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Contributors

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**Edmund Dolan** has served as an academic vice president more for than twenty years at Bellevue Community College, Bellevue, Washington, and at William Rainey Harper College, located in the northwest suburbs of Chicago. In addition to teaching at Bellevue and Harper, he has taught in learning community programs at Antioch University and Oakton Community College. With formal training in psychology, he has completed post-doctoral programs in systems theory, organizational change, and leadership. Dolan has worked with the Washington Center for Improving the Quality of Undergraduate Education since its inception and has served as a consultant to numerous colleges and organizations in the areas of organizational change, conflict resolution, and learning communities development/sustainability. His commitments to community, inclusion, and value-based learning have guided his life work.

**Lynn Dunlap** is a faculty member at the Mount Vernon campus of Skagit Valley College, Washington. Having taught composition and film in two to three learning communities a year since 1986, she is coordinator of the General Education program on the Mount Vernon campus, responsible for developing the learning communities infrastructure on her campus, including an annual schedule of thirty learning communities, faculty development, and coordination of assessment efforts. She has conducted local and national workshops on designing effective learning communities and, with her colleague Les Stanwood, has co-authored a narrative on learning communities assessment at Skagit Valley College, to be published in an AAHE 2003 monograph, *Doing Learning Community Assessment: Five Campus Stories*. Dunlap is a National Learning Communities Project Fellow.

**Julia Fogarty** is a faculty member in the English Division at Delta College in University Center, Michigan. Along with two colleagues, she began the learning community program at Delta and served as its coordinator for nine years. In addition to initiating and organizing conferences for faculty development and helping conceptualize the on-going learning community assessment initiative at Delta, she has helped develop learning communities linking reading and writing with technical courses in automotive and nursing programs. Fogarty has taught composition in learning communities for over twelve years and is currently working on a Ph.D. with an emphasis on writing in learning communities. She has conducted workshops on learning communities regionally and nationally and is a National Learning Communities Project Fellow.

**Maria Hesse** became president of Chandler-Gilbert Community College in July 2002; for the previous four years, she served as dean of instruction at the Arizona college. For nine years before that, she was a faculty member in the Business and Computer Information Systems Department. In addition to serving as the Associate Dean of Student Services during the early years of Chandler-Gilbert's development, she has worked at several other community colleges and has been a high school teacher and principal. Hesse and her colleague, Marybeth Mason, have team-taught in a learning community; co-produced videotapes, including one on their learning community, "Creating Community in a Changing World," and one on service learning, "A Commitment to Service"; and published a book of student reflections on service-learning, *Unspoken*.

**Marybeth Mason** is an English and Humanities faculty member at Chandler-Gilbert Community College and the director of the Maricopa Center for Learning and Instruction in Arizona's Maricopa Community College District. She has taught composition, film, and literature in a first-year, team-taught learning community. Service-learning has been an integral part of all of her teaching since 1993, when she, Maria Hesse, and a number of other colleagues began the service-learning program at Chandler-Gilbert Community College. Mason and Maria Hesse have produced two videos, "A Commitment to Service," and one on learning communities titled "Creating Community in a Changing World." They have also published a book of student service-learning reflections entitled *Unspoken*. Together they have conducted workshops locally and nationally on service-learning and learning communities.

**Jacque Mott** is an interior design faculty member and coordinated the Learning Communities Program "Get Connected" at William Rainey Harper College in Palatine, Illinois, from 1995 to 2003. She worked closely with more than sixty-five different faculty to develop fully integrated learning communities and to provide faculty development opportunities for all Harper faculty. Her work with Student Development broadened the scope of the program to offer freshmen interest groups and, with the assistance of the institutional Learning Communities Committee, she helped to establish a strong learning communities infrastructure with an effective assessment plan. Mott has conducted workshops locally and nationally on learning community development and infrastructure as well as marketing learning communities and is a National Learning Communities Project Fellow.