About the Contributors

Donna M. Velliaris was Academic Advisor at the Eynesbury Institute of Business and Technology (EIBT) from 2013-2015. She now teaches Professional Development in Business at the University of South Australia. She holds two Graduate Certificates: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Master’s degrees: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, Dr Velliaris graduated with a PhD in Education focused on the social/educational ecological development of school-aged transnational students in Tokyo, Japan. Her primary research interests include: human ecology; Third Culture Kids (TCKs); schools as cultural systems; and study abroad. With recent publication of over 20 book chapters, titles comprise: Academic Reflections: Disciplinary Acculturation and the First-Year Pathway Experience in Australia [Garnet]; Conceptualizing Four Ecological Influences on Contemporary ‘Third Culture Kids’ [Palgrave Macmillan]; Culturally Responsive Pathway Pedagogues: Respecting the Intricacies of Student Diversity in the Classroom [IGI Global]; The Other Side of the Student Story: Listening to the Voice of the Parent [Sense]; and Metaphors for Transnational Students: A Moving Experience [Cambridge Scholars].

Deborah Coleman-George is an interdisciplinary researcher, writer, practitioner who has published and held positions including director, program coordinator, and lecturer at the Nagoya University of Foreign Studies, the global Navitas group and the University of Adelaide. Deb’s qualifications include an Honours Degree (Applied Linguistics) a Graduate Diploma (Business Administration) and a Master of Arts (Teaching). Her passion for practice-based outcomes has led to numerous collaborations including a 10-year multi-agency research initiative focusing on communication in General Practice involving the University of Adelaide, the Royal Australian College of General Practitioners (RACGP), the Australian College of Rural and Remote Medicine (ACRRM) and, Adelaide to Outback GP Training (AOGP). While working on editorial for the current Handbook Deb conceived, designed and delivered for Laureate International Universities a state-of-the-art toolkit – an app compatible with mobile devices and web-based learning for postgraduates in practice-based disciplines. The app enables learners entering the professional realm develop their problem-solving capacity and also increase their awareness and responses to the many nuances of interpersonal communication.

***

Devi Akella is a full Professor at the College of Business, Albany State University, GA. She completed her PhD and MBA from University of Leeds, UK. Her research interests consist of learning organizations, experiential learning, cross-cultural relevant teaching, power and control, critical theory. Dr Akella teaches Human Resource Management (HRM) and Organizational Behavior at both the undergraduate and graduate levels.
Robert Aram is a Professor of Elementary Education at Missouri State University. For 14 years she coordinated and served in a preservice teacher internship program situated in high poverty elementary schools that serve a significant number of English Learners (ELs) and their families. Since 2013, Dr Aram has led two preservice teacher trips to Costa Rica.

Khalid Arar is a Senior Lecturer at the Center for Academic Studies and Co-Head of MA degree studies in Education Administration at Sakhnin Academic College. His studies focus on issues of diversity, equity and ethnicity in education in general and in educational leadership and HE in particular. He has published extensively in issues of HE and educational leadership in scholarly journals. Dr Arar’s most recent books include: Jordonization of higher education among the Palestinians in Israel (2010, Floerscheimer Institute, in Hebrew with K. Haj Yehia); Arab women in management and leadership (2013, New York: Palgrave, with T. Shapira, F. Azaiza & R. Hertz Lazarowitz).

Tracey Bretag is a Senior Lecturer in the School of Management at the University of South Australia’s (UniSA) Business School. She teaches both undergraduate and postgraduate courses, while her research focuses on HE policy and practice, and academic integrity. Dr Bretag has an interdisciplinary background holding a Bachelor of Arts (BA, English and History) from James Cook University, an Honors Degree and a Master of Arts (MA) by Research in English from the University of Adelaide, and a Doctor of Education (EdD) by research from UniSA. She is the Founding Editor of the International Journal for Educational Integrity, and is the Editor-in-Chief of the Handbook of academic integrity, published by Springer in 2015.

Rikki Campbell is currently an International Education Coordinator at Monash University. She recently graduated with a PhD in Applied Linguistics, which focused on language learners’ interaction and social networks during and post-study abroad. She also holds a Master of Applied (Japanese) Linguistics and a Bachelor of International Studies. Dr Campbell’s research interests include: informal interactions, interaction communications technologies, Japanese language education, social networks, and study abroad. Since 2010, in addition to her research, she has tutored units in Japanese language, applied linguistics, and cultural expression in Modern Asia.

Shanton Chang is an Associate Professor and Assistant Dean (Exchange) at the Melbourne School of Engineering, The University of Melbourne. The role of Assistant Dean (Exchange) was created in 2011 and encompasses increasing mobility amongst Engineering and IT students. Since the creation of the role, Dr Chang has worked with a team of professional staff and academics in each discipline to significantly increase the number of outbound study abroad students.

Annie Cheng is an Assistant Professor of the Department of Education Policy and Leadership and a Research Fellow of the Asia Pacific Centre for Leadership and Change at the Hong Kong Institute of Education, Hong Kong. She teaches both undergraduate and postgraduate courses across the areas of education policy, school leadership, and teacher professionalism. Dr Cheng’s research interests cover various aspects in the fields of educational leadership, student mobility, and teacher education.
About the Contributors

Elizabeth Claassen Thrush, Educational Initiatives Coordinator at the University of California, Riverside, is currently a PhD candidate in the School of Educational Studies at Claremont Graduate University, where her research interests include community engagement in public education and international and comparative education. Previously, she taught Special Education in South Los Angeles and coordinated educational exchanges in Latin America while living in Nicaragua.

Renier Coetzee is a senior lecturer at the School of Pharmacy at the University of the Western Cape in Cape Town, South Africa. Dr Coetzee holds a Graduate degree (BPharm) and a Master’s degree (MPharm) from North West University in Potchefstroom, South Africa and a doctoral degree (PharmD) from Rhodes University in Grahamstown, South Africa. He serves as clinical facilitator for exchange programs with various US universities, allowing students and faculty an opportunity to visit healthcare institutions in South Africa. Renier is a member of the South African National Department of Health’s Standard Treatment Guideline and Essential Medicines List Committee and various local health department committees. He has a keen interest in rational medicine use, quality improvement and health outcomes in vulnerable populations, as well as antimicrobial stewardship. As a practicing clinical pharmacist, Dr Coetzee collaborates nationally and internationally to advance the practice of clinical pharmacy in South Africa.

Joellen E. Coryell is Associate Professor of adult, professional, and community education at Texas State University. Her research focuses on international cross-cultural adult and HE and the investment in the professional development of adult educators and educational leaders. Dr Coryell’s work includes investigating adult study abroad, capacity-building in international education aid programs, adult second and foreign language acquisition, HE internationalization, and graduate student research development.

John M. Dirkx is Professor of Higher, Adult and Lifelong Education at Michigan State University and serves as faculty leader for numerous graduate study abroad programs. He is lead PI of the Graduate Experiences and Learning Outcomes (GLEO) study of graduate education abroad, and Mildred B Erickson Chair (Emeritus) of Higher, Adult and Lifelong Education. In this position, he has focused on internationalization of graduate education. Dr Dirkx has numerous publications and presentations on adult and transformative learning, international development, and graduate education abroad.

Monika Foster is a Senior Lecturer at Edinburgh Napier University. She is also Business School Academic Lead Learning and Teaching and responsible for leading on learning and teaching strategy. Monika is a Principal Fellow of Higher Education Academy. Monika’s research interests lie in the linguistic, academic and cultural challenges faced by international students in cross-border education. Her recent research includes a scoping study of international student transitions as part of the QAA Enhancement Theme Transitions, a cross-university qualitative research study on exploring staff perceptions of internationalisation of the curriculum and a Santander funded research project on the motivations of South American students to study in the UK. Her PhD involved a comparative study of foreign language teacher education in the UK, Poland and the Czech Republic. Dr Foster has extensive experience of teacher education and academic English teaching in higher education and business in the UK and overseas.
Mikell Gleason completed his PhD research in Cultural Anthropology in Senegal, West Africa. He currently works with the ‘Discover Abroad’ (DA) office at the University of Georgia, a suite of study abroad programs focused on topics related to sustainability and global engagement, and located primarily in Australia, Fuji, and New Zealand. While these contexts are different than that in which he was originally interested, the underlying interest in cultural worldviews related to environmental and social issues is a constant. Since coming on board with DA, Dr Gleason’s interests have shifted to understanding how students think about the same issues, and how to create engaging experiences that enable them to begin to see beyond themselves.

Kussai Haj Yehia is a Senior Lecturer and Head of the Master Degree Program in Education and Arab Culture at The Beit Berl Academic College, Israel. His research deals with Internationalization of HE, Palestinian Arab Students’ Mobility, Migration for Studies Abroad and Palestinian Arab Graduates from Israel. He has published many books and articles in Arabic, Hebrew and other languages on these topics. His books include: Dream and reality: Arab university graduates from Germany (2002, Tel Aviv) and The internationalization of higher education: Student’s mobility among Arabs in Israel (2014, Alayyam). In addition, he specializes in the fields of social and cultural change among the Arab Palestinian Minority in Israel (PAMI).

Rebecca Hanson is currently an undergraduate student at the University of Minnesota Twin Cities pursuing a degree in ‘Biology’ with minors in ‘Leadership and Sustainability Studies’. Her area of interest is in student leadership and involvement on campus, specifically within the ‘Leadership Minor’ at the University of Minnesota Twin Cities. After graduating in May 2016, Rebecca plans on pursuing a career in business.

Linette Hawkins is Coordinator of Field Education for BSW (Hons) at RMIT University. She has promoted the international partnership between RMIT University social work and Centurion University in India. This has provided opportunities for students to engage in cross-cultural learning, exploring the meaning of the “lived” experience of community development. Her commitment to the “flexible delivery” mode for education in human services in the 1980s continues and is demonstrated in her contribution as co-editor of Information communication technologies for human services education and delivery: Concepts and cases, IGI Global, New York, 2010 (with J. Martin).

Lew Hess has worked as a social worker in the area of ethnic and cultural diversity since 1977. Working with impoverished communities in Bangladesh, the emigre Cambodian community in Melbourne, and in academia at both RMIT and Latrobe Universities. Lew has developed expertise in both cross-cultural and critically reflective practice. He has a particular interest in field education and has for in excess of a decade organised study tours to Bangladesh for students from a variety of disciplines facilitating cross-cultural and international learning through cultural immersion. He has also supported a number of students undertaking placements in Bangladesh and in Melbourne offers multiple placements annually to students interested in the refugee, asylum seeker and culturally and linguistically diverse fields of practice. Lew has an honorary appointment as Adjunct Professor with the School of Global, Urban and Social Studies at RMIT University.
Jane Jackson (PhD OISE/U of Toronto) is Professor in the English Department at the Chinese University of Hong Kong, where she received the ‘2013 Education Award’. She has had teaching and research experience in tertiary institutions in many countries/regions, including: Canada, Egypt, Hong Kong, Mainland China, the Sultanate of Oman, the UK, and the US. An active education abroad researcher and Fellow of the International Academy for Intercultural Research, Dr Jackson serves on the international advisory board of Language and Intercultural Communication and the editorial board of Study Abroad Research in SLA and International Education. Her recent book publications include: Introducing language and intercultural communication (Routledge, 2014); The Routledge handbook of language and intercultural communication (Routledge, 2012); Intercultural journeys: From study to residence abroad (Palgrave MacMillan, 2010); and Language, identity, and study abroad: Sociocultural perspectives (Equinox, 2008).

Kristin Janka is Director of International Engagement, Honors College at Michigan State University. She is Co-PI of the Graduate Learning Experiences and Outcomes (GLEO) study and has more than 20 years of experience in the field of international education. Her research focuses on understanding the nature and impact of international experiences including the Fulbright-Hays Group Projects Abroad. She has served as a grant reviewer for many federal agencies and has given presentations on international engagement at national and international conferences. Dr Janka Millar holds a PhD in Curriculum, Teaching and Educational Policy from Michigan State University.

Scott E. Kincaid is the Director of Clinical Pharmacy Services at University of Kentucky Healthcare. He earned his Doctor of Pharmacy in 2005 from West Virginia University School of Pharmacy and furthered his training by completing a PGY-1 Pharmacy Practice Residency and a PGY-2 Infectious Diseases Pharmacy Practice Residency at West Virginia University Hospitals. Prior to his current position, Dr Kincaid served on faculty at South University School of Pharmacy from 2007 until 2013. He is a board certified pharmacotherapy specialist and was active in clinical practice and research as an infectious diseases clinical specialist at St Joseph’s/Candler Health System in Savannah, GA from 2007 to 2013. Along with his experience as an infectious diseases clinical pharmacist, Dr Kincaid has experience within the travel medicine arena having participated in multiple medical missions to Guatemala.

Yasemin Kırkgöz currently works as a Professor at the English Language Teacher Education Department of Çukurova University, Turkey. She has previously been Vice-Director and Director of the Centre for Foreign Languages. She completed her PhD at Aston University, England. Dr Kırkgöz has published on curriculum renewal, innovation management, teaching English to young learners, language policy, and teacher education in such international journals as Teaching and Teacher Education, Teaching in Higher Education, and Education Policy, and has reviewed several books.

Kaishan Kong is Assistant Professor of Chinese at University of Wisconsin-Eau Claire. Kaishan received her BA degree in English Education from the Zhanjiang University in China, her MA degree in Intercultural Communication from the University of Sheffield in UK, and a PhD in Second Languages and Cultures Education from the University of Minnesota, US. She has over 11 years of language and culture teaching experience at the HE level in both China and the US. As a faculty member, Dr Kong is also engaged in building study abroad programs and preparing students for international learning experience. Her research interests include: second language acquisition; intercultural communication; study abroad and teacher training.
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. Shane’s research focuses on inclusive pedagogy and dismantling stereotypes and prejudices for underserved populations in conjunction with media portrayals of minority populations. Shane has worked for nearly five years in the housing and residential life sector of the University of Minnesota before deciding to pursue advanced education in diversity education initiatives in student affairs.

Jennifer Martin is Associate Professor of Social Work at RMIT University. She has researched and published on internationalising the curriculum through student mobility programs with a focus on south-east Asia over the past decade. Her research and development considers psycho-social adjustment as well as issues related to learning and teaching within the broader social and political context including the potential benefits and pitfalls of mobility programs for both out-bound and in-bound countries. She is a co-editor of Cross cultural social work: Local and global, Palgrave, Victoria, 2014 (with H.K. Ling, and R.Ow).

Colleen Moorman is a PhD candidate in Applied Linguistics in the Department of Spanish and Portuguese at Georgetown University. Her research interests include second language acquisition, bilingualism, individual differences research, and the acquisition of second language pronunciation. She is particularly interested in the role that cognitive variables and other individual differences play in the acquisition of second language pronunciation, as well as the relationship between perception and production in a second language. Ms. Moorman earned her MS in Applied Linguistics and her BA in Spanish and a Minor in Biology from Georgetown University.

Alfonso Morales-Front is Associate Professor and Department Chair in Spanish and Portuguese at Georgetown University. He has a BA from the Universitat de Barcelona Filología Hispánica, and a MA and PhD in Spanish Linguistics from the University of Illinois at Urbana-Champaign. Dr Morales-Front’s areas of specialization include Spanish linguistics, romance phonology and morphology, acquisition of phonology, and constraint-based approaches to linguistics.

Dale Morrow is an undergraduate student at the University of Minnesota, and he is pursuing a Bachelor of Science in Sociology of Law, Criminology, and Deviance with an emphasis in policy analysis with a minor in leadership. He intends on pursuing a Master’s Degree in Student Affairs after he graduates from college. During his time at the University of Minnesota, he studied abroad twice, which lead him to do further research. He has also assisted with research on students in the Leadership Minor, first-year students, and industries/occupations of people in Minnesota. Dale hopes to be able to continue researching in his future career.

Charles Mpofu is a lecturer in the Faculty of Health Sciences at the Auckland University of Technology in New Zealand. He has been teaching health professionals since 2004 in the areas of professional development, healthy and lifestyle, developmental psychology, sociology of health and health promotion. His research interests in medical workforce research and health policy have led him to be involved, in 2008, in a national forum on registration of overseas-trained doctors in New Zealand. This work has since continued to his current research focus on comparing working conditions of medical doctors in
New Zealand and Australia. Dr Mpofu developed an interest in such comparative studies while doing his Doctorate in Medical Education at the James Cook University’s School of Medicine and Dentistry in Australia.

**Charles L Nagle** (MS and PhD, Georgetown University) is an Assistant Professor of Spanish and the Director of the Lower-Division Spanish Language Program in the Department of World Languages & Cultures at Iowa State University where he teaches courses in Spanish language and linguistics. Dr. Nagle investigates how individuals acquire second or foreign language sound systems with a particular emphasis on Spanish as a foreign language, examining relationships among quantity and quality of input, motivation, and pronunciation development. He is also interested in individuals’ beliefs and attitudes related to second language accents and pronunciation instruction.

**Beth Nardella** is an Assistant Professor of Exercise Physiology in the Department of Human Performance and Applied Exercise Science housed in the West Virginia University School of Medicine’s Professional Programs. She earned her Master’s degree in English from West Virginia University in 2004 after finishing a Master’s of Fine Arts from the University of North Carolina at Chapel Hill. Dr Nardella also serves as the Academic Coordinator for Amizade Global Service-Learning, a non-profit organization based in Pittsburgh, Pennsylvania. She has travelled with students to Jamaica, Trinidad, and Brazil on multiple faculty-led programs in addition to facilitating numerous international experiences for faculty and students engaged in global service-learning at West Virginia University.

**Steve Nerlich** is a PhD candidate with the Australian National University. He is also Director of the International Research and Analysis Unit in the Australian Government Department of Education and Training. Steve has the following conferred qualifications: Master’s of Health Education from Charles Sturt University; Graduate Certificate in Health Informatics from Monash University; Graduate Certificate in Intensive Care (Nursing) from the University of Sydney; Graduate Diploma in Applied Science (Nursing) also from the University of Sydney; and Bachelor’s of Science (Honors) from the University of Newcastle.

**Anthony C. Ogden** is Executive Director of Education Abroad and Exchanges at Michigan State University. Dr Ogden earned his Bachelor’s degree from Berea College, Master’s degree in International and Intercultural Management at the SIT Graduate Institute, and his PhD at The Pennsylvania State University in Educational Theory and Policy with a dual title in Comparative and International Education.

**Fernanda T. Orsati** is currently an Associate Clinical Researcher at the Hussman Institute for Autism in Maryland. She is also an Adjunct Professor in the Psychology Department at University of Maryland Baltimore County and an instructor for the School of Education at Syracuse University. Dr Orsati is interested on the construction of disability for young children in schools, and the establishment of effective supports for communication, behavior and inclusive education.

**Rachel Page** is an Associate Professor and Director of Research and Education for Massey Institute of Food Science and Technology, Massey University. She has over 20 years research and teaching experience in metabolism and health. Dr Page enjoys undergraduate and postgraduate student interaction, and has a passion for trying new ways of teaching for making a course more interesting and relevant to students.
**Supriya Pattanayak** has her qualifications from the Tata Institute of Social Sciences (MA) and the National Institute of Mental Health and Neuro Sciences (MPhil), India and RMIT University, Australia (PhD). She has extensive teaching, research and policy experience and her research interest is in the field of gender and development issues, and social work pedagogy in different contexts. She has worked with NGOs, multilateral and bilateral agencies, federal and state Governments and Universities in India and Australia. In her present role as State Representative (Odisha), Department for International Development India (British High Commission), she works collaboratively with various development partners in pursuance of harmonization of development efforts and achievement of MDGs. She is on the Board of Governors of the Centurion University of Management and Technology (CUTM), Odisha, India and has recently been appointed as an Honorary Adjunct Professor at the RMIT University, Melbourne, Australia.

**Lane Perry** currently serves as the Director of the Centre for Service-Learning and is an affiliated faculty member of the Human Services Department (College of Education) at Western Carolina University (WCU). He completed his Bachelor’s of Business Administration and Master’s of Adult Education and Leadership at the University of Central Oklahoma. As a Rotary Ambassadorial Scholar, New Zealand International Doctoral Research Fellow, and Canterbury Doctoral Research Fellow, he achieved his PhD in HE at the University of Canterbury in Christchurch, New Zealand. Dr Perry has presented and published extensively in the fields of: community engagement; global citizenship; service-learning; and pedagogical approaches to disaster response. He currently serves as a board member of the International Association for Research on Service-Learning and Community Engagement, a peer reviewer on seven journals, and editorial board member of one journal. He is an affiliated consultant to the Multi-Cultural International Research Training program between Harvard College’s School of Public Health and Massey University responsible for developing the service-learning and critical reflection components of the program. Dr Perry has been recognized as the 2015 North Carolina Campus Compact Civic Engagement Professional of the Year and the 2015 co-recipient of the John Saltmarsh Award for Emerging Leaders in Civic Engagement.

**Debbie Powell,** EdD is an Associate Professor of Language and Literacy at the University of North Carolina Wilmington. Many of her classroom experiences as a teacher and university professor have been in school settings with high poverty with large populations of English Learners (ELs). Since 2010, the lack of empathy and understanding of EL children’s experiences have led Dr Powell to develop a course and take students to Costa Rica.

**Sonia Saddiqui** is a PhD candidate at Macquarie University’s School of Education in addition to her current research management role with the University of South Australia (UniSA). Sonia is also an Academic Advocacy Officer at Central Queensland University Student Association and a casual academic at Macquarie University’s Learning and Teaching Center. She is also the Deputy Chair of the Asia-Pacific Forum for Educational Integrity and Chair of the Academic Integrity Ambassadors at Macquarie University.

**Cristina Sanz** (Lic. U of Barcelona; PhD, University of Illinois, Ch-U) is Professor of Spanish & Linguistics at Georgetown University, and director of summer, intensive, and School of Foreign Service Spanish Programs. Her research investigating the interaction between learning context and individual differences in multilinguals has appeared in Bilingualism Language & Cognition, Neuropsychologia,
About the Contributors

Sanz is the recipient of the 2014 Georgetown College Dean’s Award for Excellence in Teaching, and is currently writing a Handbook for Teachers of Spanish with Wiley and editing the Handbook of Study Abroad with Routledge.

Lauren Shallish is a PhD candidate in disability studies and cultural foundations of education at Syracuse University. Her research interests include critical disability studies, diversity initiatives in HE, anti-discrimination law and critical race theory.

Eng Kee Sia is the Dean of the Management Development Institute of Singapore (MDIS) in Tashkent, Uzbekistan. His research interests include transnational HE, international branch campuses, comparative education and international education programs and issues.

Julie Sinclair is the Sponsored International Student Recruitment Coordinator at Michigan State University and a member of the Graduate Learning and Experiences Outcomes (GLEO) project research team at MSU. She has worked in the field of international education for almost 20 years. Her current research focuses on institutional dimensions of graduate study abroad. Julie has presented at many conferences including the FORUM, NAFSA, CIES, and AAACE and has been active in leadership positions with NAFSA. Dr Sinclair holds a PhD in Higher, Adult, and Lifelong Education from Michigan State University.

Douglas Slain is an Associate Professor and Infectious Diseases Clinical Specialist at West Virginia University (WVU) and at WVU Healthcare Hospital. He received his BS Pharmacy degree and his Doctor of Pharmacy degree from Duquesne University. He completed a residency and fellowship in Infectious Diseases Pharmacotherapy at the Medical College of Virginia-Virginia Commonwealth University. Dr Slain serves as a consultant on antibiotic stewardship and on developing education and training programs related to clinical pharmacy, and has participated in consultant and exchange programs in Asia, South America, and Europe. Dr Slain serves as the WVU School of Pharmacy Global Affairs Liaison and is a member of the WVU Health Sciences Centre Global Engagement Steering Committee. He is serving as a school representative for the US-Thai Consortium for the Advancement of Pharmacy Education in Thailand and was a recent recipient of a Fulbright Specialist Scholarship which supported a project in India.

Krista M. Soria works as an analyst with the Office of Institutional Research at the University of Minnesota, Twin Cities. She is interested in researching high-impact practices that promote undergraduates’ development and success, the experiences of first-generation and working-class students in HE, 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 HE, serving as an admission advisor, TRIO education advisor, academic advisor, and adjunct faculty for the University of Minnesota, Hamline University, St Mary’s University of Minnesota, St Cloud State University, and the University of Alaska Anchorage.
B. J. Spencer is a registered architect, a senior lecturer of Architectural Design And Construction Processes in the Department of Engineering Technology, and a doctoral student in adult, professional, and community education at Texas State University, San Marcos. Her research interests include architectural and professional education, study abroad, international education of architects, education in online and virtual environments, building information management, and sustainable construction practices.

David Starr-Glass is a faculty member of the University of New York in Prague, Czech Republic, and a senior mentor with the International Programs (Prague Unit) of the State University of New York, Empire State College. He teaches a wide range of business related areas at the undergraduate level, in both blended and online distance learning formats. He also serves as the supervisor for undergraduate dissertations, mentoring final year students in designing and writing their work. David has a wide range of managerial and educational experience and has earned three Master’s degrees: Business Administration (Notre Dame de Namur University, California); Organizational Psychology (Birkbeck College, University of London); and Flexible Education and Online Learning (University of Southern Queensland, Australia). He has contributed more than a dozen chapters to edited books and published about 60 peer-reviewed journal articles in the international business, online distance learning, and mentoring literature. When not in Prague, he lives in Jerusalem where he teaches economics and business-related courses with a number of local colleges.

Trae Stewart is Associate Professor in Education and Community Leadership at Texas State University. Until 2011, he was Associate Professor in the School of Teaching, Learning and Leadership at the University of Central Florida where he co-founded ‘Teachers in Action’, a service-learning program that engages preservice teachers with persons with disabilities through high-tech, high-touch service-learning. From 2008-2011, Dr Stewart was a board member of the International Association of Research on Service-Learning and Community Engagement (IARSLCE), serving as Chair of the Board in 2010-2011. Dr Stewart holds a PhD in International and Intercultural Education (Educational Policy, Planning and Administration) from the University of Southern California. He specializes in service-learning and community engagement, international education, teacher education, instructional and civic leadership, and youth psychosocial development. Dr Stewart has consulted internationally on these topics, including Afghanistan, Australia, Ireland, New Zealand, Palestine, and the United Arab Emirates (UAE).

Lee Stoner has a BSc (Hons) in Sport Sciences with Leisure Management at Brunel University, England, and a MA and PhD in Exercise Physiology from The University of Georgia, US. He then accepted a post-doctoral position with the Lipid and Diabetes Research Group at the University of Otago Medical School, New Zealand. Throughout his studies Lee was interested in cardiovascular disease risk assessment and prevention. While he still actively involved in cardiovascular disease and exercise science research, he has also become particularly interested in how students learn—in global health and exercise science courses—and has helped to coordinate a longitudinal, empirical-based research program spanning at least a dozen institutions addressing the learning outcomes of global health and sustainability programs. Since 2006, he has helped to organize, develop and lead numerous study abroad programs for the University of Georgia as well as host of additional universities across the US. Since 2008, he has been part of large, multi-institutional, multi-national research project looking at the capacity for international education to foster ‘global citizenship’ and other HE outcomes. Dr Stoner has helped to develop ‘Massey on the Move’, which includes an international, multi-disciplinary, experiential paper focused on ‘Global Health’.
About the Contributors

Bernhard Streitwieser is Assistant Professor of International Education at the George Washington University Graduate School of Education and Human Development. His research looks broadly at the impact of globalization on the internationalization of HE comparatively and focuses in particular on: (1) study abroad and international student exchange; (2) fostering the identity of ‘scholar-practitioners’ in international education; and (3) challenges of access, equity and inclusion for internationally mobile students. Dr Streitwieser earned his PhD in International and Comparative Education from Columbia University, Teachers College, his MS in Applied Linguistics from Georgetown University, and his BA in International Relations and Minor in Spanish from the University of Virginia.

Michael Tarrant is Josiah Meigs Distinguished Teaching Professor in the Warnell School of Forestry and Natural Resources at the University of Georgia and the founding director of ‘Discover Abroad’ (DA). The DA office provides overseas programs focusing on the theme of sustainable development spanning all seven continents and, since inception in 2000, over 5,000 UGA students have participated. As the owner and founding director (from 2003-2010) of American Universities International Programs (AUIP) Ltd, he worked with more than 20 US universities and colleges to provide international programs for an additional 1,500 students. His research interests include the learning outcomes of study abroad, global citizenship, the human dimensions of natural resources, and international protected area and wilderness management. Dr Tarrant has published one book, 11 book chapters, and over 50 journal articles. He has previously served as Associate Editor of Environmental Management and the Human Dimensions of Wildlife. He also currently serves as a Board Director of Tourism Noosa, in Queensland, Australia.

Sanja Tatalović Vorkapić is an Assistant Professor and currently teaches students at the Faculty of Teacher Education, University of Rijeka, Croatia in: Developmental Psychology, Psychology of Early Learning and Teaching, General Psychology, Emotional Intelligence, Developmental Psychopathology, Methodology of Quantitative Research, Positive Psychology. Her contemporary research interests include: biological basis of personality; contemporary issues from developmental psychopathology; personality of (pre)school teachers and child personality; positive psychology i.e., well-being, optimism, life satisfaction, virtues; (pre)school teachers’ professional development; and quantitative research. Dr Vorkapić has published numerous psychology-related articles and has been actively involved within various interdisciplinary research projects.

Louise Townsin is a current Higher Degree by Research (HDR) student at Torrens University Australia in the Faculty of Education. Her area of interest is in intercultural learning in tertiary contexts, with a focus on student mobility. She has extensive experience working as an English teacher with international university students in the development of academic literacy skills. Louise’s education includes a Master’s of Applied Linguistics, a Graduate Diploma in Humanities (French), and Bachelor of Social Science.

Sven Tuzovic is Senior Lecturer of Marketing at Queensland University of Technology (QUT), School of Advertising, Marketing and Public Relations, Brisbane, Australia. Before joining QUT he was tenured Associate Professor of Marketing at Pacific Lutheran University, Tacoma, WA, US. He has been Visiting Professor at Griffith University (2014), Murray State University (2006/07) and the University of New Orleans (2005/06). He holds a Doctoral Degree in Marketing from the University of Basel in Switzerland, a Master’s Degree from the Catholic University of Eichstätt-Ingolstadt Germany, and a BBA from Georgia Southern University. His research has been published in academic journals such as:
About the Contributors

*Journal of Relationship Marketing; Journal of Retailing and Consumer Services; Journal of Service Management; Journal of Services Marketing; Managing Service Quality,* and in several international conference proceedings. Dr Tuzovic has won two ‘Best Paper Awards’ and a Faculty Research Award at Pacific Lutheran University in the US.

**Rikke Ilona Ustrup** has been at the IT University of Copenhagen as International Coordinator. ITU is the smallest and youngest university in Denmark, and mobility has been a difficult task to pursue, but with a more strategic approach to the maintenance of partner portfolio and increase in promotion, outgoing students are growing by numbers. ITU does not have an International Office, and Rikke is working daily in the Department of Student Affairs and Programs.

**Tereza Cristina Valverde-Poenie** holds a PhD in Adult, Professional and Community Education from Texas State University. She has worked as an educator with underrepresented college students in Brazil. In the US, she has worked as a research assistant for an NSF-funded program focused on supplemental instruction for Science, Technology, Engineering, and Mathematics (STEM) courses. Her long-term interest in international education and internationalization has led her to focus her doctoral dissertation on the Brazilian mobility program ‘Science Without Borders’. Other research interests include internationalization at institutions of HE, student’s cross-cultural experiences abroad, and nontraditional student in post-secondary education. Her volume Mind and Context in Adult SLA received the 2006 MLA’s Mildenberger Prize. Dr Sanz is the recipient of the 2014 Georgetown College Dean's Award for Excellence in Teaching, and is currently writing a *Handbook for Teachers of Spanish* (Wiley) and editing the *Handbook of study abroad* (Routledge).

**Robert van der Veen** is an Adjunct Research Fellow in the University of South Australia’s (UniSA) Business School. His main research interests are in the areas of celebrity endorsement, satisfaction index benchmarking, service quality, tourist experiences, and student mobility. Dr van der Veen has been involved in a number of projects in Asia (China, Hong Kong, Macau and Singapore), working on contemporary issues related to the service quality culture within the tourism and hospitality business environment. Since he commenced his position in 2012, he has received five UniSA Business School grants and awards.

**Christine A. Victorino** is Assistant Vice Provost of Undergraduate Education at the University of California, Riverside. She oversees the Offices of Study Abroad Programs, Student Success (including Undergraduate Research and Academic Internships), and Evaluation and Assessment. She completed her PhD in Education at the University of California, Santa Barbara, and previously worked at Pitzer College, California Polytechnic State University (San Luis Obispo), University of Guelph (Canada), and Volunteers in Asia (Stanford University).

**Gina Vizvary** holds a PhD in Higher, Adult, and Lifelong Education from Michigan State University. She is the Associate Director for Donor Relations and Stewardship at George Mason University in Fairfax, Virginia. Dr Vizvary’s research interests include: governance; institutional history; philanthropy; and university conflict.
About the Contributors

**Karin Vogt** is Professor of Teaching English as a Foreign Language at the University of Education Heidelberg, Germany. Dr Vogt’s research interests include: assessment; ESP; intercultural learning; mediated cross-cultural communication; study abroad; teacher education; and vocationally-oriented language learning. Her current teaching responsibilities include: British Cultural Studies; British Literature; English For Specific Purposes (ESP) Irish Cultural Studies; Irish Literature; and Teaching English as a Foreign Language (TEFL).

**Martina von Imhoff** has been working as student exchange advisor and coordinator for TUM Department of Informatics since 2009. Technische Universität München has the highest number of mobile IT students Germany wide. She advises students about worldwide destinations and specific programs and how to embed stays abroad in different curricula, working closely with academic staff, TUM International Center and worldwide partners.

**Dan Wadsworth** is a Senior Tutor in the College of Health at Massey University. His current research interests include best practice in tertiary education for health sciences, including the internationalization of such offerings, and the role of exercise-rehabilitation in frail elderly.

**Christopher Walsh** is currently a Professor of Education at James Cook University. He has worked across diverse contexts in Asia, North America, Europe, The Middle East and Australia to provide pre- and in-service teacher education, professional development and theorise new ways technology can assist educators in designing curriculum and pedagogy relevant to students’ and citizens’ lifeworlds. Chris has been extremely successful in obtaining research income as the lead applicant, co-applicant or co-investigator. This world-leading research—funded by the European Commission, the UK’s Department for International Development (DFID), the Australian Research Council (ARC), the United Nations Development Programme (UNDP), The AIDS Research Foundation (amfAR), the Australian Federation of AIDS Organisations (AFAO) and the Spencer Foundation—totals more than $25 million (AUD).

**Jon Wietholter** is a Clinical Associate Professor at West Virginia University School of Pharmacy (WVUSOP) and an Internal Medicine Clinical Pharmacist at Ruby Memorial Hospital in Morgantown, WV, where he collaborates with the West Virginia University Internal Medicine department. He earned his Doctor of Pharmacy degree from the University of Pittsburgh in 2007 and completed a PGY-1 Pharmacy Practice Residency at Pitt County Memorial Hospital in Greenville, NC. Dr Wietholter is involved in many aspects of the WVUSOP curriculum with greater than 100 student contact hours in classes ranging from Pharmacotherapeutics to Pharmacy Practice Management. Additionally, Dr Wietholter developed and coordinates an ‘international’ Advanced Pharmacy Practice Experience (APPE) in South Africa completed by 4th Year WVU pharmacy students. His interests cover a broad range of topics within the world of internal medicine, with specific concern for healthcare in underserved populations such as South Africa.

**Zane C. Wubbena** is a student and Gabriela Mistral Scholar in the PhD in Education program at Texas State University. He is conducting research about educationalizing public space in Santiago, Chile. His research is informed by critical educational theory, socio-spatial theory, and framing theory with a focus on the interactions of education policy, (critical and public) pedagogy, space, and service-learning. Zane’s publications have appeared in the journals *Critical Education, Learning and Individual Differ-
Ping Yang received his BA in English Education at Jiangsu Teachers University (China, 1983), Postgraduate Diploma in Applied Linguistics and TESOL at the Graduate University of Chinese Academy of Sciences (China, 1988), and PhD in Linguistics at Macquarie University (Australia, 2004). His research areas include: cross-cultural differences in English-Chinese translation; cross-cultural perspectives in TESOL; intercultural communication; and non-verbal communication. He currently supervises PhD candidates in these research areas. Dr Yang is a Lecturer in Linguistics and an Academic Course Advisor for the Master’s of Arts in TESOL program in the School of Humanities and Communication Arts at the University of Western Sydney.

Ying Zhu is Professor and Director of the Australia Centre for Asian Business at the University of South Australia—which aims to broaden the Australian understanding of the diverse Asian business environment—and views the study of Asian business and management as an issue of international importance given the significance of these economies to international trading relations and economic prosperity. Professor Zhu holds a Bachelor of International Economics from Peking University and a PhD from the University of Melbourne. He has worked as an economist at Shenzhen Special Economic Zone in China, been the Director of the Master of Human Resource Management program at the University of Melbourne and held visiting scholar positions at the University of Cambridge, the World Bank, and the International Labor Organization (ILO) in Geneva. He is a member of the Academy of Management (AoM), the Academy of International Business (AIB), and the International Labor and Employment Relations Association (ILERA).