About the Contributors

Cathryn Read Crosby is faculty in the TESOL/AL Program at Teachers College, Columbia University. Her research interests include: preparing teachers to work with English language learners, service-learning, academic literacies, and feedback-on-feedback. Her most recent publications include: “Teaching U.S-Educated Multilingual Writers across Classrooms and Institutions”, In Teaching U.S.-Educated Multilingual Writers: Practices from and for the Classroom, (Fall 2015); “Service-eLearning in TESOL Teacher Preparation”, Ohio TESOL Journal (Winter, 2014); “Integrating Service-Learning into a Course on Teaching English Language Learners”, PACTE Journal, (Fall 2014); and “Developing Global Literacy Skills of K-12 Content-Area Teachers of English Language Learners (ELLs) through Service-Learning”, In Promoting Global Literacy Skills through Technology-Infused Teaching and Learning, IGI-Global Publishing, (2014).

Frederick Brockmeier’s career path has been as a trial lawyer, legal adviser, trial consultant, counselor and facilitator. He earned a Bachelor Degree in Philosophy from the University of Cincinnati. He served on active duty in the Navy as a Supply Officer and continued for another 22 years ending when he was selected for Captain as the Commanding Officer of Navy (combat) Cargo Handling Battalion, RCHB - 9. After the conclusion of his active duty, he graduated with a Juris Doctorate from the University of Cincinnati College of Law and began practice as an attorney specializing in medical malpractice defense. Over the succeeding years, he concluded post-graduate work at the U. S. Naval War College in Strategy and Policy and in Defense Economics and Decision Making and from the University of the South School of Theology. He returned to graduate school for a Ph.D. in Psychology from the Union Institute and University. He is on the faculties at Northern Kentucky University in the Organizational Leadership program and in the College of Security and Criminal Justice with the University of Phoenix.. He has published articles on the use of technology in higher education and integration of service learning into distance learning.
**Lindsay Blumer** earned her MA in Public Policy and Nonprofit Management from the Lafollette School of Public Affairs at the University of Wisconsin Madison and is currently the Executive Director of the Center for Social Responsibility at Ripon College. She provides instructional support in social justice, service-learning and community engagement and provides mentorship opportunities for students through community partner collaborations and undergraduate research grants. Her experience includes working with national organizations such as United Way as a community fellow and as the former executive director of an issues-based nonprofit organization.

**Megan Downing** is an Assistant Professor for the Bachelor of Arts in Organizational Leadership program at Northern Kentucky University where she also serves as the faculty advisor for the Northern Kentucky University chapter of The National Society of Leadership and Success and the Organizational Leadership Collaborative student groups. Dr. Downing completed her doctoral studies at Northern Kentucky University in Educational Leadership with an emphasis on Higher Education Administration and College Student Development. Her research interests include social presence and instructor immediacy in the online environment, teamwork, and the impact of mentor/mentee relationships in undergraduate leadership education. She is a member of the International Leadership Association (ILA).

**Audrey Faye Falk** is an Associate Professor and Director of the Community Engagement Program at Merrimack College. Dr. Falk completed her doctoral studies at Boston University with a focus in Community Agency Educational Administration and her Master’s studies at Harvard University with a concentration in Risk and Prevention. Her previous experience includes a faculty position at Towson University and post-doctoral research fellowships at the University of Maryland, College Park, and the American Institutes for Research. She also spent several years working in and leading community-based nonprofit organizations and served as a Peace Corps Volunteer in Romania. Dr. Falk has published numerous articles on service learning and community engagement.

**Tomesha Farris** is a doctoral student in psychology at Western Michigan University. She received her Bachelor of Arts degree in psychology from Auburn University in 2008 and her Master of Science degree in psychology from Jacksonville State University in 2010.
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Michael Fields co-designed the curriculum for the Graduate Cohort Program, and teaches in the program. He is an ESL instructor at the University of Delaware, and has taught, done teacher training and curriculum development in Washington DC, New York, Germany, South Korea, Gabon, Sao Tome and Principe, Turkey and the United Arab Emirates. He has an MA in International Education from the George Washington University and an MA in Applied Linguistics from Leicester University in the UK.

Brandi Fontenot is a graduate student in the Department of Psychology at Western Michigan University.

Michelle Huddleston currently serves as a Service Coordinator for Tennessee Technological University where she received her Bachelors in Sociology as well as currently seeks her Masters in Organizational Leadership in Strategic Planning. Huddleston served 2 one-year terms in the AmeriCorps VISTA Program under a program called Tennessee Campus Compact where she was first stationed at Tennessee Tech University to implement a service learning program and then became the VISTA Leader state-wide for Campus Compact. Huddleston is currently and has been for some time now involved in service learning related research on a longevity basis. Her passion is to spread the knowledge and excitement about service learning and to expand the service learning program she helped to build at the university.

Marcia Hunter is a Professor of Psychology and Coordinator of Service Learning and Civic Engagement at Southwest TN Community College in Memphis, TN. She has a Masters Degree in Counseling Psychology and a Doctor of Education in Instruction and Curriculum Leadership.

Gaige Johnson is a doctoral student in the Department of Psychology at Western Michigan University.

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Judith Monseur is Director of Field/Clinical Experience at Antioch University Midwest in Yellow Springs, Ohio. Her research interests include educational policy, educational equity, and the role of schools in society.
Melody Rawlings is a lecturer for the Bachelor of Arts in at Organizational Leadership program at Northern Kentucky University. She completed her doctoral studies at Northern Kentucky University in Educational Leadership. Dr. Rawlings has traveled extensively throughout the U.S., Europe, China, and Mexico and serves on the Board of Directors for the American Chinese Cultural Exchange (ACCE). Her research interests include distance learning, teamwork, service learning, instructional design, and multiculturalism. She is a member of the International Leadership Association (ILA).

Denise Ross is an associate professor of psychology at Western Michigan University. Her research applies interventions from behavior analysis to academic and social interventions for children with language and literacy deficits.

Margaret Uwayo is a graduate student in the Department of Psychology at Western Michigan University.

Brittany Vine holds a B.A. in Development Studies from the University of Calgary and a Master’s of Education in Community Engagement from Merrimack College. While completing her Master’s degree, she held a dual fellowship with Merrimack College’s Community Engagement Program and Harvard College’s Office of Equity, Diversity, and Inclusion. Ms. Vine has worked in service-learning at the University of Calgary and for nonprofit organizations in West Africa. She is currently the Community Engagement Manager at The Mustard Seed, a nonprofit organization in Calgary.

Garrett Warrilow is a former teacher and current doctoral student studying Behavior Analysis and Industrial Organizational Behavior Management at Western Michigan University.

Jeff Zimmerman is an assistant professor of organizational leadership at Northern Kentucky University (United States). His research focuses on expatriate adjustment to foreign cultures, ethics, trust, leadership development in multinational corporations (MNCs), and organizational change. He earned a PhD in organizational development/group dynamics and an MBA from the University of Klagenfurt (Austria). Prior to this, Jeff Zimmerman worked in the shipping and insurance industries. He holds a BSc (management) and a BA (German) from Miami University (Ohio). In addition to his passion for teaching and research, he has done extensive translation work, most recently serving as an interpreter for the World Choir Games (2012).
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and for Cincinnati Children’s Hospital Medical Center. Before arriving at Northern Kentucky University, Jeff Zimmerman taught at the University of Cincinnati and the University of Klagenfurt (Austria). He is a member of the International Leadership Association (ILA).