About the Authors

Patrick Camangian, PhD, is an associate professor in the Department of Teacher Education and coordinator of the Urban Education and Social Justice Credential and Master’s program at the University of San Francisco School of Education. His scholarship examines critical pedagogy and transformative teaching in urban schools, action research, critical literacy, culturally empowering education, and urban teacher development. Currently, he is turning to both critical theory and research in the health sciences to inform his research findings on complex traumas and urban education. Camangian has been an English teacher since 1999, continuing in the tradition of teacher research, applying critical pedagogies in urban schools.

Earl J. Edwards is a doctoral student in the Graduate School of Education & Information Studies at UCLA. Earl is a former homeless youth and currently researches how teachers and administrators identify, support, and educate students dealing with social emotional trauma. Prior to attending UCLA, Earl was a high school special education teacher and received his master’s degree from Teachers College, Columbia University in Public School Administration.

Maisah Howard, MEd, MSW, is a former children’s social worker with the Los Angeles County Department of Children and Family Services. She has worked in child welfare for over twenty-three years, working with children and families to keep children safe, engage extended family to secure lifelong connections for youth, coordinate necessary resources, and help to remediate the need for child welfare interventions. Maisah is also a former elementary school classroom teacher who taught in the Compton Unified School District. Maisah has provided professional development for teachers, staffs, and administrators nationally, focusing on ways to support the needs of children and families dealing with social emotional trauma.

Tyrone C. Howard, PhD, is a professor in the Graduate School of Education & Information Studies at UCLA. Howard is also the inaugural
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director of the new UCLA Pritzker Center for Strengthening Children and Families, a campus-wide consortium examining academic, mental health, and social emotional experiences and challenges for California’s most vulnerable youth populations. He is also the former associate dean for equity, diversity, and inclusion. Howard’s research examines culture, race, teaching, and learning. He has published over seventy-five peer-reviewed journal articles, book chapters, and technical reports. He has published several best-selling books, among them Why Race and Culture Matter in Schools and Black Male(d): Peril and Promise in the Education of African American Males. His most recent book, Expanding College Access for Urban Youth (Teachers College Press, 2016), documents ways that schools and colleges can create higher education opportunities for youth of color. Howard is also the director and founder of the Black Male Institute at UCLA, an interdisciplinary cadre of scholars, practitioners, community members, and policymakers dedicated to examining the nexus of race, class, and gender in relation to school-age youth. A native and former classroom teacher in Compton, California, Howard was named the recipient of the 2015 UCLA Distinguished Teaching Award, which is the university’s highest honor for teaching excellence. In 2016, Howard was listed by Education Week as one of the fifty most influential scholars in the nation informing educational policy, practice, and reform.

Andréa C. Minkoff, PhD, is an alumna of the Graduate School of Education & Information Studies at UCLA, having earned her PhD in education with an emphasis in urban schooling. Prior to that, she earned her preliminary multiple-subject credential, MAT, and BA from Occidental College. Her research interests include teachers’ work and lives, children’s understandings of race and gender, children’s language ideologies, literacy as a social process, and intergroup relations and identity development in the context of school. She has taught undergraduate and master’s students at both Occidental College and Chapman University.

Tonikiaa Orange, PhD, is a former classroom teacher and principal. She has taught in the Graduate School of Education & Information Studies at UCLA for the past ten years, where she teaches preservice teachers and principals in training. Her work has paid particular attention to the role of culture and cognition. Her work also addresses the alignment of curricular goals and objectives with cultural content and knowledge. She has been a professional development provider focusing on culturally and linguistically
responsive pedagogy for the Los Angeles Unified School District; Minneapolis Public Schools; Normandy School District in Ferguson, Missouri; and multiple school districts in northern California, such as Castro Valley, San Ramon, and Hayward.

Jonli D. Tunstall, PhD, has, over the course of her fourteen-year tenure at UCLA, served in a number of formal and informal positions that have contributed to the acceptance and graduation of underrepresented students across the country. In her current role as a member of the senior leadership team in the UCLA Academic Advancement Program (AAP), Jonli oversees several programs and initiatives that work with first-generation, low-income, underrepresented students. Currently she directs two programs as part of the AAP team: VIP Scholars, a social justice college access program, and the freshman and transfer summer program. She also teaches courses in the African American Studies, Education, and Ethnomusicology Departments, and is the cofounder of the Sister-to-Sister Institute, which addresses the specific needs related to the retention and socialization of African American women at historically White institutions. Her extensive background in higher education, college access, and retention has enabled her to serve on a number of university and community-based committees working to impact the K–16 education system and diversify institutions of higher education.

Kenjus T. Watson, PhD, teaches courses on educational inequality, urban education, critical race theory, and social identity and group behavior in the Education Department at Occidental College. Prior to joining the faculty in the Education Department, Kenjus served as the assistant director of the Intergroup Dialogue Program and a faculty member in the Psychology Department at Occidental, where he has worked for the past five years. Kenjus has been involved with intergroup dialogue and other forms of social justice education in higher and secondary education for over a decade and has established dialogue programs at several universities across the country.

Kenjus’s scholarship investigates issues of race, racism, and other aspects of oppression found throughout the educational pipeline. His current research interests focus on the biopsychosocial impact of racial microaggressions in higher education, the history of racial microaggressions research, critical race theory, Black collegiate identities, and the potential of critical pedagogy to inspire action, hope, and healing among marginalized
communities. Kenjus has collaborated with over thirty institutions and organizations within K–12 and higher education settings in implementing assessments and developing capacity to work mindfully on issues of social justice.