

Contributors

Jeff Andelora chairs the English department at Mesa Community College in Mesa, Arizona. He has previously served on the Executive Committee of the Council of Writing Program Administrators.

Cristyn L. Elder is an assistant professor of Rhetoric and Writing in the Department of English and Assistant Director for Core Writing at the University of New Mexico. Her research interests include writing program administration, composition studies, WAC, and working with multilingual writers. She has published in *WPA: Writing Program Administration* and is the co-author of the Instructor's Manual for Linda Bergmann's *Academic Research and Writing: Inquiry and Argument in College* (Longman). Cristyn is a co-founder and past co-chair of WPA-GO, the Council of Writing Program Administrators' Graduate Student Organization.

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.

Clint Gardner is the Coordinator of the Salt Lake Community College (SLCC) Student Writing Center in Salt Lake City, Utah. He currently serves as Archivist and TYCA-West National Representative for the Two-year College Association (TYCA) of the National Council of Teachers of English (NCTE). He also served as Secretary of TYCA (2008-2011). His other professional leadership include the International Writing Centers Association (President 2005-2007) and in the Rocky Mountain Writing Centers Association. His writing center research and development include

the work of peer writing consultants (tutors) in a community college writing center and the development of online resources.

Kristine Hansen is Professor of English at Brigham Young University, where she teaches undergraduate courses in advanced writing, rhetorical style, and the history of rhetoric, and graduate courses on rhetorical theory and research methods. She has directed the English Department's composition program and the university's writing-across-the-curriculum program. She has served on the executive committee of CWPA and the editorial board of *WPA: Writing Program Administration*. Her most recent book (co-edited with Christine R. Farris) is *College Credit for Writing in High School: The "Taking Care of" Business* (NCTE, 2010), which won the Best Book Award from CWPA in 2012.

Emily Isaacs is an associate professor and department chair of English at Montclair State University. Her research projects are primarily empirical and address such issues as writing assessment, placement, and trends in writing instruction at universities and colleges across the nation. Recent articles have appeared or are forthcoming in *College English*, *Journal of Teaching Writing*, and *WPA: Writing Program Administration*, and book collections from Hampton Press, Parlor Press, and Utah State University Press. She is co-author of the forthcoming *Intersections* (Bedford/St. Martins).

Joseph Janangelo is Past President of the Council of Writing Program Administrators and a founding member of The CWPA Mentoring Project. Joe is associate professor of English at Loyola University Chicago. His most recent publication is "What Is the Intellectual Work of Writing Program Administration?" in *A Rhetoric for Writing Program Administrators* edited by Rita Malenczyck (Parlor Press, 2013).

Kristine Johnson is assistant professor of English at Xavier University, where she directs the writing program and teaches courses in first-year writing, peer tutoring, professional writing, and composition theory. She studied Rhetoric and Composition at Purdue University, and her work has also appeared in *Rhetoric Review*, *Pedagogy*, *The Journal of Communication and Religion*, and *College Composition and Communication*. In September 2014, she will join the English department at Calvin College.

Melinda Knight joined Montclair State University in 2008 as professor of English and the founding director of the Center for Writing Excellence,

which was recently awarded the Conference on College Composition and Communication's writing program certificate of excellence. Previously, she directed programs at the George Washington University, the University of Rochester, and New York University. Since 2010, she has served as editor of *Business and Professional Communication Quarterly*. Her current research interests include rhetorical theory and practice, assessment, writing in the disciplines, and American cultural studies; her work has appeared in *Assessment Update* and *Business Communication Quarterly*, among other journals.

Don J. Kraemer has worked since 1991 at California Polytechnic University, Pomona, in the Department of English and Foreign Languages, where he directs the Basic Writing and FYC programs, as well as the graduate program in Rhetoric and Composition. The article in this issue of *WPA* extends the project of "Just Comp," which *WPA* published in spring 2012.

Rebecca Lorimer Leonard is Director of the Writing Center and an assistant professor of English at University of Massachusetts Amherst. She earned her PhD in Composition and Rhetoric at the University of Wisconsin-Madison and specializes in writing across the curriculum, literacy studies, and multilingual writing. She has published in *College English*, *Research in the Teaching of English*, and the Routledge collection *Literacy as Translingual Practice*. At UMass Amherst, Rebecca teaches the undergraduate course on tutoring writing, as well as undergraduate and graduate courses on multilingual writing and global Englishes.

Susan Miller-Cochran is Professor of English and Director of First-Year Writing at North Carolina State University. Her research focuses on technology, ESL writing, and writing program administration. Her work has appeared in a number of journals, and she is also an editor of *Rhetorically Rethinking Usability* (Hampton Press, 2009) and *Strategies for Teaching First-Year Composition* (NCTE, 2002). Additionally, she is a co-author of *The Wadsworth Guide to Research* (Cengage, 2014) and *Keys for Writers* (Cengage, 2014). She currently serves as Vice President of the Council of Writing Program Administrators.

Shirley K Rose is Professor of English and Director of Writing Programs in the Department of English of the College of Liberal Arts and Sciences at Arizona State University. She is a Past President of the Council of Writing Program Administrators. She regularly teaches graduate courses in writing program administration and has published numerous articles on writing pedagogy and on issues in archival research and practice. With Irwin

Weiser, she has edited three collections on the intellectual work of writing program administration, including *The WPA as Researcher*, *The Writing Program Administrator as Theorist*, and *Going Public: What Writing Programs Learn from Engagement*. She was co-leader of the WPA Summer Workshops in 2011 and 2012.

Megan Schoen is an assistant professor of English at La Salle University in Philadelphia, where she teaches courses in composition, business writing, and literature. Her research interests include composition studies, writing program administration, and comparative rhetorics. She has published in *Rhetoric Review* and *WPA: Writing Program Administration*, the journal of the Council of Writing Program Administrators. Deeply interested in graduate education, she is a co-founder and past co-chair of WPA-GO, the Council of Writing Program Administrators Graduate Student Organization.

Ryan Skinnell is Assistant Professor of Rhetoric and Composition in the Department of English at the University of North Texas, where he teaches composition pedagogy, histories of rhetoric, modern rhetorical theory, and writing studies courses. His research interests include rhetoric and composition histories, institutional rhetorics, and archival theories and methods. His published work appears in *Composition Studies*, *Rhetoric Review*, *JAC*, *Enculturation*, and edited collections. He is currently working on a monograph that considers the role of non-disciplinary institutional objectives in the development of post-secondary rhetoric, composition, and literacy education during the past 150 years. Ryan is a co-founder of WPA-GO.

David Stock is an assistant professor of English and Coordinator of the Writing Center at Brigham Young University. He earned his PhD in Composition and Rhetoric from the University of Wisconsin-Madison, where he worked as an assistant director of the Writing Center under the direction of Brad Hughes. In addition to directing the BYU Writing Center and teaching undergraduate courses on writing and tutoring writing, David co-founded and co-coordinates the Research and Writing Center, a collaborative service where undergraduate research consultants and writing tutors work side-by-side to support student writers. David's research interests include rhetorical education and writing center studies.

Joyce R. Walker is an Associate professor at Illinois State University in Normal, IL. She is the director of the Center for Writing Research and Pedagogy, and teaches both graduate and undergraduate courses in Rhetoric.

ric & Writing Studies. Her research is primarily concerned with the interesting ideas and productions that can be found at the myriad intersections of humans and their composing tools. Her recent article with James Purdy (Duquesne University), “Valuing Digital Scholarship: Exploring the Changing Realities of Intellectual Work” which appeared in *MLA Profession 2010*, won the Ellen Nold Award for best article from the Computers & Composition Conference in 2011.

Christy I. Wenger is an Assistant Professor of English, Rhetoric and Composition at Shepherd University in Shepherdstown, WV, where she also serves as Director of Rhetoric and Writing. She is currently working on a book-length project that situates contemplative education, yoga and mediation within writing studies. Her work on the materiality of teaching, the role of emotion in learning and contemplative writing pedagogy has previously appeared in journals such as *English Teaching and Practice* and *JAEPL*. Her additional scholarly interests include digital pedagogy and feminist disability studies.