**About the Contributors**

**Cathryn Read Crosby** is faculty in the TESOL/AL Program at Teachers College, Columbia University. Her research interests include: preparing teachers to work with English language learners, service-learning, academic literacies, and feedback-on-feedback. Her most recent publications include: “Teaching U.S-Educated Multilingual Writers across Classrooms and Institutions”, In Teaching U.S.-Educated Multilingual Writers: Practices from and for the Classroom, (Fall 2015); “Service-eLearning in TESOL Teacher Preparation”, Ohio TESOL Journal (Winter, 2014); “Integrating Service-Learning into a Course on Teaching English Language Learners”, PACTE Journal, (Fall 2014); and “Developing Global Literacy Skills of K-12 Content-Area Teachers of English Language Learners (ELLs) through Service-Learning”, In Promoting Global Literacy Skills through Technology-Infused Teaching and Learning, IGI-Global Publishing, (2014).

**Frederick Brockmeier**’s career path has been as a trial lawyer, legal adviser, trial consultant, counselor and facilitator. He earned a Bachelor Degree in Philosophy from the University of Cincinnati. He served in the US Navy ending his military career by being selected for Captain as the Commanding Officer of Navy (combat) Cargo Handling Battalion. Dr. Brockmeier graduated with a Juris Doctorate from the University of Cincinnati College of Law and practiced as a trial attorney. He has post-graduate work at the U.S. Naval War College in Strategy and Decision Making and from the University of the South School of Theology. He holds a Ph.D. in Psychology from the Union Institute and University. Dr. Brockmeier has faculty positions at Northern Kentucky University in the Department of Political Science, Criminal Justice, and Organizational Leadership and at the University of Phoenix in the College of Security and Criminal Justice. He has published articles on ethics, on the implications of the doctor-patient privilege, on technology in higher education in the teaching of organizational ethics and on the integration of service learning into distance learning.

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**Hannah Ashley** earned her Ph.D. from Temple University in Interdisciplinary Urban Education; she has published in numerous collections and journals, including the Journal of Basic Writing, Pedagogy, Research in the Teaching of English, and Reflections on Community-Based Writing Instruction and is a past co-chair for the National Conference on Basic Writing. In addition to teaching courses focusing on urban community change, critical pedagogy, community-engaged writing, Bakhtinian voicing theory, and literacy, she cofounded and is currently the director for the Youth Empowerment and Urban Studies (YES) program at West Chester University. She likes to make a ruckus with her partner, four children and other work- and playmates.
About the Contributors

**Katie E. Brown** is currently a Graduate Research Assistant at the University of North Carolina at Charlotte in the department of Middle, Secondary, and K-12 Education. She holds both a B.A. in literatures in English and an MAEd. in secondary education. She also serves as a Doctoral Fellow with the Urban Education Collaborative at UNCC. Katie is currently pursuing a Ph.D. in the field of Curriculum and Instruction - Urban Education. Her research interests include: Montessori programs in public schools; school experiences of LGBTQ youth; and charter schools.

**Mary Todd Chesnut** received her M.S.L.S. in Library and Information Science from the University of Kentucky in 2002. She has been a member of the library faculty at Northern Kentucky University since 2002 and is currently an Associate Professor and Library Informatics Program Coordinator. She also teaches four courses for the library informatics online bachelors program at Northern Kentucky University. She was Northern Kentucky University’s Online Faculty Member of the Year for 2012. She is a regular fiction reviewer for Library Journal and is certified as a Quality Matters peer reviewer for online classes. She writes and presents on issues related to information literacy, libraries, and online learning.

**Heather Coffey** is an Associate Professor in the Department of Middle, Secondary, and K-12 Education at UNC Charlotte. Prior to earning her PhD in Culture, Curriculum, and Change at UNC Chapel Hill, Heather taught English language arts at the middle and secondary levels. Dr. Coffey teaches service-learning and English methods courses and her research interests include developing critical literacy with urban learners, bridging the gap between educational theory and practice in teacher education, and supporting in-service teachers in urban school settings through professional development.

**Kimberly Dempsey** is a Mathematics Education major at West Chester University. She will graduate in May 2016.

**Cara Marie DiEnno** serves as the Associate Director in the University of Denver’s Center for Community Engagement and Service Learning, where she supports faculty, staff and students in their community-engaged work – collaborating with the community to advance social justice and live out the university’s public good vision. She leads trainings and provides consultation to faculty and provides oversight of all of the Center’s student civic engagement programs. In addition to supporting the campus community, she also teaches university courses using service learning pedagogy and participates in community-engaged research.

**H. Bernard Hall** is an Assistant Professor of English Education at West Chester University. He received his Ph.D. in Urban Education from Temple University. His teaching and research interests include secondary English methods, urban teacher education and development, hip-hop-based approaches to teaching and learning literacy, and Youth Empowerment and Urban Studies.

**Laura Handler** is a doctoral student in the Curriculum & Instruction, Urban Education program at the University of North Carolina Charlotte. Throughout her nine years teaching at a Title I elementary school, Laura focused on building school community through parent engagement and service opportunities, experiences that drive her current research pursuits.
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Susan B. Harden is an Assistant Professor of Education at University of North Charlotte at Charlotte and the Director for the Civic Minor in Urban Youth and Communities. Dr. Harden’s scholarship focuses on community and student engagement. She received her Ph.D. in Curriculum and Teaching from University of North Carolina at Greensboro and her Masters in Economics from UNC Charlotte. Dr. Harden was recognized as the 2009 Civic Engagement Professional of the Year by the North Carolina Campus Compact.

Ross Leiser is a 2015 graduate of West Chester University. While at the University, he was a Mathematics Education major and a member of the Honors College.

Jiacheng Li is a Professor of Education Science and the Assistant Director of the Institute of Schooling Reform and Development at East China Normal University, Shanghai, China. His research focuses on schooling reform, student development, school-family collaboration, and teacher leadership. He has received awards for his research from the Chinese Ministry of Education and Shanghai Municipal Education Commission. Li began his career as an elementary school teacher. He holds a Ph.D. from East China Normal University and a MA from Northeast Normal University, China.

Yan Li attended the college entrance examination in 2010. She graduated from Anqing Normal University and received her Bachelor’s Degree in elementary education in 2014. Then she was admitted to the Department of Education Science of East China Normal University. Now, she is a second-year postgraduate student who is interested in the study of family-school-community collaboration. She has always paid more attention to this domain since 2015. What’s more, she often goes to Changzhou to participate in the investigations together with her mentor. In the process, she has a stronger feeling that family-school-community collaboration has significant implications for benefiting individuals and society as a whole.

Lisa E. Marano is the coordinator of the Applied Mathematics Program at West Chester University. She teaches courses in Mathematical Finance, Probability Theory, and History of Mathematics. Her current research interests include using Social Network Analysis to help improve the flow of information through an organization.

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Lucinda Morgan is a PhD student in Educational Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign College of Education. She is also a Confucius China Studies Program Joint Research PhD Fellow at East China Normal University in the School of Education Science. She earned her Masters of Education in Global Studies in Education from the University of Illinois at Urbana-Champaign, and her Bachelors degree from Wittenberg University with a major in East Asian Studies. Her research interests include educational policy and reform, identity formation, transnational education migration, global citizenship, and the internationalization of education in China.
About the Contributors

Christine Rosalia earned her Ph.D. from New York University in Educational Communication and Technology. Her research interests have focused on computer-assisted language learning, mobile learning, writing instruction, and peer assessment. At Hunter College, City University of New York, she is an Assistant Professor of TESOL. She enjoys preparing New York City public school teachers and teachers of adults to incorporate technology into their everyday language teaching, especially writing pedagogy and peer learning. She partners with high schools to do after-school literacy programming.

Michele Regalla earned her Ph.D. at the University of Pittsburgh and is an Assistant Professor of ESOL at the University of Central Florida in Orlando, Florida. She has led international service-learning experiences with TESOL teacher candidates at Ohio Dominican University in Columbus, Ohio and has continued to develop local service-learning projects for teacher candidates at the University of Central Florida. Dr. Regalla conducts research on the influence of service-learning projects on teacher candidates’ preparation to teach English learners. She continues to evaluate service-learning projects designed for teacher candidates, publishes, and presents her findings at conferences from the local to international level.

Bethany Simunich is the Director of Online Pedagogy and Research at Kent State University. In addition to teaching both face-to-face and online, she has worked in the areas of educational technology, instructional design, and online faculty development. Her professional and research interests include presence in the online classroom, quality online course design, and online student & instructor satisfaction. Dr. Simunich provides workshops and consultations for topics on effective online teaching and designing online courses, and is a Senior Research Colleague and Master Reviewer with Quality Matters.

Sarah Plummer Taylor, MSW(c), RYT-500, CHC, is an established leader in the field of resilience-building, holistic health coaching, and yoga for veterans. She is currently completing her Masters in Social Work with a Mental Health concentration from the University of Denver. She holds a B.A. in Sociology from the University of Virginia with a minor in Religious Studies. Sarah currently sits on the Advisory Board for the University of California San Francisco’s, Next Mission’s Program for Stress, Resiliency, and Post-Traumatic Growth, as well as the Military Advisory Committee for Service Women’s Action Network. Her current research focuses on reintegration for veterans and holistic wellness, and she is involved with numerous collaborative research projects in these areas. In 2012, Sarah founded www.SemperSarah.com and began to serve veterans, executives, and entrepreneurs with group and one-on-one holistic health counseling, workshops, and retreats. Sarah is the author of Just Roll With It: The 7 Battle-Tested Traits for Creating a Ridiculously Happy, Healthy, and Successful Life. Additionally, she has been published in peer-reviewed journals on a variety of topics and has presented as an invited speaker at academic and corporate conferences and summits.

Eliseo L. Vilalta-Perdomo is a senior lecturer at the Lincoln Business School, College of Social Science. He has professional experience both in the Government and Private Sectors. In the Office of the Speaker for the President of Mexico, he was the Documentation Deputy Director; in Aeropuertos y Servicios Auxiliares, Advisor for the Operations Deputy Director; in PEMEX Gas y Petroquímica Básica, General Superintendent of Natural Gas Sales, and in the Mexican Secretary of the Interior, Advisor to the Secretary. In the private sector he has been collaborating as Associate in Consultores y Promotores Asociados, S.C.; in Desarrolladora Metropolitana, S.A. de C.V. Assistant of the General Director, and in
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