

Contributors

Ashley Paige Allen is a non-profit consultant with over 13 years of non-profit leadership experience. Her previous work includes serving as the Director of Postsecondary Programs at Horizons for Youth, an educational and social services non-profit in Chicago, IL and developing S.T.E.M education and workforce development programs within the biotech industry. She began her career as a food scientist for a market research company creating products for companies such as Wrigley, Pepsico and Kraft. Ashley has been a community organizer for 10 years advocating around the issues of affordable housing, homelessness and education. She helped draft and pass the Students in Temporary Living Situations policy which now provides educational support to over 20,000 Chicago Public School students. Most recently Ashley served as a consultant with the Barack Obama Foundation where she assisted in the planning and roll-out of the foundation's first major public initiatives and internship program. She holds a B.S. in Food Science from Florida A&M University, an M.P.A from Governors State University and is currently pursuing a Ph.D in Cultural and Educational Policy with a concentration in Sociology at Loyola University Chicago.

T. Jameson Brewer, Ph.D. is an Assistant Professor of Social Foundations of Education at the University of North Georgia. His teaching experience spans from the middle school, high school, undergraduate, masters, and doctoral levels. Broadly conceptualized, his research focuses on the impact of privatization and marketization of public education by way of school vouchers, charter schools, alternative teacher certification, and homeschooling. Follow him on Twitter: @tjamesonbrewer.

Jitu Brown, married and father of one child, is the national director for the Journey for Justice Alliance, a network of 37 grassroots community based organizations in 25 cities organizing for community driven school improvement; and he was formerly the education organizer for the Kenwood Oakland Community Organization (KOCO). In 2015, Jitu was the organizer and participant in the historic Dyett High School Hunger Strike, which lasted for 34 grueling days; and resulted in the re-opening of Dyett as an open-enrollment, neighborhood school with over \$16 million in new investments. Follow him on Twitter: @brothajitu.

Nicholas J. Eastman teaches at Ripon College in Ripon, Wisconsin. His teaching and research interests include philosophy of education and political theory.

Michelle Strater Gunderson is a 32-year teaching veteran who teaches first grade in the Chicago Public Schools. An active unionist, she is the co-chair of the Caucus of Rank and File Educators and a trustee for the Chicago Teachers Union. Follow her on Twitter: @MSGunderson

Julian Vasquez Heilig, Ph.D. is an award-winning teacher, researcher, and blogger. He is currently a Professor of Educational Leadership and Policy Studies and the Director of the Doctorate in Educational Leadership at California State University Sacramento. He also serves as the California NAACP Education Chair. He blogs at Cloaking Inequity (which has been read in 192 countries by nearly a million people), consistently rated one of the top 50 education websites in the world by Teach100. Follow him on Twitter: @ProfessorJVH.

Jessica A. Heybach is Associate Professor in the School of Education and Human Performance at Aurora University (AU). She is currently the department chair of the EdD Programs at AU, and teaches graduate courses in educational research, curriculum studies, and ethics and philosophy in education. Her scholarly interests include questions of justice and equity in education, how conceptions of teacher neutrality influence curriculum and instruction, and how visual culture informs human understandings of injustice. Dr. Heybach has published in such journals as the *Education Policy Analysis Archives*, *Educational Studies*, *Education and Culture*, *Critical Questions in Education*, and *Philosophical Studies in Education*, and co-edited the book *Dystopia and Education: Insights into Theory, Praxis, and Policy* with Eric C. Sheffield. She is the past president of Ohio Valley Philosophy of Education Society and the past president of the Southeast Philosophy of Education Society.

Chris Higgins is Associate Professor of Philosophy of Education in the Department of Education Policy, Organization & Leadership at the University of Illinois at Urbana-Champaign, where he serves as Editor of *Educational Theory* and Co-Director of the "Learning Publics" initiative at the Center for Advanced Study. The author of *The Good Life of Teaching: An Ethics of Professional Practice* (Wiley-Blackwell, 2011), he is currently completing a book entitled *Humane Learning: Essays on Integrity, Vocation, and Higher Education*.

Angela Kraemer-Holland taught secondary English and Spanish in high schools across Chicago. She received her undergraduate degrees in Secondary English Education and Spanish from the University of Wisconsin-Madison, and a Master's degree in Urban Education from National-Louis University in Chicago. She is currently a doctoral candidate in the Curriculum Studies department at DePaul University. Her research interests include teacher education and preparation, philosophy of education, and the implications of neoliberalism in public education.

Eric C. Sheffield is Professor and Chair of the Educational Studies Department at Western Illinois University (WIU). Prior to his arrival at WIU, Eric spent many years teaching at both the high school and university levels.

Becky L. Noël Smith has been involved in the field of education since 2002. As a former public school teacher, a mother, a community organizer, and through her academic work, she advocates for democratic policies and practices in the public's schools. She has the privilege of putting to use her teaching and learning experiences in her work with future teachers at California State University, Fresno. She maintains research interests in philosophy of education, history of education in the U.S., social theories, the aesthetic and moral dimensions of the craft of teaching, and the persistent struggle to make public schooling more humane.