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Contributors to WPA 33.1-2

Jonathan Alexander, PhD, is Professor of English and Campus Writing Director at the University of California, Irvine. He is the author of *Literacy, Sexuality, Pedagogy: Theory and Practice for Composition Studies* and *Digital Youth: Emerging Literacies on the World Wide Web*; co-author of *Finding Out: An Introduction to LGBT Studies* and *Argument Now: A Brief Rhetoric*; and co-editor of *Role Play: Distance Learning and the Teaching of Writing* and *Bisexuality and Transgenderism: InterSEXions of the Others*.

William Baden is Senior Research Analyst for the Office of Institutional Research and Analysis, Indiana U.–Purdue U. Fort Wayne.

Kelly Belanger is Associate Professor of Rhetoric and Writing at Virginia Tech, where she directs the Center for the Study of Rhetoric in Society and is co-Director of the Blue Ridge Writing Project. She is the co-author of *Second Shift: Teaching Writing to Working Adults* (1998) and has published articles and chapters on writing program administration, critical pedagogy, basic writing, collaboration, and professional communication. Her current work focuses on social movement rhetoric and the struggle for gender equity in higher education athletics.

Stuart Blythe is an associate professor in the Department of Writing, Rhetoric, and American Cultures at Michigan State University. He was previously the director of the Writing Program at Indiana University-Purdue University Fort Wayne.

Jonikka Charlton is an assistant professor at the University of Texas-Pan American where she is currently coordinating the First-Year Writing Program. She teaches courses in reading strategies and first-year composition as well as upper level and graduate courses in composition pedagogy and assessment. Her scholarly interests tie together her work as a WPA at an HSI, empirical research about WPAs, and her interest in WPA identity and professionalization. She is currently working on two book projects stemming from this inquiry and has work forthcoming in *Praxis* and *Going Public: What Writing Programs Learn from Engagement* (Utah State UP).

Rachelle L. Darabi is the Associate Provost for Student Development and Public Affairs and Professor of English at Missouri State University. She oversees a number of student success units, including the Center for Learning and Writing. She was formerly the Associate Vice Chancellor for

Academic Success at Indiana University-Purdue University Fort Wayne (IPFW) where she had responsibility for the Center for Academic Success and Advancement (CASA).

Chris W. Gallagher is Professor of English and Writing Program Director at Northeastern University, where he teaches writing and pedagogy courses. He is author of three books, including *Radical Departures: Composition and Progressive Pedagogy* (NCTE, 2002), *Reclaiming Assessment: A Better Alternative to the Accountability Agenda* (Heinemann, 2007), and *Teaching Writing That Matters* (with Amy Lee, Scholastic, 2008). His work also has appeared in Rhetoric and Composition and Education journals, including *College English*, *Composition Studies*, *Writing on the Edge*, *Phi Delta Kappan*, *Theory into Practice*, and *Educational Leadership*.

Diana George is Professor of Rhetoric and Writing and Director of Composition and the Writing Center at Virginia Tech. Her work has appeared in a number of collections and journals including *College English*, *College Composition and Communication*, and *Reflections*. Her current work is upcoming in *Reflections* and (with Paula Mathieu of Boston College) in *CCC* in 2009 (“Not Going it Alone: Small Press Papers and the Circulation of Homeless Advocacy”) and in the upcoming 2010 collection, *The Public Work of Rhetoric*, edited by John Ackerman and David Coogan (“A Place for the Dissident Press in a Rhetorical Education”).

Gregory R. Glau directs the Writing Program at Northern Arizona University. Previously, he was Director of Writing Programs at Arizona State University, where he taught since 1994. With Linda Adler-Kassner, Greg is co-editor of the *Bedford Bibliography for Teachers of Basic Writing* (2001; second edition 2005); the third edition is in press (co-edited with Chitrlekha Duttagupta). Greg also is coauthor of *Scenarios for Writing* (Mayfield/McGraw-Hill, 2001) and *The McGraw-Hill Guide: Writing for College, Writing for Life* with Duane Roen and Barry Maid (McGraw-Hill, 2009; second edition is in press). Greg has published in the *Journal of Basic Writing*, *WPA: Writing Program Administration*, *Rhetoric Review*, *English Journal*, *The Writing Instructor*, *IDEAS Plus*, and *Arizona English Bulletin*.

Susan C. Jarratt is Professor of Comparative Literature at the University of California, Irvine, where she served as Campus Writing Coordinator from 2001–06. She directed composition at Miami University (Ohio) from 1990–94. She has published on ancient Greek rhetoric, feminism, and writing studies in several venues. With Elizabeth Losh and David Puente, she

published “Transnational Identifications: Biliterate Writers in a First-Year Humanities Course” in *Journal of Second Language Writing*, and her essay on student literary magazines in nineteenth century Historically Black Colleges and Universities is forthcoming in *College English*.

Barbara Simon Kirkwood is Associate Director for the Center for Academic Support and Advancement at Indiana University Purdue University Fort Wayne.

Katherine Mack, Assistant Professor of Rhetoric and Writing in the Department of English at the University of Colorado, Colorado Springs, received her Ph.D. from the University of California, Irvine, in 2008. She is working on a book entitled *A Generative Failure: the Public Hearings of the South African Truth and Reconciliation Commission*, and has essays in two forthcoming edited collections.

Paul Kei Matsuda is Associate Professor of English at Arizona State University, where he works closely with doctoral and master’s students in various fields, including applied linguistics, linguistics, rhetoric and composition, and TESOL. He has directed writing programs at both ASU and the University of New Hampshire, and has served as a consultant for writing and language programs throughout the United States and in various parts of Asia. Founding chair of the Symposium on Second Language Writing and the editor of Parlor Press Series on Second Language Writing, Paul has edited more than ten books and journal special issues, including the special issue of the *WPA Journal* focusing on second language writing.

Susan Meyers is Assistant Professor and Director of Writing at Oregon State University. She has worked extensively in writing centers and writing programs in the U.S. and Latin America. Her academic and creative work has appeared in journals such as the *Writing Lab Newsletter*, the *Community Literacy Journal*, *Decisio: Advice for Action in Adult Education*, *Rosebud*, *Dogwood*, and *The Minnesota Review*.

Lisa D. McNair is an assistant professor of Engineering Education at Virginia Tech and co-Director of the VT Engineering Communication Center (VTECC). She is a principle investigator on several NSF-funded projects that explore issues of learning, practicing and teaching interdisciplinarity in university and industry settings. Her primary research interests are communication and collaboration in interdisciplinary and distributed settings, institutional structures that encourage transformational learning, and the

possibilities of liberal education in engineering programs. Her work has appeared in journals such as *IEEE Transactions on Professional Communication*, and *Technical Communication Quarterly* and has published her work in the *Publication of the American Dialect Society*.

Marie C. Paretti is an assistant professor of Engineering Education at Virginia Tech, where she co-directs the Virginia Tech Engineering Communications Center (VTECC). She also directs the Engineering Communication Program for Materials Science and Engineering and for Engineering Science and Mechanics. Her research includes communication pedagogy in engineering contexts, interdisciplinary communication, virtual collaboration, design education, and women in engineering. She is a principle investigator for several National Science Foundation research grants in these areas and her research has appeared in journals such as *IEEE Transactions on Professional Communication*, *Technical Communication Quarterly*, and the *Journal of Engineering Education*.

Shirley K Rose is Professor and Writing Programs Director in the English Department at Arizona State University. She was President of the Council of Writing Program Administrators from July 2005 through June of 2007. Professor Rose has published numerous articles and book chapters on issues in writing program administration and has co-edited, with Irwin Weiser, two collections on writing program administration as intellectual work: *The Writing Program Administrator as Researcher* and *The Writing Program Administrator as Theorist*, both published by Heinemann/Boynton-Cook. A third collection, *Going Public: What Writing Programs Learn from Engagement*, is forthcoming from Utah State University Press.

Alexandra Sartor is a doctoral candidate in Comparative Literature with a specialization in rhetoric and writing studies at the University of California, Irvine, where she has taught first-year composition and advanced writing. She served as graduate assistant to the Campus Writing Coordinator from 2005–07. Her dissertation, “Written in Water: The Rhetorical Protests of the Owens Valley Water Wars” examines the controversy over the transfer of water rights to Los Angeles in the early 20th century.

Shevaun E. Watson is an assistant professor of English and the Director of Composition at the University of Wisconsin-Eau Claire. Her research and teaching focus on rhetorical history, black rhetorics, early America, and writing centers. Her work has most recently appeared in *College Composition and Communication*, *Rhetoric Society Quarterly*, *Early American Litera-*

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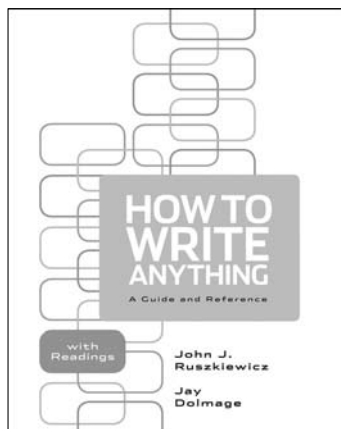
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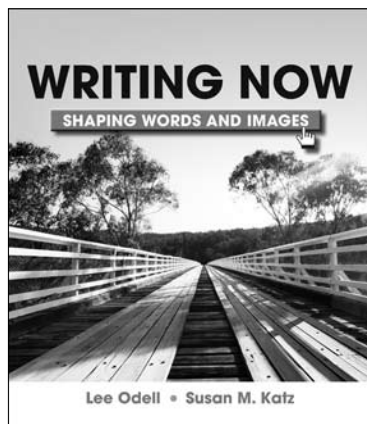
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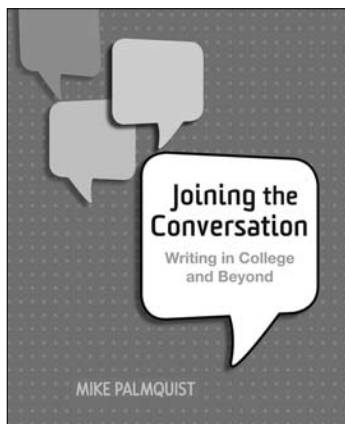
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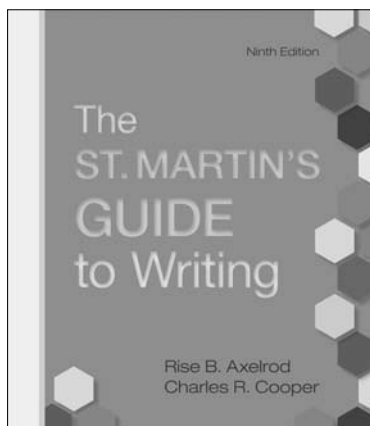


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