

Notes on Contributors

Kate Chanock is Director of the Academic Skills Unit in the Faculty of Humanities and Social Sciences at La Trobe University in Melbourne, Australia. She is the author of three books, twenty articles and a video, on topics encompassing historiography, TESL, and the ways in which the cultures of the disciplines shape the academic skills needed by university students. **Bill Condon** has done writing assessment at several institutions. He is Director of Campus Writing Programs and Professor of English at Washington State University. Co-author of *Writing the Information Superhighway* (with Wayne Butler) and *Assessing the Portfolio: Principles for Theory, Practice, and Research* (with Liz Hamp-Lyons), Bill has also published articles in the areas of writing assessment, program evaluation (see chapter two of *WAC for the New Millennium*), and computers and writing. **Diane D'Alessio** teaches Education and Reading courses at Bronx Community College. She is the Coordinator of the Education Associate Degree Program. **Patricia Donahue** is an Associate Professor of English at Lafayette College, where she directs the College Writing Program. She is co-author, with Mariolina Salvatori, of *Elements of Understanding* (forthcoming from Allyn and Bacon), and is co-editor, with Ellen Quandahl, of *Reclaiming Pedagogy*. **Tom English** is the Director of the Cline Observatory at Guilford Technical Community College in Jamestown, NC, where he also teaches courses in astronomy and physics. He was Director of the Williams Observatory and an Assistant Professor of Physics and Astronomy at Gardner-Webb University from 1989-2001. **Donna Gessell** is the Distinguished Professor of Teaching and Learning at North Georgia College & State University where she directs the Writing Across the Curriculum Program and teaches composition and literature courses. **Clara Shaw Hardy** is Associate Professor and Chair of the Classical Languages Dept. at Carleton College. She has been extensively involved with the assessment of writing at Carleton, and has presented on Carleton's Portfolio Project at WAC and Collaboration conferences. **Irene Kokkala** is the Director of the Student Technology Advisors Program at North Georgia College & State University and a Professor of Biology. **Susan Manahan** is an instructor in the Department of Natural Sciences at Gardner-Webb University where her focus is on teaching microbiology, genetics, and general biology. **Eric V. Martin** is the Assistant Provost/Director of the Center for Quality at Governors State University. He coordinates university assessment, faculty development, and writing across the curriculum. His experiences as a WAC di-

rector on two campuses were recently recounted in *WAC Paradoxes Revisited: A Program Director's Response*, *Pedagogy*, vol. 1.2 (2001), Duke University Press. **Cara Murray** teaches writing, literature, and technology at Lehman College and The City College. She is finishing a Ph.D. in the English program at the Graduate Center of CUNY, and is interested in theories of the novel, Victorian travel narratives, and the Victorian relationship to technology and imperialism. **Peter Petrucci** is an Assistant Professor in the Department of English at the University of Texas at Brownsville where he teaches courses in linguistics and developmental writing. His research interests include bilingualism, sociolinguistics and historical linguistics. In a current WAC project he is encouraging heritage language students to do some WAC assignments in English and other WAC assignments in Spanish in order to foster academic literacy in two languages. **Mary Jo Reiff** is an Assistant Professor of English at the University of Tennessee, where she teaches courses in writing, rhetoric, and technical and professional communication. She participates in writing outreach work with area schools, and her research interests include audience theory, WAC, and public/workplace literacy. **Margaret Riley** is a lecturer in the English Department at Bronx Community College. She is currently completing a doctorate at the Graduate Center of the City University of New York. **Lisa Hale Rose** is an assistant professor in the Human Services Program at the Borough of Manhattan Community College of the City University of New York, where she is also the newly appointed coordinator of Distance Learning. As a long-standing member of the college's WAC committee and a social work educator, she has recently published *Hands-on and Online: The Challenges, Rewards, and Trade-offs Involved in Teaching a Distance Learning Fieldwork Seminar*, which explores the intersection of WAC, distance learning, and human services education. **Carol Rutz** is director of the writing program at Carleton College, where she also teaches writing courses to undergraduates. She is co-editor of a volume of cases for faculty development, *Dilemmas in Teaching*, and has contributed to a number of scholarly collections, including Chris Anson's *The WAC Casebook*. **Rachel Theilheimer** is an Associate Professor of Early Childhood Education in the Department of Social Sciences at Borough of Manhattan Community College. She is a member of the college-wide WAC committee and, with Lisa Rose, chairs the Assessment sub-committee. She is particularly interested in students' perspectives on their classroom experiences.