

CONTRIBUTORS

James P. Austin is Assistant Professor of English at Central Connecticut State University, where he teaches writing and administers basic writing courses in the Composition Program. His research has appeared in *Written Communication*, *Civic Engagement in Global Contexts* (Utah State UP), *Emerging Writing Research from the Middle East-North Africa Region* (The WAC Clearinghouse), and elsewhere. He also writes and publishes the occasional short story.

Christopher Basgier is Director of University Writing at Auburn University. In that role, he works with faculty on teaching with writing, and he consults with departments about integrating writing throughout undergraduate and graduate curricula, particularly in support of high impact practices like ePortfolios. His research, which spans writing across the curriculum, genre, threshold concepts, and digital rhetoric, has appeared in venues like *Across the Disciplines*, *The WAC Journal*, *Composition Forum*, and *Studies in Higher Education*. He is also active in national organizations like the Association for Writing Across the Curriculum, the Conference on College Composition and Communication, HIPs in the States, and the WAC Clearinghouse.

Elizabeth Baxmeyer has been an English and music instructor at various colleges in Northern California for 14 years. For the last six, she has been a faculty member in the Humanities department at California Northstate University College of Health Sciences in Rancho Cordova, CA, where she runs the podcast studio, co-runs *The Calendula Review*, CHS's new narrative medicine-focused literary journal, and teaches music appreciation and English composition courses as well as an array of other humanities classes. She received her master's degree in music from Bangor University, Wales, UK with concentrations in Composition and Music for Media and the Arts, and her MFA in Writing and Contemporary Media from Antioch University, Santa Barbara. Her writing has been published in an array of literary journals including *The Examined Life Journal*, *Querencia Press*, *Luna Station Quarterly*, and more. Aside from teaching, she is an award-winning sound designer and professional musician.

Brad Benz is Teaching Professor in the Writing Program at the University of Denver, where he has been a faculty member since 2010. His work has been published in *American Speech*, *Dictionaries*, *Writing Program Administration*, and *Great Plains Quarterly*, among others. He lives in Denver with his daughter and their dog.

Magdaléna Bilá is a full professor with 32 years of experience in university teaching and scholarly research. She is affiliated at the Institute of Translation and Interpreting, Faculty of Arts, University of Prešov in Prešov, Slovakia. She

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Lindy E. Brigette is Assistant Professor of the Practice at Fairfield University, where she teaches in Core Writing and assists with programming and administration of Fairfield's WAC/WID Signature Element. She also teaches courses in Persuasive Writing and Feminist Rhetorics. Her research is focused on feminist rhetorics and archival historiography. Her scholarship has been published in *Peitho* and she has presented at conferences such as Conference on College Composition and Communication, Feminisms and Rhetorics, Rhetoric Society of America, and the UConn Conference on the Teaching of Writing. She holds an MS in Adult Education from the University of Southern Maine, an MA in English/Composition from UMass-Boston, and a Ph.D. in Rhetoric & Composition from the University of Rhode Island. Prior to teaching in rhetoric and composition, she worked as an academic advisor for ten years.

Alejandro Cerón is Associate Professor of Anthropology at the University of Denver, where he co-leads the DU Ethnography Lab. As an anthropologist, he is interested in the social and cultural aspects of health, especially sociocultural epidemiology, public health practice, and the right to health. Prior to earning a doctoral degree in anthropology (University of Washington, 2013), he graduated as physician and Master in Public Health in 2000 and 2006, respectively, from Universidad de San Carlos de Guatemala.

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Rikki Corniola earned her Ph.D. in Biomedical Sciences from the Florida State University College of Medicine. She then relocated across the country to pursue postdoctoral training in cell and molecular neurosciences at the Stanford University School of Medicine. She is Associate Professor of Biomedical Sciences and currently serves as the Assistant Dean of Curriculum and Assessment at the California Northstate University College of Health Sciences, where she has been integral in building the foundational curriculum and fostering cross-disciplinary writing to enhance the learning, engagement, and proficiency of students in the health sciences. Her current interests and work include developing co-curricular programming to enhance student success as students navigate their undergraduate careers focused on entering the health professions. In her spare time, she enjoys cooking with her husband, board gaming with her family, cheering on her children with their athletics, bird watching, and martial arts.

Jill Dahlman is a product of the University of Hawaii system: Hilo for undergraduate and Manoa for graduate. She is Assistant Professor of English for

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William Davis received a B.A. in English from Virginia Tech and made his first foray into teaching at the high school level. While earning a master's degree in literature at Northern Arizona University, he taught two levels of college composition courses and served in the university's writing center. He received his Ph.D. in Science and Technology Studies from Virginia Tech and was a founding faculty member at California Northstate University College of Health Sciences. Now an Assistant Professor of Science and Technology Studies at the University of Virginia, he investigates the philosophical and social implications of emerging technologies. Though he no longer delivers English courses, he never stopped teaching composition or engaging critically through writing. Lucid prose, especially when it paves the way for other forms of communication, remains powerful and persuasive.

Dinko Hanaan Dinko is a Ph.D. candidate and a Graduate Teaching Assistant at the Department of Geography and the Environment, University of Denver. His research interest lies in the multiple and differentiated narratives of water insecurity amongst the different segments of society using participatory drone mapping methodologies. His current works examine the socio-political dimensions of water use in local communities and how these interact with broader climatic changes in producing outcomes for different social groups.

Andrea Fabrizio is Associate Dean of Academic Affairs at Hostos Community College/CUNY. She has been a member of the Hostos community since 2003 when she worked at the College as a Writing Fellow. She became a full-time member of the English department in 2008. In her time at Hostos, she has chaired the English department and co-coordinated the Writing-Across-the-Curriculum Initiative with Linda Hirsch. Along with Gregory Marks, she was awarded a \$275,000 grant from the Teagle Foundation to lead the implementation of Core Books: A Multi-Campus CUNY Humanities Proposal, which was an initiative inspired by Hostos' application of Columbia University's core curriculum. She is currently a member of the Executive Board of the Association of Departments of English and a member of the Board of Directors for The Great Questions Foundation.

Heather M. Falconer is an Assistant Professor of Professional and Technical Writing and faculty member of the Maine Center for Research in STEM Education at the University of Maine, Orono. She is a Co-Editor for the *Perspectives on Writing* book series, Co-Chair of the Research and Publications Committee of the Association for Writing Across the Curriculum, and serves on multiple editorial and regional boards. Falconer's research has appeared in journals such as *Written Communication*, *The WAC Journal*, and the *Journal of Hispanic Higher Education*, as well as multiple edited collections. Her book, *Masking inequality with good intentions*, is available through the Practices & Possibilities series/The WAC Clearinghouse.

Ming Fang is Associate Teaching Professor in the English Department and Associate Director for the Writing across Curriculum Program at Florida International University, Miami. She teaches both first-year and upper-division writing courses, provides training and support in multilingual writing pedagogy, and also collaborates with faculty across disciplines to integrate writing into content courses. Her research interests include second language writing, multilingual writing pedagogy, transnational writing program administration, and writing across the curriculum. Currently, she serves on the Editorial Board of the WAC Repository.

Christy Goldsmith is Assistant Director of the Campus Writing Program at the University of Missouri. Her research trajectory takes two paths. Through her narrative inquiry into English teachers' identities as writers and as teachers-of-writing, she explores the tensions inherent in teaching writing in secondary schools. Her second strand of research revolves around the teaching and learning of disciplinary literacy, including professional development design at the secondary and post-secondary levels. Prior to her position as CWP Assistant Director, she taught high school English for eight years. She earned her Ph.D. in English education from Mizzou, and she continues to teach courses in English education, disciplinary literacy, and graduate writing.

Caleb González is a Ph.D. candidate specializing in composition studies, writing program administration, and higher education studies. He examines the ways in which writing programs at Hispanic-serving institutions (HSIs), including WAC programs, from a broader lens are shaped by their institutional contexts. Currently, he is a consultant for the Writing Across the Curriculum Program in the Center for the Study and Teaching of Writing at The Ohio State University. He has also served on the Editorial Board for the WAC Clearinghouse since 2019. In 2022, he was a recipient of the K. Patricia Cross Future Leader Award in Higher Education from the American Association of Colleges and Universities (AAC&U). The award recognizes eight doctoral students who show exemplary promise as future leaders of higher education and are committed to

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Kimberly K. Gunter is Associate Professor at Fairfield University, where they serve as the Director of Core Writing, a program that houses both first-year composition and the WAC/WID Signature Element. In addition to WAC/WID and writing program administration, their research focuses on queer rhetorics and rhetorics of labor. Their publications have appeared in *Enculturation*, *WPA: Writing Program Administration*, the *Journal of Basic Writing*, and elsewhere.

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Kimberly Harrison is Professor of English and Director of the Writing and Rhetoric Program and founding Director of the Writing Across the Curriculum Program at Florida International University in Miami. Her book-length publications include *The Rhetoric of Rebel Women: Civil War Diaries and Confederate Persuasion* (Southern Illinois UP), *A Maryland Bride in the Deep South: The Civil War Diary of Priscilla Bond* (LSU press), *Victorian Sensations: Essays on a Scandalous Genre* (Ohio State UP), and *Contemporary Composition Studies: A Guide to Theorists and Terms* (Greenwood). She has published articles on women's Civil War rhetoric and on writing program administration, and she regularly teaches courses on writing and writing pedagogy.

Linda Hirsch is Professor in the English Department at Hostos Community College/CUNY. She is Director of the Liberal Arts Degree and established and co-coordinates the Hostos Writing and Reading Across-the-Curriculum (WRAC) Program. She holds a Ph.D. in English Education from NYU and is the author of publications on the language and cognitive needs of ELLs across disciplines and WRAC. Her research provided one of the first qualitative and quantitative analyses on the value of WAC with ELL and developmental populations. She also led the creation of a first-year seminar and instituted the first linked ESL/content courses at Hostos. She is the co-founder of the CUNY Writing Centers Association and is also the creator, producer, and host of EdCast, an award-winning TV program examining issues in education airing on CUNY TV and the web (www.youtube.com/cuny). EdCast has received eight Telly awards for excellence in cable broadcasting.

Brandall C. Jones is the Connectivity Director for Kenny Leon's True Colors Theatre Company in Atlanta, Georgia, as well as Partner of MJR Partners, Arts Management Services. An adamant belief that all, no matter what their zip code or background, deserve access to high quality arts has been the driving force of his career. He has previously held positions at The Serenbe Institute and Fulton

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Alena Kačmárová is a full professor with 25 years of experience in university teaching and scholarly research. She is affiliated at the Institute of Translation and Interpreting, Faculty of Arts, University of Prešov in Prešov, Slovakia. She teaches courses on English inflectional morphology, English syntax, English academic writing, translation of non-literary text, and writing for publishing. In her research, she focuses on construction and translation of research papers (stylistics and authorial writing style), interlingual analysis of academic styles, intercultural pragmatics, interlingual analysis of linguistics metalanguage, and compilation of a linguistics encyclopedia. She is currently involved in the research into differences between Slovak and English writing styles in academic papers. She has authored and co-authored eight monographs, 13 textbooks, 57 research papers, and edited 11 books. She is a Fulbright scholarship holder (SUNY, Albany, NY, summer semester of 2015).

Megan J. Kelly is Teaching Professor in the Writing Program and Assistant Director of the Writing Center at the University of Denver. Her work focuses on environmental communication, with a particular emphasis on the narrative and rhetorical strategies of student activists in the climate justice movement, and on training peer tutors of writing. She also facilitates writing groups and retreats for faculty.

Kamila Kinyon is Teaching Associate Professor in the University of Denver Writing Program. She has a doctorate in Comparative Literature from the University of Chicago (2000) and an M.A. in TESOL/Linguistics from the University of Utah (1989). Her teaching has focused on the rhetoric of journalism, oral history, and ethnography, which has also been a subject of her recent service and research—including a 2022 article in the *Annals of Anthropological Practice*. Other teaching and research interests include WAC, multilingual writing, visual rhetoric, and Slavic Studies.

Mary Laughlin is Assistant Professor of the Practice at Fairfield University. As a part of her role in the Core Writing Program, she serves as a WAC/WID consultant and has helped to design professional development initiatives to support the WAC/WID Magis Core signature element. She additionally serves as Core Writing's Library Liaison. Her professional interests include writing pedagogy, writing across the curriculum, and student source usage practices, and she

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Christina M. LaVecchia is Assistant Professor of English (in discipline-based education research) at the University of Cincinnati. Previously she was a Research Fellow at Mayo Clinic and the founding Director of the Writing Across the Curriculum Program and Assistant Professor of English at Neumann University in Aston, PA. Her research spans multiple disciplines: In rhetoric and composition, her work on contemporary composing theories, writing pedagogies, digital literacies, and professional practices appears in *College English*, *Composition Forum*, and *Composition Studies*, among others. Her healthcare collaborations with Mayo Clinic's Knowledge and Evaluation Research (KER) Unit appear in venues like *Patient Education and Counseling*, *Health Expectations*, and *BMJ Open*. Her co-edited collection *Revising Moves: Writing Stories of (Re)Making* is under contract with Utah State University Press.

William J. (Bill) Macauley, Jr. is Professor in the Department of English at the University of Nevada, Reno. He has been teaching since 1987 and directed writing centers and programs for nearly 30 years. Along with these roles, he has done significant work in writing-related assessment across institutions, disciplines, curricula, and courses. His research and scholarship continue to focus on access, empowerment, writing with purpose, and individualized expression while he continues to question academic fairness, access, and cultural openness. These interests have recently resulted in two co-edited collections (with four of his former graduate students) on TAs in Writing Studies. He argues here and at recent conferences that the disciplinarily-diverse and discursively-curious cultures of Writing Across the Curriculum and writing centers are particularly well-suited to forwarding diversity, inclusion, and equity. For the past two years, he has also been offering small-group workshops in writing and meditation/mindfulness across the country.

Heather N. Martin is Teaching Professor in the University Writing Program at the University of Denver, where she leads faculty mentoring initiatives and directs the First-Year Seminar program. Her work has been anthologized in *The Best of Electric Velocipede* and appears in a variety of regional and national publications including *Academic Exchange Quarterly*, *Argot Magazine*, *Cobalt Review*, *Barnstorm*, and *Baltimore Review*. At home, she's mom to two teenagers and several feral chickens.

Christine Martorana is Assistant Teaching Professor in the English Department, Writing and Rhetoric Program at Florida International University. She teaches upper-division undergraduate writing courses in Rhetorical Theory, Writing Studies, and zine writing as well as a graduate-level pedagogy course.

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Federico Navarro has a Ph.D. in Linguistics. He is Chair of the School of Education and Professor at the Institute of Education Sciences, Universidad de O'Higgins (Chile). He has served as Chair of the Latin American Association of Writing Studies in Higher Education and Professional Contexts. He has been a principal or co-investigator in 11 research projects on writing and education during the last decade. He has published roughly 150 papers in 12 countries. View his scholarly profile at <https://orcid.org/0000-0001-9131-3245>.

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Dennis Paoli taught composition, literature, and humanities at Hunter College/CUNY for over four decades. He was Coordinator of the Rockowitz Writing Center from 1987 and Co-coordinator of the Hunter College Writing Across the Curriculum Program from 2001 to his retirement in 2020. He served on the board of the CUNY Writing Centers Association from 1988-2001 and

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Gloria Poveda attended UC Davis as a returning student and received her B.A. in Chicana and Chicano Studies with a minor in Sociology. She then went on to UC Santa Barbara where she completed her M.A. in Chicana and Chicano Studies with an emphasis in Black Studies. Her Ph.D. is from the School of Education at the University of Michigan, Ann Arbor. Her areas of specialization are Foundations, Administration, Research, and Policy, which offered the opportunity to engage a diverse community of doctoral students and faculty members in reimagining education as a central component of the transformation needed to create more inclusive and just societies. Her research is part of a sustainable humanities-social science cluster grounded in leadership and innovation with a central focus in service learning.

Alisa Russell is Assistant Professor in the Writing Program at Wake Forest University, where she also researches and facilitates writing across the curriculum initiatives. Her most recent projects explore genre access in government writing, and her articles have appeared in publications such as *Written Communication*, *Pedagogy*, and *The WAC Journal*.

David R. Russell is Professor Emeritus of English at Iowa State University, where he taught in the Rhetoric and Professional Communication graduate program and served as co-director of the ISUComm Advanced Communication undergraduate program. His research interests are in writing in the disciplines and professions, international writing instruction, and the phenomenology of writing. His book, *Writing in the Academic Disciplines: A Curricular History*, now in its second edition, examines the history of United States writing instruction since 1870. He has published more than 70 refereed articles on writing in the disciplines (WID) and professions, drawing mainly on cultural historical activity theory and rhetorical genre theory. He has recently published articles on the phenomenology of writing, the felt sense of writing under surveillance, embodied cognition in reflection, and genre as social action in relation to recent theories of motivation, all available at <https://engl.iastate.edu/directory/david-russell>.

Trudy Smoke is Professor Emerita from the Department of English, Hunter College/CUNY where she taught classes in linguistics and rhetoric. She co-coordinated the WAC program from 1999 to 2019 when she retired. She also coordinated the First Year Writing Program at Hunter and has written extensively on composition and ESL issues. Some of her publications include *Thinking Sociolinguistically: How to Plan, Conduct, and Present your Research*; *The World of the Image; Language and Linguistics in Context*; *A Writer's Workbook* (4 editions); *Making a Difference*; and *Adult ESL*. She is also a botanical and nature illustrator whose illustrations appear in *The Field Guide to the Street Trees of New York City* and *The Field Guide to the Neighborhood Birds of New York City* (Johns Hopkins University Press). In retirement, she is enjoying tutoring adult learners, drawing, writing, and doing research on lesser-known women botanical artists.

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