

Author Biography

Mark Lock is descended from the Waanguybuwan tribe of New South Wales, from Scottish convicts of the First Fleet, from a Latvian immigrant, and from English people. Since 1995 my work experience in the Indigenous health sector includes positions of an non-influential nature in health promotion, project management, policy advice and lecturing. These occurred in a variety of organisations—an Aboriginal Medical Service, Commonwealth and state governments, and universities. The PhD thesis (University of Melbourne) is the last in a series of qualifications from a BSc in Biochemistry, Honours in Nutrition, and a Master of Public Health degree from the Menzies School of Health Research. I use social network analysis methods and structuration theory to investigate sticky policy concepts such as holistic health. I am employed at the Centre for Rural and Remote Mental Health, The University of Newcastle, Australia. mark.lock@newcastle.edu.au

Leanne Holt is a Worimi woman, from Port Stephens, New South Wales, Australia however has spent most of her life in Darkinjung country. Leanne has worked at the University of Newcastle for 16 years and is currently a Director of The Wollotuka Institute, The University of Newcastle. Her educational history began in human resources and with a completed Masters of Management she is now completing a Phd (Education). Leanne is currently an executive member of the National Aboriginal and Torres Strait Islander Higher Education Consortium, an Executive member of regional Aboriginal Education Consultative Group (AECG), member of University Council and is a member of a number of other educational and community Boards and advisory groups. leanne.holt@newcastle.edu.au

Mark Rose is traditionally linked to the Gunditjmara Nation of western Victoria. With a thirty-year career in education Mark has contributed to a broad range of educational settings within the State, nationally and internationally. Mark has consulted regularly with Indigenous and non-Indigenous organisations both nationally and internationally. For over a decade Mark taught in predominantly postgraduate programs at RMIT University's Faculty of Business here in Australia as well as in Beijing, Hong Kong, Singapore and Malaysia. Professor Rose is Executive Director, Indigenous Strategy & Education, Division of the DVC (Academic) at La Trobe University. At a state and national level and with community endorsement Mark has sat on five ministerial advisory committees. In 2003 – 2005 Mark co-chaired the Victorian Implementation Review of Royal Commission into Aboriginal Deaths in Custody. In 2008 Mark moved to VAEAI as General Manager during the WIPC-E Conference and assumed the position of Chair of Indigenous Knowledge Systems at Deakin University in 2008. Mark holds a Doctor of Philosophy, Masters of Educational Administration, Bachelor of Arts (Social Science) and a Diploma of Teaching. Mark.Rose@latrobe.edu.au

Vicki-Ann Speechley-Golden is a Wandandian Woman of the Yuin Nation, she is a qualified Middle Years teacher, and has been in Higher Education for over 25 years. Vicki-Ann was a Past President of the National Indigenous Postgraduate Aboriginal Corporation (NIPAAAC) resigning in 2005 and she has since re-joined NIPAAAC and is now a Co-President. Vicki-Ann works at Griffith University in the Office of Indigenous Community Engagement, Policy, and Partnerships and has been an active support member of the World Indigenous Nations Higher Education Consortium (WINHEC) since 2010; where she first mooted the concept of a Global Indigenous Student Body. Ms Speechley-Golden is a proud Grandmother of 9 and mother of 5 and whilst not doing child minding duties is undertaking her PhD. Vicki-Ann is also the Griffith University National Tertiary Education Union (NTEU) Branch President. v.speechley-golden@griffith.edu.au

W. JAMES JACOB is an Associate Professor in the School of Education at the University of Pittsburgh. His research interests include higher education management; HIV/AIDS multisectoral prevention, capacity building, and principles of good governance; indigenous education issues of culture, language, and identity

as they relate to post-secondary education; quality assurance; organizational development; higher education strategic planning; and organizational effectiveness. He is the co-editor of two book series related to the development of comparative, international, and development education scholarship: *International and Development Education* (Palgrave Macmillan) and *Pittsburgh Studies in Comparative and International Education* (Sense Publishers). His most recent books include *Policy Debates in Comparative, International, and Development Education* (with John Hawkins, Palgrave Macmillan, 2011), *Beyond the Comparative: Advancing Theory and Its Application to Practice* (with John Weidman, Sense Publishers, 2011), and *Inequality in Education: Comparative and International Perspectives* (with Donald B. Holsinger, Comparative Education Research Centre, University of Hong Kong and Springer, 2008). Jacob received his PhD in Education from the Graduate School of Education and Information Sciences at the University of California, Los Angeles in 2004 and a Master's of Organizational Behavior and MA in International Development from Brigham Young University in 2001. Since 2007, Jacob has served as the Director of the Institute for International Studies in Education at the University of Pittsburgh. wjacob@pitt.edu

CHE-WEI LEE (Paljaljim Rusagasag) is a descendant of the *Paiwan* tribe from one of the 14 Taiwan Aborigines. He currently serves as a Program Coordinator at the Institute for International Studies in Education at the University of Pittsburgh's School of Education, and is a doctoral student in the Social and Comparative Analysis in Education Program in the Department of Administrative and Policy Studies. His research interests include indigenous higher education, indigenous research paradigms, comparative education, international organization and development education, anthropology of education, and cultural anthropology. He also recently co-authored a book chapter titled "Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity" (with W. James Jacob and Jing Liu), published by Springer in 2014 in a book titled *Indigenous Education: Language, Culture, and Identity*. ch1138@pitt.edu

NANCY WEHRHEIM lives in Pittsburgh, Pennsylvania where she currently teaches at La Roche College, a small liberal arts school. She grew up in a Greek-American family and received a BA from Thiel College, obtaining a Masters in Reading and Language Arts from Duquesne University. Wehrheim is certified as a Reading Specialist, working in that capacity for ten years in public schools, taking some time out along the way to raise her two children, who are now young adults. In 2000, she decided to continue working on a doctorate degree, with an emphasis on reading, at the University of Pittsburgh and Liberty University and began teaching at LaRoche College while completing her coursework. She also started coursework in the ESL Program at Duquesne University and Social and Comparative Analysis in Education Program at the University of Pittsburgh, hoping to help the work she and her family are doing in East Africa. In Kenya, they are helping to establish a school that is called Toumaini, meaning "hope" in Swahili. She continues working for educational concerns in global arenas. wehrhen1@laroche.edu

VEYSEL GÖKBEL is currently a PhD Candidate in the Social and Comparative Analysis in Education (SCAE) Program at the University of Pittsburgh. Gökbel completed his Master of Education at the University of Pittsburgh and received his BA in Education from Istanbul University. His research interests lie in the intersection of political, economic, and social perspective of education at large. Specifically, he is focusing on academic freedom, skills gap, brain drain, student consumerism, higher education, and social and political effects of education. He is currently pursuing a graduate certificate with a specific focus on the Middle East, offered by the Global Studies Center at the University of Pittsburgh. Gökbel is a Project Associate at the Institute for International Studies in Education. He also serves as a reviewer for the *Excellence in Higher Education* Journal since November 2013. Gökbel is also a member of the World Affairs Council of Pittsburgh. During his graduate studies, he has been actively involved in projects that a recent finance in higher education book editing project, and more recently a USAID-funded education project in Zambia. veg9@pitt.edu

JOEL DUMBA CHRISPO DUMBA was born in South Sudan. His parents, who were subsistence farmers, died when he was six years old, and survived the turmoils of the civil war that ravaged Sudan for over two decades. He holds a Master of Education degree from the University of Pittsburgh, and a Bachelor's degree and a diploma in Social Work from the Uganda Christian University. Dumba is an expert consultant and has held leadership positions with government and nongovernmental organizations, and managed funds from various multilateral organizations (e.g., UNDP, IGAD/UNHCR, UNICEF, USAID, UNFPA, and multi-donor trust funds) during his tenure as an administrator within the South Sudan AIDS Commission. Dumba

has experience in the management of organizations, health education, project design, and implementation with monitoring and evaluation and research on behavior change communication strategies. Dumba was a national consultant on the establishment of the National HIV/AIDS Policy and National Strategic Framework for the South Sudan AIDS Commission. He has led successful conferences/symposiums at the national and international levels. Dumba's interests are on integration of HIV/AIDS into education, capacity building, good governance, conflict amelioration, indigenous education, cultural development, public relations, organizational development, policy efficiency, and higher education strategic planning. jcd55@pitt.edu

XIAOLIN LU currently is a Training Program Specialist at the U.S.-China Business Training Center (UCBTC). Her work focuses on adult education and comparative education for inbound training programs serving adult groups from China. Lu works with teams to design customized curriculum, coordinate with higher education institutions to develop academic seminars and assess the outcome of projects. The programs she has worked on relate primarily to the topics of higher education management, healthcare, and public administrations. Prior to joining UCBTC, Lu worked as a Curriculum Consultant at PRGI, Inc. in Florida part-time in the summer of 2013, where she performed a variety of training consultation related activities. When she was in China, Lu worked as an Assistant Training Manager at Shanghai Dynamic Consulting Co., Ltd. (2007-2009), advising and consulting Chinese professionals. She was an Assistant Executive in Linksus Communication Group (2009-2010), performing a key role in promoting PR plans and developing customer relations. Lu obtained a Master of Education degree from the University of Pittsburgh, concentrated on Social and Comparative Analysis in Education. Her research interests include indigenous education, higher education, organizational development, and anthropology and education. She holds a BA from Huaqiao University, Quanzhou, China. xil96@pitt.edu

SHENGJUN YIN is currently a doctoral student in the Social and Comparative Analysis in Education (SCAE) Program at the University of Pittsburgh. She earned a Master of Education degree at the University of Pittsburgh in 2013. During her undergraduate studies in Shanghai, she worked as a piano tutor to K-12 students in the community musical school. In the summer and winter terms, she actively volunteered in Project HOPE (a non-profit organization that provides health care to people around the globe), coordinating the health care education efforts related to HIV/AIDS, diabetes, and nurse education programs in China. In 2008, she successfully worked as a coordinator to process health education to children who were negatively effected and affected by the earthquake in the Sichuan earthquake. After beginning her study at the University of Pittsburgh in Spring 2012, she remains active in exploring potential projects related to her interests. shy32@pitt.edu