

## Notes on Contributors

**Jacob S Blumner** is Assistant Professor of Written Communication and the director of the WAC program at Eastern Michigan University. He co-edited *Writing Centers and Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships* and the *Allyn and Bacon Guide to Writing Center Theory and Practice* with Robert W. Barnett. His article “Beyond the Reactive: WAC Programs and the Steps Ahead,” co-authored with John Eliason and Francis Fritz, appeared in Volume 12 of *The WAC Journal*.

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**Karen McComas**, M.A., CCC-A/SLP, teaches and supervises in the undergraduate and graduate programs in Communication Disorders at Marshall University in West Virginia. Her expertise includes the use of Internet technologies for teaching and clinical purposes. McComas has extensive experience utilizing virtual reality, listserv, email, World Wide Web, and newsgroups to supplement traditional courses, clinical activities, and online coursework.

**Ellen M. Millsaps** is Professor of English and Director of the WAC program at Carson-Newman College in Jefferson City, Tennessee, where the interdisciplinary “College-Wide Writing Guide” is in its seventh year of publication. She has presented papers on developing college-wide guides at the Lilly Conference on College Teaching and the National WAC Conference, where the Carson-Newman guide was a “bestseller.”

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**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*. Her article “WAC for the Long Haul: A Tale of Hope,” co-authored with Clara Shaw Hardy and William Condon, appeared in Volume 13 of *The WAC Journal*.

**Lynne Ticke** is Assistant Professor of Psychology and a WAC Coordinator at Bronx Community College/CUNY . Her research interests are in the areas of language and literacy development, processes of teaching and learning, and socio-cultural theories of development.