

## Contributors

**Dr. Cynthia Benally** (Nát'oh Dine'é Táchii'hii dóó Ma'ii Deeshgiizhinii/Dine') is an Assistant Professor of Native American Education in the Department of Education, Culture, & Society at the University of Utah. As a Navajo who was educated in settler schools, her research interests intersect Native education with educational policies, curriculum and instruction, and teacher education. She has published in the *Journal of American Indian Education* and numerous books. Her research has been supported by the Spencer Foundation and the University of Utah.

**Dr. Cathryn Bennett** earned a doctorate in educational studies from UNC Greensboro's higher education program. Her dissertation research "refugee women and higher education across space, place, and time," a qualitative case study, investigated refugee women's educational experiences prior to arrival and in the U.S. South resettlement context. Her research interests include educational equity with historically minoritized populations including refugee, immigrant, and Latinx communities. As a white working-class queer scholar, she is committed to reflexively engaging her identities in research and prioritizing expansive access to education and the necessary tools for higher educational success.

**Leana Cabral** is a Teachers College Ph.D. Candidate.

**Eric Cordero-Siy** is a Clinical Assistant Professor at Boston University. Eric is a former math teacher. He focuses on in-service elementary mathematics teachers' sensemaking as they facilitate equitable classroom discussions focused on representations. He is also exploring the nature of knowledge production in mathematics education research.

**Frances K. Harper** (francesharper@utk.edu) is an Associate Professor of STEM (Mathematics) Education at the University of Tennessee-Knoxville. Frances is a former PK-12 mathematics and reading educator. Her current work explores the potential for teacher-family-community partnerships to advance racial justice in PK-5 STEM and mathematics education.

**Lorien S. Jordan**, Ph.D., is Assistant Professor of Educational Measurement and Research Department of Educational and Psychological Studies, University of South Florida. Lorien is a critical qualitative methodologist, focused on exploring the sociocultural dynamics and politics of knowledge production to problematize the white-westernized canonization of theory and methodologies.

**Dr. Ann E. Blankenship Knox** is the Associate Dean of Students and Title IX Coordinator. She is responsible for the Office of Disability Services, Title IX, student conduct, and Clery Reporting. She is also a teacher, researcher, and scholar in the areas of equity, education law, policy, and leadership theory and practice.

**Dr. Leslie Ann Locke** is an associate professor in the Department of Educational Leadership at Minnesota State University, Mankato. Her research, teaching, and service is informed by a desire to understand the barriers students experience in education systems and to broaden access and opportunity for *all* students. Her research interests include justice- and equity-oriented leadership,

schooling for students from marginalized groups, education policy, and critical and qualitative methodologies.

**Michael Lolkus** (mikelolkus@cpm.org) recently graduated from Purdue University. Michael is a former secondary mathematics teacher, instructional coach and department chair, and now works at an educational nonprofit organization focused on secondary mathematics. He develops and explores the promise of culturally sustaining and social justice-focused mathematics curricula.

**Stefanie McKoy, Ph.D.**, is a teacher of Special Education and Adjunct Professor at the University of Arkansas. Stefanie's research focuses on gifted education, teacher education, and digital ethnography.

**Sietta Parks** is a Teachers College Ph.D. Candidate.

**Rachel Piontak** is a Ph.D. Candidate, Public Policy, University of Arkansas. Rachel's research focuses on the impact of whiteness throughout the policymaking process. Using critical whiteness studies as a framework, she is specifically interested in state-level legislation against critical race theory in public education.

**Dr. Delma Ramos** is an Assistant Professor of Higher Education at the University of North Carolina at Greensboro. Her work examines the experiences of historically minoritized populations in higher education from an equity and social justice lens and is unified by its focus on interrogating paradigms and ideologies that sustain inequity in higher education and highlighting assets, agency, and resistance of minoritized communities. Accordingly, her research addresses issues at the intersection of race, class, and gender, within the normative environments of institutions of higher learning, and the sociopolitical, economic, and cultural contexts within which they exist.

**Dr. Vanessa Anthony Steven** (White/Settler) is an Associate Professor in the Department of Curriculum & Instruction, College of Education, Health, and Human Sciences at the University of Idaho. She is married to Dr. Philip Stevens, and mother to two daughters, Carmen and Hazel Stevens. Vanessa's research highlights the gifts of Indigenous community centered education and the tenacity of critical participatory research to advance local educational equity. She is most interested in participating in settler-scholar response-ability to change in colonial institutions such as schools and universities, and delights in bending anthropological tools to build anti-oppressive learning communities. Vanessa's work has been featured in the *Journal of Teacher Education*, *Diaspora*, *Indigenous*, and *Minority Education*, the *Journal of American Indian Education*, and *Anthropology & Education Quarterly*. Her efforts have been funded by various entities, including the National Science Foundation, the U.S. Department of Education, and the Spencer Foundation.

**Kadesha Treco** is a Ph.D. Student, Public Policy, University of Arkansas. Kadesha's research focuses on disability studies and the use of critical theories to explore how policies foster access to higher education for students with disabilities.

**Amy Stuart Wells** is Dean of Bank Street Graduate School of Education.