

CONTRIBUTORS

Janelle Adsit is Assistant Professor of English at Humboldt State University in Arcata, California, specializing in writing practices. She has previously taught at Siena College, the University at Albany/SUNY, and the San Francisco Art Institute. She recently completed a postdoctoral fellowship in English at Simon Fraser University. She can be reached at janelle.adsit@humboldt.edu.

Jacob Babb is Assistant Professor of English and Writing Program Coordinator at Indiana University Southeast. He has published articles and book chapters on epideictic rhetoric, monuments and memorials, and writing assessment. He is co-editor of the forthcoming collection, *WPAs in Transition: A Traveler's Guide*. He is the Associate Book Review Editor of *WPA: Writing Program Administration*.

Chris Blankenship is Assistant Professor of English at Salt Lake Community College. His recent scholarship includes work on composition pedagogy, writing assessment, and labor in higher education.

Rebekah Shultz Colby teaches in the University of Denver Writing Program where she teaches courses that use games to teach rhetoric and disciplinary writing. She co-edited the collection *Rhetoric/Composition/Play through Video Games* and a special issue of the journal *Computers and Composition Online* on game-based pedagogy within composition. Also with Richard Colby, she co-authored an article about using *World of Warcraft* to teach disciplinary research writing for *Computers and Composition* and has written an article about how game-based pedagogy impacts female students for *Computers and Composition Online*.

Richard Colby teaches in and is Assistant Director of the University of Denver Writing Program. He co-edited the collection *Rhetoric/Composition/Play through Video Games* and a special issue of the journal *Computers and Composition Online* on gaming and composition. His work on using games in teaching has been published in *Computers and Composition* and *Computers and Composition Online*. He teaches courses on the rhetoric of games and disciplinary research.

Anicca Cox worked as a WPA in a first-year English program at University of Massachusetts, Dartmouth. She teaches courses in composition, basic writing and writing center practice and theory. She has published creative nonfiction essays and poetry on nature/culture/place and scholarly work in WAC/WID, FYC, and labor equality and social justice in writing studies.

Sue Doe teaches courses at Colorado State University where she serves on the Committee on Non Tenure-Track Faculty and was part of the original Provost's Task Force calling for changes in working conditions of contingent faculty. She

has been a member of the Committee on Part-Time, Adjunct, or Contingent Labor, Conference on College Composition and Communication; is past chair of the MLA Discussion Group on Part-time Faculty; represents the National Council of Teachers of English to the Coalition on the Academic Workforce; and serves on the board of the New Faculty Majority Foundation. She can be reached at sue.doe@colostate.edu.

Tracy Donhardt has taught various writing courses for the English department at IUPUI in Indianapolis since 2004. She earned her Master's degree in English with a Teaching Writing Certificate from IUPUI and dual Bachelor of Arts degrees in English and journalism. Her work advocating for part-time faculty began as part of her thesis while a graduate student and grew into a coalition of other part-time faculty, full-time faculty, students, and staff which is still active today. Tracy has published on adjunct issues in *FORUM: Issues About Part-time and Contingent Faculty*, which ran in the September 2013 issue of *College Composition and Communication*.

Dawn Fels currently teaches composition at the University of Pittsburgh. Over the course of her career, she has taught a range of writing courses, developed and/or directed both high school and university writing center programs, and served on several committees and the Executive Board for the International Writing Centers Association (IWCA). Her dissertation, which took up the effects of standardized writing instruction and assessment on students' composing processes, identities, and membership in academic and professional communities of practice, won the Honorable Mention for the Berlin Award in 2011. That same year, she published *The Successful High School Writing Center: Building the Best Program with Your Students*, a co-edited collection that showcases high school writing centers that were created for diverse, under-represented student bodies. In it, she describes how a writing center she created at an urban high school placed on corrective action brought community members together to fight the negative effects of federal literacy policies on students and teachers. Her experience at that school led Fels to develop research interests that lie at the intersection of literacy policies, writing pedagogy, assessment, ethnomethodology, and the labor conditions of those who teach writing. This fall, Fels and her team of co-researchers launched "An Investigation into the Working Conditions of Contingent Writing Center Workers," a study that currently has over one hundred participants. She and her team have already shared preliminary findings from the study; they appear in *Forum: Issues about Part-time and Contingent Faculty* and were recently the focus of the *Writing Center Journal's* new blog feature.

Barbara Heifleron, Professor of English, is currently teaching at Louisiana State University and has also done administrative work at LSU, Clemson and in New York. She has published articles and monographs on medical rhetor-

ric, medical history, disability studies, composition and professional communication. Along with two others, Heifferon was a founder of the sub-discipline of medical rhetoric over twenty years ago. She has garnered numerous grants and fellowships along with earning four teaching and faculty excellence awards. With Anna K. Nardo, she has been a proud member of LSUnited, an independent faculty advocacy group.

Desirée M. Holter is an adjunct English Instructor at Whatcom Community College and South Puget Sound Community College, with additional teaching experience at Edmonds Community College and Western Washington University. Her research and certifications are focused on multimodal composition and developing the quality of eLearning composition courses. In particular, she is scheduled to present at the 2016 Assessment, Teaching & Learning conference about integrating multimodality in composition courses; she is a volunteer member of the WCC eLearning Advisory Committee; she participated in a Faculty eLearning Community which focused on strengthening online instruction; she completed a Quality Matters certification course which focused on aligning online courses with the QM Rubric Standards; and she presented at the 2014 Assessment, Teaching & Learning Conference about evaluating online courses and instructors. Her English department contributions at Whatcom include serving as the former English 100 Co-Coordinator; serving as an English 101 Challenge Portfolio Reviewer; volunteering for the Anna Rosemary Harris scholarship selection committee; and volunteering for the Noisy Water Review writing selection committee.

Justin Jory is Assistant Professor of English at Salt Lake Community College. He served as a non tenure-track instructor in the rhetoric and writing program at UC-Colorado Springs from 2008-2012. His teaching and research interests are in writing studies, rhetorical theory and criticism, and program development and design.

Seth Kahn is Professor of English at West Chester University, where he teaches courses primarily in rhetoric and writing. He has served as co-chair of the CCCC Committee on Part-time, Adjunct, and Contingent Labor and currently serves as co-chair of the CWPA Labor Committee. Recent publications include “What Is a Union?” in *A Rhetoric for Writing Program Administrators*; “‘Never Take More Than You Need’: Tenured/Tenure-Track Faculty and Contingent Labor Exploitation” in *Forum: Issues about Part-Time and Contingent Faculty*; and a co-guest-edited special issue of *Open Words* on “Contingent Labor and Educational Access.”

Jeffrey Klausman is Professor of English and WPA at Whatcom Community College, where he has been on the faculty since completing a doctor of arts in 1996. He has published four articles on two-year-college writing programs, in-

cluding a study of the impact of adjunct faculty on program development. Based on that research, he was a featured speaker at the 2013 CCCC in Las Vegas. As co-chair of the TYCA Research Committee, he co-authored two white papers, one on developmental education reform and another on placement reform. In addition, his book chapter examining the impact of changing missions of two-year colleges on writing programs will appear in spring 2016 through Parlor Press. He serves on the CCCC executive committee (through 2017).

Michelle LaFrance is Assistant Professor of English and Director of the Writing Across the Curriculum program at George Mason University. Michelle teaches graduate and undergraduate courses in writing course pedagogy, ethnography, cultural materialist and qualitative research methodologies. She has published on peer review, preparing students to write across the curriculum, e-portfolios, e-research, writing center/WAC-pedagogy, and Institutional Ethnography. In her free time, she gardens, hangs out with three four-legged friends, and explores wild spaces on the East Coast.

William B. Lalicker is Professor of English at West Chester University. A former co-chair of the Council on Basic Writing, and a veteran of multiple roles in writing program administration frequently over the past two decades, his publications and presentations include research on structural equity and labor justice in writing programs; basic writing; and transnational and intercultural composition pedagogies. His chapter “The Five Equities: How to Build a Progressive Writing Program in a Department of English” appears in *Minefield of Dreams: Promises and Perils of Independent Writing Programs* (Justin Everett and Cristina Hanganu-Bresch, editors), published by the WAC Clearinghouse and University Press of Colorado.

Sarah Layden is Lecturer in the English Department at Indiana University-Purdue University Indianapolis, where she was an adjunct for eight years before being hired full-time. She is the author of a novel, *Trip Through Your Wires*, and her short fiction can be found in *Boston Review*, *Blackbird*, *Booth*, *PANK*, and elsewhere.

Carol Lind is Instructional Assistant Professor of English at Illinois State University with a Ph.D. in English Studies, specializing in Medieval Literature. She has been awarded the Outstanding University Teaching Award and has served the last two years as the NTT representative on the University Teaching Committee. Her course assignments regularly include the three main areas of English Studies at Illinois State: Composition (English 101—Composition as Critical Inquiry), Literature (English 110—English Literature and Its Contexts) and Linguistics (English 241—Growth and Structure of the English Language). Her research interests include medieval riddle collections, the linguistic implications of the Pictish stones, and literary humor theory.

Amy Lynch-Binieck is Associate Professor of English and the Coordinator of Composition at Kutztown University, where she teaches composition, pedagogy, and research writing. She serves as the editor of the NCTE publication *Forum: Issues about Part-Time and Contingent Faculty* through January 2018. Her publications include articles in *Teaching English in the Two-Year College*, *CCC*, and *Reflections: Writing, Service-Learning, and Community Literacy*. Amy co-guest-edited a special issue of *Open Words* on “Contingent Labor and Educational Access.” A member of the CCCC Labor Caucus since 2009, she has served on its steering committee (since 2010), as chair (2013-2015) and as secretary and archivist (since 2015).

Maria Maisto is a co-founder and president/executive director of New Faculty Majority and the NFM Foundation, national nonprofits dedicated to reforming the contingent faculty employment system. She has taught composition, literature, or film as an adjunct faculty member at the University of Maryland at College Park, the University of Akron, and Cuyahoga Community College. She also co-founded the Ohio Part-time Faculty Association. She has published and presented on academic labor issues in many academic venues as well as in the mainstream media, and serves or has served on committees in the Modern Language Association and in the Conference on College Composition and Communication that deal with academic labor and professional issues. She is a visiting scholar for 2015-16 at the New England Resource Center for Higher Education. She can be reached at maria.maisto@newfacultymajority.info.

Amanda Martin is an adjunct English and humanities Instructor at Whatcom Community College, teaching a range of courses from first-year composition to literature, and is currently researching reading for composition and capacity-based teaching models. She is an active participant in curriculum and program development projects, and recently created and piloted an online textbook through collaboration with WCC’s library. She is serving a two-year term on the Adjunct Affairs Advisory Committee, and is vocal in campus conversations concerning contingent labor. Outside of academia, she is a Certified Equine Specialist in mental health and learning and riding instructor through the Professional Association of Therapeutic Horsemanship, Intl., which enables her to bring expertise in experiential learning, mental health, and disability to her campus work.

Over the past two decades, **Mark McBeth** has taught and administered at the City University of New York. From 1992 to 2001, he coordinated the composition program at City College of New York, after which he directed the college’s writing center. After completing a Ph.D. at the CUNY Graduate Center, he became the Deputy Chair of Writing Programs at John Jay College of Criminal Justice from 2003 to 2008. While in this position, he designed and

implemented a new writing curriculum, restructured the WAC program, and developed a variety of college-wide literacy initiatives. Beyond local administrative leadership, he has also contributed to the national conversation on writing and writing administration through his participation with the CWPA/CCCC. Beyond the walls of Academia, he and his partner live in Manhattan, enjoying the artistic and cultural overflow of New York City.

Assistant Professor **Tim McCormack** has directed the first-year writing program at John Jay College for seven years. In his career, McCormack has worked extensively at all levels of writing program administration, including in high school-to-college bridge programs, writing centers, first-year writing, WAC programs and graduate-level writing programs. He has written about writing program administration for the *Journal of the Council of Writing Program Administrators* and *Composition Forum*. McCormack is currently at work on an ethnographic study of first-year writing courses at City College of New York and Bronx Community College, titled *The Dividing Line*. This research chronicles the impact of high stakes placement testing on student learning outcomes and retention rates in senior and community college writing programs.

Currently Executive Director of the University Writing Program at the University of North Carolina Charlotte, **Joan Mullin** has established and directed writing centers and WAC programs, served as consultant-evaluator for the Council of Writing Program Administrators, edited the *Writing Center Journal*. She has participated in national and international organizations and initiatives and researched and written on visual communication; writing centers and writing across the curriculum; plagiarism and knowledge claims; and, in the last fifteen years, how our paradigms about these singular areas need to shift in light of international perspectives. The common thread through her work is the necessity of developing program structures that support languaging differences as opportunities.

Assistant Professor of English **Dani Nier-Weber** lives in the Catskills and teaches writing and literature at SUNY Sullivan Community College. After teaching ESL in Germany for thirteen years, Dani earned her Ph.D. in English with a concentration rhetoric and composition from Ball State University. She has served as writing center director at three universities and taught a variety of classes, from composition and literature to technical and creative writing. A certified online instructor, Dani has also taught creative writing camp and held writing workshops at the local correctional facility. Currently, she is working on several articles examining political rhetoric in the last presidential election and the rhetoric of shame in the Greek economic meltdown.

Glenn Moomau is Senior Lecturer in the College Writing Program at American University. Currently, his teaching and research focuses on creative nonfiction, post-humanist theory, and information literacy.

Michael Murphy is Associate Professor of English at the State University of New York at Oswego, where he directs the College Writing Program and serves as the Coordinator of Writing Across the Curriculum. He has published articles on composition theory and academic labor in *Journal of Advanced Composition*, *College Composition and Communication*, *Pedagogy*, and the *Chronicle of Higher Education*.

Anna K. Nardo, Alumni Professor Emerita, taught at Louisiana State University for forty years. She has published articles and monographs on John Milton, seventeenth-century poetry, Shakespeare and film, early modern romance, George Eliot, and curriculum revision. She served as chair of the Department of English, as a member of the Executive Committee of the Association of Departments of English, and as secretary of LSUnited, an independent faculty advocacy group.

Rolf Norgaard (Ph.D. Stanford University) is a long-time faculty member at the University of Colorado at Boulder, where he serves as Associate Director of the Program for Writing and Rhetoric. He has published widely on the rhetorical dimensions of writing instruction in institutional and curricular contexts, information literacy, technical communication and design, and writing as a vehicle for civic engagement and ethical inquiry. He has received campus-wide awards for excellence in teaching and in service and leadership.

Courtney Adams Wooten is first-year writing program administrator and Assistant Professor of English at Stephen F. Austin State University in Nacogdoches, Texas. She has been published in *Composition Studies* and *Harlot: A Revealing Look at the Arts of Persuasion*. Her current research projects center on the rhetorics of childless-by-choice women as they construct their identities and the perception of student evaluations of teaching by WPAs. She is also co-editing a book collection about WPAs as they transition into and out of administrative positions. She has served on CWSA's WPA-GO Committee and Nominating Committee.

Lacey Wootton is a Hurst Senior Professorial Lecturer at American University. A faculty member in the College Writing Program, she is also a former chair of the AU faculty senate. She is currently in the Ph.D. program in Writing and Rhetoric at George Mason University; her research interests include the connections among the institutional contexts of writing programs, contingency, and students' transfer of learning.

Allison Laubach Wright is Assistant Professor of English at Lone Star College—North Harris and is completing her Ph.D. in Rhetoric, Composition, and Pedagogy from the University of Houston. Her areas of study are materialist feminist rhetorics, the rhetoric and practice of TA and contingent faculty training, and first year composition pedagogies in the two-year college.