Program overview

**Monday, June 12**

7:45 am Registration  
- International Center lobby: 7:45 am – 9:30 am  
- Erickson Hall lobby: 9:30 am – 4:00 pm

8:30 am – 10:00 am Welcome and Plenary 1: Unpacking global movement and patterns of inequality

10:00 am – 10:30 am Break with refreshments

10:30 am – 12:00 pm Breakout discussion panels

12:00 pm – 1:30 pm Lunch (on your own)—sample local vendors with food trucks by Erickson Hall

1:30 pm – 3:00 pm Breakout discussion panels

2:00 pm – 3:00 pm Break with refreshments

3:00 pm – 5:15 pm Plenary 2: Institutional response to movement and dislocation: Educational system challenges and possibilities

5:30 pm – 8:00 pm Welcome reception, food and concert, Broad Art Museum

8:00 pm Film and discussion: *Innocente*

**Tuesday, June 13**

8:00 am Registration: Erickson Hall lobby

8:30 am – 10:00 am Plenary 3: Implications for teachers and teaching

10:00 am – 10:30 am Break with refreshments

10:30 am – 12:00 pm Breakout discussion panels

12:00 pm – 1:00 pm Lunch –box lunches, Erickson Hall lobby

1:00 pm – 2:00 pm Poster session

2:00 pm – 3:30 pm Breakout discussion panels

3:30 pm – 3:45 pm Break with refreshments

3:45 pm – 5:15 pm Plenary 4: Students, families and communities in a context of movement and inequality: Ways forward

5:15 pm – 5:30 pm Synthesis and closing remarks

6:00 pm Dinner hops

8:00 pm Film: *Men in the Arena*

Have your voice heard. Use electronic and paper options to join the conversation, share your ideas, and extend the dialogue.

We will be using the #MSUed2017 hashtag to identify conversations on social media in relation to the conference. Please be sure to tag your posts and conversations on Twitter, Instagram or Facebook with the conference hashtag. You can also address your tweets to @OISEmsu.

We encourage you to use twitter and what we might think of as “analog twitter” (paper and markers for mural making; iPads for sharing thoughts about core pressing questions the conference is considering, near the registration table) to add your thoughts.
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Welcome message
from Robert Floden, Dean of the College of Education

To all the conference participants:

Welcome to Michigan State University for the conference: Addressing inequalities, mobility and dislocation: Insights from international and domestic research and practice!

I am delighted that this conference has attracted nearly 200 of you from around Michigan, across the U.S., and from abroad. Conference attendees represent faculty, researchers, practitioners, students, and policy makers from more than 60 universities and colleges, K-12 schools and school districts, community organizations and agencies, and government. I know that you will find these next two days a valuable opportunity to meet and engage in discussion with new colleagues from widely varied contexts.

The College of Education is excited to host this important forum exploring a pressing, significant issue. As a college with a long history of commitment to building new knowledge and engaging in partnerships to transform practice, we take seriously the challenges of inequality and recognize that globalization adds new complexities to longstanding problems. Education has the potential both to conserve and to transform society. It can serve as path to individual and family social mobility, as well as to nation building. The conference convenes a distinguished group of scholars and practitioners to consider how mobility takes on a more complex set of meanings at this time of globalization, whether with families moving to escape violence in their home countries or factories moving out of a community. We will pool our understandings about how such broader patterns of mobility affect schools and the lives of those most marginalized. We will also consider what we, as educators, community organizers, and policymakers, can do to use education to build new, more resilient communities and help educate citizens able to thrive in this changing world. Dialogue in the plenary panels and breakout sessions will be rich, informative, and provocative. I am especially happy that the themes of the conference will address priority areas of our college: urban education, global education, the enhancement of well-being and more.

I look forward to meeting many of you and to the stimulating conversations that this forum makes possible.

All the best….

Robert E. Floden
Dean and University Distinguished Professor
Welcome message from conference program chair

To all the conference participants:

On behalf of the conference program team, I welcome you to MSU and to our conference. Examining how we understand and challenge inequalities requires the wide-ranging perspectives that we believe this conference can make possible, and we encourage you to be an active participant in the discussions throughout. This conference offers a time to bring what are often disparate conversations together. To do that, we’ve designed a forum that we hope invites you to be engaged in real discussion, to reach out to connect with people working in different settings and contexts, who may bring different lenses for understanding and different approaches to action. Most conferences are long on reading papers at the expense of substantive discussion of what they collectively mean. This conference is designed to encourage dialogue. Presentation time is deliberately quite short, in hopes that more time can be devoted to building together, through discussion, new insights.

We invite you to interrogate questions about inequality in ways that go beyond familiar, well-traveled conversations. We encourage you to seek out others who are working with different frameworks or in different contexts. Our hope is that the dialogues that take place can push each of us to think in new ways, not only about problems but also about possibilities. To that end, the conference intentionally puts people from different disciplinary homes in conversation with each other; it invites scholars and practitioners to be in dialogue. A multi-disciplinary view should enrich the discussions, for example, in Monday’s first plenary panel (exploring the connections between global movements and inequality) and the second plenary (which extends that first panel’s broad consideration of global movement to consider the institutional and systemic implications for education). Plenaries on Tuesday (in the morning, focusing on implications for teachers and teaching, and, in the afternoon, for students, families and communities) reflect a mix of perspectives, with speakers from universities and schools. (Biographical introductions to our plenary speakers are available on the conference website.)

You will notice a similar theme to the design of concurrent sessions. We hope these are opportunities for “research” and “practice” to challenge each other.

We also have woven in opportunities with food, music and film where you can find alternative ways to consider issues you are working on and new colleagues with whom to forge connections. Take full opportunity of these chances, in formal “sessions” and other activities, to engage each other. We encourage you to use twitter and what we might think of as “analog twitter” (paper and markers for mural making; iPads for sharing thoughts about core pressing questions the conference is considering, near the registration table) to join the conversation in ways that can deepen, extend and last beyond the two days of our time together.

I am deeply grateful for the generous support of the College of Education and the contributions of our co-sponsors to make this convening possible. I also want to thank the tremendous effort of our program team. That group includes a wide range of faculty, staff and students. We hope you take advantage of opportunities to wander around MSU’s campus, so lovely and green this time of year.

At a moment of heightened tensions within our society and around the world, when division is stoked by fear, it is vitally important that we have a chance for a dialogue focusing on how we can reduce intolerance and inequality, build more resilient communities, and support empowered people for a world of greater understanding and opportunity. I know I speak for all of our team in wishing you a stimulating and rewarding conference.

Warmly,

Lynn Paine
Program Chair
Assistant Dean, International Studies in Education
Professor, Teacher Education
Conference co-sponsors and program team

Thanks to our generous conference co-sponsors:

African Studies Center
Asian Studies Center
College of Communications Arts and Sciences
College of Social Science
Department of Educational Administration
Department of Sociology
Department of Teacher Education
Educational Policy Center
MSU International Studies and Programs
MSU Office of Inclusion and Intercultural Initiatives
MSU University Outreach and Engagement
Office of K-12 Outreach, College of Education

We are grateful for contributions from Delta Flowers and MacKellar Screenworks.

This conference required the efforts of many. We particularly want to thank

*the conference program team:*
Idris Abubakar, Marilyn Amey, Dorinda Carter Andrews, Christine Caster, Amita Chudgar,
Karenanna Creps, Margaret Crocco, Elizabeth Gil, Dion Gionato, Adam Grimm, Jill Horn, Jill
Manske, Raphaela Schlicht-Schmälzle, Barbara Schneider, Julie Sinclair, Kris Windorski

*the film committee:*
Sara Bano, Karenanna Creps, Brian DeLany
Molade Osibodu, Amol Pavangadkar, Jennifer Pippin, Vivek Vellanki

*proposal reviewers:*
Idris Abubakar, Bob Coffey, Brian DeLany, Terry Flennaugh, Dion Gionato, Margo Glew,
Adam Grimm, Sonya Gunnings-Moton, Rachel Jones, Laura Kennedy, Dongbin Kim, Taeyeon
Kim, Jay Larson, Jill Manske, Madeline Mavrogordato, Mark McCarthy, Ha Thanh Nguyen,
Cuong Nguyen, Molade Obisodu, Raphaela Schlicht-Schmälzle, Jack Schwille, Avner Segall,
Riyad Shahjahan, Julie Sinclair, Michelle Solorio, Vivek Vellanki, Wanfei Wang, Bethany
Wilinski

And the many volunteers who helped in all ways on the days of the conference
June 12 (Monday)

7:45 am – 4:00 pm  Registration
Locations:
- International Center lobby: 7:45 am – 9:30 am
- Erickson Hall lobby: 9:30 am – 4:00 pm

8:30 am – 10:00 am  Welcome and Plenary 1: Unpacking global movement and patterns of inequality
Location: International Center, Room 115
- Lynn Paine, Michigan State University
- Steve Hanson, Michigan State University
- Amita Chudgar, Michigan State University (facilitator)
- Richard Alba, City University of New York
- Cornelia Kristen, Bamberg University
- Shi Li, Beijing Normal University

10:00 am – 10:30 am  Break with refreshments
Location: Erickson Hall, Lobby
## Panel 1: Implications of mobility and dislocation for children and youth

**Location:** Erickson Hall, Room 252  
**Facilitator:** Annica Andersson, University of Malmö

- Jungmin Kwon, Teachers College, Columbia University, “The experiences of growing up with high mobility and cross-cultural experience”
- Cassie J. Brownell, Michigan State University, “Cultivating contemplative constituents: Children’s reflections on refugee texts in an era of (im)migration”
- Stephen Bahry, OISE, University of Toronto, “Are schools havens of quality in contemporary urban Toronto? Ecology of income, languages, literacies and (in)equality for Toronto’s language minority and refugee youth”

## Panel 2: Addressing barriers to access

**Location:** Erickson Hall, Room 109  
**Facilitator:** Chezare Warren, Michigan State University

- Kathleen Schenkel, Michigan State University; Angela Calabrese Barton, Michigan State University; Edna Tan, The University of North Carolina at Greensboro; Christina Restrepo Nazar, Michigan State University; Marcos Gonzalez, Michigan State University, “Critical science agency: Promoting equity beyond the knowledge and practices of science literacy”
- Baburhan Uzum, Sam Houston State University, “We are not actually that different’: Promoting teacher intercultural competence through virtual intercultural exchanges”
- Prem Sewak Sudhish, Dayalbagh Educational Institute, “Empowering rural and tribal population”
- Aryn Baxter, Arizona State University, “Expanding access to mobility through international scholarships: The opportunities and challenges of transnational education spaces”

## Panel 3: Urban voices and experiences: Problematizing categories

**Location:** Erickson Hall, Room 130  
**Facilitator:** Terry Flennaugh, Michigan State University

- Suzanne Falconer, Clemson University, “Tilting the odds: Catalyzing resilience in urban teen girls in the Democratic Republic of Congo”
- Sandra Schmidt, Teachers College, Columbia University, “We don’t live in jungles and stuff”: Mediating Africa as a transnational socio-spatial field”
- Lisa Walker, University of Illinois at Chicago, “Redefining what counts as a ‘high need’ school: Implications for preparing principals for urban school improvement”

## Panel 4: Recognizing diversity in language and culture

**Location:** Erickson Hall, Room 133F  
**Facilitator:** Shirley Miske, Miske Witt & Associates

- Koen Van Gorp, Michigan State University, “Bridging the achievement gap through a multilingual language-in-education policy: The case of Flanders, Belgium”
- Zhongfeng Tian, Boston College, “Countering against ‘linguistically structured inequalities’: Developing teacher-student agency through translanguaging”
- Matthew Deroo, Michigan State University, “Immigrant students as intentional learners within and beyond school”
- Suaad Zayed AL-Oraimi, Embassy of the United Arab Emirates, Washington, D.C. “Cultural diversity and social cohesion in the United Arab Emiratis (UAE)”

## Panel 5: Critical consciousness & dislocation: Pedagogies that cultivate love, hope, and power amidst catastrophic human behavior

**Location:** Erickson Hall, Room 116H  
**Facilitator:** Jack Schwille, Michigan State University

- Christina Chen, University of Massachusetts Amherst, “The democracy school: Experiential learning, civic engagement, and being a refugee in Minnesota”
- David-Yisrael Klinger Epstein-HaLevi, University of Albany, “Love in the times of mass extinction: Eco-pedagogy, inter-being, and transformative change”
- Daniel Morales, University of Massachusetts Amherst, “‘They were expected so long to fail, they let themselves believe that’: Latinx students’ perceptions of caring”
12:00 pm – 1:30 pm  **Lunch**
Lunch is on your own. Local area food trucks will be next to Erickson Hall, and other nearby options are listed on the Useful Information page

1:30 pm – 3:00 pm  **Breakout session of discussion panels**

<table>
<thead>
<tr>
<th>Panel 6: Building resilience in the face of inequalities</th>
<th>Panel 7: Policy approaches to improving access and quality</th>
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<tbody>
<tr>
<td>Location: Erickson Hall, Room 252</td>
<td>Location: Erickson Hall, Room 130</td>
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<tr>
<td>Facilitator: Yvonne Caamal Caanul, Lansing Public Schools</td>
<td>Facilitator: Sakil Malik, World Learning</td>
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<tr>
<td>• Sheba Onchiri, Michigan State University, “The African Female Students Empowerment Program: A pilot international student services project at Michigan State University”</td>
<td>• James Pippin, Michigan State University, “The role of teacher evaluation in supporting teachers of marginalized populations: The case of South Korea”</td>
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<td>• Jill Manske, Michigan State University, “Place-based education in Bethlehem: Amid ongoing threats of displacement, an attempt to reclaim connection to ancestral land and history”</td>
<td>• Jutaro Sakamoto, Michigan State University, “A cross-country analysis of public-private partnerships in school provision”</td>
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<td>• Christina Ponzio, Michigan State University, “Into a new world: A case study of obligation and agency in three languages”</td>
<td>• Ngaire Honey, Vanderbilt University, “Student enrolment and access to opportunity/transportation models”</td>
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<td>• Sarah Feingold, Kibbutzim College of Education, Technology and the Arts, “Cultural and linguistic diversity of migrants in Canada”</td>
<td>• Ping Zhao, Beijing Normal University, “Rural school teacher preparation in China: Efforts to improve quality”</td>
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<tr>
<th>Panel 8: Focusing on identities and global awareness</th>
<th>Panel 9: From apathy to empathy: Identifying strategies for developing critically conscious students and communities</th>
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<tr>
<td>Location: Erickson Hall, Room 133F</td>
<td>Location: Erickson Hall, Room 109</td>
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<tr>
<td>Facilitator: Julie Sinclair, Michigan State University</td>
<td>Facilitator: Mary Beth Hines, Indiana University</td>
</tr>
<tr>
<td>• Vivek Vellanki, Michigan State University; Sharon Pavitha Prince, “Talking equity globally: Experiences of two South Asians in a US teacher education classroom”</td>
<td>• Alexandra Fields, Middlesex County College, NJ/Indiana University, “Critical service learning in the community college English classroom: Can service learning cultivate cosmopolitanism and student empowerment?”</td>
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<tr>
<td>• Iwan Syahril, Sampoerna University, “Internationalization of higher education and empowered youth identities: A case of undergraduate students in Indonesia”</td>
<td>• Erin McNeill, Columbus East High School/Indiana University, “Whose lives are grievable? Using podcasts to analyze privilege, global relations and cosmopolitan literacies”</td>
</tr>
<tr>
<td>• Derrick Tu, York University, Canada, “Internationalization and undergraduate music education: Navigating soundscapes of identities in Hong Kong”</td>
<td>• Janette Metzger, Key Concepts Intl./Indiana University, “Exploring issues of transnational migration, ESL, and social justice with North African immigrant students to France”</td>
</tr>
<tr>
<td>• David Post, Pennsylvania State University, “Increasing compulsory schooling worldwide and priority for environmental protection”</td>
<td>• Michelle Koehler, Henry Ford II High School/Indiana University, “Critical pedagogy for the marginalized English Language Learners: Can critical memoirs provide literacy inquiry and instruction through social justice?”</td>
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3:00 pm – 3:30 pm  **Break with refreshments**
Location: Erickson Hall, Lobby
3:30 pm – 5:15 pm  **Plenary 2: Institutional response to movement and dislocation: Educational system challenges and possibilities**

Location: International Center, Room 115
- Dorinda Carter Andrews, Michigan State University (facilitator)
- Vanessa Oliveira Andreotti, University of British Columbia
- James A. Banks, University of Washington
- Thomas Luschei, Claremont Graduate University
- William Schmidt, Michigan State University

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5:30 pm  **Reception with welcome remarks, food, music and gallery viewing**

Location: MSU Eli and Edythe Broad Art Museum

Opening remarks by:
- Lou Ann K Simon, President of Michigan State University
- Mark Meadows, Mayor of East Lansing
- Virg Bernero, Mayor of Lansing

Enjoy food, connect with conference participants, and tour the galleries while enjoying the music of Temesgen.

Temesgen was born and raised in Addis Ababa, Ethiopia. It is Temesgen's dream to keep alive the ancient musical traditions of Ethiopia. A versatile singer-songwriter, Temesgen is equally at home in the traditional format or on the frontiers of ethio-fusion. His non-traditional work is a soulful stew of reggae, Ethiopian, and jazz.

7:00 pm – 8:00 pm concert, Dave Sharp Worlds Quartet in the Museum courtyard

Bassist, composer and band leader Dave Sharp and his new WORLDS QUARTET present their blend of Arabic, Eastern European and world music influenced original compositions. Recognized in the Jazz Times 2010 Critic’s Poll, the Dave Sharp WORLDS QUARTET masterfully blends rhythms, sounds, and textures from across the globe. This evening of "World Jazz" music will feature Dave Sharp on Electric and Upright Bass, Dr. Henrik Karapetyan on violin, Will Cicola on Clarinet, and Mike Shimmin on world percussion.

8:00 pm  **Film and discussion: Perspectives on movement, dislocation, and inequalities**

Location: Erickson Hall, Room 252

*Inocente* (2012): This film tells the story of a 15-year old homeless and undocumented immigrant girl’s journey to follow her dreams of becoming an artist in spite of incredible challenges. *Inocente* received the 2013 Academy Award for Best Documentary (Short Subject).

Please join us afterwards for a post film discussion (and popcorn provided).

Production company: Salty Features, Shine Global, Fine Films (II), Unison Films, Screen Pass Pictures, and Gold Glove Productions
Length: 40 minutes
**June 13 (Tuesday)**

**8:00 am – 3:30 pm**  **Registration**  
Location: Erickson Hall lobby

**8:30 am – 10:00 am**  **Plenary 3: Implications for teachers and teaching**  
Location: International Center, Room 115  
- Marilyn Amey, Michigan State University (facilitator)  
- Peter Dudley, Director of Education, London Borough of Camden  
- Maria Teresa Tattó, Arizona State University  
- Annette Uttenorfer, Principal, UNESCO School Essen, Germany  
- Xudong Zhu, Beijing Normal University

**10:00 am – 10:30 am**  **Break with refreshments**  
Location: Erickson Hall, Lobby

**10:30 am – 12:00 pm**  **Breakout session of discussion panels**

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<tr>
<th>Panel 11: Challenges and possibilities of language policy and practices to support equity and understanding</th>
<th>Panel 12 TRUST—Teaching Relationships: Uniting Students and Teachers</th>
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</thead>
</table>
| Location: Erickson Hall, Room 109  
Facilitator: Samantha Caughlan, Michigan State University  
- Kevin Carroll, University of Puerto Rico, Río Piedras, “Using translanguaging to promote access and equity in higher education”  
- Mary Carol Combs, University of Arizona, “*Reductio ad absurdum*: Linguistic appropriation and ‘critical language’ policies in Arizona”  
- Jungmin Kwon, Teachers College, Columbia University, “Engaging in linguistic and cultural exchange experiences as homestay host families”  
- Yvonne Caamal Canul, Lansing Public Schools, “Newcomers are welcome to the Lansing Pathway Promise” | Location: Erickson Hall, Room 252  
Facilitator: Sandra Crespo, Michigan State University  
- Higinio Domínguez, Michigan State University  
- Tamara Cecilia Del Valle Contreras, Universidad Católica Silva Henríquez  
- Gustavo Adolfo González García, Universidad Católica Silva Henríquez |

|---|---|
| Location: Erickson Hall, Room 130  
Facilitator: Dorinda Carter Andrews, Michigan State University  
- Amy Carpenter Ford, Central Michigan University  
- Kevin Cunningham, Central Michigan University  
- Andrea Jasper, Central Michigan University  
- Jennifer Quick, Central Michigan University | Location: Erickson Hall, Room 133F  
Facilitator: Vaughn Watson, Michigan State University  
- Volha Chykina, Pennsylvania State University, “Anti-immigrant sentiment and the educational expectations and achievement of immigrant youth in Europe”  
- Min Yu, Wayne State University, “Rethinking migrant children schools in China”  
- Erkin Özyay, University at Buffalo, SUNY, “Community school as a panacea for urban challenges: The case of Henderson-Hopkins School in East Baltimore”  
- Abraham Ceballos-Zapata, Michigan State University, “Voices from outside schools: Stories of *convivencia* in adult education programs in rural Mexico” |
12:00 pm – 1:00 pm  **Lunch (box lunches provided)**  
Location: Pick up boxed lunch in Erickson Hall Lobby

1:00 pm – 2:00 pm  **Poster sessions**  
Location: Erickson Hall 133 TIES and adjoining area

<table>
<thead>
<tr>
<th>Poster group 1: Addressing inequalities in education</th>
<th>Poster group 2: Education policy</th>
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</table>
| • Zuhra Abawi, University of Toronto, “Uneven playing field: Race and precarious faculty in Canadian post-secondary institutions”  
• Urooj Mukhtar Chandani, Teachers College, Columbia University, “Physical infrastructure and primary school completion in Pakistan”  
• Jasmeet Kaur, University of Delhi, “The role of principals in facilitating inclusion of children with special needs in primary school setting in Delhi (India)”  
• Nathan Burroughs & Kimberly Jansen, Michigan State University, “Is teacher social capital associated with student outcomes? A comparative analysis using TIMSS data”  
• Serena Koissaba, University of Illinois at Urbana-Champaign, “Breaking bad? School district leaders’ attitudes and racial disparities in disciplinary practices in public schools” | • Kelli A. Rushek, University of Iowa, “Neoliberal education reforms in the United States and their effect on a large, urban public school district and its low-income students of color: A case study of Chicago Public Schools”  
• Wei Liao, Michigan State University, “Exploring the nuances in policy implementing agents’ sense making process: A Chinese case”  
• Luo Jia, Northwest Normal University, “Comparative analysis of policies in China and Canada towards Aboriginal and Tibetan minorities”  
• Steve Azaiki, Institute of Science and Technology, “Admission policies: Advantages or barriers to higher education?” |

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<tr>
<th>Poster group 3: Intercultural Competence, Global Citizenship and identity</th>
<th>Poster group 4: Building resilience and supporting marginalized groups</th>
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</table>
| • Adam Grimm, Dana Kanhai, and Jessica Landgraf, Michigan State University, “The spouse experience: Navigating a new identity as the spouse of an international student”  
• Achankeng Fonkem, University of Wisconsin Oshkosh, “The refugee and migrant crisis: Human tragedies as an extension of colonialism”  
• Carly Lesoski and Senta Goertler, Michigan State University, “Developing intercultural communicative competence through telecollaboration: Creating opportunities for all learners”  
• Raphaella Schlicht-Schmälzle, Michigan State University, “GlobalCitizensVR: A virtual reality program for teenagers from around the world to promote global citizenship identities” | • Laura Wyper, University of Toronto - OISE, “Marginalization, displacement & resistance in Adult Basic Education in Ontario, Canada”  
• Deanna Childress, University of Notre Dame, “The relationship between cultural capital and school engagement and school dropout”  
• Wafa Hozien, Central Michigan University, “The inherent nature of education: Palestinian refugee resilience and discourse”  
• Jian Wang, Texas Tech University, “Chinese Han and Mongolian teachers’ beliefs of behaviors, learning, and teaching related to minority students”  
• Elizabeth Gil, Michigan State University, “Exploring Latino immigrant families’ community cultural wealth in a community-based space” |
2:00 pm – 3:30 pm  Breakout session of discussion panels

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<th>Panel 16: Migration &amp; refugee crisis</th>
<th>Panel 17: Supporting intercultural competence, inclusion and social cohesion</th>
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<td>Location: Erickson Hall, Room 130</td>
<td>Location: Erickson Hall, Room 252</td>
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<tr>
<td>Facilitator: Shirley Miske, Miske Witt Associates</td>
<td>Facilitator: Robert Lurie, Waverly High School</td>
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<tr>
<td>- Betty Okwako-Riekkola, Albion College, “Decoding the system: Navigating institutional cultures for school success”</td>
<td>- Donald McClure, St. John's University, “Youth sports in Ireland: A promising practice to address inequalities”</td>
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<tr>
<td>- Vidur Chopra, Harvard University, “Displaced Syrians’ access to higher education opportunity”</td>
<td>- Irv Epstein, Illinois Wesleyan University, “The aesthetic turn: Addressing educational inequality through music and the arts”</td>
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<td>- Judy Harris, St. Vincent Catholic Charities, “The US Refugee Resettlement Program”</td>
<td>- Mark Deschaine, Central Michigan University, “Creating culturally responsive differentiated curricular materials”</td>
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<td></td>
<td>- Annette Utendorfer, Principal UNESCO School Essen, Germany, “New home in a strange land”</td>
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<tr>
<th>Panel 18: Causes and causeways: Can damaged undergirding be used to build bridges of understanding?</th>
<th>Panel 19: Promoting intergroup dialogues on race: The experience of near-peer college students in high school classrooms</th>
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<tbody>
<tr>
<td>Location: Erickson Hall, Room 116H</td>
<td>Location: Erickson Hall, Room 109</td>
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<tr>
<td>Chair and Facilitator: Jill Scott, Indiana University</td>
<td>Facilitator: Elizabeth Beckett, Michigan State University</td>
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<tr>
<td>- Summer Davis, Indiana University and IUPUI, “Up periscope: Working to advance preservice teachers conceptions of students and social justice”</td>
<td>- Coby Fletcher, East Lansing High School</td>
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<tr>
<td>- Jill Scott, Indiana University, “Bridges to success: A bridge or a trap?”</td>
<td>- Donna Rich Kaplowitz, Michigan State University</td>
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<td>- Kristen Anderson, Indiana University, “Hearing all voices: Using web 2.0 technologies to empower quiet students in class participation”</td>
<td>- Jasmine Lee, Michigan State University</td>
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<td>- Dori Leyko, East Lansing Public Schools</td>
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<td>- Sheri Seyka, East Lansing High School</td>
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<td>- Camille Thomas, Michigan State University</td>
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<td>- Sarah Whitaker, East Lansing High School</td>
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Panel 20: Communities and schools: Case studies in joint community and educational development

Location: Erickson Hall, Room 133F

- Lauren Vollinger, Ignacio D. Acevedo-Polakovich, Sara T. Stacy, Erica A. Nordquist-Szafranski, Michigan State University, “Communities and schools: Practical models, approaches, and strategies to organize communities around schools and education”

- Sara T. Stacy, Ignacio D. Acevedo-Polakovich, Erica A. Nordquist-Szafranski, Lauren Vollinger, Michigan State University, “Schools at the core of community: The promises and challenges of community schools in an economically-distressed city”

- Ignacio D. Acevedo-Polakovich, Sara T. Stacy, Erica A. Nordquist-Szafranski, Aminah M. Lott, Michigan State University, “Bringing communities together around students: Student-focused, asset-based community development”

3:30 pm – 3:45 pm  **Break with refreshments**  
Location: Erickson Hall, Lobby

3:45 pm – 5:15 pm  **Plenary 4: Students, families and communities in a context of movement and inequality: Ways forward**  
Location: International Center, Room 115  
- Stephanie Nawyn, Michigan State University (facilitator)  
- Angela Calabrese Barton, Michigan State University  
- Claire Crawford, University of Birmingham  
- Jeffrey Robinson, Paul Robeson Malcolm X Academy, Detroit Public Schools

5:15 pm  **Synthesis and closing remarks**  
Location: International Center, Room 115  
- David Post, Pennsylvania State University  
- Barbara Schneider, Michigan State University  
- Lynn Paine, Michigan State University  
- Robert Floden, Michigan State University

6:00 pm  **Post-conference dinner hops**  
Join groups to go out for further conversation, networking, and exploring local fare (sign up onsite at registration table)

8:00 pm  **Film: Perspectives on movement, dislocation, and inequalities**  
Location: Erickson Hall, Room 252  
*Men in the Arena* (2017): This film highlights the stories of two Somali National Football Team friends not only trying to survive but also pursuing their dreams during the time the nation of Somalia faced economic and political chaos. *Men in the Arena* won the Bronze Award at the 2016 Mexico International Film Festival and was featured in several other film festivals.  
Production company: 2728 Pictures  
Length: 85 minutes
Useful information

Conference WiFi access

Conference participants can access the Michigan State University wireless network by joining the Wi-Fi network (SSID) MSUnet Guest, MSUnet Guest 2.0, or MSUnet Guest 3.0.

On-campus dining options

Nearby options for food each day:
- Spartys in Erickson Hall – sandwiches, snacks, coffee and other beverages, 7:30 am to 3:00 pm
- Starbucks in Wells Hall, 7:30am to 4:00pm
- International Center Food Court – sandwiches, salads, etc, Chinese/Mediterranean food, 7:30 am to 4:00 pm
- The MSU Dairy Store – grilled cheese sandwiches, soup, and homemade ice cream, 9:00 am to 6:00 pm
- The Gallery at Snyder/Phillips Hall – a large dining hall near Erickson Hall, 7:00 am to 7:00 pm
- Brody Square – a large dining hall located across from the Kellogg Center, 7:00 am to 8:00 pm

Monday only: Food trucks will be available for lunch from 12:00 pm to 1:30 pm outside in the lawn area between Erickson Hall and the International Center

Off-campus dining options

Grand River Avenue is located at the north edge of campus. There are numerous restaurants along Grand River offering a variety of food options. There are also a variety of restaurants and a Fresh Thyme grocery store at the southwest corner of campus at the intersection of Trowbridge and Harrison.

Reflection room

Room 310 in Erickson Hall is available throughout the conference for quiet reflection.

Work room

Room 133G in Erickson Hall is available throughout the conference as a quiet work area.

ATM locations

ATM machines are located on-campus in the International Center lobby and in the MSU Union.

Visitor parking

Please refer to the campus map in your registration packet or online at https://maps.msu.edu/
The closest visitor parking areas to Erickson Hall are lot 39 across from the International Center (paid meters) and lot 79 next to Spartan Stadium, which has a ticket booth.

Conference volunteers are here to help

At any point during the conference you have a question or need assistance please do not hesitate to ask one of our many conference volunteers wearing the bright green conference volunteer t-shirts. They will be more than happy to assist you.
Maps of buildings

**Erickson Hall:** Room 116H is located in the 116 bay, denoted by a green star. Room 252 is located on the 2nd floor. Take the main stairwell (denoted by a red star) or the elevator to the 2nd floor and enter the room on the left.

**International Center:** Room 115 is located on the ground level/first floor and is denoted by the white star. Exits from Erickson Hall and entrances to the International Center are noted with red stars.
Plenary speakers’ biographies

Richard Alba, City University of New York
Richard Alba is Distinguished Professor of sociology at the Graduate Center of the City University of New York. His teaching and research on immigration have a comparative focus, encompassing North America and Western Europe. His books include Ethnic Identity: The Transformation of White America (1990); Remaking the American Mainstream (2003), co-written with Victor Nee; Blurring the Color Line (2009); and, most recently, Strangers No More (2015), co-written with Nancy Foner. He is a former elected vice president of the American Sociological Association (2000-01). He has just been elected to the American Academy of Arts and Sciences.

Arshad Ali, The George Washington University
Dr. Arshad I. Ali is assistant professor of educational research at the George Washington University. He is an educator, youth worker, and scholar who studies youth culture, race, identity, and political engagement. He earned a masters degree at Harvard University and a doctorate at UCLA’s Graduate School of Education. He has held postdoctoral fellowships at Columbia University and University College London. Dr. Ali’s research examines the construction of racial identities through exploring the tropes of democracy, liberalism, and modernity in the lives of youth.

Marilyn Amey, Michigan State University
Marilyn Amey is a professor of higher, adult, and lifelong education and chairperson of the Department of Educational Administration. She studies educational partnerships, particularly those of community colleges, leadership, including how leaders learn, post-secondary governance and administration, and faculty concerns, including interdisciplinary academic work. Her current work focuses on education partnerships including a multi-year evaluation of a multiple- institutional interdisciplinary consortium and factors affecting student transfer and degree attainment.

Vanessa Oliveira Andreotti, The University of British Columbia
My research examines historical and systemic patterns of reproduction of inequalities and how these limit or enable possibilities for collective existence and global change. My publications in this field include analyses of political economies of knowledge production, discussions of the ethics of international development, and critical comparisons of ideals of globalism and internationalization in education and in global activism, with an emphasis on representations of and relationships with marginalized communities. My work in teacher education conceptualizes education as an expansion of frames of reference and of fields of signification with a view to expanding possibilities for ethical solidarities.

James A. Banks, University of Washington, Seattle
James A. Banks holds the Kerry and Linda Killinger Endowed Chair in Diversity Studies and is founding director of the Center for Multicultural Education at the University of Washington, Seattle. His research focuses on multicultural education and diversity and citizenship education in a global context. He is the author of Cultural Diversity and Education: Foundations, Curriculum, and Teaching; and the editor of Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching, published by the American Educational Research Association (AERA) in 2017. He is a past president of the National Council for the Social Studies and of AERA, an AERA Fellow, and a member of the National Academy of Education.

Angela Calabrese Barton, Michigan State University
Angela Calabrese Barton is a professor in the Department of Teacher Education at Michigan State University. Her research is grounded in the intersections of teaching and learning science with an emphasis on equity and social justice. Her recent work takes place within three interrelated strands: 1) Working within the intersection of formal/informal education in support of understanding and designing new possibilities for equitably consequential teaching and learning; 2) designing teaching learning tools and experiences that promote more expansive learning outcomes, such as critical agency, identity work, and social transformation (as grounded within expanding disciplinary expertise); and 3) methodologies for embracing authentic “research + practice” work that attends to practitioner and youth voice, and critically engages the goals of equity and justice.
Dorinda Carter Andrews, Michigan State University
Dorinda Carter Andrews is Assistant Dean of Equity Outreach Initiatives for the College of Education and an associate professor in the Department of Teacher Education at Michigan State University where she teaches courses on racial identity development, urban education, critical multiculturalism, and critical race theory. Dr. Carter Andrews is a Core Faculty member in the African American and African Studies program, Co-Director of the Graduate Urban Education Certificate Program, and a Faculty Leader in the Urban Educators Cohort Program, a program designed to prepare MSU preservice students for teaching careers in urban contexts. Dr. Carter’s research is broadly focused on race, culture, and educational equity. She studies issues of educational equity in suburban and urban schools, urban teacher preparation and identity development, and critical race praxis with P-12 educators.

Amita Chudgar, Michigan State University
Amita Chudgar’s work examines the influence of home, school, and community contexts on educational access and achievement of children in resource-constrained environments. Through the analysis of diverse, large-scale, national (India), regional (South Asia and Francophone Africa) and cross-national datasets, she explores the role of policy-relevant variables in ensuring equal educational opportunities for disadvantaged children. Her most recent work considers three themes: first, the distribution of quality teachers in underserved areas, second, the impact of the growth of private schools on educational equity in India and third, correlates of secondary education access cross-nationally. She is currently an associate professor of education policy at Michigan State. Prior to joining Michigan State, she trained in economics (Mumbai), development (Cambridge) and education (Stanford).

Claire Crawford, University of Birmingham
Currently, as part of the University of Birmingham and University of Illinois BRIDGE Fellowship, Claire is applying CRT principles to shape a critical examination of government issued testing data in both the U.K. and U.S. More specifically, Claire is exploring the potentially racist, classist, gendered and dis/ablest assumptions contained within government published attainment statistics and related policy pronouncements. This work will build into a detailed cross-national study of how the ‘achievement gap’ is constructed, managed and policed on either side of the Atlantic.

Peter Dudley, University of Leicester
An education leader, researcher and CPD reformer Pete taught primary and secondary in London and abroad and has held education leadership posts at local, regional and national levels in England for 25 years. From 2006 to 2011 he led the Labour government’s Primary National Strategy for improving standards for 5-11 year olds. Pete introduced Lesson Study (LS) into the UK from Japan in 2001 and has led LS development there ever since. He is the UK’s most widely published author on LS. Pete has pioneered the development of local networked learning and improvement school systems for the National College for School Leadership and has continued to do so in his current role leading the establishment of the Camden School Led Partnership – now a schools company: Camden Learning.

Robert Floden, Michigan State University
Robert Floden is University Distinguished Professor and Dean of the College of Education, Michigan State University. Floden received an AB with honors in philosophy from Princeton University and an MS in statistics and PhD in philosophy of education from Stanford University. Floden is Co-Editor of the Journal of Teacher Education and chair of the Research Advisory Committee for the National Academy of Education. Floden’s work has been published in the Handbook of Research on Teaching, the Handbook of Research on Teacher Education, the Handbook of Research on Mathematics Teaching and Learning, and in many journals and books.

Steve Hanson, Michigan State University
Steven Hanson is associate provost and dean of International Studies and Programs (ISP) at Michigan State University. Hanson leads MSU's international programming efforts, including multidisciplinary and multi-college research and strategic partnerships with higher education institutions abroad. In collaboration with ISP faculty and staff, Hanson guides research and activities that will positively impact critical global issues, particularly those related to food, health, environment, and education. Dr. Hanson oversees more than 20 international offices and programs at MSU, including the MasterCard Foundation Scholars Program and the Global Center for Food Systems Innovation. Under his leadership, ISP has launched several new global strategic initiatives, including the Alliance for African Partnership, the Asia Hub, and Youth Empowerment Program.
**Cornelia Kristen, University of Bamberg**  
Cornelia Kristen is Professor of Sociology at the University of Bamberg, Germany, and head of the migration unit of the National Education Panel Study (NEPS). She received her PhD from the University of Mannheim in 2004 and has been a researcher at the University of Leipzig and a professor at the University of Göttingen before her appointment at the University of Bamberg. Her major research interests lie in the fields of migration and integration. Recent publications include an edited volume on ethnic educational inequalities in Germany and several articles on immigrants’ and their offspring’s incorporation including language use and acquisition, education, and ethnic segregation. Her current work focuses on hiring discrimination and selective migration.

**Shi Li, Beijing Normal University**  
Shi Li is Professor of Economics in the School of Economics and Business and Acting Director of the Institute for Income Distribution at Beijing Normal University. He is a member of the Advisory Committee of Ministry of Human Resources and Social Security, and member of Advisory Committee of Poverty Alleviation Office of State Council, China. His current studies focus on income distribution, poverty and rural migration in China. He has published in journals such as *Journal of Comparative Economics, Journal of Population Economics, Review of Income and Wealth, Oxford Bulletin of Economics and Statistics, Economic Development and Cultural Change, Oxford Development Studies, Journal of Development Economics, Asian Economic Journal*. His publications include several edited volumes such as *China’s Retreat from Equality, Income Inequality and Public Policy in China* and *Rising Inequality in China*.

**Thomas Luschei, Claremont Graduate University**  
Tom Luschei is an associate professor of education at Claremont Graduate University. His research interests include international and comparative education, the economics of education, and teacher labor markets and teacher quality. The primary focus of his research is the impact and availability of educational resources among economically disadvantaged children. He has conducted related research in Africa, Asia, and North, Central, and South America. Luschei is the author (with Amita Chudgar) of *Teacher distribution in developing countries: Teachers of marginalized students in India, Mexico, and Tanzania*. His research has also appeared in numerous academic journals and edited volumes.

**Stephanie Nawyn, Michigan State University**  
Stephanie J. Nawyn is an associate professor in the Department of Sociology with expertise in gender and migration, focusing on forced migration and the ways that structural inequalities inhibit immigrant incorporation. Her work has primarily focused on refugee resettlement and the economic advancement of African migrants in the U.S. More recently Dr. Nawyn began a study of human trafficking in Turkey, and was a Fulbright Fellow at Istanbul University during the 2013-14 academic year. Dr. Nawyn is also the Co-Director of Academic Programs, Outreach, and Engagement at the Center for Gender in Global Context at Michigan State University.

**Lynn Paine, Michigan State University**  
Lynn Paine is assistant dean for International Studies in the College of Education and a Professor in the Department of Teacher Education. Her work focuses on comparative and international education and the sociology of education, with an emphasis on the relationship between educational policy and practice, the links between education and social change and issues of inequality and diversity. Dr. Paine's work on learning in and from practice draws on her ongoing comparative research of teacher education. Having been visiting professor at several universities in China, Hong Kong and Singapore, Dr. Paine brings extensive experience in working across language, cultural and policy differences to study teaching, teacher education and teacher learning.

**David Post, Pennsylvania State University**  
David Post has been a professor of education policy and comparative education at Penn State since 1991. He has also worked at UNESCO, the University of Pittsburgh, El Colegio de México, FLACSO-Quito, UC-Riverside, and the Hong Kong UST. Having recently been elected Vice President of the Comparative and International Education Society, he later will become President-Elect and President. For ten years he was editor of the *Comparative Education Review*. He teaches about social stratification, and he researches effects of education policies on student access and success. He also studies effects of youth employment, and the effects of education on environmental attitudes.
Jeffrey Robinson, Principal of Paul Robeson Malcolm X Academy, Detroit
Dr. Jeffery D. Robinson is a native of Detroit Michigan, and a product of the Detroit Public School system. He is currently the Principal of the Paul Robeson Malcolm X Academy in the Detroit Public Schools Community District. Dr. Robinson is a 25-year veteran of DPSCD. He completed his undergraduate studies at MSU, and his graduate studies at U of D Mercy. He proudly holds a Ph.D. in African American & African Studies, from MSU, the first to be awarded by a Michigan University. Dr. Robinson has long been a proponent for quality education for the children in the City of Detroit.

William Schmidt, Michigan State University
William H. Schmidt is a University Distinguished Professor of statistics and education at Michigan State University. He serves as director of the Education Policy Center and holds faculty appointments in Statistics and Education. Previously he served as National Research Coordinator and Executive Director of the US National Center which oversaw participation of the United States in the IEA sponsored Third International Mathematics and Science Study (TIMSS). He has published in numerous journals including the Journal of the American Statistical Association, Journal of Educational Statistics, EEPA, Science, Educational Researcher and the Journal of Educational Measurement. He has co-authored ten books including Why Schools Matter, Teacher Education Matters, and Inequality for All. His current writing and research concerns issues of academic content in K-12 schooling including the Common Core State Standards for Mathematics, assessment theory and the effects of curriculum on academic achievement.

Barbara Schneider, Michigan State University
Barbara Schneider is the John A. Hannah Chair and University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. Her research on student engagement has focused on the transition from adolescence to adulthood and the promotion of learning and teaching in science, technology, mathematics and engineering. She has played a significant role in the development of research methods for the real-time measurement of learning experiences.

Maria Teresa Tatro, Arizona State University
Maria Teresa Tatro is a Professor in the Division of Educational Leadership and Innovation at Arizona State University, and the Southwest Borderlands Professor of Comparative Education at the Mary Lou Fulton Teachers College. She received her doctoral degree in Policy Analysis and Evaluation Research in Education from Harvard University. Her scholarship is characterized by the use of international-comparative frameworks to study education policy and its impact on education systems. She has published extensively on such areas as the structure and impact of different approaches to educating teachers, the relationships between teaching and learning, the influence of early childhood education on improved knowledge levels for the rural poor and children of underserved populations, the role of values education on citizenship formation, and the development of effective policies to support the education of children of migrant workers in the U.S. among others.

Annette Uttendorfer, UNESCO School Essen, Germany
Annette Uttendorfer has been a teacher since 2003. From 2009 to 2011 and again from 2012 to 2015 she was an instructor at the Teachers’ Training College. From 2011 to 2012 Annette was a teacher at the Alexander-von-Humboldt German International School in Montréal Canada. In 2015 she became a principal. Annette strongly believes the most important thing you have to do in school to be successful is that you always have to put the students in the center of all your thoughts and plans. See them as the whole person and not just judge their educational progress.

Xudong Zhu, Beijing Normal University
Professor Xudong Zhu is the General Secretary of Teacher Education Experts Committee of Ministry of Education (MOE) China. He now holds the position of Dean of the Faculty of Education at Beijing Normal University (BNU) and Director of the Center for Teacher Education Research (CTER), which is designated as a Key Research Institute of Humanities and Social Sciences at BNU. Professor Zhu is Vice-General Secretary and Executive Director of the National Teacher Education Society. From 2002 to 2003, under the auspices of the Fulbright Program, Professor Zhu was Senior Visiting Scholar at the University of Maryland. He has published more than 100 papers, ten books, and edited four book series.
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