

# CONTRIBUTORS

**William P. Banks** is Director of the University Writing Program and the Tar River Writing Project and serves as Professor of Rhetoric and Writing at East Carolina University. Co-editor with Wendy Sharer, Tracy Ann Morse, and Michelle F. Eble of *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessments* (Utah State University Press, 2016), his scholarship has appeared in several recent books, as well as in *College Composition and Communication*, *Computers and Composition*, *College English*, and *English Journal*.

**Michael Sterling Burns** is Assistant Professor of English at West Chester University, where he teaches in the areas of African American Rhetoric(s) & Composition and Rhetoric. His research focuses on the use of language in the context of black liberation. With Randall Cream, he co-directs the Black Students' Lives Project.

**Nicole I. Caswell** is Assistant Professor of English at East Carolina University, where she serves as Director of the University Writing Center. Her articles have appeared in the *Journal of Writing Assessment*, and she is co-author of *The Working Lives of New Writing Center Directors* (Utah State University Press, 2016).

**Randall Cream** is Assistant Professor of English at West Chester University, where he serves as Director of the Program in Digital Humanities and new Media. His work in the digital humanities has focused on issues of equity, access and inclusion. With Michael Sterling Burns, he co-directs the Black Students' Lives Project.

**Timothy R. Dougherty** is Assistant Professor of English and Director of First-Year Writing at West Chester University of PA. His recent work on rhetorical history has appeared in *Rhetoric Society Quarterly* and *Enculturation*, and he also has a co-authored piece on academic labor activism in *College Composition and Communication*.

**Norbert Elliot** is Research Professor at the University of South Florida. In 2014, he retired from New Jersey Institute of Technology as Professor Emeritus of English.

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**J. W. Hammond** is a doctoral candidate in the Joint Program in English and Education at the University of Michigan, where he researches writing assessment history, theory, and technology. His published work has appeared in the *Journal*

of *Writing Assessment* (co-authored with Merideth Garcia, 2017), the *Encyclopedia of Educational Philosophy and Theory* (co-authored with Pamela A. Moss, Springer, 2017), and the edited collection *Teaching and Learning on Screen: Mediated Pedagogies* (co-authored with Merideth Garcia, Palgrave, 2016).

**Keith L. Harms** is Assistant Professor in the Writing Program at the University of Arizona, where he serves as assistant director of Professional and Technical Writing. His dissertation, *Maybe Another Colony: And Yet Another Critique of the Assessment Community*, completed in 2014, was a postcolonial critique of “fourth wave” assessment discourse.

**Asao B. Inoue** is Professor of Interdisciplinary Arts and Sciences, Director of University Writing and the Writing Center, a member of the Executive Board of Council of Writing Program Administrators, and the 2018 Program Chair of the Conference on College Composition and Communication. Among his articles and chapters on writing assessment and race, his article, “Theorizing Failure in U.S. Writing Assessments” in *RTE*, won the 2014 CWPA Outstanding Scholarship Award. His co-edited collection, *Race and Writing Assessment* (2012), won the 2014 NCTE/CCCC Outstanding Book Award for an edited collection. More recently, his book, *Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future* (WAC Clearinghouse/Parlor Press, 2015) also won the 2017 NCTE/CCCC Outstanding Book Award for a monograph. In November 2016, he co-edited a special issue of *College English* on writing assessment as social justice.

**Josh Lederman** is a lecturer at Brandeis University, where he teaches first-year writing courses and graduate courses on composition pedagogy. His research focuses on validity theory and the social impact of assessment.

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**Casie Moreland** is a doctoral candidate in writing, rhetorics, and literacies at Arizona State University, where she teaches multilingual composition, first-year composition, and writing for the professions. Her co-authored publication “The Triumph of Whiteness: Dual Credit Courses and Hierarchical Racism in Texas” can be found in the edited collection *Rhetorics of Whiteness: Postracial Hauntings in Popular Culture, Social Media, and Education* (Southern Illinois University Press, 2017).

**Karen S. Nulton** is Associate Teaching Professor at Drexel University, where she serves as director of writing assessment and the past director of the university writing center. She is current clerk of Westfield Friends (Quaker) meeting where she serves on the peace and social justice committee. Her recent chapter

in *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessments* (Utah State University Press, 2016) focuses on using assessment to foster collaboration.

**Irvin Peckham** is retired Professor of Writing Studies. He has directed writing programs at the University of Nebraska at Omaha, Louisiana State University, and Drexel University. He has focused on working-class studies and writing assessment throughout his career, publishing in several journals, books of collected essays, and two books. His last book, *Very Like a Whale: The Assessment of Writing Programs*, co-authored with Edward M. White and Norbert Elliot (Utah State University Press, 2015) won the Council for Programs in Technical and Scientific Communication Award for Excellence in Program Assessment Research.

**Mya Poe** is Associate Professor of English at Northeastern University. Her research focuses on writing assessment and writing development with particular attention to issues of equity and fairness. As the leader of the Justice and Fairness in Writing Research group, she is bringing together a multidisciplinary group of scholars to tackle questions of equity, ethics, and opportunity in the teaching and assessment of writing. Her scholarship has appeared in *College Composition and Communication*, *Journal of Business and Technical Communication*, *Journal of Writing Assessment*, and *Across the Disciplines*. Her co-authored and co-edited books have won the CCCC Advancement of Knowledge Award (2012) and the NCTE/CCCC Outstanding Book of the Year (2014). Her editorial work includes guest-editing special issues of *Research in the Teaching of English* (2014) and *College English* (2016) as well as co-editing the *Oxford Brief Guides to Writing in the Disciplines*.

**Kelly J. Sassi** is Associate Professor with a joint appointment in English and education at North Dakota State University in Fargo, where she serves as Director of the Red River Valley Writing Project. She has co-authored three books about writing on demand with Anne Gere and Leila Christenbury, and collaborated with diverse teachers and scholars on articles about race in the classroom.

**Christie Toth** is Assistant Professor of writing and rhetoric studies at the University of Utah, where she collaborates with students and colleagues from Salt Lake Community College on a variety of inter-institutional initiatives. Her research has appeared in *Assessing Writing*, *College Composition and Communication*, *College English*, *Journal of Basic Writing*, *Teaching English in the Two-Year College*, and *Writing Program Administration*.

**Nicole Warwick** is a full-time lecturer in the Writing Program at UC Santa Barbara, where she teaches first-year composition and upper-division courses on rhetoric and writing and writing for the social sciences. She has published in *Journal of the Assembly for Expanded Perspectives on Learning*.