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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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.

Lynne 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.