About the Contributors

**Purnendu Tripathi**, an International Research Fellow of Open University Business School (2009) at Open University (UK), doctorate in management and a master’s in distance education. He was in Arab Open University Saudi Arabia for three years as a faculty member in Business Administration. In his parent institution IGNOU (India), he is Deputy Director, looking after academic management and student support services in open and distance learning. He is one of the Editors –in- Chief of International Journal of Technology and Educational Marketing (IJTEM) and Editor of Teaching Case books on Innovations in Educational Marketing, Interactive Technology Environments, Technology Enhanced Learning, Transnational Learning & Technologically enabled Environments and Technological Adaptability and Transnational Learning. Besides, he has also contributed articles in standard national and international journals, as well as presented papers in national and international conferences. Dr. Tripathi is a member of review committees for numerous international conferences and journals. His current research interests include Higher Education Management, Higher Education Marketing and Academic program life cycle (APLC).

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**Gilbert Ahamer** is localized in multiple working cultures: Academy of Sciences, Universities, Environmental Administration and International Consulting. IT from two of his affiliations (Geographic Information Systems and New Media for Learning) is able to bridge these highly diverse paradigms of viewing one and the same multi-cultural reality. His affiliations have pushed him to look through ever new lenses. This experience acts as a motivation to enable students to tackle a high diversity of perspectives, disciplines and paradigms.
Eileen Bridges is Professor of Marketing at Kent State University, where she teaches MBA courses in marketing strategy, marketing management, and service marketing & management. She received her Ph.D. in Marketing from Northwestern University. Her research interests include services, e-commerce, and technology-based products, and she has published articles in the *Journal of Business Research, Journal of Retailing, Marketing Science, the International Journal of Research in Marketing, the Service Industries Journal, Psychology & Marketing*, and other journals. She is a member of the editorial boards of the *Journal of Service Research, Service Industries Journal* and *Managing Service Quality*.

Chris Chapleo is Senior Lecturer in Marketing at Bournemouth University, UK. His research interests are in marketing and branding in the non-profit sector, particularly education. He has published and presented widely on aspects of non-profit and education branding, and is involved in ongoing consultancy projects in the sector. Prior to academia he held senior marketing roles in the publishing and leisure sectors, as well as higher education, where his interest in the topic began.

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Matt Elbeck is Professor of Marketing, Troy University – Dothan earning his PhD in Business Administration from the University of Wales (Cardiff) in 1982 and has taught undergraduate and graduate business students at universities in the United States, United Kingdom, Canada, and Saudi Arabia. Matt’s scholarship in the area of Services Marketing has attracted over $30,000 in grants; produced over 30 journal publications, 14 conference publications, 9 conference presentations; reviewed numerous marketing textbooks and software, and reviews for 5 business journals. Matt is editor of the *Journal for Advancement of Marketing Education* (http://www.mmaglobal.org/publications/jame.html) and founder and executive editor of the *Journal of Educators Online* (www.thejeo.com). In addition to one year as Director of Programs and Strategy for *IT Centre*, UK, Matt has consulted for *Management Centre Europe* and *Orange-KPN* in Belgium; *American Psychiatric Association* in the US; *Forte Hotels, London Chamber of Commerce, Price Waterhouse* and *Lloyds Bank PLC* in the UK; *Red Cross and United Way* in Canada; *National Bank of Pakistan*, Pakistan; and *Unilever* in Saudi Arabia.

Ruth Gannon-Cook is Assistant Professor at the DePaul University in the School for New Learning has been teaching and designing online courses for 8 years. She has presented at numerous conferences and published works on semiotics, distance education, and adult learning. She earned an Ed.D. with major in Instructional Technology, University of Houston; a Certificate for Advanced Studies: Change Diffusion and Technology Integration, Queens College, Cambridge; an M. S. Ed. in Educational Administration, Loyola University, New Orleans. She has also taught at University of Houston-Clear Lake and the University of Houston.

Kathryn Ley is an Associate Professor of Instructional Technology at University of Houston - Clear Lake where she teaches graduate courses in research design, motivation in instruction, and instructional technologies. She has authored over 25 journal publications, presented at educational and distance learning conferences. She has held tenured positions at two universities and has taught human resource management and performance technology courses. She served as the program coordinator of a graduate
program in instructional technology. She is currently investigating how training faculty to support self-regulation in online courses may reduce their extraneous cognitive load. She earned a PhD in instructional systems from Florida State University, an M.S. in Environmental Management with Human Resources concentration from the University of Texas at San Antonio, and an M.L.S. from the University of Texas.

Vanessa Ann Quintal, PhD, teaches marketing in the School of Marketing, Curtin Business School, Curtin University, Perth, Australia. She has marketing experience in tourism, fashion, food and education in Asia, Europe and Australia. Vanessa’s research interests include cross cultural consumer behaviour in the areas of tourism, retail, banking and education. Her works have been published in Tourism Management, International Journal of Tourism Research and Journal of Marketing for Higher Education.

Chris Robertson is Professor of Education and Head of the Institute of Education at the University of Worcester, United Kingdom. As a senior leader, manager and researcher, she is particularly interested in both the theory and practice of leading and managing cultural change in organisations, including universities and in creating authentic communities of learning and practice. In her distinguished career as both a practitioner and academic leader in education, her research focus continues to be on social justice and inclusion as it relates to learners and teachers. She is committed to ensure the needs of the most vulnerable children and families are addressed within society, and in particular in her own specialist field of education. She is elected Chair of the national Management Forum of the Universities’ Council for Education and Teachers and a member of its Executive.

Tekle Shanka, PhD, teaches sales management and coordinates research project and dissertation units at the postgraduate level in the School of Marketing, Curtin Business School, Curtin University, Perth, Australia. Tekle’s research interests include marketing higher education, tourism marketing, destination branding, marketing not-for-profit organisations. Tekle has widely published in several scholarly journals including Journal of Marketing Management, Journal of Marketing for Higher education, Tourism Analysis, Asia Pacific Journal of Tourism Research and Journal of Vacation Marketing.

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Victor C. X. Wang, an associate professor, joined the faculty at California State University, Long Beach (CSULB) in 2002. 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
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Glenys Woods is an independent researcher, co-founder of FreeSpirit Education and Fellow of the RSA. Her foundational interest is in spiritual awareness. She gained her PhD through the Open University, UK, studying spirituality and educational policy and leadership. The study highlighted how spiritual awareness enabled school leaders to be better resourced internally and find deeper meaning, and provided evidence of the significance and influence of spiritual awareness for educational leadership in schools. Subsequently, she has worked as a contract researcher in various universities, investigating issues such as modernising leadership, leadership development, alternative education, Steiner education (including working on a unique study of Steiner schools funded by the UK Government) and the Academies programme in England. She co-edited a special issue of Management in Education on research into Academies, and Alternative Education for the 21st Century: Philosophies, approaches, visions (Palgrave), both published in 2009. Glenys is an Angelic Reiki Healer and an Atlantean Reiki Master.

Philip Woods holds a Chair in Educational Policy, Democracy and Leadership at the University of Hertfordshire, UK. His work focuses principally on questions of democracy and entrepreneurialism in relation to policy and leadership. Central to this is the notion of developmental democracy with roots in the spiritual nature of human beings, outlined in his book on Democratic Leadership in Education (Sage, 2005) and subsequent articles. Recent publications include papers, articles and book chapters on the Academies programme, organisational democracy, reflective leadership, leadership development and the sociology of Max Weber, a co-edited volume on Alternative Education for the 21st Century (Palgrave, 2009), and guest editorships of journals (on democracy and researching Academies). Philip is a Council member of the British Educational Leadership Management and Administration Society and Fellow of the RSA, and an active member of the US-based New DEEL (Democratic Ethical Educational Leadership) network. He is currently writing a book for Policy Press on A Paradigm Shift in Education Policy: Shaping a democratic future.