

National Center for Distance Education and Technological Advancement Summit  
ELI Annual Conference February 9, 2015

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**Deb Adair**

Deb oversees all staff, budget, and operations for the Quality Matters Program. She consults with statewide systems in their preparation to subscribe and works with individual institutions to fine-tune their implementations. Deb manages most of QM's external partnerships and alliances and works with the Executive Director on policies and strategic initiatives for the organization.

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**Nori Barajas-Murphy**

Nori was hired by the University of La Verne full time in 2008 and joined the Center for the Advancement of Faculty Excellence (CAFÉ). In her role as the Assistant Director, she developed and implemented online certification courses to support online course development. She also developed a pedagogically based training series on using Blackboard's LMS tools to support purposeful, high quality instruction and effective course design. Nori currently oversees a Title V grant, Preparing Tomorrow's Teachers Today Through Technology (PT5). This cooperative grant includes an initiative to redesign the University of La Verne's Liberal Studies Program. Her dual role on this grant is to both act as the grant activity director and to oversee the development of an instructional design service for faculty.

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**Dylan Barth**

Dylan Barth is a Learning Technology Consultant at the University of Wisconsin–Milwaukee's (UWM) Center for Excellence in Teaching and Learning (CETL), where he co-coordinates the Faculty Development Program for Online and Blended Teaching and UWM's Certificate for Online and Blended Teaching. He has presented at several educational technology conferences and recently co-authored a chapter on blended learning in *Blended Learning: Research Perspectives* (Vol. 2). Dylan also served as the Program Chair for the 2012 Sloan-C Blended Conference, the Track Chair for Faculty Development for the 2013 Sloan-C Blended Conference, and the Workshops Chair for the 2014 Sloan-C Blended Conference. He is a recent graduate of the EDUCAUSE Institute Learning Technology Leadership Program and a recipient of the Desire2Excel Impact Award for his involvement in the U-Pace project at UWM. He serves as the UWM liaison for both a UW System learning analytics pilot and a UW System Canvas pilot and has participated as a consultant and an instructor on two Gates Foundation Next Generation Learning Challenges (NGLC) grants. Dylan was recently selected as an OPID Wisconsin Teaching Fellow and teaches business writing in the Department of English at UWM.

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**Christopher Brooks**

No bio available.

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**Stacey Clawson**

Dr. Stacey Clawson is employed with the Bill & Melinda Gates Foundation as Senior Program Officer in the Postsecondary Success team. In this role, she collaborates across education, business, and government sectors to develop and foster next generation models for curriculum and assessment, learning analytics, and educational technology. Through a portfolio of grants and initiatives, she creates opportunities for low-income populations to access affordable education and complete credentials that will fulfill their personal and professional goals.

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**Amy Collier**

Amy Collier is the director of digital learning initiatives in the Office of the Vice Provost for Online Learning (VPOL) at Stanford University. She oversees online and blended course design and teaching initiatives and conducts research to inform effective practices across the University. Amy is a strong

advocate and resource within the VPOL for evidence-based instructional improvement, strategy, and planning. Before coming to Stanford, Amy was the director of the Center for Excellence in Teaching and Learning at Texas Wesleyan University where her team implemented nationally-recognized faculty development programs for online learning and learning space redesign. Through her graduate studies in social sciences and nearly 10 years working in faculty development, Amy has been an advocate for learners and teachers across a variety of educational institutions, from community-based service organizations to large public broad-access universities.

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### **Simone Conceição**

Dr. Conceição is a Professor for the University of Wisconsin-Milwaukee (UWM) School of Education Department of Administrative Leadership and holds a Ph.D. in Adult Learning and Distance Education from the University of Wisconsin-Madison and a Master's degree in Administration and Development of Adult and Continuing Education Programs from the University of Wisconsin-Milwaukee. She works together with Dr. Rosemary M. Lehman to help educators expand their thinking, connect with others, and embrace change.

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### **Eden Dahlstrom**

Eden Dahlstrom is the Director of Research for the Data, Research, and Analytics unit at EDUCAUSE. She oversees research initiatives on the topics that matter most to the higher education IT community. Previously, she served in a variety of roles in academic and not-for-profit organizations. Most recently, she directed the Analytics division of an organization that promoted the use of data for making informed decisions to improve education policy and practice. She has experience as a higher education institutional researcher; a research analyst for an inter-segmental, longitudinal data system; and a leader in a professional organization that serves institutional researchers. She has led initiatives that involved standardizing data for systematic warehousing; creating systems for reporting common metrics for higher education attainment outcomes; developing and managing inter-segmental, longitudinal databases; and applying business intelligence tools to provide data on demand opportunities for education stakeholders. In addition to data, analytics, and research-related experiences, Eden has also taught sociology courses, led a statewide initiative to vertically align math and English curriculum with secondary and post-secondary educators, and been a community college administrator.

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### **Johanna Dvorak**

Dr. Johanna Dvorak is the Director of Panther Academic Support Services (PASS) at the University of Wisconsin-Milwaukee (UWM). She directs in-person, blended, and online academic support services with 125 Supplemental Instruction leaders and peer tutors. Dr. Dvorak earned her Ph.D. at the University of Wisconsin-Milwaukee, in Administrative Leadership and Information Studies. She earned her B.A. in English from Drake University and her M. Ed. in Curriculum and Instruction from the University of Texas at Austin. She is a past president of National College Learning Center Association. Dr. Dvorak is a UWM Research Fellow for UWM's Center for the Study of Distance Education and Technological Advancements (DETA Center). She recently taught a course for UWM's Graduate Certificate for Online Support Services in Higher Education. She has co-presented at the Madison, WI Distance Teaching and Learning Conference for the past three years on UWM's online support services and motivating online students.

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### **Chuck Dziuban**

Charles Dziuban is Director of the Research Initiative for Teaching Effectiveness at the University of Central Florida (UCF) where has been a faculty member since 1970 teaching research design and statistics. He received his Ph.D. from the University of Wisconsin. Since 1996, he has directed the impact

evaluation of UCF's distributed learning initiative examining student and faculty outcomes as well as gauging the impact of online, blended and lecture capture courses on the university. He has received funding from several government and industrial agencies including the Ford Foundation, Centers for Disease Control, National Science Foundation and the Alfred P. Sloan Foundation. In 2000, Chuck was named UCF's first ever Pegasus Professor for extraordinary research, teaching, and service and in 2005 received the honor of Professor Emeritus. In 2005, he received the Sloan Consortium award for Most Outstanding Achievement in Online Learning by an Individual. In 2007 he was appointed to the National Information and Communication Technology (ICT) Literacy Policy Council. In 2010, Chuck was named an inaugural Sloan-C Fellow. In 2012 the University of Central Florida initiated the Chuck D. Dziuban Award for Excellence in Online Teaching for UCF faculty members in honor of Chuck's impact on the field of online teaching and learning.

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### **Ray Fleming**

Raymond Fleming, UWM Professor of Psychology and Research Fellow of the national Research Center for Distance Education and Technological Advancement co-developed the highly effective, technology-enabled U-Pace instructional approach. He has extensive experience training U-Pace instructors and directs assessment of student outcomes and evaluation methods in the scientific studies of U-Pace instruction. Ray is also co-PI on both the EDUCAUSE, Next Generation Learning Challenges funded U-Pace project and the U.S. Department of Education, Institute of Education Sciences funded randomized controlled trial of U-Pace. Ray has published many widely cited scientific articles and has been responsible for the quantitative methods training of psychology doctoral students for over 20 years.

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### **Eric Fredricksen**

Eric E. Fredericksen is the associate vice president of online learning at the University of Rochester and associate professor (clinical) in educational leadership at the Warner School of Education. A national leader in online education, Fredericksen provides leadership for the exploration of online learning initiatives across the University. Previously, he was the associate vice provost at the University, where he provided leadership and services that supported the academic and research missions of the University. He is chair of the Sloan-C International Conference on Online Learning and previously served as chair of the Sloan-C Awards Program for Excellence in Online Teaching and Learning. He also serves on the advisory board for Enterprise Learning at NYU. In 2012, Fredericksen was elected to the board of directors for the Sloan Consortium. He was recently honored as a Sloan-C Fellow.

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### **Darcy Hardy**

Dr. Darcy W. Hardy is Associate Vice President for Enterprise Consulting at Blackboard Inc. In this role, she leads a team of nationally-recognized experts in higher education, K-12, e-learning and distance education, information technology, open source technologies, outcomes and assessment, and analytics. The practice works with colleges, universities, systems and other higher education and K-12 organizations as they design, develop and grow their educational programs, and provides expertise in driving transformation and managing institutional change. Prior to her position with Blackboard, Dr. Hardy spent over 25 years in public higher education, most recently serving as Assistant Vice Provost for Technology Education Initiatives at the University of Texas at San Antonio. During her tenure with UTSA, she completed a two-year (January 2011-December 2012) Intergovernmental Personnel Act (IPA) appointment at the US Department of Labor, where her work primarily focused on the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program, and the use of online and technology-enhanced education to reach adults and the workforce.

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**Phil Hill**

Phil Hill (@PhilOnEdTech) is an educational technology consultant and analyst who has spent the last 10 years advising in online education and educational technology markets. As an independent consultant and analyst, Phil helps higher education institutions develop effective strategies to understand and implement online education programs. Phil's clients have included the University of Iowa, UCLA, California State University, DeVry University, Colorado Community College System, University of Maryland University College, among others.

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**Pamela Holt**

P. Pamela Holt, MET, is the Director of Curriculum, Instructional Support and Educational Technology at Milwaukee Area Technical College. She received her Master's in Educational Technology from Boise State with a Masters Certificate in On-Line Learning for Adults. Prior to that, Pam earned her Bachelor's degree in Management of Informational Technology from Cardinal Stritch University. After an extensive career in informational technology, she managed educational initiatives at Aurora Health Care, leading the development of their distance learning program that engaged over 145 clinics, 13 hospitals with well over 35,000 learners. She left the health care environment to pursue a career at the Medical College of Wisconsin as Manager of Curriculum and Instructional Design. After leading a substantial curricular change, Mrs. Holt was offered her current position at MATC where she is leading efforts of innovation and continuous quality improvement to better serve students and faculty. In addition to being a respected curriculum leader, Mrs. Holt has contributed to instructional strategy workshops and presented posters at several national conferences including the Central Group on Educational Affairs and the International Association of Medical Science Educators.

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**Larry Johnson**

Dr. Larry Johnson serves as Chief Executive Officer of the New Media Consortium, an international not-for-profit consortium dedicated to the exploration and use of new media and new technologies. Its hundreds of member institutions constitute an elite list of the most highly regarded universities, museums, and research centers in the world. The NMC's dozen-year exploration of technology use in education, the Horizon Project, informs strategic technology planning for educational institutions in more than 175 countries. As the project's founder, Johnson works with visionaries and thought leaders from across the globe to define new ways of thinking about technology, and explore emerging trends and issues.

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**Tanya Joosten**

Director of eLearning and Research at UWM, has led internationally renowned instructional development programs and the successful piloting of new learning technologies, including a strong emphasis on research and evaluation. She has served as a member of the Journal of Asynchronous Learning Networks editorial board, Sage Publications digital media advisory board, the State of Wisconsin Superintendent's Digital Learning Advisory Council, NMC Horizon Project Higher Ed Advisory Board, and the EDUCAUSE Evolving Technologies Steering Committee. She was recognized in 2013 by the Sloan Consortium as a Sloan-C Fellow and chaired the annual Sloan-C Blended Conference and Workshop in 2012 and 2013. She researches communication technology in teaching and learning, and authored Social Media for Educators.

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**Rebecca Karoff**

No bio available.

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**Jessica Knott**

Jessica Knott is an instructional designer and applied researcher for IT Services Teaching and Learning at Michigan State University. She helps faculty, staff, and academic programs effectively integrate technology into their teaching and research through consultations, demonstrations, workshops and hands-on development. She has worked in information technology since 1998, spanning the private and academic sectors, and her work has covered K-16 and adult learning. Jessica is ABD, completing her dissertation in the Higher, Adult and Lifelong Education program at Michigan State University, focusing on faculty learning and the far-reaching impact that the open Web and hyperlinks have in the field of teaching and learning. She holds a master's degree in education, focused on K-16 leadership and educational technology. She is interested in the potential and pitfalls of the Web for learning, and has recently spent time exploring the Maker movement and the impact of exploration on how we learn.

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**Bridget Levac**

Bridget Levac is Solution Manager for Learner-Centered Solutions at Brightspace by D2L. Bridget is passionate about learner success and works closely with product development at D2L to plan, build and bring to market products and solutions that are inclusive, enriching and personalized. Bridget has been with D2L since 2012 and has experience with ePortfolio, Open Courses and Binder. Prior to joining D2L, Bridget was a K-12 Teacher primarily focused on business and math studies at the secondary level. In addition to her education experience, Bridget worked for several years at BlackBerry both in Canada and the UK focused on product, marketing and carrier management. Bridget holds an Honors Bachelor of Business Administration degree from Wilfrid Laurier University and a Bachelor of Primary Education Studies from Charles Sturt University. In addition to her role at D2L, she maintains an active role in the education community through her occasional work in K-12.

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**Mark Mailloux**

Mark Mailloux has over 17 years of experience in the field of educational statistics. After earning a Master's Degree in Educational Psychology with an emphasis in Quantitative Methods from the University of Wisconsin – Madison, he became a founding member of UW System Administration's innovative Market Research Unit, a multi-purpose education research unit available at cost to all UW institutions for assistance in market research, enrollment management, assessment, program evaluation, and other research intensive projects. After serving eight years at UW-Platteville, Mr. Mailloux has transitioned to UW – Extension's division of Continuing Education, Outreach, and E-Learning (CEOEL) where he will take on a dual role. Over a three year period of time, ninety percent of his appointment will be spent as Lead Evaluator for a Lumina Foundation Grant awarded to UW System Administration and CEOEL, whose purpose is to chronicle the planning and implementation of competency based educational programs by a large university system. Specifically, he is tasked with the development of metrics and analytics more in line with a paradigm shift from educational statistics appropriate to the traditional credit hour system to those more in tune with a competency based modality.

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**Matthew Mayeshiba**

Matthew Mayeshiba began studying for a Master's Degree at the La Follette School of Public Affairs in 2011, extensively studying a variety of quantitative methods including statistical regressions, benefit-cost analysis, and quantitative experimental design. Beginning in 2014, Mr. Mayeshiba began work on a grant from the Lumina Foundation, generating a series of blueprints and narratives on the UW Flexible Option, the first system-level competency-based higher education program in the nation. Beginning in 2015, Mr. Mayeshiba expanded on this work by taking a position with the DETA Center to help develop and refine the UW Flexible Option's quantitative metrics for competency-based education.

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**Jennifer McGrath**

Jennifer McGrath serves as the Vice President of Academic Affairs at Rio Salado College in Tempe, AZ. Jennifer has been at Rio since 2004 and has served as Biology faculty as well as an Instructional Designer, the Faculty Chair for eLearning Design, and the Dean of Instruction and Academic Affairs. In addition to serving as the Co-Principal Director for the Predictive Analytics Reporting Framework Grant, she is the Principal Investigator for the Next Generation Learning Challenges Wave IIIb Grant, RioAchieve. She also serves on the Civitas Learning Partner Leadership Council. She works closely with Academic Affairs leadership and the Faculty of the College on learning innovation. Current projects include Data Analytics, Personalized Learning, Credit for Prior Learning, and Competency-Based Education efforts. She is a Quality Matters peer reviewer and holds a Ph.D. in Instructional Design for Online Learning from Capella University.

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**Nancy Millichap**

Nancy Millichap is a program officer with the Next Generation Learning Challenge of EDUCAUSE's, a collaborative, multi-year grant program aimed at dramatically increasing college readiness and completion through applied technology. She joined the initiative in June 2011. Like most of her colleagues on the NGLC team, she is one of EDUCAUSE's nationally distributed employees, working from her home office in Saline, Michigan. Nancy's prior positions in the higher education sphere have included assistant director of humanities computing at Dartmouth College, assistant director of the Indiana Higher Education Telecommunication System (IHETS), director of NITLE's Midwest Instructional Technology Center, and director of professional development programs at NITLE. She completed her undergraduate degree in education at Shippensburg University and received the M.A. in English from Middlebury College.

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**Joshua Morrill**

Joshua H. Morrill, PhD started Morrill Solutions Research (MSR) in 2001 when asked if he could complete an evaluation of netLibrary resources that another consultant left unfinished. MSR has worked on several projects that have explored the relationship between technology, libraries and teaching strategies. MSR has completed research for the Computational Science Digital Reference Desk (CSERD) and the Applied Math and Science Education Repository (AMSER) for NSF. MSR has also examined several technology-driven teaching initiatives (i.e., use of podcasting and tablet PCs in the classroom). In addition to grant work, MSR has also worked extensively with other non-profit and government agencies. Most recently, Joshua Morrill has started working more closely with UW-Madison. MSR had been a consultant to Learning Solutions for many years, and when an evaluator position opened Joshua was asked to rejoin UW-Madison.

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**Patsy Moskal**

Dr. Patsy Moskal is the Associate Director for the Research Initiative for Teaching Effectiveness at the University of Central Florida (UCF). Since 1996, she has served as the liaison for faculty research of distributed learning and teaching effectiveness at UCF. Patsy specializes in statistics, graphics, program evaluation, and applied data analysis. She has extensive experience in research methods including survey development, interviewing, and conducting focus groups and frequently serves as an evaluation consultant to school districts, and industry and government organizations. She has also served as a co-principal investigator on grants from several government and industrial agencies including the National Science Foundation, the Alfred P. Sloan Foundation and Gates Foundation funded Next Generation Learning Challenges (NGLC). She frequently serves as a proposal reviewer for conferences and journals

and also has been a reviewer for NSF SBIR/STTR and DoE proposals. Patsy has co-authored numerous articles and chapters on blended and online learning and frequently presents on these topics. In 2011 she was named a Sloan-C Fellow “In recognition of her groundbreaking work in the assessment of the impact and efficacy of online and blended learning.”

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### **Beth Mulherrin**

Beth Mulherrin, an assistant vice provost in CILSS, implements and evaluates strategic initiatives for innovative academic and student support models. She is collaborating with colleagues on several programs to improve student success, including mentoring, interventions for at-risk students, and onboarding for new students. She also works on peer-assisted learning and planning for academic success. She has presented nationally on online learning, curriculum design and assessment, academic integrity, and competency-based learning. Mulherrin, who came to UMUC in 1999, has taken on various roles and projects at the university, including developing and managing a required online research skills course for students all over the globe. She has an MLIS from the University of South Carolina at Columbia and a BA in History from the University of New Hampshire.

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### **Mary Niemiec**

Mary Niemiec is the Associate Vice President for Distance Education for the University of Nebraska. She is also Director of University of Nebraska Online Worldwide – the University-wide online learning initiative. Created in 2010, NU Online Worldwide brings together the online programs offered by the campuses of the University of Nebraska– more than 100 accredited fully online programs spanning undergraduate through doctoral. Mary has worked in higher education for more than 20 years, primarily in the areas of online and blended learning. She serves on the advisory council for the UPCEA Center for Online Leadership and Strategy. Mary is past-chair of the Sloan-C Blended Learning Workshop and Conference and currently serves on several committees for the Sloan Consortium. She has been the recipient of several awards and recognitions including being recognized as a Sloan-C Fellow for her leadership in blended learning.

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### **Laura Pasquini**

Laura A. Pasquini is a Lecturer with the Department of Learning Technologies at the University of North Texas (UNT). Before entering academia, her student development experience involved academic advising, tutoring and supplemental instruction, career counseling, campus activities, first year experience curriculum, orientation programming, and residence life. As an early career researcher, Dr. Pasquini’s teaching and research scholarship lies in the areas of open education, collaborative learning environments, and social engagement. Her recent dissertation study involved text mining 250 post-secondary social media guideline and policy documents from 10 different countries (<http://socialmediaguidance.wordpress.com/>).

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### **Laura Pedrick**

Laura oversees UWM’s online and blended programs. She founded the Online Program Council, directs the seed funding program for new online programs, partners with the Learning Technology Center staff to promote new program development, works with University Communications and Media Relations and the Department of Admissions and Recruitment on marketing and student recruitment for this growing segment of UWM’s student population (seeonline.uwm.edu) and serves as the point person for regulatory compliance, data requests and grant proposals concerning online and blended instruction at UWM. Laura is currently serving as campus lead for UWM’s participation in the UW Flex Option, which will offer 4 self-paced and competency-based online programs in beginning in fall, 2013. She is managing

a Bill & Melinda Gates Foundation Next Generation Learning Challenge grant on UWM's innovative U-Pace instructional model. She is also co-author of the *UWM Guide to Developing Online and Blended Programs*.

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### **Rebecca Petersen**

As senior research manager I manage the research side of the HarvardX organization, including collaboration with the HarvardX instructional development team on the integration of research into course and module development; serve as primary advocate for HarvardX research needs in our partnerships and collaborations across the institution and beyond, and oversee a team of post doctoral researchers working in the MOOC and learning science space.

Prior to Harvard I was the Research Director at edX where I managed sponsored research and proof-of-concept projects. My portfolio included managing the pilot of MOOC courses being adapted for on-campus learning in k-12, The California State University System and Massachusetts Community Colleges. I also facilitated communities of practice for the instructional design and teaching teams and educational researchers within the edX Consortium.

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### **Anthony Picciano**

Anthony G. Picciano is a professor and executive officer in the Ph.D. Program in Urban Education at the Graduate Center of the City University of New York. He is also a member of the faculty in the graduate program in Education Leadership at Hunter College, and the doctoral certificate program in Interactive Pedagogy and Technology at the City University of New York Graduate Center. He has extensive experience in education administration and teaching, and has been involved in a number of major grants from the U.S. Department of Education, the National Science Foundation, IBM, and the Alfred P. Sloan Foundation. In 1998, Dr. Picciano co-founded CUNY Online, a multi-million dollar initiative funded by the Alfred P. Sloan Foundation that provides support services to faculty using the Internet for course development. He was a founding member and continues to serve on the Board of Directors of the Sloan Consortium.

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### **Russ Poulin**

As Deputy Director, Research and Analysis for WCET, Russ Poulin organizes information-sharing activities among WCET's members. Based in Boulder, Colorado, WCET has members throughout the U.S., Canada, and other countries. Russ has lead national responses on federal and state distance education regulations. He represented the distance education community in the U.S. Department of Education's 2014 Program Integrity Negotiated Rulemaking process. Russ edits WCET's Frontiers blog, coordinates WCET's research on the management of online learning, and works on elearning consortia issues. Previously, he coordinated distance education activities for the North Dakota University System. He holds a Bachelor's degree in Mathematics and Economics from the University of Colorado Denver and a Master's in Statistics and Research Methodology from the University of Northern Colorado.

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### **Alice Pulvermacher**

Currently, as the Project Manger of the UW Flexible Option – Lumina Grant I am leading the effort to produce an integrated set of blueprints and narratives that will serve as a process guide for higher education systems to develop, and implement a competency-based educational program for non-traditional, adult learners. This work builds on my experience with the Center for Health Enhancement Systems Studies (CHESS), where I led research projects designed to evaluate technologies developed to improve quality of life and delivery systems. In both positions, I had the opportunity to work across departments, faculty, and staff, as well as with state and community partners. I learned the importance of

strategic communications and developed my capacity to build strong partnerships that ultimately led to innovative solutions and continued funding. In addition, I served as a member of the management team with CHES, where I participated in strategic planning. I would then operationalize and implement the strategic plans in the project areas I was responsible for. In summary, I have over 11 years of project management experience, where I contributed to successful implementation and evaluation of multiple research studies.

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### **Diane Reddy**

Diane Reddy, Professor of Psychology and Director of the Center for Excellence in Teaching and Learning at the University of Wisconsin-Milwaukee (UWM), developed the U-Pace online instructional approach with UWM Professor Raymond Fleming. She has facilitated the learning of thousands of U-Pace students and the training of dozens of U-Pace instructors. Diane is Co-director of the national Research Center on Distance Education and Technological Advancement, funded by the U.S. Department of Education, Funds for the Improvement of Postsecondary Education; co-PI on the EDUCAUSE, Next Generation Learning Challenges project evaluating and disseminating U-Pace to post-secondary institutions; and PI on the U.S. Department of Education, Institute of Education Sciences randomized controlled trial of U-Pace instruction. Diane was honored with the *2014 Online Learning Consortium's Excellence in Online Teaching Award*.

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### **Rob Robinson**

Dr. Rob Robinson is a Senior Director of Client Success at Civitas Learning where he works with colleges and universities to help them leverage data analytics to further their mission of student success. Prior to coming to Civitas Learning, Rob was a Principal Strategist at Blackboard, a position in which he provided strategic consulting services to higher education clients in the US and abroad. Between 2010 and early 2012, Rob served as Assistant Vice Provost for Educational Technology at the University of Texas at San Antonio where he led online and hybrid course development and supported faculty and staff across the institution. From 1999 until 2010, Rob was a key leader with the University of Texas TeleCampus, a large-scale, System-wide organization supporting fully online degree programs, many of which were inter-institutional collaborative programs.

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### **Peter Shea**

Dr. Peter Shea is currently Associate Provost for Online Learning and provides leadership and strategy for online teaching and learning in collaboration with academic, administrative, and support units across the University. Dr. Shea joined the department of Educational Theory and Practice in Fall 2004 with a joint appointment with the Department of Informatics in the College of Computing and Information. His research focuses on technology-mediated teaching and learning in higher education. He is the author of numerous articles and several book chapters on the topic of online learning and co-author of "The Successful Distance Learning Student". He is a co-recipient of several national awards including the EDUCAUSE Award for Systemic Progress in Teaching and Learning for the State University of New York, and Sloan Consortium Awards for Excellence in Faculty Development and Asynchronous Learning Networks Programs.

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### **Roger Smith**

Roger O. Smith, Ph.D. is the Director of UWM's Rehabilitation Research Design and Disability (R<sub>2</sub>D<sub>2</sub>) Center, which performs interdisciplinary basic research investigations, applied research and development, and innovative instruction related to technology and disability. The R<sub>2</sub>D<sub>2</sub> Center affiliates with multiple colleges, schools, and service programs in the University of Wisconsin-Milwaukee. Currently, key linkages

exist with the Departments of Occupational Therapy and Health Sciences in the College of Health Sciences, the Department of Exceptional Education in the School of Education, the School of Architecture and Urban Planning, and components of the campus UITS, SAC, and Human Movement Sciences.

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### **David Soo**

David Soo is a Senior Policy Advisor in the Office of the Under Secretary. His work focuses on a broad array of higher education policy issues, with a particular focus on areas of academic quality and innovation. In addition, he provides leadership to the Department on financial capability for young Americans. David earned bachelor's and master's degrees from Boston College, and a Ph.D. in Higher Education from the University of Pennsylvania. He joined the Department as a Presidential Management Fellow in 2011. David is from Newton, Massachusetts and resides in the Eckington neighborhood of the District of Columbia.

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### **Karen Swan**

Karen Swan is the Stukel Professor of Educational Leadership and a Research Associate in the Center for Online Learning, Research, and Service at the University of Illinois Springfield (UIS). Karen's research has been in the general area of electronic media and learning. Her current interests center on online learning. Karen was awarded the OLC award for Outstanding Individual Achievement in 2006 and was inducted into the inaugural group of OLC Fellows in 2010. She also received the 2010 Distinguished Alumni Award from Teachers College, Columbia University and the 2014 Burks Oakley II Distinguished Online Teaching Award from the UIS.

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### **Kelvin Thompson**

Dr. Kelvin Thompson serves as an associate director for the University of Central Florida's (UCF) Center for Distributed Learning (<http://cdl.ucf.edu>) with a faculty appointment as a graduate faculty scholar in UCF's College of Education & Human Performance, and he has collaborated on the design of hundreds of online and blended courses over the past sixteen years. Dr. Thompson oversees CDL's strategic initiatives, including accessibility activities, and he developed the *BlendKit Course* open courseware (<http://bit.ly/blendkit>) as part of UCF's Blended Learning Toolkit. His personal research interests center around how interaction affects learner engagement, and information on his Online Course Criticism qualitative evaluation model for facilitating the scholarship of teaching and learning in online and blended environments is available online (<http://onlinecoursecriticism.com>). Kelvin holds an EdD in curriculum and instruction and an MA in instructional systems technology from UCF and a Bachelor of Music Education degree from The Florida State University.

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### **Karen Vignare**

Karen Vignare, Ph.D., currently serves as Vice Provost, the Center for Innovation in Learning at University of Maryland University College (UMUC) leading the search and evaluation for next generation learning models. The Center for Innovation in Learning serves as the research and development arm of UMUC's academic organization. Dr. Vignare is responsible for identifying innovations and collaboratively implementing with core teams at UMUC. Areas of experimentation will include adaptive learning, onboarding, prior learning, course design, analytics, e-resources, open educational resources, instructional design changes, competency based models. Karen has published research on online learning in areas such as business models, serving special populations, open education, blended learning, corporate training and data organization. She has a Ph.D. from Nova Southeastern University and a M.B.A from the University of Rochester's William Simon School of Business.

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**Ellen Wagner**

Ellen D. Wagner is Chief Research and Strategy Officer for the PAR (Predictive Analytics Reporting) Framework. She served as Executive Director of the WICHE Cooperative for Educational Technologies (WCET) from 2009 to 2013. She continues to serve as Sr. Analyst with Sage Road Solutions, LLC. She was formerly Sr. Director of Worldwide eLearning Solutions, Adobe Systems, Inc. where she helped set the strategic direction for elearning solutions for specialized markets, including education. She previously served as Sr. Director of Global Education Solutions at Macromedia Inc. Dr. Wagner's prior career as a tenured university professor and administrator featured positions as Chair of the Educational Technology Program at the University of Northern Colorado, Academic Affairs Coordinator of Instructional and Research Technologies and Director of the Western Institute for Distance Education. She was also Visiting Scholar and Project Director at the Western Cooperative for Educational Telecommunication, Western Interstate Commission on Higher Education. She holds a Ph.D. in Educational Psychology from the University of Colorado Boulder.

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**Del Wakley**

Del is currently the Coordinator of MATC's online Accelerated Marketing Management Program, a Blackboard LMS trainer, a DACUM facilitator and a McGraw-Hill Digital Faculty Consultant. Additionally, he has served on MATC's Forward Technology Committee and its Distance Learning Task Force helping to develop best practices for online learning. He has also served as the Web Administrator for MATC's InterWise Campus (now AT&T Connect) and Webmaster for the MATC Marketing Campus.

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**J.D. Walker**

J.D. Walker is a Research Associate at the University of Minnesota. His work in the Center for Educational Innovation focuses on investigating the impact of digital technologies and other educational innovations on teaching and learning in higher education. Current projects include a longitudinal series of student and faculty technology surveys, an ongoing evaluation of the effects of new, technology-enhanced learning spaces, and an exploratory investigation of the effectiveness of flipped classrooms and MOOCs.

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**Nicole Weber**

Nicole Weber is a Learning Technology Consultant in the Center for Excellence in Teaching and Learning (CETL) at the University of Wisconsin Milwaukee (UWM), where she co-coordinates the Faculty Development Program for Online and Blended Teaching, the UWM Certificate program in Online and Blended Teaching, the Online and Blended Teaching Group, and research initiatives that focus on using technology in pedagogically effective ways. Her research interests lie in emerging technology, course design, and social processes, and her work has been published in several books and journals, as well as presented nationally. She is currently the principal investigator of an Office for Professional and Instructional Development (OPID) Teaching and Learning grant that supports a new CETL initiative, "Promoting Pedagogical Innovation through the Sharing of Online and Blended Resources." Nicole also teaches online courses in the Educational Policy and Community Studies Department at UWM.

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**Ryan Yang**

Ryan graduated from the Department of Telecommunication with his study focused on Information Technology and joined LearnDAT in 1999. He has special interest in the effectiveness of multimedia content, social interaction in an online course, and design/management of large enrollment courses. At LearnDAT, Ryan enjoys the diversity of projects, leadership/management opportunities and working with a talented group of co-workers. He also appreciates the opportunity to participate in several campus-wide committees for evaluating new technology such as the streaming media project and the Learning

Management System selection to help provide a better teaching and learning environment for the university.

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