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**David C. Braskamp** received his B.A. from Hope College, with a major in psychology. He received a M.Ed. in educational psychology from Michigan State University and a M.Ed. in Teacher Education from Northwestern University. He has held a number of positions in educational technology and measurement at profit and nonprofit organizations, taught a course in statistics at Roosevelt University, and has published in the area of assessment in higher education. He is currently teaching mathematics in the Aurora, CO schools.

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Affairs. She is one of the founders of two bicultural/bilingual charter schools for deaf, hard-of-hearing, and deaf-blind children in the Minneapolis-St. Paul area.

**Fred Dervin** is Senior Lecturer in French studies at the University of Turku, Finland and Adjunct Professor, Department of Sociology, University of Joensuu, Finland. His fields of research are modern foreign language didactics, intercultural communication and education, and discourse analysis. His publications include many articles on various aspects of Erasmus/student mobility. He has organized the international conference “Academic Mobility: blending perspectives,” which took place in Turku. He is currently co-editing several volumes on academic mobility as well as a book in French on Erasmus students’ experiences in Finland.

**Dennis Doyle** is a professor of Communication Studies at Central College, Iowa. He holds a Ph.D. from Southern Illinois University at Carbondale, a M.S. from the University of North Texas, and a B.A. from the University of Northern Iowa. He is currently the chair of the Off-Campus Policy Committee, a faculty advisory committee for the Central College Abroad programs. He also serves as Faculty Liaison to Central College’s program in London. Dennis’ recent research projects examine the study abroad experience from pre-departure to re-entry, focusing more specifically on implications for program design and assessment.

**Stephanie Y. Evans** is Associate Professor in African American Studies and Women’s Studies at the University of Florida in Gainesville. Dr. Evans’s research interests are Black women’s intellectual and educational history in the United States, Black women’s intellectual production and 19th and 20th century history; research methods in African American history, community service-learning and experiential education, and Black Greek-letter organizations (BGLOs). She is the author of *Black Women in the Ivory Tower, 1850–1954: An Intellectual History*, which chronicles black women’s struggle for access to higher education in America.

**Lucile Duperron** is Assistant Professor of French and Italian at Dickinson College. Her research focuses on the interaction between learning context and second language grammar development. Following in the liberal arts tradition, she is an advocate of interdisciplinarity and content-based instruction.

**Martha Johnson** is Director of the Learning Abroad Center at the University of Minnesota. She has worked in education abroad since 1991, including on-site in Ireland, four years based in England, and institutional relations management

for several program providers. Martha has been at the University of Minnesota since 2001. She holds a B. A. from St. Mary's University in Minnesota with a double major in Literature and Theatre Arts and a M A. in Literature from the University of St Thomas with an emphasis in multicultural and travel literature, and post-colonial theory.

**David Lopatto** is Professor of Psychology at Grinnell College. He received his Ph. D. in experimental psychology from Ohio University. His research includes analysis of the Summer Undergraduate Research Experiences survey (SURE) and the Classroom Undergraduate Research Experiences survey (CURE) as well as other assessment of student learning. He worked with a Grinnell College assessment group to develop the study abroad survey used in the current study.

**John Lucas** holds an M.A. and Ph.D. in Spanish linguistics from Penn State University and a Master's degree in International and Intercultural Management from the School for International Training. He recently returned to the U.S. after more than ten years directing international programs in Spain. In the U.S., John also taught Spanish and linguistics, supervised an international dormitory and held leadership positions in residence life and student services. He currently works at IESAbroad in Chicago, where he is Associate Vice President for Academic Programs and Dean for the Barcelona, Berlin, and Vienna centers. An active member of ACTFL, the Early Book Society, and the North American Catalan Society, John's research interests include second language acquisition, cross-cultural counseling, intercultural communication, and medieval Catalan studies.

**Kelly Carter Merrill** received her B. A. in studio art and communication from Virginia Tech, M. Ed. in college student personnel from Penn State, and Ph.D. in higher education from Loyola University Chicago. She has worked within higher education settings for over fourteen years, including student affairs, academic administration, and instructional positions at Penn State, Northwestern University, and Loyola University Chicago. Her research is focused on college student development, specifically intercultural sensitivity development and transgender identity formation. Currently she is an assistant professor of educational administration in higher education at the University of Hawai'i, Manoa.

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**William G. Moseley** is an associate professor of geography at Macalester College. His research and teaching interests include: political ecology, tropical agriculture, environment and development policy and livelihood security. Most of his fieldwork has been undertaken in West and southern Africa.

**Erik Malewski** is an Assistant Professor of Curriculum Studies at Purdue University. He is interested in scholarship involving critical theory, multiculturalism, cultural studies, and post-structuralism as they inform the reconceptualization of curriculum and the social contexts of education. His most recent work has focused on technology and multiculturalism within teacher education; curriculum and public policy; and the internationalization of teacher education through study abroad. He is currently working on an edited book addressing intergenerational conversations on the state-of-the-field of curriculum studies.

**Mark Overstreet** is currently a World Languages Specialist for Cengage Learning. He was formerly Assistant Professor of Spanish and Portuguese at Dickinson College. His research centers on how second language learners make form-meaning connections as they read in the second language.

**Monica Pagano** is Director of Study Abroad at Loyola Marymount University (California). She was formerly Assistant Dean of International Programs at Elon University, Coordinator for the Central America States and Scholarships Program at Hocking College (Ohio) and Assistant to the Directors of the Institute for International Studies in Education at the University of Pittsburgh. Monica is active in contributing to publications and presenting at conferences in International Education. She holds a Ph.D. in Administrative and Policy Studies in International Development Education from the University of Pittsburgh, where her dissertation was, "Education Abroad: Aspects of the Host Culture Students Learn During an International Service Learning Program in Higher Education."

**R. Michael Paige** is Professor of International and Intercultural Education in the Department of Educational Policy and Administration at the University of Minnesota, Minneapolis. He has extensive international experience, including as a Peace Corps Volunteer (Turkey, 1965-67) and living/working experiences in Indonesia, Thailand, the Philippines, Kenya and Hong Kong. In 2003-04 he was a Visiting Professor at Nagoya University and at the University of

South Australia. Michael's publications include *Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use*; *Culture as the Core: Perspectives on Culture in Second Language Learning*; and *Education for the Intercultural Experience*. Additionally, he co-edits the training section of the International Journal of Intercultural Relations (IJIR); and authored the chapter "Instrumentation in Intercultural Training" in the 3rd edition of the *Handbook of Intercultural Training*. Michael was the recipient of the Forum on Education Abroad's Peter Wollitzer Advocacy Award in 2007.

**JoAnn Phillion** is Associate Professor of Curriculum Studies in the Department of Curriculum and Instruction at Purdue University. She uses narrative inquiry in teaching graduate courses in curriculum theory and multicultural education, and in an undergraduate course in preservice teacher development. Her research interests are in narrative inquiry in immigrant student education, multicultural education, and teacher education. Her recent research is on minority students' experiences in Hong Kong schools and preservice teachers' experiences in international field placements. She is involved in teacher education in Hong Kong and directs a study abroad program in Honduras

**Doug Reilly** is Programming Coordinator, Hobart and William Smith Colleges (HWS) and Union College Partnership for Global Education & HWS's Center for Global Education. Doug's mission for the last eight years has been to innovate pre-departure and reentry programs that help study abroad students make the most of their experiences. He teaches digital storytelling and independent publishing (zines), edits *The Aleph: a journal of global perspectives*, a creative journal for returning study abroad students and hosts Away Café, an "open-mic night for stories that cross borders." Doug has twice co-facilitated NITLE's popular Multimedia Narrative (digital storytelling) workshop. He holds a Masters in International Relations from the Maxwell School at Syracuse University, and served in the Peace Corps (Slovakia '99-01).

**Laura Roselle** is Professor of Political Science at Elon University and specializes in international political communication. She has edited two books on television and democracy: *Democracy on the Air* and *Television and Elections*, 2nd edition. In 2006 she published *Media and the Politics of Failure: Great Powers, Communication Strategies, and Military Defeats* with Palgrave/Macmillan. Laura also published (in 2007) *Research and Writing in International Relations*, with Sharon Spray, a supplementary text for students

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of international relations and comparative politics. She is president-elect of the international communication section of the International Studies Association. She serves on the editorial board of the new journal *Media, War, and Conflict*.

**Stefan Senders** is a visiting scholar in the Cornell Peace Studies Program and senior instructor in psychiatry at the University of Rochester Center for the Study and Prevention of Suicide. He is currently conducting research on suicide hotlines and on knowledge production in suicide studies, and is developing an interdisciplinary research program on post-conflict societies.

**Suniti Sharma** is a doctoral student in the Department of Curriculum and Instruction, Purdue University where she is a research assistant for the Honduras Study Abroad program at Purdue University. She received her Masters of Arts from the University of Delhi, New Delhi, India. Prior to her current position she was an English Instructor at a detention facility for young women. In India she taught English literature and language at the high school level. Her research interests are in study abroad, multicultural education, and mentoring young women in conflict with the law.

**Heidi Soneson** is Program Director in the Learning Abroad Center at the University of Minnesota where she manages a variety of programs including reciprocal exchange programs, faculty-led programs, direct enrollment programs and group programs overseas. She has presented and published on key study abroad issues such as integrating students of color, access for students with disabilities, and study in non-traditional locations. Heidi has served as an external evaluator for study abroad programs and has led faculty overseas to evaluate study abroad curriculum. She currently serves on the Forum Council and Chairs its Advocacy Committee.

**Michael J. Vande Berg** is Vice President for Academic Affairs and Chief Academic Officer at CIEE. He has served as Director of International Programs at Georgetown University, Dean of Study Abroad at the School for International training, Director of Study Abroad at Michigan State University, and Director of the Center for International Programs at Kalamazoo College. In addition to numerous articles focusing on international education and on literary movements and figures, he has published English-language translations of Spanish literature. He earned his Ph.D. in Comparative Literature from the University of Illinois, Urbana-Champaign, and is a founding Board member of the Forum on Education Abroad.

**Yuxiang Wang** is a doctoral student in the Department of Curriculum and Instruction, Purdue University, where he is a teaching assistant in an undergraduate teacher education course and research assistant for the Honduras Study Abroad program. He received his Masters of Education from the University of Illinois at Urbana-Champaign and was a substitute teacher in California. Prior to coming to the United States he was on the faculty of Anhui University, China, where he conducted research in the area of language and culture and published on this work. His research interests are in study abroad and multiculturalism and multicultural education in China and the U.S. with a particular focus on issues of race, gender, ethnic conflicts, immigration, and minority cultures and home languages.

**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.

**David Wright** received his Ph.D. from the University of Arizona (1997) where he specialized in Second Language Pedagogical Theory. His research interests lie in the areas of language teaching, as well as cross-cultural training, and he has published and lectured widely on those topics. Between 1998 and 2003 he served as the Director of Business German in the Department of Germanic Studies at the University of Texas. In August 2003 he joined the Office of International Affairs at the University of Arizona where he directs Study Abroad and Student Exchange.