

Contributing Authors

Paul Akoury has taught first and fourth grades in public schools, has trained and mentored student teachers, and has worked on comprehensive school- and district-wide reform, as well as statewide educational policy. Currently, he is a doctoral candidate in curriculum and instruction at the Lynch School of Education at Boston College, Chestnut Hill, Massachusetts. His focus is authentic education.

Susan Birden is a professor of educational foundations and coordinator of the graduate programs in the Department of Adult Education at the State University of New York College at Buffalo. She is author of many articles and *Rethinking Sexual Identity in Education*, published by Rowman and Littlefield.

Richard A. Brosio is professor emeritus, Ball State University, 1972-2000. He has served as a lecturer and visiting scholar at the University of Wisconsin-Milwaukee since the summer of 2000. He remains active in social foundations and philosophy of education teaching, inquiry, and publication.

Mary Cain Fehr is an assistant professor of Curriculum and Instruction and associate director of the Teaching, Learning, and Technology Center at Texas Tech University, Lubbock, Texas. Her research interests include academic justice through culturally responsive teaching and online teaching and learning.

Bonnie C. Fusarelli is an associate professor of Educational Leadership at North Carolina State University, Raleigh, North Carolina. Her work focuses on the politics of school improvement, educational equity, and leadership development. Her research examines school leadership on three levels: the building level, (school principals and effective models of leadership preparation); the district level (superintendents and their preparation in both traditional and non-traditional ways), and the state level. She is the director of the Northeast Leadership Academy, a Race to the Top funded initiative to prepare innovative school leaders for rural schools.

William Hare is professor emeritus at Mount St. Vincent University, Halifax, Nova Scotia. His books include *In Defence of Open-mindedness* (1985) and *What Makes A Good Teacher* (1993) and recent papers include "Why Philosophy for Educators?" in the *International Journal of Applied Philosophy*, 21(2), 2007, and "Taking one's principles seriously: A teacher confronts controversy" in the *Journal of Cases in Educational Leadership*, 13(1), 2010.

Stacy A. Jacob is an assistant professor of Higher Education at Texas Tech University, Lubbock, Texas. Her research interests include qualitative research methods, college choice, college teaching and outsider voices in higher education.

Kathryn L. Johnson is a music teacher at L'Overture Elementary School, a computer technology magnet school, in Wichita, Kansas.

Stephanie J. Jones is an assistant professor of Higher Education at Texas Tech University, Lubbock, Texas. Her current research interests include community colleges, distance learning, and the working environment of professional women in academia.

Shirley M. Matteson is an assistant professor of Middle Level Education at Texas Tech University, Lubbock, Texas. She is interested in mathematics education and the professional development of preservice and inservice teachers. She is also a National Board Certified Teacher in Early Adolescence/Mathematics.

Colette M. Taylor is an assistant professor of Higher Education at Texas Tech University, Lubbock, Texas. Her research examines diversity issues, experiential learning/service-learning and community engagement, and strategic organizational and leadership issues in higher education.

Fernando Valle is an assistant professor in the Educational Leadership Program at Texas Tech University, Lubbock, Texas. His research interests include instructional leaders and cultural identity, the professional experiences of Latina/Latino high school principals, the impact of high school redesign on border schools, and the intersection of K-12 college readiness and college retention for Latina/Latino students.

Tamara V. Young is an assistant professor in Leadership, Policy and Adult and Higher Education at North Carolina State University, Raleigh, North Carolina. Her research focuses on the influence of governance institutions, political ideologies, and competing interests on educational policy processes and outcomes.