About the Contributors

Sherrie Wisdom is Supervisor of Graduate Research for the School of Education. Her professional education career includes consultation on educational research with doctoral students, experience with k-12 curriculum, teaching secondary mathematics and physics, and teaching college level physics and statistics. She earned an EdD in Educational Administration from Lindenwood University, a MA in Applied Mathematics from the University of Missouri – St. Louis, a MEd in Curriculum & Instruction: Mathematics & Physics from the University of Missouri – Columbia, and a Graduate Certificate in Institutional Research from the University of Missouri – St. Louis. Her research interests include Critical Thinking in Higher Education, NAIA to NCAA D-II Sports Transition, Global Perspective Characteristics of Lindenwood University Undergraduates, Progression and Persistence Characteristics of Lindenwood University EdD Students, and analysis with large-scale educational databases.

Lynda Leavitt is an Associate Professor, Department of Educational Leadership, School of Education and Editor of the Journal of Educational Leadership in Action, ELA at Lindenwood University. Dr. Leavitt’s experience includes general and special education administration and elementary teaching. She received a bachelor degree in Political Science from Central Missouri State University and a bachelor degree in Elementary and Special Education from the University of Missouri, St. Louis. Dr. Leavitt holds a Master of Arts in Curriculum and Instruction from National Louis University and a Master of Arts degree in International Studies from Lindenwood University. She also earned a doctorate in Educational Leadership from Saint Louis University. Research interests include global educational issues and developing ones global competence.

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Estanislado S. Barrera, IV, PhD, is an assistant professor of literacy studies at Louisiana State University. Barrera’s teaching and research focus on the role of reading, writing, and discourse as related to comprehension; meeting the needs of English language learners; and developing pre-service teachers’ instructional expertise through service-learning field experiences. Prior to accepting the position at LSU, he accrued eleven years of experience in South Texas public schools as a third grade teacher and Title-I Instructional Advisor.

Caulyne N. Barron, EdD, throughout her career has helped non-traditional students meet their personal and professional goals. Dr. Barron is the Chief Academic Officer at Dunlap-Stone University, a distance education institution, where she manages operations and academics, focusing on curriculum,
assessment, and institutional improvement. She holds a Doctor of Education from Northeastern University, and a Master of Education in Adult Education and Higher Education Administration. She is an approved accreditation examiner, focusing on educational standards, for the Accrediting Commission of the Distance Education and Training Council. She has been a speaker on faculty development, adult education, and training’s return on investment. Her research centers on distance education, for-profit education, adult learners, and the regulatory environment of education.

Mária Bednáriková, PhD. (36) completed her doctoral studies at The Slovak Academy of Sciences, Department of Logic and Methodology of Science. She lectured at the Trnava University in Trnava, at Philosophy and Cognitive Studies field of study. At the present time she is a lecturer in the Department of Humanities at the Faculty of Materials Science and Technology, Slovak University of Technology in Bratislava. She is the author of textbooks: Introduction to the Methodology of Science, Introduction to Cognitive Linguistics, Introduction to Cognitive Science. In her publications she deals with the philosophy of science, especially scientific rationality and critical thinking.

April Blakely is an associate professor of middle grades literacy and graduate teacher leadership at Eastern Kentucky University. Prior to her work at EKU, April spent 18 years as a classroom teacher, middle grades teacher leader, and special programs coordinator. She earned NBCT certification in 1999 and added P-12 administrative licensure in 2009. She is first and always a teacher leader. In her research and teaching, it is the blended voice of teacher and administrator that is always most vocal. Dr. Blakely focuses her research on online learning and training teachers to accommodate the needs of students and contemporary education.

Stephen Brookfield is currently the John Ireland Endowed Chair in Education at the University of St. Thomas in Minneapolis-St. Paul where he has worked for over 2 decades. Prior to that he worked at Teachers College, Columbia University, the University of British Columbia (Canada) and colleges in the UK. He has written and edited seventeen books on adult learning, teaching, leadership, critical theory, and critical thinking, six of which have won the World Award for Literature in Adult Education (in 1986, 1989, 1996, 2005, 2011 and 2012). 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). He is interested in teaching, critical thinking, adult learning, critical theory and discussion methods.

Joseph A. Cernik (PhD, New York University) is chair of the Department of Public Affairs & Administration and Professor of Political Science & Public Administration. He has published on healthcare reform, the American Civil War, the Reagan presidency, nuclear strategy, local employment, and guns on college campuses in the St. Petersburg Times, the Tampa Tribune, Pasco News, Pasco Times, West Newsmagazine, Presidential Studies Quarterly, Metro Medicine, the St. Louis Post-Dispatch, the St. Louis Beacon, the Journal of Educational Leadership in Action, and the St Louis Journalism Review. In addition, he has contributed chapters to and edited a book on topics such as nuclear doctrine, Buck O’Neil and Negro League Baseball, Catholic bishops’ pastoral letters, and the use of nuclear threats. The Reagan Years: Perspectives and Assessments, a book he co-edited and contributed to, is listed by the Ronald Reagan Trail Association as a book to read on the Reagan Presidency. He has served as a consultant on issues dealing with local governments on special taxing districts, home rule, and govern-
ment reorganization. Furthermore, he has been awarded two fellowships: one to study military history, sponsored by the United States Army’s Training and Doctrine Command and one to study nuclear technology sponsored by the Alfred P. Sloan Foundation. At Lindenwood University, he has won the Governor’s Teaching in Excellence Award, the Student Government Association (SGA) Teacher of the Year Award, the Emerson Teacher of Excellence Award, and two Lindys for television shows. Since 2002, he has been a frequent political analyst for FOX 2 News and KPLR 11 in St. Louis. He is editor of the Missouri Policy Journal which can be found here: http://www.lindenwood.edu/moPolicyJournal/.

**P. A. Danaher** received his PhD in Education from Central Queensland University, Australia in 2001. He is currently working as Professor in Educational Research in the School of Linguistics, Adult and Specialist Education, and Associate Dean (Research and Research Training) in the Faculty of Business, Education, Law and Arts, at the Toowoomba campus of the University of Southern Queensland, Australia. He is also currently Adjunct Professor in the School of Education and the Arts in the Higher Education Division at CQUUniversity, Australia. He is also currently Adjunct Professor in the School of Education and the Arts in the Higher Education Division at CQUUniversity, Australia.

**Dana Delibovi**, MA, MS, is an adjunct professor of philosophy at Lindenwood University. She also holds a master’s of science degree in early childhood and elementary education. Ms. Delibovi’s teaching experience had covered all age groups, from preschool to young adult. Her educational training also enriches her role as a consultant in healthcare education and communications.

**Margaret-Mary Sulentic Dowell**, PhD, is Associate Professor of Literacy and Urban Education in the School of Education, College of Human Sciences and Education, Louisiana State University, Baton Rouge where she is also Director of the Louisiana State University Writing Project. Sulentic Dowell’s research agenda includes three strands and is focused on literacy in urban settings, specifically the complexities literacy leadership, providing access to literature and the arts, and service-learning as a pathway to prepare pre-service teachers to teach reading authentically in urban environs.

**Charles R. Feldhaus** is a Chair of Graduate Programs and Associate Professor of Organizational Leadership and Supervision in the Department of Technology Leadership and Communication for the Purdue School of Engineering and Technology at Indiana University-Purdue University Indianapolis (IUPUI). He also serves as Co-Director for the STEM Education Research Institute (SERI). He spent 20 years as a P-12 educator, principal and district office administrator before receiving his doctorate in Educational Administration from the University of Louisville in 1999. Undergraduate work was completed at the University of Southwestern Louisiana in 1979 and the MS in Secondary Education was awarded in 1985 from Indiana University. Research interests include leadership in P-16 STEM education; STEM workforce development and leadership; P-16 STEM teacher preparation; STEM discipline-based educational research, organizational innovation, virtual learning environments and organizational ethics.

**Frank Giuseffi** is the Dean of Academics at Missouri Military Academy, a 6th through 12th grade independent, military boarding school. He holds undergraduate degrees in Political Science and Philosophy from the University of Central Missouri, a master’s degree in Liberal Arts from St. John’s College and earned his doctorate in Instructional Leadership from Lindenwood University. His current research interest consists of the influence classical thinking has on 21st century education.
About the Contributors

Ryan Vance Guffey is a comparative institutionalist who focuses on globalization and global governance. His interests lie in governance beyond the state, the impact of globalization on education, and comparative education systems. His forthcoming text, The History of Education in Azerbaijan: From Ancient to Modern Times will be out in the Fall of 2015. He has traveled extensively to Northern Africa, Central America, Asia, the South Caucasus, Europe, and the Pacific Rim. He recently completed a Fulbright fellowship at Chulalongkorn University in Bangkok, Thailand. He is presently the Vice President for Student Development and Global Affairs at Lindenwood University.

Michael Robert Hepner is an assistant professor and criminal justice program coordinator on the Meramec campus of St. Louis Community College in St. Louis, Missouri. Dr. Hepner’s research interests include the development of undergraduate student critical thinking skills and adjunct instructor development. Dr. Hepner earned his doctorate in higher education administration from Lindenwood University, a master’s degree in criminology from Indiana State University, and a bachelor’s degree in English from Southern Illinois University at Carbondale.

Erin Kalkbrenner is currently the Director of Student Development and Department Assessment Officer at Lindenwood University, St. Charles, Missouri. Her research areas are higher educational economics, international and comparative higher education, and higher education policy and finance. She is an associate editor of the Journal of Educational Leadership in Action and an editorial and research assistant for the Journal of International & Global Studies. She holds a BBA in Finance from the College of William & Mary, an MS in Agribusiness from Arizona State University, and an EdD from Lindenwood University.

Julie M. Little, MSM, PhD, is a visiting lecturer in the Department of Technology Leadership and Communication within Purdue’s School of Engineering and Technology at Indiana University-Purdue University Indianapolis (IUPUI). Julie spent several years working within manufacturing engineering prior to her appointment at IUPUI. Julie’s research interests include leadership in STEM environments, female and minority leadership development, ethics, and online learning, specifically student engagement within the STEM disciplines. Julie particularly enjoys examining historical leaders on the following topics: leadership development, ethics, situational context, traits and behaviors, and interaction with followers.

John Long earned his PhD in Educational Leadership from Georgia State University in Atlanta, GA. After a 25 year career in public education with 21 years in administration and the last 9 as a school superintendent, Long is now the chairman of the Doctoral Program in Educational Leadership at Lindenwood University.

Shamsul Arifeen Khan Mamun received a PhD in Economics of Education at the Beijing Normal University in 2010. He joined the University of Southern Queensland, Australia as a collaborative research fellow and currently doing research on the impact of information and communication technology on teachers and farmers in Australia.
Mohammad Mafizur Rahman obtained Honors and M.Sc. degrees in Economics (with First Class) from Jahangirnagar University, Bangladesh, and Graduate Diploma and Masters Degree in Economics of Development from The Australian National University, Canberra. He also obtained a PhD degree in Economics from the University of Sydney, Australia. He has 25 years of teaching and research experience both in Bangladesh and Australia, many research publications published from different professional journals including Journal of Economic Issues, Journal of Biosocial Science, Journal of the Asia Pacific Economy, Journal of Applied Business and Economics, Journal of Developing Areas and Economic Issues, and conference papers presented in the USA, UK, Canada, Australia, New Zealand, Spain, Denmark, China, Japan and South Korea. His fields of interest are International Economics, Housing Economics and Development Economics.

Sarah E. Schoper received her PhD in Counseling and Personnel Services from the University of Maryland, College Park, in 2011. Also, in 2011 she was hired to her current position as an Assistant Professor in the College Student Personnel Program at Western Illinois University. Prior to becoming an Assistant Professor, and obtaining her doctorate, Sarah served as a higher education administrator for over ten years at several institutions of higher education. She teaches, conducts research, writes, and presents on the topics of transformational learning and development toward self-authorship within institutions of higher education.

Tara Shepperson is an associate professor in Educational Leadership and Policy Studies at Eastern Kentucky University. Her area of research is innovative teaching in both PK-12 and higher education, and particularly ways to bring creativity and critical thinking into the classroom. She also has earned an advanced certificate in the study of evaluation from Claremont Graduate University and conducts evaluations of alternative educational programs and policies, and the use of concept modeling for shared discussion and data visualization. Dr. Shepperson focuses her research on alternative education, place-based, and problem-centered training for practitioners who will act as future leaders in schools and organizations.

Peter Smith is Emeritus Professor of University of Sunderland. He joined the University as an undergraduate student in 1975 and received his Doctorate in 1981. Since then he has held several teaching, research and management positions at the University, including Dean, and Chair of the University Research Degrees Committee. He has published over 250 papers, and supervised and examined over 100 doctoral candidates at Universities in the UK, Europe and Hong Kong. Peter is a Fellow of the British Computer Society and the Higher Education Academy. He has published extensively on a range of subjects including computing, management, popular music and doctoral education.

Terry Stewart joined the Lindenwood University faculty full time in June, 2007 and is currently Assistant Dean for Educational Leadership (the EdD program). In addition to his duties as Assistant Dean, Dr. Stewart host the Lindenwood University TV show “Eye on Education” which focuses on topics that are important and relevant to teachers, administrators, students and parents. Prior to Lindenwood, he served eleven years as Superintendent of Schools for the School District of Jennings, and nineteen years overall as a Superintendent of Schools. While Superintendent in Jennings, the school district became Missouri’s
only “high at risk” school district that was fully accredited; the district received a Smithsonian award for its effective use of instructional technology; the district was also recognized by the U.S. Department of Education as one of the nation’s top 25 school districts in the use of instructional technology. Prior to going to Jennings he served five years as Assistant Commissioner, Division of Administration, Missouri Department of Elementary and Secondary education (DESE). He continues to serve as a consultant to numerous groups and organizations and speaks on educational topics around the country. He earned an Ed. D. from the University of Missouri, Columbia in 1979.

**Donna M. Velliaris** is Academic Advisor at the Eynesbury Institute of Business and Technology (EIBT). EIBT is a specialist pre-university institution where international students work towards the goal of Australian tertiary entrance. Donna holds two Graduate Certificates in: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas in: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Masters degrees in: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, she graduated with a PhD in Education focused on the social and educational ecological development of school-aged transnational students. Her research interests and expertise include: academic literacies; human ecology; Third Culture Kids (TCKs); and schools as cultural systems. Donna is first-author of more than 10 book chapters to be published in 2014-2015.

**Craig E. Wagner** received his Master’s in College Student Personnel from Western Illinois University in 2013. Following graduation, he was hired as a Residence Hall Director at Buena Vista University, where he also serves as the Associate Director of Multicultural Engagement.

**Graham Weir** is the Department Chair for the Educational Specialist (EdS) Program, in the Department of Educational Leadership at Lindenwood University. For the past four years, he served as the Department Chair of the Doctor of Education (EdD) Program. Holding the rank of Associate Professor, Dr. Weir has taught a variety of courses in the EdD emphasis area including Capstone I (EDA 75000), Capstone III (EDA 77500), Administrative Decision Making (EDA 76500), and Public and Community Relations (EDA 53000). Starting with the spring 2014 semester, he also begins teaching courses in the EdS emphasis area including Specialist Project (EDA 65000) and MEP/Folioket Seminar (EDA 50000). In addition to teaching, Dr. Weir serves as Chairperson and Committee Member for a variety of students in their dissertation work, and as a member of Lindenwood University’s Faculty Council. Dr. Weir holds a Bachelor’s Degree in English and Education from Principia College, a Master’s Degree in Education Administration from Truman State University, and an Educational Specialist from St. Louis University in Education Administration. He earned his PhD from St. Louis University in Philosophy of Education. Prior to working at Lindenwood University, Dr. Weir’s career was focused in public education. He was an English teacher and coach at both Hazelwood East High School and Hazelwood Central High School before becoming an Assistant Principal at Hazelwood Central High School. The final twenty years of Dr. Weir’s career were spent as Principal of Hazelwood Central High School and Fort Zumwalt South High School.