Caroline Baker, Ph.D., NCC

Interests include: Multicultural competency and social justice in counseling; racial/ethnic minority student experiences in counseling graduate programs; gender issues; career counseling; and spirituality

Dr. Baker is an Assistant Professor of School Counseling in the Counseling and School Psychology Department at the University of Wisconsin River Falls. She teaches the Social and Cultural Foundations counseling course, which examines the role of diversity upon the education system and specifically school counseling programs. Having graduated from The Ohio State University, where the school-counseling program focused on urban educational needs, Dr. Baker’s research has focused on the experiences of students of color in master’s and doctoral programs in counselor education, using a Critical Race Theory lens. Complementing this agenda, she has also examined the experiences of school counselors of color, using a qualitative methodology. Dr. Baker worked as an elementary school counselor in urban, suburban, and rural schools in the south. She values inclusivity and celebrating diversity in all of its forms in the school system.

Joan Bibeau, B.A.

Joan Bibeau achieved her Bachelor of Education from UND in 1974, and her Master of Education from UND in 1984. She has worked with American Indian families her entire career throughout Minnesota, North Dakota, and Wisconsin. In her current position she is a teacher in the Title 1 program and Indian Home School Liaison with ISD 318. Joan holds licenses in Elementary Education (1-6 gr), and Early Childhood Special Education. She has experience in Early Childhood Family Education, Kindergarten Assessment, Reading, Data Analysis and Parent Education. She is a member of the White Earth Nation. Her expertise ranges from prenatal education through adult education.

Andriel Dees, J.D.

Andriel Dees serves as Chief Diversity Officer at the University of Wisconsin-River Falls. As Chief Diversity Officer, Dees serves as a member of the Chancellor’s Cabinet and provides leadership in advancing the university’s commitment to fostering a culture of inclusiveness. The Chief Diversity Officer collaborates with constituencies across campus and in the community to increase access, equity, diversity and inclusion, and provides leadership in the area of equal employment opportunity, affirmative action and compliance.

Previously, Ms. Dees was the Associate Dean for Multicultural Affairs at William Mitchell College of Law in St. Paul, Minn. In that position, Dees served as the college’s senior diversity officer and worked collaboratively with campus constituencies to develop and implement a strategic plan for multiculturalism. For the past six years, Dees also served as an adjunct professor at William Mitchell teaching the course Race and the Law,
and as part of the Summer Partnership in Law (SPIL) Program for Undergraduate Students, Introduction to Legal Writing, and Introduction to the American Legal System. Prior to joining William Mitchell, Dees served as an Operations Managing Attorney for the Office of the Monitor in St. Paul and as an Employee Relations Consultant for U.S. Bancorp in Minneapolis. Dees earned her Juris Doctorate from William Mitchell and a bachelor’s degree in English from Hampton University. She is an accomplished presenter, former co-chair of the civic education committee of the Minnesota Bar Association and is licensed to practice law in Minnesota and the Federal Circuit Court of Appeals, D.C. Circuit.

**Jacqueline Crowe Fraedrich, M.Ed.**

Ms. Crowe Fraedrich has extensive experience as a board member with several organizations that support diverse communities. Examples include Minnesota Indian Education Association, Minnesota College Access Network, Minnesota Minority Education Partnership, Migizi Communications, and New Hope Human Rights Commission. She has been a member of the school board for the Emily Grey Charter School. Ms. Crowe Fraedrich has been prominently involved with a number of services to support American Indian students. She was a member of the Minnesota Department of Education advisory task force on Minnesota American Indian Tribes and Communities and K-12 standards based reform. In her employment with the Robbinsdale (MN) Area schools she had many years experience as the Indian Education Director, Multicultural Education Director, and Student Services Program Director. Ms. Fraedrich is currently involved in a work group for the Minnesota Department of Education addressing disproportionality in Special Education of American Indian students. Ms. Crowe Fraedrich is an enrolled member of the Bad River Band of Lake Superior Ojibwe.

**Troy Gonzales, Ph.D.**

Troy Gonzales has his doctorate in Special Education with a focus on disproportionate representation. The title of his doctoral dissertation is The Perceptions of Special Educators on Disproportionate Representation. Troy serves as the Program Director and Assistant Professor for the MA in Special Education at Saint Mary’s University of Minnesota. Prior to Saint Mary’s, Troy was an Equity Specialist with North Saint Paul School District. He served as a middle and high school special educator in Denver Public School (DPS) for 9 years. After serving with DPS Troy moved to Panama and was the Coordinator for the Special Education Department at the International School of Panama.
**Tanis Henderson, B.A.**

Tanis Henderson completed her Bachelor of Arts at the University of Minnesota-Morris in 2008. She is employed by ISD #317- Deer River, Ross Resources, Ltd, where she has held positions as Truancy Prevention Specialist, Indian Home/School Liaison, and Mental Health Practitioner. She is affiliated with the White Earth Nation. Her duties involve prevention of truancy and chronic absenteeism. In her duties as a Home School Liaison, Tanis educates students, families, and the community about the importance of daily consistent school attendance. She coordinates a program called Project Connect, which connects at risk students with adults in the school. She assists students and families in making referrals to needed services and helps them identify barriers to them having daily consistent school attendance.

Tanis facilitates the Leech Lake Area Truancy Services Collaborative. She is a representative of a minority race on the Itasca County Mental Health Local Advisory Council and she facilitates the Leech Lake Area Truancy Services Collaborative. She is on the MN Sub-Committee for Children’s Mental Health where she represents the needs of children with emotional disturbances of minority races and cultures. She is the vice-chair of the S.T.E.P. (Standing Together Embracing Prevention) Coalition working to reduce and delay youth alcohol use in the Deer River Area by growing positive community norms.

**Alexander Hines, M.S.**

Alexander Hines is currently the Director of Inclusion and Diversity at Winona State University. He served in the United State Air Force as a non-commissioned officer for 12 years. He earned a B.S. in Management Studies, with a minor in History and Psychology from the University of Maryland, University College, European Division, Heidelberg, Germany and a Masters of Education Degree in Counseling and Guidance Services from Clemson University with an emphasis in Student Affairs.

Alexander has 21 years of experience in higher education in student and academic affairs working with traditional, non-traditional, first-generation, underserved and underrepresented high school and college students and their parents. Being a first generation college student and a male of color, his commitment and dedication is assisting high school students to gain access to higher education and helping them to become successful in pursuing their dreams of obtaining a postsecondary degree. Alexander’s passion is African/Black identity and conscious and specifically working with Black males and males of color. He is very active in communities where he has worked and considers himself to be a change agent.

Alexander currently serves as a Commissioner on the Winona Human Rights Commission, Commissioner for the Winona Housing & Redevelopment Authority, a board member with Minnesota Minority Education Partnership (MMEP), a board member with Home and Community Options of Winona and serves on the African American Leadership Forum committee, Headwaters Foundation.
Alexander is the recipient of numerous awards from colleges to include: 1991 Security Specialist and NCO of the Year, Keflavik Iceland; 1992 Tactical Air Command Outstanding Security Police NCO Security Specialty of the Year Award; 1999 & 2000 NAACP Student Chapter Essence Awards – Distinguished Service Faculty/Staff Award; 2000 Invaluable Service Award Pi Sigma Epsilon Georgia Southern University; 2002 The College of William and Mary Jefferson Cup Award; 2003 University of Tennessee NAACP College Chapter Image Award; 2004 Unsung Hero Award Alpha Phi Alpha Mu Iota Chapter University of Tennessee; 2004 Special Friend Award National Association of Black Social Workers University of Tennessee Student Chapter; 2004 Certificate of Appreciation for Outstanding Service The State of Tennessee; 2005 Knoxville Tennessee Urban League Equal Opportunity Awards – Volunteer of the Year Award; 2007 Human Rights Award from the League of Minnesota Human Rights Commissions; 2009 Human Rights Organization Award from the League of Minnesota Human Rights Commissions; and the 2012 Minnesota Campus Compact Presidents’ Civic Engagement Steward Award.

During his time at Winona State University, one of the 7 four-year institutions and 24 community colleges in the Minnesota State Colleges and University System, the Inclusion and Diversity Office for the past five years has been the recipient of nine awards to include: Best Practices in Diversity Award (2009, 2010 & 2011); Innovative Practices in Diversity Award Recognition (2012); Resources for Relationships Diversity Award (2012 & 2013); Outstanding Student Organization Award (2010 & 2011); and the Academic and Student Affairs Annual Award for Innovative Partnering and Collaboration (2013).

Alexander has conducted various diversity, cultural competence workshops, trainings and presentations at the state, regional and national level to include two-year and four-year institutions, non-profit and for profit organizations. On the national level he has presented at the National Conference on Race & Ethnicity, Overcoming Racism Conference, White Privilege Conference, Black and Brown College Bound Summit, American Association of Community Colleges Annual Convention, the American Association of Community Colleges, Courageous Conversations Summit and the American Education Research Association Conference.

**Shirley Kampa, B.A.**

Shirley Kampa works for the Minnesota Department of Education, where she engages in work to support parents and caregivers. She is an advocate for policies and procedures that support appropriate intervention and services for American Indian students. Shirley’s statement “The Creator has given us the gifts we need to live the Good Life. Our education must be designed to teach all learners to thrive in today’s world with the attitudes, skills, knowledge and intention to be Anishinabe, rooted in a relationship to the total environment”.
Leslie Laub, M.A., L.P.

Ms. Laub was previously employed as the Director of Special Education for the Brooklyn Center (MN) Schools, a district with a majority of students from diverse cultural and ethnic backgrounds. African-American students were the largest group of students from diverse backgrounds. In her role as special education director Ms. Laub implemented procedures and used forms developed with the original Reducing Bias Manual. While with the district she trained classroom teachers, principals, and special education staff on procedures and content from the original Reducing Bias manual. Additionally, she has been a trainer for numerous school districts and on regional conferences on issues related to support for students who have cultural differences. Her school district was also a training site for the University of Minnesota on modules for more effective teaching practices for students who were African-American. Ms. Laub has been an adjunct instructor at the University of St. Thomas, where she taught procedures from the Reducing Bias manual.

Marilyn Leifgren, Ed.S.

Ms. Leifgren is an experienced teacher, counselor, and Minnesota school psychologist. Currently, she serves as an Adjunct Professor in Special Education at Concordia University – St. Paul, with emphasis in research based intervention and assessment for culturally and linguistically diverse students. Ms. Leifgren collaborates with the Minnesota Department of Education (MDE) on various initiatives such as: the MDE Diversity Task Force, Trainer of Trainers on the African American and Native American Project, the Disproportionate Representation Team, and Specific Learning Disabilities. Ms. Leifgren has made many presentations on diversity, including topics on the use of problem solving strategies and assessment issues with diverse populations. Ms. Leifgren served as a peer monitor for MDE’s monitoring and compliance, specializing in diversity and cultural issues. Currently, she is earning her EDD in Educational Leadership. Ms. Leifgren was a participant in the workgroup that developed the first Reducing Bias Manual.

Christina Madison, M.S.E.

Ms. Madison is working towards completing an Ed.S. in the school psychology program at the University of Wisconsin–River Falls. She earned a bachelor’s degree from Pacific Lutheran University in Tacoma, WA where she worked as a mentor in an after school education program, serving students from diverse backgrounds. For a year she lived alongside an ethnic minority population in an international setting as a volunteer. These experiences have informed her studies, and she is motivated to identify methods for implementing culturally responsive educational practices and enhancing family-school collaboration.
Portia McClain, M.ED

Portia McClain born and raised in Chicago Illinois and moved to Minneapolis Minnesota October 1985. She attended school at the University of Minnesota. Portia is working toward a doctorate in Education. The topic of her dissertation is Language and Culture and how that plays a role in assessment of children of color in special education. Currently Portia is working in a suburban high school as a Cultural Liaison/Student Learning Advocate and also is Adjunct Professor at Concordia University, teaching a Masters level course Diversity in Education. Prior to working in the suburban high school Portia worked in Minneapolis public schools, teaching Kindergarten and as Testing and Curriculum coordinator. Portia also worked with others on the 1998 version of Reducing Bias in Special Education.

Edna McKenzie, Ed.S

Edna McKenzie received her Master of Arts in Education, certifications in Special Education, (LD and EBD) and her Principal K-12 and Director of Special Education licensure from the University of Saint Thomas, Minnesota. Edna is currently serving with West Metro Education Program, FAIR School-Crystal a voluntary integration school district. She is also an Adjunct Professor at Saint Mary’s University, Minnesota, teaching a Masters level course The IEP Process. Edna has received specialized training from the Pacific Education Group in the area of transforming educational systems into racially conscious and socially just environments that promote positive outcomes for all students, especially black children and their families. She is highly skilled at Program Evaluation, Systems Thinking, and Organizational Leadership.

Edna has served with various leadership teams to include: District and Site-based Equity Committees, Curriculum, School Leadership and Improving Literacy. She has worked collaboratively with the school district on the development and implementation of the district’s Racial Equity Transformation Plan. Prior to serving with West Metro Education Program, Edna worked with the Hopkin’s School District as a Math teacher at the Hennepin County Home School serving adjudicated youth.

Todd Savage, Ph.D., NCSP

Interests include: Culturally responsive education; culturally responsive psychology; social justice issues; cooperative learning; and lesbian, gay, bisexual, and transgender issues as they apply to school and counseling settings.

Dr. Savage joined the faculty of the school psychology program at UWRF in 2008, after serving as an assistant professor and the director of training in the school psychology program at New Mexico State University. He has experience as an adjunct professor in the school psychology program at the University of Kentucky and as a consultant for the Bethune Institute for Culturally Responsive Education in Lexington, Kentucky. Through this position, Dr. Savage has participated in teams conducting school cultural audits to assist buildings in their efforts to reach all students. Dr. Savage has conducted numerous
trainings and observations pertaining to culturally responsive teaching. His research interests include culturally responsive education, social justice issues, cooperative learning, and lesbian, gay, bisexual, and transgender issues. Dr. Savage teaches courses in school consultation and collaboration; psychoeducational appraisal and intervention; diversity, social, and cultural issues; and practicum seminars and supervision. He also co-teaches an introductory course in lesbian, gay, bisexual, and transgender issues at the undergraduate level. Dr. Savage was named the outstanding faculty member of the College of Education and Professional Studies at UW-RF in 2009.

**Lynn Turner Smith, Ph.D.**

President and CEO, Bethune Institute and Project Director, Fayette County Public Schools Culturally Responsive Teaching and Leadership Academy.

Dr. Lynn Turner Smith received her Ph.D. in Educational Psychology and her MASW and BSW, all from the University of Kentucky. She has taught graduate-level courses in Multicultural Social Work at the University of Kentucky. Dr. Smith is a former administrator in the Office of Leadership and School Improvement at the Kentucky Department of Education where she provided oversight of the Commonwealth School Improvement fund and she provided technical assistance and support to low-performing schools in the state. Before that position she was the Branch Manager of the Division of Minority Educator Recruitment. She has served as the Principal Investigator of numerous research projects. Her research interests include equity pedagogy, culturally responsive teaching, culturally responsive learning environments, motivation and achievement among African-American children; and motivation and achievement in middle schools.

**Elizabeth Sowden, M.S.E.**

Ms. Sowden is working towards completing an Ed.S. in the school psychology program at the University of Wisconsin-River Falls. She earned her bachelor’s degree from Gustavus Adolphus College in St. Peter, MN where she studied psychology, Spanish, and Latin American, Latino, and Caribbean Studies. Ms. Sowden has work and volunteer experience with ethnic minority populations and with children and youth with special needs. Her interests include promoting culturally competent practice, social justice and advocacy in school psychology and education, and enhancing family-school-community collaboration.

Dr. Stovall received his B.A. in psychology and elementary education from Macalester College in 1979. In 1987, he received his M.S.E. in school psychology from the University of Wisconsin-River Falls and he completed a Psy.D., at the Minnesota School of Professional Psychology in 1995. Dr. Stovall’s interests include promoting mental health programs for children and adolescents, parenting issues, and integrating children with exceptional needs into general education school settings. Dr. Stovall is currently responsible for teaching courses in mental health issues and interventions, introduction to school psychology, and practicum seminars and supervision. Dr. Stovall was a workgroup member for the first edition of the reducing bias manual. As a school psychologist and licensed psychologist Dr. Stovall has worked with diverse families and consulted on issues involving cultural factors related to a student’s performance in a school setting. Diversity awareness and cultural sensitivity is infused in all of the classes taught by Dr. Stovall in the specialist program in school psychology at the University of Wisconsin – River Falls.

Valerie Tanner, Ph.D. Chair, Undergraduate Programs in School of Education/Assistant Professor

Valerie began her teaching career at the Bugonaygeshig School on the Leech Lake Reservation, where she taught for three years in a self-contained classroom for children with emotional/behavioral disabilities. Valerie then moved to the Cass Lake-Bena Elementary School in Cass Lake, Minnesota. The Cass Lake-Bena Elementary School is a public school with an American Indian population of 80%. In Cass Lake, Valerie continued to work with children with emotional/behavioral disabilities. After three more years in special education, she moved to regular education and taught in a fifth grade classroom. In 1997, Valerie accepted a position with the Department of Children, Families and Learning-Office of Indian Education as supervisor for the Duluth Field Office of Indian Education. In the fall of 2003, she began to work as an assistant professor for the College of St. Scholastica in Duluth, MN.

Ms. Tanner resides as Chair of the Undergraduate Program in the School of Education. Valerie received her B.S. from the University of North Dakota, her M.S. from the University of Minnesota-Duluth, and has taken course work in the Doctoral Program, “Educational Leadership”, at the University of Minnesota-Twin Cities. Valerie is an enrolled member of the Leech Lake Reservation and the mother of three awe-inspiring children.
**Aquila Tapio, B.A.**

Aquila Tapio (Oglala Lakota), completed her EBD/LD licensures through Augsburg College’s Naadamaadiwin, “Helping One Another” Tribal Special Education Cohort and is currently working on her Master’s of Education thesis around Native Americans and special education. She also has a Bachelor’s Degree in American Indian Studies from the University of Minnesota. Aquila has experience working in both St. Paul Public Schools and Minneapolis Public Schools with Native American Special Education students, through both the Indian Education and Special Education departments, and is currently a special education teacher in a Minneapolis high school.

**Erin Wanat, M.S.**

Erin Wanat has been committed to public education for nearly 15 years. In her short time of service, Erin has taught in a number of special education settings in both Illinois and Minnesota. She has chosen to work with students predominantly with emotional and behavioral disorders. Within her career, Erin has had the fortune to serve students with a variety of cultural backgrounds. Since leaving the classroom, Erin has been a special education director for charter schools throughout the state of Minnesota, as a member of the Innovative Special Education Services team. She has passion for students with disabilities and works to expand upon that passion in the pursuit of civil rights for all people. In addition to advocacy, Erin’s interests lie in school culture, discipline, staff development, and dispute resolution.

**Marcus Washington, Ed.S.**

Marcus Washington, Ed.S, received his graduate training from the University of Iowa, an American Psychological Association accredited program. Mr. Washington is entering his 15th year as a school psychologist and is employed with the west Metro Education Program, FAIR school downtown (Minneapolis), an integrated district that serves 12 member school districts in the metro area with students from diverse cultural and ethnic backgrounds. As a practicing school psychologist, Mr. Washington implements best practices with special consideration to the relevance of education, students and their families, culture, community, social, and communication factors. Mr. Washington plays an active role in the pre-referral process and serves in leadership roles on various interdisciplinary teams. Through the University of Minnesota and school district partnerships, Mr. Washington serves on the Cultural Liaison Advisory Board and participated in a training program for cultural liaisons as part of two federally funded grants to address the pre-referral processes for African American students and disproportionate referrals to special education.
Scott Woitaszewski, Ph.D.

Interests include: Measuring school intervention effectiveness, change leadership in schools, resiliency in children with disabilities, intervention assistance team effectiveness, and behavioral interventions.

Dr. Woitaszewski joined the UW-RF faculty in 2002, following a year of teaching in the psychology department at St. Olaf College. He has experience as a practicing school psychologist in Minnesota and he currently is the Program Director of the UWRF school psychology program. Dr. Woitaszewski is responsible for the supervision of school psychology internship students, and he teaches coursework on emotional and behavioral functioning, research and statistics, and psychoeducational appraisal and intervention. His scholarly interests include the study of educator collaboration, emotional and behavioral interventions in schools, and intervention assistance teams. Dr. Woitaszewski has served on the College of Education Diversity committee has chaired the committee. Together with Dr. Savage, he presented at the Wisconsin School Psychologists Association conference on the use of RtI for diverse learners. Dr. Woitaszewski was named the outstanding faculty member of the UWRF College of Education and Professional Studies in 2007.