

# VI

## Contributors

# Contributors

**Jerri Lindblad** is a Professor of English at Frederick Community College (FCC) in Maryland. She received her B.A. from the University of Colorado in English, music, Spanish, and education; her M.A. from The American University in literature; and her Ph.D. from The Pennsylvania State University in the interdisciplinary study of the philosophy and practice of collaborative education. She coordinated the inception and development of FCC's honors program and worked with students and faculty to create interdisciplinary courses together as learning community links. As Chair of the Department of English, she focused on integrating a new department, worked to embed diversity and technology in the classroom, chaired statewide writing placement assessment, and increased collaboration with the public school system. She has held numerous offices on campus and in professional organizations. In addition, she has presented and consulted on honors education, collaborative learning, and learning community assessment on numerous college campuses.

**Jean MacGregor** co-directs (with Barbara Leigh Smith) the National Learning Communities Project at the Washington Center for Improving the Quality of Undergraduate Education at The Evergreen State College. Formally trained in biology and environmental studies, her career has revolved around teaching and community organizing in the fields of higher education, environmental studies, and community development. With Barbara Smith, she co-chaired a statewide working group on learning community assessment in the mid-1980s, and has been active in higher education assessment ever since. Jean is the co-author of *Learning Communities: Creating Connections Among Students, Faculty and Disciplines* (Jossey-Bass, 1990), the editor of *Student Self-Evaluation: Fostering Reflective Learning* (Jossey-Bass, 1993), the compiler of the handbook, *Assessment in and of Collaborative Learning* ([www.evergreen.edu/washcenter/resources/acl/index.html](http://www.evergreen.edu/washcenter/resources/acl/index.html)) and the senior author of *Strategies for Energizing Large Classes: From Small Groups to Learning Communities* (Jossey-Bass, 2000) as well as other writings on learning communities and environmental education.

**William S. Moore** (Coordinator, Assessment, Teaching and Learning, Washington State Board for Community and Technical Colleges) has held this position for the past 12 years, providing leadership for the statewide higher education assessment initiative, including producing a monthly electronic newsletter (eWAG, for Washington Assessment Group), organizing an annual assessment conference, and facilitating a number of statewide assessment projects, retreats, and ongoing discussions. In that role he has been involved in several major assessment projects on learning communities in Washington state. Moore graduated with honors from the University of Texas at Austin, earned a master's degree in counseling psychology from UT, and completed his Ph.D. from the University of Maryland in College Student Personnel Administration with a concentration in college student development. Over his more than 20 years in higher education, Moore has conducted numerous presentations and workshops at a variety of conferences and institutions around the country, focusing on his primary areas of research interest and expertise: student and institutional outcomes assessment, organizational change issues, teaching-learning concerns, and student intellectual development. He co-directs with Kathe Taylor the Center for the Study of Intellectual Development, offering assessment instruments of William Perry's scheme of student intellectual development.

**Kathe Taylor** directs a U.S. Department of Education GEAR UP (Gaining Early Awareness and Readiness for Academic Programs) grant at The Evergreen State College. She earned her B.S. from the University of Delaware, and her M.A. and Ph.D. from the University of Maryland, College Park, where she concentrated in college student development. She has worked in secondary and postsecondary education for more than 25 years, in teaching, administration, and higher education policy. Her dissertation on student intellectual development was recognized in 1992 by the National Association of Student Personnel Administrators as the Dissertation of the Year. In 1998, she co-authored with Sherry Walton a book, *Children at the Center: A Workshop Approach to Standardized Test Preparation*. She has conducted numerous workshops for K-12 teachers and college faculty on teaching, learning, and assessment. In her spare time, she plays Irish and old-time fiddle and is a mediator for the community dispute resolution center.