

## Contributors

**Linda Adler-Kassner**, Professor of Writing and Director of the Writing Program at University of California, Santa Barbara, is immediate Past President of CWPA. She has authored, co-authored, or co-edited eight books, including *The Activist WPA: Changing Stories about Writers and Writing*. Her research focuses broadly on relationships between definitions of literacy and their implications for students and teachers; her recent work focuses on studying relationships between definitions of writing and writing instruction and public policy and on helping instructors (and WPAs) develop strategies to affect policy.

**William P. Banks** is Director of the University Writing Program and Associate Professor of Rhetoric and Writing at East Carolina University, where he teaches graduate and undergraduate courses in writing, research, and pedagogy. He has published articles on history, rhetoric, pedagogy, writing program administration, and sexuality in several recent books, as well as in *English Journal*, *College English*, *Computers and Composition*, *Dialogue*, and *Teaching English in the Two-Year College*. His current book project, *Queer Literacies* explores the ways in which gay men and lesbians articulate literacies of queer(ed) identities.

**Anne Beaufort** joined the Interdisciplinary Arts and Sciences Program at UW Tacoma in 2006 as writing-across-the-curriculum coordinator. Previously, she was an assistant professor at American University in Washington, DC, and an associate professor at State University of New York, Stony Brook. She has published numerous articles and book chapters, and two ethnographic studies of writers in university and workplace settings, *Writing in the Real World: Making the Transition from School to Work* (1999) and *College Writing and Beyond: A New Framework for University Writing Instruction* (2007).

**Marcia Belcheir** is the Associate Director of Institutional Research at Boise State University. Her research interests center on student retention, learning outcomes, and campus climate and culture.

**Shane Borrowman** is the Chair of the Department of English at The University of Montana Western, where he teaches courses in editing and publishing, technical writing, creative nonfiction, and first-year composition. His essay on Burkean identification, co-authored with Dr. Marcia Kmetz, appeared in *Rhetoric Review* in 2011, was followed shortly by his edited collection *On the Blunt Edge* (published by Parlor Press).

**Heidi Estrem** is associate professor of English and Director of the First-Year Writing Program at Boise State University. Her research interests include writing pedagogy, assessment, and students in transition. Scholarship in these areas has appeared in *WPA: Writing Program Administration, Pedagogy, Composition Studies*, and several edited collections. She regularly teaches the graduate seminar for new teaching assistants; she also teaches first-year writing and other undergraduate courses. Her current research focuses on how learners negotiate writing experiences across the university curriculum.

**Cynthia R. Haller** is Associate Professor and Deputy Chair of English at York College, City University of New York, where she has served variously as Writing Center Director, WAC Coordinator, and Writing Program Director. She has published articles on scientific and technical communication in *Written Communication*, the *Journal of Engineering Education*, and *Technical Communication Quarterly*, and is currently investigating intersections between environmental and agricultural rhetorics. Her articles on students' development of academic literacies have appeared in *WPA: Writing Program Administration* and *Writing Spaces: Readings on Writing, Vol. 2*.

**Barbara Little Liu** is an Associate Professor of English at Eastern Connecticut State University where she acted as Coordinator of First-Year Writing from 1999 to 2009. During her term as coordinator, she brought a number of innovations to the program: an intensive basic writing course, portfolio-based program assessment, directed self-placement, and a curriculum based in genre theory. She continues to teach the developmental writing course she developed, as well as other courses in rhetoric. She contributed a chapter—"More than the Latest PC Buzzword for Modes: What Genre Theory Means to Composition"—to *The Outcomes Book*.

**Martha Marinara** is an Associate Professor and directs the Information Fluency Program at the University of Central Florida. Marinara earned an MA in Creative Writing (SCSU 1989) and a PhD in Rhetoric (Lehigh University 1993). Her academic publications have appeared in *College Com-*

*position and Communication, Pedagogy and Culture*, and the *Journal of Basic Writing*. She writes poetry and fiction, publishing recently in *Massachusetts Review*, *Pelican Review*, and *Broken Bridge Review*. Her novel, *Street Angel*, was published in 2006.

**Paul Kei Matsuda** is Professor of English and Director of Second Language Writing at Arizona State University, where he works closely with doctoral and master's students in Rhetoric, Composition and Linguistics, Applied Linguistics and TESOL. He has directed writing programs at Arizona State University and at the University of New Hampshire, and has edited a special issue of the *WPA: Writing Program Administration*. He is co-founding chair of the Symposium on Second Language Writing and the editor of a Parlor Press book series. He also works as an independent consultant, conducting program reviews and workshops across the United States and around the world.

**Holly Middleton** is now Assistant Professor of English and Director of the University Writing Program at High Point University. Her research interests include historical conceptions of the literary and the literate. With her colleagues in the English department at High Point, she is currently embarking on studies of reading and information literacy in writing courses. She has contributed to *College English* and is a co-editor of the forthcoming journal *Literacy in Composition Studies*.

**Deborah Mutnick** is professor of English and Co-Director of LIU Brooklyn Learning Communities at the Brooklyn campus of Long Island University. She is the author of *Writing in an Alien World: Basic Writing and the Struggle for Equality in Higher Education* (1996). She has also published essays on basic writing, narrative, autobiography, oral history, critical pedagogy, and the intersection between geography and composition studies.

**E. Shelley Reid** is an associate professor of English and Director of Composition at George Mason University, where she teaches the composition pedagogy seminar for graduate teaching assistants as well as a range of undergraduate writing courses. Her work on teacher preparation, mentoring, and program development appears in *Composition Studies*, *College Composition and Communication*, *Pedagogy*, *WPA: Writing Program Administration*, *Writing Spaces*, and several edited collections. She is currently working on articles about teaching peer review and other metacognitive writing as central genres for undergraduate composition classes.

**Anne Ruggles Gere** is Arthur F. Thurnau Professor and Gertrude Buck Collegiate Professor at the University of Michigan where she is Co-Chair of the Joint PhD in English and Education and Director of the Sweetland Center for Writing. A former Chair of CCC, she is author of a dozen books and over 80 articles.

**Kathleen J. Ryan** is Associate Professor of English and Director of Composition at the University of Montana. She teaches courses in composition pedagogy and rhetorical studies, and her research focuses on writing program administration and feminist rhetorical studies. She coedited *Walking and Talking Feminist Rhetorics* with Lindal Buchanan and is one of the coauthors of *GenAdmin: Theorizing WPA Identities in the Twenty-First Century*.

**David E. Schwalm** is Professor Emeritus at Arizona State University. He taught at UC Berkeley, Ohio State, UT El Paso, and ASU, serving as WPA at both UT El Paso and ASU. Subsequently, he held various central administrative positions at ASU, focused on the development of new campuses. Throughout his tenure at ASU he was active in designing and maintaining the state-wide transfer articulation system in Arizona. He is currently Chair of the Board of Trustees of the Southwest College of Naturopathic Medicine and Health sciences.

**Steve Simpson** is assistant professor of communication and writing center director at New Mexico Institute of Mining and Technology, where he teaches scientific communication and ESL for both graduate and undergraduate students. He also works with the Center for Graduate Studies to develop communication resources for graduate students, part of a Department of Education funded initiative. His book chapter, "Mentoring as a Long-Term Relationship: Situated Learning in a Doctoral Program," (with Paul Kei Matsuda) appeared in Casanave & Li's (2008) edited collection, *Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation*.

**Marilyn J. Valentino** is Professor Emerita at Lorain County Community College, where she teaches writing, oral communication, literature, and ESL classes. She has also taught in Australia, China, and will be working at schools in Thailand and Vietnam in spring term. She has served as a former CCCC Chair and TYCA Chair for NCTE. She has recently published articles in the *Canadian English Quarterly* and in an anthology on Toni Morrison.