About the Contributors

Victor C. X. Wang is a Professor of Adult and Community Education (Workforce Education) at Florida Atlantic University. Thus far, Dr. Wang has published nearly 200 refereed books, book chapters, and journal articles. These publications address andragogy and pedagogy, which can be considered as the umbrella under which such areas as andragogical curriculum and program development, management, human performance technology, social justice, global education, diversity, and e-learning are addressed. Currently, Dr. Wang is co-editing the International Journal of Adult Vocational Education and Technology with a world-leading theorist, Dr. Stephen Brookfield, and another world-leading adult education theorist and statistician, Dr. Patricia Cranton. Dr. Wang has won many academic achievement awards, including the Distinguished Faculty Scholarly & Creative Achievement Award. He has had extensive experience in chairing and mentoring doctoral dissertations (including dissertations from University of Auckland, New Zealand). Some of his books have been adopted as required textbooks by major universities in the United States and in China. In addition, numerous universities worldwide, including some Ivy League universities, have cataloged his books and journal articles. Dr. Wang’s teaching (including teaching via technology) has reached many states in the United States and China.

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Jeff M. Allen is a leading scholar in the area of learning and performance innovation. He serves as Interim-Chair of the Department of Learning Technologies and is a Professor and Director of the Center for Knowledge Solutions at the University of North Texas. At the national level, he provides leadership as a past-president of University Council for Workforce and Human Resource Education, and as a Board member for the Academy of Human Resources. He is the founding editor of Learning and Performance Quarterly and current servers as the editor of Career and Technical Education Research. During the last three years, his research teams have generated over $2 million in annual external funding.

Anila Asghar is an associate professor at McGill University. Her research interests include curriculum, cognitive development, and brain development, teacher education, qualitative research, and peace studies.

Sharon Murphy Augustine, PhD, is an assistant professor in the Tift College of Education at Mercer University. She is the director of the PhD in Curriculum and Instruction Program in Macon and teaches literacy courses in early childhood, middle grades, and secondary education. Sharon has been in higher education for 12 years and taught high school English for nine years. Her research interests
include poststructural and socio-cultural theories of teaching and learning, adolescent literacy, writing pedagogy, and gender in education.

**Jill A. Berta** is a third-year doctoral student in Educational Statistics and Research Methods at the University of Arkansas. Ms. Berta has assisted numerous research projects as a graduate assistant with Dr. Mulvenon and has expertise in longitudinal models, advanced statistical programming, and in assessment.

**Jennifer Bird**, PhD, teaches reading and writing classes for current and future teachers at Florida Atlantic University in Jupiter, Florida. She received her Bachelor of Science in Education in Secondary English Education, Master’s of Education in Secondary English Education, and Doctor of Philosophy degrees from Miami University in Oxford, Ohio.

**Ellen Boeren** is a Chancellor’s Fellow at Moray House School of Education. She received a PhD in Educational Sciences from Leuven University (Belgium) in May 2011. Her thesis explored participation and motivation of adult learners in formal education. She worked on data gathered within the European Sixth Framework project ‘LLL2010: towards a lifelong learning society in Europe: the contribution of the education system’ and on data from the Eurostat Adult Education Survey. She won small grants from the British Educational Research Association, the European Commission, the Carnegie Trust Scotland and the Lithuanian Research Council, to explore new research themes related to European lifelong learning, and the experiences and perceptions of PhD students and Early Career Researchers. Apart from conducting research, Dr. Ellen Boeren’s teaching duties include Research Methods for Master’s students at Moray House.

**Sandra G. Bowman** is a senior researcher at the University of Arkansas working on the Math Science Partnership, Pre-K School Portal, Mathematics Portal, and other projects focused on improving educational outcomes for students. Dr. Bowman is an expert on assessment and evaluation models designed to assess the effectiveness of educational programs.

**Ernest W. Brewer** is Professor Emeritus and Principal Investigator/Director in the Department of Educational Leadership and Policy Studies (ELPS) at The University of Tennessee-Knoxville (UTK). Prior to his current appointment, Dr. Brewer was a Professor in ELPS for 12 years, Professor in the Department of Human Resource Development (HRD) for five years, and served as Department Head of Child and Family Studies (CFS) at UTK. He is currently serving as the Principal Investigator/Director of CAPS Outreach Center at UTK. Prior to joining the university, he served as the Executive Director of the Institute of Human Resources. Over the years, Dr. Brewer has acquired external funds for a variety of research, service, and development activities. He has served as both editor and editorial board member of professional journals, and he has authored many grant proposals, professional articles, books, book chapters, monographs, and annual performance reports. More recently, he has published book chapters in the (1) *Encyclopedia of Measurement Statistics*, (2) *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training*, (3) *Definitive Readings in the History, Philosophy, Practice and Theories of Career and Technical Education*, (4) *Building Workforce Competencies in Career and Technical Education*, (5) *Assessing and Evaluating Adult Learning in Career and Technical Education*, and (6) *Encyclopedia of Research Design*. He also
recently completed his 5th Edition of a text titled *Finding Funding: Grantwriting from Start to Finish, Including Internet Use*. He also published recent book chapters titled “Evaluation Models for evaluating Educational Programs” (Chapter 7) in the book titled *Assessing and Evaluating Adult Education in Career and Technical Education* and “The History of Career and Technical Education” (Chapter 1) in the book titled *Definitive Readings in the History, Philosophy, Practice, and Theories of Career and Technical Education*.

**Stephen D. Brookfield**, PhD, since beginning his teaching career in 1970, has worked in England, Canada, Australia, and the United States, teaching in a variety of adult educational, community educational, and college settings. He has written and edited 17 books on adult learning, teaching, leadership, critical theory, and critical thinking, 6 of which have won the World Award for Literature in Adult Education (in 1986, 1989, 1996, 2005, 2011, and 2012). He has also authored over 100 chapters in edited books, published over 70 articles in refereed journals, and delivered over 40 papers that were published in juried conference proceedings. His work has been translated into German, Finnish, Korean, Japanese, Polish, Farsi, and Chinese. He has been awarded three honorary Doctor of Letters degrees from the University System of New Hampshire (1991), Concordia University, St. Paul (2003), and Muhlenberg College (2009). In 2001, he received the Leadership Award from the Association for Continuing Higher Education (ACHE) for “extraordinary contributions to the general field of continuing education on a national and international level.” During 2002, he was Visiting Professor of Education at Harvard University. In 2008, he was also awarded the Morris T. Keeton Award of the Council on Adult and Experiential Learning for “significant contributions to adult and experiential learning.” He is currently the John Ireland Endowed Chair in Education at the University of St. Thomas in Minneapolis-St. Paul, where in 2008 he won the university’s Diversity in Teaching and Research Award and the John Ireland Teaching and Scholarship Award. In 2009, he was inducted into the International Adult Education Hall of Fame.

**Renée L. Cambiano** is professor of education at Northeastern State University, Tahlequah, Oklahoma, and holds a Doctorate in Adult and Vocational Education from the University of Arkansas, an MS in Instruction and Curriculum Leadership from the University of Memphis, and a BS in Biology with a fisheries emphasis from Northeastern State University. She currently serves as program chair of the Master’s of Education in Teaching program at Northeastern State University, where she has taught since 2000. She has published and presented at regional, national, and international conferences. Areas of research include: adult and nontraditional student learning; learning styles instruction; brain-based learning; global minded-teaching; the learning process (moving from teaching to learning); innovative learning environments; and technology enhanced learning.

**Ron M. Cambiano** serves as Special Assistant to the President at Northeastern State University, Tahlequah, Oklahoma, and reports to and works directly for the President. As a member of the President’s senior leadership team, he collaborates with the team to provide leadership and oversight for key planning and implementation processes that impact teaching, research, and service functions of the university. Additionally, Dr. Cambiano is an Assistant Professor, Educational Leadership department, teaching several courses in the Graduate School Administration program. He also served the university as Dean of Student Affairs for almost two decades, developing and overseeing a variety of programs initiated to create individual personal growth, and the importance of informal relationships and participatory decision
making. On behalf of the President, he coordinates the university’s efforts for the Northeast Oklahoma Regional Planning and Making Place Matter efforts, where the university has made a commitment to the region to establish alliances for regional stewardship. In addition to these responsibilities, he also serves as liaison to the Cherokee Nation, working closely with the office of the Principal Chief, Secretary of State, Leadership, Education, Commerce, Career Services, Cultural Resources, and the Tribal Council. Dr. Cambiano received his undergraduate degree and Master’s from the University of Tulsa and possesses a Doctoral degree from The University of New Mexico in Organizational Leadership.

Sherah Betts Carr, PhD, is an associate professor in the Tift College of Education at Mercer University. She teaches courses on theory and leadership in the PhD program in Curriculum and Instruction, as well as courses at the Master’s level. Her current research agenda focuses on the impact of theoretical underpinnings in dissertation design. Sherah has been in higher education for 9 years and served as an educator and professional learning coordinator for 25 years at the K-12 level.

Joshua C. Collins is an assistant professor in the Adult and Lifelong Learning Master’s and Doctoral programs at the University of Arkansas in Fayetteville, Arkansas. Presently, he also serves as chair of the Critical and Social Justice Perspectives SIG (Special Interest Group) of the Academy of Human Resource Development. He has published in over a dozen academic journals and has co-edited two special issues, one New Directions for Adult and Continuing Education and one Advances in Developing Human Resources. His research interests focus on issues related to critical adult learning and education, specifically with regard to racial, ethnic, and sexual minorities, as well as other disenfranchised groups.

Patricia Cranton completed her MSc in Computer Applications (1971) and a PhD in Measurement, Evaluation, and Computer Applications (1976). In her Doctorate, she specialized in statistics and research methodology. She has taught courses in research methodology at Master’s and Doctoral levels every year since 1976. Patricia has had positions at McGill University, Brock University, the University of New Brunswick, and St. Francis Xavier University in Canada, and at Penn State University and Teachers College in the U.S. Currently, she is a retired Professor of Adult Education affiliated with the University of New Brunswick in Canada. Her most recent books include the A Guide to Research for Educators and Trainers of Adults (with Sharan Merriam, 2014), Handbook of Transformative Learning (with Ed Taylor, 2012), a second edition of Understanding and Promoting Transformative Learning (2006), and a third edition of Planning Instruction for Adult Learners (2012).

Kathleen Adair Creghan, EdD, has been a professional educator since 1999. She has served in a number of teaching and leadership positions, including leading curriculum writing projects, conducting professional development for teachers and administrators, teaching in public schools and as an adjunct professor at Sam Houston State University, and working with teachers through the instructional coaching model. Kathy currently serves as the director of curriculum and instruction for Humble Independent School District, in Harris County, Texas. Kathy’s professional and research interests include STEM and science education pedagogy, addressing the needs of at-risk and second language learners, inquiry-based learning, and working with educators at all levels.
About the Contributors

Ellie Drago-Severson is a professor and qualitative researcher at Teachers College, Columbia University, who is passionate about supporting adult learning and development. Drago-Severson’s work centers on bridging research and practice. Her research interests include enhancing teaching and learning in multiple contexts through reflective practice, qualitative research, school leadership, faculty development, and adult learning.

Lesley Farmer, Professor at California State University Long Beach, coordinates the Librarian-ship program. She earned her MS in Library Science at the University of North Carolina Chapel Hill, and received her Doctorate in Adult Education from Temple University. Dr. Farmer has worked as a teacher-librarian in K-12 school settings as well as in public, special, and academic libraries. She served as Special Libraries Association Education Division Chair, and edits the International Federation of Library Associations’ School Libraries and Literacy/Reading Sections blogs. A frequent presenter and writer for the profession, she won American Library Association’s 2011 Phi Beta Mu Award for library education. Dr. Farmer’s research interests include digital citizenship, information literacy, collaboration, assessment and data analysis; she is also a Fulbright scholar. Her most recent books are Introduction to Reference and Information Services in Today’s School Libraries (Rowman & Littlefield, 2014) and Library Services for Youth with Autism Spectrum Disorders (ALA, 2013).

Sue Stuebner Gaylor is Executive Vice President of Allegheny College. Her research focuses on issues of leadership and decision-making within the context of private, regional liberal arts colleges.

Lori Ann Gionti is an Assistant Director in The Office of Academic Writing and Publication Support in the College of Education at Florida International University in Miami, FL. In this area, Lori’s research interests include writing centers, and writing for publication. Lori is also a Doctoral student in the Adult Education and Human Resource Development Program. Her educational research interests include issues relative to foster youth and foster care such as the college achievement of former foster youth and the continuing education of licensed foster parents. Lori has developed and presented numerous continuing education seminars for south Florida’s foster care community, and she is a long-time volunteer and advocate for foster children in Broward County, FL.

Catherine Hansman, EdD, is Professor of Adult Learning and Development at Cleveland State University. She was awarded the Cyril O. Houle Emerging Scholar in Adult and Continuing Education Scholarship in 2001 and was bestowed a Distinguished Faculty Award for Research by Cleveland State University in 2005. Dr. Hansman is Past President of the American Association for Adult and Continuing Education (AAACE), and she also chaired the Commission of Professors of Adult Education (CPAE) and served on its executive committee for six years. Her research interests include learning in adulthood, adult learners in higher education, mentoring, context-based learning, communities of practice, policies related to adult learners, qualitative research, and issues of diversity. These are reflected in the two books she has edited, Understanding and Negotiating the Political Landscape of Adult Education (with Peggy Sissel) and Critical Perspectives on Mentoring: Trends and Issues, and in the invited book chapters and research articles published in journals such as Adult Education Quarterly, Adult Learning, Journal of Adult Basic Education, Community College Review, and the Journal of Excellence on College Teaching. She is currently on the editorial boards for Adult Learning and The Journal of Transforma-
About the Contributors

tive Education, and she co-edits the Adult Education Quarterly. Dr. Hansman teaches courses in adult education and qualitative research in the Master of Education in Adult Learning and Development and the PhD in Urban Education programs (specialization in Adult, Continuing, and Higher Education) at Cleveland State University, where she has chaired or served as methodologist or reader for over 35 graduate students’ dissertations, theses, and graduation projects.

Cynthia M. Januszka has over 20 years of experience teaching in south Florida k-12 schools and with undergraduate and graduate students at the university level. Her specific research interests pertain to reading, class size, and innovative curriculum. She has presented her research at local, national, and international conferences. Her writings have appeared in such periodicals as the Journal of Research in Childhood Education and the Kappa Delta Pi Record. She has also served as a book, scholarship, and manuscript reviewer for several academic journals. In addition, Dr. Januszka has served on many educational boards such as the FAU alumni board and local school advisory councils.

Geoff Lancaster is Professor of Marketing and Dean of Academic Studies at the London School of Commerce. His research interests are corporate social responsibility and the application of marketing principles and structures in developing countries. He has published approximately 100 academic refereed papers and 40 marketing and research methods textbooks and has been keynote speaker at a number of international business and marketing conferences. He was part-time Chairman of a corporate communications group of companies until 2011 and the group was in receipt of the Queen’s Award for Exporting. He is a fellow of the Chartered Institute of Marketing and was their Senior Examiner for 18 years and is also in receipt of a Fellowship from the London Chamber of Commerce and Industry for services to business education. He has completed marketing consultancy projects for a number of blue chip international companies.

Al Lauzon is a Professor in the School of Environmental Design and Rural Development, University of Guelph, Guelph, Ontario. He is the coordinator of the Rural Studies PhD program and the MSc program in Capacity Development and Extension. He teaches graduate courses in Integrative Research Methods, Sustainable Systems, and the Foundations of Capacity Development and Extension. His research focuses on rural change and transformation with a focus on the human elements of that change and transformation. His current research projects are rural youth and the impact of participation in afterschool programs, the role of community colleges in supporting innovation in rural small and medium enterprises, the development of rural social enterprises and implications for policy, and the potential of rural knowledge networks.

Randee Lipson Lawrence, EdD, is an associate professor at National Louis University in Chicago in the department of Adult and Continuing Education. Her research interests include extrarational ways of knowing and learning through the arts. She is the editor of Bodies of Knowledge: Embodied Learning in Adult Education and Artistic Ways of Knowing: Expanded Opportunities for Teaching and Learning, and the author of several publications which exemplify her practice of incorporating affective, cognitive, somatic, and spiritual dimensions into her teaching. She also works with students to use these processes in their research. Additional research interests and commitments include transformative learning, feminist pedagogy, collaborative inquiry, experiential learning, and non-traditional adult education.
Jennifer Lee received her PhD in Learning Technologies from the University of North Texas (UNT). She is presently the Assistant Director for Academic Services in the College of Education at UNT. Her research interests include learning and cognition, media multitasking, media and technology education, instructional design, distributed learning, and the scholarship of teaching and learning.

Lin Lin is an Associate Professor of Learning Technologies at the University of North Texas. Lin received her EdD degree from Teachers College, Columbia University. Her research lies in the intersections of technology, cognition, and education. She has conducted research on (1) the design of effective online and blended learning, (2) the impact of media multitasking on cognition and learning, and (3) the power, motivation, ethics, and usability issues related to game-based learning. Lin has published in journals such as the Proceedings of the National Academy of Sciences and Computers and Education. She has been cited and interviewed by magazines and newspapers such as Le Temps, Ingenioren, the Scientific American, and Fort Worth Star-Telegram. One can find more info about Lin at http://courseWeb.unt.edu/llin/.

Pat Maslin-Ostrowski is a professor of educational leadership and research methodology at Florida Atlantic University. The human dimensions of leadership and quest for more effective policy and programs to support leader learning are the core of her research and practice. She is lead professor for Qualitative Inquiry at FAU.

Sharan B. Merriam is Professor Emeritus of Adult Education and Qualitative Research at The University of Georgia in Athens, GA, USA. Merriam’s research and writing activities have focused on adult and lifelong learning and qualitative research methods. For five years, she was coeditor of Adult Education Quarterly, the major research and theory journal in adult education. She has published 27 books and over 100 journal articles and book chapters. She is a four-time winner of the prestigious Cyril O. Houle World Award for Literature in Adult Education for books published in 1982, 1997, 1999, and 2007. Her most recent books are Adult Learning: Linking Theory and Practice (2014), The Jossey-Bass Reader on Contemporary Issues in Adult Education (2011), Qualitative Research: A Guide to Design and Implementation (2009), Third Update on Adult Learning Theory (2008), Learning in Adulthood (2007), and Non-Western Perspectives on Learning and Knowing (2007). She has been a Fulbright Scholar and a Senior Research Fellow in Malaysia and a Distinguished Visiting Scholar at universities in South Korea and South Africa.

Sean W. Mulvenon is a professor of educational statistics and the Director of Research and Assessment for the Office of the Vice Provost at the University of Arkansas. Dr. Mulvenon has extensive expertise and practice in the development of large-scale data systems, application of growth models, and educational policy. He served as a senior adviser to the Deputy Secretary of Education during the development of growth modeling programs for the U.S. Department of Education. More recently, he has worked with numerous state educational agencies on improving data quality, assessment models, and evaluation of teacher effectiveness.

Sunny L. Munn, PhD, earned her PhD in Workforce Development and Education from The Ohio State University. She joined Ashland University in 2014 as an Assistant Professor of Leadership Studies.
in the College of Education. She previously served as a Postdoctoral Associate and the Project Manager for the Ohio Education Research Center where she worked closely with state and university partners to maximize collaboration and research opportunities. Her previous experience in higher education includes academic and admissions advising, teaching, and research. Dr. Munn has taught in the Corporate Training and Development undergraduate and Workforce Development graduate programs at The Ohio State University. Her primary research is on the work-life system, the intersection of organizational culture, work-life benefits and organizational performance, non-traditional families including sexual minorities, and low-wage workers. She also conducts research around scholarly writing. Past research includes the evaluation of TANF demonstration projects for the state of Ohio and the rights of never married fathers including child support and visitation. Dr. Munn has authored five book chapters including “Learning to Write: Wisdom from Emerging Scholars” in The Handbook of Scholarly Writing and Publishing and “Work-Life” in the Routledge Companion to Human Resource Development. She has also published articles in the Journal of Public Policy and Management; Advances in Developing Human Resources; New Horizons in Adult Education and Human Resource Development; and Work, Employment, and Society. Dr. Munn also has a MA in Workforce Development and Education, MPA in Public Affairs, BS in Psychology, and BA in African and African American Studies all from The Ohio State University.

Sharon Norris is an Associate Professor of Business and Director of Graduate Studies, MBA Programs with the Gainey School of Business at Spring Arbor University. She holds a PhD in Organizational Leadership with a major in Human Resource Development from Regent University’s School of Global Leadership and Entrepreneurship. Her recent publications include those on topics of leading change, complex responsive approaches to strategic management, leadership development, impression management, self-monitoring, and global human resource development. She has presented her research at regional, national, and international conferences and received various awards for her academic achievements. Dr. Norris is a Beta Phi Scholar. She has received the Graduate Faculty Scholar Award and Faculty Merit Award from Spring Arbor University. Dr. Norris received an Award of Excellence, Outstanding Doctor of Philosophy in Organizational Leadership Dissertation from Regent University. She is also a recipient of the Gary J. Confessore Award for Significant Contributions to the Advancement of Learner Autonomy presented at Exeter College, University of Oxford, by Dr. Confessore, during the Autonomous Learning World Caucus.

Eileen O’Donnell was conferred by Dublin City University with an Honours (2.1) BSc in Information Technology and a First Class MSc in Information Systems for Managers. While lecturing on the Post Graduate Diploma in Business Information Systems in the Dublin Institute of Technology a research interest in Technology Enhanced Learning (TEL) commenced. This interest evolved into the pursuit of a PhD through research conducted with the Knowledge and Data Engineering Group, School of Computer Science and Statistics, College of Engineering, Trinity College Dublin, Ireland. Research interests include: cloud computing, virtualisation, green computing, the use of ICT in higher education, instructional design, e-learning, technology-enhanced learning, personalised e-learning, adaptive simulations, authoring tools for adaptive learning experiences, user profiling, and human-computer interaction.

Liam O’Donnell worked for 10 years in the computing industry before commencing employment as a lecturer in the College of Business, Dublin Institute of Technology, Ireland. Liam has lectured
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in Information Systems for the past 20 years. He also has responsibility for the management of the computer network for the College of Business. Liam received his BSc in Computer Applications from Dublin City University and his MSc in Computing from Sligo Institute of Technology. Liam’s research interests include cloud computing, virtualisation, computer networks, Perl and Java programming, fuzzy logic, expert systems, genetic algorithms, instructional design, personalised e-learning, and technology-enhanced learning.

Mary O’Kelly, MLIS, is Head of Instructional Services at Grand Valley State University Libraries where she is responsible for developing a framework for assessment of library instructional efforts, establishing standards for teaching, and coordinating continuing education programs for library faculty instructors. She also is the co-coordinator of training and assessment for the Research Consulting Services in the Knowledge Market, a suite of three academic support services collocated in the library: library research consultations, writing consultations, and speech consultations, all provided by student assistants.

Wilson Ozuem is Associate Professor of Digital Marketing at Regents University, London (UK). His research interests include the implications of information technology for decision making by marketers and consumers. The results of his research have been published in scholarly journals and international conference papers, including European Journal of Marketing, Social Responsibility Journal, World Business Congress. Dr. Ozuem teaches in a number of UK universities, including the University of Gloucestershire, the University of Hertfordshire, University of West London, GSM (London). He currently teaches MSc and MBA courses in marketing communications, Internet marketing, research methodology, and marketing management. He is a Fellow of the Chartered Institute of Marketing (FCIM) and has worked as a marketing consultant for several companies and organizations. He received his BA in Business from the University of Portsmouth, MA Marketing from University of West London, MBA from London Metropolitan University, MEd (Educational Leadership and Management) from Open University (UK), Doctorate from Anglia Ruskin University, and Postgraduate Degree in Educational Research from University of Cambridge.

Kristin Firmery Petrunin is a Doctoral student in the Department of Learning Technologies at the University of North Texas. Since 2011, Kristin has been a Curriculum Specialist for the Marketing Career Cluster on the Carl D. Perkins Career and Technical Education Act. She received her Bachelor of Business Administration degree in Marketing and a Master’s of Science degree in Applied Technology and Performance Improvement at the University of North Texas. She is the Assistant Editor for the Association for Career and Technical Education Research primary publication, Career and Technical Education Research Journal. Her research interests include workplace learning, motivation to learn, learner engagement, educational technologies, and career preparation.

Tonette S. Rocco is the Graduate Program Director of Adult Education and Human Resource Development and the Director of the Office of Academic Writing and Publication Support. She has published articles and chapters on the writing process and co-edited, The Handbook of Scholarly Writing and Publishing (Wiley). Since arriving at FIU, she has received the L. R. Gay Award, COE Builder Award, TIAA CREF Torch Award, MetLife Freedom Award, LGBTQA Faculty Member of the Year Award, and FIU Excellence in Mentorship Award. She is a Houle Scholar and a Kauffman Entrepreneurship
Professor. Her first book won the 2009 University Continuing Education Association Frandson Book Award, an article on employability won the Elwood F. Holton, III Research Excellence Award 2008 from *Human Resource Development Review*, and she has won awards for conference papers on disability and privilege. A chapter on engagement was published in a book that was named 2013 Employee Engagement Book of the Year, Employee Engagement Network and another chapter on locus of control was published in a book that won the CHOICE Outstanding Academic Title 2013. She has published over 200 books, articles, chapters, and papers in proceedings. She is co-editor of the *Routledge Companion to HRD* and the *Handbook of HRD: The Discipline and the Field* (Wiley). She is lead editor of *New Horizons in Adult Education & Human Resource Development*. Editorial board memberships include the *Journal of Mixed Methods Research, Human Resource Development International, Adult Education Quarterly, Journal of European Industrial Training, Journal of Chinese Human Resource Management, and PAACE Journal of Lifelong Learning*.

**Amy Sedivy-Benton**, PhD, is an Assistant Professor for Teacher Education at the University of Arkansas at Little Rock. Dr. Sedivy-Benton works extensively with both graduate and undergraduate students in their continued education to become teachers and administrators. Prior to her appointment at the University of Arkansas at Little Rock, she worked with several not-for-profit organizations focusing on teacher quality and policies surrounding teachers and teacher education. Her research publications continue to focus on policy and teacher and student preparation. She has presented at conferences both regionally and nationally and serving on several journals as a consulting editor.

**Kaye Shelton**, PhD, is an Associate Professor of Educational Leadership in the Center for Doctoral Studies in the College of Education at Lamar University. Previously as the Dean of Online Education for Dallas Baptist University, she led the development and ongoing operations of their online education programs with over 55 majors and degrees offered fully online. She is certified as an online instructor, teaching online since 1999, and also an online education consultant. Her education includes an MS in Education emphasizing Online Teaching and Learning from California State University-East Bay and a PhD in Educational Leadership (Higher Education) from the University of Nebraska. She has published over 30 articles and chapters in the field of online education, including a book titled *An Administrator’s Guide to Online Education*. Winner of two exemplary online course awards, a Sloan-C Effective Practice award for her research on the Quality Scorecard for the Administration of Online Education Programs, the John R Bourne award for Outstanding Achievement in Online Education and the NCPEA Morphet Dissertation award, Dr. Shelton has been involved with research in online education since 1997. She has spoken at numerous conferences and workshops and advised peer institutions regarding the creation of an online education program and the best practices for teaching online and faculty support. She has also served as an advisor regarding online education programs for several peer institutions.

**Pamela Carter Speaks** currently serves higher education as an Assistant Professor of Education in the Educational Leadership Program at Northeastern State University in Tahlequah, Oklahoma. She holds a Bachelor’s in Education and a Master’s in Curriculum and Instruction with an emphasis in Multicultural/Bilingual Education from NSU. After teaching experiences in multiple states with a focus of working with at-risk students, she earned principal and superintendent certification, a Specialist’s
About the Contributors

Degree in Curriculum and Instruction, and her Doctorate in Leadership Studies at Bowling Green State University in Ohio.

David Starr-Glass is a faculty member of the University of New York in Prague, Czech Republic, and is also a senior mentor with the International Programs (Prague Unit) of the State University of New York, Empire State College. He serves as the supervisor for undergraduate dissertations and also facilitates a wide range of online distance learning courses in business administration, including cross-cultural management and organizational behavior. David has a wide range of managerial and educational experience and has earned master’s degrees in business administration (Notre Dame de Namur, California), organizational psychology (Birkbeck College, University of London), and online distance education (University of Southern Queensland, Australia). He publishes regularly in the business administration, online distance learning, and mentoring literature. When not in Prague, he lives in Jerusalem, where he teaches a wide range of economics and business administration courses with a number of local colleges.

Karen Weller Swanson, EdD, is an associate professor in the Tift College of Education at Mercer University. She is the director of the PhD in Curriculum and Instruction Program in Atlanta. She teaches research courses as well as curriculum courses. Karen has been in higher education for 11 years and has also taught at Northern Arizona University and George Mason University. She has multiple publications in the area of scholarship of teaching and learning.

John R. Turner is a Doctoral candidate at the Department of Learning Technologies at the University of North Texas. He started his career in mechanical engineering, where he was employed for 15 years. After leaving the engineering service industry, he completed a second bachelor’s degree in Psychology from the University of Arkansas at Little Rock, followed by a Master’s degree in Human Resource Development (HRD) from the University of Texas at Tyler. His research interests include teams and small groups, team cognition, knowledge sharing, knowledge management, theory development, multilevel analysis, and testing theoretical models. He has published articles in Performance Improvement Quarterly, Performance Improvement, Journal of Knowledge Management, and the International Journal of Technology, Knowledge, and Society.

Eric Wanner, DPT, is a physical therapist at Jupiter Medical Center in Jupiter, Florida. He received his Bachelor of Science in Exercise Science degree from The Ohio State University in Columbus, Ohio, and his Doctor of Physical Therapy degree from the University of Dayton in Dayton, Ohio.

Jane West, EdD, is an associate professor in the Tift College of Education at Mercer University. She teaches research courses in the PhD program in Curriculum and Instruction, as well as literacy courses at the Master’s level. Her current research agenda focuses on graduate students as writers. Jane has over 20 years of experience in higher education as a teacher and researcher, and has taught at several colleges and universities, including Agnes Scott College, Louisiana State University, and the University of Georgia.

Lihua Xu obtained her bachelor’s and Master’s degrees in TESOL/Linguistics in China and her PhD in Research, Evaluation, Measurement, and Statistics at Oklahoma State University. She is currently teaching research design and measurement courses and supervising the CASTLE statistics lab in the
College of Education and Human Performance at University of Central Florida. Dr. Xu has broad expertise in modern statistical and research methods, including factor analysis, psychometrics, and structural equation modeling. Her research focuses on instrument development and validation, construct validation, measurement invariance, and structural equation modeling. The content area within which she has been conducting research includes achievement motivation, leadership style, stereotype threat, organizational commitment, international students’ acculturation, and ESL/EFL research.