

Carmen Arrue is the on-site director in Oviedo, Spain for AHA International and instructor of the Intercultural Awareness/ Intercultural Perspectives course. Originally from Cuba, she grew up in the U.S. where she completed undergraduate and graduate degrees in anthropology. Carmen has been in Asturias for more than twenty years and has been directing the Oviedo program since 1995.

R. Kirk Belnap, Professor of Arabic in the Department of Asian and Near Eastern Languages at Brigham Young University, serves as Director of the National Middle East Language Resource Center. He is also co-P.I. with Robert Blake (U.C.-Davis) on the award-winning website, Arabic without Walls, and is Director of BYU's STARTALK summer Arabic high school camps.

Frauke Binder is Site Director for AHA International in Vienna. She has been an instructor at the Deutsche Sommerschule am Pazific in Portland, OR (2001-2009) and is a member of the International Breathwork Foundation.

Blythe Cherney is an education abroad advisor at the University of Minnesota-Twin Cities. Her research interests include the pre-departure stages of study abroad, including student intent, decision-making processes, and advising practices.

Dan P. Dewey is an Associate Professor of Linguistics and TESOL in the Department of Linguistics and English Language at Brigham Young University. He received a PhD from Carnegie Mellon University (2001) in Second Language Acquisition and conducts research on language acquisition during study abroad, focusing primarily on Japanese, Chinese, Arabic, and French.

Lilli Engle is co-founder and director of the American University Center of Provence (AUCP) in Aix-en-Provence & Marseille, France and has spoken and written openly in defense of the enhancement of intercultural learning in study abroad since 1993. She is a graduate of UCLA (MA, ABD), a first member of the Advisory Council of

the Forum on Education Abroad, founder/director of one of France's largest and well-known language schools, and faculty member at the Summer Institute for Intercultural Communication.

Rebecca Hillstrom completed a Master of Arts in Second Language Acquisition at Brigham Young University (2011), specializing in Arabic. She has taught Arabic in BYU's undergraduate Arabic program and in the summer STARTALK camps.

Martha Johnson is the Assistant Dean for Learning Abroad in the Global Programs and Strategy Alliance at UMN. She has worked in international education since 1991 for organizations and institutions in the US, Ireland, and the UK. Martha has presented on numerous sessions and workshops at international conferences, consults with universities internationally, has served in leadership positions in NAFSA and the Forum, and authored numerous articles and publication chapters on topics relating to international education.

Theodore Long is the former president of Elizabethtown College, where he served from 1996-2011. Prior to becoming president of Elizabethtown, Long served as provost and vice president for academic affairs at Merrimack College in North Andover, Massachusetts. Long is a graduate of Capital University, where he majored in sociology and philosophy. He earned a masters degree in sociology from Duke University and doctoral degree in sociology from the University of Virginia. He specializes in sociology and philosophy.

Jeremy Palmer received his Ph.D. in Second Language Acquisition and Teaching (SLAT) from the University of Arizona in 2009. His interests include study abroad and intercultural competence, teacher training and professional development, and technology in foreign language learning. He is currently working as an assistant professor at the American University of Sharjah in the United Arab Emirates.

Richard Rexeisen is a Professor of Marketing at the University of St. Thomas, St. Paul, Minnesota. He has 30 years of experience in higher education including various administrative and faculty leadership

roles. His research focuses on assessing the impact of study abroad on the development of cross-cultural sensitivity, ethical and moral reasoning as well as attitudes towards the physical environment. He has conducted several longitudinal studies using the IDI, Forsyth's ethical questionnaire and Dunlap's new ecological paradigm. His results and implications are framed with specific attention to outcomes assessment and assurance of learning.

Victor Savicki is Professor of Psychology, Emeritus, at Western Oregon University. His recent research has focused on stress, coping and adjustment in cross-cultural settings. He has participated in a variety of study abroad programs both as an instructor and a researcher.

Krista Soria is an analyst with the Office of Institutional Research at the University of Minnesota-Twin Cities. She is also a doctorate student in higher education and her research interests include social class in higher education, the experiences of first-generation and working-class students, and the effects of high impact practices on undergraduates' success in college.

Michael Stebleton, PhD, is an assistant professor in the Department of Postsecondary Teaching and Learning in the College of Education and Human Development at the University of Minnesota-Twin Cities. His research and teaching interests focus on student engagement and college student development issues. He is currently exploring the lived experiences of immigrant college students who attend large, research institutions. Additionally, Stebleton is interested in exploring the career development needs and issues of historically underserved student groups.

Tracy Rundstrom Williams is the Associate Director of the Center for International Studies: TCU Abroad at Texas Christian University, which sends over 450 students abroad each year. She also oversees TCU's Certificate in International Studies, and teaches courses on intercultural communication and language and gender. She holds a Ph.D. in Linguistics from the University of Texas at Arlington.