### Curriculum Vitae

**College of Liberal Arts**

**Temple University**

**Date:** June 28, 2017

**Name:** Donna-Marie Peters

**Education, Undergraduate, and Graduate:**

* The New School for Social Research, New York, NY. Attended years 1994-2002.  Ph.D. in Sociology.
* Hunter College, Brookdale Center on Aging. Attended years 1995-1996. Post-Masters Certificate in Mental Health and Aging.
* The New School for Social Research, New York, NY. Attended years 1992-1994. M.A. in Liberal Studies with a concentration in Sociology.
* The Royal Academy of Dramatic Arts, London. Attended years 1980-1981. Certificate in Acting.
* University of Connecticut, Storrs, Connecticut. Attended years 1978-1980. M.A. in Theatre
* Middlebury College, Middlebury, Vermont. Attended years 1971-1975. B.A. Anthropology/Sociology

**Doctoral Dissertation:**

Passing On: The Old Head/Younger Dancer Mentoring Relationship in the Cultural Sphere of Rhythm Tap, May 2002, The New School for Social Research

**Positions Held:**

Jan. 03 – Present Temple University

NTT Associate Professor – Sociology Department

Ethnicity and Immigrant Experience in America, Race and Racism, American Ethnicity, Introduction to Sociology, and Intellectual Heritage

Sept. 02 - Dec. 02 Queensborough Community College

       Adjunct lecturer of Sociology

      Introduction to Sociology

1998 - 2002 New School University, New York, NY

Office of University Communications

  Researcher and Archivist

1991 - 1994 Harlem School of the Arts, New York, NY

            Instructor: Acting and Scene Study

1983 – 1984  C.E.S. 70, Bronx, NY, Elementary Education

            First Grade Substitute Teacher

1982 - 1992   Actor: Regional theaters, television, and commercials (see Theatre Resume)

1979 – 1981  University of Connecticut, Storrs, CT

            Theatre Department:

            Instructor Movement for the Actor

1975 - 1978  Loomis-Chaffee School, Windsor

  Private Secondary Educational Institution:

       American History

**Year Appointed at Temple and Rank at Appointment:** January 2003 Assistant Professor.

**Year Promoted to Associate Professor:** May 2016 associate professor/instructional.

**Publications:**

2018

Peters, D-M., Peterson-Lewis, Sweet, E., Turner, K.M., Williams-Witherspoon (2018). The Elephant in the Room: Challenges and Prejudice Teaching in the Academy. In Michael Moreno (Ed.) *The Other Anthology Not Straight/White/Male/ Healthy Enough: Being "Other" in the Academy,*  *(*pp.23-30), The Cambridge Scholars Series.

2017

Peters, D-M., Peterson-Lewis, S., Sanders, R., Sweet, E., Turner, K.M., Williams-Witherspoon (2017). Treacherous Waters: A Conversation with Women Faculty of Color on Teaching Race. In G. P. Gause (Ed.), *Leadership, Equity, and Social Justice in American Higher Education – A Reader* (pp. 128-141). New York, NY: Peter Lange.

2014

“Inked: Historic African American Beach Site as Collective Memory and Group “Third Place” Sociability on Martha’s Vineyard,” *Leisure Studies (journal).*

2012

“Take Me to the Water”: Community and Renewal among Martha’s Vineyard Polar Bear Women: A Case Study,” *Journal of Women and Aging,* Journal of Women & Aging, 24:3, 216-226.

2011

“Dancing with the Ghost of Minstrelsy: A Case Study of the Marginalization and Continued Survival of Rhythm Tap,” *Journal of Pan African Studies,* Vol. 4, Number 6.

2010

“Passing On: The Old Head/Younger Dancer Mentoring Relationship in the Cultural Sphere of Rhythm Tap,” *The Western Journal of Black Studies,* Vol. 34, Issue 4, pp. 438-446*.*

### 2009

**The** [**Washington Post**](http://www.washingtonpost.com)**:** *Oak Bluffs, Mass. Is Where the Black Elite Is at Home in the Summer***,** August 20**,** *By DeNeen L. Brown,*Washington Post Staff Writer.

2012

**The Huffington Post*:*** *The Polar Bears Of Martha's Vineyard Offer Insights On Aging Gracefully And Having Fun While Doing It*, August 4, 2012 and August 6, 2012, Jessica Cumberbatch.

**Papers Presented at Professional Meetings**

2015 Lilly-East Conference on College and University Teaching, co-presenter: Can We Talk? Who are the Millennials and How Can We Teach Them about Race and Diversity?

2015 NCORE Conference on Race and Ethnicity in Higher Education in Washington, D.C. co-presenter, chapter discussion: “Treading Treacherous Waters: A Conversation with Women Faculty of Color on Teaching Race.”

2014 Geography Department Temple University, co –presenter: *Mexican Women Mapping their Bodies and Communities to Eradicate Violence against Women in Norristown, PA.*

2014 Lilly-East Conference on College and University Teaching, co-presenter: *Teaching Race and Diversity: Social Identity and Student Perceptions.*

2013 Lilly-East Conference on College and University Teaching, co-presenter**:***Can We Talk? Addressing Barriers to Discussions About Race (Part II).*

2012 Lilly-East Conference on College and University Teaching, co-presenter**:***Can We Talk? Addressing Barriers to Discussions About Race (Part I).*

2012 Conference of the National Popular Culture and American Culture

Association:*Leisure, Identity and Friendship Among the Black Polar Bears of Martha’s Vineyard.*

### 2011 Lilly-East Conference on College and University Teaching, co-presenter: *Can We Talk? How to Lead Discussions about Race and Diversity.*

### 2011 Lilly-East Conference on College and University Teaching, co-presenter: *Self-Reflection: Understanding Ourselves as Educators in the Context of Diversity.*

2010 Conference of the National Popular Culture and American Culture

Association: *Going to the Water: The Polar Bears of Martha’s Vineyard*.

2010 Lilly-East Conference on College and University Teaching, co-presenter*: Can We Talk? Addressing Barriers to Discussions about Race.*

2009 Conference of the National Popular Culture and American Culture Association: *Moving in the Spirit: Hearing Dance and Seeing Music.*

2008 Conference of the Association for the Study of African American Life and History: *Passing On: Hip Hop, Tap and the Mentoring Tradition.*

2007 Conference of the National Popular Culture and American Culture Association: *The Mediating Effect of Cultural and Social Capital in the NYC Hip Hop Tap Community.*

2007 Conference of the Eastern Sociological Society: *Small Town America – A Community Study of Norristown, Pa.*

2007 Lilly-East Conference on College and University Teaching: *Teaching Race and Ethnicity Courses: Strategies to Increase Empathetic Disposition in Teachers and Students.*

2006 Conference of the National Popular Culture and American Culture Association: *Passing On – Hip Hop Tap and the Mentoring Tradition.*

2006 Odunde Conference: Tap Dance Tradition and Continuity in the African American Community.

2005 Conference of the Eastern Sociological Society: *Intergenerational Mentoring in the Black Community.*

2004 Blues People: 40 Years Later, A Symposium: *Hearing Dance and Seeing Music – The Jazz Tap Community*, Sarah Lawrence College.

1999 Social Theory, Politics and the Arts - 25th Annual Conference: *Toward a Sociology of Tap Dancing: Survival and Legitimization of Rhythm Tap Dancing.*

1996 Conference of The American Sociological Association, New York, N.Y.: *Community, Aging & Mental Health - Elderly Women Living in Brooklyn Heights*

**Research in Progress:**

Inked: African Americans Representing, Imagining and Inheriting Community on Martha's Vineyard, Currently in Progress, Plan on Publishing in 2018.

**Grants and Contracts, Externally Funded:**

Spring 2018, **Lumina Foundation Grant**, with Temple faculty members ( Dr. Sonja Peterson-Lewis, Dr. Rickie S. Sanders, Dr. Betsy R. Sweet, Dr. Karen E. Turner, and Dr. K.M., Williams-Witherspoon) the award was given to us to facilitate diversity workshops for faculty and students throughout the academic year 2018-2019. The attendees will be compensated for participating in the workshops and final theater production.

Spring 2016, **CDRD Community Partnership Grant** (Temple: College of Public Health and College of Liberal Arts). Evaluating (with Dr. Elizabeth Sweet and Dr. Rickie Sanders, Geography Department) the effectiveness of customized financial training. If the curriculum is shown to be effective, it will provide a basis for developing community-based programs (cooperative businesses) that will in turn provide pathways for wealth building.

Spring 2014. American Sociological Association-Spivack Program Community Action Research Initiative Project title: Migrant Women’s Experiences of Gender Violence in the New Latino Diaspora (with Dr. Elizabeth Sweet, Geography Department).

**Temple Research Centers:**

2012-present

Academic Center on Research in Diversity (ACCORD) facilitates intercultural dialogue, strategies and initiatives to address gaps in achievement — in the greater society and in higher education — related to race, gender, class, ethnicity, disability, sexual orientation, religion and other forms of distinction. ACCORD is an autonomous, multidisciplinary, faculty-driven think tank and research center dedicated to the scholarly explorations of all aspects of diversity and its implications. In addition to achievement in higher education, the center will also focus on unearthing barriers and establishing bridges to breaking down socioeconomic stratification and on identifying ties between biodiversity and the quality of life.

**Fellowships:**

Summer 2010 Fellowship Recipient: Summer Workshop on African American Aging, University of Michigan, Michigan Center for Urban African American Aging Research

1994 – 1998 Minority Fellowship Program: The American Sociological Association

1994 – 1998 Diamond Fellowship: The New School For Social Research

1992 – 1994 University Scholars Program: The New School For Social Research

**Teaching:**

**Courses Taught in The Last Five Years:**

* History and Significance of Race in America (Ongoing Development towards Motivating Student Interest in Topics of Race and Organized for the Purpose of Meeting Specific Teaching/learing Goals).

**Service:**

**Departmental Service:**

Fall 2019, **Department of Sociology Executive Committee**.

Fall 2019, **Sociology Department Non-Tenure Track Merit Committee**.

**Service for the College of Liberal Arts:**

**Fall** 2016-2018, Elected member, **Non-Tenure Track Merit Committee**.

**Fall** 2019, Elected member, Committee on Instruction.

**University Service:**

Fall 2016- Spring 2017, **Director of the Jamaica Summer Abroad Program**. Among my many responsibilities, I am responsible for advertising the program on campus, recruiting students from different academic disciplines, admitting students into the program, creating a program budget, and activity planning for the six-week period in Jamaica.

Fall semester 2009-Spring 20012: **Can We Talk? Supporting Faculty to Teach Race & Diversity:** Our group met once a month at The Center for the Advancement of Teaching to discuss various, evolving topics that have included the following: How social identities impact classroom dynamics; how to create positive classroom environments and promote honest and productive discussion among students; how to help students connect academic learning about diversity to their lives. I had the title of faculty fellow.

Spring 2007 - present: **Global Women’s Dialogue – Creator and Coordinator.** An extended teaching commitment to diversity and multiculturalism at Temple. I work with culturally diverse female student organization leaders outside the classroom on planning intergroup dialogue events co-facilitated by the student leaders and women faculty from different departments throughout the university. Some of the objectives of this event are the following:

* To build bridges of global understanding between women by breaking down the cultural barriers that stand between us.
* To tell the truths about our lives as women.
* To deepen our understanding of ourselves and each other.
* To explore issues that we find most important to us.
* To challenge young women to think about themselves as tomorrow’s leaders.

Summer 2014 and Summer 2015 - Provost Teaching Academy, The Center for the Advancement of Teaching.

Fall 2014 – Spring 2016: Faculty Fellow, The Center for the Advancement of Teaching: I contributed my service to The TLC each semester by promoting faculty development and the scholarship of teaching and learning at Temple. I also attend TLC events, planning meetings, and interviews of new staff or faculty fellows.

**2012-present: Committee on the Status of Faculty of Color:** While a diverse faculty has a beneficial effect on student learning, studies have shown that persistent barriers have excluded people of color from tenure-track positions.  The Committee on the Status of Faculty of Color (FOC) was formed to uncover and lower such obstacles.  We seek to promote faculty diversity through a number of activities, including:

* + Forums to explore the benefits of diversity.
  + Reviews of the faculty’s racial and ethnic composition.
  + Proposals for inclusive hiring practices.
  + Programs for faculty of color peer mentoring. Events to recognize diverse faculty achievement.
  + Assisting in the organizing and planning of the fall 2014 Temple full-day *Temple Symposium on Diversity* for administrators, faculty, and students.

2012-present: **Academic Center on Research in Diversity**, Steering Committee: ACCORD is an autonomous, multidisciplinary, faculty-driven think tank and research center dedicated to the scholarly explorations of all aspects of diversity and its implications. The faculty researchers facilitate intercultural dialogue, strategies and initiatives to address gaps in achievement — in the greater society and in higher education — related to race, gender, class, ethnicity, disability, sexual orientation, religion and other forms of distinction.

* Attended two workshops led by the assistant provost on grants and grant writing.
* Wrote a book chapter, *Treading Treacherous Waters,* with four faculty members from different departments for a forthcoming edited volume on issues of diversity in education.
* Fall semester 2012: On-going series Temple Libraries sponsored panel discussion Chat-in-the-Stacks: A panel participant discussing the topic: Teaching Diversity  (September 27, 2012.)

Spring semester 2011-2012: A member of the **Community Based Learning Teaching Circl**e sponsored by The Center for the Advancement of Teaching. Members of the group design community based courses and projects with the assistance of the staff of the Community Based Teaching Office and The Center for the Advancement of Teaching.

Spring 2014: **The Library Prize for Undergraduate Research Judge.** This prize is awarded to three outstanding research projects.

Academic year 2009-2012: A member of Temple’s **Community Learning Network**. “Our goal is to support study and work that bring advantages to both university and community partners, encourage productive dialogue among all the populations that share our geographic home, and promote research that draws on multiple disciplines to identify and address pressing challenges for the people and ecology of the Delaware Valley or where ever a Temple program is located (Eli Goldblatt, Professor of English, Director of C.L.N.).”

Academic year 2009-2012: McNair Fellows Program, faculty mentor.

Academic Year 2009-2010: **Certificate in Diversity Leadership**, Graduate School of Education and Office of Institutional Diversity, Equity, Advocacy and Leadership, Temple University.

Spring 2010: Facilitator for the “Engaging Diversity, Keeping It Real” intergroup dialogue. Temple campus, May 21st, 2010. This facilitation required numerous planning sessions and was attended by both Temple staff and by participation from as far away as South Carolina.

Academic year 2009-2010: **Project EDIT** is a pilot program created by Disability Resources and Services and The Center for the Advancement of Teaching that brings together fifteen faculties from different departments to meet bi-monthly throughout the course of the school year to learn about the particular learning needs of all of our students. Additionally they learn how to take advantage of their diverse abilities, backgrounds, and experiences. The group has become a diverse learning community “through participation in training activities, observation of one another’s classes, online discussion, reflection, and collaboration on how to meet the challenges of inclusive teaching (Amy Weigand, project coordinator and facilitator).”

Summer 2009: I was awarded a $500 summer grant from Temple’s GenEd Program to develop a **Philadelphia Experience** component to the race and diversity courses that I teach.

Summer 2008: I was awarded a **summer research from Temple’s College of Liberal Arts**. The funding supported weekly travel throughout the summer to NYC to continue my on-going interviews of professional tap dancers. It allowed me to undertake archival dance research at Lincoln Center’s Library of Performing Arts. As a result of this research, I completed a journal article that is currently under consideration.

**Professional Memberships:**

Historical Society of Montgomery County

American Sociological Association

Association of Black Sociologists