

Ashley L. White is an assistant professor at the University of Wisconsin-Madison and the inaugural Education Fellow for Equity Access and Opportunity with the National Association for the Advancement of Colored People (NAACP). Before her appointment at UW-Madison, White served as the 2019-2020 Joseph P. Kennedy Public Policy Fellow with the Committee on Education and Labor under Chairman Robert “Bobby” C. Scott.

Before earning her Ph.D. from the University of South Florida, White taught school for 15 years. White’s research focuses on the intersectionality of ethno-racial identities and disability in P-postsecondary settings through the consideration of student and educator experiences and the policies that impact these experiences. Additionally, White invests time in working with school districts across the country to advance professional development for teachers related to special education, disability, and intersectional issues.

As a scholar and advocate, White envisions restorative policy as a way to address the historical and present inequities that persist for ethno-racially marginalized individuals with disabilities at large. Most recently, White authored AACTE's *The State of Education Censorship in Institutions of Higher Ed and Implications for the Field*. This report focuses on the impact of current censorship efforts on IHEs and educational stakeholders in P-postsecondary education spaces and offers recommendations for practice and advocacy.

Amanda Wilkerson is a scholar and social reformer who examines academia and analyzes K-20 student achievement in order to better understand enhancing the human condition. Currently, Wilkerson serves as an assistant professor in the College of Community Innovation and Education at the University of Central Florida. She is also an affiliated faculty member and visiting scholar with the Center for Minority Serving Institutions at Rutgers University.

A proud graduate of Florida A&M University, Wilkerson has always expressed a sincere commitment to promoting the common good by teaching and mentoring young people who face socioeconomic challenges. Wilkerson served as the guest editor for the Urban Education Research and Policy Annuals Journal-Hillard Sizemore Special Edition, and she has written several articles. As a part of her passion for higher education and her mission to create inclusive learning environments, Wilkerson regularly works with instructional leaders to build their capacity for studying and practicing equity-based pedagogical approaches. Her research focuses on explicating affirmative teaching practices, educational policies, and community organizing methods that improve community partnerships and bolster student success.

Wilkerson has been recognized with the Outstanding Service in Education award by the Holmes Scholars Association of the American Association of Colleges for Teacher Education (AACTE) and the Diversity Scholarship with the Adult Higher Education Association (AHEA). She serves as the national chair for the Urban Education Topical Action Group for AACTE. To date, she is the first faculty member in her department to secure a prestigious National Science Foundation. Further, she is listed as an expert with Florida ExpertNet, a publicly funded portal of research expertise in Florida’s Universities.

Richard “Lennon” Audrain teaches Education Professions, a CTE grow-your-own program designed to introduce high schoolers to careers in the education profession, at Skyline High School in Mesa Public Schools. Recently, he defended his dissertation, which explored the genealogy of and conceptual and empirical evidence for the Next Education Workforce initiative from Arizona State University's Mary Lou Fulton Teachers College. Before pursuing his doctorate, Lennon taught Latin, Spanish, and English in Arizona and Massachusetts.

Audrain’s research interests explore teacher recruitment and preparation through (a) high school-based grow-your-own programs and (b) community college teacher education programs. He also explores how human capital management systems can enable schools to build team-based staffing models with new roles and responsibilities for educators.

Audrain is an enrolled citizen of both the Cherokee Nation and Shawnee Tribe. He was the youngest graduate from both his master’s classes at Arizona State University and Harvard University. He earned his first master’s degree in curriculum and instruction from Arizona State University at age 19 and his second master’s degree in technology, innovation, and education from the Harvard Graduate School of Education at age 21.

Jocelyn Dumaresq is a former middle school English teacher who began her educational leadership journey as the Supervisor of English Language Arts in Scotch Plains-Fanwood New Jersey. Dumaresq was named principal of Park Middle School, now renamed Malcom E. Nettingham Middle School (in honor of a local hero who was a member of World War II’s celebrated Tuskegee Airmen and a 1936 graduate of the district’s high school), in 2016, a position in which she currently serves.

Dumaresq received her B.A. in Secondary Education and English from Seton Hall University, where she was an Academic All-America soccer player. In 2000, she received the John Travers Award honoring the top student-athletes from Central Pennsylvania. Dumaresq earned her master’s in Teaching of English and Curriculum and Teaching from Teachers College, Columbia University, and her doctorate in Educational Leadership from Rutgers University. Her dissertation, "Leading From the Closet: Toward a New Theory of Educational Leadership," explored the intersection of leadership and sexuality in superintendents and assistant superintendents in the LGBTQ+ community.

When she is not supervising lunches or observing teachers, Dumaresq guest lectures at Rutgers and runs her middle school's "Safe Space" club for LGBTQ+ youth.