

Contributors

Pam Dusenberry teaches in the Developmental English Program at Shoreline Community College where for the last fourteen years she has been working to integrate the Developmental English curriculum of reading, writing and study skills, and to bring to it what is known about human learning from psychology, linguistics, neurobiology, and educational research. Dusenberry has also been involved in developing abilities-based assessment of student learning where students move through the curriculum based on their performance as readers and writers; a portfolio process allows students to “jump” classes based on their work. SCC also offers Integrated Studies courses that include a developmental component where Dusenberry also has taught. She is co-author with Dutch Henry and T. Sean Rody of *College Knowledge*, a collection of challenging readings for students new to academic culture; the book also includes an account of the instructional practices used in Shoreline’s integrated Developmental English Program. Dusenberry has presented her work at the National Learning Communities Project Summer Institutes and has given workshops at conferences and retreats on learning communities and developmental education. Pam can be reached at PamDuse@aol.com.

Gillies Malnarich co-directs the Washington Center for Improving the Quality of Undergraduate Education at The Evergreen State College. She was first introduced to interdisciplinary studies as a student in the inaugural class of Arts One at the University of British Columbia, a program shaped by the legacy of Joseph Tussman. Educated in the humanities and social sciences, she has taught in and out of higher education: in workplaces, women’s centers, community-based schools, and other adult education programs; and, at universities, a four-year college, and a large urban community college, Douglas College in New Westminster. There, she taught in Developmental Studies and created an in-house education program for faculty, staff, and administrators. She has worked with educators in Canada on abilities-based teaching, learning, assessment, and institutional effectiveness. At the Washington Center, she works with co-director Emily Lardner to support campuses experienced and new to learning communities by focusing on the design of integrated curricula and assignments, equity issues and preparing students for demanding college-level work, campus-based leadership, and ways to sustain and strengthen efforts. Malnarich can be reached at malnarig@evergreen.edu.

Ben Sloan, an Associate Professor of English, teaches developmental and college transfer courses at Piedmont Virginia Community College in Charlottesville, Virginia. As a developmental writing instructor, Sloan helped prepare students to pass the CUNY Writing Assessment Test in his work as part of the SEEK program at John Jay College in New York City (1983-89). He taught developmental writing and other English courses in women's and men's prisons while working for Shaw University in Raleigh NC (1991-95). At Fayetteville Technical Community College (FTCC), Sloan taught developmental reading and writing as well as college transfer classes for eight years (1995-2003), during which time he worked with an interdisciplinary team, associated with a College Tech Prep project, to develop professional development activities for faculty and staff, including a career awareness program for at-risk eighth graders. In 2000, he attended the Kellogg Institute at Appalachian State University. Between 2001 and 2003 he helped design and then taught in a learning community project at FTCC. He is the Excellence in Teaching Award winner at FTCC for 2002-03. Sloan can be reached at bsloan@pvcc.edu.

Jan Swinton is an English instructor and the Faculty Development Coordinator at Spokane Falls Community College in Spokane, Washington. She is the past director of the College's Developmental Reading, Writing, and Study Skills Program. She has taught composition, developmental reading/developmental writing, and college-level study skills classes as well as reading and study skills courses paired with content classes such as biology, gerontology, and elementary algebra. She is the co-author with W. J. Agopsowicz of *Read and Respond*, a developmental reading textbook in its fourth edition. She chairs the "Paired Courses" Special Interest Group for the College Reading and Learning Association (CRLA) and has served as president of the regional organizations of CRLA and the National Association of Developmental Education. Recently re-elected as president of the Washington Association of Developmental Education, she works with developmental educators throughout the State. Swinton presents at regional and national conferences and is a fellow with the National Learning Communities Project. Swinton can be reached at JanS@spokanefalls.edu.

Phyllis van Slyck is a professor in the English Department at LaGuardia. With her colleague William J. Koolsbergen of the Humanities Department, she has been instrumental in the design and expansion of various learning community models at the college for the last decade. She coordinates faculty development activities related to learning communities, serves as liaison between faculty and administration to evaluate newly proposed learning communities, and hosts visits from other colleges interested in developing learning communities. With Professor Koolsbergen, she has given numerous workshops at colleges and universities, and with other learning community colleagues, at national conferences. LaGuardia Community College has been involved in the design and development of learning communities since 1976 and is a member of the newly formed Atlantic Center for Learning Communities, a regional branch of the learning community movement that offers resource consulting, open houses that showcase learning communities' practice, on-campus site visits, and retreats for faculty/administration/campus teams interested in deepening their understanding of learning communities, related pedagogies and assessment. She is a fellow with the National Learning Communities Project. van Slyck can be reached at vanph@lagcc.cuny.edu.