

## Contributors

**Susan Caulfield** is a recently retired professor of interdisciplinary health programs. Her research focuses on faculty development, instructional design, as well as best practices for teaching and learning. She is a co-author for work on the DAPOE framework, an instructional design model that grew out of data from focus groups, faculty surveys, and document review. She has presented at numerous Lilly conferences, the International Writing Across the Curriculum Conference, the National League of Nursing, and the International Society for the Exploration of Teaching and Learning. She taught in higher education for thirty-eight years, thirty-two at her most recent institution.

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**Dori Coblentz** is a lecturer of technical communication at the Georgia Institute of Technology. Her research and teaching focus on the history of professional and technical communication and questions of rhetoric, ethics, and timing. Her book, *Fencing Form and Cognition on the Early Modern Stage: Artful Devices* (Edinburgh UP 2022) explores the ways in which early moderns generated and transmitted practical knowledge about time through fencing manuals, playtexts, and other kinds of professional writing. Her articles have appeared in *Advances in Engineering Education* (2021), *Italian Studies* (2018), and the *Journal for Early Modern Cultural Studies* (2015).

**Brian Gogan** is an associate professor at Western Michigan University, where he directs first-year writing and teaches courses in composition, professional writing, and rhetorical theory. He is lead author of two textbooks, and his research on cross-disciplinary writing and reading pedagogy has been published in *Across the Disciplines* and *What Is College Reading? Exploring Reading in Every Discipline*.

**Rebecca Hallman Martini** is associate professor of English at the University of Georgia where she serves as the director of the writing center. Her book, *Disrupting the Center: A Partnership-Based Approach to Writing in the University* was published by Utah State University Press in 2022. Her work has been published in or is forthcoming from *WPA: Writing Program Administration*, *Across the Disciplines*, *Writing Center*

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**D. Alexis Hart** is a professor of English and the director of writing at Allegheny College. She is the co-author of *Writing Programs, Veterans Studies, and the Post-9/11 University: A Field Guide* and editor of *How to Start an Undergraduate Research Journal* and *ePortfolios@edu: What We Know, What We Don't Know, and Everything In-Between*. Her work has also appeared in *CCC*, *Pedagogy*, *Writing on the Edge*, *Composition Forum*, *SPUR*, and several edited collections. She received the 2017 Braddock Award for her co-authored article "Veterans in the Writing Classroom: Three Programmatic Approaches to Facilitate the Transition from the Military to Higher Education."

**Ashley J. Holmes** [she/her] is an associate professor of English and director of writing across the curriculum at Georgia State University. She researches and teaches undergraduate and graduate courses in public writing, civic engagement, place-based pedagogies, and writing program administration. Holmes's work has recently appeared in *College English*, *Composition Forum*, and the *International Journal for Students as Partners*. She serves as managing co-editor of *Composition Forum*.

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**Kathleen Blake Yancey**, Kellogg Hunt Professor/Distinguished Research Professor Emerita at Florida State University, served as president/chair of the Council of Writing Program Administrators, the Conference on College Composition and

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