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Contributors

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**James A. Anderson** is vice provost for undergraduate affairs and professor of counselor education at North Carolina State University. He is responsible for undergraduate courses and curricula, academic program review, and assessment; the Honors Program, the articulation agreement with the North Carolina Community College System, the General Education Curriculum, all academic support programs, and the First Year College. Anderson serves on advisory committees for American Council on Education (ACE), American Association for Higher Education (AAHE), Association of American Colleges and Universities (AAC&U), and National Association of State Universities and Land-Grant Colleges (NASULGC). He has been selected as an ACE fellow, a Danforth fellow, and a National Learning Communities Project Fellow. Anderson has consulted with more than 300 colleges and universities on topics such as the development of retention models; enhancing faculty instructional competencies; facilitating student learning styles and strategies; diversity and curricular transformation; and the importance of an outcomes-based approach to assessment. He is also a Tai Chi master/teacher.

**Jodi Levine Laufgraben** is the assistant vice provost for university studies at Temple University. Since 1994 she has directed Temple's Learning Communities Program, which is now celebrating its 10th year. Her portfolio includes University Studies, the academic home for students deciding on a major, and the university's new summer reading program for entering freshmen. She was a principal investigator in the Restructuring for Urban Student Success Project, is a National Learning Communities Project Fellow, and is active in the Northeast Region Fellows Group. In addition to her administrative responsibilities, Laufgraben is an instructor in Educational Leadership and Policy Studies, teaching courses on educational administration, research design, action and collaborative research, and personnel. Her publications include *Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs* (with Nancy Shapiro), Jossey-Bass (1999), and editor of the monograph *Learning Communities: New Structures, New Partnerships for Learning*. National Resource Center for the First-Year Experience and Students in Transition (Monograph 26) Columbia, SC (1999).

**Karen Kashmanian Oates** is professor of integrative studies and biochemist in New Century College at George Mason University where she also served as founding associate dean. As associate dean she was responsible for faculty development, the development of community and business partnerships, and the integration of the Center for Field Study, Center for Service-Learning and Student Leadership and the Center for Child Welfare into academic programs. Under the leadership of the founding dean and associate dean, New Century College gained national attention for the intentionally in which the curriculum builds on the comprehensive learning community models to include experiential education, a competency based program of study, as well as a faculty driven portfolio assessment project. The colleges' motto "Connecting the Classroom to the World" represents both the civic and professional engagement of students in their education. Oates has just completed a text titled "Service Learning in Learning Communities: Tool for Integration and Assessment" and has authored more than 50 academic articles. Since 1999, she has served as Senior Science Scholar for the Association of American Colleges and Universities and is the Co-PI on the National Science Foundation (NSF)-supported national dissemination grant entitled Science Education For New Civic Engagement and Responsibilities (SENCER). Beyond her consulting work with colleges and universities, she is the primary planner for the annual network meeting on learning communities for the Association of American Colleges and Universities.

**John O'Connor** is a faculty member in New Century College (NCC) at George Mason University and a senior scholar at the American Association for Higher Education (AAHE). He was the founding dean of NCC, which awards undergraduate degrees in integrative and individualized studies, offers an interdisciplinary curriculum based on learning communities and portfolio assessment, and administers Centers for Child Welfare, Service and Leadership, and Field Studies. Previously he was vice provost for information technology and director of the Instructional Development Office. At AAHE, O'Connor directs projects on the "Engaged Campus." These projects support the public engagement of colleges and universities in their communities and the preparation of students for their civic responsibilities. O'Connor is a National Learning Communities Project Fellow.

**David Schoem** is faculty director of the Michigan Community Scholars Program. He also has served as assistant vice president for academic and student affairs and as assistant dean for undergraduate education. He teaches sociology courses on "Democracy, Diversity and Community," "Sociology of Education," and "Sociology of the American Jewish Community." Schoem's most recently published work (with Sylvia Hurtado) includes *Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace* (University of Michigan Press, 2001) and (with Linda Frankel, Ximena Zuniga, and Edith Lewis) *Multicultural Teaching in the University* (Praeger, 1995). Schoem is a National Learning Communities Project Fellow.

**Nancy S. Shapiro**, associate vice chancellor for academic affairs at the University System of Maryland, was the founding director of the College Park Scholars living-learning program at the University of Maryland. Her publications include two co-authored books, *Creating Learning Communities* (Jossey-Bass, 1999) and *Scenarios for Teaching Writing* (National Council of Teachers of English (NCTE), 1996); numerous articles and reviews on a variety of undergraduate education topics, including learning communities; and an edited collection of essays on K-16 statewide initiatives in *Metropolitan Universities* (Fall 1999). She is the principal investigator and director of two large, federally-funded projects, one five-year \$4.2 million U.S. Department of Education Title II Teacher Quality Enhancement Partnership Grant and a second five-year \$7.4 million National Science Foundation (NSF) grant to enhance science teaching K-16 in Maryland. Shapiro is a National Learning Communities Project Fellow.

**Barbara Leigh Smith** is the former provost and vice president for academic affairs at The Evergreen State College. She is currently co-director (with Jean MacGregor) of National Learning Communities Project, supported in part by The Pew Charitable Trusts. Smith is the founding Director of The Washington Center for Improving the Quality of Undergraduate Education, which has been a leader in disseminating the idea of learning communities. Smith has written extensively on educational reform, collaborative learning, and learning communities including (with Jean MacGregor) "What is Collaborative Learning?" in the *Collaborative Learning Sourcebook* (1990); (with Jean MacGregor, Roberta Matthews, and Faith Gabelnick) *Learning Communities: Creating Connections Among Students, Faculty and Disciplines* (Jossey-Bass, 1990); (with R. Jones) *Against the Current: Reform and Experimentation in Higher Education* (1984); with John McCann, *Reinventing Ourselves* (2001); "The Challenges of Learning Communities as a Growing National Movement" (*Peer Review* 2001); and "Learning Communities and Liberal Education" (*Academe*, 2003). Her newest book, *Learning Communities: Re-Forming Undergraduate Education*, written in collaboration with Jean MacGregor, Roberta Matthews, and Faith Gabelnick will be available in 2004 from Jossey-Bass.