

Journal of the Motherhood Initiative

# Academic Motherhood and COVID-19

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Poh Tan, Alexandra Kisitu, Mairi McDermott and many more

## Notes on Contributors

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**Salsabel Almanssori** is a doctoral candidate and sessional instructor at the University of Windsor. Her interdisciplinary research is focused on the intersections between teacher education and feminist understandings of gender-based and sexual violence. She is also a registered and practicing Ontario certified teacher and mother.

**Brittany Arthur** serves as an associate professor at the University of Cincinnati in the Division of Experience Based Learning and Career Education. Brittany prides herself on being a participatory action researcher, specifically using a feminist approach to ensure the voices of marginalized populations are heard. Her research focuses on exploring experiences of women engineering students. She is passionate about participatory methods, specifically utilizing these approaches to strengthen the conversation around equity and inclusion.

**Heather K. Olson Beal** is a professor of education studies at Stephen F. Austin State University. She teaches educational foundations, school-family-community engagement, and educational policy, and researches school choice and the experiences of academic mothers. She has three feisty and big-hearted children who guide and shape her scholarship and teaching. She will forever be grateful for the unanticipated time she had with her family when her college student daughters came home to quarantine.

**Lauren E. Burrow** is an associate professor of elementary education. She is a MotherScholar of three and pursues engaged scholarship in her research of best practices in teacher education. Her scholarship focuses on service learning as pedagogy, community-based teacher education, and creative writing as a means to facilitate her growing commitment to addressing social injustices that affect K-12 students.

**Anna S. CohenMiller**, PhD, is an arts-based methodologist who addresses issues of equity and inclusion in higher education. She works in the Graduate School of Education and is Founding Co-Director of The Consortium of Gender Scholars at Nazarbayev University (Kazakhstan). Specializing in gender and motherhood, Dr. CohenMiller is the Founding Editor in Chief of *Dialogue: The Interdisciplinary Journal of Popular Culture & Pedagogy* and regularly collaborates with scholars, international organizations and governmental bodies in Kazakhstan, the US, the UK, Ghana, and Australia.

**Maria Collier de Mendonça** works as a CAPES postdoctoral researcher at the Federal University of Santa Catarina (UFSC), Brazil. She has a PhD in communications and semiotics, from the Pontifical Catholic University of Sao Paulo (PUC-SP). Her dissertation explored Motherhood in Advertising. In 2013, Maria worked as a CAPES visiting researcher at York University, supervised by Andrea O'Reilly. She is currently researching knowledge media, branding, design thinking, applied semiotics, motherhood, and media. She is the mother of one teenager.

**Chrissy Cross** earned a doctorate in curriculum and instruction with an emphasis in science and math from Texas Tech University in 2014. Chrissy is an associate professor and the Graduate Program Coordinator for the Secondary Education Program within the Department of Education Studies at Stephen F. Austin State University in Nacogdoches, TX. She is a mother of four kids.

**Milena Freire de Oliveira-Cruz** works as a professor at the Federal University of Santa Maria (UFSM), Brazil. She has a PhD in communication (UFSM). Her dissertation explored maternal work and social inequality in advertising. Her research themes regard gender studies, advertising, motherhood, media reception studies, consumer research, class, and gender. She is the mother of two children.

**Fiona Joy Green** is a feminist mother and professor of women's and gender studies at the University of Winnipeg, who believes in the power of revolutionary feminist motherwork. She's interested in the agency of children and mothers, in gender identities, and in the ability of matroreform and feminist motherlines to contribute to feminist parenting, feminist theorizing, and feminist praxis. Fiona's the sole author of *Practicing Feminist Mothering* (ARP, 2011), is the coeditor of three books (with Demeter Press), which address feminist parenting or maternal pedagogies, and is the coauthor of *Family Blog Lines: Tal[k]ing Care*.

**Batsheva (Sheva) Guy** is a participatory action researcher and educator. Her research interests include equity and inclusion in higher education, particularly using feminist participatory methods to promote the retention of women students and faculty in STEM fields through program development. Dr. Guy has recently published articles on such topics as using participatory methods to understand women engineering students' experiences during co-op and exploring the action portion of a feminist participatory action research project.

**Kristen Hicks-Roof**, PhD, RDN, LDN, CLC, FAND, is a nutrition professor at the University of North Florida. Her major research interests are interprofessional collaboration in healthcare and mentoring in dietetics, of which she coordinates several research programs. While being a fulltime academic faculty member, she is also a mom of two beautiful girls.

**Kimberly M. Hillier** is a PhD scholar of motherhood, gender, and educational studies. Her research focused on the experiences of graduate student mothers in higher education within the Southwestern Ontario context. She is also a registered and practicing Ontario certified teacher, a sessional instructor at the University of Windsor, and a mother.

**Tonya D. Jeffery** is a tenure-track assistant professor of science education. Her research focuses on STEM teacher preparation, self-efficacy, and professional development; culturally responsive pedagogy; teaching science through the critical lens of social justice and racial equity; recruitment, retention, and persistence of beginning science teachers; teacher identity, beliefs, and practices; and an evolving focal point on social justice issues at the intersectionality of gender, race, and class, relating to women in academia.

**Alexandra Kisitu** is a PhD candidate in the Department of Sociology at the University of Hawaii at Mānoa. She holds an advanced women's studies graduate certificate from the University of Hawaii as well. Her research focuses on healthy lifestyles theory, feminist theory, community birth, midwifery, and obstetric violence.

**Sarah S. LeBlanc**, PhD, University of Missouri, is an assistant professor of interpersonal communication at Purdue University, Fort Wayne. Her research combines health and family communication, specifically looking at maternal health communication. She explores links between supportive communication and postpartum depression. In addition to a few book chapters, LeBlanc's work has appeared in *Death Studies*, *The Journal of Loss and Trauma*, *The Journal of Autoethnography*, *Qualitative Research Reports*, and *Health Communication*.

**Catherine Ma**, MA, MPhil, PhD, is an associate professor of psychology at the City University of New York (CUNY). She has presented and written extensively on the maternal experiences of breastfeeding, mothering challenges in medicine, critiquing the current breastfeeding paradigm, racial bias in youth sports, imposter syndrome, and antiracism pedagogy. Born in Kowloon, Hong Kong, Dr. Ma is also on the board of the Asian American/Asian Research Institute of CUNY and is a mother of three.

**Susan E. Mannon** is an associate professor of sociology at University of the Pacific in Stockton, California. She has published widely on gender, labor and global capitalism. Her book, *City of Flowers: An Ethnography of Social and Economic Change in Costa Rica's Central Valley*, examines work and family life under rapid economic restructuring in Costa Rica. More recently, she has been studying low-income mothers attending college in California's Central Valley.

**Mairi McDermott** is a mother-scholar, assistant professor, and chair in curriculum and learning at the Werklund School of Education, University of Calgary. She researches what kinds of teaching and learning can push us beyond the existing habits, assumptions, and colonial ways of knowing, being, and relating in schools and society.

**Meaghan Brady Nelson**, PhD, is a mother and an artist. She is an assistant professor and program director of fine arts at Belmont University in Nashville, Tennessee. Her research and service center around the ways collaborative artmaking experiences and critical visual literary can inspire social consciousness and social responsibility, along with her multilayered identity of becoming a Mothering-ArtAdemic. She collaboratively created the Kids Arts Festival of TN, which annually serves over five thousand community members, and directed the Unity Flag Project, which works to create purple empathy in American democracy through the visual arts.

**Tracey Norman** is a Toronto-based choreographer, educator, producer, performer, researcher, and mother of two young children. Her choreography has been presented on stages across North America. She holds a MFA in choreography and dramaturgy and has been a contract faculty member in the Department of Dance at York University for a decade. Tracey is current president and resident artist of the Intergalactic Arts Collective (IGAC), an artist-run organization that focuses on research and creation.

**Andrea O'Reilly** is a professor in the School of Gender, Sexuality, and Women's Studies at York University, founder/editor-in-chief of the Journal of the Motherhood Initiative, and publisher of Demeter Press. She is co-editor/editor of twenty books, including *Feminist Parenting: Perspectives from Africa and Beyond* and *The Routledge Companion to Motherhood*, and author of three monographs, including *Matricentric Feminism: Theory Activism and Practice*. She is twice the recipient of York University's Professor of the Year Award for teaching excellence and is the 2019 recipient of the Status of Women and Equity Award of Distinction from OCUFA (Ontario Confederation of University Faculty Associations).

**Olga Sanmiguel-Valderrama** is an associate professor in Women's, Gender and Sexuality Studies at the University of Cincinnati in the USA. She has published extensively on women's paid and underpaid labour, including on mothering, working women's rights in agribusinesses in Latin America, and on the rights of Latinx immigrants in the USA and Canada. She coedited the volume *Global Women's Work Perspectives on Gender and Work in the Global Economy* (Routledge, 2018). More recently, she coedited the volume *Where Did I Go? Reflections of the So-Called Late Mothering among Professional Women* (Demeter Press, upcoming). Currently, she is working on a monograph comparing immigration and labour regulations governing the racialized and gendered working and living conditions of Latinx agricultural workers across three agribusiness situated in Canada, the USA, and Colombia. The volume is provisionally titled *Latinx in Agribusinesses*. She is also the founder PI of the newly established The Americas, Indigenous, and Latinx Research Center at the University of Cincinnati.

**Casey Schachner** is an assistant professor of 3D fine art at Belmont University in Nashville, Tennessee, and a soon-to-be mother. Her sculptural work ranges from traditional use of stone carving and metalworking to contemporary approaches with site-specific installations and permanent public artworks. Her work often explores themes of materiality, identity, and place. More of her artwork can be found at [caseyschachner.com](http://caseyschachner.com)

**Nathalie Ségeral** is a lecturer in French studies at The University of Sydney. Prior to moving to Australia, she received a PhD from UCLA and held a tenured position at the University of Hawaii at Mānoa. Her research revolves around trauma and motherhood in the Holocaust, the Rwandan genocide, and Francophone Oceania. Her work has appeared in *The Journal of Holocaust Research, Jewish Culture and History, Contemporary French and Francophone Studies*, and she has co-edited *Trauma and Motherhood in Literature and Culture* (Palgrave-MacMillan, 2021).

**Robin Silbergleid** is the author of several books, including the memoir *Texas Girl* (Demeter 2014) and the poetry collection *The Baby Book* (CavanKerry 2015); she is co-editor, with Kristina Quynn, of *Reading and Writing Experimental Texts: Critical Innovations* (Palgrave 2017). She also works with the infertility advocacy, art, oral history, and portraiture project *The ART of Infertility*. Currently, she is an associate professor of English and the director of creative writing at Michigan State University.

**Elizabeth Spradley** (PhD Texas A&M University) is an assistant professor of Communication Studies at Stephen F. Austin State University. Her research focuses on health, gender, narrative, and risk and crisis. She edits for *The Intima: A Journal of Narrative Medicine* and her works are published in journals like *The Journal of Community Informatics*.

**Poh Tan** is pursuing a second doctorate in the Faculty of Education at Simon Fraser University in the Curriculum Theory and Implementation Program. She obtained her first doctorate in the Faculty of Medicine at the University of British Columbia. Her research in education focuses on understanding and extending the definition of scientific literacy, specifically with concepts of relationality through an Indigenous Hawaiian lens. She is thankful to her two sons, Khafri and Khian, for being part of her personal and professional journey.

