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## About the Authors

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## About the Authors

**Brittany Aronson** is an Assistant Professor of Educational Leadership at Miami University and teaches classes in sociocultural foundations and multicultural education. In her scholarship, she focuses on preparing educators to work against oppression as well as critical policy analyses of both popular and political discourse. Her research interests include critical teacher preparation, social justice education, critical race theory, critical whiteness studies, and educational policy. Dr. Aronson earned a PhD in Learning Environments and Educational Studies from the University of Tennessee in 2014.

**Kelsie Benslimane:** I earned my bachelor's degree from Western Washington University in the Fall of 2016, graduating magna cum laude with a degree in English Literature and Political Science. I have since been admitted to the Master's in Teaching program at Woodring, where I am currently working on my student teaching in Mt. Vernon. My passion for peaceful multiculturalism is surged by the inequities I witness every day in the classroom. I have since devoted myself to working with the Whatcom Human Rights Task Force to fight for change.

**Dr. Daniel Birmingham** is an assistant professor of STEM education in the School of Education at Colorado State University. Dr. Birmingham's research examines potential avenues to bridge community and school experiences in order to alter modes participation in STEM and support transformative learning for youth from traditionally marginalized communities. A central aspect of his research is focused on the design of collaborative forms of qualitative research necessary for expanding dialog on the enduring challenges we face in the areas of educational equity and opportunity in STEM education.

**Mildred Boveda** is an Assistant Professor of Special Education and Cultural and Linguistic Diversity at Arizona State University. In her scholarship, she uses the term “intersectional competence” to describe teachers’ preparedness to address intersecting equity concerns. Drawing from Black feminist theory and collaborative teacher education research, she interrogates how differences are framed across education communities to influence education policy and practice. Dr. Boveda earned an Ed.D. in Exceptional Student Education at Florida International University and an Ed.M. in Education Policy and Management from Harvard Graduate School of Education.

**Aurora Chang:** Once an undocumented immigrant from Guatemala and raised in Richmond, California in a family of eight, Dra. (Doctora) Aurora Chang is now an assistant professor in Curriculum and Instruction and Higher Education at Loyola University’s School of Education, where she teaches coursework on social justice education, school reform, undocumented

students, Chicana feminist epistemology, and urban schooling. Her research focuses on the intersection of education, identity and agency within traditionally marginalized communities. She focuses on undocumented students' paths of educational survival, resistance and persistence, how these experiences affect the "American" sociopolitical landscape and what educators can do to support them. Her first book, *The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*, weaves together two distinct and powerfully related sources of knowledge: (1) her journey/transition from a once undocumented immigrant from Guatemala to a hyperdocumented academic, and (2) five years of ongoing national research on the identity, education and agency of undocumented college students.

**Raquel Farmer-Hinton** is an associate professor in the Educational Policy and Community Studies department at the University of Wisconsin-Milwaukee. Her research, teaching, and service agenda focuses on educational inequities, the urban context in which many of these inequities exist, and the school communities who educate within these inequitable contexts. She currently conducts research on the college preparation of students of color in urban communities.

**Brandon J. Haas** is an Assistant Professor of Social Studies Education at Plymouth State University in New Hampshire. At Plymouth State, he coordinates the Social Studies Education program and teaches courses in education and diversity. He also serves on the board of directors of the New Hampshire Council for the Social Studies. His research interests include empathy, Holocaust education, and teaching for social justice. Brandon can be contacted via email at [bjhaas@plymouth.edu](mailto:bjhaas@plymouth.edu)

**Vernon Damani Johnson** has been a faculty member in the Department of Political Science at Western Washington University since 1986. His research focus has been on comparative settler colonial and American race and public policy. He has authored several scholarly articles, and two books: *The Structural Origins of Revolution in Africa*, Edwin Mellen Press, 2003; and *Walkin' the Talk: An Introduction to African American Studies*, Prentice-Hall Publishers, 2002 (co-edited with Bill Lyne). As a scholar-activist Vernon was on the advisory committee to Reverend Jesse Jackson's Presidential Campaign in the state of Washington in 1988, and subsequently, served on the Steering Committee of the Washington State Rainbow Coalition from 1988-92. When the militia movement swept into the region in the 1990s, Vernon helped to found the Whatcom Human Rights Task Force. He also was President of the board of the Northwest Coalition for Human Dignity, a regional human rights organization, from 2000 to 2003. In 2008 Vernon began taking service-learning classes to South Africa with a focus on global citizenship and building people to people relationships transnationally. In 2015 Vernon was appointed director of the Ralph Munro Institute for Civic Education at Western Washington University.

**Bill Lyne** is a professor of English at Western Washington University and the president of the United Faculty of Washington State. His work has appeared in *PMLA*, *African American Review*, and *The Journal of Educational Controversy*, among other places.

**Teri McMurtry-Chubb** is a Professor of Law at Mercer University Walter F. George School of Law. She researches, teaches, and writes in the areas of discourse analysis and rhetoric, critical legal studies, hegemony studies, and legal history. She has lectured nationally on structural workplace discrimination, state violence against African Americans, racial and gender inequities in post-secondary education, and African Diasporic cultural forms. She has also facilitated narrative mediations of racial disputes in the academic workplace. Professor McMurtry-Chubb is the author of numerous publications including the article, #SayHerName #BlackWomensLivesMatter: State Violence in Policing the Black Female Body (2016), the textbook *Legal Writing in the Disciplines: A Guide to Legal Writing Mastery* (Carolina Academic Press 2012), and chapters in both the three-volume series *Controversies in Affirmative Action Volume II: Contemporary Debates* (Praeger 2014) and *Feminist Judgments: Rewritten Opinions of the United States Supreme Court* (Cambridge University Press 2016).

**Randy R. Miller, Sr.** is an educator with a passion for urban education and a heart for empowering students, families and fellow educators. He is also a husband and a father who is devoted to his family. A product of Southern New Jersey, Randy is a graduate of the Camden Diocesan Schools. Randy is a graduate of Rutgers, the State University of New Jersey with a B.A. in Political Science and an M.P.A. in Public Policy and Administration. Currently, Randy is completing his doctoral studies at Rutgers, the State University of New Jersey, in Public Affairs and Community Development. Professionally, he has served as a social studies teacher for the past 6 years in Camden City charter schools. Randy has experience teaching social studies to grades 5 through 12, mentoring first-year teachers, coaching, writing curricula, facilitating professional development and as an assistant principal of school-wide discipline. Currently, he is a director of a federally funded after-school program in a school district that is located in Southern New Jersey. Randy is also freelance writer, the author of two books, and a contributor to one book. All of these titles can be purchased at Amazon.com. Randy is honored to be married to his wife of 8 years. Their union has yielded 4 beautiful children. He and his family currently reside in Southern, New Jersey.

**Dr. Sabina Neugebauer** is an Assistant Professor in the College of Education at Temple University. Dr. Neugebauer's research focuses on the language and literacy development of traditionally underserved students in urban elementary and middle schools. Her research examines two essential components of literacy development: vocabulary and reading motivation. She investigates these two facets of reading at three complementary levels of analysis (individual, classroom, and school) to comprehensively identify ways to support students in achieving equitable educational outcomes. Dr. Neugebauer is the recipient of the Outstanding Early Career Scholar Award from AERA's Division C and the International Literacy Association's Elva Knight

award. She has published several book chapters and is the author of over 20 peer-reviewed articles in leading journals. She is also a co-author of *Interventions for Reading Problems: Designing and Evaluating Effective Strategies*, published by Guilford Press. She has taught and worked with elementary and middle school teachers in the United States and abroad.

**Lynette Parker, PhD** - Dr. Lynette Parker is a faculty member and the head of Research at Reach Institute for School Leadership. Her research interests include institutional racism, students and internalized racial oppression, anti-blackness in the context of education, urban education and teacher development. Dr. Parker has an MS in Applied Statistics and Research Methods from the University of Northern Colorado, and MA in Educational Administration from NY, and PhD in Educational policy from UC Berkeley.

**Amanda U. Potterton** is now an Assistant Professor in the Department of Educational Leadership Studies in the College of Education at the University of Kentucky. Her research and teaching interests include the politics of school choice, charter schools, privatization and public education, and the justice-related implications of these policies for students living in poverty, for students with special education needs, and for students who are English language learners. Amanda's current research agenda focuses on how public-school stakeholders, including parents, students, teachers, school leaders, and other community members, interpret and experience school choice policies and practices in local settings. Prior to pursuing her Ph.D., she was a New York City Teaching Fellow and taught special education in New York City, and she was a teacher and school leader in the United Kingdom. Amanda holds a Ph.D. in Educational Policy and Evaluation from the Mary Lou Fulton Teachers College, Arizona State University.

**Amy Samuels** is an Assistant Professor of Leadership at the University of Montevallo in Alabama. She teaches courses on action research, curriculum, equity, mentoring, professional development, restorative leadership, and social justice in both the Instructional Leadership and Teacher Leadership programs. Her research interests include examining how race and economic status influence and shape educational and social contexts, as well as culturally and ethnically responsive educational practice. Her recent work includes "Exploring Culturally Responsive Pedagogy: Teachers' Perspectives of Fostering Equitable and Inclusive Classrooms" (*The SRATE Journal*, 2018), "The Dialogue of Denial: Perpetuating Racism through Thoughtful Inaction" (*Understanding and Dismantling Privilege*, 2017), and "Un-silencing Voices: Investigating Human Rights Violations Regarding Violence against African American Males" (*Social Studies Education Review*, 2017). She can be contacted at [asamuels@montevallo.edu](mailto:asamuels@montevallo.edu)

**Gregory Samuels** is an Assistant Professor of Secondary Education at the University of Montevallo in Alabama. In addition to teaching courses on classroom management, his

diversity, literacy, and social interests include pedagogical application in the social studies, teaching and learning for social justice, facilitation of critical pedagogy, and working to include marginalized voices in the curriculum. His recent work includes “Untold Stories: Using Common Core State Standards to Give Voice to Japanese Americans” (*The Councilor: A Journal of the Social Studies*, 2017), “Un-silencing Voices: Investigating Human Rights Violations Regarding Violence against African American Males” (*Social Studies Education Review*, 2017), and “Uncovering Lost Voices: African American Involvement in the Liberation of Jews during the Holocaust” (*Mending Walls: Historical, Socio-Political, Economic, and Geographical Perspectives*, edited by Diem & Berson). He can be contacted at [gsamuels@montevallo.edu](mailto:gsamuels@montevallo.edu)

**Marcia J. Watson-Vandiver** is an Assistant Professor of Education at Towson University in Baltimore County, Maryland. She received her B.S. in Middle Grades Education from Mercer University in Macon, Georgia. After her undergraduate studies, she worked for Atlanta Public Schools as an alternative middle school teacher and received her M.Ed. in Educational Policy and Leadership from Georgia State University. She later received her Ph.D. in Curriculum and Instruction (Urban Education) and Graduate Certificate in Africana Studies from the University of North Carolina at Charlotte. Marcia’s research interests explore various intersections of Black education, including: resistance pedagogy, historical and contemporary issues in urban education, critical multiculturalism, and transformative/emancipatory learning.

**Dr. James Wright** received his Ph.D. from Michigan State University, College of Education, Department of Educational Administration, program of K-12 Leadership (2017). James’ research agenda is a critical engagement of educational leadership discourses and practices, with the intent to encourage alternatives to educational leadership reform and effective community engagement. James also has a master’s degree in Business Administration (MBA) from Southern Connecticut State University. In Cairo, James worked for an educational consulting firm analyzing educational systems in K12 schools in Egypt and the region. This work included mining educational administration strategies and policies and building relationships with educators and staff toward assessing implementation efficiency. James leverages his PhD, MBA and experiences working in the private sector to broaden understandings of organizational and economic currents that impact schooling and educational reform, policy and leadership strategies.