About the Contributors

Blanche Jackson Glimps is a professor in the Department of Teaching and Learning, College of Education, at Tennessee State University (TSU). She earned an undergraduate degree from Eastern Michigan University, a Masters of Education degree from Wayne State University, 30 hours beyond the masters in Learning Disability at Wayne State University, a doctoral degree from The University of Michigan, and she completed a post-doctoral fellowship at the Bush Institute of The University of North Carolina at Chapel Hill. She has served as chairperson of education departments and as a Vice President for Academic Affairs at religious-based colleges and a secular universities. At TSU, she is involved in the preparation of teachers and teaches primarily special education courses. Among her research and writing interests include the following: spirituality and teaching, culturally responsive teaching, diversity issues, and the overrepresentation of specific ethnic and gender groups in special education classrooms in the United States.

Theron Ford obtained her doctorate from Miami University in Oxford, Ohio. She has decades of classroom experience having taught at every grade level from Head Start through university graduate students. Additionally, she has a background in special education. She acknowledges that the endless efforts African Americans and their allies from other races and ethnicities have used in an attempt to actualize the concept of social justice in American came into her consciousness when she was in middle school when she lived through the disparate behaviors of some teachers and administrators in her school. As a youth, she found herself in marches for equal rights and in protest of the war in Vietnam. Her research interests focus on issues of race, class and culture within the spheres of education and religion as well as education and women in sub-Saharan Africa. In 1998 her work in Malawi with a Non-Governmental Organization earned her an award for outstanding teacher.

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Judy Alhamisi is an assistant professor at Marygrove College in Detroit, Michigan. She is the coordinator of elementary education at Marygrove. Her primary research focus is teacher preparation, teacher quality, and student achievement. Her recent publications have appeared in the Journal of the National Association for Alternative Certification, Tennessee Educational Leadership Journal, The Griot, Educational Facility Planner, and IGI Global. Dr. Alhamisi has presented her research in national, state, and local educational conferences.

Angel Belzunegui is a tenured professor of Sociology in the Department of Business Management at the Rovira i Virgili University (URV) and a member of the Social and Business Research Laboratory (SBRlab). He has a doctoral degree in Sociology from the Universitat Autònoma de Barcelona and a Postgrade in Demography at the same university. He is director of the Social Inclusion Chair of URV. His research areas include: structure, social change and sociology of organizations. He has published articles in specialist journals such as REIS, Revista de Educación, Tampere Peace Research Institute, Sociología del Trabajo, Sistema, Revista de Ciencias Sociales, Revista Internacional de Sociología, Aranzadi Social, Cahiers de Sociolinguistique, Journal of Electronic Commerce in Organizations (JECO), etc.

Tanya Smith Brice is Dean of the School of Education, Health and Human Services at Benedict College. Born and raised in Greenville, South Carolina, she has earned a Bachelor’s of Social Work degree from South Carolina State University, a Masters of Social Work degree from the University of South Carolina, and a PhD in Social Work from the University of North Carolina at Chapel Hill. Her research centers on addressing issues of structural violence specifically as it relates to the impact of those structures on African American people. She has several publications that focus on the development of the social welfare system by African American women for African American children; as well as publications that document structural barriers to African American families. She provides consultation to community organizations, religious institutions, and educational institutions on the impact of their policies on African American families. She has taught and lectured all over the USA, as well as in the countries of Ghana, Sweden, Uganda and the Republic of Moldova.

David Dueñas i Cid is a part time lecturer of Sociology at the University Rovira i Virgili (URV) since 2006, and a member of the SBRlab Research Group. He has finished his doctorate on Neighbourhood Associations and Political Organisations. He collaborated as a researcher, research coordinator, or advisor on several European Union funded projects during the last years, such as “Access to Rights and Civil Dialogues for all”, “Expéditions: Confrontations citoyennes des imaginaires des images du monde” and “Europe as an ideal: Social awareness for a common identity”. His main research focuses now on Social Inclusion, Social Renewal and Social Innovation.
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européens sur les quartiers défavorisés”, “I am Europe” and “I:CUD – Internet: Creatively Unveiling Discrimination.” He is the coauthor of the books “Associa-

cionisme i Participació Ciutadana al municipi de Tarragona” and “Joves d’origen Immigrant a Catalunya, necessitats i demandes: Una aproximació sociològical.” He was also a collaborator in “La prevención de riesgos medioambientales en el ámbito de las relaciones de trabajo” and “Political & Social Integration of Migrant Communities: A Comparative Study.”

David Edens is a lecturer in Human Nutrition and Food Science at Cal Poly Pomona. He received his Ph.D. in Higher Education at Azusa Pacific University. His research has focused on student success and learning among diverse student populations including international students, non-traditional students, and students attending for-profit colleges and universities. Dr. Edens has presented at conferences such as AERA and CSRDE, as well as published for Noel-Levitz and in the Journal of Hospitality & Tourism Education.

Shraga Fisherman is head of the Educational Counseling Department at Shaanan College, Haifa, Israel. He is the Editor-in-Chief of the Hayi’uts Hahinukhi (Educational Counseling) academic journal. He has particular expertise in adolescence, ego identity, professional identity, rumination, and body image.

Yvette Joy Harris-Smith is a postdoctoral teaching fellow in speech at Princeton Theological Seminary. Dr. Yvette Harris-Smith completed her doctorate at Howard University in its Communications and Culture Program after receiving her M.Div. from Princeton Theological Seminary in 2010. She was drawn toward a career in teaching leaders for the Church after completing her Master of Education. In her new position at the Seminary, Harris-Smith says she is most excited about “training people who are going to be leaders in the Body of Christ.”

Eleanor Tiplady Higgs is a feminist scholar interested in the connections between ethics, narrative, Christianity, postcolonialism, and gender. She earned her BA in Philosophy and Theology from University of Greenwich, London, in 2007 and her MSc in Global Ethics from University of Birmingham in 2009. Since 2010 she has been writing her PhD thesis at the Centre for Gender Studies at SOAS University of London.

Flora O. Igah earned her doctorate in Educational Leadership at Union Institute and University in Cincinnati, Ohio. Subsequent studies resulted in specialization degrees in the area of Cultural Diversity and Rehabilitation Counseling that she utilizes within the context of her profession as a Community Advocate and Therapist.
with Public Health Department for Dayton and Montgomery County, in the Division of Health Promotion and Disease Prevention. Additionally, she serves as a therapist for Guys and Girls off Drugs Program, and the Drugs and Alcohol/Depression and Anxiety, Attention Deficit Disorders. She is the founder of The Nigerian Women Cultural Organization (NWCO) of Greater Dayton and Miami-Valley Incorporated, a non-profit organization that does outreach to build cross-cultural understanding, and provide education scholarships. Dr. Igah established the Raymond Igbokwe Offiah Maria Onyejeluchi Offiah (RIOMOO) Project. The non-profit mission in Egede, Nigeria, provides support for widows and the neediest members of the community during the Christmas holiday season.

**Young K. Kim** is associate professor of higher education at Azusa Pacific University. Her research addresses student-faculty interaction, college impact, college student development, and diversity and equity in higher education. Dr. Kim has published in prestigious peer reviewed journals in the field of higher education, including Research in Higher Education, The Review of Higher Education, Journal of Diversity in Higher Education, and Journal of Hispanic Higher Education. She is appointed as Visiting Scholar in the Department of Education at the University of California, Los Angeles, and serves as a reviewer of The Journal of Higher Education and Asia Pacific Education Review.

**John Lawler** is Head of the Division of Social Work and Social Care at the University of Bradford. He trained as a social worker and practiced in local authority social work before moving into policy and research and then into academia. His research interests are: management and leadership development; user views of services and public service organization.

**Kizzy M. Lopez** received her Masters degree in Educational Counseling from National University in 2008. She is a doctoral candidate at Azusa Pacific University in the Higher Education Leadership program. Currently, she serves as the coordinator for Renaissance Scholars at California State University, Fresno supporting current and former foster youth attending the university. Ms. Lopez’s professional experience and research focuses on underrepresented student populations in higher education with an emphasis on the college experiences of foster youth and students of color.

**Ghazala Mir** is an Associate Professor at the University of Leeds, UK with research interests in health and social inequalities. Her research covers minority ethnic and faith communities, women and people with learning disability.
**About the Contributors**

**Chukwunyere E. Okezie** is an associate professor of education at Marygrove College in Detroit, Michigan. He received his doctorate from the University of Pittsburgh, with a concentration in social and comparative analysis in higher education. He is the former chair of the Education Department at Marygrove College. He is also coordinator of secondary education and the Griot Graduate Programs. His current research centers on culturally responsive teaching, Understanding by Design, African American males, and career changers.

**Oscar Espinoza Parra** is a Ph.D. student in the Higher Education program at Azusa Pacific University. He has a master’s degree in Higher Education Leadership from the University of Nevada, Las Vegas. He has dual degrees from the University of Nevada, Reno in Human Development and Family Studies and Spanish with a minor in Psychology. Oscar’s research centers on student learning, intellectual development, sense of belonging, spirituality, international students, student diversity, and enrollment management. Oscar served as Director of Admissions for Touro University Nevada where he oversaw the recruitment, marketing, outreach, special events, and admissions operations of the university. Previously, he spent two years as an adjunct faculty at Nevada State College. Oscar is active with several civic engagement and professional educational associations, such as the American for the Study of Higher Education. He is also the president of a scholarship foundation. Oscar plays softball and loves to snowboard. He enjoys reading, cooking, traveling, spending time with family, and exploring the outdoors. Oscar speaks English and Spanish fluently.

**Moses Rumano** is the Chair of the Education Department at Malone University. Dr. Rumano came to Malone to teach Foundations of Education from the University of Cincinnati, which was one of many cultural changes he has worked through. After earning his bachelor’s degree in Zimbabwe and working as a principal there, he traveled to Otterbein University to attend graduate school. After teaching in Columbus schools for three years, he attended Miami University in Oxford for his Ph.D.

**Rhoda Sommers** is dean of the School of Education and Human Development at Malone University. Though she grew up in a homogeneous community, her interest in and commitment to issues surrounding diversity began as a young child when her parents invited an international student to spend the Christmas holidays in their home. Since then, her life has been enriched through numerous individuals whose views and experiences differ from hers. She remains committed to making campuses of religious institutions places which celebrate and honor individuals with diverse backgrounds.
**Tara Tuttle** is the Director of the Honors Program and an Associate Professor of English at a small, private liberal arts college in rural Kentucky. Her research examines the effect of religious belief on expressions of female sexuality in 20th century American literature and the ways in which contested groups use discourse from the dominant paradigm to challenge oppressive practices.

**Sherry Young** earned a Bachelor of Science from Youngstown State University, and a Master of Arts degree, as well as a Ph.D., from Case Western Reserve University in Cleveland, Ohio with a specialization in the area of developmental psychology. She has been employed at a religious based institution from more than two decades where she serves as the chair of the Department of Psychological Science. It is in that role that she developed courses in diversity including Multicultural Psychology as well as the Child and Family Senior Seminar, which addresses structural and systemic influences on poverty. Additionally she revised the Child Development course to include an increased focus on diverse populations. As founder of the campus’ Africana Studies program, she currently serves as its co-director. Other work in the area of diversity includes invited talks to address issues of income inequality, workshops on diversity, and bullying in school settings.