

## Notes on Contributors

**Carol Rutz** has directed the Writing Program at Carleton College since 1997. Her current research interests focus on assessment, faculty development, and the relationship between faculty development and student learning.

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**John C. Bean** is professor of English at Seattle University, where he also holds the title of “Consulting Professor for Writing and Assessment.” He is a co-author of several writing textbooks as well as numerous articles on writing and critical thinking across the curriculum. He is currently completing a second edition of his book *Engaging Ideas: The Professor’s Guide to Writing, Critical Thinking, and Active Learning in the Classroom*.

**Joseph M. Langenhan** is Assistant Professor of Chemistry at Seattle University.

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**Jonathan Hall** is Assistant Professor of English at York College CUNY. He has published in *The WAC Journal* and *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing*.

**Kathleen Gillis** is the director of the University Writing Center at Texas Tech University.

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**Gordon Fraser** is a graduate student at University of Connecticut, where he is currently the assistant director of the Writing Center.

**Patrick Bahls** is a faculty member of the Mathematics Department at the University of North Carolina, Asheville. His interests in writing are centered on writing-to-learn and writing in the discipline of mathematics.

**Lynce Lewis Gaillet** is Associate Professor of English at Georgia State University. Dr. Gaillet's most recent work, *Stories of Mentoring: Theory and Practice* (with Michelle Eble), defines the current status of mentoring in the field of composition and rhetoric by providing both snapshots and candid descriptions of what mentoring means to those working in the field of rhetoric and composition. Her current research projects include an updated edition of *The Present State of Scholarship in the History of Rhetoric* (with Winifred Bryan Horner), forthcoming spring 2010 from the University of Missouri Press.

**Meg J. Petersen** is Professor of English at Plymouth State University. She is the Director of the Plymouth Writing Project. For the 2008–2009 school year, she was on a Fulbright Scholarship working with writing teachers in Santo Domingo.