

ABOUT THE AUTHORS

Rick J. Arrowood is Faculty at Northeastern University (Boston, MA) and is Visiting Professor, Swinburne University of Technology, Australia. At Northeastern, he serves as the Chair of the Nonprofit Management degree program. He focuses on teaching and research in nonprofit management, global leadership (domestically and abroad), and cultural diversity in the workplace as well as business, employment, nonprofit law, and ethics. His three decades of nonprofit experience widens his scholarly practitioner approach to teaching board leadership, financial management, human resources, workplace diversity, high performing organizations, and other management courses. He has taught leadership in Australia and Vietnam, as a visiting scholar in China, and as a guest lecturer in Russia.

Inese Berzina-Pitcher is Doctoral Candidate in the Higher, Adult and Lifelong Education program at Michigan State University, specializing in International Development. Inese has over 10 years of experience working in higher education. Her work and research focus on several areas of innovation in higher and adult education, such as new models of educator and education leader professional development programs, university internationalization, and university partnership building. She has been involved with different international projects, including coordinating the activities for the College of Education, MSU, and Azim Premji University partnership project.

Cathy Bishop-Clark is Professor of Information Technology began at Miami University in 1989. She has a bachelor's degree in Computer Science, a M.S. in Quantitative Analysis and a doctorate in Educational Foundations. Over the years Cathy has taught a variety of courses including liberal education computing courses for non-majors, a variety of software development courses, health information technology and systems analysis and design courses. Cathy's research has ranged from studying novice programmers to studying a variety of innovations in the computing classroom. At Miami, Cathy has been a faculty member in the department, an Associate Dean of the Middletown Campus, the chair of the CIT

department, and is currently the Associate Dean of Academic Affairs at Miami University's regional campuses.

Patrick Blessinger is the Founder, executive director, and chief research scientist of the International Higher Education Teaching and Learning Association (HETL) and an adjunct associate professor in the School of Education at St. John's University (NYC). Dr. Blessinger is the editor-in-chief of two international academic journals and two international book series on higher education. Dr. Blessinger is a Governor's Teaching Fellow and a Fulbright Senior Scholar.

Wendy Bloisi has an international profile through her experience of teaching and research in Organisational Behaviour, Management, Human Resource Management and Research Methods in Germany, Thailand, Italy, Spain, Greece, Netherlands, China, Nepal, Sri Lanka, United Arab Emirates and Iran. Wendy is interested in making a difference through education.

Laura J. Carfang earned her Doctorate in Education from Northeastern University in Boston, MA, where she specialized in higher education administration. Her research focuses on internationalization, complex decision making models, and leadership. She currently is an Associate Director at the F.W. Olin Graduate School of Business at Babson College in Wellesley, MA, where she serves on the International Graduate Offerings Taskforce, and is an instructor in the undergraduate First Year Seminar program. Laura has extensive experience teaching abroad in Europe and Asia and serves as the regional board member and representative for the International Education Knowledge Community through NASPA: Student Affairs Administrators in Higher Education. Laura holds her M.A., from Middlebury College, and B.A., from Loyola University in Chicago.

Sherri Cianca is Associate Professor in the College of Education at Niagara University, Lewiston, New York, where she teaches STEM methods courses and courses on classroom assessment, and where she was instrumental in establishing a STEM concentration and STEM minor. Dr. Cianca attended the Ontario Institute for Studies in Education at the University of Toronto, receiving her Ph.D. from the department of math, science, and technology. Her research interests include STEM education, problem-based learning, culturally responsive teaching, and classroom assessment. Her interest in educating children of poverty has taken her on numerous occasions to Ethiopia where she conducted workshops and provided in-service training for teachers in Addis Ababa. Dr. Cianca's publications include articles and book chapters on constructivist-based teaching

practices, middle school mathematics, WebQuests, cultures and philosophies, and she is currently writing a book on assessing common core learning in the STEM-based classroom.

Barbara Cozza is Associate Professor, Assistant Chairperson and Program Director for the Ed.D. in Instructional Leadership, in the Department of Administration and Instructional Leadership at St. John's University (NYC). Dr. Cozza's research targets school reform issues in the areas of curriculum, instruction, assessment, and leadership. She is senior editor for *The Journal of Applied Research in Higher Education*.

Beth Dietz is Professor of Psychology, Miami University. She has been with Miami University for 20 years. Her teaching interests include online distance learning, collaborative learning, and the use of technology to enhance teaching and learning. Her disciplinary research interests include small group behavior. She has published widely on the scholarship of teaching and learning. She also has interests in assessment and served as a faculty assessment associate at Miami University for the last 5 years. She has developed and conducted workshops on the scholarship of teaching and learning, online distance learning, and basic assessment.

Kathleen C. Doult, IHM, D.M.A., is Professor of Music at Immaculata University. In addition to her work in music education, Sister Kathleen has had extensive experience as a pianist with soloists and ensembles and as a researcher in world music and metacognition. In spring 2012, through a grant funded by the Teagle Foundation, Sister Kathleen collaborated on a project to develop interdisciplinary faculty metacognition using the iPad. As a co-founder of Immaculata University's "Academy of Metacognition," Sister has received additional funding for advancing faculty metacognition: her collaborative work and research has yielded a rubric for cross disciplinary faculty metacognition.

David Dunbar† is Associate Professor of science at Cabrini University. His research interests include research discovery and science education. Dr. Dunbar's recent scholarship includes proteomics research of bacteriophages in collaboration with the Howard Hughes Medical Institute's national SEA PHAGES program, where he serves as a member of their national assessment team. David's other passion lies in exploring and measuring elements of undergraduate research experiences that contribute to strong engagement in undergraduate biology education. Dr. Dunbar holds a Ph.D. from Lehigh University in molecular biology and completed postdoctoral research with the Baserga Lab at Yale University.

Elizabeth Faunce is Associate Professor in the Business and Accounting Department at Immaculata University. Dr. Faunce teaches a multitude of classes in economics and finance to diverse student populations including traditional, adult learners, and online students. She has been actively involved in Teagle funded research projects focused on improving faculty metacognition since 2012 and serves as the Teagle convener at Immaculata for the Building Faculty Capacity Initiative. Elizabeth was a co-founder of the Immaculata “Academy of Metacognition” and firmly believes that this learning community has greatly enhanced her teaching and provided a better perspective of 21st century learners.

S. Giridhar is Registrar and Chief Operating Officer of Azim Premji University, a private, autonomous, not-for-profit University at Bengaluru, India, established by the Azim Premji foundation. Giridhar is one of the earliest members of Azim Premji Foundation, joining them in April 2002 after over 20 years of service in the corporate sector. At the Foundation, Giridhar led all the field programs as well as the research and advocacy functions before taking up his current role at the University. Giridhar writes regularly, drawing upon his experiences in the education sector and his articles have been published in the Wall Street Journal, Indian Express, The Hindu, Deccan Herald, Seminar magazine, FirstPost.com, etc. He has also co-authored a highly acclaimed book on cricket, “Mid-wicket Tales: From Trumper to Tendulkar” (SAGE Publications, 2014) that received high praise from critics, players, and the public.

Gerwin Hendriks studied Economics at Wageningen University. At the moment he works as Business Analyst at HU University of Applied Sciences Utrecht. His main areas of research interest include student success and student quality issues.

Leslie Hitch, Associate Teaching Professor, Northeastern University, and Visiting Fellow, Swinburne University of Technology, Australia, is faculty in the Northeastern Global Studies Masters and Higher Education programs in Boston and the Global Leadership Program at Swinburne. Her research is in faculty development focusing on the globalization of higher education. Prior to her faculty appointment, she was Director of Academic Technology Services at Northeastern; Vice President, Harcourt, Inc; Program Director, Simmons College; and director of executive education, Babson College. She holds a B.A. and MBA, Simmons College; Certificate, Management and Leadership in Education, Harvard School of Education; and an Ed.D. in Higher Education Administration, University of Massachusetts-Boston.

Adrian Huang is Lecturer in the Faculty of Design, LASALLE College of the Arts, Singapore, teaching across the BA Fashion Media & Industries and Diploma in Fashion programmes. With a background in designing, producing and retailing fashion apparel as well as the development of fashion training programmes for adult learners, his professional experience spans the conceptualization, making and marketing of fashion products, and the teaching of industry-specific skills and knowledge. He is currently completing his masters (MA Artist Educator) with LASALLE College of the Arts and his research interests include the development of creative processes in design education, fashion entrepreneurship and creative pattern cutting.

Rutger Kappe studied Industrial & Organizational Psychology at the Vrije Universiteit in Amsterdam. At the moment he works as assistant professor at the Inholland University of applied sciences and at the Vrije Universiteit. His main areas of research interest include learning and instruction, quality issues, competence based education, and foremost student success.

Doris Kiendl-Wendner is Chair of the Institute of International Management at FH JOANNEUM University of Applied Sciences in Graz, Austria. In this capacity her main responsibilities include HR management, HR development, quality assurance in teaching and research, curriculum development, internationalization, student counselling, teaching and research. She has obtained a JD in Law from the University of Graz, Austria, and a Master of Laws degree from the European University Institute, Florence, Italy. Her areas of research and teaching are primarily international business law and university management. From 2007 to 2014 she served as Vice Rector of FH JOANNEUM. Kiendl-Wendner is an expert on innovation in teaching and e-learning since she has established the center of quality in teaching at FH JOANNEUM which educates lecturers on methods of teaching in higher education. In addition, Kiendl-Wendner is a certified mediator and a board member of ENOHE (European Network of Ombudsmen in Higher Education).

Dominic Mahon, a native of London, England, Dominic has been working in the higher education sector since 2003. In that time he has taught in universities in the United Kingdom, Vietnam, Turkey, and Kazakhstan where he is currently based. With a background in Philosophy and Education, his current research interests are in the areas of measuring graduate attribute attributes, student motivation and the internationalization of higher education.

Anabella Martinez, Ed.D. in Higher and Postsecondary Education and MA in Student Personnel Administration from Teachers College, Columbia University; B.A. in Psychology from Universidad del Norte. Currently Assistant Professor, Department of Education and Director of the Center for Excellence in Teaching at Universidad del Norte. Fifteen years of administrative and teaching experience in higher education, leading programs and services focused on student and faculty development. Research interests include learning of research at the undergraduate level, as well as scholarly learning across the span of faculty careers.

Hazel Messenger is currently the MBA course leader at London Metropolitan University, overseeing provision in London and with partners in Sri Lanka and Nepal. She has extensive experience of partnership working and is particularly interested in the transformative potential of higher education.

Punya Mishra is Professor of Educational Technology at Michigan State University where he directs the Master of Arts in Educational Technology program. He is internationally recognized for his work on the theoretical, cognitive, and social aspects related to the design and use of computer based learning environments. He has received over \$7 million in grants, has published over 50 articles and book chapters and has edited two books. Dr. Mishra is an award winning instructor who teaches courses at both the masters and doctoral levels in the areas of educational technology, design, and creativity. He is also an accomplished visual artist and poet. You can find out more about him by going to <http://punyamishra.com/>

Marjon Molenkamp studied Organizational Sociology at the Erasmus University in Rotterdam. At the moment she works as Institutional Researcher at Rotterdam University of applied sciences. Her main area of research interest is student success in metropolitan regions.

Elizabeth Moy is Executive Director of The Southeastern Pennsylvania Consortium for Higher Education (SEPCHE), a collaborative of eight colleges and universities in the Greater Philadelphia region. Ms. Moy has presented nationally and internationally on the role of consortia in enhancing institutional outcomes. She has facilitated numerous faculty development efforts employing the learning sciences and metacognition to expand evidence-based teaching practices, and has worked extensively with SEPCHE faculty to develop, study and assess undergraduate research experiences. Beth has a degree in English from the University of Texas at Austin and a masters degree in Social Work at Temple University.

Leslie Myers is Director of Teaching and Learning at Chestnut Hill, and an adjunct professor in psychology and communication. She has presented nationally and internationally on neuroscience and learning, work-life balance in academia and other topics. Leslie has been actively involved in Teagle funded research projects involving faculty development since 2011 and serves as a Teagle convener for the Building Faculty Capacity Initiative. She also spearheads a four-year leadership development program that utilizes metacognitive practices to encourage deep learning and critical thinking in at risk students. Leslie has a BA in education from Wittenberg University and a M.Ed in counseling from West Chester University. She is in the process of pursuing a Doctoral degree in Organizational Leadership.

Rachel Niklas has been teaching in international higher education for seven years. During this time, she has worked in Vietnam, Turkey, and Kazakhstan where she is currently a teaching fellow in EAP. She also has a background in Sociology and Psychology and is presently interested in the field of academic advising. She has presented at conferences in Turkey and England on levels of student motivation tying into feedback and has recently been exploring alternative modes of delivering student feedback for written work.

Iddah Aoko Otieno, Ph.D. was born and raised in Kenya. She is Professor of English and African Studies at Bluegrass Community and Technical College, Lexington, Kentucky. She is the founding Director of the Kenya Exchange Program, Bluegrass Community and Technical College – the first linkage with Africa within the Kentucky Community and Technical College System (KCTCS). She holds a B.Ed. (English) from Maseno University, Kenya, an M.A. (English) from Eastern Kentucky University, and a Ph.D. in Higher Education Policy (Comparative and International Education) from the University of Kentucky. Otieno is the editor of an *Anthology of Shorts Stories and Poems from East Africa* (2014). She is also an editorial board member of the Eastern Kentucky University's *Journal of Retracing Africa (JORA)* and a Co-editor of *Understanding Higher Education in Contemporary Africa: Traditions, Trends, and Triumphs* (2016).

Tom Otieno is Associate Dean in the College of Arts & Sciences and Professor of Chemistry at Eastern Kentucky University. His research involves the synthesis of various classes of transition metal complexes, determination of their physical and/or chemical properties, and the correlation of these properties with the structures of the complexes. In addition to

numerous scientific publications, he has also published articles in the areas of academic leadership, faculty development, diversity, and university/K-12 partnerships.

Judith Parsons, IHM, Ph.D., is Associate Professor of philosophy at Immaculata University where she teaches an introductory survey course, ethics, aesthetics, and a course on the German phenomenologist, Edith Stein. Sister Judith has been an enthusiastic member of Immaculata University's "Academy of Metacognition" since 2013. Sister affirms that employing Academy activities such as journaling, interacting with colleagues, and intentionally using metacognitive strategies has made her a better-prepared, more confident, and empathetic teacher. Sister also credits the Academy with creating a vital community of teaching professionals who give credible evidence of a culture of lifelong learning on campus.

Anne Peirson-Smith is Assistant Professor in the Department of English, City University of Hong Kong, internship and projects co-ordinator and Programme Leader of the BA programme. In addition to having a professional background in public relations and branding she currently teaches and researches fashion communication and marketing, the creative industries, popular culture, public relations and branding at both undergraduate and postgraduate level and has published numerous articles and book chapters on these subjects. She has recently co-authored, *Public Relations in Asia Pacific: Communicating Beyond Cultures* (John Wiley, 2009) and *Global Fashion Brands: Style, Luxury & History* (Intellect Books, 2014). In addition, she is an associate editor of *The Journal of Fashion, Style and Popular Culture* (Intellect Publishers) and *The Journal of Global Fashion Marketing*. She is also on the advisory board of *The Journal of Global Business and The East Asian Journal of Popular Culture* (Intellect Publishers).

Jill Alexa Perry is Executive Director of the Carnegie Project on the Education Doctorate (CPED), an international consortium of universities collaborating to improve the Education Doctorate. She is also a Research Associate Faculty member at the University of Pittsburgh. Dr. Perry's research focuses on professional doctoral preparation in education, organizational change in higher education, and faculty leadership in higher education. Dr. Perry received a Bachelors of Arts in Spanish and International Studies and a Masters of Arts in Higher Education Administration from Boston College. She holds Ph.D. in International Educational Policy from the University of Maryland. She is a Fulbright Scholar (Germany) and a returned US Peace Corps Volunteer (Paraguay).

Natascha Radclyffe-Thomas is a University of the Arts London Teaching Scholar, Senior Fellow of the Higher Education Academy and currently Course Leader for BA (Hons.) Fashion Marketing at the London College of Fashion, University of the Arts London. Natascha has extensive international experience having taught fashion in the United Kingdom, Asia and the United States and has initiated several teaching initiatives including e-learning and international collaborative projects. Natascha's recent research looks at how issues such as culture, heritage, city-branding and social entrepreneurship manifest themselves in contemporary fashion marketing in Asia and the West. Natascha has published and presented papers internationally on research interests including creativity, pedagogy, cross-cultural communication, fashion branding, and marketing and also how issues around culture and communication manifest themselves in fashion education and practice. Natascha holds a Doctorate in Education and is on the editorial board of SPARK UAL's creative teaching and learning journal.

Ana Roncha is Post-Doctoral Research Fellow in Enterprise, Collaborations and Innovation at the London College of Fashion, University of the Arts London. Ana holds a Ph.D. in Design and Marketing Management for the Fashion Industry and lectures in the fields of fashion branding and strategic marketing. With over 10 years of experience creating high-impact strategic programs for international fashion, beauty and lifestyle brands, Ana has previously worked in house as a Brand and Marketing Communication Manager in the United States, United Kingdom and Portugal as well as on Branding and Communication Studios for brands such as Puma, L'Oreal, MoMa, Salsa Jeans, and Guy Laroche. Ana's research explores how innovation drives business development and value creation across SME's and leads to increased competitive advantage in the fashion sector. She has published in academic journals on the topics of strategic brand management, business model innovation for fashion and sustainability.

Thomas Schmalzer currently works as Senior Lecturer and Project Manager at the R&D centre of the Institute of International Management at FH JOANNEUM (University of Applied Sciences in Graz, Austria). Over the past years he was responsible for the acquisition, the coordination, as well as the overall management of over 50 R&D projects at the institute with a total volume of over 28 million EUR. His research areas cover entrepreneurship, innovation and internationalization of business, employability and competence-based education, regional development and

cross-cultural differences. Thomas Schmalzer also works as a lecturer and trainer in economics, EU-Fundraising, as well as on international project and R&D management for companies and universities worldwide. He is the head of the Austrian team of the Global Entrepreneurship Monitor (GEM), the world's largest study in the field of entrepreneurship.

Alia Sheety is Associate Professor of education in the department of Educational Policy and Leadership at Cabrini University. Her primary areas of teaching are critical analysis of research, learning theories instruction and assessment. Dr. Sheety scholarly work includes exploration of adult learner preferences and the transition to online learning as cognition, behavior, and emotions integrate to support the learning process. Dr. Sheety completed her Ph.D. at Arizona State University and holds a master of art in Education and a master in business administration both earned at the University of Haifa, Israel.

Zuke van Ingen studied Business Administration. Currently he is working as Institutional Researcher at the Inholland University of Applied Sciences. His main area of research interest are student retention, drop-out, first year experience and graduation rates.

Jaap van Zandwijk studied Mathematics and Macroeconomics at Leiden University in Leiden (Netherlands). He has been working as a course manager in higher professional education. At the moment, he works as senior advisor at Leiden University of Applied Sciences. His main areas of interest are issues concerning student drop-out and student retention/success.

Digby Warren is currently Head of the *Centre for Enhancement of Learning & Teaching* [CELT] at London Metropolitan University. With over 20 years' experience of higher education development he writes, presents, and publishes on a range of developmental issues including diversity and transformational approaches.

Olof Wiegert earned his Ph.D. in Neuroscience from the department Biology at the University of Amsterdam. During his Ph.D. training he was chairman of the Ph.D. candidates Network of the Netherlands. Currently he is working as policy advisor and institutional researcher at the Amsterdam University of Applied Sciences. His main area of research interest is the dependence of student success and its possible predictors.

Domien Wijsbroek studied management, group interventions, organization development, and policy analysis. Worked in several universities and research institutes in the field of HR, management and management

development. Became a lecturer at The Hague University of applied sciences. Currently employed as a researcher, working on finding some answers to this study success puzzle. Publications: mostly in Dutch in the field of study success. Some publications explore the relationship between language skills and study success in higher education.

Debby Zambo is Professor Emerita from Arizona State University and is currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). Debby received her Ph.D. from Arizona State University and, prior to her retirement, worked at ASU for 10 years as associate professor in the Division of Educational Leadership and Innovation in Mary Lou Fulton Teachers College. While at ASU Debby served as Coordinator of their Ed.D. program for two and a half years. Debby's research interests include newly designed Ed.D. programs and the application of educational psychology to educational practice. Since 2012, she has worked closely with Dr. Jill Perry, Director of CPED helping with various aspects of the organization including grant writing, convenings, and committees.