About the Contributors

Fredrick Muyia Nafukho is a Professor of Educational Administration and Human Resource Development and Head, Department of Educational Administration and Human Resource Development, College of Education and Human Development, Texas A&M, University. He holds a Ph.D. in Human Resource Development, Louisiana State University, where he was a Fulbright Scholar, an M.Ed (Economics of Education), and B.Ed Business Studies and Economics from Kenyatta University, Nairobi, Kenya. Nafukho has published over 120 articles, book chapters, and books. He has designed and successfully delivered online courses. He has written extensively on the Market Model of Financing Universities in Africa, the University Loan Policies in Africa and US, Information and Communication Technology Policies in Africa and has served as an external examiner to University of Cape Town, The University of the North at Mafeking, South Africa, Catholic University of Eastern Africa, and University of Nairobi among others. His research interests include adult learning, emotional intelligence and leadership development, organizational learning and performance improvement, evaluation in organizations, higher education development and investment in human capital development.

Beverly J. Irby earned her Ed.D. (Education) from the University of Mississippi in 1983. She joined the Department of Educational Administration and Human Resource Development at Texas A&M University (TAMU) as a Full Professor in September, 2013, has been approved graduate faculty there since 2001, and has developed and taught courses in research and curriculum for special programs, educational administration, instructional leadership, and research. She has earned the reputation of an excellent professor and Dr. Irby’s mentored students have garnered numerous research awards. She was selected as a national UCEA David Clark Scholar Mentor and a two-time Piper Professor Nominee. She has a graduate student scholarship and has the Brown and Irby Center for Research and Doctoral Studies in Educational Leadership in her honor at Sam Houston State University (Texas). Dr. Irby’s research focus is that of social responsibility for instructional leadership; theory development/validation; women’s leadership; gender equity; early childhood, bilingual/ESL, gifted, and science education; online learning; reflective practice portfolios; international leadership; principal and teacher evaluation/professional development; program evaluation; and various research techniques including bricolage.

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Nahed Abdelrahman is a second-year doctoral student in Public School Administration in the Department of Educational Administration and Human Resource Development, Texas A&M University. She is an assistant editor to two academic journals: Mentoring and Tutoring Journal and Advancing Women in Leadership Journal. Recently, she has served as a technical editor for an iBook under entitled: “Gender Related Issues in STEM.” In 1995, she earned her Bachelor’s Degree in English Language Arts and worked as an English second language teacher for more than 8 years in Egypt. She taught both middle and high school students. In 2005, she started a new career as she worked in Egypt Education Reform Program (ERP) focusing on education policies and education reform. With ERP team, she helped Egypt Ministry of Education create new policies in order to be transferred from the centralized education system to the decentralized system by giving Egypt states and districts more authorities in decision making. In 2009, and after fulfilling her role in ERP, she came to the United States to enroll in the Lyndon Baines Johnson School of Public Affairs in the University of Texas at Austin. She earned her Masters of Public Affairs (MPAFF) in 2011. Since 2012, she has served as a founding member of El Dostor Political Party in Egypt. She also served as a training specialist in the Training and Culture Committee in El Dostor. Her academic goal is to help teachers increase their capacities and performance in order to achieve education quality for all students without regard to gender, race, socioeconomic, sexual orientation, or ableness.

Meera Alagaraja, Ph.D, is an assistant professor of human resource and organization development (HROD) at the University of Louisville. Her areas of scholarship revolve around foundations of HRD with a specific focus on global workforce and human capital development, performance improvement through Lean and TQM, strategic HRD, and employee well being. Relying primarily on qualitative methods, her empirical work is focused on bridging scholar and practitioner interests. She has published in Human Resource Development Review, Human Resource Development International, and Human Resource Development Quarterly as well as the European Journal of Training and Development. She has presented to academic and practitioner audiences on a wide range of topics such as leadership development, strategic HRD and employee well being in several countries.

Credence Baker is an assistant professor of educational technology at Tarleton State University, and has studied factors that impact student success in the online learning environment for the past decade. Much of that time has been spent investigating the construct of “presence” in the online environment, and how it relates to student affect, motivation, and cognition. She is most interested in the “so what” and “what now” aspect of this field of study. She currently serves on the editorial review board for the Journal of Online Learning and Teaching and the Journal of Educators Online, and on the Board of Directors for the Texas Social Media Research Institute. She teaches graduate courses that include Designing Online Learning Environments, Facilitating Online Learning Environments, Educational Media & Technology, and Principles of Instructional Design.
About the Contributors

Peter Wawire Barasa is a holder of a Master of Science degree in Computer Science from the University of Nairobi and also a Bachelor Science Degree in Computer Science from Moi University, Eldoret, Kenya. Barasa is currently a Lecturer at Kenya School of Government in the Department of Information Communication Technology. He is involved in training, research and consultancy for Government Employees in Kenya in the area of Information Communication Technology. His professional interests focus on artificial intelligence branch of Multi-agents system, E-learning and E-government. He has also lectured in Chuka University, Technical University, Kirinyaga University and Embu College as an adjunct Lecturer in the department of information communication and technology. In addition, he is a lead auditor of ISO 9001:2008 series and a member of the international association of Engineers.

Melissa Roberts Becker is an Associate Professor and Coordinator of Teacher Education at the Southwest Metroplex Center of Tarleton State University. She completed a doctorate from Baylor University with an emphasis applied to instructional technology. Research interest includes effective teaching strategies in higher education with the application of digital tools for both teaching and learning. Scholarly publications and presentations address topics such as 21st century learning in the university culture, and the effects of transformative technology integration and university–public school partnerships. Becker was awarded the Texas A&M Chancellor’s Award for Teaching five concurrent semesters. She currently serves on Tarleton’s Applied Learning Experience council to assist faculty in creating authentic learning experiences for undergraduate students. Becker also works with the International Newcomer Academy’s advisory board, Fort Worth Independent School District.

Matt Bergman, Ph.D., is an Assistant Professor of Organizational Leadership and Learning at the University of Louisville. He was awarded the Innovation in Educational Attainment Prize from the Gheen’s Foundation of 2013 for his advancement of national adult degree attainment. He was also the recipient of the AAACE Malcolm Knowles Award for Adult Education Program of the Year. His research is focused on adult degree programs and adult student persistence.

Misha Chakraborty is working toward a PhD in Human Resource Development at Texas A&M University. She holds a master’s degree in Human Resource Development from the University of Houston. She was awarded gold medal and Dean’s prize for academic excellence during her undergraduate study. She completed her undergraduate degree and postgraduate diploma from Queen Margaret University and Thames Valley University, UK. Her research interests include emotional intelligence, career development, distance learning, leadership, diversity and organizational development. She is presently a Graduate assistant at Texas A & M University. In this current role she supports faculties at Texas A & M University to design and successfully deliver online classes. She is also involved in voluntary services to raise money for underprivileged children in developing countries.
Julie Delello is an Assistant Professor in the College of Education and Psychology at The University of Texas at Tyler. She is also a Faculty Fellow for Academic Innovation at The Center for Teaching Excellence and Innovation at the University. Dr. Delello has more than 20 years of experience in K-16 education as a practicing teacher and administrator. She received her Ph.D. in Curriculum and Instruction with a specialization in science and technology from Texas A&M University. Her scholarly publications include topics such as adolescent and adult literacy, millennial learners, disability and family studies, visual media technologies, STEM education applications, and social media platforms for authentic learning. She helped to design virtual science museums in conjunction with The Chinese Academy of Sciences, Computer Network Information Center in Beijing, China. In addition, she has won several grants and teaching awards including a National Science Foundation Grant, the Golden Apple Educator Award, and the 2012 University of Texas at Tyler-Kappa Delta Pi Teacher of the Year award. Dr. Delello was recently nominated for the Jack and Dorothy Fay White Fellowship for Teaching Excellence Award and the ISTE Award for Excellence in Teacher Education. She was also the invited guest speaker at the United States Department of State Eleventh Annual Joint U.S.-China Joint Science and Technology Commission Meeting on the efforts of expanding the scientific and educational ties between the U.S. and China. In addition, she is a member of several national organizations and serves on several city-wide and campus committees.

Yakut Gazi has worked at higher education institutions in the United States, Qatar, Turkey, and Spain as an instructional designer, media specialist, IT consultant, faculty member, and technology leader since 1993. Prior to joining Texas A&M University’s Dwight Look College of Engineering as the Assistant Vice Chancellor for Engineering Remote Education in 2013, she led the distributed learning and classroom technology operations at Texas A&M University-Central Texas, where under her leadership, the institution’s online operations were awarded the 2013 Quality Matters Making a Difference for Students Award for online educational quality. She is on the editorial board of the Journal of Social Media in Society and the MERLOT Journal of Online Learning and Teaching. She has presented at over 50 regional, national, and international conferences and is the author or co-author of book chapters, journal articles, and proceedings. She is the co-author of a book titled “Discourse Indicators of Culture in Online Courses: Designing Learning Environments for Global Success.” Her current interests are the impact of technology in higher education, learning analytics, and faculty development in educational innovation. She received her doctoral degree from Texas A&M University and her Master’s and Bachelor’s degrees from Bogazici University in Istanbul, Turkey.
Nancy Hairston is an experienced leader in advancing organizations in marketing, outreach, and business development through creative collaboration at all levels and platforms. Hairston received her PhD in Public Policy; MA in Adult Education; and her BA in Psychology from the University of Arkansas. For the last six years, Hairston has been the Director of Advancement for Marketing, Outreach, and Development for Youth Bridge, a 501© non-profit in Northwest and North Central Arkansas serving over 3000 youth yearly to advance the organization through policy efforts, business development, and fundraising. Previously, she served as the University of Arkansas’s Director of Non-Credit and Professional Studies developing partnerships with academics, communities, and business and industry. She served as the Coordinator of the Office of Services to Business and Industry (OSBI), one of the leading providers of workforce education and training and development in the State of Arkansas during her tenure. Hairston managed a consulting team for local, state, regional, and national industries with award-winning programs. Hairston was active in the development of Human Resource initiatives for the University. She brought several online courses to Arkansas: the Payroll Practice and Management Online course from Las Vegas, the University of Georgia HR in Government course, and the Society of Human Resource Management HR Certification Preparation Course. She led the team of developers to produce HR Online for Arvest Bank and taught these courses for the University. She was the Project Manager for the award winning Legal-Esource, a Web portal for Non-Profits to learn about legal requirements to starting non-profit organizations. During her tenure with the University of Arkansas she was the presenter at numerous conferences ranging from UCEA, Allied Academics, Linkage, ACHE, NUCEA, AQP and a recipient of their creative programming awards.

Phil Ice is the Vice President of Research and Development for American Public University System. His research is focused on the impact of new and emerging technologies on cognition in online learning environments. Work in this area has brought him international recognition in the form of four Sloan-C Effective Practice of the Year Awards (2007, 2009, 2010 and 2014) and the AliveTek/DLA Innovation on Online Distance Learning Administration Award. Sloan-C has also recognized Phil through awarding a team he led at APUS with the Gomory Award for Data Driven Quality Improvement in 2009. He has been recognized by industry through membership in Adobe’s Education Leaders Group and Adobe’s Higher Education Advisory Board, as well as a recipient of the Adobe Higher Education Leaders Impact Award, 2010. Phil’s vision for the future of technology in higher education is also demonstrated by his inclusion on the advisory council for the 2011 NMC / ELI Horizon Report and his role as Principal Investigator on a $1.05 million WICHE/WCET grant to explore online retention patterns across six institutions. His work has covered the use of technology mediated feedback, which has been adopted at over 50 institutions of higher education in five countries, multi-level institutional assessment techniques, learning analytics and application of semantic analysis for mapping institutional learning assets. Phil has conducted over 100 peer reviewed and invited presentations and workshops, as well as authoring more than 20 articles, book chapters and white papers related to the integration of emerging technologies in eLearning. Other examples of his research include the use of embedded asynchronous audio feedback mechanisms, using Web 2.0 tools for collaborative construction of knowledge through integration of RIA’s and remote observation of student teaching experiences using asynchronous, flash-based environments. Phil is also involved with seven other researchers in the United States and Canada in numerous other research initiatives related to the Community of Inquiry Framework. This research has resulted in the development of a validated instrument that captures the intersection of Teaching, Social and Cognitive presence in online learning environments.
Detra D. Johnson has worked with teachers and students in both public K-12 schools and higher education. She has served as Director of Curriculum, Instruction and Special Programs, Educational Consultant, Adjunct Professor of Mathematics and Program Coordinator for Alternative Teacher Certifications. As a Research Associate, she has supervised the curriculum development and implementation of a multimillion dollar language and literacy intervention project funded by IES-USDOE among 75 schools across Texas. As a doctoral student, she has collaborated with research teams that have contributed to scholarly research in the areas of Latinas in STEM, Massive Open Online Courses (MOOCs) and Cultural Diversity through Music.

Junhee Kim is a Ph.D. candidate in the Educational Human Resource Development Program at Texas A&M University. His research interest revolves around the areas of leadership and management, which are connected to other critical topics such as learning organization, competency development, mentoring, knowledge management, learning transfer, and educational technology.

Rafael Lara-Alecio, Ph.D. University of Utah, Educational Psychology, is Professor, Department of Educational Psychology (EPSY), College of Education and Human Development (COEHD) and has been a TAMU faculty member since Fall 1991. With over 100 publications focusing on K-12 academic language, literacy development, assessment, and evaluation published in English and Spanish in top journals, he is the co-editor of the *Handbook on Educational Theories* (1144 pages) which serves as the first comprehensive collection of some of the most influential theories that guide graduate students, professors, and practitioners in their research. Though multiple language acquisition theories exist, his published theory on bilingual classroom pedagogy remains the only one in the field since 1994 with an accompanying, validated observation protocol. His research efforts have garnered $38,729,580-TAMU and another $7,038,133-Texas public schools from the Institute of Educational Sciences, National Science Foundation, U.S. Office of English Language Acquisition, Texas Educational Agency (TEA), Intercontinental Development Bank and Costa Rica/USA Foundation, and the U.S. Department of Education I3. Some awards are Distinguished Achievement Research Award, TAMU Association of Former Students (2014), Outstanding Research Award, EPSY (2012); Texas Higher Education Honoree, Texas Association of Bilingual Education (2010); Outstanding Faculty Mentoring Award, COEHD (2010); Chair, Second Place Dissertation of the Year by the National Association Bilingual Education (NABE, 2010); Selected as Principal Investigator, Costa Rica Research Study (2009); Appointed to TEA Steering Committee for Bilingual Target Language Proficiency Test (2007); Distinguished Achievement Service Outreach Award, TAMU Association of Former Students (2005); Commissioned by Texas Senate Education Committee Chair to conduct cost effectiveness study of dual language (2005); Chair, Best Dissertation Study, Bilingual Research Special Interest Group, American Educational Research Association (2004); Diversity Award, the Offices of the Provost and Dean of Faculties, TAMU (2000); Chair, Best Dissertation of the Year NABE (1998); Chair, EPSY Best Dissertations (1997;2007), and Teaching Excellence Scholar Award, Center for Teaching Excellence, (1993).
**About the Contributors**

**Melissa Layne** serves as the Director of Research Methodology and Editor-in-Chief for Internet Learning journal at American Public University System. Layne earned her doctoral degree in reading (digital literacies) from Sam Houston State University in Huntsville, Texas and also holds a master’s in curriculum and instruction from University of Missouri in Columbia, Missouri. Layne’s research agenda includes topics on student retention, adaptive and personalized learning, multi-user virtual environments, self-paced instructional design and implementation, text analytics, informal learning, semantic analysis, digital scholarship, and quality assurance in online learning at the institutional, program and course levels. Her research has been recognized by several distance learning organizations including the National University Technology Network (NUTN), and the Distance Learning Administration (DLA) organization. Layne also serves on the advisory council for the New Media Consortium, which is responsible for the annual issue of The Horizon Report and also serves as Editor-in-Chief for the Internet Learning journal. She is also a member of Adobe’s Education Leaders community. Her work has been covered in well over 30 peer-reviewed journal publications, 6 book chapters, over 45 presentations, workshops and invited keynotes.

**John LeCounte** has been committed to public service and developing employees at all levels throughout his entire career. Mr. LeCounte has provided vision and leadership for those that he served with in the United States Army, city and state government’s entities with full cycle career and leadership development programs. He has over five years of college teaching experience at Embry-Riddle Aeronautical University on various business and human resource topics. He earned a bachelor’s degree from Hawaii Pacific University (HPU) in 2002. Mr. LeCounte served three terms as President of Savannah SHRM and furthered his education by earning graduate degrees in Management and Leadership in 2005 and Human Resources Management in 2006 from Webster University. Shortly after graduating from HPU, then Staff Sergeant (SSG) LeCounte was selected to join a leadership team in Fort Lewis Washington to train soldiers in rigorous preparation to serve in combat during Operation Iraqi Freedom (OIF) in 2003. SSG LeCounte and his team conducted logistical support operations in Kuwait, Iraq and Syria. After deciding to transition from the military and returning to the state of Georgia, Mr. LeCounte served in diverse and progressive managerial roles. As a program manager in a state and federally funded position, he was responsible for a $1.3M Department of Labor (DOL) training grant which focused on helping dislocated workers, Veterans, career changers, and underrepresented members of society including those adversely affected by the recession transition into new careers. In addition, Mr. LeCounte served as a member of the Georgia Economic Development Council to encourage companies to relocate their corporations to the state of Georgia through reduced tax incentives and customized corporate training programs designed to specific industry standards.
Judith Lewis has worked in the field of information technology services for over twenty years. During that time, she has been employed by higher education institutions and in the corporate sector, including employment for a fortune 100 company. In her current role as Senior Information Technology Manager at Texas A&M University, she leads multiple Texas A&M University Information Technology shared service offerings. She has presented on the topic of shared services at state and national conferences; and, under her leadership, Texas A&M University IT was awarded the 2012 Run Smarter Award for her innovation in the management of a shared service. Dr. Lewis has published and been interviewed for several articles and white papers on the subject. Her current interests include leveraging technology for excellence in education, management of software application development, IT governance, and project and program management. She received her doctoral degree from Texas A&M University, her Master’s degree from Washington University in St. Louis, and her Bachelor’s degree from Southern Illinois University. Dr. Lewis also holds credentials as both a Project Management Professional (PMP) with the Project Management Institute and as a Certified Scrum Master.

Karen McCaleb is an Associate Professor and Program Coordinator of Special Education at Texas A&M University – Corpus Christi. She earned her doctorate degree from the University of Northern Colorado in Special Education with an emphasis in profound disabilities. She has over twenty-five years of experience in the field of special education and specializes in working with students who have extensive support needs. Her areas of interest include exploring areas related to providing “meaningful access” to individuals – with and without disabilities. She actively presents on international, national and state/local levels and is involved in various community boards and professional organizations. Publications include not only works within the area of disability, but also cross-disciplinary pieces that relate to issues of “meaningful access.”

Anne McKinney, MA, is a writer, researcher, and eLearning specialist with over ten years of experience in teaching and learning via online course spaces and social media. She has worked with instructors in the College of Business at the University of Illinois at Urbana-Champaign to develop short, instructional videos for online courses. Her contributions to these projects include assistance with development and planning, coaching for faculty through lecture recordings, arrangements for recordings at special off-campus locations, management of the video-editing process, uploading of the videos for students, and even one or two guest appearances onscreen. She has also coordinated workshops at conferences and in open online course environments, and as an online instructor for the University of Illinois at Springfield.
About the Contributors

Rochell R. McWhorter is an Assistant Professor of Human Resource Development in the College of Business and Technology at The University of Texas at Tyler. In 2011, she received her Ph.D. degree in Human Resource Development from Texas A&M University. She has over 20 years’ experience in industry and K-12 education. Dr. McWhorter has edited two special issues of the Advances in Developing Human Resource Development journal and authored a number of journal articles and scholarly resources on technology-facilitated learning in higher education. Her scholarly publications include topics such as professional virtual conferences, ePortfolios as facilitators of learning and professional branding, virtual human resource development, visual social media, scenario planning for leadership development, virtual scenario planning, and virtual learning environments for real-time collaboration. She has been a recipient of numerous teaching awards including the Silvius-Wolansky Outstanding Young Teacher Educator Award from the Association for Career and Technical Education. She serves on numerous committees promoting the effective use of technology in higher education and Chairs the Virtual HRD, Technology, and e-Learning Special Interest Group for the Academy of Human Resource Development. In addition, she serves on a state board for special educators and also serves on a number of several city-wide boards of directors as well as numerous committees on her campus.

Jason B. Moats, Ph.D. is the Program Director of WMD Programs for the Emergency Services Training Institute at Texas A&M Engineering Extension Service (TEEX). He currently directs three national training programs funded by the U.S. Department of Homeland Security. Dr. Moats has more than 25 years’ experience in emergency services. He has served communities as a firefighter and an Emergency Medical Technician. He has been decorated for valor on two occasions while serving as a firefighter/EMT in Escambia County, FL. Dr. Moats is also a veteran of the United States Navy where he served as a hospital corpsman aboard ships shore installations. Moats has extensive experience in state government. Besides his experiences at TEEX, an agency of the state of Texas, Moats also has worked for the State of Kentucky’s Division of Emergency Management. He has also served an adjunct instructor for the University of Louisville’s Hazardous Materials Training Center and is currently adjunct faculty for Texas A&M University and Adelphi University where he teaches in the Safety Engineering and Emergency Service Programs respectively. Jason earned his doctorate and master’s degrees in Educational Human Resource Development from Texas A&M University and a bachelor’s degree in Workforce Education & Development from Southern Illinois University. He is a former Hazardous Materials technician and Hazardous Materials Manager. Jason is also a Certified Technical Trainer. He is the author of “Agroterrorism: A Guide for First Responders.” He has had articles published on a variety of topics involving training and development, crisis management, and the work of scholar-practitioners.

Jill Moore-Reynen is an eLearning Coordinator in the College of Business at the University of Illinois at Urbana-Champaign, where she assists faculty with the integration of technology into their courses for the purpose of enhancing instructional efficiency and learning outcomes. She has extensive experience in development and support of online courses in the College of Business at the University of Illinois at Urbana-Champaign. Jill has more than 20 years of experience in faculty development and instructional technology. Jill has a degree in Engineering from the University of Illinois.
Njoroge John Mungai is a National Trainer in Mathematics Education and Science Education at the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), which is an institution that offers in-service education and training (INSET) to mathematics and science teachers in Kenya under the Strengthening of Mathematics and Science Education (SMASE) program. His international experience in teacher professional development include: providing customized SMASE type INSETs to member countries of SMASE-Africa, presenting teacher professional development papers in international conferences and lead co-authorship of the chapter “Professional Development of Mathematics and Science Teachers: The Role of Universities in Kenya” in the book “Governance and Transformations of Universities in Africa: A Global Perspective.” He has vast experience in teaching high school mathematics and chemistry in Kenya. He holds a Master of Education (Teacher Education option) degree from the Aga Khan University-Institute for Educational Development, East Africa (AKU-IED, EA), a Master of Education (Guidance & Counseling option) and Bachelor of Education Science both from Kenyatta University. Currently, he is a PhD student specializing in Curriculum and Instruction at Syracuse University in USA. His research interests include Teacher Professional Development, Mathematics and Science Education, and ICT integration in education.

Machuma Helen Muyia is a Clinical Associate Professor, Human Resource Development, department of Educational Administration and Human Resource Development, College of Education and Human Development, Texas A&M, University. She holds an Ed.D in Workforce Development Education/Human Resource Development, and an M.Ed (Adult Education/ Human Resource Development) from University of Arkansas, Fayetteville, an M.Phil (Educational Planning) from Moi University, and B.Ed Economics and Geography from Kenyatta University. She has over 16+ years of teaching experience, and currently teaches Training and Development, Organization Development, and Applied Learning Principles in the Human Resource Development Program, Texas A&M University. Prior to joining TAMU faculty, she was a Graduate Assistant Department of Rehabilitation, Human Resource and Communication Disorders, University of Arkansas, Fayetteville. She also taught at Mosoriot Teachers Training College, Allidina Visram and Eregi Girls high schools in Kenya. Dr. Muyia has published, co-published, and presented several articles and papers in refereed journals. Her research interests include adult learning, emotional intelligence and leadership development, virtual HRD, and organization development.
Stephen Odebero is Associate Professor of Planning and Economics of Education at Masinde Muliro University of Science and Technology, Kakamega County, Kenya. He holds a PhD in Education Planning. He has also lectured in other Universities such as Egerton, Laikipia, Mt. Kenya and Chuka University. He has authored over 40 scholarly works of international standing 6 of which are university level text books. He represents Kenya in the African Higher Education Collaborative (AHEC), a Division of the Council of International Exchange of Scholars (CIES). He is founder member of Education Management Society of Kenya (a professional body) where he also serves as vice chair and chief editor of the EMSK Journal. On the National front, he serves on 3 boards of management in Bumbe Technical Institute, Matili Technical Institute and Sigalame high school where he is also chairman. He has been appointed by the Educational Cabinet Secretary to be Chairman County Education Board of Busia County for a period of 4 years. Odebero is an accomplished researcher. He is currently tasked by his university to study the optimal operation of functional units in MMUST: a cost recovery strategy. Odebero has attended major international conferences, workshops and seminars. He has attracted major research funds from local and international agencies. In 2014, he was funded by DAAD to a 3 months research visit at the u- Leipzig’s research academy to study causes of unequal cross-border higher education student’s mobility in East African Community.

Geoffrey N. Omulayi is Director, Kenya School of Government, Embu, Kenya. Prior to his appointment as director, he served as Associate Director of the same institution and Department Head, department of Accountancy and Business Studies, Senior Principal Lecturer in Accounting, Statistics and Business Finance at Kenya School of Government, Mombasa. He has served as part-time lecturer at the University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, and Kenya Methodist University. Omulayi holds a Master of Science degree in Business Studies from Salford University, United Kingdom, a first class honors diploma in Business Education from Kenya Technical Teachers College, and he is a Certified Accountant, CPA (K). Currently he is Ph.D. candidate in Business Administration at Jomo Kenyatta University of Agriculture and Technology. In recognition of his scholarship and extensive work experience he has been appointed to serve in many capacities including; member of the Board of Management of the Kenya Industrial Research and Development Institute (KIRDI), Member of the Income Tax Act, Mombasa, Committee, and has represented the Government of Kenya in South Africa, China, among other countries.

Kevin Rose, Ed.D., is an assistant professor of organizational leadership and learning at the University of Louisville. Before beginning his faculty role, he worked in various training and development areas including executive education and small business development. He is active in organizations such as the Academy of Human Resource Development and the American Association of Adult and Continuing Education. His research focuses on understanding and improving the lives of people at work, with emphasis on constructs such as organizational citizenship behaviors, workplace friendship, and engagement. He was named a Faculty Favorite for the 2013-2014 academic year.
Norma I. Scagnoli is the Director of eLearning in the College of Business and Research Assistant Professor at the University of Illinois, Urbana-Champaign, where she plays a key role in faculty development and integration of technology in classroom teaching and learning. Norma has extensive experience in online education as instructor, administrator and researcher. She has also contributed to the field with her research on technologies for teaching and learning, online learning models, and faculty and student orientation for online education, which has been published and presented in specialized journals and conferences. Norma has a Ph.D. in Human Resource Development from the University of Illinois, where she also earned a Master’s degree in Education with specialization in Instructional Technologies.

Kara L. Sutton-Jones is a doctoral student in bilingual education in the Department of Educational Psychology at Texas A&M University. Her research interests include federal and state education policy impacting English language learners, educational equity, and educational technology. She has been involved in the development, implementation, and support of online professional development initiatives for teachers.

Harriet P. Thindwa holds a MS degree in Human Resource Development from Texas A&M University in College Station, Texas, which she received in 2014. She also has a PhD degree in Entomology and 5 years of teaching experience, having taught undergraduate biology at the second largest university in Malawi where she was employed as a Senior lecturer. Prior to that, Dr. Thindwa worked for many years, over 10 years, as a research scientist at one of the government run research institutions in her country, conducting research in applied entomology. Over the years, she gave a number of recommendations to the government for control of several major insect pests of agricultural crops in the country. She also published several journal articles from her research work and made several presentations at national as well as international conferences.

Fuhui Tong, Ph.D., is currently an Associate Professor of Bilingual Education Programs in the Department of Educational Psychology at Texas A&M University (College Station, TX). Her research interests are instructional and teacher factors in the language and literacy development and academic achievement for students in bilingual and ESL settings. Dr. Tong’s work has appeared in high-impact peer-reviewed journals including American Educational Research Journal, Elementary School Journal, Hispanic Journal of Behavioral Science, Bilingual Research Journal, Journal of Educational Research, and International Journal of Science Education. Dr. Tong is bilingual/bilingual and has authored and/or co-authored over 25 peer-reviewed journal publications, 10 book chapters, over 20 technical reports, and numerous referred and invited presentations disseminating research findings related to English learners’ overall school performance. She has been engaged as key personnel on multiple U.S. Department of Education-funded projects, including Field Initiated Research and an IES longitudinal research; she is also the Co-PI for an NSF research grant and a current I3 validation study; all of which aimed to promote English language/literacy and content knowledge acquisition for culturally and linguistically diverse and low SES children and youth.
Celestino Valentin is a Professor of Business Management at Palo Alto College in San Antonio and a Doctoral Student in the Department of Education and Human Resources Development at Texas A&M University in College Station. He received a Master’s in Business Administration (2011) from Texas A&M University San Antonio, and Bachelors of Applied Art and Sciences (2010) from Texas A&M University San Antonio. His current affiliations include Texas Association of Chicanos in Higher Education, Phi Theta Kappa, Delta Mu Delta alumni, National Society of Hispanic MBAs and Kappa Delta Pi at Texas A&M University. He has received a volunteerism award “Call to Leadership Award” from the White House on behalf of President Barrack Obama, because of the diligent work done in the non-profit sector and being a co-founder of Monte Cristo Center in San Antonio, Texas. His research interests include: Relational leadership, Organizational climate and culture, Statistics, Human Resource Development and Hispanic Studies.

Marie A. Valentin is a current Professor of Human Resource Management at Palo Alto College in San Antonio and a Doctoral Student in the Department of Education and Human Resources Development at Texas A&M University in College Station. She received a Master’s in Business Administration (2011) from Texas A&M University San Antonio, and Bachelors of Applied Art and Sciences (2010) from Texas A&M University San Antonio. Her current affiliations include Texas Association of Chicanos in Higher Education, Phi Theta Kappa, Delta Mu Delta alumni, and Kappa Delta Pi at Texas A&M University. She was awarded the Cisneros Asset Management Fellowship for academic excellence and is a Graduate Teaching Academy Fellow. Her research interests include Employee engagement, Self-Determination Theory, Hispanic studies in Career Development, Training and Development of the Hispanic population, Organizational Development and Human Resources Development as they relate to Hispanics within the U.S and, MOOCs sustainability.