



Educational Justice Journal

Author's Bio Volume II

Dr. Petra A. Robinson is Interim Director and Professor in the School of Leadership & Human Resource Development in the College of Human Sciences & Education at Louisiana State University. Her work focuses on adult learning; critical literacies; global lifelong learning; cybersecurity and science education; and professional development in the academy. She has presented at several national and international conferences and published extensively on these topics.

Dr. Kala Burrell-Craft is the Dean and Professor of the College of Education at Grambling State University. She is a scholar-activist who has built her career around addressing educational equity in urban and rural contexts. She uses critical theories to research topics related to identity development, anti-racist teacher and leadership preparation, culturally responsive pedagogy, critical literacies, and social justice. Her work stands out in the field for its practical application, having served as a K12 teacher and administrator in middle and high school settings in the Baltimore and Washington, DC areas before transitioning to higher education.

Lolita K. Bonds, M.S., M.B.A., is a doctoral student in Leadership and Human Resource Development at Louisiana State University. Her research examines emotional intelligence as a mechanism through which Black leaders navigate workplace challenges, including bias, microaggressions, and barriers to career advancement. She explores the intersection of leadership theory, identity, and organizational dynamics to better understand how emotional competencies influence professional outcomes. In addition to her scholarly work, she serves as an Adjunct Instructor within the LHRD and MBA programs at LSU's E. J. Ourso College of Business.

Dr. Sherman Gillums Jr. is a retired United States Marine officer, published author, and scholar-practitioner whose work examines leadership ethics, institutional power, and the psychosocial costs of identity formation under pressure. He holds an EdD in educational leadership from the University of Dayton, an MS from the University of San Diego, and completed executive education at Harvard Business School. He currently serves as Senior Director of Public Policy and Advocacy at the Christopher & Dana Reeve Foundation and as an adjunct professor in the University System of Maryland.

Maisa Elena Ribeiro - Psychologist, PhD in Education, MSc in Psychology. Specialist in Developmental Psychology, Higher Education Pedagogy, and Didactic-Pedagogical Processes for Distance Learning. Former Visiting Scholar (Sandwich Doctorate) at the University of Maryland, Baltimore County (UMBC). Higher Education Professor, Researcher, and Social Psychologist. Research areas: Critical Social Psychology; Race Relations; Psychology Education; and Higher Education. Member of the following research groups at the School of Education/UNICAMP: Differences and Subjectivities in Education (DIS) and Black Thought in Psychology and Education (NEGRES). Member of the Working Group on Psychology Training and Ethno-Racial Relations of the Brazilian Association of Psychology Education (ABEP).

Elizabeth Conceição Alves is a PhD candidate in Education in the research group Differences and Subjectivities in Education at the School of Education, State University of Campinas (UNICAMP). She holds a Master's degree in Education (2018) from the Federal University of São Carlos (Sorocaba campus), within the research line of Teacher Education and Educational Practices. She has professional experience in the field of Education, with an emphasis on Teaching and Learning processes and on Ethnic-Racial Relations Education. She is currently the director of an Early Childhood Education Center in the municipality of Campinas, São Paulo, Brazil, and serves as a course mediator for the Integrative Project course at the Virtual University of the State of São Paulo (UNIVESP), at the Hortolândia campus.

Bruna Souza Ribeiro is a PhD candidate in the Graduate Program in Education at the School of Education, University of Campinas (FE-Unicamp), supervised by Prof. Dr. Elisabete Figueroa dos Santos. She is affiliated with the DiS Research Group (Differences and Subjectivities in Education) and with the NEGRES Group (Black Thought in Psychology and Education). She holds a BA in Social Sciences with emphasis in Anthropology. She has worked as a sociology teacher in basic education and as a Brazilian Sign Language (Libras) interpreter. She currently serves as a facilitator at UNIVESP and is a graduate student in African and Diaspora Studies at UNIFESP.

Elisabete Figueroa dos Santos - She holds a PhD in Psychology (2015) from the Federal University of São Carlos – UFSCar. Currently, she is head and Professor of the Department of Educational Psychology (DEPE) and the Graduate Program in Education (PPGE/UNICAMP). She leads the Research Group “Differences and Subjectivities in Education” at the School of Education at UNICAMP. Associate Coordinator of the Center for Afro-Brazilian Studies (NEAB/UNICAMP). She is part of the Interuniversity Network on Higher Education and Indigenous and Afro-descendant Peoples in Latin America (Red ESIAL).

Tanya Saunders is a scholar, editor, and cultural worker whose research centers Black feminisms, African and Afro-diasporic cultural production, and decolonial knowledge practices across the Américas. She is an Associate Professor of Language, Literacy and Culture and the founder of Améfrica Press, an independent publishing project committed to translation, intellectual exchange, and community-rooted scholarship. Her work bridges academia, publishing, and activism, foregrounding questions of power, memory, and reexistence. Saunders is deeply invested in transnational feminist collaboration, ethical pedagogy, and building infrastructures that expand access to global Black thought.

Ângela Soligo - Holds undergraduate, master's, and doctoral degrees in Psychology from the Pontifical Catholic University of Campinas - Brasil. Senior Professor at the Faculty of Education of the State University of Campinas (Unicamp) and member of the DiS Research Group - Differences and Subjectivities in Education: studies of deafness, racism, gender, and childhood. Vice-president of ABEP - Brazilian Association of Teaching in Psychology and former president of ALFEPSI - Latin American Association of Training and Teaching in Psychology. She has experience in research and teaching in the areas of Psychology and Education, focusing on social representations, racial and gender relations, psychology training, teacher training, and schools.

Dr. Tracey Jones is a seasoned leader with over 20 years of experience in administration, management, and strategic oversight across public service and higher education. She currently serves as Police Services Manager for the Oakland Police Department, leading legislative reporting and advancing race and equity initiatives. Previously, she held leadership roles at UC Berkeley and UCSF, streamlining operations, enhancing clinical education, and co-founding a pipeline program supporting over 100 minoritized pre-med students which has led to several becoming physicians. Dr. Jones holds an EdD from St. Mary's College of California and degrees from Stanford University.

Dr. Costonzo Bryant-Martin is an Assistant Professor of Education and Director of the Call Me MiSTER program at South Carolina State University, where he has dedicated his career to advancing P-16 education. His mission centers on empowering students, faculty, staff, and administrators to reach their fullest potential. As such, his research interests include higher education leadership, teacher preparation, and artificial intelligence, with a particular focus on how transformative and innovative practices can strengthen student success, educator effectiveness, and positive institutional outcomes.

Dr. M. Evelyn Fields is Dean of the College of Education, Humanities and Social Sciences and Professor of Early Childhood Education at South Carolina State University. With over forty years of higher education leadership, she has served in a wide range of roles, including Director of Head Start Education, Chair of the Department of Teacher Education, Interim Associate Provost for Academic Affairs, Faculty Chair, and President of the Faculty Senate. Her distinguished leadership extends nationally and statewide through her service as current Chair of the South Carolina Education Deans' Alliance and past president of AABHE, AAUP, and the SCAEYC.

Dr. Andrae L. Holliday Jr. is a leadership and human development scholar, adjunct instructor, and military leader whose work centers on veteran transitions, mentorship, organizational culture, and leadership development. Affiliated with Louisiana State University, he contributes across teaching, program development, student engagement, and leadership initiatives that support diverse and non-traditional student populations. His scholarship examines the intersection of military experience, institutional support, and human development, with a focus on fostering successful transition and persistence outcomes for military-connected students. In addition to his academic contributions, Dr. Holliday serves as a Master Sergeant in the Louisiana Air National Guard, where he leads training, mentorship, and professional development initiatives within large-scale organizational environments. His professional and research interests

include leadership development, transition theory, mentorship frameworks, organizational improvement, and people-centered approaches to learning and development.

Dr. Stacey Raina Speller is an AfroNuyorican scholar, practitioner, and advocate whose work examines the intersections of race, policy, and institutional identity within higher education. She recently earned her doctorate in Higher Education Leadership and Policy Studies from Howard University, where her research explored the experiences of dually designated Historically Black Colleges and Universities–Hispanic-Serving Institutions (HBCU-HSIs) as racialized organizations navigating federal policy inequities. As the founder of HBCUorgullo™, a community-based initiative bridging HBCUs and Latinidad across the African diaspora, her scholarship centers Blackness, coalition-building, diasporic solidarity, and liberatory approaches to educational equity. Her work critically examines how institutions, affinity organizations, and policy structures can move beyond monoracial frameworks to cultivate transformative futures for Black and Brown communities in higher education.

Dr. Bethany A. Hager is a Professor of Research in the Office for Educational Research within Louisiana State University's College of Human Sciences & Education and the founding Director of Louisiana A+ Schools at LSU. With more than 20 years of experience in education, arts integration, and nonprofit leadership, her work focuses on adult learning, transformative learning, teacher professional development, arts-integrated education, and workplace identity transformation. Her research examines inequities within educational systems, including hidden curriculum, cultural representation, teacher agency, and the impact of scripted curricula and institutional structures on teaching and learning. Using critical and qualitative approaches, she explores how educators navigate systems of power while creating more culturally responsive and human-centered learning environments. Hager has secured and managed millions of dollars in external funding supporting teacher professional development, literacy, STEM education, and arts-integrated learning initiatives.