About the Contributors

**Krishna Bista** is 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 founder/editor of the *Journal of International Students*, a quarterly publication in international higher education. He is also associate editor of the *Journal of Interdisciplinary Studies in Education*. His recent publications appear in the *Journal of the Scholarship of Teaching and Learning*, *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 practice, multicultural education, and research and statistics. He earned an 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 academic editor for the *Journal of International Students*. She is also a national review for higher education mathematics programs. Her publications appear in *Multicultural Perspectives*, *International Journal of Research and Review*, and *ASCD Express*.

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**Amir Alakaam**, Ph.D, M.S., M.B.Ch.B, is a licensed physician in Iraq and a Fulbright Scholar (2010) with a doctoral degree in Nutrition and Food Systems from The University of Southern Mississippi, MS and a Master of Science in Nutrition from Marywood University, PA. His research interests involve using the concepts of the Socio-Ecological Model and Theory of Planned Behavior to address health and nutrition needs of marginal populations to support food environment changes that can then inform food policy formulation. Dr. Alakaam is also interested in the research related to health and eating habits of international students, immigrants, and refugees. In this aspect, he is using a qualitative research method to address the dietary acculturation effects and nutrition needs of these populations.
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David Anderson is a Professor of Educational Leadership at Eastern Michigan University. He is the coordinator of the doctoral program at EMU and past president of the Michigan Association of Professors of Educational Administration. Dr. Anderson teaches courses in leadership theory, organizational theory, multicultural education, comparative and international education, educational research methods, and assessment and program evaluation. Dr. Anderson has numerous publications and presentations in the areas of educational leadership, educational administration, and diversity leadership, and is currently working on multiple collaborative international research projects.

Maureen Snow Andrade is Associate Vice President of Academic Affairs for Academic Programs at Utah Valley University. Her responsibilities include online learning, assessment of student learning, program review, faculty development, curriculum, general education, degree completion, and graduate studies. Dr. Andrade is a professor in the field of education, specializing in teaching English as a second language. She is a former ESL program director, department chair, and journal editor. Her professional interests include global higher education, distance language learning, self-regulated learning, international student transition and success, and the scholarship of teaching and learning.

Becca Berkey, Ph.D., is the Director of Service-Learning in the Center of Community Service at Northeastern University. Before coming to Northeastern, she worked at several other institutions, focused at the crossroads of the curricular & extra-curricular student experiences. In addition to research and publications in the field of service-learning and experiential education, Becca is part of the Northeastern Environmental Justice Research Collaborative and has an active research partnership regarding worker and farmer justice with the Northeast Organic Farming Association.

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, Journal of College Student Development, NASPA Journal, Journal of Classroom Behavior, Journal of Creative Behavior and Innovative Higher Education.

Amy L. Dagley, Ph.D., is the Graduate Studies Coordinator in the School of Education, and the Program Coordinator for Educational Leadership at the University of Louisiana at Monroe. Dr. Dagley holds a Ph.D. in Educational Administration from the University of Alabama. Her research primarily focuses on education law, specifically in First Amendment speech issues. Dr. Dagley annually co-authors a chapter on federal and state legislation for The Yearbook of Education Law and is an annual presenter at the international conference of the Education Law Association. She is a member of the board of directors for the Journal of International Students and the Education Law Association Monograph Committee.
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**K. James Hartshorn** received his PhD in instructional psychology with a specialization in second language acquisition. He has been involved in second language education in the United States and Asia for three decades. Currently, James serves as Associate Coordinator of Brigham Young University’s English Language Center. In addition to curriculum development and teacher training, James’ research centers on the effects of formal instruction on second language development.

**Thomas C. Johnson** is a professor in the Emergency and Disaster Management Program in the Criminology and Criminal Justice Department at Western Carolina University. Dr. Johnson is a retired law enforcement officer with 35 years of experiences including 24 years with campus police departments and 15 years as a police chief. Dr. Johnson has worked with diverse student groups, including international students, on crime and safety issues.

**Aryn C. Karpinski,** PhD, received her BA in Psychology from Miami University (Oxford, OH), her MS in Life-Span Developmental Psychology from West Virginia University (Morgantown, WV), and her MA and PhD in Quantitative Research, Evaluation, and Measurement from The Ohio State University (Columbus, OH) in 2010. She is currently an Assistant Professor at Kent State University in the College of Education, Health, and Human Services in the Evaluation and Measurement program. Her research interests include technology in education and university students’ social-networking site use.

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Raul A. Leon is an Associate Professor of Higher Education and Student Affairs at Eastern Michigan University. Dr. Leon teaches courses in student affairs including: contemporary college students, student development theory, and diversity leadership. Dr. Leon is a researcher with several publications and extensive working and international living experiences. Dr. Leon's work examines strategic diversity management, student success, and the internationalization of American higher education. Dr. Leon is a graduate of the Educational Leadership and Policy Analysis (ELPA) doctoral program from the University of Wisconsin-Madison. In 2015, Dr. Leon received the UW-Madison Outstanding Alumni Award from the School of Education.

Jiali Luo is an Assistant Director of Institutional Research in the Office of the Provost at Duke University. He earned his BA and MA in English Language and Literature from Southwest China Teachers University and Fudan University, respectively, and his PhD in Educational Leadership and Higher Education from the University of Nebraska-Lincoln. Prior to joining the Office of the Provost at Duke in June 2000, he was an Assistant Professor of English at Southwest from 1983 to 1987 and at Fudan from 1990 to 1996, where he became an Associate Professor of English in May 1996. While teaching at Fudan, Dr. Luo also served as Director of English Studies for Non-English Major Graduate Students at Fudan’s College English Center and as Secretary to China’s Consultative Committee of College English Teaching. He has co-authored books on college English teaching and testing and received awards for both his teaching and research on several occasions. His current research interests include instructional theories, future faculty development, institutional effectiveness, student engagement, and college outcomes. His recent publications appear in journals such as Research in Higher Education, Innovative Higher Education, Journal of College Student Development, and Journal of International Students.

Julie Miller received a Master’s Degree in Social Work from The University of California, Berkeley and a BS from Northeastern University. Julie is a Research Associate at the MIT AgeLab, and an Instructor in Public Policy and Urban Affairs at Northeastern University and founding Service-Learning Coordinator in NU GLOBAL at Northeastern University. Julie has practiced and published extensively at the intersection of intercultural and intergenerational service-learning with international students in the United States.

Neete Saha is an Academic Advisor and a Doctoral Candidate in the Higher Education Administration program at Kent State University. She graduated from Temple University with a Bachelor of Arts degree in Asian Studies and Psychology and also holds a Master’s degree in Anthropology from Columbia University. Her primary research interests include academic advising, international students, social media, substance abuse, and 1.5 generation first-year college students. Her dissertation focuses on international students’ experiences with academic advising at a mid-western public research institution.

Ghanashyam Sharma, PhD, is an assistant professor of Writing and Rhetoric at Stony Brook University (State University of New York). Before completing master’s and doctoral degrees from the University of Louisville, he used to be a lecturer of English literature, critical theory, and linguistics at Tribhuvan University of Nepal. A recipient of the a number of awards, including the Gold Medal for academic excellence in MA in Nepal and the K. Patricia Cross Future Leaders Award in the US, Sharma
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has served as editor or several journals and web magazines. He facilitates professional conversations for a number of networks and groups of educators across the world. He has published on a range of issues, including within or at the intersections of multilingualism, writing in the disciplines, cross-cultural communication, online education, literacy narrative, and new media in writing. Besides a number of minor publications, Dr. Sharma is currently working on a book-length project on writing and academic support systems for international graduate students in US universities.

Emily Dolan Spitzman received her M.A.T. ESOL from the SIT Graduate Institute in 2008 and her Ph.D. in Education from the University of Rhode Island in 2014. She is an Assistant Professor in the ESL Department at Johnson & Wales University. She coordinates programming that fosters communication across cultures in higher education. Her research interests focus on critical intercultural communication and she presents about programming that enhances not only intercultural competence, but also social justice awareness for students. Additionally, Spitzman has been studying Spanish and has worked in adult education with immigrants in Providence, RI, Lowell, MA, and Boston, MA.

Grace Karram Stephenson is part of the Higher Education Group at the Ontario Institute for Studies in Education, University of Toronto. Her research focuses on the experiences of diverse students in cross-border higher education.

Gabriela Valdez currently serves as Programs & Services Coordinator at the Consortium for North American Higher Education Collaboration (CONAHEC). She received her Ph.D. in International Education & Global Perspectives from The University of Arizona in May 2015. She also received a Master’s degree in Education with a focus in Human Development from Northern Arizona University and a Master’s of Arts in Language, Literature & Culture in the Hispanic World from Universidad de Alcalá de Henares. She has had the opportunity to work in the field of education, both K-12 and higher education, for the last 8 years in the United States, Mexico, Spain and the Dominican Republic. Gabriela also currently serves as a board member for the Council of International Higher Education.

Ting Wang is Professor in Education and the Director of Transnational Education Programs in the Faculty of Education, Science, Technology and Mathematics, University of Canberra, Australia. She specializes in educational leadership and management, cross-border educational leadership development, transnational and international education, and professional learning communities. She has presented internationally and published numerous book chapters and international peer reviewed journal articles.

Xingbei Ye is a doctoral candidate in Educational Leadership at Eastern Michigan University, and her main roles are class instructor and researcher. She has studied and worked in several countries including Malaysia, Switzerland, Australia, and the U.S. Her great passion and extensive experiences in International Education allows her to pursue her career dream that to be “an ambassador of international education”. Her research interest is focusing on Leadership, International Comparative Education, Study Abroad, and Multicultural Education.
Ji Zhou conducts research to understand and assess the college experiences and outcomes of international and American students in the United States. She received her Ph.D. in 2014 and currently works as the institutional research analyst for Marshall School of Business at the University of Southern California. She has published seven articles in peer-reviewed journals, written two book chapters, and made over fifteen peer-reviewed conference presentations. Her most recent publications include: “International students’ motivation to pursue and complete a Ph.D. in the U.S.” published by Higher Education, “Managing anxiety: A case study of an international teaching assistant’s interaction with American students” published by Journal of International Students, and “Diversity and collegiate experiences affecting self-perceived gains in critical thinking: Which works and who benefits?” published by Journal of General Education.