

EDITORS AND CONTRIBUTORS

Editors

Heather Barclay Hamir is president and CEO of the Institute for Study Abroad, Butler University (IFSA-Butler). She has worked in international education since 1997 at public and private universities, initially as an adviser and later at the director and executive director levels. Throughout her career, Barclay Hamir has focused on increasing access for underrepresented populations in study abroad, and has been an active contributor in national discussions on this topic. During her tenure at the University of Texas at Austin (UT Austin), new initiatives undertaken by Study Abroad resulted in greater and more representative participation abroad, for which the university received both NAFSA's Senator Paul Simon Spotlight Award and Diversity Abroad's Excellence in Diversifying International Education Institutional Award in 2014. Currently, she serves on Diversity Abroad's advisory committee and served two terms on the forum council of The Forum on Education Abroad. Barclay Hamir earned her doctorate in higher education leadership from the University of Nebraska—Lincoln, two master's degrees from Oregon State University, and her bachelor's degree from Pomona College.

Nick Gozik is director of the Office of International Programs and McGillycuddy-Logue Center for Undergraduate Global Studies at Boston College. Previously, Gozik held positions in education abroad at the University of Richmond, New York University, and Duke University. He has also served as a visiting assistant professor at New York University as well as a lecturer at Boston College and Lesley University. Gozik has conducted research on identity, race, and education in France, using history-geography education on the French island of Martinique as a case study. He has contributed to research at the Social Science Research Council on internationalization, interdisciplinarity, and boundary-crossing in U.S. higher education. Gozik has been active in a number of professional organizations and is currently serving as chair of the forum council for The Forum on Education Abroad.

Gozik holds an MA in French language and civilization and a PhD in international education from New York University.

Contributors

Teri Albrecht is director of international student and scholar services at the University of Texas at Austin. Albrecht also holds a lecturer position and teaches first-year students. Prior to joining UT Austin in 1999, Albrecht held positions at St. Edward's University in Austin, Texas, and Louisiana State University. Albrecht completed her PhD in higher education administration at UT Austin where her dissertation research focused on the experiences of undocumented students in institutions of higher education. She received her BBA and MS in educational administration from Texas A&M University. Active in NAFSA, Albrecht has served in various leadership positions and served as editor for *Crisis Management in a Cross Cultural Setting*. Albrecht has presented and published on a wide range of topics affecting international education.

David Comp currently works as the assistant provost for global education at Columbia College Chicago. He previously worked for 17 years at the University of Chicago in various international education roles. He also serves as a study abroad research consultant for the Center for Global Education at California State University at Dominguez Hills. He serves on the editorial advisory board of the *Journal of Studies in International Education (JSIE)*, as assistant/copy editor for the *Journal of International Students*, and as a peer reviewer for *Frontiers: The Interdisciplinary Journal of Study Abroad*. In addition, he has coauthored several book chapters, journal articles, and reports on international education topics. He is also a board member of the Fund for Education Abroad. He received his PhD in cultural and educational policy studies, comparative and international education from Loyola University Chicago.

Eduardo Contreras Jr. is the director of studies abroad and chair for the Collaborative for International Studies and Global Outreach (CISGO) at the University of Portland. With over 15 years in public and private U.S. post-secondary education, Contreras has experience in education abroad, access, and internationalization at many different levels. While at the Harvard Graduate School of Education (HGSE), his dissertation was on the history of education abroad in the twentieth century, and he served on the Dean's Global Education Task Force and taught a course on internationalization

in U.S. higher education. Contreras has a long-term personal and professional commitment to inclusive excellence. Most recently, he has served as the conference committee chair for the annual Diversity Abroad Conference. In addition to an EdM and EdD from Harvard, he has a BA in history and an MA in Asian cultures and languages from UT Austin.

Solomon R. Eisenberg is senior associate dean for academic programs in the College of Engineering, and professor of biomedical engineering and electrical and computer engineering. He earned the SB, SM, and ScD degrees in electrical engineering from MIT and joined Boston University faculty as assistant professor of biomedical engineering in 1983. He was a visiting associate professor in the Harvard-MIT Division of Health Science and Technology in 1997. He was the recipient of an NSF Presidential Young Investigator Award 1987–1993, a 1990 Metcalf Award for Excellence in Teaching from Boston University, and is a fellow of AIMBE. He served as associate dean for undergraduate programs from 1998 to 2013, as dean ad interim of the College of Engineering for the 2005–06 academic year, and was chair of biomedical engineering from 2007 to 2015. Eisenberg has been engaged in developing the College of Engineering’s study abroad programs since 1999.

Benjamin Flores joined the faculty of the University of Texas at El Paso in 1990 after receiving his PhD in electrical engineering from Arizona State University. He is a professor of electrical and computer engineering and has held a number of administrative positions including dean of the graduate school, associate dean of graduate studies for the college of engineering, founding director of the division of computing and electrical engineering, and chair of electrical and computer engineering. Flores is an expert in retention strategies for non-traditional undergraduate and graduate students in science, technology, engineering, and mathematics (STEM). He is the director of the UT System Louis Stokes Alliance for Minority Participation. In 2010, Flores was recognized by President Barack Obama with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentorship for his efforts to increase the enrollment, retention, and graduation of Latinos and Latinas in STEM.

Lynda Gonzales is director of student programs at the Texas Institute for Discovery Education in Science (TIDES) at UT Austin. TIDES was established in 2013 in the College of Natural Science and aims to catalyze, support, and showcase innovative, evidence-based undergraduate science education. Gonzales received her MEd in educational administration in 1995 from UT Austin, and, since then, has been working in positions at the university that

support experiential and engaged learning opportunities for undergraduates, including research, study abroad, internships, and most recently entrepreneurship.

Andrew Gordon is a social entrepreneur and CEO and founder of Diversity Abroad. With a passion for student success and international education, Gordon founded Diversity Abroad in 2006 with a simple vision that the next generation of young people from diverse and underrepresented backgrounds have the confidence, experience, and skills necessary for success in the twenty-first-century global marketplace. As the chief national advocate for diversity, equity, and inclusion within international education, Gordon speaks and writes extensively on such topics. He has consulted for colleges and universities, non-profit and for-profit organizations, and government agencies on developing strategies for connecting diverse and underrepresented students to global educational opportunities. A native of San Diego, California, Gordon is fluent in Spanish and Portuguese and proficient in French. He is a graduate of the University of San Francisco and has studied, worked, and traveled in Africa, the Americas, Asia, Europe, and the Middle East.

Ashley Holben is a project specialist with the National Clearinghouse on Disability and Exchange at Mobility International USA, where she also serves as executive specialist to the CEO. She writes and presents on disability inclusion in international exchange and develops initiatives and resources to increase participation and inclusion of students with disabilities in international exchange. As a Rotary Group Study Exchange participant, Holben visited disability organizations and alumni in Malaysia to learn about the country's disability rights issues and movements. Holben graduated from the University of Oregon with a degree in international studies and economics and a focus in international comparative development and Africa, which led her to intern with a non-profit organization in Dakar, Senegal.

Jinous Kasravi earned her BA in French and MA in comparative education from University of California, Los Angeles (UCLA). She earned her PhD in education policy and administration from the University of Minnesota–Twin Cities. Her passion for the field of international education was ignited through her own lived experiences in several countries and education systems. In her current role as the director of program evaluation and university outreach in the Kuwait Cultural Office, Los Angeles, she evaluates institutions in the west coast of the United States to ensure that they meet the criteria set forth by the Kuwait Ministry of Higher Education for the study

of Kuwaitis. Kasravi also works with university partners to establish Memorandums of Understanding with various sponsors in Kuwait. Prior to joining the Kuwait Cultural Office, Kasravi was involved in study abroad and served as director of the education abroad program at University of California–San Diego.

Lily Lopez-McGee serves as the deputy director for the Rangel International Affairs Program at Howard University. She is also a doctoral candidate at George Mason University where she is working on her dissertation, which focuses on college students perceived changes in self-efficacy as a result of participating in study abroad. Previously, she served as manager at Diversity Abroad where she managed the Diversity Abroad Network, a professional network of institutions of higher education and education abroad provider organizations. She serves as the cochair for Global Access Pipeline and helps coordinate the Conference on Diversity in International Affairs. Lopez-McGee graduated from the University of Washington with a bachelor's degree in international affairs and a master's degree in public administration.

James M. Lucas serves as the assistant dean for global education and curriculum at Michigan State University (MSU). His duties include overseeing first-year seminars, curriculum development and assessment, and global and multicultural education efforts on campus. He completed his PhD in higher, adult, and lifelong education at MSU with a focus on male engagement in education abroad. Lucas has led various study abroad programs around the world for over 15 years, and he has supervised programs for first-year students in Ireland, New Zealand, Iceland, Dubai, Cuba, and Japan. He currently leads a program to Italy for male-identified fraternity members as part of his ongoing research in the area of male education abroad engagement.

Monica Malhotra is a project manager with the National Clearinghouse on Disability and Exchange at Mobility International USA, which aims to increase participation of people with disabilities in inclusive international exchange programs. Previously, Malhotra worked for 10 years at UT Austin's international office where she assisted with admission, immigration, student counseling, ESL services, disability support, and sponsored student programs. During this time she created partnerships with the disability office and international office for ongoing cross-training and collaboration. She also wrote a chapter for NAFSA's *Crisis Management in a Cross-Cultural Setting* titled "Responding to Relationship Violence." Her past experience includes serving four years on the board for the Multicultural Refugee Coalition in Austin, Texas, and interning with the EastWest Institute in New York.

Malhotra earned her bachelor's degree in sociology from the University of Texas at Arlington and her master's degree in international studies from the University of Exeter, United Kingdom.

Margaret McCullers is the associate director of academic and special projects at the Institute for Study Abroad, Butler University (IFSA-Butler), one of the largest non-profit study abroad providers in the United States. In this role, she provides leadership in promoting inclusive excellence in IFSA-Butler programming and practices and supports the academic integration of study abroad for institutions across the country. She also oversees scholarships, chairs the Financial Need & Aid Committee, and directs the Work-to-Study program, which provides opportunities for high-financial-need students to build professional skills abroad. McCullers is cochair of NAFSA's Subcommittee for Diversity & Inclusion in Education Abroad and was awarded a 2014 Australian Endeavour Executive Fellowship for her work on curriculum integration. McCullers previously worked at UT Austin supporting underrepresented and first-generation college students in study abroad and at the University of Georgia coordinating international programming for honors scholars. She holds an MEd in higher education administration from UT Austin.

Areli Palacios holds an MS in higher education administration and a BA in English literature from Florida State University. Her career in education began in Miami Dade County Public Schools as a secondary English, leadership, journalism, and yearbook teacher. Within international education, she has worked at Florida State University, UT Austin, and presently at Georgetown University. As a native Nicaraguan who grew up in Miami, Florida, the realities of immigration were ever-present in her upbringing and classroom and helped to refine her interest in supporting underrepresented students along secondary and tertiary education, but specifically within international education. At Georgetown University, Palacios holds a dual role as the senior associate director of programming and advising within the Office of Global Education and as adviser for undocumented students within the Division of Student Affairs, where she continues to work collaboratively to create institutional support mechanisms for underrepresented students.

Amalia Pérez-Juez holds a PhD in archaeology and history and is the director of Boston University's study abroad programs in Spain. She oversees all the academic and personal integration of students in Spain, as well as teaches classes related to history and archaeology. She spent four years abroad as both an undergraduate and graduate student and as a visiting professor. Her

passion for teaching and doing research is as vast as her passion for traveling and understanding other cultures. This makes her job as director of a study abroad program a perfect setting where she can devote time to discovering, teaching, managing, and interacting with students. Her academic background enriches the students' experience and it enables her to know the students as an administrator, a professor, a mentor, and a program director. She has been working for Boston University for over two decades.

Rosalind Latiner Raby, PhD, is a senior lecturer at California State University, Northridge, in the educational leadership and policy studies department of the College of Education where she has taught for the past 24 years and where she is an affiliate faculty for the ELPS EdD Community College program. She also serves as the director of California Colleges for International Education, a nonprofit consortium whose membership includes 91 California community colleges. Raby received her PhD in the field of comparative and international education from UCLA and since 1984 has worked with community college faculty and administrators to help them internationalize their campuses. Raby has a range of publications, with the most recent being *International Handbook of Comparative Studies on Community Colleges and Global Counterparts* (Springer, forthcoming) and *International Education at Community Colleges: Themes, Practices, and Case Studies* (Palgrave, 2016).

Gary M. Rhodes is the associate dean of international education and senior international officer in the College of Extended & International Education at California State University at Dominguez Hills (CSUDH). As associate dean and senior international officer, he is responsible for providing support for all international initiatives on the CSUDH campus. He is also director of the Center for Global Education, a national research and resource center supporting the internationalization of higher education. Rhodes' areas of expertise include the internationalization of higher education; study abroad program development and administration; integrated international learning; diversity and study abroad; and health, safety, crisis, and risk management for study abroad. He publishes articles and presents widely at U.S. and international conferences. He holds a BA in English from UCSB, an MA in international relations and an MEd and a PhD in education from USC, and he has received Fulbright Specialist grants to India and South Africa.

Daniel Siefken is the assistant director for faculty-led programs at UT Austin's international office, where he also serves on the Longhorn Dreamers Project taskforce. Siefken has over 10 years of experience in higher education, working in various capacities within international education, student

development, and admissions. During his tenure in admissions, he admitted the university's first undocumented student and helped shape the existing policies around undocumented student admissions. Siefken received his MS in global and international sociology from the University of Edinburgh in Scotland, where he wrote his thesis on barriers to accessing higher education for undocumented students. He has experience living and working throughout Central America and Europe, as well as serving as the country director for a community development non-profit organization in Guatemala and Honduras.

Sarah Simmons is assistant director of science education at Howard Hughes Medical Institute (HHMI). Within the undergraduate and graduate programs of HHMI's science education department, her portfolio includes several initiatives including the HHMI's professors program. Simmons joined HHMI in 2014 and prior to that held the position of assistant dean for honors, research, and international study in the College of Natural Sciences at UT Austin. In this latter position, she administered multiple college initiatives including honors programs, international science initiatives, and undergraduate research, in addition to teaching undergraduate science courses. She was also director and principal investigator of the HHMI- and NSF-funded Freshman Research Initiative (FRI)—a unique, large-scale program that engages undergraduates in research at UT Austin.

Michelle Tolan is the field director for inclusive excellence and research at the Institute for Study Abroad, Butler University (IFSA-Butler). In 2012, Tolan designed their award-winning First Generation College Student (FGCS) Scholarship program, which took an evidence-based approach and was the first of its kind for a study abroad organization. Since then she has designed several groundbreaking programs to better include diverse students in study abroad including the Fill the GAP fund-matching program, UpFront billing program, the Work-to-Study project grant program, and the diversity and inclusion focused website "Unpacked: A Study Abroad Guide for Students Like Me." Tolan has been active in leadership positions for NAFSA, Diversity Abroad, and The Forum on Education Abroad, where she currently serves as inclusive excellence working group chair. A "first gen" herself, she holds an MA from Indiana University, a BA from Drake University, and studied abroad as an undergraduate in Costa Rica.