



# Presenter and Panelist Biographies



## **Belinda Biscoe Boni**

Dr. Biscoe Boni serves University of Oklahoma Associate Vice President for Outreach (AVP) for the Public and Community Services Division and as SC3 Director and C3 Principal Investigator. As SC3 Director, she works with staff members, Center partners, and associates to design and provide high impact and high quality technical assistance (TA) services in four states: Arkansas, Louisiana, New Mexico, and Oklahoma. Her strengths in working with large systems through partnerships and helping them to reform and build capacity are demonstrated in her work in education and the community and have been the hallmark of her career. She has taken on a leadership role at the national level by helping to design and conceptualize an educational model to define capacity building work with state education agencies. Previously she directed the program and TA functions of the former Mid-Continent Comprehensive Center (MC3). She has nearly 30 years of experience with school- and community-based programs, including higher education as an administrator, researcher, and program developer. As AVP, she bears responsibility for sixteen program units totaling over \$60,000,000 in gross revenues and employs 500 professionals.

Dr. Biscoe Boni's collaborative spirit has been acknowledged by her appointment to the Regional Educational Laboratory - Southwest (REL Southwest) Board of Directors (2005-2012), where she served as Chair from 2010-2011. Additionally, she was recently appointed to serve on ED's National Advisory Board for the Office of Special Education (OSEP). She was appointed to an Educational Research Board for the Texas State Education Agency in 2008 by the Texas Commissioner of Education. SC3 is Dr. Biscoe Boni's third time to serve as director of a comprehensive center. In addition to SC3 and MC3, prior to 2005, she was Director of the Region VII Comprehensive Center, which served the states of Indiana, Illinois, Kansas, Missouri, Nebraska, and Oklahoma. Prior to her time at OU, Dr. Biscoe Boni worked for eight years in the Oklahoma City Public School District as a senior research associate and Director for Federal and State Programs focusing on areas such as bilingual education, homeless education, safe and drug free schools, Indian Education, Title I, and Community Education. As a researcher and practitioner, Dr. Biscoe Boni has been able to blend scientific rigor successfully to TA work resulting in numerous awards.

## **Paul C. Gorski**

Dr. Gorski is an Associate Professor of Integrative Studies in George Mason University; a Research Fellow at the Center for the Advancement of Well-Being, and an Affiliate at the Multicultural and Multiethnic Education as well as at the Women and Gender Studies Organizations. Dr. Gorski has authored numerous books, chapters, journals and articles on social justice in education, multiculturalism and equity in education, and leadership development for equity and diversity. He has been a presenter in national and international conferences and has been awarded. His qualifications make him a unique expert in the area of valuing equity and diversity.

He recently designed the new Social Justice and Human Rights undergraduate program and minor which became part of the George Madison University. He has been an active consultant, presenter, and trainer for nearly twenty years, conducting workshops and providing guidance to schools and community organizations committed to equity and diversity. He created and continues to maintain the Multicultural Pavilion, an award winning Web site focused on critical multicultural education. Paul is serving his second term on the board of directors of the International Association for Intercultural Education (IAIE). He has published six books and more than 40 articles in publications such as *Educational Leadership*, *Equity and Excellence in Education*, *Rethinking Schools*, *Teaching and Teacher Education*, *Teachers College Record*, and *Teaching Tolerance*. Prior to his current position Paul taught for the University of Virginia, the University of Maryland, and Hamline University. He continues to publish and present in education-focused forums on topics including white privilege and racism, anti-poverty education and economic justice, and multicultural organizational transformation. He lives in Washington, DC, with his cats, Unity and Buster.

## **Hollie Mackey**

Dr. Hollie Mackey is an Assistant Professor of Education at the University of Oklahoma in the Jeannine Rainbolt College of Education. She is an enrolled member of the Northern Cheyenne Nation in southeastern Montana. Her research includes educational leadership, systemic program evaluation, American Indian/Alaska Native education, education law and ethics, social justice, and multicultural education and equity. Awards include the 2009 Harold F. Martin Outstanding Teaching Award, the 2013 International Willower Award for Excellence, and the 2014 Jack A. Culbertson Award for outstanding accomplishments as a junior professor of educational leadership. She is an experienced program evaluator for public schools, non-profit organizations, and other educational programs and foundations. Dr. Mackey's publications can be found in *Information Age*, *Emerald*, *Rowman and Littlefield*, *Lawrence Erlbaum Associates*, and *Routledge Publishers* and in the *International Journal for Qualitative Studies in Education*, *Mentoring and Tutoring*, the *Journal of Educational Administration*, and the *Journal for Critical Thought and Praxis*. Dr. Mackey works closely with school administrators and policy-makers in both the U.S. and abroad as a consultant for systemic educational improvement and reform.

## **Marcela Parra**

Dr. Parra received her Ph.D. in Curriculum and Instruction from Kansas State University, with a focus on Multicultural, Bilingual and English as a Second Language, National Origin, Gender, Race and Educational Equity and her Masters of Education in Bilingual and Multicultural Education from Northern Arizona University.

Dr. Parra previous experience includes positions such as former Assistant Director of the West Regional Equity Network (WREN) Equity Assistance Center (EACs) housed at the University of Arizona. WREN was one of ten federal grant funded centers advocating for educational equity in three major areas: race, gender and national origin issues in the K-12 public, charter, and magnet school system, in the southwest states of Arizona, California, and Nevada. She also has extensive professional experience as a program manager/coordinator in Region VII & IX Equity Assistance Centers as the Race, Gender and National Origin Coordinator for Region VII (Midwestern states). Her strengths consist of 11 years of educational program management. This includes working in collaboration with community-oriented agencies such as the Parental Involvement Resource Centers (PIRCs), National Association of Bilingual Education (NABE), California Association of Bilingual Education (CABE), National Association of Multicultural Education (NAME) as well as the United Negro College Fund Special Programs (UNCFSP), Association of Gender Equity and Leadership in Education (AGELE) and Tohono O'odham Community College and Nation.

Dr. Parra has 16 years of experience in the public education arena ranging from teaching in both elementary and middle school levels to higher education. Parra has wide-ranging professional and personal experience working with diverse communities such as Latino, African American, Native American, non-traditional immigrants, and refugees in addition to diverse organizations, parents, students, school administrators, educators and school districts, as well as university faculty and project directors. She also has experience in program evaluation and has worked with the Office for Civil Rights (OCR) Department of Education in Region VII evaluating English as a Second Language (ESL) programs pertaining to non-compliance issues and concerns.

## **Charles Rankin**

Dr. Charles Rankin received his doctorate in Urban Education from Kansas State University in May 1973, and has served as the Director of the Midwest Equity Assistance Center from July 1978 to the present with the rank of professor of Educational Administration and Leadership. Prior to accepting this position he directed the Midwest Center for equal Educational Opportunity at the University of Missouri-Columbia, for five years, 1973-1978. Dr. Rankin previously has directed the Cooperative Urban Teacher Education Program and the Preparation Retraining Institute for Developing Educators in Kansas. He has been an elementary school teacher and principal. He also has taught courses at Kansas State University and University of Missouri, including Black Family, Educational Sociology, Teaching Disadvantaged Students, Multicultural Education, and Education of the Exceptional Child.

Dr. Rankin has extensive national and international experience in the area of school desegregation. Dr. Rankin has published numerous articles in journals as well as chapters in books

that focus on equity and multicultural issues. He serves on 10 different advisory boards and national commissions and is a resource person to more than 14 different professional organizations. His experience has included conducting desegregation studies and surveys, providing expert witness testimony in several Federal desegregation court decisions, and serving as a member of several regional and national school desegregation and gender equity committees. He was one of the founding members of the National Committee on School Desegregation. This organization lobbied congress to resurrect the legislation that reestablished the Magnet School Assistance Program. He has also served as a consultant to 100 public schools and universities on race relation programs, state departments of education, international institutions of higher education, and has written funded grants in excess of 32 million dollars. Dr. Rankin has been recognized across the country with 10 awards for outstanding services, including the 1997 Distinguished Service Award of the U.S. Department of Education, and the 2000 Kansas State University College of Education Dean's Distinguished Service Award.

### **Bradley Scott**

Dr. Bradley Scott earned his doctor of philosophy with a concentration in educational administration from the University of Texas at Austin. He received a bachelor's degree in French and education from Grove City College in Pennsylvania and a master's degree in early childhood and elementary education from the University of Texas at San Antonio. Dr. Scott is proficient in both English and French.

Dr. Scott is an IDRA senior He serves as director of the IDRA equity assistance center, the South Central Collaborative for Equity. The center works with school districts in Texas, New Mexico, Louisiana, Oklahoma and Arkansas, in the implementation of educational equity plans that increase equitable educational opportunity and greater access to high quality instruction for all students regardless of their race, gender or national origin; the preparation and adaptation of desegregation and unitary status plans and settlement agreements to decrease and eliminate racial isolation in public schools; community, parent and student involvement in the diverse school setting; establishment of nondiscriminatory policies; elimination of racially bias curricular materials, establishment of safe/non-hostile school environments, and the reduction of bullying, harassment and school violence for all students; and the creation of alternative materials development of human relations activities to promote racial harmony and an appreciation for diversity in public schools.

Dr. Scott has conducted training and provided technical assistance in human relations, intrapersonal and interpersonal communication, management and leadership skills development, effective leadership in diverse and desegregated settings, multicultural education, training for diversity, developing cross-cultural competence, and creating educational excellence for all through systemic change based on the *Goals of Educational Equity*. His broad background has been instrumental in his present capacity where he provides technical assistance and training to public school districts, school personnel, students in those schools, parents and community persons in the development and implementation plans to cope with educational issues emerging from the desegregation, unitary status, and settlement agreement processes and the effort to create educational equity and excellence for all learners in public schools.

Dr. Scott has authored and co-authored numerous publications at IDRA including *Magnet Schools: Pockets of Excellence in a Sea of Diversity* and *It's a Matter of Race: Race Relations in a Desegregated Setting*. He also co-authored IDRA's gender equity curriculum for middle school students, *Minority Women in Science: Forging the Way*. He authored, the national EAC network publication on Response to Intervention, *Response to Intervention: An Equity Perspective*, and is the creator of the document, *The Goals of Educational Equity and School Reform*.

### **Kathy Wong**

Dr. Kathy Wong (Lau)'s areas of expertise are intergroup dialogue, intergroup empathy, intercultural communication, gender and communication, intercultural conflict management, women of color in academia, and women's leadership in STEM disciplines. Her work has a particular focus on social and economic class within higher education.

Dr. Wong (Lau) has extensive experience in consulting and training on diversity and inclusion in the private corporate sector and in university settings. She has provided diversity and intercultural training for Stryker Corporation, Phoenix area branches of law enforcement, Department of Natural Resources, Social Security, Intel and Motorola. Dr. Wong (Lau) has also provided intercultural communication and multicultural alliance training in the higher education setting with particular focus on training STEM faculty women and men in leadership at Purdue University, North Carolina state university campuses, Arizona State University and other institutions.

She has also served as a consultant to the Dean of the College of Veterinary Medicine at Michigan State University and served as a curriculum writer, facilitator/trainer and board member for Campus Women Lead a national women's leadership group affiliated with Association of American Colleges and Universities (AAC & U). Dr. Wong (Lau) has published her research and opinion pieces on structural inequality within higher education and best practices for addressing multicultural leadership for social change from within institutions. She speaks Cantonese fluently and is a second generation Chinese American, the daughter of working class pre-1965 immigrant parents from Hong Kong.