

2009 EnVest Foundation 'Top 40 Under 40' of Greater Washington D.C.

2009 InSpire Magazine America's 'Top 40 InSpirers'

2007 57th Guy Levis Grant National Undergraduate Brother of the Year Award, Kappa Alpha Psi Fraternity, Inc.

2006 National Pan-Hellenic Council Man of the Year, The Florida State University

2006 National Pan-Hellenic Council President of the Year, The Florida State University

**OTHER PROFESSIONAL AND CIVIC AFFILIATIONS**

Black Lives Matter, Los Angeles

BLDPWR

Dream Defenders

Kappa Alpha Psi Fraternity, Inc., *Life Member*

Justice LA Coalition