

About the Contributors

Myron Orleans started his online experience by dabbling with Internet sites in support of on-ground courses in the 1990s. He began teaching fully online courses in 2004 and retired from his full time position in 2007 to devote himself solely to online instruction. Working in a variety of settings of higher education, he has designed and delivered his own courses, taught courses others have designed, revised existing courses, and designed courses that others have taught. He has worked with many administrations, faculty members, and students. His online instructional experience has been diverse and varied, stimulating his interest in developing a critical/qualitative approach to understanding this process. It is his premise that only through this approach can we deeply understand the varieties of experience of online instruction.

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Deborah A. Allen is a professor for the Legal Administrative Assistant Program at Anoka Technical College, Anoka, Minnesota. She teaches adjunct for Baker College Online, Flint, Michigan; Rasmussen College Online, Oak Brook, Illinois; and Sage College, Moreno Valley, California. She received her master's degree in legal studies from California University of Pennsylvania, California, Pennsylvania. Deborah has a Master's Certificate in Online Teaching from Bemidji State University, Bemidji, Minnesota. She completed one year of law school through Concord Law School Online, Plantation, Florida. She received two bachelor's degrees: one in Individualized Studies from Metropolitan State University, St. Paul, Minnesota and one in Technical Education from Bemidji State University, Bemidji, Minnesota. She has a Paralegal Certificate from North Hennepin Community College, Brooklyn Park, Minnesota and an Associate of Applied Science degree in Legal Administrative Assistance. Deborah is a Master Reviewer for Quality Matters. Deborah currently resides in Minnesota with her daughter, Jennifer, and their three dogs, Rambo, Harley, and Snowball. Her son, Drew, resides in Costa Mesa, California. She can be contacted at allen.debbie@comcast.net.

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Jennifer Bachner, PhD, is the Program Coordinator for the MA in Government in the Center for Advanced Governmental Studies at Johns Hopkins University. At the Center, Jennifer teaches courses on public opinion, political behavior, survey research, and quantitative methods. Her research focuses on civic education, bipartisanship in Congress, the responsiveness of political elites, and emerging analytical methods. Her most recent work on predictive policing has been published by the IBM Center for the Business of Government. Jennifer received her PhD in Government from Harvard University and undergraduate degrees in political science and social studies education from the University of Maryland, College Park.

Kim Carter-Cram received her PhD in French from the University of California at Los Angeles (UCLA). Her research focus is on 20th century women's personal narratives and philosophical texts in French and Francophone literatures. Her writings appear both in the *Encyclopedia of Women's Autobiography* and in the *Encyclopedia of Life Writing*. In addition, she has published work on Simone de Beauvoir and Marcel Proust as well as given conference presentations on the works of Assia Djebar, Simone de Beauvoir, feminism and religion, and the use of the Internet in higher education. After relocating to Boise in 2003, Dr. Carter-Cram was instrumental in helping found and establish the city's first public charter school teaching French and offering the International Baccalaureate degree to elementary, middle, and high school students. While she no longer serves as chair of the school's board of directors, she continues to serve as a language advisor to the school. Dr. Carter-Cram was invited to join the Boise State University eQIP instructional team in the spring of 2012 and serves the campus community as a co-instructor of training courses for BSU faculty wishing to develop online classes in their fields. In addition to her work with faculty, she also teaches online courses in French and in the Humanities.

Echo Chang, PhD, earned her doctoral degree in Gerontology from University of Southern California. She is currently the Director of Self-Support Degree Programs and Open University Advising of California State University, Fullerton (CSUF), Extended Education and an adjunct professor of Gerontology Academic Program at CSUF. She has been teaching online courses since 2005, and is the administrative director of two online Bachelor's degree completion programs. Her online classes are consistently rated excellent by students and peer faculty. Her teaching and research interest lies in assistive technology and successful aging, retirement issues, childless persons' caregiving resources, and psychological wellbeing in old age.

Irene Linlin Chen received her Doctor of Education in Instructional Technology from University of Houston Downtown. She previously served as an instructional technology specialist and computer programmer/analyst. As a Professor of

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Education at University of Houston Downtown, her current research interests are instructional technology, assessment and evaluation, multicultural education, urban education, business education, and curriculum and instruction. She has delivered K-12 in-service professional development activities for both faculty and staff. She is the co-author of *Technology Applications for K-12 Teachers* and a co-editor of *Wired for Learning: An Educator's Guide to Web 2.0*.

Tim Copeland is CEO of DemandEngine, a services firm for higher education enrollment marketers and managers. He is responsible for developing and growing a services portfolio that includes enrollment and CRM consulting, marketing automation software, and digital marketing services. Copeland's experience is a unique blend of international corporate marketing experience, consulting, and higher education enrollment management. Prior to joining DemandEngine, he created and successfully launched an enrollment management consulting practice at Ellucian (formerly SunGard Higher Education). As a VP of marketing for Lectra (France), Copeland was responsible for go-to-market strategies for consulting, software, and technology services in North America. Previously, he has held enrollment positions at the Georgia Institute of Technology, Mercer University, and Reinhardt College. Copeland holds a bachelor of business administration and master of business administration degrees from Georgia State University. He writes, researches, and presents extensively on the topic of enrollment marketing in higher education.

John K. Davis is an associate professor of philosophy at California State University, Fullerton, specializing in ethical theory, bioethics, and philosophy of law.

Mohamed Amin Embi is a professor of technology-enhanced learning at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). Presently, he is the Deputy Director (e-Learning) at the Centre for Academic Advancement, UKM. He has published more than 25 books on language learning strategies, Web 2.0, and Open Educational Resources. He is a leading consultant, expert and master trainer on e-Learning in Malaysia. His recent publication entitled "Web 2.0 Tools in Education Series" has recorded more than 850,000 'reads' on Scrbd.com. A Web 2.0 mobile application that he has developed known as JiT2U (Just-in-time Training 2U) has also attracted educators from more than 107 countries worldwide. Currently, he is the Chairman of the Council of the Malaysian Public HEIs e-Learning Coordinators and the President of the Mobile Learning Association of Malaysia. He was recipient of the ISESCO Prize for Science & Technology in 2010 (for e-Learning Technology), the National Academic Award in 2006 (Teaching Innovation), the Muslim Outstanding Award in 2008 (Education), and the Malaysia Achievement Award in 2012 (Outstanding Achievements in Education Category).

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Alan Emery earned his PhD in Sociology from UCLA in 2001. He is currently Associate Professor of Sociology at California State University, Fullerton. He has been actively involved in the online sociology program since its inception, and has taught in the program. He has taught online and face-to-face classes in a wide range of disciplinary areas, including sociology of urban life, sex and gender, sociological theory, and political sociology, and is developing a sociology of globalization class. Dr. Emery's other research interests include studies of state formation and race formation, social movements and revolutions, ethnicity and nationalism, and democratization and conflict resolution.

Leilani Endicott leads the research ethics departments for Walden University and the University of Liverpool online programs. She also serves on the Institutional Review Board for George Washington University. Dr. Endicott's research and intervention partners include the Little Earth of United Tribes Family Center, Tubman Family Alliance, Army Community Services, Warriors in Transition Program, Minnesota International Center, Minnesota State Department of Education, and University of Minnesota Department of Child and Adolescent Psychiatry. Her research has been funded by the National Institutes of Health, the Center for Ethical Development, the University of Minnesota, and Walden University.

Ashraf Esmail is an Assistant Professor of Criminal Justice at Dillard University. His research interests include criminology, social problems, deviance, urban, multicultural, peace education, family, cultural diversity, and political sociology. He is senior editor of the *Journal of Education and Social Justice*.

Laura Fedeli has an MSc (Instructional Technology and Distance Education, USA) and a PhD in e-Learning, Knowledge Management and Psychology of Communication (Italy + EU label). She is currently a research fellow and a lecturer at the University of Macerata (Italy), where she teaches the graduate course "Methodology and Technique of Game/Play and Animation" and the master course "Instructional Technology." Since 2008, she has been involved in a number of European projects dealing with e-learning, quality procedures and policies, and her research interests are focused on the use of social media and virtual worlds in education.

Karla Gable is a Core Faculty Member in the School of Education at Capella University. She is also a member of the Course Quality Committee for Quality Matters and serves as a Master Reviewer and Reviewer for formal and informal reviews of online courses in higher education. She obtained an EdD at Cappella University in Executive Leadership in Higher Education in December, 2012. Previously, she served as a Lecturer in the College of Education, Graduate Studies in Educational

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Administration and Supervision at Arizona State University at the West campus. Prior to that, she was the Assistant Superintendent in the Litchfield School District in Metropolitan Phoenix, AZ. She has also served as a special education teacher (ED), school counselor, assistant principal, middle school principal and special education director. She is a LEAD Evaluator for AdvancED chairing accreditation teams digital learning in K–12 education.

Jason J. Ghibesi earned a MPA in Public Administration from Kean University. He has assorted teaching experience at varied colleges and universities and has been a college lecturer at Ocean County College in Toms River, NJ since 2011. At OCC, Jason teaches both Political Science and History classes. Prior to his appointment to a full-time-faculty position, Jason was named the 2011 Outstanding Adjunct of The Year. He has been involved with faculty training and development in both face-to-face and e-learning environments throughout his career. His research interests lie within the area of faculty development, online teaching techniques, leadership in higher education and improving student thinking skills.

Loirella Giannandrea has a PhD in Educational Science. She is Assistant Professor in Didactics and Pedagogy at the Department of Education, Cultural Heritage and Tourism, University of Macerata (Italy), where she teaches Educational Technology within the curriculum of the degree in Education for primary teacher training. Her main fields of interest and research are conceptual artifacts for reflection, ePortfolio and authentic assessment, instructional design, design of learning environments, online learning and teaching, and teachers' in-service training. Since 2010, she has been the Rector's Delegate for E-Learning and Multimedia.

Linda Grant is an instructional design supervisor at Capella University. Her interests in designing high-quality online courses led her to become involved in Capella's initial Quality Matters efforts. As an advocate for Quality Matters within Capella's curriculum and course development department, Linda has focused on reinforcing the value of a shared language for quality when working collaboratively with faculty subject matter experts within a centralized course development model. Linda currently serves as a liaison to Capella's Course Quality Committee. She has a master's degree in curriculum and instructional systems.

Robert Hanser is the Associate Director of the School of Social Sciences and the Coordinator of the Department of Criminal Justice at the University of Louisiana at Monroe. Dr. Hanser is a researcher and writer with numerous textbooks and other publications. Dr. Hanser has been an administrator and trainer for a regional police academy—North Delta Regional Training Academy—and is the Director of

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the Institute of Law Enforcement, which provides in-service training to law enforcement throughout a three-state region. He has been an advocate of practitioner-based learning throughout his career and places emphasis on collaborative partnerships between academics and practitioners in a variety of agencies. In addition, he has extensive experience in both traditional and online education at both the undergraduate and graduate level.

Suzan Harkness is a Special Assistant to the President, and most recently was Founding Director of the Center for Academic Technology and Assistant Dean, Learning Resources Division, at the University of the District of Columbia. She earned her Ph.D. in political science from the University of Hawaii (Manoa), certificates in Leadership and Intercultural Curriculum Development from the East-West Center, and Higher Education Management from the Peabody School, Vanderbilt University. Her MA was received from Alliant International University and her BS from the University of Wisconsin. In 2012-2013, Dr. Harkness was an ACE Fellow. Dr. Harkness's skills include higher education management, strategic planning, e-learning, experiential education, faculty professional development, and data analytics. Her research is in the scholarship of teaching and learning, instructional technology, experiential education, and political behavior. Dr. Harkness was awarded the QM "Making a Difference for Students" Award (2011) and a Blackboard Catalyst Award Staff Development (2012).

Terri Hayes currently serves as the executive director for enrollment management for the Extended Campuses of Northern Arizona University. In this role, she manages the operations supporting enrollment growth and student success. Most recently, her focus has been on business process redesign resulting in more efficient and strategic processes and services. Hayes earned a BA from the University of Arizona and an MBA from Northern Arizona University.

Erick Hilbert has earned degrees in BA Communication, MS Educational Technology, and ABD Curriculum and Instruction. He has spent the majority of his career in and around higher education. He has held positions as a helpdesk manager, media center manager, instructional designer, director of instructional design, and director of product development. He has also taught dozens of online courses as an adjunct faculty member and provided services as an online learning consultant. In these positions, he has overseen support of computers, online courses, students, and smart classrooms. He has served as an LMS administrator, developed hundreds of

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online courses, and led the efforts of teams in their support of users, course development, training, and LMS, SIS, and other systems. He enjoys online learning and understanding how improved systems, processes, procedures, course design, and teaching merge to create an outstanding course for students.

Michael Hoffman has served in various capacities at St. Bonaventure University for the past 14 years and as the Executive Director for Information Technology for the past 8 years. He holds a BS in Computer Science from the University of Pittsburgh, an MBA from St. Bonaventure University, and a Doctorate of Education from Northeastern University. He is co-chair of St. Bonaventure University's Online Planning Task Force and, as such, has provided project planning and leadership for the University's online learning initiatives. His research interests include online education, academic technology, and institutional effectiveness. Dr. Hoffman and his wife Ellie reside in Olean, NY with their four children.

Lisa Holstrom is a Managing Director with Academic Partnerships, supporting online programming at partner public universities in Ohio and Indiana. Working collaboratively with university leadership and program faculty, Dr. Holstrom coordinates marketing, course design, and academic support for quality online programs in the business, education, and health care sectors. Dr. Holstrom's previous experience includes almost 15 years of coordinating online learning at the University of Cincinnati, beginning with an online associate's degree for early childhood teachers in 1999. Most recently as an Assistant Dean, she supported enrollment management, marketing, and faculty support for online education, criminal justice, and human services degrees, as well as provided university leadership as co-chair of the Distance Learning Task Force. In 2008, she was awarded University of Cincinnati's Established Entrepreneur Award, the only person to receive this award for academic entrepreneurialism. Dr. Holstrom has a bachelor's degree from DePauw University and a master's from Kent State University. She was awarded a Doctorate in Education from the University of Cincinnati in 1998.

Melissa L. Johnson is the Assistant Director of the University of Florida Honors Program, as well as an adjunct lecturer for the College of Education at the same institution. She earned a PhD in educational technology from the University of Florida. Her dissertation focused on the online teaching experiences of honors instructors across the United States. She is an editorial board member for several journals, including *Honors in Practice*, the *Journal of Student Affairs Research and Practice*, and the *Journal of The First-Year Experience and Students in Transition*.

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Attapol Kuanliang is an associate professor and Graduate Program Coordinator of the Department of Criminal Justice and the Director of the Institute of Corrections and Juvenile Justice at the University of Louisiana at Monroe. He is also a faculty member in the doctoral program of Criminology and Criminal Justice Administration at Rangsit University, Thailand. His primary interests include juvenile justice and delinquency, institutional misconduct, substance abuse, quantitative research, and program evaluation. He has published several book chapters and articles in peer-reviewed journals. He has been invited by numerous universities and agencies in Thailand as a guest lecturer and speaker. He is also a consultant to and member of the advisory board of the Juvenile Justice Reform Project operated by the Department of Juvenile Observation and Protection, Ministry of Justice, Kingdom of Thailand. Dr. Kuanliang is conversant and experienced in comparative criminal justice studies as well as online education modalities.

Patricia E. Literte earned her PhD in Sociology from the University of Southern California in 2007. She is currently Associate Professor of Sociology at California State University, Fullerton and serves as the coordinator for the online sociology program, as well as the Ronald E. McNair Post-Baccalaureate Program. She has taught online and traditional courses focusing on a wide range of topics, including sociology of families, juvenile delinquency, race, class, gender, and sexual inequalities, urban sociology, critical race studies, and multiracial peoples. Dr. Literte's research interests include race and ethnicity in higher education, racial politics, and racial dynamics in urban settings. She is currently working on research that examines Black-Latino relations in low income housing and research that investigates the experiences of Black immigrants in Southern California.

Janine Martins-Shannon earned a PhD in Educational Psychology from Capella University and an MS in School Supervision and Curriculum from St. Peter's University. She has assorted teaching experience at a variety of colleges and universities within both the online and traditional classroom settings. She has been teaching at Kean University since 2007. Her classroom experience lies in the area of educational and cultural psychology. Her passion for both areas of study culminates with extensive clinical supervisory experience for pre-service teachers. Current research interests include online teaching techniques, curriculum design, diversity of learning styles, improving student thinking skills, and faculty development. Her most recent emphasis of research was with First Generation College Students retention analysis.

Kim Mierau has a BA in English and Writing and has worked in instructional design in higher education for the past nine years. She has co-written several online courses and taught online course writing courses as well. She is a certified Qual-

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ity Matters peer reviewer. Kim is also working on her certificate in Instructional Systems Technology from Indiana University. She enjoys facilitating new systems and processes for online course development and likes working with course writers to bring their ideas to fruition.

Nathan Moran completed his Ph.D. at Sam Houston State University's College of Criminal Justice and wrote his doctoral dissertation on the globalization and evolution of organized crime. Dr. Moran is currently Tenured Full Professor and Chair of the Criminal Justice Department at Midwestern State University and Director of the Institute for Law Enforcement Excellence (ILEE). Dr. Moran teaches courses on organized crime and terrorism, international crime, comparative criminal justice systems, policing, research design, and statistics. Dr. Moran also provides training in counter-terrorism and international crime for the United States Department of State, as well as dozens of federal and state law enforcement agencies. He has traveled to more than 50 countries, has served as a terrorism and law enforcement consultant to the governments of many nations, and has trained law enforcement personnel from 109 countries.

Kim Nehls has served as the Executive Director of the Association for the Study of Higher Education (ASHE) since 2008. ASHE is a scholarly organization with 2200 members worldwide, two book series, a top-tier journal, and an annual research conference. Additionally, Kim teaches classes for both the educational psychology and higher education programs at UNLV. Kim enjoys conducting research on fundraising for colleges and universities, as well as student engagement through social media and common readers. Kim earned a PhD in higher education administration and a master's degree in communication from UNLV as well as bachelor's degrees in political science and speech communication from University of Illinois at Urbana-Champaign.

Diane M.T. North is a History professor in the Undergraduate School, University of Maryland University College (UMUC). She received her Ph.D. from the University of California, Davis, where she was awarded a Regents' Fellowship. She has taught face-to-face history classes for San Francisco State University and UMUC and online classes for the latter since 2003. She is the recipient of a Teaching Recognition Award and the author of a number of scholarly articles and one book on the American West, her specialty. Currently, she is writing *California at War: The State and the People during World War I*.

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Karen Pedersen currently serves as the Associate Vice President for Extended Campuses at Northern Arizona University. In this role she is responsible for leading system-wide enrollment management, technology, and academic operations; managing over 30 campuses in Arizona; developing new business and market opportunities; actively collaborating with community college partners; and developing scalable, integrated, and lean business processes/workflows. Prior to joining NAU, Pedersen served as the Vice President for Professional Studies at Southwestern College (Kansas). In that role, she was responsible for expanding military partnerships, building/launching innovative online programs, and engaging in strategic infrastructure projects, as well as positioning the institution in an enrollment growth trajectory. Pedersen holds bachelor of science and master of science degrees from the University of Nebraska-Lincoln and a doctor of philosophy degree from Oklahoma State University. Her 25 years of experience in higher education spans teaching full-time to administrative positions in distance/online education.

Casey Price received her PhD from the University of North Dakota. She has been working in higher education for 15 years and online education for 11 years. Casey is currently a Core Faculty member at Capella University. Her research interests include environmental management, avian biology and course quality. In 2013, Casey was awarded the Harold Abel Distinguished Faculty Award at Capella. Casey has been co-chair of the Capella University course quality committee for two years. She is an active member of Quality Matters and a frequent presenter on the implementation of course quality initiatives.

Scott Reid has a PhD in Education Administration from the University of Ottawa, Canada. His research interests include change in individuals, organizations, and society. He has worked as a policy advisor at both the federal and provincial levels of government in Canada. He currently teaches courses in the Faculty of Education and the Faculty of Business Administration at Memorial University of Newfoundland, Canada.

Pier Giuseppe Rossi is Full Professor of Teaching and Technology of Education at the Department of Education, Cultural Heritage and Tourism (University of Macerata, Italy). He was Dean of the Faculty of Education from 2009 to 2012 and Director of the PhD Programme in E-learning and Knowledge Management. Currently he is a member of the administration committee of the same university. He has been coordinating two research projects at the international level: Stay-IN on the university student drop-out phenomenon, and I-TUTOR, in which software agents for e-learning are experimented. He also coordinates the local units of another six European projects in the field of ICT for Education. He is interested in the modeling

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of teacher and tutor work and the integration of intelligent agents in the learning environments. Recently, he wrote two monographs: “Tecnologie e costruzione di mondi” (Armando, 2009) and “Didattica enattiva “ (FrancoAngeli, 2011), in which he analyzes the relationship between the body and the cognitive artifacts.

Zawadi Rucks-Ahidiana is currently a PhD student in the Sociology Department at the University of California, Berkeley. Prior to pursuing a graduate degree, Rucks-Ahidiana worked in evaluation research at the Community College Research Center (CCRC), Teachers College, and MDRC. At CCRC, she conducted qualitative research on online courses and introductory college courses. She holds a Master’s in Public Administration from New York University and a Bachelor’s of Science from the University of Maryland at College Park.

Noor Saazai Mat Saad is a PhD candidate at the Faculty of Education, University Kebangsaan Malaysia. Her thesis is on international students’ English language learning experiences in Malaysia. Her fields of interest include language learning styles and strategies, international students’ experiences and acculturation, students’ agency, and material development. She holds a B.Ed. in TESL from the University of Malaya and an M.ESL from the same university. She is a tutor at the Faculty of Major Languages, University Sains Islam Malaysia (the Islamic Science University of Malaysia).

Kaye Shelton, PhD, is an Associate Professor of Educational Leadership at Lamar University. Previously as the Dean of Online Education for Dallas Baptist University, she led the development and ongoing operations of their online education programs with over 55 majors and degrees offered fully online. Dr. Shelton is certified as an online instructor, teaching online since 1999, and also an online education consultant. Her education includes an MS in Education, emphasizing Online Teaching and Learning from California State University-East Bay and a PhD in Educational Leadership (Higher Education) from the University of Nebraska. She has published many articles, including a book entitled *An Administrator’s Guide to Online Education*. Winner of two exemplary online course awards, a Sloan-C Effective Practice award for her research, and the NCPEA Morphet Dissertation award, she has served as an advisor to online education programs for several peer institutions.

Libi Shen received her PhD in Instruction and Learning from University of Pittsburgh, PA, and an outstanding dissertation award in the field of college reading and study skills from IRA. Libi started her college teaching career in 1989 and worked as an office administrator, dean’s secretary, department chair, assistant professor,

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and associate professor in a university in Taiwan before she moved to the U.S. Libi is the chief editor for two ESL textbooks: *Reading and Writing Plus* and *Window on U.S.A.: Listening and Speaking Plus*. Currently, Libi is an online faculty member for School of Advanced Studies at the University of Phoenix. Her research interests include reading education, classroom management, curriculum design, TESOL, Second Language Acquisition, and instructional technology.

Jenny Sherer is an Associate Director in the Office of Research Ethics and Compliance at Walden University. She received her M.Ed. from Texas Christian University and initially worked at a local advocacy center to promote victims' rights and protections through community education. After a few years, she transitioned to higher education, where she currently is involved with activities relating to the ethical review and conduct of research. Furthermore, she serves as the Vice Chair for the International Online Research Ethics Committee for the University of Liverpool Online Programmes. As of 2010, Ms. Sherer is also a Certified IRB Professional (CIP).

Jocelyn Sherman, PhD, LPC, BCC, is a licensed certified counselor and board certified coach. She is a core faculty member of Capella University and program lead for the Studies in Human Behavior program. She has contributed to The ACA Encyclopedia of Counseling and published in *The Nigerian Journal of Clinical & Counseling Psychology*. She is the author of *Grieving: Inviting God into My Pain*, and *Counseling Skills for Priests in Formation*. She has presented at the QM Conference in Annapolis, Maryland, and will also present at the Sloan Consortium in Orlando, Florida. Her clinical work focuses on brief, pastoral counseling, the integration of spirituality into life work, and coaching for goal achievement. In addition, she provides workshops to various groups on communication skills, grieving, and bereavement.

David Starr-Glass is a faculty member of the University of New York in Prague and also a senior mentor with the International Programs of SUNY Empire State College currently attached to their unit in Prague in the Czech Republic. He facilitates a wide range of distance learning courses in business administration, including cross-cultural management and organizational behavior. He also serves as a student mentor and supervisor for undergraduate dissertations. David has earned master's degrees in business administration (Notre Dame de Namur University, California), organizational psychology (Birkbeck College, University of London), and online

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education (University of Southern Queensland, Australia). His research interests include mentoring, the cross-cultural aspects of organizational culture, and the process dynamics and outcomes of distance online learning. He publishes regularly in the business administration, online distance learning, and mentoring literature.

Gina Suriano has been teaching in higher education since 2005, online since 2009. She holds a bachelors degree in Public Health/Community Health Education from Richard Stockton College, Pomona, NJ, and a Masters of Arts in Corporate & Public Communication, from Monmouth University, West Long Branch, NJ. Currently, she is attending Drew University's Doctorate of Letters program in Madison, NJ. Academic service and professional development are integral to her scholarly experiences and growth. She has worked with representatives from various learning management systems to improve student outcomes, such as increased retention and effective assessment tools. Her certifications and trainings include assessment, retention, and leadership development. She is a proud alumna of the CHAIR Academy for Leadership Training & Development, New Jersey Council of Community Colleges. Gina is also an active member of the National Communication Association, Eastern Communication Association, New Jersey Communication Association, and Association of Leadership Educators.

Sandra E. Weissinger is an Assistant Professor at Southern Illinois University Edwardsville. She conducts qualitative research on inequality and power in the United States. Her work includes studies of workplace inequality and secondary marginalization within predominately Black institutions.

Nick White is the Instructional Design Manager at Capella University. Nick focuses on designing online higher education to serve the needs of working adults. His interests include usability design, instructional technology, quality assurance, outcomes and competency based education, and emerging educational innovations such as direct assessment and adaptive learning. He leads a team of curriculum specialists, instructional designers, and project managers that work collaboratively with faculty members to design exceptional online programs and courses. Nick has a master's degree in education, has won instructional design awards from Blackboard and the National University Telecommunications Network (NUTN), and is a frequent speaker at national conferences.

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Mohamad Subakir Mohd Yasin is a lecturer in applied and theoretical linguistics at the School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities, University Kebangsaan Malaysia (the National University of Malaysia). His current research interest is in the gender and cultural issues where he has published numerous articles in international journals.

Michelle Yener, EdD, is a Course Quality Assurance Analyst at Capella University. Her work focuses on learner-centered quality efforts in higher education and online education, including quality definition, measurement, and improvement. She spent several years teaching English language learners in Minnesota, China, Japan, and Turkey before joining Capella in 2007. Her dissertation investigated the experience of English language learners in the online environment and the potential of online education internationally. She is an active participant in Quality Matters, the American Society for Quality, and Minnesota's Performance Excellence Network.

Melor Md. Yunus is an associate professor at the Faculty of Education, Universiti Kebangsaan Malaysia. She holds a BA in English (Linguistics) from the University of Nevada-Reno, USA and an MA in TESL from the Arizona State University, USA. She then earned her PhD in Education (TESL) from the University of Bristol, UK. Her areas of concentration are TESL, language pedagogy, and the use of technology in TESL. Currently, she teaches TESL methods and teaching of writing courses, as well as graduate courses in research methodology and academic writing. At present, she is the deputy director at PERMATApintar National Gifted Centre, University Kebangsaan Malaysia.