

Contributors

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Marie Eaton is a faculty member at Fairhaven College, Western Washington University. She has served in varied leadership positions at Western, including dean of Fairhaven College, vice-president for student affairs, and associate dean of the Woodring College of Education. She is a member of the Advisory Board for The Washington Center for Improving Undergraduate Education, a fellow with the National Learning Communities Project, and an Institute member for the Project on the Future of Higher Education. Her scholarship is deeply grounded in the curricular and pedagogical questions that are engaging current national conversations about the quality of learning and innovation. Student-centered assessment, inclusive curriculum, engaged learning, interdisciplinary studies, and the intersection between reflective practice and the quality of learning have motivated her scholarship for more than ten years.

Richard Guarasci is president at Wagner College. Prior to his presidency, Dr. Guarasci was provost and vice president for academic affairs, and professor of political science, teaching in the areas of democracy, citizenship and American diversity. At Wagner, Dr. Guarasci founded “The Wagner Plan for the Practical Liberal Arts,” the four-year curriculum for all undergraduates that draws together a substantive liberal arts core into a series of learning communities. Each community cluster includes semester-long community-based and service-learning courses that emphasize the integration of ideas and experiences with the civic arts of democratic culture. Prior to coming to Wagner in 1996, he was dean at Hobart William Smith College and St. Lawrence University. At both institutions, he led path-breaking work in the areas of democracy, citizenship, and American diversity. He is the lead author, with Grant Cornwell, of *Democratic Education in the Age of Difference: Redefining Citizenship in Higher Education*, (Jossey-Bass, 1997).

Maria Hesse has been president of Chandler-Gilbert Community College since July, 2002; for the previous four years, she served as dean of instruction. 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. Maria 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 co-edited a book of student reflections on service-learning, *Unspoken* (Chandler-Gilbert Community College, 1995).

Gary Hodge is dean of Social Sciences, Health, and Public Services at Collin County Community College. He taught the first Learning Community course offered at Collin County in 1994, integrating sociology and history. Hodge has administrative responsibility for the Service-learning and Learning Communities Programs and is an advocate for both programs on a national level. He is a fellow with the National Learning Communities Project. Hodge was selected as Outstanding Faculty at Collin County in 1990 and was named Minnie Stevens Piper Professor for the state of Texas in 1991. He has been selected to receive the “Outstanding Regional Leadership” award for 2002 presented by the Chair Academy.

Ted Lewis has recently been appointed dean of Business, Math, Communications, Science, and Public Services at Cy-Fair College in Houston, Texas. He formerly was professor of political science and coordinator of learning communities at Collin County Community College. His field of research includes American electoral behavior, public opinion, interest groups, political parties, and constitutional law. He has taught in learning communities integrating political science with sociology, history, English, and mathematics. He has presented research on learning communities at national conferences including AAHE, the League for Innovation in the Community College, the National Learning Communities Project Summer Institute, the National Institute for Staff and Organizational Development International Conference on Teaching and Leadership, the Futures Assembly, and the National Social Science Association. Ted has also conducted workshops on learning communities for numbers of community colleges, and has published articles on learning communities in “A Collection of Practices” from the League’s Conference on Information Technology, the *Community College Journal of Research and Practices*, and the *National Social Science Journal*.

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, environmental education, community studies, and community development. She has been both a student and leader of community-based learning and service learning projects for more than thirty years. 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), 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.

Marybeth Mason is English and Humanities faculty member at Chandler-Gilbert Community College. 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. She co-edited, with Maria Hesse, a book of student-service-learning reflections entitled *Unspoken* (Chandler-Gilbert Community College, 1995), and a video entitled “A Commitment to Service.” They have also produced a video on learning communities entitled “Creating Community in a Changing World.” Together they have conducted workshops locally and nationally on service-learning and learning communities.

Lin Nelson is a member of the faculty at The Evergreen State College, where her work focuses on health, environment, and community. After teaching at Ithaca College and Cornell University, she left higher education and through much of the 1980s worked in community-based organizations in upstate New York, addressing environmental/occupational health. Since joining Evergreen’s faculty in 1991, she has been active with several regional organizations, serving on the advisory boards of the Washington Toxics Coalition and Evergreen’s Labor Education and Research Center. She holds a doctorate in sociology from Penn State University.

John O’Connor is a faculty member in New Century College (NCC) at George Mason University and a visiting scholar at the American Association for Higher Education. He was the founding dean of NCC. NCC 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, John 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. John is a fellow with the National Learning Communities Project.

Penny A. Pasque is in the Ph.D. program at the Center for the Study of Postsecondary and Higher Education at the University of Michigan where she works as a graduate student research assistant at the Kellogg Forum for the Public Good. Penny is taking an educational leave of absence from her position as the program director and co-founder of the Michigan Community Scholars Program (MCSP), a living/learning program at the University of Michigan. This appointment is a joint venture between University Housing and the College of Literature, Science, and the Arts. The MCSP program focuses on community service-learning, identity development, social justice, leadership, and academic excellence for undergraduate students. Penny also serves on the Executive Council of the American College Personnel Association as the Chair of the Standing Committee for Women.

Judy Patton is director of University Studies at Portland State University. Previous to her appointment in University Studies, she was a faculty member in the dance department for eighteen years, serving as chair for two years. In University Studies, she has taught two Freshman Inquiry classes: Embracing Einstein's Universe: Language Culture and Relativity; and Transfer Transition: Family Studies. Before becoming director, she was elected to the positions of Freshman Inquiry Council Representative and Freshman Inquiry Faculty Coordinator. She was program director, 1997-2000, handling assessment, faculty development, and personnel. She is a fellow with the National Learning Communities Project and Project Director for the Restructuring for Urban Student Success Project (RUSS).

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 courses in sociology 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.)