

Contributors

FENABA R. ADDO is an associate professor of public policy at the University of North Carolina at Chapel Hill. Her research program examines the causes and consequences of debt and wealth inequality with a focus on higher education, family, and relationships. Dr. Addo has a PhD in policy analysis and management from Cornell University.

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LESLIE BABINSKI is an associate research professor and director of the Center for Child and Family Policy in the Sanford School of Public Policy at Duke University. Her areas of expertise are in teacher consultation and collaboration, teacher professional development, and school-based interventions for children and adolescents. Dr. Babinski has an MA and PhD in educational and school psychology from the University of California, Berkeley.

SANDRA L. BARNES is the CV Starr Professor of Sociology and department chairperson at Brown University. She was previously a joint-appointed professor of sociology in the Department of Human and Organizational Development in the Peabody College of Education and Human Development and the Divinity School at Vanderbilt University. Her work focuses on the role of religion and congregations as change agents in society. Her most recent book is *Kings of Mississippi: Race, Religious Education, and the Making of a Middle-Class Black Family in the Segregated South* (2019). Dr. Barnes earned master's degrees from the Georgia Institute of Technology and the Interdenominational Theological Center and a PhD degree in sociology from Georgia State University.

MARY T. BASSETT is health commissioner of the New York State Department of Health. She was previously director of the François-Xavier Bagnoud (FXB) Center for Health and Human Rights and FXB Professor of the Practice of Health and Human Rights in the Department of Social and Behavioral Science at the Harvard T. H. Chan School of Public Health. In her career spent promoting health equity and social justice throughout

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KISHA N. DANIELS is an assistant professor of the practice of education at Duke University. Her lengthy career in the teaching and schooling world has led her to research on teacher quality, collaborative teaching, and community engagement. Her most recent book is *Creating Caring and Supportive Educational Environments for Meaningful Learning* (2018). Dr. Daniels has a doctorate in education leadership, curriculum, and instruction from the University of North Carolina at Chapel Hill.

WILLIAM A. DARITY JR. is the Samuel DuBois Cook Professor of Public Policy, African and African American Studies, and Economics at Duke University and the founding director of the Samuel DuBois Cook Center on Social Equity at Duke University. Darity's research focuses on inequality by race, class, and ethnicity; stratification economics; and schooling and the racial achievement gap. His most recent book is *From Here to Equality: Reparations for Black Americans in the Twenty-First Century* (2020). Dr. Darity holds a PhD in economics from MIT.

MELANIA DIPIETRO is a public elementary school teacher in the southeastern United States. She currently works as an ESL teaching assistant, primarily with students in the middle grades. Previously, DiPietro worked in Mexico as a teacher's assistant in a private Catholic school.

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ADAM HOLLOWELL is a senior research associate at the Samuel DuBois Cook Center on Social Equity and the director of the inequality studies minor at Duke University. He is also the faculty director of the Benjamin N. Duke Scholarship Program. He completed his PhD and MTh in theological ethics at the University of Edinburgh, Scotland.

LUCAS HUBBARD is an associate in research at the Samuel DuBois Cook Center on Social Equity, where he writes articles and press releases to help illuminate and broadcast the Cook Center's research. He also edits reports produced by the Center. His writing has appeared in *INDY Week*, *Duke Magazine*, *Paste*, and *Deadspin*.

DAMON JONES is an associate professor at the University of Chicago Harris School of Public Policy. He conducts research at the intersection of public finance and household finance. His current research topics include inequality, household financial vulnerability, income-tax policy, social security, retirement savings, worker benefits, and labor markets. Dr. Jones has a PhD in economics from the University of California, Berkeley.

STEVEN KNOTEK's research interest focuses on the use of a human-centered design approach to codesign innovations with community stakeholders (i.e., parents and teachers) to promote children's and youths' academic and social-emotional development and thriving. He is also the coordinator of the School Psychology Program at the University of North Carolina at Chapel Hill and is developing an implementation coaching model to bridge the science-to-service gap and allow innovation adopters (e.g., teachers, coaches) to thoughtfully adapt evidence-based programs to be culturally responsive. He has an MA in counseling from the University of San Francisco and a PhD in educational psychology and human development from the University of California, Berkeley.

ARVIND KRISHNAMURTHY is a PhD candidate in political science at Duke University studying the political behavior and race and ethnic politics subfields. He works with the Duke Center for Science and Justice and is a coauthor of *Deadly Justice: A Statistical Portrait of the Death Penalty* (2017). His research also appears in the *Duke Journal of Constitutional Law and Public Policy* and the *Wake Forest Law Review*.

HENRY CLAY MCKOY JR. is the lead entrepreneurship faculty and director of entrepreneurship in the School of Business at North Carolina Central University, as well as professor of practice in strategy and entrepreneurship in the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill. He is a national speaker and thought leader in the areas of community and economic development, social innovation and entrepreneurship, energy finance and the green economy, sustainability, and sustainable business

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N. JOYCE PAYNE is the founder of the Thurgood Marshall College Fund and a long-standing authority on women's issues in relation to higher education and labor force participation. Dr. Payne has published and presented a number of papers on the pursuit of equality for women and African Americans in higher education. She has been inducted into both the District of Columbia's Hall of Fame and the National Black College Alumni Hall of Fame. Dr. Payne earned her master's and doctorate degrees in education from the former Atlanta University.

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EUGENE T. RICHARDSON, MD, PhD, is a physician-anthropologist in the Department of Global Health and Social Medicine at Harvard Medical School, where his overall focus is on biosocial approaches to Ebola and COVID-19 prevention, containment, and treatment in sub-Saharan Africa. He is the author of *Epidemic Illusions: On the Coloniality of Global Public Health* and cochair of the Lancet Commission on Reparations and Redistributive Justice. Dr. Richardson has an MD from Cornell University Medical College and a PhD from Stanford University.

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MARTA SÁNCHEZ was an associate professor of social foundations at the University of North Carolina at Wilmington and an educational anthropologist conducting research with students, families, and teachers in the New Latino South. She authored the book *Fathering within and beyond the Failures of the State with Imagination, Work and Love* (2017). She earned a PhD from the School of Education, Culture, Curriculum, and Change at the University of North Carolina at Chapel Hill and an MEd in early childhood education from the Erikson Institute in Chicago.

MELISSA J. SCOTT is a former postdoctoral associate at the Samuel DuBois Cook Center on Social Equity, with interests in environmental health disparities, climate change health

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KRISTEN R. STEPHENS is the codirector of the Education Policy Working Group at the Samuel DuBois Cook Center on Social Equity and an associate professor of the practice in the program of education at Duke University. Her research explores legal and policy issues with regard to gifted education at the federal, state, and local levels and how teachers assess creative student products to inform future instruction. Dr. Stephens has a PhD from the University of Southern Mississippi.

JOE WILLIAM TROTTER JR. is the Giant Eagle University Professor of History and Social Justice at Carnegie Mellon University in Pittsburgh, Pennsylvania. He is also a member of the American Academy of Arts and Sciences, past chair of the History Department, director and founder of the Center for Africanamerican Urban Studies and the Economy (CAUSE), and president of the Urban History Association. A specialist on African American and US urban, labor, and working-class history, his most recent books include *Pittsburgh and the Urban League Movement: A Century of Social Service and Activism* (2020) and *Workers on Arrival: Black Labor in the Making of America* (2019). Dr. Trotter received his MA and PhD degrees from the University of Minnesota.

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