
Authors

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Christine Campbell is President of Campbell Language Consultants and Professor Emerita of the Defense Language Institute Foreign Language Center, where she was Associate Provost of the Directorate of Continuing Education and the Directorate of Language Science and Technology. She is former President of the American Association of the Teachers of Spanish and Portuguese (AATSP) and recipient of its 2020 Distinguished Leadership Award. Named a Distinguished Alumna by Purdue University in 1994, she recently served as Chair of the AATSP Task Force Committee to revise the World Readiness Standards for Learning Spanish (2021), a project of the AATSP supported by the Standards Collaborative.

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Dan E. Davidson is Director of the American Councils Research Center, Emeritus President, American Councils for International Education, and Emeritus Professor of Russian and SLA, Bryn Mawr College. He is author of landmark studies on second language acquisition in the overseas immersion setting and was named in 2015 to the Commission on Languages, American Academy of Arts and Sciences and served on the Board of Governors of the UC Consortium for Language Learning and Teaching (2000-2012). Dr. Davidson is an elected member of the Russian Academy of Education, the Ukrainian Academy of Pedagogical

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Nadra Garas is Director of Institutional Research and Chief of Survey Research at American Councils for International Education. She is the principal author of the K-16 National Foreign Language Enrollment Survey (2017) and co-author of academic publications on survey design, research methods, case study and quantitative analysis. She conducts research on language learning and intercultural development, assessments, and survey design and survey research methods. She has co-authored articles on language acquisition and intercultural development and survey methods. She is responsible for coordinating and conducting research, program evaluations, large scale data collection and research grants held by American Councils. Garas is an IDI qualified administrator and works extensively on related data.

Kim Griffin is the onsite director of the PROGRAMA DE ESTUDIOS HISPÁNICOS EN CÓRDOBA (PRESHCO). She was the recipient of a research fellowship with the University of Cantabria in conjunction with the Comillas Foundation in Cantabria, Spain, an international center for the Spanish language that she directed. Griffin has taught translation, applied linguistics, second language acquisition and pedagogy. She has chaired Translation and Applied Languages departments and directed Study Abroad offices at various Spanish universities. She also directed the Middlebury College School of Spanish in Spain for many years as well as having presided over the Association of American Programs in Spain. Her publications include articles and book chapters related to study abroad and language acquisition and a book titled *Lingüística Aplicada a la Enseñanza del Español como 2/L*.

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Yeana W. Lam is a senior research analyst at the systemwide office of the University of California Education Abroad Program. Her current research interests focus on the assessment of intercultural learning, identity development, self-authorship, and other learning and development outcomes of education abroad activities. Her work also examines the relationships among higher education institutional cultures and practices, student development, and student success outcomes.

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Author of over 20 books, she provides workshops for the U.S. Embassy Speaker program, served as a U.S. government liaison to the North Atlantic Treaty Organization (NATO) Bureau of International Language Cooperation, and has administered programs for the National Aeronautics and Space Administration's (NASA's) International Space Station, New York Institute of Technology (NYIT) in Jordan, and the Foreign Service Institute.

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Tracy Quan is an Assistant Professor of Spanish Linguistics at the University of Colorado at Boulder. She is an applied and sociocultural linguist who researches second and heritage language development and education, language and identity, study abroad, and critical pedagogies. In particular, she is interested in exploring the dynamic role identities and ideologies play in shaping Spanish language learning and use, especially for racialized multilingual populations. She is co-editor of *Heritage Speakers of Spanish and Study Abroad* (Routledge, 2021) and has published in venues such as *Bilingual Research Journal*, *Foreign Language Annals*, *The L2 Journal*, *The Modern Language Journal*, and *Study Abroad Research in SLA and International Education*.

Sonia Shiri is Professor of Arabic at University of Arizona and director of their prestigious, federally funded, Arabic Flagship language program as well as the yearlong Overseas Flagship Program in Morocco. Some years ago she was coordinator for the Berkeley Arabic Language Program, served as the Academic and Outreach Coordinator for the Berkeley Language Center, and was an active contributor to the UC Consortium for Language Learning &

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Cristina Sanz (PhD) is Professor of Spanish & Linguistics at Georgetown University where she directs the Georgetown@Barcelona Summer Program. She recently co-edited a volume on methods in study abroad research and has co-edited the *Routledge Handbook of Study Abroad Research and Practice*. Her teaching and research have been recognized with the President's Award for Distinguished Scholars-Teachers (2019), and her work as language program director with the AAUSC Innovation in Language Program Direction Award for Inclusion and Social Justice (2020). Her volume *Mind & Context* was awarded the Mildenerger prize by the Modern Language Association in 2005.

Gordon Schaeffer is the director of research at the systemwide office of the University of California Education Abroad Program (UCEAP). Beyond the assessment and evaluation of UCEAP's many academic programs, his interests include the personal, institutional, and social value of student mobility, academic exchanges, and academic diplomacy.

Emma Trentman is an Associate Professor of Arabic and Director of the Language Learning Center at the University of New Mexico. She is an applied linguist whose research focuses on language learning during study abroad, virtual exchange, and in the language classroom, with a focus on language ideologies and multilingual approaches. She is co-editor of *Language Learning in Study Abroad: The Multilingual Turn* (Multilingual Matters, 2021), and her research has appeared in various journals and edited collections including *The Modern Language Journal*, *Foreign Language Annals*, the *L2 Journal*, *Study Abroad Research*, and *System*. She directs the Arabic program at the University of New Mexico and is co-editor of the *Critical Multilingualism Studies Journal*.