

About the Contributors

Siran Mukerji, a Jawahar Lal Nehru scholar for her doctorate in Human Resource Development, also has masters in distance education and public administration. She has been International Research Fellow of Open University Business School (2009) at Open University (UK) and formerly faculty members at Arab Open University Saudi Arabia in Business Administration. She is one of the Editors-in-Chief of International Journal of Technology and Educational Marketing (IJTEM). Besides she has co-edited a number of books including Handbook of Research on Higher Education and 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. She has contributed articles in standard national and international journals and also presented papers in national and international conferences. Dr. Mukerji is a member of review committees for numerous international conferences and journals. Her current research interests include Higher Education Administration, E-governance and Technology assisted learning environment. Presently, she is Deputy Director in IGNOU, India responsible for support services management.

Purnendu Tripathi, formerly, an International Research Fellow of Open University Business School (OUBS) at Open University (UK), is Doctorate in Business Administration. His teaching assignments includes a tenure as a faculty member in Business Administration at Arab Open University (AOU) Saudi Arabia where he was faculty mentor, programme and course coordinator entrusted with the responsibility of training and development of the faculty members teaching in open and distance learning (ODL) environment. Currently, he is serving as one of the Editors-in-Chief of International Journal of Technology and Educational Marketing (IJTEM) and he is also Editor / Author of 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 one Handbook of Research on Higher Education. His current research interests include Educational Marketing, Higher Education Administration and Open Learning Environments. In his parent institution, IGNOU (India), he is Deputy Director, looking after academic management and student support services in open and distance learning.

* * *

Olga M. Alegre de la Rosa is Ph.D in Psychology. Her present position is full Professor in the School of Education at the Universidad of La Laguna (Spain). She has been responsible of a Master's degree on Special Education at the same University. Peer- reviewed publications included Special Education and

University Evaluation articles and books, especially dealing with University and Secondary Education online training. She is now responsible for a national research project on inclusive education supported by the Central Government. Besides, she has completed several research projects on university quality supported by the Canary Islands Government. She has been advising and training higher education teachers from different Spanish universities. She belongs to several national and international educational associations, and is a member of some scientific journal committees. She has been doing research and publishing articles and books focusing on online learning in Spanish and English in collaboration with Luis M. Villar Angulo.

Gilbert Ahamer is inclined to analyze fundamentals of philosophy by designing new spatial paradigms. As a physicist and geographer, he suggests that radically new concepts of space might contribute to solving the pressing problems of global change and transport-related greenhouse gas emissions. He studied and established global long-term scenarios when affiliated to the International Institute for Applied Systems Analysis IIASA, Austrian universities, environment agencies, and the Austrian Academy of Sciences – GIScience, including its co-generated interfaculty institutions.

Fernando Almaraz-Menéndez is the Director of Digital Innovation and Production at the University of Salamanca in Spain. BSc in Mathematics by the University of Salamanca, MSc in Business Information Systems by the Polytechnic University of Madrid, MBA by FENA Business School and PhD by the University of Córdoba. He is Associate Professor at the School of Business and Economics of the University of Salamanca.

E. Christina Belcher received her PhD in Education from Monash University in Australia in 2012. She has previously worked in higher education in Australia, New Zealand and Canada, and is now a full professor of Education at Redeemer University College, where she is Chair of the Education Department. She writes widely on topics of children's literature, literacy, worldview, culture, higher education and interdisciplinary collaboration.

Thomas Charles Bisschoff is a senior lecturer in the School of Education, University of Birmingham and emeritus professor of the University of Johannesburg, South Africa. He has published widely in the field of educational leadership in both peer reviewed journals and books. His latest book is *Financial School Management Explained* which is widely used in Sub Saharan Africa by postgraduate students and practitioners. He is a fellow of the Commonwealth Council for Educational Administration and Management (CCEAM) and held the position of deputy president for two terms.

Ranjit Biswas has guided fifteen Ph.D.'s and published more than 120 research papers all being in journals of international repute of USA, German, France, UK, Poland, Bulgaria, Italy in the field of Computer Science. He is having about 34 years of teaching experience in India and abroad at renowned universities viz. Calcutta University, IIT Kharagpur, Philadelphia University, IGNOU, NIT, etc. He is a Member in Editorial Board of 14 journals of high esteem international repute published from USA, German, France, UK, Bulgaria, Italy and Asian countries. Presently, he is Professor & Head of the Department of Computer Science & Engineering in Jamia Hamdard University, New Delhi.

About the Contributors

Denise Chalmers is Professor Emeritus in the field of higher education teaching and learning with over of 25 years of leadership in higher education. She has been awarded national and university teaching awards for her contributions to university teaching and learning. Most recently, she was awarded a prestigious National Senior Teaching Fellowship (2015) to continue her work in developing national strategies to recognise and reward university teaching. She has led two university Centres of Teaching and Learning as Director - at the University of Queensland for 9 years and the University of Western Australia for 7 years. She was a Foundation Director of the national Carrick Institute (later ALTC) in Australia with specific responsibility for Awards, Fellowships and International Links (2006-2008). She has served as President (2008-2012) of the Council of Australian Directors of Academic Development (CADAD) and then as Vice President (2012-2014). She has initiated and led several national and international initiatives and projects winning over AUS \$2.5m in competitive grants. Her work has included: embedding teaching quality criteria and indicators; assessment and curriculum review and reform; enhanced teaching and learning through the strategic use of online and communication technologies; promoting student focused teaching and learning practices; and identifying and promoting the use of teaching and learning performance indicators to guide decision-making and resource allocation. She consults internationally with higher education institutions in these areas.

Anthony Clarke is the Director of UBC's Centre for the Study of Teacher Education, as well as former Graduate Advisor for the Department of Curriculum and Pedagogy. Dr. Clarke spent a number of years as a classroom teacher in Australia before coming to Canada to work with beginning teachers, classroom teachers, and university instructors at UBC. He is involved in a number of projects, including the CITE elementary teacher education initiative. When not actively involved in these endeavours, Dr. Clarke participates behind the scenes in various capacities often involving new ways of exploring teacher education initiatives. For example, the annual Investigating Our Practices (IOP) conference is part of his work for the Centre for the Study of Teacher Education. As a founding member of the multidisciplinary leadership team, Tony has contributed to the International Faculty SoTL Leadership Program at UBC for more than 15 years.

Jorge Eugenio Valdez García is a medical doctor graduated from the School of Medicine of Tecnológico de Monterrey, also specialist in Ophthalmology and with a fellowship in Cornea and Refractive Surgery from the Institute of Ophthalmology UNAM. Master in Arts in Medical Science from Boston University School of Medicine. Currently the Dean of the School of Medicine of the Tecnológico de Monterrey. Fellow of the Academia Mexicana de Cirugía. National Researcher Level I, National System of Researchers (CONACYT). Fellow of the National Academy of Medical Education (President of the Northern Chapter). Member of the Executive Board of Mexican Association of Faculties and Schools of Medicine. Member of the Steering Committee for Medical Education of the International Council of Ophthalmology. He has authored: 3 books, 6 chapters, 68 scientific articles, and 50 abstracts published both nationally and internationally. Teaching and research Award from Tecnológico de Monterrey, 2008. National Award in Ophthalmology, 1993 and 2016 from the Mexican Society of Ophthalmology.

Alejandra Garza Cruz is an Industrial Engineer with a Master of Science in Quality Systems and Productivity. Currently working in Tec de Monterrey, in the High School & Undergraduate Division Online Programs. I tutor the class Analysis and management of the Value Chain, and also, she is the Student Attention Program Advisor.

Leslie Grinage is a doctoral student in the Educational Leadership and Policy program at Vanderbilt University. Her studies focus specifically on leadership and policy in the higher education sector. Leslie currently works at Duke University as an assistant dean of students in the Office of Student Conduct.

Tom Hackett began his career as a high school English, drama, and fine arts teacher in the Alabama Public Schools then served as an assistant principal, an elementary school principal, a middle school principal, a system-level chief of auxiliary services, and a superintendent. In 2004, he became a professor at Columbus State where he has served Chair of the Department of Counseling, Leadership, and Foundations Director of Graduate Studies for the College of Education and Health Professions, and Interim Associate Provost. In 2010, Hackett was asked to serve as Interim Provost and Vice President for Academic Affairs and in 2012 was appointed Provost and Vice-President for Academic Affairs at Columbus State University.

Harry Hubball is the Academic Program Director and Chair for the blended/on-line International Faculty SoTL Leadership Program: UBC Certificate on Curriculum and Pedagogy in Higher Education. Since 1998, over 400 faculty members have graduated from this program including multi-national, multi-institutional and multi-disciplinary teaching award winners and curriculum leaders from Australia, Bahrain, Canada, China, England, Japan, New Zealand, Scotland, Singapore, Spain, Thailand, UAE, USA, and The West Indies. Program alumni have made significant SoTL leadership contributions in a wide range of peer reviewed and research-intensive university contexts. Harry is a recipient of Canada's most prestigious university teaching award – the 3M National Teaching Fellowship, as well as, the UBC Killam Teaching Award. For the 2010-2012 academic years, he was appointed as the UBC Senior Advisor for Teaching & Learning, and Director, Institute for the Scholarship of Teaching & Learning (ISoTL) pro-tem; and he has served on UBC's Senior Appointments Committee for Promotion and Tenure (2013-2015).

Lynne Hunt is Emeritus Professor (USQ), Adjunct Professor (UWA) and a HERDSA Fellow. She has taught at all levels from transition to university to doctoral supervision in social science, education and health science departments. Professor Hunt has worked as an Associate Dean (Teaching and Learning) at ECU, Professor and Leader of the Teaching and Learning at CDU, and Pro Vice-Chancellor (Learning and Teaching) at USQ. She received an Australian Executive Endeavour Award in 2009 and she is the recipient of three, university-level awards for teaching excellence. She won the 2002 Australian Award for University Teaching in the Social Science category and the 2002 Prime Minister's Award for Australian University Teacher of the Year. She has co-edited two books about teaching and learning in higher education: *University teaching in focus* (2012) and *The realities of change in higher education: Interventions to promote learning and teaching* (2006). She is currently a member of the International Advisory Board of the *Journal of Teaching and Learning in Higher Education* and a Member of the Editorial Advisory Board, *Journal of Teaching and Learning for Graduate Employability*. Professor Hunt was a member of the Board of the Australian Learning and Teaching Council and two of its sub-committees from its inception until March 2008. She has also served internationally as a member of an external review panel for the University of Pretoria (2009) and as an examination moderator for the University of Botswana (2003-2005). She is invited regularly to be a guest speaker and has presented nationally

About the Contributors

and internationally on topics including change leadership to promote university learning and teaching, faculty development planning, tertiary teaching, work-based university learning, teaching scholarship, teaching awards, and the student learning journey.

Kijpokin Kasemsap received his BEng degree in Mechanical Engineering from King Mongkut's University of Technology Thonburi, his MBA degree from Ramkhamhaeng University, and his DBA degree in Human Resource Management from Suan Sunandha Rajabhat University. He is a Special Lecturer at Faculty of Management Sciences, Suan Sunandha Rajabhat University based in Bangkok, Thailand. He is a Member of the International Association of Engineers (IAENG), the International Association of Engineers and Scientists (IAEST), the International Economics Development and Research Center (IEDRC), the International Association of Computer Science and Information Technology (IACSIT), the International Foundation for Research and Development (IFRD), and the International Innovative Scientific and Research Organization (IISRO). He also serves on the International Advisory Committee (IAC) for the International Association of Academicians and Researchers (INAAR). He has numerous original research articles in top international journals, conference proceedings, and book chapters on business management, human resource management, and knowledge management published internationally.

Pamela A. Lemoine has an Ed. D. in Educational Leadership from the University of Louisiana at Lafayette, a Master's Degree in Educational Technology, and a Bachelor's Degree in English. Dr. Lemoine's experience includes work as a classroom teacher, media specialist, principal, Supervisor of Elementary and Middle Schools, and Director of Federal Programs in Okinawa, Japan, Germany, Canada, and the United States. Her research interests include educational leadership, educational technology, as well as classroom management and student performance. She is currently the Program Director for Educational Leadership at Columbus State University, Columbus, Georgia.

Mildred Vanessa López Cabrera is currently the Coordinator of Innovation and Academic Quality at the National School of Medicine Tecnológico de Monterrey, where she is responsible for the proposal and coordination of educational innovation projects and their respective broadcast in national and international forums and scientific journals, monitoring indicators academic quality, the organization of national and international conventions, conferences and meetings of medical education, and strengthening the research and educational innovation by advising teachers in the documentation of their experiences on educational innovation. She participates in different projects at the institutional level for innovation in teaching learning, and the inclusion of technology in the classroom and in clinical settings. All this combined with her teaching practice at an undergraduate and graduate engineering and medical specialty in Clinical Care Quality.

Alexander Maz-Machado is a graduate in mathematics and physics from the University of Tolima and PhD in mathematics from the University of Granada. He is a full professor in the Department of Mathematics, University of Cordoba, Spain.

Brooke Midkiff is an education research methodologist with a specialization in higher education and issues of access and equity. Brooke focuses on comparative analysis of quasi-experimental methods with experimental methods, as well as the role of mixed methods in education policy analysis. Topically, her

work covers a range of policy issues including intended and unintended policy impacts, program impact evaluation, and policy formation and implementation. Brooke is currently a Postdoctoral Research Associate in the Office of Undergraduate Education at The University of North Carolina at Chapel Hill.

Catherine Monaghan has a PhD in Adult Education from the University of Georgia, USA. She has worked at Cleveland State University since 2004 as an Associate Professor in the Adult Learning and Development graduate program. In addition, since 2011, she has been the Director of the Center for Faculty Excellence at CSU. Her research interest includes higher education, leadership and management, adult education and interlocking systems of privilege.

Thalia M. Mulvihill, Ph.D., Professor of Higher Education and Social Foundations of Education, serves as the Director of the Adult, Higher and Community Education Doctoral Program and the Certificate in College & University Teaching in the Dept. of Educational Studies, Teachers College, Ball State University. Dr. Mulvihill's research agenda focuses on the History and Sociology of Higher Education with an emphasis on Issues in Higher Education, Innovative Pedagogies for Graduate Education, Qualitative Research Methods, and Women, Gender and Education Studies.

Theresa D. Neimann holds a PhD in Theology from Trinity Saint David's University, Wales UK; PhD Candidate in Adult Education from Oregon State University; MA in Theology from Trinity Saint David's University, Wales UK; BS in Political Science and History from Eastern Oregon University; Certificate in Local Governance from Oregon Local Leadership Institute; She presently works as a Freelance Writer; Editor at Zhejiang University Press, China; consultant and Instructor at Tongling No. 1 High School: International School Dept., Anhui, China; Associate Editor for International Journal of Adult Vocational Education and Technology (IJAVET). She has published *The Five-Thousand-Year Search for a Way to Describe the Feminine Nature of God: A Study in the History of Language*. New York, NY: Edwin Mellen Publishing Co. (2014); Co-authored *The Apostolic Bible: Polyglot. Greek-English Interlinear Research and Reference Bible*. Newport, OR: Apostolic Press (2006); the novel, *Desire's Tempest Journey: The Saga of Briga of Cymru and the Wolf-Warrior [The Long Journey Home-Volume 1]* Create Space Publishing, an Amazon Company (2014); Forthcoming book, *Changing the Rules: The Crisis in American Higher Education*. New York, NY: Edwin Mellen Publishing Co. She sat on the Crime Victims' Services Division Advisory Committee as a Member at Oregon Department of Justice; she was ESL Coordinator/GED, & Religion Instructor at Tillamook Bay Community College; she was a Private School Executive Administrator and Instructor; she was a Public School K-12 Educator; Associate Editor at Apostolic Press; She has been a conference speaker; Her professional memberships included: American Association of University Women Society for Biblical Literature, Willamette Writers Society, League of Oregon Cities-FORD Family Foundation Leadership; Her past community service included: Elected Public Official, Bay City Council Member; Department of Justice (DOJ) Office for Victims of Crime (OVC), Advisory Committee member; Attorney General's Sexual Assault Task Force (SATF) Prevention and Education Committee Member, State of Oregon Water/Waste Committee Member and Volunteer Fire Fighter.

Michael Lewis Nieto is a professional senior manager with a record of delivering strategic and operational successes in the public, private and voluntary sectors. His senior management experience is in Consultancy and with international businesses, and SMEs. Michael is an Academic Fellow of the

About the Contributors

CIPD, a fellow of the CMI and Higher Education Ambassador on behalf of the Chartered Management Institute and a Fellow of the HEA. His publications include three business textbooks which are used by students on postgraduate CIPD accredited courses.

Paul Hendry Nkuna is a Senior Lecturer in Department of African Languages at the University of South Africa (UNISA). Dr Nkuna is specialising in language policy and education, phonetics and phonology, and Folklore and Management.

Silvia Lizett Olivares Olivares, MsC, PhD. is the Academic Dean of the School of Medicine at Tecnológico de Monterrey. She is associate professor, researcher and academic leader on topics related with medical education and quality management. As Academic Dean, she leads curriculum design, programs accreditation, faculty development, medical education research, international programs, ethics and professionalism, students' assessment and clinical simulation for medical graduate and undergraduate programs. She participates as a senior examiner for the Nuevo León Quality Award, as secretary of the Quality Board of the Mexican Association for Medical Schools (AMFEM by its initials in Spanish) and she is member of the Latin Association for Clinical Simulation (ALASIC by its initials in Spanish). She has been examiner for the National Quality Award in Mexico and the Latin American Quality Award. She has received international recognition by Reimagine Education QS Awards, national medical associations and she has other institutional achievements.

Ross Paul is an adjunct professor at the University of British Columbia. He served in leadership positions in Canadian universities and colleges for more than 35 years, including 19 years as a university president at Athabasca, Laurentian and Windsor universities.

Marion Pearson is a Professor of Teaching in the Faculty of Pharmaceutical Sciences at UBC. She graduated from UBC with a BSc(Pharm) in 1982 and completed a residency in community pharmacy practice in 1983. She joined the Faculty that year as coordinator of the Year 1 pharmacy skills lab. In this role, she has been an innovator in the use of portfolio assessment, peer teaching, and narrative pedagogy. Dr. Pearson has also received several teaching awards, including the Killam Teaching Prize. In 1998/99, Dr. Pearson was part of the first cohort to undertake the UBC Certificate on Teaching in Higher Education, now the Scholarship of Teaching and Learning (SoTL) Leadership program. She subsequently completed an MA in higher education in 2008, and a PhD in curriculum studies in 2014 at UBC. She remains involved with the SoTL Leadership program as a guest speaker, external peer reviewer, and member of the advisory board. Dr. Pearson is currently the Director of Entry-to-Practice Programs and is a former Director of the Office of Educational Support and Development in the Faculty of Pharmaceutical Sciences.

Mark M. Polatajko, Ph.D., CPA, is Senior Vice President for finance and administration at Kent State University. He comes from Wright State University, where he has served as vice president for business and finance/chief financial officer and chief operating officer. Polatajko graduated from the University of Akron with his Bachelor of Science in accountancy degree and earned his Master of Business Administration with a specialization in finance from Ashland University. He received his Ph.D. in Urban Education from Cleveland State University, specializing in leadership and lifelong learning. Polatajko's research focuses on topics in public university finance, specifically performance funding of state public higher education.

Michael D. Richardson is director of the doctoral program in curriculum and leadership and holds the Fuller E. Callaway Chair in Educational Leadership. He previously held faculty and administrative appointments at Western Kentucky University, Clemson University, Georgia Southern University, Mercer University and Southeastern Louisiana University. He completed a BS and MA in Education at Tennessee Technological University and was awarded the EdD in Educational Administration from the University of Tennessee. Dr. Richardson served as founding editor of the *Journal of School Leadership* an internationally refereed journal of educational leadership, founding editor of *Contemporary Issues in Educational Leadership*, and as editor of *The Journal of At-Risk Issues*. He has authored or edited 17 books, published more than 155 articles in professional journals, published more than 40 book chapters and made more than 250 presentations to state, regional, national and international professional organizations. He has chaired more than 85 dissertations and continues to actively collaboratively conduct research and write for publication. His current research areas are organizational theory, particularly resiliency of leaders, phenomenology, and the implications of technology for administrators. Dr. Richardson served as a secondary and elementary principal, Personnel Director, Director of Special Projects, Coordinator of Federal Programs, and Assistant Superintendent before entering higher education.

Cynthia Roberts is a Professor of Organizational Behavior and Leadership and Dean of the School of Business and Economics at Indiana University Northwest. She received her PhD in Organization Development from Benedictine University and dual MS degrees in Organization Development and Training and Development from Loyola University Chicago. Her research and teaching interests include leadership development, ethics education and gender issues in leadership. She is a registered organization development professional (RODP) and works with clients to improve their effectiveness through leadership and systems development. Prior to her academic career, she worked in healthcare as a manager and educator.

Mary Runte is an Associate Professor of Policy and Strategy in the Faculty of Management at the University of Lethbridge, Canada. She is also the Director of Social Responsibility and Nonprofit Management. Her research adopts a critical perspective on the role of organizations, highlighting power inequities and historical context.

Robert Runté is a sociologist and evaluation specialist in the Faculty of Education, University of Lethbridge, and Senior Editor of Five Rivers Publishing.

Linda Jean Schwartz is dean of the Faculty of Arts and Science at Ambrose University (Calgary, Alberta, Canada). Her doctoral work is in interdisciplinary studies and examines postsecondary music theory instruction through a critical lens. Other areas of specialization include: postsecondary pedagogy, critical theory, aesthetic theory, music theory.

Neal Shambaugh is a Professor of Learning Sciences and Human Development. He is a former Associate Dean of Academic Affairs and a Graduate Programs Coordinator of Instructional Design and Technology (IDT) in the College of Education and Human Services at West Virginia University. The master's IDT program has been 100% online delivered since 2010, and he teaches courses in IDT and Educational Psychology. He has been a university liaison to an elementary/middle public school for a dual-degree, five-year teacher education program.

About the Contributors

Alex Iván Suárez Regalado is specialized in lean manufacturing and Toyota Production System, administrative engineering, supply chain management, strategic business development and project management. He has managed and developed engineering in public and private sector; and has been involved in consulting and training projects on competitiveness and productivity in Mexico and Peru, ensuring effective corporate performance. He is a co-author of “Development and Application of a Lean Manufacturing Implementation Model” patented in Mexico. He studied Industrial and Systems Engineering at University of Morelos (Mexico) and graduated Magna Cum Laude. Also, he graduated from a Master of Science in Quality Systems and Productivity at Tecnológico de Monterrey (Mexico).

Lorna C. Timmerman, Ed.D., Instructor of Special Education. Dr. Timmerman’s research interests include self-determination, transitions to adult life, contingent faculty, and special education.

Boniface Toulassi earned his PhD in Organizational Leadership from the School of Business and Leadership from Regent University, Virginia-Beach, USA. He is a Consultant and visiting lecturer, passionate about leadership education and development in Africa. He has earned 5 years’ international leadership experience and 10 years as a translation and simultaneous interpreter for regional, continental, and international organizations on the continent. He is married to Sarah and has a daughter, Crépine. He lives with his family in Georgia, USA.

Luis M. Villar Angulo is Ph.D in Educational Sciences. He served as chairman of the Department of Didactics and School Organization at the universities of Granada and Seville (Spain). His present position is full Professor in the School of Education at the Universidad de Seville, where he has been teaching Teacher Professional Development and University Teaching and is leading a research group on teaching. He has written peer-research articles and books focusing on teacher development. Since his first book, *La formación del profesorado* (1977), he has extended his research work to abstract and empirical research on teacher learning and development. During the 2000’s, he also launched a program of research on University Development supported by the Central Government. Results from his work have been summarized in several books published with Olga M. Alegre de la Rosa (*Manual para la excelencia en la enseñanza superior*, 2004; *Evaluation of online faculty development*, 2006, etc.).

Victor C. X. Wang is a Professor of Educational Leadership and Research Methodology at Florida Atlantic University. Thus far, Dr. Wang has published more than 200 refereed books, book chapters, and journal articles. These publications address andragogy and pedagogy, which can be considered as the umbrella under which such areas as andragogical curriculum and program development, management, human performance technology, social justice, global education, diversity and E-learning are addressed. Currently, Dr. Wang is co-editing the International Journal of Adult Vocational Education and Technology with a Columbia University Professor, Dr. Lyle Yorks and a world-leading adult education theorist and statistician, Dr. Patricia Cranton. Dr. Wang has won many academic achievement awards, including the Distinguished Faculty Scholarly & 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. Dr. Wang’s teaching (including teaching via technology) has reached many states in the United States and China.