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ABOUT THE AUTHORS

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Paul Chen, M.A. (ICS), J.D., Ph.D., is an Associate Professor in the Department of Political Science at Western Washington University, where he teaches courses relating to law and legal institutions. He has long used different types of debate to teach students not only the content of legal cases but also the importance of understanding legal and political issues from different and even opposing perspectives. In his view, every perspective offers something to help us understand the world better, which he learned to appreciate while completing an M.A. in Inter-Cultural Studies.

Stacie L. Finley, Ph.D., is an assistant professor of literacy at Missouri State University, where she teaches undergraduate and graduate literacy courses. She holds a Ph.D. in K-12 Reading Education from Auburn University. Her research focuses on dialogic discourse and questioning, equity-centered decision making, and mental wellness and humanizing teaching practices in educator preparation programs.

Amber K. Howard, Ed.D., is an assistant professor of elementary education at Missouri State University. Her research interests include equity-centered teacher education, equity-centered trauma-informed education, secondary trauma experienced by teachers, and humanizing teaching practices. When she is not exploring the outdoors or researching, she teaches courses in the Elementary Education undergraduate and graduate programs at Missouri State.

Charles L. Lowery, Ed.D., is an Associate Professor of Educational Leadership and Policy Studies at Virginia Tech. He holds the Ed.D. from Stephen F. Austin State University, and his research explores into how educational leaders use critical literacy to make meaning of and negotiate conflict, crisis, and controversy in rural, indigenous, and under-resourced schools and communities. His work aims to empower educational institutions to foster social justice, equity, and care in challenging environments.

William Makoyiisaaminaa, Ed.D., is a Visiting Assistant Professor at Western Washington University. I am an enrolled member of the Blackfeet Nation in northwestern Montana near the US/Canadian border, a product of the erasure from three generations of my family in residential boarding schools. I have worked as a teacher, K-12 administrator, Director of Equity and Student Success, and as a superintendent. My values as a Native man have guided my advocacy for inclusionary and equitable practices, and social and educational justice throughout my work in public education.

Martha Perez-Mugg is a doctoral student in Philosophy of Education at the University of Illinois, Champaign-Urbana. She holds an MA from Rice University in Philosophy and previously worked in public schools as a teacher and administrator. Her research examines disability in the public school system through the lenses of structural and epistemic injustice.

Lisa M. Perhamus, Ph.D., is a Professor in the Brooks College of Interdisciplinary Studies at Grand Valley State University where she also serves as the inaugural director for the university's Center for Civil Discourse. She received a Ph.D. in Education & Curriculum Studies from the University of Rochester and a Masters in Sociology from The New School for Social Research where she specialized in urban education. Perhamus' qualitative research asks questions about the human experience of oppression across multiple contexts. She is particularly interested in how young children, their families, and community members create emotional and material conditions of resiliency through storytelling and dialogue.

Shannon Rodgers, Ph.D., teaches philosophy of education courses at Western Washington University. She has also taught philosophy, psychology and literature at the high school level in British Columbia, Canada. Her research interests focus on integrating philosophy of mind, epistemology, and cognitive psychology into teacher education.