

Race in the Classroom: “Racial Moments” and Critical Interventions

Panelists’ Biographical Notes

Carolyn Field, Ph.D. received her BA in Sociology and English with Honors at Minnesota State University. She then received her MA in Sociology at Kansas State University and her Doctorate in Sociology at the University of New Hampshire. She is now an Associate Professor of Sociology and the Criminal Justice Program Coordinator at Edgewood College. Dr. Field has published on a variety of topics including intimate partner violence, child abuse, and attitudes towards interracial relationships.

Huining Ouyang, Ph.D. is a Professor of English and the Director of the Center for Multicultural Education and Ethnic Studies Program. She teaches such courses as Asian American Writers, Black Women Writers, and Senior Seminar in Ethnic Studies. Her essays on Sui Sin Far and Onoto Watanna have appeared in *Alternative Rhetorics: Challenges to the Rhetorical Tradition* (Albany, New York: State University of New York Press, 2001), *Doubled Plots: Romance and History* (Jackson, Mississippi: University Press of Mississippi, 2003), and *MELUS: The Journal of the Society for the Study of the Multi-Ethnic Literature of the United States* (Spring 2009). Her essay on race and pedagogy, “Transforming Resistance: Strategies for Teaching Race in the Ethnic American Literature Classroom,” has been recently published in *Understanding and Dismantling Privilege, Special Issue: Resistance to Teaching Antiracism* (August 2014).

Marihelen Denning Stoltz is a senior instructor in the Department of Communication Studies. Before coming to Edgewood in 2004, Stoltz held teaching and administrative positions at the University of Wisconsin-Fond du Lac and Upper Iowa University. She worked in corporate positions at Pleasant Company, now Mattel; at EDS as a Business Process Outsourcer for the State of Wisconsin; and in the healthcare industry, holding positions of Director of Community Relations, Director of Volunteer Services, and Education Coordinator. Stoltz also served as a guest panelist with the State of Wisconsin Supreme Court justices to help select the first Public Information Officer for that judicial body. Stoltz received several meritorious teaching awards at UW-Fond du Lac and was named a recipient of the prestigious UW Kaplan award, an award given to faculty with innovative teaching ideas that inspire and motivate students. Stoltz holds a Bachelor’s Degree in Public Administration, graduating cum laude; a Master’s Degree in Education, graduating magna cum laude; and is an ABD in Rhetoric/Linguistics. She is a member of Phi Kappa Phi, one of the nation’s oldest and most prestigious honor societies.

Donna Vukelich-Selva, Ph.D. is an Associate Professor in the School of Education. She received her M.A. in Latin American Studies and Ph.D. in Curriculum & Instruction at the University of Wisconsin-Madison. She has taught at Edgewood College since 2008. Previously she founded and ran a study abroad program for US college students in Nicaragua, and taught at a K-12 bilingual school in Managua, Nicaragua. Donna teaches foundations of education and multicultural education courses for undergraduates in the School of Education, as well as graduate courses for the SoE’s accelerated licensing programs. She also teaches *Rethinking the Border*, an Ethnic Studies/COR 1 course that considers the history of immigration in the United States and the current debate on immigration. Donna has also taught an introductory Ethnic Studies course as well. Among her college responsibilities, Donna serves on the advisory boards for Edgewood’s Center for Multicultural Education and the Women’s and Gender Studies Program. Donna’s research interests include critical race theory, education and immigration, bilingual education and restorative justice. She has been active in the Madison community for many years.

Maria T. Yelle, Ph.D., RN is an Associate Professor in the Henry Predolin School of Nursing. She teaches across three levels in the nursing program, the undergraduate, graduate and Doctorate of Nursing Practice (DNP). In the undergraduate level, she teaches Professional Nursing-Adult Health with a focus on acute patient care and Leadership within the Health Care System. In the nursing graduate program, she teaches Translational Scholarship and Evidence-Based Practice and Applied Translational Scholarship. She also teaches the Leadership Capstone II course in the DNP program. Her dissertation, *Exploring the Culture of Waiting: Illness Narratives of Lung Transplant Candidates*, inspired further interest in focusing in the study of narrative theory and methods. Results of her dissertation work revealed patient’s illness narratives that can be enabled and constrained during healthcare encounters and the importance for healthcare providers to listen and acknowledge patient’s stories that give voice and language to the experience of suffering while waiting for a transplant. Her research methods specialize in qualitative research, specifically narrative analysis and use of feminist and critical social theory perspectives. Her current research focuses on exploring critical race theory and culturally relevant pedagogy in nursing education to enhance success and graduation rates of nursing students from culturally diverse backgrounds.