

About the Contributors

Victor C. X. Wang is a tenured professor and a PhD mentor/faculty member at Florida Atlantic University. Dr. Wang's research, nearly 200 refereed journal articles, peer-reviewed books, single authored, coauthored, and edited volumes, and chapters, has revolved around andragogy and pedagogy, indicating a clear line of inquiry. Andragogy and pedagogy is the umbrella under which his research and writing addresses areas such as transformative learning, andragogical curriculum and program development, human performance technology, and so on. His research in transformative learning has revealed transformative learning occurs in both pedagogical and andragogical learning settings. Wang and his coauthors compared Mezirow's seminal theory of transformative learning with Confucianism and found, through reviewing the literature in China, that Confucius first addressed transformative learning as "rectification of the mind" and emphasized "silent reflection." Closely connected to transformative learning is andragogical curriculum and his research has focused on Ralph Tyler's pedagogical fundamental questions, Malcolm Knowles' seven-step instructional process, as well as theories by Stephen Brookfield (critical theory) and Patricia Cranton's Transformative Learning Theory (newer version of Mezirow's theory). In his study of human performance technology, the research has contributed to deeper understanding of still pedagogy and andragogy, elucidating how pedagogy and andragogy in other cultures can be affected by politics, influence of a few outstanding leaders, education policies, propaganda and nationalism rather than theories of teaching and learning as preferred by Western educators in North America. His unique research reveals that in certain cultures, politics takes precedence over educational policies. His recent line of inquiry reveals that we must teach lower order thinking skills first before we teach higher order thinking skills. His research confirms that rote learning and memorization precede critical thinking and creativity. Further, Wang's research confirms Brookfield's theory that cultures put a strain on the beautifully, well-reasoned theory of andragogy, which has brought a revolution to education and training in North America. Wang found via his cross cultural research that instructors in the Eastern culture (Confucius-Heritage Societies) adopt primarily a pedagogical instructional mode, whereas instructors in Western cultures (North America) adopt primarily an andragogical instructional mode. Currently, Wang is co-editing the *International Journal of Adult Vocational Education and Technology* with world-renowned scholars Stephen Brookfield and Patricia Cranton. Wang has won many academic achievement awards, including the Distinguished Faculty Scholarly and Creative Achievement Award. He has had extensive experience in chairing and mentoring doctoral dissertations (including dissertations from University of Auckland, New Zealand). Some of his books have been adopted as required textbooks by major universities in the United States and in China. In addition, numerous universities worldwide including some Ivy League Universities have cataloged his books and journal articles. Finally, Wang's excellence in teaching is based on his excellent teaching in Florida, California, Arkansas, Kansas, and China.

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Heesoon Bai, PhD, is a Professor in Philosophy of Education at Simon Fraser University, Vancouver BC, Canada. A past recipient of the Simon Fraser University Excellence in Teaching Award, the Roger Hamill's Environmental Educator's Award, and the Canadian Society for the Studies in Education Mentorship Award, and the Editor (2005-2010) of *Paideusis, Canadian Journal of Philosophy of Education*, Professor Bai researches and writes in the intersections of ethics, ecophilosophy, psychotherapy, contemplative ways, and Asian philosophies. Her co-edited and co-authored books include: *Fields of Green: Restorying Culture, Environment, Education* (2009); *Speaking of Teaching: Inclinations, Inspirations, and Innerworkings* (2012); and *Contemplative Learning and Inquiry Across Disciplines* (forthcoming, SUNY). Her recent publications are in the *Journal of Moral Education*, *Ethnography and Education*, and the *International Handbook on Research in Environmental Education, and Cultural Studies of Science Education* (CSSE). Through her work and teaching, she promotes cross-cultural, worldview-based, and comparative philosophies in education. Professor Bai also pursues her interests in the martial arts of aikido and neigong, gardening, culinary arts, tea drinking, collecting important objects, art making, fabric art, crafting, and relationship as an engaged practice of growth, development, and lifelong learning.

Theresa J. Barrett, PhD, Deputy Executive Vice President of the New Jersey Academy of Family Physicians, is an experienced executive in the area of healthcare and continuing medical education. A skilled communicator with a strong background in education, training, and communications, Dr. Barrett's qualifications include over 25 years of experience in medicine, pharmaceuticals, and continuing medical education, with an extensive knowledge of medical science. She holds a master's in Instructional Media from West Chester University and a PhD in Adult Education from Capella University. She has led the development of CME programs in pneumococcal disease, breast and colon cancer prevention, pain management, chronic kidney disease, hypertension, and depression among others. She recently completed serving as the principle investigator for a National Institute of Environmental Health Sciences/National Cancer Institute grant funded program on the dissemination of research from the Breast Cancer and the Environment Research Program. Dr. Barrett is a certified meeting professional and is president-elect for the Greater Philadelphia Chapter of PCMA. She is also a certified association executive and serves on the annual meeting educational planning committee for the Mid-Atlantic Society of Association Executives. Dr. Barrett is a member of the Alliance for Continuing Education in the Health Professions and has been a speaker and a member of the faculty for the Alliance's annual meeting.

Jennifer Bird, PhD, teaches reading and writing classes for current and future teachers at Florida Atlantic University in Jupiter, Florida. She received her Bachelor of Science in Education in Secondary English Education, Master of Education in Secondary English Education, and Doctor of Philosophy degrees from Miami University in Oxford, Ohio.

Stephen Brookfield, PhD, since beginning his teaching career in 1970, Stephen Brookfield has worked in England, Canada, Australia, and the United States, teaching in a variety of college settings. He has written, co-written or edited sixteen books on adult learning, teaching, critical thinking, discussion methods and critical theory, six of which have won the Cyril O. Houle World Award for Literature in Adult Education (in 1986, 1989, 1996, 2005, 2011 and 2012). He also won the 1986 Imogene Okes

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Award for Outstanding Research in Adult Education. His work has been translated into German, Korean, Finnish, Chinese, Japanese, Polish, Farsi, and Albanian. In 1991, he was awarded an honorary doctor of letters degree from the University System of New Hampshire for his contributions to understanding adult learning. In 2001, he received the Leadership Award from the Association for Continuing Higher Education (ACHE) for “extraordinary contributions to the general field of continuing education on a national and international level.” In 2008 he was awarded the Morris T. Keeton Award of the Council for Adult and Experiential Learning for “significant contributions to the field of adult and experiential learning.” He currently serves on the editorial boards of educational journals in Britain, Canada and Australia, as well as in the United States. During 2002, he was a Visiting Professor at Harvard University. In 2003, he was awarded an honorary doctor of letters degree from Concordia University (St. Paul). After 10 years as a Professor of Higher and Adult Education at Columbia University in New York, he now holds the John Ireland Endowed Chair at the University of St. Thomas in Minneapolis-St. Paul, Minnesota where he recently won the university’s Diversity Leadership Teaching & Research Award and also the John Ireland Presidential Award for Outstanding Achievement as a Teacher/Scholar. In 2008 he also received the Morris T. Keeton Award of the Council for Adult and Experiential Learning for his outstanding contributions to adult and experiential learning. In 2009, he was inducted into the international Adult Education Hall of Fame, and in 2010 he received an honorary doctor of letters degree from Muhlenberg College. In 2008, he was awarded the Morris T. Keeton Award of the Council for Adult and Experiential Learning for “significant contributions to the field of adult and experiential learning.” He was also awarded the Coin of Excellence from the General Army Staff Command College.

Valerie C. Bryan is a Charles Stewart Mott Eminent Scholar, Professor in Educational Leadership and Research Methodology, and a Program Coordinator for Adult and Community Education at Florida Atlantic University. She has been recognized with awards for distinguished teaching at all levels; leadership at local, state, national levels, international levels; distinguished service for local communities, state/national organizations, and two universities; student mentoring at three institutions; excellence in presentations, web design, virtual learning communities, online course design by international organization and national organizations. She has 50 international/national/state refereed journals articles, two books, 25 book chapters, 75 refereed conference presentations, 200+ conference presentations, training manuals, 70+ Blackboard courses/webinars, chaired over 70 dissertations, and procured and served as director of grants in the millions. She served as a consultant for executive search firms; chambers of commerce; municipal, county/ district recreation and parks departments; state park systems; fitness coalitions; restaurant chains; municipal/state human resource departments; library system; nonprofit agencies for the aged and varied disabilities; religious boards; elementary, secondary schools, colleges/ university continuing education. She created the Governor’s Outdoors Event in NC, coordinated the mountain-to-the-sea trail, and was recognized by Department of Transportation with a state award. She has served on strategic planning initiatives in four states.

Paula Cameron holds a PhD in Adult Education and Community Development from OISE/University of Toronto and is currently Assistant Professor of Adult Education at St. Francis Xavier University. Her areas of action and inquiry include mental health and transformative learning, feminist critical perspectives, arts-informed research, curriculum design, rural community development, and grassroots publishing. She brings a decade’s worth of national research experience in the fields of education and

health, using qualitative, mixed methods and arts-based methodologies. Her latest research is an arts-based study of rural women's "depression" as transformative learning. Dr. Cameron lives in the Ohio Valley, Antigonish County, Nova Scotia.

Maureen Coady is an associate professor in the Adult Education Department, Saint Francis Xavier University, Antigonish, Nova Scotia, Canada. Her research focuses on the links between health and learning, and the role of adult education in enabling people to take action related to their health. She is interested in community based learning and continuing professional education in the health professions, particularly as it relates to enabling health professionals to shift their practice to work in more empowering ways with communities.

Avraham Cohen, PhD, is the Coordinator for the Full-Time Master's in the Counselling Program at City University of Seattle in Vancouver BC, Canada. He has worked in the field of counselling and psychotherapy, and the supervision, education, and mentorship of psychotherapists for forty-five years. He currently conducts a private practice in Vancouver BC with a focus on long-term life changing depth work. He has been an educator for twenty-four years. He is the lead author of *Speaking of Teaching: Inclinations, Inspirations, and Innerworkings* (Sense, 2012) and sole author of *Gateway to the Dao-Field: Essays for the awakening educator* (Cambria, 2009). His forthcoming books are, *Attending to the Human Dimension in Education: Inner Life, Relationship, and Learning*. (Writeroom, In-press), and *Speaking of Learning* (Sense, In-press). He has published widely in peer-reviewed journals, has presented his work at national and international conferences, and has been the recipient of a number of prestigious awards for scholarly work. His scholarship and practice are focused on the human dimension, the humanizing of educational environments, contemplative practices, and eastern philosophy, and east-west integration in both psychotherapy, and pedagogical theory and practice. His personal interests and professional practice are integrated, and include, the martial arts of aikido and neigong, mindfulness meditation, the study and implementation of practices for well-being and longevity, and relationship as an engaged practice of growth, development, and lifelong learning. He stays current with all his interests and practices through a constant exploration of books, articles, and watchables, and through connections with leaders in the various fields.

Michelle Lee D'Abundo, PhD, is faculty at Seton Hall University in the Department of Interprofessional Health Sciences and Health Administration. Dr. D'Abundo served as Associate Professor of Public Health Studies in the School of Health and Applied Human Sciences at the University of North Carolina Wilmington. Dr. D'Abundo also served as School Health Education Program Director at Salisbury University. Dr. D'Abundo has developed a line of inquiry that includes online learning in adult and health education, measurement of wellness and community development in formal and informal learning environments. Her learner-centered instructional practices are influenced by her experiences in public health education and her training including degrees in sociology, health promotion and health education and adult education. Her education, service and scholarship are focused on the promotion of lifespan wellness through individual behavior change, community development and social justice.

Linda Ellington is a college professor and co-author of a textbook published in 2013. She is published in several international textbooks, as well as children's books in the field of anti-bullying. Her children's books have been accepted as peer reviewed scholarly work at Aberystwyth University and will be presented in Wales at *A Child's World – Next Steps* Conference 2014. While conducting her

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doctorate research at the University of Oxford and the University of Warwick, United Kingdom, she presented her studies at conferences worldwide and has often chaired those academic sessions. She is a peer reviewer for International Leadership Association and the Academy of Management. She is a member of the editorial advisory board at Mid-Continent University. Linda is also a visiting scholar as a member of doctorate dissertation committees. She is currently under contract to author, *The Cultural Faces of Bullying*, due for publication in late 2014.

Rachel Farahbakhsh is a registered nurse and a graduate of the MSc program in Capacity Development and Extension. Upon graduation from the MSc program Rachel was employed as the coordinator of community engaged learning at the University of Guelph, Guelph, Ontario.

Lesley Farmer, Professor at California State University Long Beach, coordinates the Librarianship program. She earned her MS in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. Dr. Farmer has worked as a teacher-librarian in K-12 school settings as well as in public, special and academic libraries. She serves as Special Libraries Association Education Division Chair, and Editor for the International Federation of Library Associations' School Libraries and Literacy/Reading Sections. A frequent presenter and writer for the profession, she won American Library Association's 2011 Phi Beta Mu Award for library education. Dr. Farmer's research interests include digital citizenship, information literacy, assessment, collaboration, and educational technology. Her most recent books are *Youth-Serving Libraries in Japan, Russia, and the United States* (Scarecrow, 2012) and *Library Services for Youth with Autism Spectrum Disorders* (ALA, 2013).

Karen Fiorini, PhD (cand.), is a Certified General Accountant who has worked in the not-for-profit and small business community for the last twenty years. She is currently a Senior Management Executive for public practitioners for the Certified General Accountants Association of British Columbia. Karen presents at professional conferences on topics, such as business ethics, business start-up, and work-life balance. Her book publication (2009) from VDM Verlag is *Work-Life Balance and Well-Being in Public Practice Accounting*. Karen is currently a PhD student in the Department of Education at Simon Fraser University. She has authored/co-authored three book chapters as well as presenting at national conferences in Canada.

Debbie Heller, MS, is a senior wellness program design specialist for Independence Blue Cross. She has worked with employer groups of all sizes and types of business in developing strategic wellness programs. She recently developed a worksite mindfulness stress reduction program which is currently being piloted. She earned her Bachelor's degree in Psychology and her Master's in Counseling from Gwynedd-Mercy University. Debbie's counseling expertise is motivation and behavior change, and she worked in private practice helping people make healthy lifestyle changes. She also is a Wellcoaches-certified wellness coach and a faculty member with the Wellness Councils of America.

John A. Henschke, EdD, is an Associate Professor of Education and Chair of the Andragogy Doctoral Emphasis Specialty, Instructional Leadership Doctoral Program at Lindenwood University. He is the 2014 Board of Directors Chair of the International Adult and Continuing Education Hall of Fame

(IACEHOF). He is a Visiting Professor of The Beijing Radio and Television University, Peoples' Republic of China (PRC) and has been a Visiting Professor of the Chulalongkorn University in Bangkok, Thailand. Henschke is a Board of Directors Member of the International Society of Comparative Adult Education (ISCAE). He has been President of the: American Association for Adult and Continuing Education (AAACE) and Missouri, USA / Para, Brazil Partners of the Americas. He Chaired the Commission on International Adult Education (CIAE) of AAACE. Dr. Henschke has Chaired 46 Completed Doctoral Dissertations and Served as a Doctoral Dissertation Committee Member on 40 Other Completed Doctoral Dissertations at Lindenwood University, University of Missouri-St. Louis, and four other Universities around the globe. John has been researching and testing his adult education (andragogical) ideas for 44 years in the USA and 19 countries around the world since 1970 (e.g., Brazil, South Africa, West African Republic of Mali, Thailand, Austria, Germany, Peoples' Republic of China, Italy, Australia, Taiwan, Italy, etc.). He has been honored and privileged to work with adult educators from 96 countries, made 406 presentations at conferences, published 176 book chapters and articles, and served as major advisor to more than 200 master degree graduates in adult education. Dr. Henschke's Andragogy Website is: <http://www.lindenwood.edu/education/andragogy>.

Glenda Denson Knight, PhD, since launching her career in the early 1980s, has worked in the Health Care, Business, and Education sectors. She served as medical technologist and clinical laboratory supervisor (Georgia Baptist Medical Center, Atlanta, GA) for eight years prior to returning to school where she earned a BS degree in Business Administration with a concentration in Management Information Technology (Georgia State University) in 1988. She transitioned to the position of Assistant Director of Clinical Laboratory Systems (same employer) where responsibilities included staff development training for all clinical laboratory employees, and other select hospital staff (nurses, and nursing unit clerks). After three years as assistant director of clinical laboratory systems, she accepted employment at Lockheed Martin Aeronautical Systems where she served as Computer Analyst, Project Manager, and Staff Development Coordinator of information technology staff. After slightly more than five years, she realized her passion was in teaching and training within the health care environment. She launched a state licensed private home care agency (A-Z Senior Helpers, Atlanta, GA, 1997) with a mission to provide essential home care services designed to prevent or delay older residents from being admitted to nursing homes. Both the concept and the business were very well received by the community. She also accepted a Faculty Position – Allied Health (Atlanta Technical College, Atlanta, GA) in 2002, where she taught phlebotomy theory and practice; healthcare ethics; and medical terminology. Concurrently, she enrolled in graduate school (University of West Georgia) where she earned an MA degree in Gerontology (2002), and was licensed as Nursing Home Administrator. Her health care experience influenced her decision to pursue further studies that would impact her understanding of adult learning and its role in helping individuals to make informed decisions, especially as it relates to health care. She enrolled in both Master's in Public Health – MPH (Armstrong Atlantic State University, 2007) and PhD in Adult Education (Auburn University, 2011) programs. She excelled and is a member of the PHI KAPPI PHI Honor Society. Her experiences have prepared her to navigate the complex issues at the intersection of adult education and health care. Her dissertation critically assessed the Health Literacy Knowledge and Experience of Registered Nurses. She is a Certified Health Education Specialist (CHES). She currently serves as Executive Director of Cutting Edge Health Options where she provides customized health education to help clients manage and prevent life-threatening chronic diseases; Co-Chair of the Diabetes

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Community Action Coalition of Fulton County, GA; Co-Chair of McPherson Action Community Coalition; and Member of the Community Engagement Subcommittee of the McPherson Implementation Local Redevelopment Authority.

Clarena Larrotta is an associate professor of Adult Education at Texas State University in the Department of Counseling, Leadership, Adult Education, and School Psychology. She draws upon qualitative research methodologies and the practice of engaged scholarship to connect the areas of teaching, research, and service in an organic manner. In collaboration with students and colleagues, Larrotta aims to build bridges to connect the rich resources of the university to the most critical social, civic, and ethical problems by educating the adults, children and families in the local community. She aims to create, support, and document possibilities for change at the local and national levels. Her research agenda focuses on adult learning, adults and families' language and literacy practices as windows into adult English instruction, family literacy, and bilingual/bicultural/diversity education issues. Larrotta's work comprises an edited book on *Bringing Community to the ESL Classroom*, several chapters published in different books, for example *The 2010 Handbook of Adult and Continuing Education*, and research articles published in journals such as *Adult Learning*, *Radiologic Science & Education*, *Adult Basic Education and Literacy Journal*, *The Journal of Adolescent and Adult Literacy*, *Multicultural Education Magazine*, *Georgia Journal of Reading*, *Texas Adult and Family Literacy Quarterly*, and *Texas Papers in Foreign Language Education*.

Al Lauzon is a Professor in the School of Environmental Design and Rural Development, University of Guelph in Guelph, Ontario. He is the coordinator of the Rural Studies PhD program and teaches courses in Integrative Research Methods and Sustainable Systems. He also teaches Foundations of Capacity Development and Extension in the MSc program in Capacity Development and Extension. His research focuses on rural change and transformation with a focus on the human elements of that change and transformation. His current research projects are: rural youth and the impact of participation in afterschool programs; the role of Community Colleges in supporting innovation in rural small and medium enterprises; and the development of rural social enterprises.

Mary Ann Siciliano McLaughlin has been a nurse for 24 years. Mrs. McLaughlin received her BSN and MSN from the University of Pennsylvania, School of Nursing. Past work experience includes the roles of cardiothoracic step-down staff nurse, cardiac clinical nurse specialist, disease management manager, telehealth program initiator and manager, professional development specialist, clinical and classroom faculty, clinical editor, NCLEX item writer and educator, and published author. Areas of expertise include medical-surgical nursing, cardiac, disease management, telehealth, NCLEX, publishing and education. Currently, Mrs. McLaughlin is full time faculty at Rutgers School of Nursing in Stratford, NJ. Also, Mrs. McLaughlin is a doctoral candidate at Teachers College, Columbia University.

Jessica Miles obtained her PhD in Educational Leadership and Research Methodology with a major in Adult and Community Education at Florida Atlantic University. Professor Miles's expertise regarding this project is based upon over 11 years of college instruction with 7 years of online teaching including course development and instruction, as well as graduate level course work in instructional technology. Dr. Miles is a published author and has produced virtual field trips, lecture podcasts, digital media such

as departmental web-based advertisements, and virtual learning objects published for students taking her online courses. She presently oversees Palm Beach State College's Environmental Science Technology Program as Chair of the department.

José Luis Moreno is an assistant professor of Mortuary Science at San Antonio College and a doctoral student at Texas State University in the Adult, Professional, and Community Education Program. He holds a license as a funeral director/embalmer and as a professional counselor. His counseling experience concentrates on bereavement, especially as it affects children and youths. As a visiting professor Moreno has conducted educational and training seminars on loss and bereavement in Mexico, Peru, South Korea, and Hong Kong. He received an award of excellence from San Antonio College for his contributions to mortuary online education and his involvement in faculty training on teaching with technology. Moreno is active with non-profit organizations participating with international children's services and local bereavement programs where he facilitates grief support groups open to the general public. Moreno's research agenda focuses on the fields of adult education and bereavement facilitation to assist mortuary students, funeral professionals, and grief therapists explore new venues to educate bereaved parents and children to communicate and find balance when confronted with end-of-life situations.

Grace N. Onovo received her PhD in Education from Capella University and her Masters and Bachelors of Science degrees in Nursing from the College of New Rochelle. She also received her Post-Master's Certificate in Nursing Education at the College of Mount Saint Vincent. She is a Certified Family Nurse Practitioner and Pediatric Nurse. Currently, she is an Assistant Professor of Nursing at the City University of New York: Hostos Community College. She lives in New York.

Carlos E. Quiñones-Padovani is an Assistant Professor in the Physical Education Department at the University of Puerto Rico, Mayagüez Campus. His dissertation work was on the effects of portable play equipment to increase physical activity levels (measured by pedometers) of pre-school children during outdoor classroom time. As a doctoral student at Florida State University, Quiñones-Padovani was nominated for the Outstanding Teaching Assistant Award. In 2005 he and his colleagues received the best empirical quantitative research design/project during his master's degree at The Ohio State University. His research interests include physical education teacher education, motor skill development, and fitness education in elementary school children. He is currently implementing research on how physical education teachers can foster motor skills development and fitness levels in elementary school children. Quiñones-Padovani has presented at national and local physical education conventions such as the American Alliance for Health Physical Education Recreation and Dance, the North American Society for Psychology of Sport and Physical Activity, Sharing the Wealth Elementary, Middle and High School Physical Education Conference, and The Motor Development Research Consortium Conference.

H. R. Rao is a professor at SUNY Buffalo and has interests in extreme events and information assurance. Professor Rao graduated from Krannert Graduate School of Management at Purdue University. His interests are in the areas of management information systems, decision support systems, e-business, emergency response management systems and information assurance. He has chaired sessions at international conferences and presented numerous papers. He also has co-edited four books of which one is on Information Assurance in Financial Services. He has authored or co-authored more than 175 technical

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papers, of which more than 100 are published in archival journals. His work has received best paper and best paper runner up awards at AMCIS and ICIS. Dr. Rao has received funding for his research from the National Science Foundation, the Department of Defense and the Canadian Embassy and he has received the University's prestigious Teaching Fellowship. He has also received the Fulbright fellowship in 2004. He is a co-editor of a special issue of *The Annals of Operations Research*, the *Communications of ACM*, associate editor of *Decision Support Systems*, *Information Systems Research* and *IEEE Transactions in Systems, Man and Cybernetics*, and coEditor-in-Chief of *Information Systems Frontiers*. Dr. Rao also has a courtesy appointment with Computer Science and Engineering as adjunct Professor. Professor Rao's PhD students have placed at Sogang U, UNCG, ASU, USF, FAU, MSU, OKState, FSU, PennState and others. Professor Rao teaches Information assurance, Networks and e-commerce. Prof Rao is also the recipient of the 2007 State University of New York Chancellor's award for excellence in scholarship and creative activities. In 2010, Professor Rao was appointed a SUNY Distinguished Service Professor. He is the only School of Management Professor to be honored as a SUNY Distinguished Service Professor, which represents a promotion in rank above full professor. At ICIS, December 2010 in St. Louis USA, Professor Rao and his colleagues won the Best Paper Award in information Systems Research, for the year 2009. The article was entitled, "Two Stepping Stones for Successful E-commerce Relationships" (by Dan Kim, Don Ferrin, H. R. Rao). His recent book on *Information Assurance Security and Privacy Services* (edited by H. R. Rao and S. Upadhyaya) was published by Emerald Group Publishing ISBN 978-1-84855-194-7. Dr. Rao was ranked #3 in publication productivity internationally in a Communications of the Association for Information Systems study (2011). He is a graduate of the FBI Citizens Academy.

Lavanya Rao is a student at Rice University and has interests in Economics and Global Health. In the past, she has assisted in research conducted by Francois-Xavier Bagnoud at the Harvard University School of Public Health, NSF funded research at SUNY Buffalo's Jacobs School of Management, The University of Nebraska's Center for Collaboration Science, and the Rice University Sociology Department. She has served as an International Ambassador and Fellow for the Rice University Social Science Department and has been on the Rice University President's Honor Roll.

Marianne Robin Russo is an international educator who hails from the corporate sector, having been an Assistant Vice President and HR Director of a financial institution early in her career. She then spent 21-years as an educator with field experience in science and English at all levels of K-12, inclusive of administrative experience. She has been adjunct faculty at Florida Atlantic University for approximately 16 years and is now a Visiting Assistant Professor and Associate of the Graduate Faculty who specializes in the teaching of qualitative and quantitative research, inclusive of statistical applications within the Department of Educational Leadership and Research Methodology at Florida Atlantic University. Dr. Russo has several publications that span adult education, technology, emergency management, politics, and social constructs, as well as social justice. Dr. Russo holds five college degrees: a BS in Business Management (The Florida State University); an MS in English Language Education (Indiana University); a MEd in Elementary Education (Florida Atlantic University); an EdS in Educational Leadership (Florida Atlantic University); and an EdD in Educational Leadership (Florida Atlantic University). She is a member of the following honor societies: Phi Lambda Theta; Phi Kappa Phi; Kappa Delta Pi; and Phi Delta Kappa; and has recently received the Exceptional Faculty Award at Florida Atlantic University for 2011-2012 (Northern Campuses Achievement Award).

Cara Lynn Sidman, PhD, is an Associate Professor in the School of Health and Applied Human Sciences at the University of North Carolina Wilmington. She has been developing curriculum, coordinating, and teaching basic studies physical activity and lifetime wellness courses in online, hybrid, and face-to-face formats for 11 years. She earned her Bachelor's Degree in Physical Education and Health from UNCW, her Master's in Exercise Science from Appalachian State University, and her PhD in Curriculum and Instruction (Exercise and Wellness) from Arizona State University. Dr. Sidman's scholarship includes the study and promotion of the multidimensional wellness approach to behavior change, and believes in balance among all dimensions, i.e., spiritual, emotional, social, intellectual, and physical. Her research focus has been on exercise self-efficacy, intrinsic motivation, and perceived wellness among college students, the comparison of online and face-to-face course delivery formats, and promoting physical activity behaviors.

Twiesha Vachhrajani is a student at SUNY Buffalo and had interests in Finance and International Healthcare. She has assisted in research conducted at SUNY Buffalo's School of Management on topics including the factors affecting accurate decision making, information processing and emergency response during natural disasters. She has also helped design a time sensitive transportation network for a local human-services agency. Twiesha is part of the University Honors College and has been on the University Dean's List.

Eric Wanner, DPT, is a physical therapist at Jupiter Medical Center in Jupiter, Florida. He received his Bachelor of Science in Exercise Science degree from The Ohio State University in Columbus, Ohio and his Doctor of Physical Therapy degree from The University of Dayton in Dayton, Ohio..