

PEACE, JUSTICE & HUMAN RIGHTS FACULTY FELLOWS



Traci P. Baxley



Cristobal Salinas



Sabrina Sembiante



Dilys Schoorman

Four COE faculty named Peace, Justice & Human Rights Faculty Fellows: Traci P. Baxley, CCEI Associate Professor; Cristobal Salinas Jr., ELRM Assistant Professor; Dilys Schoorman, CCEI Professor; and Sabrina Sembiante, CCEI Assistant Professor. The Initiative for Global Peace, Justice, and Human Rights joins together committed faculty, students and community members in efforts to enhance the educational environment of FAU, to provide a home for research that is peace/justice/rights based, and to create relationships with actors in diverse contexts outside the academy.

Traci P. Baxley

Her areas of scholarship include social justice pedagogy and culturally relevant practices; teaching critical literacy through multicultural children and young adult literature; racial identity development (specifically in Black youth and multiracial youth); and addressing the opportunity gap and academic success in students of color.

Cristobal Salinas

Dr. Salinas migrated from Mexico to the U.S. during middle school, forcing him to adapt to a new culture all while learning a new language. These experiences provided him with an awareness and understanding of the challenges that many multicultural students face within education. It is from these experiences that he frames his teaching and research interests. Dr. Salinas' research explores the economic, social, and political context of educational opportunities for historically marginalized communities, with an emphasis on Latina/o students.

Sabrina Sembiante

Her teaching, research, and service activities are united by two common themes: the first is to advocate for multilingualism as a human right and the second is to seek justice for multilingual and multidialectal populations in the U.S. She investigates the instructional practices that support young Spanish-speaking children's developing emergent bilingualism, biliteracy, and academic development in school contexts. These findings help to reinforce the understanding that multilingualism is a human right and norm which, when supported, provides many social, educational, and linguistic benefits for bi/multilingual teachers and students.

Dilys Schoorman

She grew up in Sri Lanka and came to the USA as an adult. In Sri Lanka she experienced both the synergy of diversity and the tragedy of racial/ethnic conflict. These experiences anchor her role as an educator in the USA, where the intersections of multiculturalism, democracy and social justice infuse passion into her work in multicultural and global education, immigrant education/ family literacy and faculty governance. Her teaching is grounded in the principles of critical pedagogy and her courses focus on urgent issues of social injustice and the manner in which educators, scholars and citizens can be catalysts for transformation. Her research interests in multicultural teacher education, immigrant education, family literacy, internationalization and faculty governance are informed by the principles of leadership for social justice.

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