

Contributor Bios

Sabrina Boyer, Ph.D., earned her Ph.D. in the Educational Leadership and Cultural Foundations Department at The University of North Carolina Greensboro. She is an English Instructor at Guilford Technical Community College, where she teaches English and Women's History. Her research interests include queer theory, critical race theory, Latino critical race theory, cultural studies, and feminist theory. She is also a huge Buffy the Vampire Slayer fan.

Erin Brownlee Dell, Ph.D., recently earned her Ph.D. in Educational Studies with a concentration in Cultural Studies from the University of North Carolina, Greensboro. Her research interests include pop culture as curriculum, critical pedagogy and critical whiteness studies. Erin is the associate academic dean at Guilford College in Greensboro, North Carolina.

William M. Bryant, Ph.D., holds a Ph.D. in Educational Studies with a focus on Cultural Foundations. His principal areas of research include: the philosophy of education, identity construction, listening, and silence. He is a current lecturer at Georgia Regents University in Augusta, Georgia.

Sarah E. Colonna is a doctoral student in the Department of Educational Studies at the University of North Carolina at Greensboro. She holds a Master's degree in Women's and Gender Studies from UNCG where she has taught in the undergraduate program. With a background in nursing, Sarah has worked in the community as a non-profit board member, youth facilitator, and community college instructor.

Ty-Ron M. O. Douglas is an Assistant Professor in the Educational Leadership and Policy Analysis Department at the University of Missouri-Columbia. His research explores the intersections between identity, community/geopolitical space, and the social and cultural foundations of leadership and education, with an emphasis on Black masculinity/families, spirituality, and community-based pedagogical spaces. Dr. Douglas' work has appeared in outlets such as *The Urban Review*, *Educational Studies*, and *Race, Ethnicity, and Education*.

Thomas Grinter is currently pursuing the Ph.D. Degree in Bible, Culture, and Hermeneutics at Chicago Theological Seminary. He holds the Bachelor of Science Degree from Western Kentucky University, the Master of Divinity Degree from Hood Theological Seminary, and the Master of Theology Degree from Princeton Theological Seminary. As an educator, Thomas is committed to a radical and engaged pedagogy that promotes personal transformation and social justice.

Joy L. Kennedy, Ph.D., CCC-SLP, is a Lead Speech-Language Pathologist with Cabarrus County Schools in Concord, North Carolina. She completed her BA in Elementary Education and MEd in Communication Disorders from North

Carolina Central University. She graduated with a PhD in Educational Studies with a concentration in Cultural Studies from The University of North Carolina at Greensboro. Her teaching and research interests include cultural and linguistic diversity, multicultural education, critical pedagogy, womanist/feminist philosophy, and spirituality.

Cayce McCamish, Ph.D. earned a Ph.D. in Educational Studies with a focus on Cultural Foundations from The University of North Carolina at Greensboro. Her primary research interests involve student discipline, disciplinary equity, and socially just educational practices.

Christine W. Nganga, Ed.D. is an Assistant Professor in the Department of Teaching, Learning and Leadership at the College of Education and Human Sciences at South Dakota State University. She holds a doctorate in Educational Leadership from the University of North Carolina at Greensboro. Her research interests include narrative inquiry, inclusive leadership practice with a social justice focus and faculty mentoring. Her teaching utilizes critical pedagogical frameworks and focuses on multicultural and international education, and leadership practice.

Dara Nix-Stevenson, Ph.D. is a Teacher-Scholar-Activist who has taught high school biology and environmental science for 17 years. Prior to joining the faculty at the American Hebrew Academy, Dr. Nix-Stevenson taught science at Noble Academy in Greensboro, NC. During her time at the American Hebrew Academy, she has served as Science Department Chair and co-advised student organizations ranging from the Environmental Club to the Diversity Alliance. As an environmental science educator, she is invested in restructuring environmental education to accommodate an environmental justice orientation. In addition, she is an Education Advisory Committee board member of the Center for Visual Artists, a visual art non-profit with a mission of supporting artists of all ages through education programming, exhibition opportunities, and community outreach. Further, she is a past board member of Gay Straight Advocates for Education (GSAFE) and Safe Schools North Carolina (SSNC), organizations invested in advancing equality in education for LGBTIQ youth. She received her Ph.D. in Educational Studies with concentrations in Social and Cultural Foundations and Women's and Gender Studies from The University of North Carolina at Greensboro, her M.S. in Biology and Secondary Education from North Carolina A&T State University, and her B.S. in Biology from Bennett College. Her research interests include critical environmental literacy, critical media literacy, and disaster education as it relates to the biopolitics of disposability embedded in post-disaster contexts and as it defines disaster response and recovery.

Michelle Powell is currently an adjunct faculty at Indiana University in the Department of Gender Studies.