About the Contributors

Victor C. X. Wang, Ed.D., an Associate Professor, joined the faculty at California State University, Long Beach (CSULB) in 2002 and has been the credential coordinator of CTE and adult education since 2005. Dr. Wang’s research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, cultural issues in vocational and adult education, distance education, human performance technology and curriculum development. He has published well over 100 journal articles, book chapters and books during his eight years at CSULB and has been a reviewer for five national and international journals. Currently he serves as the editor in chief of the International Journal of Adult Vocational Education and Technology. He has won many academic achievement awards from the universities in China and the United States, including the Distinguished Faculty Scholarly & Creative Achievement Award in 2009. Dr. Wang taught extensively as a professor in Chinese universities prior to coming to study and work in the United States in 1997. He has taught adult learners English as a second language, Chinese, computer technology, vocational and adult education courses, research methods, administrative leadership, human resource management and curriculum development for the past 20 years in university settings. Two of the books he has written and edited have been adopted as required textbooks by major universities in the United States, and in China. In addition, numerous universities worldwide including Howard University, Princeton University, Yale University, University of Chicago, Cornell University, UC-Berkeley and Rice University have cataloged his books and journal articles.

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Jules K. Beck, Ph.D., LCSW, is an Assistant Professor at the University of Arkansas. A native of Minneapolis, Minnesota, Beck attended the University of Chicago and graduated from the University of Minnesota with an M.S.W. and Ph.D. with concentration in Human Resource Development (HRD). Beck is a Licensed Certified Social Worker (LCSW) in Arkansas and holds Social Worker Emeritus status in Minnesota. Beck has over three years experience in international community and leadership development in South and Central America, West Africa, and Eastern Europe. He was a two-year volunteer in community development on White Earth Reservation in Minnesota. Beck taught grades 4~6 in Potosí, Bolivia and high school classes in South Dakota. He was a community organizer for 10 years on the North Side of Minneapolis. Beck chaired the St. Louis Park, MN Human Rights Commission and was elected to three terms as president of the ACLU of Minnesota. Beck co-developed a disaster recovery planning system in Spanish as an information technology consultant for a U.S. accounting firm. Beck is in his eleventh year teaching university classes in adult education, human resource development, and
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Ernest W. Brewer, Ed.D., is a Professor of Educational Administration and Policy Studies and Principal Investigator/Director of Federal Programs at the University of Tennessee. Dr. Brewer has authored/co-authored over 100 books, book chapters, articles, monographs, and technical reports. He has received such awards as the Excellence in Teaching Award, the Outstanding Service Award from the IVETA, and the Outstanding Faculty Counselor Award from Kappa Delta Pi. His current research interests, that are frequently intertwined, include job satisfaction, occupational stress, and job burnout.

Jane Briggs, Ph.D., is a Financial Services Instructor at Eastland Career Center in Groveport, Ohio, and an adjunct instructor in Business Education at the Ohio State University. She holds both bachelor’s and master’s degrees from Bowling Green State University and a Ph.D. in Workforce Development and Education from the Ohio State University with cognates in teacher education and CTE leadership.

Lesley Farmer, Ed.D., currently is a Professor at California State University, Long Beach. Dr. Lesley Farmer has been coordinating their Librarianship program since 1999. She also taught and served as the external examiner for the University of Hong Kong’s library science program, as well as worked as a library professional in K-12 school, public, special and academic libraries. Dr. Farmer earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. She serves as the International Association for School Librarianship Vice President for Association Relations, helped edit their newsletter, and was selected for their research award. She edits the International Association of Library Association School Libraries Section Newsletter, and chaired the Education Division of Special Library Association. She has chaired the International Education SIG and the Gender Studies SIG for the Association of Library and Information Science Educators, and serves as treasurer for the Alpha Chapter of Phi Beta Delta (honor society for international scholars). Dr. Farmer presents regularly at national and international professional conferences. She has edited library journals, written twenty-four books and over a hundred articles and chapters; the most current books are titled *Teen Girls and Technology* (Teachers College Press, 2008) and *Your School Library* (Libraries Unlimited, 2009). Her research interests include information literacy, collaboration, assessment, and gendered educational technology.

Edward C. Fletcher Jr., Ph.D., earned his master’s and bachelor’s degrees from the University of Missouri in Business Education and CTE. He earned his Ph.D. at the Ohio State University in Workforce Development and Education. He is currently an Assistant Professor in Business Teacher Education at Illinois State University in the College of Business. His research interests include studying the effects of tracking on students’ long-term status attainment, examining issues related to student teaching and teacher candidates’ development, and exploring the perceptions of CTE teacher candidates and practicing teachers regarding their preparation.

Kenda S. Grover, Ed.D., is the Assistant Department Head for the Rehabilitation, Human Resources, and Communication Disorders Department in the College of Education and Health Professions at the University of Arkansas as well as program coordinator for the Workforce Development Education Pro-
About the Contributors

gram (WDED). Grover oversees operations for the online WDED undergraduate, master’s and doctoral programs and coordinates the graduate student recruitment and retention initiative. Her background is in student affairs in higher education; she has developed Carl Perkins grant articulation agreements with career and technical education programs in Oklahoma, Missouri, and Kansas. Grover teaches courses in adult education and human resource development for graduate students in the WDED program and undergraduate students pursuing the department’s bachelor degree completion program in HRD. Her current research focuses on student recruitment and retention, performance evaluation, branding in higher education, and diversity awareness.

Kit Kacirek, Ed.D., SPHR, is an Associate Professor at the University of Arkansas, who teaches Adult Education and Human Resource Development (HRD) in the College of Education and Health Professions. Her experience as an organization development consultant influences a research agenda that focuses on bridging the gap between theory and practice in HRD. In addition to teaching, she provides professional development services for clients of the Center for Management and Executive Education in the Sam M. Walton College of Business. Her consulting and research has led to several international assignments working with emerging business owners in Poland, strategic planning and needs assessment for a women’s health clinic in Morocco, and leadership development workshops in Tunisia, Ghana, Honduras, and the Ukraine. Dr. Kacirek has published practitioner-relevant cases in the Training and Development in Action Series, as well as in various scholarly journals.

Judith Parker, Ed.D., has earned a doctorate degree and an M.S. degree in Adult and Continuing Education from Teachers College/Columbia University in New York, an M.S. degree in Physics from Purdue University in Indiana, and a B.S. degree in Physics and Mathematics from Notre Dame College in Ohio. Dr. Parker has over 20 years experience in leadership positions within business organizations emerging into the global market and has been instrumental in leading them toward becoming global learning organizations. She has worked extensively with technical managers and technical employees in Asia and Europe in leadership education and training and technical employee skill development. Dr. Parker’s academic experience includes teaching adult learning and leadership theory and practice, staff development and training, and organizational development, in graduate programs at Teachers College/Columbia University and St. Mary’s University of Minnesota using totally on-line format, totally classroom format and blended delivery. She also teaches college Physics and Astronomy at Muhlenberg College in Pennsylvania. She has presented numerous papers at conferences globally including the Academy of Management, American Association of Physics Teachers, American Society of Training and Development, College Industry Education Conference, Quality and Productivity Management Association, Business and Multimedia Conference in Ireland, Lisbon 2000 European Conference on ODL Networking for Quality Learning, and World Open Learning for Business Conferences in the UK. She has authored numerous articles in publications including the “Compendium on Uses of Distance Learning Technologies in Engineering Education” and the Journal of the International Association for Continuing Engineering Education and book chapters including “Cyber Action Learning and Virtual Project Teams for Leadership and Management Development” with L. Yiu in the book Workplace Training and Learning: A Cross-Cultural Perspective and the chapter “The Online Adult Learner: Profiles and Practices” in Handbook of Research on E-Learning Applications for Career and Technical Education edited by Victor Wang. She has been elected a Fellow of the American Association for the Advancement
of Science, and has received the American Association of Physics Teachers Innovative Teaching Award and the Park College Educational Partnership Award.

**Gregory C. Petty**, Ph.D., is a Professor of Education, Health, and Human Sciences at the University of Tennessee. He received his Ph.D. from the University of Missouri, Columbia. He is a veteran of the United States Navy Nuclear Submarine Service, and is the author of more than 100 refereed articles, books, and technical reports, 54 educational videos, and has made 88 scholarly presentations at national, regional and state conferences. He has received numerous professional awards and was awarded Author of the Year by the *AATEA Journal* and Outstanding Research Manuscript (2006) for the *Journal of Industrial Teacher Education*. He most recently received the Award of Merit for Research by the National Safety Council in Anaheim California, 2008. His primary research areas are work ethic for a healthy life, behavioral issues for safety and health including occupational stress, and psychometric measures of performance, attitude, and self-efficacy. He is currently the Technical Advisor for Research for the National Safety Council, College and University Initiative and is a member of NSC’s Board of Delegates.

**Kristina L. Sander** worked in the corporate sector for six years while earning an associates degree in Secretarial Science. She then earned a bachelor’s degree in Business and Vocational Education, then the Master of Arts degree in Education, both from the Ohio State University. She is currently teaching Secondary Business and Vocational Education for South-Western City Schools, while pursuing a Ph.D. in Workforce Development and Education with cognates in CTE and Technologies of Instruction and Media. In addition, she has also been an Adjunct Instructor in CTE Curriculum and Assessment for the Ohio State University.

**Leane B. Skinner**, Ed.D., is an Associate Professor in CTE and Business/Marketing Education within the Department of Curriculum and Teaching at Auburn University. Her research areas of interest include professional development for CTE educators, integration of technology, industry certification for CTE educators, and distance learning.

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**Maria Martinez Witte**, Ed.D., is an Associate Professor in Adult Education within the Department of Educational Foundations, Leadership, and Technology at Auburn University. Her academic areas of interest include analyzing effective content, context, and processes that enhance the teaching-learning environment, learning styles, and the assessment of learning. Her skills include facilitating, coordinating, developing, and delivering educational programs.

**Chris Zirkle**, Ph.D., earned his bachelor’s degree at Central State University. He earned two masters’ degrees, one from Wright State University and the other at Ball State University. He earned his Ph.D. at the Ohio State University in Comprehensive Vocational Education. He currently is an Associate Professor of Workforce Development and Education. His research work is primarily within the broad discipline of CTE, and more specifically focused on teacher education/preparation and the utilization of distance education methodologies in CTE.