

## Foreword

I am familiar with Dr. Wang's research interests that address a variety of topics ranging from Pedagogy (the art and science of teaching children) and Andragogy (the art and science of helping adults learn). Indeed, his books provide cutting edge research for both faculty and graduate students from across the disciplines such as Education, Business and Social Sciences. Previously, I published a refereed book chapter with my graduate student from Columbia University in one of Dr. Wang's Handbooks of Research regarding Adult Learning and Technology in the new century. So when Dr. Wang invited me to write a foreword for his new book on Scholarly Publishing and Research Methods across the Disciplines, I told him that I was willing to write one. After I read the preface and table of contents prepared by Dr. Wang and Dr. Geraldine Torrisi-Steele, I felt honored to write the foreword to share with our readers of this book.

The topic of research and scholarly publishing across the disciplines is most timely and strongly called for. To effectively understand complex phenomena, researchers cannot afford having only a narrow discipline focus. Researchers must be increasingly capable of stepping out of their own disciplines, and this only possible when they are equipped with awareness and understanding of the characteristics of research endeavors in other disciplines. This volume makes significant contribution to expanding knowledge of research and its expression, within and across disciplines, and is thus a valuable resource for researchers seeking to gain a perspective on the nature of research in various contexts. The breadth of the volume is impressive. I cannot help but commend Dr. Wang for his ability to publish refereed chapters from so many of my "outstanding" colleagues whose books and journal articles have been adopted as required textbooks, and reading materials by numerous universities world wide. Some of their books have been translated into different languages. I published of my own research with some of these outstanding scholars via venues such as the Adult Education Quarterly. As you flip through the pages of this volume, you will come across the names of well-known scholars. Therefore, I don't have to tell you who they are or whether they are inductees of the International Adult and Continuing Education Hall of Fame or whether a certain scholar is a national director of research. These scholars have shared with readers decades of expertise. This significant and timely title is published by IGI Global whose books and journals are distributed world wide. Some of these authors are in their early 60s, late 60s, or have retired yet they are still actively involved in publishing their research and assisting researchers, young and old from across the disciplines. To me, these scholars are truly generous with the notion of altruism as their motto in life.

What strikes me as equally important is the uniqueness of title chosen by Dr. Wang. We do have more than enough books on research methods. We do not have nearly enough books on scholarly publishing. To date, I have seen only one book on scholarly publishing by Dr. Rocco from Florida International University. I have not found a book, which flows from scholarly publishing to research methods and vice versa. Once again, I wish to commend Dr. Wang for his innovation in proposing and publishing unique, cutting edge titles for both faculty and graduate students. The book chapters also tell me that the book should be adopted as a required textbook and a reference book in Education, Business and Social Sciences. I would like to make a prediction: this book will remain a best seller in the next decade or two.

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**Lyle Yorks** is Professor of Adult Learning and Leadership in the Department of Organization and Leadership at Teachers College, Columbia University where he teaches courses in adult learning, strategy development as an organization learning process, strategic human resource development, and research. He is also a lecturer in the Executive Master of Science Program in Technology Management at in the School of Professional Studies, Columbia University where he teaches a course in Strategic Advocacy. His research interests include action learning, learning transfer, and developing strategic mindsets for addressing the challenges of learning through complexity. He has also served as visiting faculty in various EMBA and Executive Education programs in the United States, Europe, and Asia. Lyle has over 30 years of experience working with organizations in diverse industries worldwide on projects involving action research, action learning, strategic organizational change, and management development. Earlier in his career Lyle was a Principal and Consultant to the Firm of Marshall-Quatec a consulting firm working in the area of strategic change, organization restructuring and alignment, a Senior Vice President of Drake Beam Morin, a human resources consulting firm, and was an internal consultant on the staff of the Corporate Systems and Methods Department, Travelers Insurance Companies. Articles authored and co-authored by Lyle have appeared in the Academy of Management Review, Academy of Management Education and Learning, Adult Education Quarterly, California Management Review, Journal of Applied Behavioral Science, Journal of Transformative Education, Sloan Management Review, Teachers College Record, and other scholarly and professional journals. His most recent book, co-authored with Art Langer, is *Strategic IT: Best Practices for Managers and Executives*, published by Wiley.