

# Notes on Contributors

**Michael S. Allen** began Portnet in 1992 at the Miami University conference, "New Directions in Portfolio Assessment," by asking ten colleagues if they would be willing to send a set of portfolios to two outside readers. In 1993 Portnet went online and has conducted seven on-line evaluation sessions. Although he has published a book of criticism (on poet Richard Hugo), a chapbook of poems, and articles on composition/rhetoric (including three on Portnet), he's found it very hard to get tenure. Currently, he is in his last year at Ohio State—Mansfield and also teaches part time at North Central Technical College.

**Diane Christian Boehm** has been Director of the University Writing Program at Saginaw Valley State University in Michigan since 1995. She is an active member of the National Writing Project, the Epiphany Project, the Well Connected Educator Project (linking writers with on-line writing coaches), and the Michigan Writing Centers Board. She opened a new Writing Center this past year and developed a new course, Writing in Cyberspace.

**Suelyn Duffy** has directed writing programs since 1985 and currently coordinates writing across the curriculum at Ohio University. Her scholarly publications and presentations focus on basic writing, literacy, and ethical issues in writing program administration.

**Theresa Enos** is the current president of WPA; she directs the graduate program in rhetoric and composition at the University of Arizona. Her most recent publications are *Gender Roles and Faculty Lives in Rhetoric and Composition* and *The Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age*.

**Jane Frick** is professor and chair of the Department of English, Foreign Languages, and Journalism at Missouri Western State College. She is a member of the executive Board and newsletter editor for the Missouri Colloquium on Writing Assessment. She has conducted and compiled Missouri's annual Writing Survey since 1988, a listing of the state's writing assessment, writing curriculum, and writing staffing practices; the 1996/97 survey results are posted on the CWA Web site (<http://www.mwsc.edu/~cwa>). Frick is a member of the Executive Committee of MLA's Association of Departments of English (ADE).

**Richard Gebhardt**, professor and English chair at Bowling Green State University, served previously as writing director, humanities chair, and assistant dean at Findlay College. From 1987 to 1994, Rick was the Editor of *College Composition and Communication*. His articles have appeared in *ADE Bulletin*, *CCC*, *College English*, *Rhetoric Review*, *Teaching English in the Two-Year College*, *WPA*, and other journals. With Barbara Genelle Smith Gebhardt, he recently edited *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure* (Lawrence Erlbaum, 1997). Rick's electronic addresses are [richgeb@bgnet.bgsu.edu](mailto:richgeb@bgnet.bgsu.edu), and [www.bgsu.edu/~richgeb](http://www.bgsu.edu/~richgeb).

**Jeanne Gunner** is Associate Professor of English and Director of Core Composition at Santa Clara University. She has published articles on basic writing, collaborative administration, and the politics of the profession. An article critiquing the WPA position from a postcolonial perspective is forthcoming in *JAC*.

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**Eric Martin** is Director of Writing Across the Curriculum at The University of Findlay and Associate Editor of *WPA: Writing Program Administration*.

**Eric Miraglia** works as a program administrator and learning technologies specialist for Washington State University's Freshman Seminars; he also designs virtual learning spaces for interactive writing pedagogies in academic programs throughout the university. Miraglia has published articles in *InLand* and the *Journal of Basic Writing*; "Resistance and the Writing Teacher," a study of composition's response to student resistance, will appear in the *Journal of Advanced Composition* this fall. His current work focuses on the imbrication of technological literacies and academic, textual literacies.

**Susan McLeod** chairs the English Department at Washington State, and co-leads WSU's writing across the curriculum faculty seminars. She has published articles about writing program administration, issues of writing and affect, and writing across the curriculum. Her books include *Strengthening Programs for Writing Across the Curriculum* (1988), *Writing Across the Curriculum: A Guide to Developing Programs* (co-edited with Margot Soven, 1992), and *Notes on the Heart: Affective Issues in the Writing Classroom* (1997).

**Jeff Sommers** is Director of Part Time Faculty in the English Department at Miami University—Middletown. He has published books and articles on portfolio assessment and other composition-related topics, along with three composition readers and textbooks. He is former Secretary-Treasurer of WPA.

**Ellen Strenski** is Assistant Writing Director in the Department of English and Comparative Literature at the University of California, Irvine. She has co-authored *The Research Paper Workbook* (New York: Longman, 3rd ed., 1992), *Making Connections across the Curriculum: Readings for Analysis* (Boston: Bedford, 1986), and *A Guide to Writing Sociology Papers* (New York: St. Martin's, 4th ed., 1997). Most recently, she has been writing about the impact of computer technology on teaching composition. <<http://eee.uci.edu/faculty/strenski>>.

**Pauline Uchmanowicz's** essays appear in *College English*, *Literature and Psychology*, *Z Magazine*, and elsewhere. She is an assistant professor of English at the State University of New York, New Paltz, where she teaches writing and cultural studies. The author wishes to thank members of the research consortium at Wayne State University for their advice on an earlier version of this paper, which she presented at the 1995 MLA conference in Chicago.

**Kathleen Blake Yancey** is Associate Professor of English at UNC Charlotte, where she teaches courses ranging from first-year composition to graduate courses in rhetorical theory. With Brian Huot, she founded and edits the journal *Assessing Writing*; with Irwin Weiser, she edited the recently released collection of essays *Situating Portfolios: Four Perspectives*. Her current projects include a book-length volume on reflective practice, tentatively titled *A Rhetoric of Reflection*, due out in 1998 from Utah State University Press.

**Ray Zimmerman** is Course Director of Basic Writing in UC Irvine's Composition Program and Web Supervisor for its Advanced Composition web page <<http://www.hnet.uci.edu/English/Courses/WR139>>. He has written on using mock placement exams for high-school/college community-building and is currently working on the issue of language anxiety in the basic writing classroom. He also works on gender and violence in 20th century American literature.

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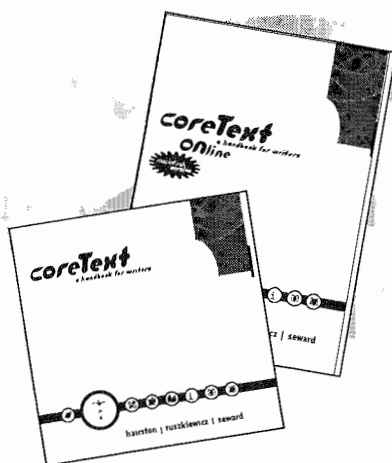
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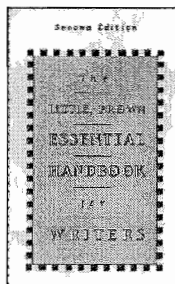
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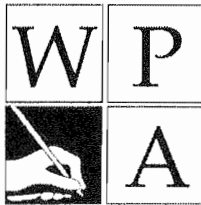


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