About the Contributors

Leigh Nanney Hersey is an assistant professor and MPA Coordinator at the University of Louisiana at Monroe. She brings more than a dozen years of fundraising experience. She continues building on this experience through her research on philanthropy and volunteerism. Dr. Hersey earned her bachelor’s degree in journalism from the University of Georgia and an M.Ed. in Athletic Administration from Temple University. Her Ph.D. in Public Administration is from Arizona State University with a graduate certificate in Nonprofit Leadership & Management.

Bryna Bobick is Associate Professor of Art Education at The University of Memphis. Her teaching and research interests include exploration into museum education, demographic and community art education. Her previous teaching experiences include 7 years as a public school art teacher at Rosemont Elementary School in LaGrange, Georgia. She earned a Doctorate of Education in Art Education and a BFA in Art Education from the University of Georgia and a M.Ed in Art Education from the University of West Georgia.

* * *

Juan Silvio Cabrera Albert is a founding director and coordinator of CreArte community socio-cultural project. Among many professional positions, he serves as a project management specialist of Pinar del Rio regional affiliate of UNEAC (Cuban National Union of Artists and Writers) and directs multitudes of community initiated cultural and art projects. As a faculty dean of University of Pinar del Rio, Dr. Albert directed numerous graduate theses and research projects centering around English language acquisition, instructional methodology, cultural integration, and cross-disciplinary literacy education. He has traveled extensively as an invited scholar to offer master classes, workshops, as well as learning about English language teacher training, to name a few, Canada, Ecuador, Colombia, Germany, Nicaragua, England, Argentina, Spain, Italy. Dr. Albert’s work and service is well recognized by his students, faculty, and a wide sector of Pinar del Rio community as well as Havana.

Stephanie Baer is an Associate Professor of Art Education at Miami University in Oxford, Ohio. She began her career as an arts educator and artist who started as a K-12 classroom teacher before returning to earn her Ph.D. She received her Bachelor of Fine Arts emphasizing in photography, Masters in Secondary Teaching, and Ph.D. in Educational Studies at the University of Nebraska – Lincoln. Baer’s dissertation, “Re-Envisioning Fear: The Role of Conversation in an Arts Classroom for Prospective Teachers,” won the 2014 American Educational Research Association Arts and Learning Dissertation
About the Contributors

Award. She is also the 2014 Nebraska Higher Education Art Teacher of the Year. Her research interests lie in arts education, pre-service teacher education, teacher confidence, fear, and technology in teaching and learning.

Jennifer Barker is an Assistant Professor in the Department of Architecture at the University of Memphis. She received the professional Bachelor of Architecture from the University of Tennessee, Knoxville in 2005 and the post-professional Master of Architecture from the University of Memphis in 2010. In her research, she explores the curricular structure of architectural education, and seeks to understand the critical, reflective, and narrative role of social implications of design.

Carolina Blatt-Gross earned a Ph.D. in Art Education from the University of Georgia, a M.A. in Art History from the Savannah College of Art and Design, and a B.A. from Juniata College. She currently serves as Assistant Professor of Art Education at The College of New Jersey. Previously she was an Assistant Professor of Art at Georgia Gwinnett College, where she pioneered the college’s public art collection through collaborative community-based projects. Her research, which aims to explore contextualized and experiential learning from an interdisciplinary perspective, has been published in a number of peer-reviewed journals as well as popular press.

Hazel L. Bradshaw-Beaumont is an associate professor at Delaware State University. She earned a Ph.D. in Art Education from The Ohio State University, an MS in Art Education with a concentration in Art Therapy from Buffalo State University, and a BA in Art Education and Textile Printing and Weaving from the Edna Manley College of Visual and Performing Arts in Jamaica. As a native of Jamaica, Dr. Bradshaw-Beaumont served for twenty-two years as faculty at The University of the West Indies, Shortwood Teachers’ College, Edna Manley College of the Visual and Performing Arts, and Wolmer’s Girls High School. At Shortwood Teachers’ College, she served in many administrative positions, consultant with the Joint Board of Teacher Education at the University of the West Indies, consultant with the Ministry of Education in the areas of Special Education and Educational Research, the Caribbean Examinations Counsel, and the United Nations Educational Scientific and Cultural Organization (UNESCO). Since her tenure at DSU, she served as Chairperson for the Visual and Performing Arts Department, seven years as Director of the Graduate Art Education Program, and Coordinator for the undergraduate Art Education Program for thirteen years. She has written several research proposals, journal articles, and book chapters as well as presented research articles both nationally and internationally. She currently serves as a member of the Council for Professional Education (CPE) at DSU and prepares students for the teaching profession. Dr. Bradshaw-Beaumont is currently the co-chair for the Community on Multi-Ethnic Concerns (COMC), a special interest group of the National Art Education Association and served as President of the Delaware Art Education Association from 2009-2011. She has been recognized with a DSU 2009 Excellence award in Teaching and a National Art Education Association Eastern Regional Higher Education Art Educator for the year 2009. In addition, Dr. Bradshaw-Beaumont’s professional career outside of academia includes working with underserved community groups and practices as a Freelance Weaver and Textile Designer, Crisis Counselor, and Art Therapist.

Miwon Choe is an associate professor and art education program coordinator at Western Kentucky University. She teaches undergraduate and graduate art education methods and practicum courses, content relevant studios, and action research methodology for teacher leaders. As an integral part of the
WKU Art Education program, she coordinates various P-12 visual arts outreach programs including Super Sat Art Programs, New Understanding VSA Art, ESL SmArt HeArt Program, as well as serves as a faculty sponsor for the student exchange program between WKU and Hanyang University, South Korea. Dr. Choe has also worked to develop Art and Literacy Exchange programs with the faculty at the Experimental Art School in Havana and CreArte Community Project in Pinar del Rio, Cuba over a decade since 2004. For more information of Dr. Choe’s work and WKU Art Education, please visit WKU Art Education blog site at http://wkuarteducation.com.

**Stephanie Harvey Danker** earned her doctorate in art education (2012) through University of Illinois at Urbana-Champaign (UIUC). She holds a master’s degree in art education from Virginia Commonwealth University. A native of Virginia, she taught art in Fairfax County Public Schools (VA) for six years. Before coming to Miami University, she taught art education courses at Coastal Carolina University, UIUC, Wichita State University (WSU) and James Madison University (JMU). In addition to teaching, she has served as an education consultant for the Ulrich Museum of Art (on WSU’s campus) and Sawhill Gallery (on JMU’s campus). Research interests include: bridging gaps and strengthening relationships between university museum/gallery educators, university art educators and PK-12 educators; reflective practice; professional development; visual culture; collaborations between university studio and art education faculty; contemporary art and art education pedagogy.

**Tina Dippert** is a recent graduate research assistant working on issues of citizen engagement and a graduate of Portland State University’s MPA program. She also holds a bachelor’s degree in art history, and currently works with various arts organizations, including the Maryhill Museum of Art, the Regional Arts and Culture Council and the Beaverton Arts and Culture Foundation to ensure opportunities for engagement through the arts are available to everyone.

**Emília Ferreira** (Lisbon, 1963) is an Art historian, curator, art educator, and fiction writer. PhD in Contemporary Art History, Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa, her research interests includes museum history, art education and gender. In 2014 she co-organized the I International Congress Art and Gender? (Lisbon).

**Erna Gelles** is an Associate Professor in the Department of Public Administration at Portland State University, and her areas of expertise include public administration and nonprofit theory and management. She works closely with community-based organizations, particularly those serving communities of color. Her course portfolio includes teaching “Creating Collaborative Communities” and she has published works on public deliberation, sustainable dialogue, and weak versus strong ties among emergent nonprofit leaders of color.

**Elizabeth Gerber** has worked at the Los Angeles County Museum of Art since 2003 in the positions of Director of School and Community Programs, Assistant Educator, and Curatorial Assistant for Education. She received her BA from Middlebury College and her MA in the History of Art from the University of California, Davis.

**Denise A. Gray** has over 20 years of experience in art and museums, serving 12 years at The Museum of Contemporary Art, Los Angeles (MOCA), where she developed and managed community,
family, youth, and teen programs. As an independent consultant, she has produced public programs and exhibitions at international galleries and museums, led public art projects for the City of Los Angeles and co-directed Summer Institute in Art Museum Studies at Smith College. Gray earned a B.A. in art history from Smith College and an M.S.Ed from Bank Street College. From 2002-2011, she served on the Executive Board of the Committee on Education for the American Association of Museums (AAM), and from 2011-2012 served on the Board of Museum Educators of Southern California. She has written and edited essays and books about contemporary art, exhibitions, and working with adolescents and communities for Rizzoli/Skira, AAM, Museum Education Roundtable, and the National Art Education Association.

**Amy M Grebe** holds an MA in Urban Studies with a concentration in Community Arts from Eastern University. She has been a practicing community artist for over a decade after accidentally stumbling upon this path. Over the years, Ms. Grebe has danced with contemporary dance companies in Pittsburgh and D. C., designed and constructed costume for dance and theater companies, illustrated children’s books, and painted numerous murals. The birth of her daughter prompted her to explore the intersection of creativity, art-making, and positive youth development. This exploration then led to her founding of ACPPA Community Art Center, a celebrated, multidisciplinary arts organization just outside Philadelphia, where youth can envision a positive future for themselves and gain the tools necessary to attain that future.

**Kira Hegeman** is a PhD student in Art Education at the University of Georgia. Hegeman’s studies at UGA have focused on alternative arts education and community development, with a central focus on public art and pedagogy. Continually inspired by the power of creative expression to promote communication, confidence, and group cohesion, Kira’s research interests include the role of interactivity, public space, and collaborative art making in fostering conversation across diverse social lines. Kira works as both an artist and educator, striving to create visual works that invite participants to collaborate in the art making process through storytelling, public workshops, or interactive elements. In addition to scholarly pursuits, Hegeman has received grants to support community-based art projects. Most recently, she collaborated with a fellow art educator to develop a participatory installation for Art on the Atlanta Beltline, a temporary Public Art Festival held annually on the Atlanta Beltline. The project invited members of the Atlanta community to participate in free ceramics workshops in a public park. The pieces they built in the workshop were then fired and installed collectively on the Beltline, playfully immersed in nooks and crannies of the Interim Eastside Trail, inviting participants to discover their work in a new environment and share in a collective installation. Additionally, she received a Willson Center Grant to complete a kinetic, interactive installation of moveable sculptures, as well as an Athens Cultural Affairs Commission Grant to build a community clay oven with the Pinewoods Mobile Home Community in Athens, GA, in conjunction with Chris McDowell. Kira is also excited to have had her design chosen as one of the 18 holes at Can Can Wonderland, a permanent art miniature golf course in St. Paul, Minnesota.

**Pamela Hurley** is an Adjunct Professor in the Department of Architecture and in the Department of Theatre and Dance at the University of Memphis. She received her Master of Fine Arts in Theatre Performance from the University of Tennessee and her Master of Architecture from the University of Memphis. Pam is an interdisciplinary artist whose research focuses on arts based community engagement, development, and revitalization. She explores community engagement through the essence of experience.
Elzbieta Kazmierczak, MFA, PhD is a visual artist, designer and researcher who has worked extensively with survivors of domestic violence and sexual assault. Dr. Kazmierczak is an Adjunct Assistant Professor at the University of Illinois in Champaign where she conducts a study on visual representations of ethnic identities.

Justin Lee is a Research Fellow at the Institute of Policy Studies. He has substantive interests in issues related to disadvantaged and vulnerable populations, the non-profit sector, and social services. He is also Chairperson of ArtsWok Collaborative, a nonprofit organization engaged in arts-based community development projects that seeks to build the capacity of socially-engaged arts groups through training, research and advocacy. He has a PhD in Sociology from the University of California, Los Angeles.

Ferdinand Lewis, MFA, PhD, is currently on the faculty of the University of Groningen, Netherlands, where he coordinates and leads project-based learning for the University College. Dr. Lewis’s scholarship focuses on community-based art making and quality of life. He is the former Director of the Center for Building Better Communities at the University of Florida (UF), where he led projects advocating for civic engagement and community-engaged planning, and as Lecturer in the UF Urban and Regional Planning Program, he taught research design and planning ethics, and interdisciplinary community service-learning projects. While at UF, Dr. Lewis was an artist in residence (literary arts) with the UF Health/Shands Hospital Arts in Medicine program, and as an affiliate of the UF Center for Arts in Medicine he directed the development of public health impact metrics for the Florida Division of Cultural Affairs, and conducted research on arts-focused health programs in poor and rural communities. His academic research is concerned with planning theory, community-based design and planning, arts-based community engagement, and collaboration. He was Visiting Professor in Urban and Regional Planning at the University of Buffalo, taught in the Public Art Studies program at the University of Southern California, and was on the full-time faculty at the California Institute of the Arts in Los Angeles where he taught theater and interdisciplinary studies, directed interdisciplinary arts projects, and the Interdisciplinary Music Festival.

Sim Jui Liang is a research associate at the Institute of Policy Studies, the National University of Singapore. He holds a master’s degree in mass communication from the Nanyang Technological University. Jui Liang has worked in magazine publishing as an assistant editor and taught sociology in a local polytechnic. In 2015, he published a travel zine Sociology of Tourism, which was showcased in the Print Lab (2015) exhibition at independent arts space Grey Projects, and the Singapore Art Book Fair (2016). He also volunteers with Kopitiam Lengkok Bahru, a mentoring program for teenagers living in public rental housing, and helped organize photography exhibitions showcasing their works.

Patricia Maarhuis, Phd is an educator at Washington State University. Her work centers on the intersections between health, culture, and aesthetics. She is interested in arts-informed interdisciplinary research which considers relational connections within and between individual contexts and the broader community.

Justin Makemson is the art education program coordinator and an assistant professor of art at Belmont University in Nashville, Tennessee, where he teaches materials and methods courses in art education, introduction to visual interpretation, art appreciation, stained glass, and coordinates/supervises
the program’s multiple field experiences. Justin’s research interests are varied and somewhat eclectic, albeit most of his research directly or indirectly connects back to teaching art. He received his doctorate in curriculum and instruction art education from Indiana University in 2014.

Meg Merrick, Ph.D. is Professor Emeritus at Portland State University. Prior to her retirement in summer of 2016, she was a research associate and director of Greater Portland Pulse and Neighborhood Pulse at the Institute of Portland Metropolitan Studies in the College of Urban and Public Affairs at Portland State. She was also editor in chief of Metroscape, the Institute’s flagship publication.

Kathy Marzilli Miraglia is an Associate Professor of Art Education at the University of Massachusetts Dartmouth, Chairperson of the Department of Art Education, and Doctor of Education from the University of Massachusetts Amherst. She was awarded the Massachusetts Higher Education Art Educator of the Year by the Council of the Massachusetts Art Education Association and the Outstanding Arts Educator Award from the Massachusetts Alliance for the Arts. She co-edited the book Inquiry in Action: Paradigms, Methodologies and Perspectives in Art Education Research and has presented at NAEA and MAE, and InSEA. She served as Higher Education Eastern Division Director for NAEA, as secretary on the board directors for the New England Educational Research Organization, reviewer for Art Education the Journal for NAEA, and currently as chairperson of the board of directors of the New Bedford Art Museum/Artworks. She is currently serving as Preservice Division representative to the NAEA Research Commission.

Frances Phillips is program director for arts and the Creative Work Fund at the Walter and Elise Haas Fund in San Francisco. The Walter and Elise Haas Fund is a family foundation that supports nonprofits in San Francisco and Alameda counties. Its arts grantmaking focuses on arts education (in and out of school); and accessible arts programming that reaches a socio-economic cross section of the San Francisco Bay Area’s population (including recent immigrants). The Creative Work Fund, which also is funded by The William and Flora Hewlett Foundation, awards grants of $10,000-$40,000 to artists creating new works in collaboration with nonprofit organizations. Prior to her foundation work, Phillips was executive director of Intersection for the Arts (1986-94)—San Francisco’s oldest alternative arts space—and director of the Poetry Center and American Poetry Archives at San Francisco State University (1983-86). She teaches Creative Writing at San Francisco State University. Frances serves on the board Kelsey Street Press, is co-editor of the Grantmakers in the Arts Reader, author of three small press books of poetry, and the former poetry review editor for The Hungry Mind Review. With Stan Hutton, she co-authored The Nonprofit Kit for Dummies (Wiley, 2016).

Amelia Pridemore is a Ph.D. candidate in the Florida International University Department of Public Administration. Her main area of research focus is on policy affecting local-level music and cultural scenes, particularly in the area of citizen participation and urban affairs. Prior to her arrival at FIU, she earned a Master of Arts in Political Science at Marshall University.

Beth Roy, PhD, is a long-time mediator and workshop leader in the San Francisco Bay Area. Trained as a sociologist at University of California, Berkeley, she teaches there in the Peace and Conflict Studies program. Her practice often focuses on issues of culture, race, and other lines of social division. She
mediates conflicts involving organizations and communities confronting challenges to diversity, and she teaches in workshop format ways to talk and listen across identity boundaries. Dr. Roy is also a researcher, publishing works on social conflict, most recently a detailed case history and training aid, The Bernal Story: Mediating Class and Race in a Multicultural Community (Syracuse University Press 2014) and 41 Shots….and Counting: What Amadou Diallo Teaches Us About Policing, Race, and Justice (Syracuse University Press 2008). Dr. Roy is a founder of the Practitioners Research and Scholarship Institute (PRASI), a network of writers dedicated to supporting academic and other professional authors to regard lived experience as the basis of research and to write their knowledge for publication. She co-edited Re- Centering Culture and Knowledge in Conflict Resolution Practice (Syracuse University Press, 2008).

**A. G. Rud** is Distinguished Professor, College of Education, Washington State University. Rud is a philosopher of education interested in the moral dimensions of teaching, learning, and leading.

**Clint Samples** is a professor of art and the assistant chair for the Department of Art at the University of West Georgia. In 1998, he earned his MFA from Florida State University in Tallahassee, Florida. He also earned a BFA degree (Painting) and a BA degree (Art Education) from the University of West Georgia in 1996. His artwork has been accepted to numerous juried exhibitions both regionally and nationally and he has won awards at each level.

**Charlie Santo** is an associate professor and Chair of the Department of City & Regional Planning. Charlie’s collaboration with the Memphis community has contributed to neighborhood improvement and catalyzed local policy change. His leadership has fostered a culture of reciprocal community-university partnerships and enhanced capacity to support community engagement. Charlie’s recent work on art-based community development in the Soulsville neighborhood is internationally recognized and has generated substantial investment by national philanthropic organizations. Charlie helped establish the interdisciplinary University of Memphis Design Collaborative, which serves as an outreach arm of the University, focused on critical challenges in urban design and development.

**Ross H. Schlemmer** currently teaches Art Education at Edinboro University. He has significant experience teaching art at the K–12 levels, as well as working with many community-based arts programs both as an artist and as a teacher. As a graduate student at the University of Cincinnati, at The Ohio State University, and now at Edinboro University, Dr. Schlemmer continues to form alliances with community groups outside the school in an effort to provide alternative perspectives toward teaching and learning for his students through service-learning and community-based art education, and as a means to balance the appeal of personal reward with social good. On the national level, Dr. Schlemmer is currently on the advisory board of the Community Arts Caucus (a special interest group of the National Art Education Association) and is on the editorial review boards for Art Education, The Journal of Social Theory in Art Education, and the International Journal of Education & the Arts.

**Ruth M. Smith** recently completed her doctorate at The Ohio State University in Arts Administration, Education and Policy. She has worked as a community art educator with the Somali Women and Children’s Alliance and Somali Cultural and Research Institute in Columbus, Ohio. As a Schweitzer Fellow, she completed her doctoral research with Somali women through the project, Dumarka Soomaa-
liyed Voices Unveiled (DSVU). She continues writing collaboratively and organizing exhibits with the women participating in DSVU from Indiana, where she currently resides and works as an independent scholar and artist.

Eleanor K. Sommer is an adjunct instructor and the graduate advisor for the Center for Arts in Medicine in the College of the Arts at the University of Florida (UF). She is also a freelance writer and editor with a comprehensive background in book and magazine publishing. Ms. Sommer recently completed a Master of Science in Interdisciplinary Ecology at UF with a focus on communications and climate change. She is interested in environmental education and restorative natural settings.

Jennifer “Jenna” Thompson is a LEED accredited Assistant Professor of Architecture at the University of Memphis. She earned a Master of Architecture Degree from the University of Memphis and both a Bachelor of Architecture degree and a Bachelor of Interior Architecture degree from Auburn University. Jenna is currently pursuing a Doctor of Education in Higher and Adult Education at the University of Memphis. While at Auburn, Jenna encapsulated sustainable design in every project, the most notable of which is her extensive research of biodegradable plastics in interior design applications. This research yielded Jenna the distinguished Auburn University Undergraduate Research Fellowship Grant, which is awarded to only 20 students per year for the entire University, and the 2006 AIAS Student Research Honors Award. Her passion for creating awareness and action to social issues of environmental stewardship permeates her philosophy of design, adult education and teaching methodology. Her sustainable stewardship extends beyond her personal studies into other green initiatives. She currently resides on the Sustainable Shelby Advisory Committee for the Greater Memphis region, is appointed Sustainable Coordinator for the Department of Architecture, University of Memphis, and represents various construction projects as a sustainable design consultant.

Karin Tollefson-Hall is associate professor, Art Education Graduate Program Director, and Director of Summer Art at James Madison University. She earned her M.A. and Ph.D. from the University of Iowa in art education. Dr. Tollefson-Hall’s teaching and research interests focus on school improvement, educational philosophy, scholarship of teaching and learning, diverse pedagogies, and teaching practice. Her research has documented art instruction and educational philosophy at various alternative school settings including, homeschooling, Waldorf schools, parochial schools of several denominations, and a transcendental meditation school. Other areas of specialization include qualitative research methods and book arts. Dr. Tollefson-Hall is fluent in Spanish and was selected to be the JMU Faculty Member in Residence in Salamanca, Spain in the fall of 2013 by the Office of International Programs. She has also been selected to serve as a Madison Teaching Fellow and a Madison Research Fellow from 2011-2014.

Gretta Wright worked in public PK-12 education in Georgia, serving in the capacity of both classroom teacher and school level administrator, for 28 years prior to beginning a career in higher education. She currently works as an Assistant Professor in the education department at LaGrange College where she serves as a professor at both the undergraduate and graduate levels.