About the Contributors

Krishna Bista is an Assistant Professor of Education in the School of Education at the University of Louisiana at Monroe, USA. His areas of interest include international student studies, multicultural education, and leadership practices. Dr. Bista is the founder/editor of the Journal of International Students, a quarterly publication for international higher education. He is also the associate editor of the Journal of Interdisciplinary Studies in Education. His recent publications appear in the Journal of the Scholarship of Teaching and Learning, the International Journal of Doctoral Studies, College Teaching, and The Educational Forum. Dr. Bista is an active review board member of several academic publications including Kappa Delta Pi Record (Routledge), Sociology Compass (Wiley), International Journal of Leadership in Education (Routledge), Journal of Leadership and Organizational Studies (Sage), Journal of International Education Management (Emerald), Journal of Research in Education (EERA), and Current Issues in Education (ASU). He teaches educational leadership practices, multicultural education, and research and statistics. He earned a M.A. from Tribhuvan University (Nepal). He holds a specialist degree in Community College Teaching and Administration and a doctoral degree in Educational Leadership/Higher Education, both from Arkansas State University.

Charlotte Foster is an Assistant Professor at Missouri Western State University. She received her doctorate in Educational Leadership at Arkansas State University. Her research agenda includes multicultural issues in higher education as well mathematics education. She has piloted inclusive math experiences in clinical settings for elementary teachers while serving as the academic editor for the Journal of International Students. She is also a national reviewer for higher education mathematics programs. Her publications appear in Multicultural Perspectives, the International Journal of Research and Review, and ASCD Express.

***

Yukari Takimoto Amos is an Associate Professor in the Department of Language, Literacy, and Special Education at Central Washington University where she teaches multicultural education and TESL-related classes.

Samit Dipon Bordoloi is an Assistant Professor in the Department of Human Services and Rehabilitation at Western Washington University.
Sharon Cairns is an Associate Professor in Counselling Psychology at the University of Calgary, Alberta, Canada. Dr. Cairns received her master’s and doctorate degrees in clinical psychology from the University of Manitoba. Her research interests include post-secondary counselling, student mental health, and resiliency.

Rod E. Case is an Associate Professor of TESOL at the University of Nevada, Reno. His research interests include applied linguistics and second language pragmatics.

Darnell Cole is an Associate Professor of Education with specialization in higher education and education psychology. His areas of research include race/ethnicity, diversity, college student experiences, and learning. Previously he served as an Associate Professor in the Department of Educational Administration at the University of Hawaii, Manoa (Honolulu). He was also a faculty member at Marquette University. He received his M.A. and Ph.D. degrees at Indiana University, Bloomington. He reviews for several top journals in higher education and is on the review board for the Journal of College Student Development. He has published over 25 articles and book chapters and is featured in the major journals for higher education and other related fields including The Journal of Higher Education, the Journal of College Student Development, the NASPA Journal, the Journal of Classroom Behavior, the Journal of Creative Behavior and Innovative Higher Education.

Nina Daoud is a PhD candidate in the Department of Counseling, Higher Education, and Special Education at the University of Maryland, College Park.

Dulce Amor L. Dorado received her BA in Political Science and minor in Japanese Studies from the University of California, San Diego. Since 2008, she has been Director of the International Students & Programs Office at UC San Diego. Dulce is a member of NAFSA: Association of International Educators and presents widely on issues of recruitment, engagement, academic performance, regulatory compliance, cultural assimilation, and retention of international students.

Norman W. Evans is an Associate Professor, Department of Linguistics and English Language, and Coordinator, English Language Center, Brigham Young University, USA. Dr. Evans recently published ESL Readers and Writers in Higher Education: Understanding Challenges, Providing Support (with Neil J Anderson and William G. Eggington).

Barry Fass-Holmes, Ph.D., is an Analytical Studies Coordinator at the International Students and Programs Office of the University of California, San Diego.

Sharon Fries-Britt is Professor of Higher Education at the University of Maryland, College Park. Her research examines the experiences of high achieving Blacks in higher education and underrepresented minorities (URMs) in STEM.
About the Contributors

Anita Gopal is a Postdoctoral Research Associate at the University of Maryland, College Park. Her research focuses on visa and immigration policies for international students from a comparative perspective, organizational structures and policymaking within Canadian higher education institutions in the context of internationalization, and curriculum and pedagogical practices that aim to respect and engage diverse international learners. Her work has appeared in journals such as the International Journal of Teaching and Learning, International Higher Education, and University World News.

Samuel R. Hodge, Ph.D., Professor, Kinesiology, College of Education and Human Ecology, The Ohio State University. His scholarship focuses on diversity, disability, and social justice in education and sport.

Beth Isensee serves as Assistant Director of Student Engagement and Intercultural Initiatives at the International Student & Scholar Services in the Global Programs and Strategy Alliance at the University of Minnesota. Her primary focus is valuing and integrating international students as critical aspect to the University’s internationalizing the campus and curriculum effort. She collaborates university-wide to identify the student voice through evaluations and assessment for the development of unit specific strategic planning. Beth has worked within the field of International Education for 15 years and has a M.A. in Counseling and Student Personnel Psychology.

Barbara Kappler, Ph.D., is the Assistant Dean of International Student & Scholar Services in the Global Programs and Strategy Alliance. Barbara holds a B.A. in both Economics and Communication and an M.A. and Ph.D. in Speech Communication. She has 25 years of experience in intercultural communication, program management, teaching, and research. Barbara is also a member of the Graduate Faculty and serves on graduate committees in the department of with the College of Education and Human Development. Dr. Kappler previously served as Associate Director of ISSS and was responsible for Intercultural Training and Programs, including intercultural communication training. Barbara is co-author of three guides for students, staff, and language instructors on “Maximizing Study Abroad,” as well as a book on communication styles. Her career at the University has been an exciting blend of program and leadership experiences, curriculum development, international communication research, teaching, and working with international students.

Danni Lei is a counselling psychology graduate student at the University of Calgary. She received her undergraduate degree in psychology from the University of Ottawa. Danni’s research interests include immigrant transitions, career development, multiculturalism, and social justice.

Ashlee A. Lewis, Ph.D. is a research Assistant Professor at the University of South Carolina.

Mingsheng Li, Ph.D., is a Senior Lecturer at the School of Communication, Journalism and Marketing, Massey University, New Zealand. Dr. Li received his doctoral degree in the field of Intercultural Communication from La Trobe University, Australia. Prior to his arrival in Australia to undertake his doctoral study, Dr Li was an Associate Professor, teaching English language and communication at Yunnan Normal University, China. He joined Massey University in 2006 and has taught a number of communication courses. His research interests include international education, international student cultural and social adjustments, and migrant studies.
Shane M. Lueck works on the editorial team of Lavender Magazine, an LGBT lifestyle magazine based in Minneapolis and is completing his master’s coursework in Multicultural College Teaching and Learning at the University of Minnesota, Twin Cities. His research focuses on inclusive pedagogy and dismantling stereotypes and prejudices for underserved populations in conjunction with media portrayals of minority populations. He has worked for nearly five years in the housing and residential life sector of the University of Minnesota before deciding to pursue an advanced education in diversity education initiatives in student affairs.

Jiali Luo is the Assistant Director of Institutional Research in the Office of the Provost at Duke University. He received his PhD in Educational Leadership and Higher Education from the University of Nebraska Lincoln. His research interests include instructional theories, future faculty development, college outcomes, and institutional effectiveness.

Angellar Manguvo, Ph.D. is an instructional design specialist and assistant professor in the School of Medicine, University of Missouri-Kansas City. Her current role in the Diversity Council of the School of Medicine, in addition to personal experiences as a Black international student and later, immigrant; stimulated her to explore issues of how foreign-born and Black immigrant students negotiate the structural constructions of American Blackness.

Chyrystal A. George Mwangi is an assistant professor in higher education. Her scholarship broadly centers on 1) structures of opportunity and educational attainment for underrepresented populations along the P-20 education pipeline; 2) impacts of globalization and migration on U.S. higher education at the student, institution, and policy levels; and 3) African and African Diaspora populations in higher education. Some of her recent research projects emphasize the educational experiences of Black immigrant collegians; the role of family and community in college access and success; broadening under-represented student participation in STEM; and higher education cross-border partnerships. Dr. George Mwangi worked for a number of years as a college administrator including positions in undergraduate admissions, multicultural affairs, student conduct, and academic advising. She has also engaged in education research and policy work for organizations including the Council for Opportunity in Education, the Pell Institute for the Study of Opportunity in Higher Education, and Higher Education for Development.

Dana F. Ng is a doctoral candidate at the University of Cincinnati in the Department of Literacy and Second Language Studies. Currently, she is working on her dissertation. She has over 5 years of experience working in higher education and teaching American English to international university students. Her main research is in the critical applied linguistic area, with an emphasis on language policies and planning. She holds a B.A in Public Relations and a M.A in Communications from Northern Kentucky University, and a M.Ed. in Second Language Studies from University of Cincinnati.

Sarah Nutter is a PhD counselling psychology student at the University of Calgary. She received her master’s degree in counselling psychology from the University of Calgary. Sarah’s interests include weight bias and its sociocultural correlates, and social justice.
Alicia Peralta is a doctoral candidate in higher education at the University of Maryland, College Park. Her dissertation explores the lived experience of military children in college. As a researcher, she also is interested in the experience of international students, foreign born students, and third culture kids.

Zack Ritter is currently Associate Director of Diversity and Inclusion at the University of Redlands. Prior to this position, he was Director of Academic Support and Career Services at American Jewish University. He received his PhD from UCLA in Higher Education. His dissertation work was on East Asian international students’ cross-racial perceptions and interactions. He has also done research in Singapore, analyzing the role diversity education plays in national identity formation of college students. He was a fellow in New Ground, a Muslim-Jewish interfaith fellowship, and has taught inter-group dialogue courses at UCLA. And he recently published a book chapter on how media images affect cross-racial interactions between Asian international and Black students on college campuses.

Takahiro Sato, Ph.D., is an Associate Professor in the School of Teaching, Learning & Curriculum Studies at Kent State University. His scholarship focuses on Asian international students’ academic and social struggles and diversity issues in sport and physical education.

Krista M. Soria works as an analyst with the Office of Institutional Research and is an adjunct faculty in the leadership minor program at the University of Minnesota, Twin Cities. Dr. Soria is interested in researching high-impact practices that promote undergraduates’ development and success, the experiences of first-generation and working-class students in higher education, and programmatic efforts to enhance college students’ leadership development, civic responsibility, and engagement in social change. Dr. Soria has worked for more than a decade in higher education, serving as an admission advisor, TRIO education advisor, academic advisor, and adjunct faculty for the University of Minnesota, Hamline University, the University of Alaska Anchorage, and St. Cloud State University.

Gwendolyn Williams is an Assistant Professor of ESOL Education at Auburn University. Her research interests include teacher development of international instructors, second language writing, and global Englishes.

Jon Woodend is a Ph.D. counselling psychology student at the University of Calgary. He received his master’s degree in counselling psychology from the University of Calgary. Jon’s interests include international career transitions, multiculturalism, immigration, and social justice.

Xi Yu serves at the International Student and Scholar Services at the University of Minnesota-Twin Cities as an Evaluation Specialist conducting evaluation and research projects for international student engagement. Xi’s professional interests and expertise focus on international student engagement, internationalizing campus and curriculum, intercultural initiatives in higher education settings, and international human resource development. Currently, Xi has been conducting evaluation-based projects to assist international students with their academic success and integration into campus community in collaboration with wide range of units/departments across campus. Xi holds Master of Science in applied psychology, and pursuing doctoral degree in organizational leadership, policy and development.
Juanjuan Zhao is a doctoral candidate in Educational Studies at the University of Cincinnati. Her research interests include sociocultural, sociolinguistic, and sociopolitical aspects of language(s) in education, academic writing and language socialization of ESL speakers, and international and comparative education. She taught English language sequences, translation, and educational courses at the university level. She is currently finishing her dissertation on understanding experiences of Chinese language teachers teaching in U.S. classrooms from a sociocultural perspective.