WPA: Writing Program Administration Volume 29, Number 3 (Spring 2006)
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Contributors to *WPA* 29.3

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Paul Butler is an assistant professor in the English department at Montclair State University in Montclair, New Jersey, where he teaches undergraduate and graduate courses in composition and rhetoric. He served as acting director of Montclair's Writing Center in spring 2005 and is involved in developing courses for the department's Writing Studies curriculum. Butler has published articles in *JAC, the Journal of College Writing*, and in *Authorship in Composition Studies*. His current scholarship focuses on the study of style in composition theory and pedagogy.

William Endres is completing a Ph.D. in rhetoric, composition and linguistics at Arizona State University, studying visual rhetoric and computer-mediated instruction. For the past eight years, he has worked with new and experienced graduate students in the writing program at The University of Arizona, with his work focused on teaching in computer-mediated classrooms. He holds master's degrees from the Ohio State University and the University of New Hampshire. Between them, he performed computer support work in Antarctica for the National Science Foundation and managed computer networks.

Susan McLeod is professor of writing and director of the writing program at the University of California, Santa Barbara. Her publications include *Strengthening Programs for Writing Across the Curriculum*; *Writing Across the Curriculum: A Guide to Developing Programs*; a multi-cultural textbook for composition entitled *Writing about the World; Notes on the Heart: Affective Issues in the Writing Classroom*; and *WAC for the New Millennium: Strategies for Continuing Writing Across the Curriculum Programs*, as well as numerous articles on writing across the curriculum and writing program administration. Her latest projects are a collection of essays by pioneers in the WAC movement about the early histories of their programs, tentatively entitled Creating a Community, and a reference text for writing program administrators.

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Irvin Peckham is an associate professor at Louisiana State University, where he directs the University Writing Program. He has published articles in *Composition Studies*, *Computers and Writing*, *English Journal*, *Pedagogy*, and in several collections of essays. He, Sherry Linkon, and Ben Lanier-Nabors have recently coedited a special edition for *College English* on working-class writing and literature. He is currently working on a Web-based rhetoric for McGraw-Hill and a book on the problematic role of activist teaching in first-year writing instruction.

Kelly Ritter is associate professor of English and coordinator of first-year composition at Southern Connecticut State University in New Haven, Connecticut. Her articles have appeared in *College English, College Composition and Communication, Composition Studies,* and *Pedagogy.* With Stephanie Vanderslice, she is the co-editor of *This is (Not) Just to Say: Lore and Creative Writing Pedagogy*, forthcoming from Heinemann-Boynton/Cook.

Edward M. White has written or edited eleven books and about one hundred articles or book chapters on writing, writing instruction, and writing assessment. This year, he is completing his fifth textbook for college writing students and the fourth edition of one of his books for teachers, *Assigning, Responding, Evaluating.* For ten years, he was coordinator of the Writing Improvement Program for the California State University system, with statewide oversight for entry-level and mid-career assessment of the 330,000 students in that system. After taking early retirement in 1997 as an emeritus professor of English at the CSU San Bernardino campus, he joined the University of Arizona English department, teaching graduate courses in writing assessment, writing research, and writing program administration.

Mark Wiley is a professor of English and currently the associate dean of curriculum and personnel in the College of Liberal Arts at California State University, Long Beach. Before assuming his current position, he directed the Faculty Center for Professional Development at Long Beach and before that was the coordinator of the composition program there. Mark has worked on K–12 reform and on K–16 partnerships in the Long Beach area as well as on general education reform at Cal State Long Beach. Much of his research and publications have been in rhetoric and composition. His most recent publication appears in *The Outcomes Book: Debate and Consensus after the WPA Outcomes Statement* (Utah UP, 2005).

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Announcements

New Board Members

The Council of Writing Program Administrators is happy to announce the new members of the Executive Board are Joe Marshall Hardin, Rita Malenczyk, and Carol Rutz.

Call for Participation: The Writing Centers Research Project Survey for AY 2005-2006.

Beginning September 1, 2006, the Writing Centers Research Project (WCRP) will conduct its fourth biennial survey to collect benchmark data on writing centers. The WCRP requests that all writing center directors visit its web site, www.wcrp.louisville.edu and either complete the survey online or download a printable version to complete by hand. Participants may also request a hard copy of the survey.

Questions about the survey or requests for hard copies should be directed to Stephen Neaderhiser, senead01@louisville.edu or The Writing Centers Research Project, 312 Ekstrom Library, University of Louisville, Louisville, KY 40292. Please complete the survey by Friday, October 20, 2006.

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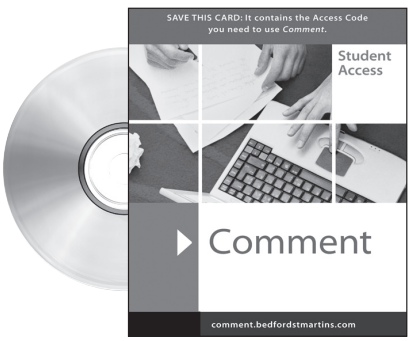

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