Dr. David Joyner is a Product Lead for Udacity in charge of their work on Georgia Tech's Online Master of Science in Computer Science, working with professors, course developers, video producers, and software engineers to create high-quality, for-credit online courses. He is also a lecturer teaching three online courses through Georgia Tech: Educational Technology and Human-Computer Interaction in the Master's program, and Introduction to Computing in the undergraduate program. His online classes provide a platform for implementing new technologies to support students, such as mechanisms for AI-based feedback and mentorship, platforms for increasing student-student and student-teacher interaction, and analytics for predicting student success. Increasingly, his work is looking at using modern technologies to improve the whole student experience, not only during learning activities but also with respect to advising, academic integrity, and online student communities.
Dr. Michael Evans  
Lecturer, Political Science  
Georgia State University

Dr. Evans holds a PhD in Political Science from the University of Maryland. His exam fields at Maryland were American Government and Politics, Philosophy, and Public Policy. He received a BA from Western Washington University (WWU) in 1999, majoring in Politics, Philosophy and Economics, and an MA from WWU in Political Science in 2001.

Currently, Dr. Michael Evans is a full-time Lecturer in the Department of Political Science at Georgia State University. Dr. Evans is the lead coordinator of pre-law advising at GSU who conceived, created and maintains PreLaw.GSU.edu. He also serves as a faculty adviser for the GSU Mock Trial Team, GSU Pre-Law Club, and for students majoring in Law and Society. He teaches undergraduate courses on American government, constitutional law, and research methods, and graduate courses on teaching politics and civics. His research examines numerous aspects of American constitutionalism, U.S. Supreme Court decision making, public opinion about the Supreme Court, and how various educational technologies and pedagogical approaches affect learning outcomes in face-to-face, online, and hybrid college courses.
Megan Tesene
Adaptive Learning Program Manager
Center for Excellence in Teaching and Learning
Georgia State University

Megan Tesene received her Bachelor and Master of Arts degrees in Sociology at the University of Northern Iowa. Her master’s thesis focuses on trans men and their partners as they negotiate the social and intimate consequences of coming out as transgender, or in some cases, transitioning from female-to-male while involved in an intimate relationship. Her dissertation project seeks to analyze how commercial sperm banks market masculinity, manhood, family, and paternity to consumers and how consumers, in turn, understand and react to those messages as they make their donor selections. She currently teaches undergraduate Sexuality and Society, emphasizing the role of social construction and social control in shaping our day-to-day experiences with sex, gender, and sexuality.

Her interests are gender and sexuality, trans and genderqueer communities, intersectionality, queer theory, pedagogy, qualitative methodology, and feminist theories and methodologies.
Brian Haugabrook  
Chief Information Officer  
Information Technology  
Valdosta State University

Brian is an IT executive with extensive experience in business intelligence, data analysis, enrollment and retention management. Ability to blend leadership, strategic vision, innovation, and technical expertise to define and deliver a campus-wide vision and strategic plan for all academic and administrative information technology services. Change catalyst, strongly focused on ensuring a high quality, service-oriented IT organization through the successful integration and coordination of technology. Ability to gain consensus across diverse functional, service and campus wide interests to foster teamwork and collaboration in order to maintain and implement new technology. Leads IT outreach activities, technology conferences, and represents the University in external forums and joint projects with other state institutions.
Jon Sizemore
Assistant Vice Chancellor for Distance Education
Board of Regents
University System of Georgia

Jon Sizemore is the Assistant Vice Chancellor for Distance Education for the Board of Regents (BOR) of the University System of Georgia (USG). He has been involved with online instruction, instructional technology and distance learning since 1995. He is currently responsible for directing the System’s Distance Education Policy, Strategic Planning, and initiatives. Since joining the BOR, Jon served on the Chancellor’s Task Force on Distance Education, the USG/TCSG Joint Task Force on Military Education, and the USG Adult Learning Consortium. Assistant Vice Chancellor Sizemore represents the system office on the Regent’s Administrative Committees on Distance Education (RACDE) and on eCore, the Southern Regional Education Board Electronic Campus Cooperative, the WCET State Authorization Network, and the Competency-Based Education Network (C-BEN). He has been a leader in launching the university system’s eMajor initiative to increase the number of online bachelor’s degrees through collaborative program delivery.