About the Contributors

**Donna M. Velliaris** holds two Graduate Certificates: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Master’s degrees: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, Dr. Velliaris graduated with a PhD in Education focused on the social/educational ecological development of school-aged transnational students in Tokyo, Japan. Her primary research interests include: human ecology; Third Culture Kids (TCKs); schools as cultural systems; and study abroad. With recent publication of over 30 book chapters, titles comprise: *Academic reflections: Disciplinary acculturation and the first-year pathway experience in Australia* [Garnet]; *Conceptualizing four ecological influences on contemporary ‘Third Culture Kids’* [Palgrave Macmillan]; *Culturally responsive pathway pedagogues: Respecting the intricacies of student diversity in the classroom* [IGI Global]; *The other side of the student story: Listening to the voice of the parent* [Sense]; and *Metaphors for transnational students: A moving experience* [Cambridge Scholars].

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**Lindy-Anne Abawi** is the Associate Dean for Learning and Teaching in the Faculty of Business, Education, Arts and Law at the University of Southern Queensland, Australia. Her background is in education having been a teacher for 25-years and a senior lecturer in pre-service teacher education for six-years. Both her Master’s Degree and PhD are related to improving learning and teaching practices. She has worked across multiple educational sectors and is a member of the Leadership Research International (LRI) group based at the University of Southern Queensland. Her passion is for building the capacity of others to reach their full potential and ensuring positive outcomes for all learners. She conducts research in a number of interrelated fields: tertiary education, school improvement, institution-wide alignment, and the development of inclusive educational institutions and class contexts.

**Mihaela Badea** is a Lecturer within the Teacher Training Department of the Petroleum - Gas University of Ploiești, where she teaches Romanian Language and Literature Teaching, Methods of Language Education Activities and English Language Teaching. She also teaches Class management and Pedagogy seminars to BA students of the Educational Sciences field, and Educational Legislation to MA students. Besides teaching she is responsible for Quality and Risk Management in the Department of Educational Sciences. She is a member of the project team ‘Professionalization of the teaching career: New skills for actors involved in the change of education in Braila and Prahova countries, training participants in class management activities’. She holds a PhD in Educational Sciences 2011 from the University of Bucharest, and she is involved in national and international research projects, her research concerns being materialized in various papers published in Romania and abroad.
Ruth Baker-Gardner is a lecturer in the Department of Library and Information Studies at The University of the West Indies, Mona, Jamaica. She began her career as a primary teacher, and has served as a literacy specialist, teacher-librarian and principal before advancing to her current position. Her research interests span both education and librarianship.

Neeta Baporikar is currently Director/Professor (Business Management) at Harold Pupkewitz Graduate School of Business (HP-GSB), Namibia University of Science and Technology, Namibia. Prior to this she was Head-Scientific Research, with the Ministry of Higher Education CAS-Salalah, Sultanate of Oman, as well as Professor (Strategic Management and Entrepreneurship) at IIIT Pune and BITS India. With more than a decade of experience in industry, consultancy and training, she made a lateral switch to research and academics in 1995. Dr. Baporikar holds DSc (Management Studies) USA, PhD in Management, University of Pune INDIA with MBA (Distinction) and Law (Hons.) degrees. Apart from this, she is also an External Reviewer, Oman Academic Accreditation Authority, Accredited Management Teacher, Qualified Trainer, Doctoral Guide and Board Member of Academics and Advisory Committee in accredited B-Schools. She has to her credit five conferred doctorates, several refereed research papers, and authored books in the area of Entrepreneurship, Strategy, Management and Higher Education.

Susan Boafo-Arthur is a faculty member in the Counseling and Human Services Department at the University of Scranton. She teaches classes in case management/interviewing, counseling theories, group counseling, and multicultural counseling. Dr. Boafo-Arthur is from Ghana, where she attended the University of Ghana to obtain her undergraduate degree in psychology. From there she attended Norwegian University of Science and Technology and received her Master’s Degree in philosophy in human development. She then obtained her Masters in Clinical Mental Health Counseling from Mississippi State University, where she also completed her Doctorate in Counselor Education.

Kathleen E. Brown is a graduate student in the Rehabilitation Counseling Program in the Department of Counseling and Human Services at the University of Scranton. Kathleen attended the University of Scranton for her undergraduate degree in Counseling and Human Services with a concentration in Rehabilitation Services. Apart from her academic work, Kathleen also works part time as a graduate assistant in her department. Prior to enrolling in graduate school, she completed internships at the Office of Youth and Family Services, Scranton, Pennsylvania, and at the Catherine McAuley Center, also in Scranton, Pennsylvania.

Kristina K. Carrier, BA, MS, EdSAdEd, PhD has been involved in online education for 18-years and teaches online business, communication, and education courses. Dr. Carrier is employed as a Human Resources and Employee Relations Director and Internship Coordinator. In addition, she provides corporate training and works in research and business development. Dr. Carrier’s research interests include: agribusiness; branding; e-mentoring; ethics; non-traditional students in higher education; online instruction; professorial plagiarism; and scientific misconduct.

Donald D. Carpenter, PhD, PE, LEED AP, is Professor of Civil Engineering where he teaches courses on ethics/professionalism, engineering design, and water resources. He is an accredited green design professional (LEED AP) and practicing professional engineer (PE) whose expertise and research interests include engineering ethics, entrepreneurial engineering, green infrastructure, and innovative stormwater
best management practices (BMPs). He is a founding member of the Exploring Ethical Decision-Making in Engineering Research team and PI on multiple National Science Foundation educational research grants. His University appointments include serving as University Director of Assessment from 2009 to 2012 after serving as founding Director of the Center for Teaching and Learning from 2006 to 2009. In 2014, the Kern Family Foundation named him their national Most Outstanding Faculty member recognizing his efforts to bring innovative team based problem-solving into the engineering curriculum to promote the entrepreneurial mindset. As founding Director of the Great Lakes Stormwater Management Institute at Lawrence Tech, he conducts research on stormwater BMPs and advises communities on how to implement green infrastructure. His efforts were recognized in 2014 when he was selected to provide the Lawrence Technological University Presidential Research Colloquium Keynote Address and received the Teaching with Technology Award.

**Cassandra Sligh Conway** PhD, CRC, GCDF, has served as a Coordinator for different programs for 12-years, Chair of multiple programs, and as a professor for more than 16-years. Her research interests include mentoring students and faculty, traumatic brain injuries, spinal cord injuries, distance learning, and issues related to faculty governance and academic freedom. Dr. Sligh Conway has served as a Geographical Representative for 12-years through the Association of the Advancement of Educational Research, the President of the National Association of Educational Research, and Assistant Editor of an NAER publication. She is a Certified Rehabilitation Counselor, and Global Career Facilitator. Dr. Sligh Conway completed a certification course in Program Management in 2013. In addition, Dr. Sligh Conway has published a combination of books, book chapters, and refereed journal articles and holds memberships in AAER, NAER, and the North Carolina Counseling Association.

**Paulo C. Dias**, PhD, is Assistant Professor and Coordinator of Psychology course at the Faculty of Philosophy and Social Sciences of the Catholic University of Portugal. Previous positions include School Psychologist or Teachers’ Initial or Continuous Training Professor. Since 2009, he has been involved in several National and European funded research in health and addictions issues (about prevention in schools) and educational field (about predictors of school achievement, plagiarism and project-based learning in secondary schools). During this period, outputs have been published in national and international journals in the fields of health and education.

**Cynthia Finelli**, PhD, is Associate Professor of Electrical Engineering and Computer Science and Research Associate Professor of Education at University of Michigan. Her research focuses on bridging the gap between research about teaching and learning and adoption of that research in practice. She currently studies student resistance to active learning, faculty adoption of evidence-based teaching practices, student teams in the engineering classroom, ethical development of engineering undergraduates, and institutional change. She also led a project to develop a taxonomy of keywords for the field of engineering education research. In addition, Dr. Finelli is Founding Director of the Center for Research and Learning in Engineering at University of Michigan, which supports college-wide initiatives in engineering teaching and learning, and she currently serves as its Faculty Director for Engineering Education Research. Dr. Finelli is a fellow of the American Society of Engineering Education, Associate Editor for the IEEE Transactions on Education, and past chair of the Educational Research and Methods Division of ASEE. Prior to joining University of Michigan in 2003, she served as Founding Director of the Center for Excellence in Teaching and Learning, Richard L. Terrell Professor of Excellence in Teaching, and Associate Professor of Electrical Engineering at Kettering University.
Perry L. Glanzer is Professor of Educational Foundations at Baylor University and a Resident Scholar with Baylor Institute for Studies of Religion. He is co-author of The Idea of a Christian College: A Reexamination for Today’s University (Cascade, 2013), Christianity and Moral Identity in Higher Education (Palgrave-Macmillan, 2009), and Christianity and Scholarship in Higher Education (Jossey-Bass, 2007), as well as the author of The Quest for Russia’s Soul (Baylor University Press, 2002). In addition, he has published over 50 journal articles and book chapters on topics related to religion, education and moral education.

Steven Goh completed his BEng in Manufacturing and Materials at UQ, MBA (Tech Mgt) at Deakin University, Master of Professional Accounting at USQ, Engineering Doctorate at USQ, and a Diploma in Company Directorship from AICD. He is a Fellow of Engineers Australia. He joined USQ as an engineering academic staff in 2006 after spending over 10-years in industry in various roles including R&D Manager, Business Development Engineer to Managing Director of his own firm. He is currently active in a number of boards, and provides advisory and consulting services. He finds enjoyment in inspiring future engineers in schools, mentoring young engineers, and contributing to not-for-profit organizations in his time outside of academia. His research interests are in engineering education, engineering management, and renewable energy. He is a recipient of a USQ Faculty Award for Excellence in Teaching (Early Career) 2008, USQ Associate Fellow 2009, USQ Senior Fellow 2010, and USQ Citation 2010 and Office of Learning and Teaching 2015 Citation for Outstanding Contribution to Student Learning. He served as the 2012 QLD President of Engineers Australia, as a non-executive director of the National Board and a Mechanical College board member, and currently is a Congress Member of Engineers Australia, and the national executive committee of the Australasian Association of Engineering Education.

Benjamen Franklen Gussen is a lecturer in law at the University of Southern Queensland (USQ). His main area of research is in the application of economics to the analysis of the law (law-and-economics). He is particularly interested in the application of law-and-economics to constitutional and public law, especially in the analysis of the principle of subsidiarity and related principles (such as solidarity, proportionality and the auxilium principles). Dr. Gussen is also active in applying complexity theory and scale theory to analyzing legal systems. He holds a BSc in Electrical Engineering (KSU), an MSc in Electrical Engineering Control Systems (Arizona), a BCom in Economics (Auckland), a BCom (Hons) in Economics (Auckland), an LLB (Hons) (Auckland), a GDipTerTeach (AUT), an MBA (Otago/HHS Stockholm), and a PhD in Law (Auckland). Prior to joining the University of Southern Queensland (USQ), he held lecturerships at the University of Auckland and the Auckland University of Technology, where he taught courses in both law and economics. Dr. Gussen is a member of the Australian Law and Economics Association (AustLEA), the American Law and Economics Association, the Law and Economics Association of New Zealand (LEANZ), the International Association for Constitutional Law (IACL), and the Institute of Electrical and Electronics Engineers (IEEE). He is currently the convener for the AustLEA Queensland chapter.

Trevor Harding is Professor of Materials Engineering at California Polytechnic State University in San Luis Obispo, where he teaches courses in engineering design from a materials perspective. He is currently PI on a multi-university collaborative research study assessing the ethical outcomes associated with the curricular/co-curricular experiences of engineering undergraduates on a national scale. He is also PI of a multi-institutional project aimed at increasing engineering students’ exposure to reflection
practices in the classroom. In addition, he has conducted several investigations into the influence of non-traditional teaching methods (e.g., service learning, project-based learning) on student motivation, self-efficacy, and moral development. He is also PI on several projects investigating the performance of biomedical and natural materials in physiological environments. Dr. Harding presently serves as Associate Editor of the journals *Advances in Engineering Education* and *International Journal of Service Learning in Engineering*. He has served in several leadership roles in the American Society for Engineering Education. Dr. Harding received the 2010 ASEE Pacific Southwest Section Outstanding Teaching Award and the 2008 President’s Service Learning Award for innovations in the use of service learning at Cal Poly. In 2004, he was named a Templeton Research Fellow by the Center for Academic Integrity, Duke University. Dr. Harding received both the 1999 Apprentice Faculty Grant and 2000 New Faculty Fellow Award for his contributions to engineering education.

**Stanley Melton Harris** is Chair and Assistant Professor at Breckinridge School of Nursing of ITT Technical Institute in Columbia, South Carolina. He is a 32-year nursing veteran, with an extensive background in community/public health, medical-surgical nursing, and nursing education. His research interests include cancer care among population disparities whose member experience knowledge deficits as it relates to available resources and access to care, academic integrity in nursing programs of study, and sex role stereotyping, role strain, and self-esteem issues in nontradicional professions i.e., men in the nursing profession. Dr. Harris holds a Doctor of Education degree in educational leadership, a Master’s degree in Nursing, a Bachelor’s degree in Nursing, and two Associate Degrees, one in Nursing and the other in Secondary Education. He is a member of the American Nurses Association, the South Carolina Nurses Association, and Sigma Theta Tau International Honor Society of Nursing.

**Gloria Hayes** received a Bachelor's Degree in Business Education from Mississippi Valley State University; a Master's Degree in Business; and a Master's Degree in School Administration from the University of Mississippi. Dr. Hayes earned an Education Specialist, and the Doctor of Philosophy Degrees from Mississippi State University. Dr. Hayes has more than 20-years of experience in education at both the secondary and postsecondary levels. Dr. Hayes has been involved in higher education as a college professor and college administrator. She served as assistant Professor of Special Education, and Business, Director of Bridge Projects, Director of Project Create for the preparation of Special Education Teachers, and Assistant Vice President for Academic Support. Her publications and writings have focused primarily in the areas of special education, multiculturalism, and teacher education. Dr. Hayes is currently employed by Miles College as Dean of Fundamental Studies, and Associate Professor of Education.

**Bogdan Hoanca** is a Professor of Management Information Systems at the University of Alaska Anchorage, where he has been teaching since 2002. Before that, he co-founded, started-up, and sold a company that builds components for fiber optic communications. He also helped start and consulted with a number of other startup companies in optical fiber communications. Prof. Hoanca received a PhD in Electrical Engineering from the University of Southern California, an MS in Electrical Engineering from Syracuse University and an Electronics Engineer diploma from the Polytechnic Institute of Bucharest, in Romania. Along with several co-authors, Bogdan has published more than 70 journal papers, book chapters, conference papers and case studies. He is co-inventor on three US patents (a fourth one pending).
David Ison is an Assistant Professor and Research Chair in the College of Aeronautics, at the Embry-Riddle Aeronautical University - Worldwide (ERAU-WW). He received his BS in Aviation Management from Auburn University, Auburn, Alabama, his MAS in Aeronautical Sciences - Operations specialization from the Embry-Riddle Aeronautical University, and PhD in Educational Studies, Higher Education Leadership, and Aviation Higher Education from the University of Nebraska - Lincoln. Dr. Ison worked as an airline pilot for 10-years prior to entering higher education in which he has been involved for over 10-years. During this time, he has taught a variety of aviation related coursework as well as research methods and statistics. He also has experience mentoring dissertation and thesis students. Dr. Ison has published research on range of topics in peer-reviewed, scholarly journals on both aviation and higher education topics, most notably on plagiarism among doctoral programs. Recently, Dr. Ison received the prestigious Dr. Frank E. Sorenson Award for the Outstanding Achievement in Aviation Research/Scholarship from the University Aviation Association. He currently oversees all research activities at the College of Aeronautics at ERAU-WW. Dr. Ison also serves as the College reviewer for the ERAU IRB and is a member of the ERAU University Research Council. Lastly, he is the editor of the International Journal of Aviation, Aeronautics, and Aerospace and serves on the editorial boards and as a reviewer for several other aviation and non-aviation scholarly journals.

Byron Johnson is Distinguished Professor of the Social Sciences at Baylor University. He is the founding director of the Baylor Institute for Studies of Religion (ISR) as well as director of the Program on Prosocial Behavior. His newest book is More God, Less Crime: Why Faith Matters and How It Could Matter More.

Eric Kong is a Senior Lecturer at the School of Management & Enterprise, University of Southern Queensland (USQ), Australia. His current research interests include intellectual capital, knowledge management, and non-profit strategic management. He has published over 60 publications, including international refereed journal articles, refereed conference papers, scholarly research book and book chapters. He was a winner of the 2011 Highly Commended Emerald Literati Award for an article he published in the Journal of Intellectual Capital. An article he published in Knowledge Management Research & Practice in 2009 has also been selected as one of the Top-10 articles in that Journal in the last decade. Dr. Kong was nominated as the Chair of the Best Paper Award for Public and Non-profit Division at the Academy of Management Conference in 2008 and 2010. In 2010, he served as Guest Editor of a Special Issue of Journal of Intellectual Capital on ‘Intellectual Capital and Non-profit Organizations in the Knowledge Economy’.

Mingsheng Li, PhD, is Senior Lecturer in Communication at the School of Communication, Journalism and Marketing, Massey University, New Zealand. He is co-author of Intercultural communication: Building a global community (Sage, 2011) and author of Teaching English in cross-cultural settings: challenges faced by English language teachers teaching English in China (VDM Verlag Dr. Muller, 2009). In addition, he has published over 50 journal articles and book chapters and given oral presentations on the topics related issues of cross-cultural adaptation by international students and immigrants, internationalisation of higher education institutions, and internationalization of the Chinese media.
**About the Contributors**

**Michelle L. Maultsby** is an Associate Professor at South Carolina State University in the Rehabilitation Counseling program. Rehabilitation Counseling is a graduate program designed to prepare master level students to counsel, work with individuals with various disabilities, and place them in successful employment. Michelle holds a graduate certificate in Administration and Supervision. She also has a Bachelor of Arts degree in Psychology and a Master’s of Science degree in Rehabilitation Administration and Supervision. In 2004, she completed her studies and graduated with a PhD in Rehabilitation Education from Southern Illinois University at Carbondale with a focus in rehabilitation counseling and research. Her research interests include: pedagogy; organizational culture; mental health and addictions; and women’s issues. She has presented at several national conferences and published articles in these areas of interest. Dr. Maultsby is also an experienced grant writer and has secured funding in the amount of USD $3.5 million dollars.

**John R. Mergendoller** PhD is currently Senior Fellow, Buck Institute for Education (BIE) in Novato, California, US. He was Executive Director of BIE from 2000 to 2015, guiding its growth from a small regional organization to an international PBL professional development provider. In 2016, BIE staff conducted workshops and conference sessions enrolling more than 15,000 teachers. Previous positions include BIE Research Director and Senior Program Director at the Far West Laboratory for Educational Research and Development. He received a BA from Wesleyan University (Letters), an EdM from Harvard University (Education), and a MA and PhD from the University of Michigan (Psychology, Education and Psychology). His publications span educational technology, science education, middle grades reform and Project-Based Learning.


**James Edward Osler II** is an accomplished artist, teacher, and researcher. Currently, he is a member of the North Carolina Central University faculty. His research foci are novel statistical metrics, and instructional systems design informatics. He has authored and published research articles, books, and multimedia on topics designed to encourage the development of education as a science. Dr. Osler’s additional interests include: ministry, fundamental Christian Education; mathematical foundations of research; courseware design; gamification; illustration; invention metrics; teaching; consulting; and service-based initiatives. In his professional career, he has served as the Program Coordinator of the Graduate Program.
in Educational Technology and authored the Graduate Program in Online Instructional Design. He has received three of the highest and most respected honors at NCCU: ‘The Employee Recognition Award for Outstanding Service’ and ‘The University Award for Teaching Excellence’, and the first ‘Chancellor’s Award for Innovation’.

**Diana Presada** is an Associate Professor at the Petroleum-Gas University of Ploiești, where she teaches Comparative Literature and English within the Philology Department. She holds a PhD in Comparative literature and is the author of two course books for students *Progress in English* and *A Course in Advanced English Practice* and of numerous articles on literature, culture and didactics. As a co-author she has published *Culture française contemporaine en textes, images et applications pratiques*. Her primary research interests are 20th Century literature, culture and art, as well as English language teaching methodology.

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**Yvonne Sims** earned her PhD in American Culture Studies and a minor in Women’s Studies with an emphasis on popular culture at Bowling Green State University. Sims is the author of the seminal work in its sub-genre field of cinema *Women of Blaxploitation: How the Black Action Heroine Changed American Popular Culture* (McFarland Press, 2006). Moreover, she has authored several book chapters, encyclopedia entries and peer review articles. Her research interest lies in the intersectionality of ethnicity, gender and class in film.

**Cherry-Ann Smart** has a BA in History and a MA in Library and Information Science from the University of the West Indies. She is presently pursuing a doctorate in Library and Information Studies through the Queensland University of Technology and the San Jose State School of Information PhD Gateway Program. Her current research interests include the internationalization of higher education, citizen access to government information, cultural heritage informatics, intellectual property rights, stakeholder relationships and Caribbean librarianship. She is currently a Special Collections Librarian at the West Indies and Special Collections, Main Library, *The University of the West Indies*, Mona Campus, Jamaica.

**Susan J. Smith** was born in upstate New York, attended college at the Ohio State University where she earned a BA in Photography. She worked in social services and as a professional photographer. She was awarded a MFA in Photography from the Savannah College of Art and Design. She is currently an Assistant Professor of Photography and Digital Media at the South Carolina State University. She has a record of exhibitions and publications. Her interests include equestrian sports, competitive dog training, and gardening.
**About the Contributors**

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**Joanna Turner** PhD is a Senior Lecturer in Physics at the University of Southern Queensland. She teaches into Physics and first-year Engineering classes with a special interest in implementing constructive educational tools to improve student learning experiences. She also researches in measurement and monitoring of ultraviolet radiation.