

Welcome to the inaugural edition of the *Journal of Online Doctoral Education*. We believe that this journal fills a unique gap because it represents a contemporary expression of academic and practitioner discourse in this burgeoning modality. Online doctoral education is a reflection of evolving contemporary paradigms in the workplace, in education, and in the global marketplace as rapid and continuous advancement in communications technology has modified the way we work, learn, and transact. In that regard, it is our intent to provide a comprehensive forum for the best research in the rapidly changing and ever-growing discipline of online doctoral education.

We are very excited to bring you this first edition, as this journal has been in the planning stage for over a year, and represents a tremendous amount of hard work by several individuals. Please know that we always invite your feedback on content, structure, and topical issues that could advance the journal and the field of online graduate doctoral education. Please send all questions, comments, and inquiries to jode@ncu.edu. In these notes, I would like to familiarize you with our plans for the journal and highlight this edition's authors.

Journal of Online Doctoral Education, to be published semiannually, is a double-blind peer-reviewed journal with a wide-ranging focus on online doctoral education. Our double-blind peer review process makes certain that the selection process is independent and solely merit-based, with the objective of identifying the best research in the field. Our focus is to feature outstanding scholarly contributions in online doctoral education from researchers around the world. The journal is to be a forum for scholarly dialogue regarding the most important emerging issues in the field. Our mission is to advance knowledge on issues and best practices related to online doctoral education, specifically, and online graduate education, generally. Hence, while our primary objective is to promote scholarship in online doctoral education, we will also consider more holistic articles pertinent to online graduate education in general.

To achieve this mission, much of the journal will be devoted to the publication of original empirical articles including theoretical and applied research investigations. Integrative reviews of the evidence regarding online doctoral education will also be considered for publication. These reviews should help bridge the gap between basic science and best practices. We are committed to keeping the journal relevant and useful to academicians, practitioners, researchers, and policy makers. Our aim is to continually increase the journal's profile and impact factor, with a focus on significantly advancing scholarship in the field.

Our first issue consists of manuscripts by some of the leading scholars in the field who were specifically invited for inclusion in our inaugural edition. Each of the articles was written specifically for this journal, and I would like to thank our invited authors for sharing their research and deciding to publish with us. Needless to say, we are delighted with the outcome of our first edition, and are very appreciative of the faith our invited authors placed in us. On that note, I would like to share with you the brief biographies of each of the authors/co-authors in this edition (listed in alphabetical order).

- *Dr. Stephen L. Benton* is Senior Research Officer at IDEA Education, where he designs and conducts reliability and validity studies on student ratings of instruction and administrator feedback systems. He is a Fellow in the American Psychological Association (Educational Psychology) and the American Educational Research Association, as well as an Emeritus Professor of Special Education, Counseling, and Student Affairs at Kansas State University, where he taught educational psychology for 25 years and served as department chair for 10 years. He currently serves on the editorial board of *Contemporary Educational Psychology* and *Educational Psychology Review*, a journal he edited from 1991-2000. He earned his Ph.D. in Educational Psychology from the University of Nebraska-Lincoln in 1983.
- *Ron Brown* is Research Assistant at IDEA Education, where he provides computing solutions for research questions and studies. He has 25 years of experience in higher education computing. He earned his M.A. in Geography from Kansas State University in 1992.
- *Dr. Kerry J. Burner* serves as instructional development faculty at the Office of Distance Learning at Florida State University (FSU), where she also teaches in the Instructional Systems program. Prior to joining Florida State, she spent five years as a freelance academic and consultant working for online M.A., Ed.D., and Ph.D. programs at both brick-and-mortar and fully online universities. She has taught at the undergraduate and graduate levels for over 15 years, designing and delivering courses ranging from Theories of Learning and Cognition in Instruction to Advanced Instructional Design and Applied Research Methods. She continues to chair Ed.D. and Ph.D. committees at both private and public institutions outside of her duties at FSU. Her research interests include online and computer mediated learning, social learning, communities of practice, cognitive apprenticeship, the relationship between writing and assessment in online learning, and the role reflection and reflexivity play in learning and instruction. Her current research focus is the role social networking technologies play in higher education environments.
- *Dr. Bethany Fleck* is an Assistant Professor at Metropolitan State University of Denver, teaching courses in the human development and psychology majors. Her teaching experience includes Introduction to Psychology, Developmental Educational Psychology, Statistics, Research Methods, Child Development, Developmental Research Methods, and Cognitive Growth and Development. In her courses, Dr. Fleck is committed to an active, learner-centered approach to teaching. Dr. Fleck's research centers on cognitive and social development in classroom contexts. Two distinct areas of work focus on issues in early childhood education and university classrooms. Both lines of research draw on developmental theory, with the overall goal of enhancing the learning environment for students of all levels. Recently she has been working on bridging "documentation" (an early childhood education teaching methodology) with maternal reminiscing style. In addition, she has published work this past year in *Scholarship of Teaching and Learning* (SoTL), including book chapters on the integration of social media into higher education and creating a flipped classroom.

- *Dr. Swapna Kumar* is a Clinical Assistant Professor of Educational Technology at the School of Teaching and Learning at the University of Florida. She coordinates the online doctoral program in Educational Technology at the College of Education and teaches courses on distance learning, blended learning, the design and development of online environments, technology integration, and educational technology research. Her research interests include online education (design, development, facilitation, and assessment), blended learning, online communities, and the integration of new technologies in higher education. Her research has been published in several venues, including *Internet and Higher Education*, *Journal of Distance Education*, *International Review of Research in Open and Distance Learning*, and *Journal of Digital Learning in Teacher Education*.
- *Dan Li* is a Research Associate at IDEA Education. She has a B.A. in Journalism from Huazhong University of Science and Technology in China, and an M.A. in Mass Communication from Marquette University. She is currently a Ph.D. candidate in Media, Technology, and Society at Northwestern University. Prior to joining IDEA, her research interests included social effects of communication technologies, and parental mediation of children's media use. Her current work is focused on student ratings in higher education.
- *Alexandros Maragakis* is a doctoral candidate at the University of Nevada, Reno. His empirical work emphasizes using quality improvement methods to assess clinical outcomes, cost, and satisfaction in integrated primary care clinics. He is also interested in applying quality improvement to assess the delivery and outcomes of graduate and undergraduate training in psychology.
- *Dr. William O'Donohue* is a Professor of Psychology at the University of Nevada, Reno. He received a doctorate in Psychology from The State University of New York (SUNY) at Stony Brook. For the past 19 years he has directed a clinic supported by the Victims of Crime Act that provides free therapy to child sexual abuse victims and adult sexual abuse victims. He has published over 75 books and 300 journal articles and book chapters.
- *Kathleen Poll* served as the Director of Administration for The Pennsylvania State University in the World Campus (online) and Continuing Education (blended and face-to-face) units during a time of rampant growth. During her tenure, enrollment increased over 20% year-over-year for five years. She is a knowledgeable higher education professional with many years of teaching and administrative experience in both traditional and nationwide, online higher education. Kathleen is passionate about online and blended learning, and embraces a learner-centric approach to improve higher education access and student success. She is committed to using technology as a tool to address pressing higher education challenges such as learner retention/engagement, effective student support, and improved enrollment/revenue.

- *Dr. Rachel Rogers* is an Assistant Professor of Psychology at the Community College of Rhode Island (CCRI), teaching general psychology and lifespan development. She is passionate about high-quality teaching and being an effective ally to all kinds of learners. She strives to share the principles and findings of psychological science both in and out of the classroom, so that everyone can benefit from research in the field. Her professional activities include being an active member of CCRI's Center for Innovative Teaching, Learning, and Assessment, advising students on honors projects in psychology, membership in the Psychology Club, and membership in the local chapter of Psi Beta, the National Honor Society for Psychology in Community and Junior Colleges.
- *Dr. Rick Trinkner* is a postdoctoral associate in law at Yale Law School. He earned a Ph.D. in Psychology from the University of New Hampshire in 2012 with an emphasis in social and developmental psychology. His research explores the dynamics of authority in groups and its influence on the way people are socialized into rule-based social institutions (e.g., the legal system, the classroom/school, etc.). In particular, this work examines the effect of just and unjust authority behavior on a variety of outcomes, including compliance/rule-violating behavior, internalization of social norms, and attitude development. His work has been published in journals such as *Journal of Adolescence*, *Victims and Offenders*, and *Law and Human Behavior*. Currently, he is studying the process of legal socialization, whereby people develop their understanding of the law and their relationship with the legal system.
- *Sherrie Weller* is a Writing and Core Literature Faculty member in the English Department at Loyola University Chicago, where she teaches first-year writing and literature courses. Literature courses she teaches include Introduction to Poetry, Human Values in Literature, Society and Literature, and Women in Literature: Contemporary Memoir. She has also taught creative writing courses in poetry and non-fiction. She earned her M.F.A. in Creative Writing, with a focus on poetry and non-fiction, at the University of Minnesota in 2003. She has been teaching online literature courses for the last four years and has taught online in a variety of formats, including both synchronous and asynchronous courses in a 16-week semester schedule, six-week summer sessions, as well as an intensive two-week J-term. Besides teaching for the College of Arts and Sciences, she also teaches core literature courses for Loyola's School of Continuing and Professions Studies, working specifically with the Marcella Niehoff School of Nursing Online R.N. to B.S.N. program. Her initial hesitancy about effective student engagement in online courses has evaporated as she has seen students' engagement, participation, critical thinking and writing, as well as conversation, academic discourse, and strong class community flourish in her online education experience.
- *Dr. Jeanne Widen* is the Associate Dean and prior Faculty Director of Online Education at the School of Continuing and Professional Studies at Loyola University Chicago. She has many years of teaching and administrative experience in higher education, in both the United States and abroad, and in traditional and online programs. She earned her Ph.D. and M.A. in English Language and Literature from

the University of Chicago and started teaching literature and writing courses on-ground in 1987 and online in 2004. Before coming to Loyola, she served as Faculty Coach, English Department Chair, and Faculty Senate President at a fully online university for working adults. Jeanne has supervised and mentored numerous faculty teaching online in both synchronous and asynchronous formats.

As evidenced by the brief biographies, it is apparent that our invited authors have a broad range of research interests, a wide array of discipline relevance, and significant professional and academic experience. In this edition of the journal, we're most excited about the range of topics covered and how they advance the field. Upon reading, we look forward to receiving your feedback and hope that you'll submit your work for consideration in future issues.

Coinciding with the distribution of the first issue of the journal, we are also announcing a **Call for Papers** for the Winter 2014 edition. Manuscripts will be reviewed on any topic related to online doctoral education. As noted, manuscripts will also be considered in the more general area of online graduate education. These topics could include, but are not limited to, the following areas/approaches:

- Research and theory as they concern the interests of those in online doctoral education
- State-of-the-art literature reviews of research on topics related to online doctoral education specifically written so as to draw out the implications for best practices
- Academic integrity issues in online doctoral education
- Best practices in online graduate education
- Curriculum development and innovation in the online modality
- Quality issues in online doctoral education
- Faculty/student experiences in synchronous and asynchronous online doctoral education environments
- Motivation and engagement of doctoral students in online doctoral programs
- Retention and timely completion in online graduate education
- Mentoring relationships in online education
- Doctoral student socialization in online programs
- Developing a sense of community in the online environment
- Technology and delivery as related to online education

If you are interested in publishing with us, we ask that you visit our website at <http://jode.ncu.edu> for information on how to submit your manuscript for review. The submission deadline for our current **Call for Papers** is October 15, 2014.

And, finally, I'd like to recognize and thank our two Associate Editors, Dr. Eva Mika and Dr. Heather Rasmussen, and our Project Manager, Molly Migliaccio, each of whose tireless work on this project helped make this publication possible.

Gregory T. Bradley, Ph.D.
Editor