

ABOUT THE AUTHORS

LINDA ADLER-KASSNER is professor of English and director of the first-year writing program at Eastern Michigan University. In the fall of 2010, she will join the faculty at University of California, Santa Barbara as professor of English and director of the writing program. Her most recent book is *The Activist WPA: Changing Stories About Writing and Writers*. She is author, co-author, or co-editor of four other books and over 25 articles and book chapters. Her recent research focuses on representations of education, especially writing instruction, in public policy and other public documents. She is currently at work on a new book with Peggy O'Neill called *Reframing Writing Assessment* and several new articles and book chapters.

BARRY ALFORD teaches English and humanities at Mid Michigan Community College where he has served as the chair of the general education committee and the director of assessment. He developed the portfolio program described in the chapter and has been part of the teaching and learning community it created for two decades. He edited *The Politics of Writing in the Two-Year College* with Keith Kroll and has published articles on Bakhtin, language theory, and educational reform, particularly as it relates to working class and critical pedagogy in open admissions institutions. He is currently practicing his reformist ideas as president of the local school board.

BOB BROAD is a professor of English at Illinois State University, where in 2009 he received the Outstanding University Teacher Award. He teaches graduate courses in writing assessment, composition pedagogy, and research methods as well as undergraduate courses in composition, pedagogy, and English Studies. Bob wrote *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing* (Utah State UP, 2003), and his articles and book reviews have appeared in the journals *Research in the Teaching of English*, *Assessing Writing*, *The Journal of Writing Assessment*, *Teaching English in the Two-Year College*, *Works and Days*, and *African American Review*. He also contributed a chapter to Ericsson and Haswell's collection on computerized writing assessment, *The Machine Scoring of Student Essays: Truth and Consequences* (Utah State UP, 2006).

JANE DETWEILER is associate professor of English at the University of Nevada, Reno, where she also directs the Core Writing Program. Beyond assessment theory and practice, her research focuses on narrative as a personal, professional, and disciplinary way of knowing, on the rhetorics of health care, and on public moral argumentation in cases of legal controversy (environmental and civil rights discourses).

HEIDI ESTREM (formerly of Eastern Michigan University) is associate professor and director of the first-year writing program at Boise State University. She has published (collaboratively and singly) in *WPA*, *Rhetoric Review*, *English Journal*, and in edited collections. At Boise State, dynamic assessment has led to a statewide pilot

placement project for first-year writing courses and ongoing program assessment and pedagogical development. Her current research projects focus on analyzing evidence-based placement in a state university context and exploring the dynamics of writing pedagogy education.

MAUREEN MCBRIDE is currently an adjunct instructor at the University of Nevada, Reno. Her teaching focus is first-year composition. Maureen has a passion for assessment and believes in the value of growing assessment from within. She lives in Reno, Nevada with her husband and two children.

SUSANMARIE HARRINGTON directs the Writing in the Disciplines Program at the University of Vermont, where she is professor of English. Previously, she served as Director of Writing and English Department chair at Indiana University Purdue University Indianapolis. Her research interests explore how values about writing are enacted in curricula, program design, and assessment. Her publications include *Basic Writing as a Political Act* (with Linda Adler-Kassner) and *The Outcomes Book: Debate and Consensus in the Wake of the Council of Writing Program Administrators' Outcomes Statement*.

ERIC STALIONS is an assistant professor of English and rhetoric and composition specialist at Martin Methodist College in Pulaski, Tennessee. He is the college's general education assessment coordinator, and he is a member of the institution's Effectiveness Council. He has held positions in writing program and writing center administration, and he has taught developmental courses in Intensive English and English as a Second Language programs; developmental and introductory writing courses in first-year writing and general education programs; and upper-level writing, grammar, and education courses in English programs.

SCOTT WEEDEN is a senior lecturer in the English department at Indiana University/Purdue University at Indianapolis, where he teaches undergraduate courses in the department's first-year writing program and coordinates the first-semester composition course, English-W131. Scott has presented on numerous occasions at national and regional conferences on the teaching of writing and writing program administration.