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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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.

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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.

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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.

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smart classrooms. He has served as an LMS administrator, developed hundreds of
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.

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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.

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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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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.

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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.

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