

## Editors' Bios

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### ***Founder/Editor-in-Chief***

*Dr. Krishna Bista, University of Louisiana at Monroe, USA*

**KRISHNA BISTA** is Chase Endowed Professor of Education in the School of Education at the University of Louisiana at Monroe. His areas of interest include international student studies, multicultural education, and leadership practices. He teaches graduate classes in educational leadership and curriculum and instruction. His recent edited books (with Foster) include *Global Perspectives and Local Challenges Surrounding International Student Mobility* (2016), *Exploring the Social and Academic Experiences of International Students in Higher education Institutions* (2016), and *Campus Support Services, Programs, and Policies for International Students* (2016). Dr. Bista is founder/editor of the *Journal of International Students*, a quarterly publication in international higher education. He is also associate editor of the *Journal of Interdisciplinary Studies in Education*. He holds a doctoral degree in Educational Leadership/Higher Education and a specialist degree in Community College Teaching and Administration. He has presented at international, national, and regional conferences, including the *Mid-South Educational Research Association* (MSERA), the *Comparative and International Education Society* (CIES), the *American Educational Research Association* (AERA), and the *European Teacher Educational Network* (ETEN).

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### ***Associate Editors***

*Dr. Chris R. Glass, Old Dominion University, USA*

**CHRIS R. GLASS** is an Assistant Professor of Educational Foundations and Leadership in the Higher Education program. Dr. Glass takes a social psychological approach to researching issues in American higher education, with an interest in how the presence of others affects educational outcomes such as achievement, motivation, and social development. He researches

international students, academic work, and publicly engaged scholarship. He is a lead researcher on the Global Perspectives Inventory (GPI) which examines the relationship between educational experiences and global learning outcomes based survey responses of 100,000 undergraduates at 100 American colleges and universities. Dr. Glass has published articles in the *Journal of Educational Psychology*, *the Journal of Studies in International Education*, *Journal of Diversity in Higher Education*, *International Journal of Intercultural Relations*, and the *Journal of International Students*. He has presented at international, national, and state level conferences, including the *Comparative and International Education Society (CIES)*, the *Association for the Study of Higher Education*, and the *American Educational Research Association (AERA)*.

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Dr. Charlotte Foster, *Missouri Western State University, USA*

**CHARLOTTE E. FOSTER** graduated from Arkansas State University with a doctorate in Educational Leadership. She also holds an Educational Specialist degree in Educational Administration from Arkansas State University as well as a Master of Education degree from Regent University in Virginia. Her undergraduate degree is in Elementary Education with a Middle School Mathematics endorsement. Dr. Foster is an experienced classroom teacher, state level math specialist, and university grant director. Since receiving her doctorate in 2012, she has worked as the Math Specialist for the Missouri Western State University Education Department in St. Joseph, Missouri. Dr. Foster's most recent work has included piloting a partnership between MWSU and the local school district to provide hands-on learning experiences for undergraduate future teachers in elementary mathematics classrooms. She also serves as a member of the *Kappa Delta Pi Honor Society*, national mathematics program reviewer and campus sponsor and mentor for the Alpha Omega sorority. Other accomplishments of Dr. Foster include edited books on international student studies (with Dr. Bista) – *Global Perspectives and Local Challenges Surrounding International Student Mobility*, *Exploring the Social and Academic Experiences of International Students in Higher education Institutions*, and *Campus Support Services, Programs, and Policies for International Students*.

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Dr. Danilo M. Baylen, *University of West Georgia, USA*

**DANILO M. BAYLEN** is a Professor of Instructional Technology at the University of West Georgia. He completed graduate degrees in Instructional Technology, Library and Information Studies, Elementary Education, and Counseling, and an undergraduate degree in Economics. He publishes articles, book chapters and proceeding papers on technology integration practices, online teaching and learning, and faculty development. Recently, he coedited a book, *Essentials of Teaching and Integrating Visual and Media Literacy*, published by Springer International. Prior to his faculty role, Dr. Baylen worked as instructional designer, director of Instructional Technology Services, and coordinator of the Center for Instructional Design and Development. He also worked as teacher of English as a second language, and social worker in Southeast Asian refugee camps. At present, Dr. Baylen is the immediate past president of the International Division of the *Association for Educational Communications and Technology* (AECT). He has been involved in several advisory boards (*International Visual Literacy Association*, and the *Teaching, Colleges and Community Online Conference, Inc.*) and editorial boards (*Quarterly Review of Distance Education*, *TechTrends*, and *To Improve the Academy*).

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Dr. Diana B. Carlin, *Saint Louis University, USA*

**DIANA B. CARLIN** recently retired as Associate Provost from Graduate and Global Education at Saint Louis University. She also served as Dean of the Graduate School and International Programs at the University of Kansas and as the Dean in Residence and Director of International Outreach at the Council of Graduate Schools. As a Senior International Officer at two research universities, she has overseen study abroad, international student and scholar services, international agreements, international admissions, and overall university internationalization efforts. She has published book chapters on international student support, joint and dual degrees, and faculty support for campus internationalization. In January 2016 she began a three-year term on the board of directors of *NAFSA: Association of International Educations*. She has served on the editorial board for *The Journal of International Students* for the past three years.

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Dr. Keri Dutkiewicz, *Davenport University, USA*

**KERI DUTKIEWICZ** currently serves as the Director of Faculty Learning at Davenport University. She has a MA in Comparative Literature and a Ph.D. in English from Michigan State University. Her research interests include online education, innovative engagement strategies for study abroad programs for undergraduate students and working professionals, diversity, and equine-assisted learning. She has led study abroad programs to India, China, and Mongolia. Dr. Dutkiewicz is a certified Cultural Intelligence (CQ) facilitator and E3A Coach with a passion for developing inclusive cultures within educational institutions.

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Dr. Sandria Officer, *Seneca College, Canada*

**SANDRIA OFFICER** is a Professor in the Faculty of Applied Arts and Health Sciences at Seneca College. She teaches diploma and degree level courses in communications, psychology, and the sociology of health and family. She is also a Curriculum Developer of new degree programs and has worked with the Centre for Academic Excellence and Program Quality to ensure the programs have met government standards. Her areas of expertise include education, employment, health, and disability. Dr. Officer has extensive experience conducting national evidence-based research on the education and employment experiences of disabled workers. She is currently conducting research on college students and tobacco cessation. She received her Ph.D. from the University of Toronto.

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Dr. Ghanashyam Sharma, *Stony Brook University (State University of New York), USA*

**GHANASHYAM SHARMA**, PhD, is an assistant professor of Writing and Rhetoric at Stony Brook University (State University of New York). Before completing master's and doctoral degrees from the University of Louisville, he used to be a lecturer of English literature, critical theory, and linguistics at Tribhuvan University of Nepal. A recipient of the a number of awards, including the Gold Medal for academic excellence in MA in Nepal and the K. Patricia Cross Future Leaders Award in the US, Sharma has served as editor or several journals and web magazines. He facilitates professional conversations for a number of networks and groups of educators across the

world. He has published on a range of issues, including within or at the intersections of multilingualism, writing in the disciplines, cross-cultural communication, online education, literacy narrative, and new media in writing. Besides a number of minor publications, Dr. Sharma is currently working on a book-length project on writing and academic support systems for international graduate students in US universities.

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Dr. Rai Farrelly, *Saint Michael's College, USA*

**RAICHLE FARRELLY** is an Assistant Professor in the Applied Linguistics Department at Saint Michael's College in Vermont, USA. She earned her PhD in Linguistics from the University of Utah. For several years she taught English as a second language (ESL) to international students in an Academic English Language Program. She also taught community-based ESL courses for adult refugee and immigrant populations. At the University of Utah, she also worked for the Center for Teaching and Learning Excellence. In this capacity, she advised university instructors about pedagogical strategies to support international students. Her professional interests include second language teacher education, reflective teaching, curriculum design, internationalization of higher education, and second language acquisition by adult emergent readers. She has presented extensively on a range of pedagogical topics at national and international conferences. She has also published work in peer-reviewed journals, and recently co-authored the book *Fostering International Student Success*. She is also the co-founder of a nonprofit organization, Project Wezesha, which aims to increase access to education for students in Western Tanzania.

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Dr. Rosalind L. Raby, *California Colleges for International Education, USA*

**ROSALIND LATINER RABY**, Ph.D. is a Senior Lecturer at California State University, Northridge in the Educational Leadership and Policy Studies Department of the College of Education and is an affiliate faculty for the ELPS Ed.D. Community College program. She also serves as the Director of *California Colleges for International Education*, a non-profit consortium whose membership includes eighty-six California community colleges. Dr. Raby is the past-NAFSA *Education Abroad Knowledge Community College* chair for NAFSA, and the past-NAFSA Region XII Community College Coordinator. Dr. Raby received her Ph.D. 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.

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Dr. Vera V. Chapman, *Colgate University, USA*

**VERA V. CHAPMAN**, Ph.D., LPC, is the Associate Director of Career Development at Colgate University's Center for Career Services where she provides the primary vision for career advising and programming, and counsels diverse students and alumni in all phases of career development. Originally arriving in the U.S. as a study abroad student from South Africa, Vera is no stranger to the unique challenges faced by international students on U.S. campuses. A Ph.D. in Higher Education Administration paired with an M.Ed in Mental Health Counseling, both from the University of Mississippi, has focused her career on empowering students from diverse backgrounds to build meaningful experiences while in college and beyond. Dr. Chapman's research focuses on the psychosocial and career development of students who pursue international education, along with best practices for colleges and universities to foster such development. She serves as Co-Chair of the *National Career Development Association's* (NCDA) Global Connections Committee, Reviewer for the *Journal of Career Development*, Associate Editor of the *Journal of International Students*, and Field Editor of NCDA's Career Convergence web magazine.

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*Assistant Editors/Copy Editors*

Dr. Charles R. Harris, *Stony Brook University, USA*

**CHARLES HARRIS** is an online faculty member in the School of Professional Development at Stony Brook University, USA. Dr. Harris earned an Associate in Arts degree at Tallahassee Community College, a Bachelor of Science degree in Applied Economic Geography at the University of Idaho, a Master of Education in Instructional Technology from Idaho State University, and the Specialist in Community College Teaching and Doctor of Education degrees from Arkansas State University-Jonesboro. Prior to coming to Stony Brook, Dr. Harris has been active as an educational consultant since 2004. His prior higher education administrative experience includes 15 years as a financial manager with expertise in Procurement and

Contract Management, five years as a grant project manager, and fifteen years as an instructional designer. Dr. Harris is a certified Quality Matter Peer Reviewer. A Florida native, Dr. Harris resides in Washington State with his spouse Bonnie.

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Dr. Hugo Garcia, *University of Nevada, Las Vegas, USA*

**HUGO GARCÍA** is a visiting assistant professor in the Department of Educational Psychology and Higher Education at UNLV. He obtained his B.A. in international relations from UC-San Diego, M.Ed. in higher education administration and student affairs from the University of Southern California, and a Ph.D. in Education with an emphasis in higher education from Claremont Graduate University. His research interests pertain to access and equity in higher education, retention of underrepresented students at two- and four-year postsecondary institutions, international higher education, diversity in higher education, and P-20 education pipeline. Specifically, his work focuses on conducting research on community colleges and their impact on underrepresented students' academic success, student transition to community colleges and four-year institutions, institutional responses to globalization and the internationalization of higher education, and educational outcomes for students of color throughout the educational pipeline.

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Dr. Jiaqi Li, *Wichita State University, USA*

**JIAQI LI** is an Assistant Professor in the Department of Counseling, Educational Leadership, Educational and School Psychology in the College of Education at Wichita State University. He received his PhD in Counselor Education and Supervision at Texas Tech University. His research focuses on multicultural counseling, racism and mental health, cross-cultural adaptation, school counseling, EMDR, and play therapy.

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Dr. Luchen Li, *University of New Hampshire, USA*

**LUCHEN LI**, Ph.D., professor of English, serves as Associate Provost for International Programs at the University of New Hampshire. With over twenty years' experience in higher education, Dr. Li has developed

successful international and academic programs for comprehensive internationalization and curriculum enrichment. Li has broad experience in overseeing the operations of international student and scholar services, ESL, study abroad, global engagement, and international affairs dual major/degree programs. In his administrative and academic roles, Li has led and coordinated interdisciplinary and interdepartmental degree and non-degree programs. Through team leadership and collaboration, he played pivotal roles in the strategic planning and implementation of university-wide curricular review and enrichment initiatives. Such efforts transformed two institutions' learning experience by integrating global experience into academic curricula, research, student learning, campus life, and institutional advancement. Author of books and articles in literary and cultural studies, Dr. Li is an internationally recognized Steinbeck scholar, currently serving as President of the *International Society of Steinbeck Scholars*.

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Dr. Nicholas D. Hartlep, *Illinois State University, USA*

**NICHOLAS D. HARTLEP** is currently an Assistant Professor of Educational Foundations at Illinois State University. Prior to that, he was an Advanced Opportunity Program Fellow at the University of Wisconsin-Milwaukee, an “Urban 13” University, where he earned a Ph.D. in the Social Foundations of Urban Education and was named an “Outstanding Doctoral Student.” Dr. Hartlep also has a Master of Science Degree in K-12 Education and Bachelor of Science Degree in Teaching, both conferred from Winona State University. As a former public school teacher he has taught in Rochester, Minnesota and Milwaukee, Wisconsin, as well as abroad in Quito, Ecuador. Dr. Hartlep’s research interests include urban in-service teachers’ dispositions, the impact neoliberalism is having on schools and society, the model minority stereotype of Asians, and transracial adoption. His interest in transracial adoption stems from the fact he was adopted from Seoul, South Korea when he was approximately 16-months old. In 2011, Dr. Hartlep received a scholarship from the Global Overseas Adoptees’ Link (GOA’L) that allowed him to return to Korea to see where he was born. He received the University Research Initiative (URI) Award in 2015 from Illinois State University. His scholarly books include *Going Public: Critical Race Theory & Issues of Social Justice* (2010), *The Model Minority Stereotype: Demystifying Asian American Success* (2013), *Unhooking from Whiteness: The Key to Dismantling Racism in the United States* (2013), and *The Model Minority Stereotype Reader: Critical and Challenging Readings for the 21st Century* (2014), *Killing the Model Minority*

*Stereotype: Asian American Counterstories and Complicity* (2015), and *Modern Societal Impacts of the Model Minority Stereotype* (2015), and *Critical Storytelling in Uncritical Times: Stories Disclosed in a Cultural Foundations of Education Course* (2015). You can follow his work on Twitter @nhartlep or at the “Model Minority Stereotype Project” at [www.nicholashartlep.com](http://www.nicholashartlep.com)

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Dr. Miguel H. López, *California State University, San Bernardino, USA*

**MIGUEL H. LÓPEZ** graduated from the Educational Leadership Program at California State University, San Bernardino. Dr. López been employed as a Guidance Counselor at Coachella Valley High School for 34 years. For the past seven years Dr. López has served as copy editor for various professional journals. These include the *Journal of Latinos and Education*, based at California State University, San Bernardino; *Current Issues in Education*, based in Arizona State University; and the *Journal of International Students* based at the University of Louisiana at Monroe.

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***Book Review & Reflection Editors***

**Section Editor**

Dr. Yi Luo, *University of Illinois at Urbana-Champaign, USA*

**YI LUO** received her Ph.D. in Learning, Design & Technology from Purdue University. She is working as an instructional designer at the Center for Innovation in Teaching & Learning at the University of Illinois at Urbana – Champaign. Her research interests include technology integration in teaching and learning; online learning and learning analytics; and methodology issues, such as assessment and measurement issues.

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Ms. Joy Bancroft, *University of Kansas, USA*

**JOY BANCROFT** is currently working as a multimedia instructional designer for a workforce development software company, *America's Job Link Alliance*. She is also a freelance copy editor, primarily for Allen Press, Inc., a press for scientific journals. She has over eight years of experience as a writing tutor in college writing centers and two years experience as a

college English instructor, working with many international and nontraditional students, and her research focuses on digital and multimedia literacy and writing center theory.

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Ms. Kerri Bennett, *Arkansas State University, USA*

**KERRI L. BENNETT** is an Instructor of English at Arkansas State University where she has been teaching since 2009. She currently teaches Freshman Composition I and II and World Literature to 1660. Her areas of interest include 19<sup>th</sup> Century British Literature and First Year Writing. Aside from teaching at ASU and editing book reviews for the *JIS*, she is also a freelance editor of novels and non-fiction books for publication in various mediums and occasionally reviews books for the local social magazine in Jonesboro, AR. In her free time, she has published two paranormal Young Adult novels: *Three Seventeen* and its sequel *To Catch a Wolf*.

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Dr. Paige E. Sindt, *The Middlebury Institute of International Studies at Monterey, USA*

**PAIGE E. BUTLER** is an Assistant Professor in the Master's Degree program of International Education Management at the Middlebury Institute of International Studies at Monterey (USA). Dr. Butler teaches international education courses focused on Student Development Theory, Education Abroad and Program Design and Assessment. Paige previously held administrative and faculty positions at CEA and Arizona State University. She holds an MEd and EdD from Arizona State University in Educational Leadership and Policy Studies in Higher Education.

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