

# CONTRIBUTORS

**Jenna Morton-Aiken** is Senior Associate Director for Writing and English Language Support at the Sheridan Center for Teaching and Learning at Brown University, where she is also a Lecturer in the Department of English. She earned her Ph.D. from the University of Rhode Island in English specializing in rhetoric and composition. Her research has appeared in *Technical Communication Quarterly*, *WPA Writing Program Administration*, *The Journal of Multimodal Rhetorics*, and various other journals and edited collections. Jenna helped launch SciWrite@URI

**Kelly Bradbury** is Assistant Professor of English at Colorado State University, where she teaches upper-division composition courses and directs a WAC program known as the gtPathways Writing Integration Project. She is the author of *Reimagining Popular Notions of American Intellectualism: Literacy, Education, and Class* (SIUP) and has published in *Computers and Composition*, *Community Literacy Journal*, and *Journal of Teaching Writing*. Her current scholarship focuses on rhetorical empathy, critical information literacy, and linguistic justice.

**Kathryn Bruchmann** is Associate Professor in the Psychology Department at Santa Clara University. She earned her Ph.D. from the University of Iowa where she specialized in social psychology. Her current scholarship focuses on how factors such as implicit theories or different identities influence the use of social comparison information.

**Eric Camarillo** is Dean of the Learning Commons at Tarrant County College's Northwest campus, where he provides direction and vision for the Library and Learning Support Services. His research agenda is focused on writing centers and best practices within these spaces, antiracism in the context of writing centers, and asynchronous tutoring. His research has appeared in *WLN: A Journal of Writing Center Scholarship* and *Praxis: A Writing Center Journal*, and he has presented at numerous conferences including the International Writing Centers Association and the Conference on College Composition and Communication. He is currently Vice President of the South Central Writing Centers Association, Past President of the National Conference on Peer Tutoring in Writing, and Book Review Editor for *The Writing Center Journal*.

**Genesea M. Carter** is Associate Director of the University Composition Program at Colorado State University and Associate Professor of Rhetoric and Composition. Her research focuses on the intersection of systems, administration, student learning and support, and faculty mental health. Her research has appeared in *Composition Studies*, *Writers: Craft & Context*, and the *Journal of Teaching Writing*. Her first co-edited collection, *Class in the Composition*

*Classroom: Pedagogy and the Working Class*, was published by Utah State University Press. In addition to her academic work, she has written and self-published two college student support books, *Making It Happen: A 16 Week Goal Setting Journal for Your College Success* and *How to Survive Your First Year of College: Strategies for Academic Success in a Stressed-Out World*.

**Christina V. Cedillo** (she/they) is Associate Professor of Writing and Rhetoric at the University of Houston-Clear Lake. Her research draws from cultural rhetorics and decolonial theory to focus on embodied rhetorics and rhetorics of embodiment at the intersections of race, gender, and disability. Her/their work has appeared in *College Composition & Communication*, *Rhetoric Society Quarterly*, the *Journal for the History of Rhetoric*, *Composition Forum*, and various other journals and edited collections. She is the lead editor of the *Journal of Multimodal Rhetorics*.

**Sue Doe** is Professor of English and Executive Director of The Institute for Learning and Teaching at Colorado State University (CSU). She has served as Director of Composition, as Director of the gtPathways Writing Integration, and as Chair of the Faculty Council at CSU. She co-edited (with Lisa Langstraat) *Generation Vet: Student-Veterans, Composition, and the Post-9/11 University* (Utah State P) and has published in such locations as *College English*, *WAC Journal*, *ADE-AFL Bulletin* of the Modern Language Association, *PS: Political Science and Politics*, *Feminist Formations*, *Literacy in Composition Studies*, *Teaching of Psychology*, *Composition Forum*, and numerous collections.

**Matt Dowell** is Associate Professor of English at Towson University, where he serves as director of first-year writing. His current research focuses on the institutional space and place of writing program administration specifically in relation to access, ableism, and disability. A recent chapter examining the sanctioned uptake of syllabus accessibility statements was published in the edited collection *Writing the Classroom: Pedagogical Documents as Rhetorical Genres*.

**Bre Garrett** is Associate Professor of English and Composition Program Director at the University of West Florida. She teaches classes in rhetorical theory, composition pedagogy, and public writing. Her current research trajectory intersects disability studies and rhetorics of accessibility, in which she explores topics ranging from graduate teacher training and writing program administration. She is a co-editor of *Disability, Access, and the Teaching of Writing*, coming out with NCTE's Rhetoric and Writing special series, and has an article forthcoming in *Across the Disciplines* on ePortfolios, HIPs, and wellbeing.

**Mara Lee Grayson** is Associate Professor of English and Faculty Coordinator of General Education Assessment at California State University, Dominguez Hills. She is the author of *Teaching Racial Literacy: Reflective Practices for Critical Writing*, *Race Talk in the Age of the Trigger Warning: Recognizing and Challenging Classroom Cultures of Silence*, and *Antisemitism and the White Supremacist*

*Imaginary: Conflations and Contradictions in Composition and Rhetoric*, and co-editor (with Judith Chriqui Benchimol) of *Challenging Antisemitism: Lessons from Literacy Classrooms*. Her scholarship has appeared in various journals and edited collections, and she is the recipient of a CCCC Emergent Researcher Grant and the 2018 Mark Reynolds TETYC Best Article Award. Also a poet, her work has been nominated for Best of the Net and Pushcart prizes.

**Holly Hassel** earned her Ph.D. from the University of Nebraska-Lincoln and taught for two decades at the University of Wisconsin-Marathon County, one of thirteen associates-degree granting campuses that made up the University of Wisconsin Colleges. She has served as editor of *Teaching English in the Two-Year College* and as chair of the Conference on College Composition and Communication. Her research on composition pedagogy, two-year college writing programs, and college access has been published in many peer-reviewed journals and books.

**Brian Hendrickson** is Associate Professor of Writing Studies, Rhetoric, and Composition at Roger Williams University. His research areas include public, digital, and cultural rhetorics, writing across difference, community writing, writing in STEM, and equity-minded teaching and program administration. His work has appeared or is forthcoming in the journals *Across the Disciplines*, *Composition Forum*, *Composition Studies*, *JoSch - Journal fur Schreibwissenschaft*, *Journal of Business and Technical Communication*, *Kairos*, and *WAC Journal*, as well as several edited collections including *Best of the Journals in Rhetoric and Composition 2018*. He has been recognized by the Association of American Colleges and Universities with a K. Patricia Cross Future Leaders Award and by the Association for Writing Across the Curriculum and the WAC Clearinghouse with an Early Career Contributions to the Field Award.

**Tamara Issak** is Associate Professor in First-Year Writing in the Institute for Core Studies and directs the Writing Across Communities program at St. John's University. Her research focuses on cultural rhetoric, Islamophobic rhetoric, and community literacy. She is the recipient of several national fellowships and awards including an American Association of University Women Fellowship and Fulbright Fellowship in Syria. She earned her Ph.D. in Composition and Cultural Rhetoric from Syracuse University.

**Janelle Jennings-Alexander** is a scholar-educator focused on improving academic support structures for historically marginalized students through equity-oriented institutional change and universal design for learning. Her teaching and research explore opportunities for increasing racial literacy and engaging learners in critical discussions of African American-authored fiction. A recipient of the NCTE Early Career Educator of Color Award, she earned a Ph.D. in Literature from Florida State University and serves as the Associate Vice President for Academic Affairs at Saint Augustine's University in Raleigh, North Carolina.

**Trent M. Kays** is Assistant Professor and Director of College Composition at Augusta University. He specializes in multimodal writing, critical pedagogy, digital rhetoric, professional writing, and Internet Studies.

**Ashanka Kumari** is Assistant Professor and doctoral program coordinator in the Department of Literature and Languages at Texas A&M University—Commerce. Her work centers graduate student professionalization, multimodal composition and pedagogy, and the intersections among identity studies, digital literacies, and popular culture. She is the inaugural faculty recipient of the Inclusive Excellence Champion award and a 2023 Barrus Award recipient at Texas A&M University—Commerce. Her work can be found in numerous edited collections and journals as well as her co-edited collection *Mobility Work in Composition*.

**Aurora Matzke** is Assistant Professor and Writing Center Director at Chapman University. She has also held positions as a Writing Program Administrator, Coordinator of General Education, and Senior Associate Provost. Her editorial work can be found in *WPA: Writing Program Administration* and is forthcoming in *Peitho*. Her publication work can be found in various collections and is focused on open-access education and feminist leadership strategies.

**Lucien Darjeun Meadows** is a Ph.D. candidate at University of Denver, where his research focuses on queer ecology, Indigenous studies, and poetics. His creative work has received awards from the Academy of American Poets and American Association of Geographers; and his critical work has appeared in *Excursions*, *John Clare Society Journal*, and *Philia*. A first-generation university graduate from Appalachia, he has worked in four writing centers and is passionate about fostering inclusive environments for all learners to be welcomed and respected.

**Mandy Olejnik** earned her Ph.D. in Composition and Rhetoric at Miami University (Ohio) and is Assistant Director of Writing Across the Curriculum at the Howe Center for Writing Excellence. She designs and leads faculty workshops, consults with disciplinary faculty on their teaching of writing, researches and assesses WAC programming, and provides special support for graduate-level writing instruction across campus. Her work has appeared in *The WAC Journal* and *Transformative Works and Cultures*. She was a learning designer for the online Miami Writing Institute and is co-editor of the edited collection *Changing Conceptions, Changing Practices: Innovating Teaching Across Disciplines* (Utah State University Press).

**Bernice Olivás** teaches writing and rhetoric at Salt Lake City Community College. She specializes in first-generation students, anti-racist and inclusive pedagogy.

**Lana Oweidat** is Associate Professor of Rhetoric and Composition and the Director of the Writing Center at Goucher College. She teaches writing and rhetoric courses with an emphasis on border discourses and transnational

narratives. Her scholarly research interests include tutor training, feminist rhetorics, anti-Islamophobia pedagogies, and multilingual composition. Her work has appeared in various journals and edited collections.

**Mike Palmquist** (he/him) is Professor of English and University Distinguished Teaching Scholar at Colorado State University, where he directs the University Writing Center. Prior to returning to his role as a faculty member in the 2020-'21 academic year, he served for fourteen years in various university leadership roles. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

**Lynn Reid** is University Director of Writing at Fairleigh Dickinson University, where she is Associate Professor of Rhetoric and Composition. Her scholarly interests include composition pedagogy, basic writing, and digital literacies. Her work has appeared in journals including *Journal of Basic Writing*, *WPA: Writing Program Administration*, *Computers and Composition*, and several edited collections. She received her Ph.D. from Indiana University of Pennsylvania, where she was awarded the Patrick Hartwell award for promising research in composition.

**Emily Rónay Johnston** is Assistant Teaching Professor in Writing Studies at the University of California, Merced. Recently, she completed a five-year term as Associate Director of the Dimensions of Culture Writing Program at the University of California, San Diego. Her teaching and research focus on trauma, language, and first-year composition as a critical space for cultivating resilience. Her work appears in the journals *College Composition and Communication*, *Writers: Craft & Context*, *Rhetoric of Health and Medicine*, *Women's Studies in Communication*, and *Antipodes: A Global Journal of Australian and New Zealand Literature*, and in the edited collection *Composing Feminist Interventions: Activism, Engagement, Praxis*.

**Caitlyn Rudolph-Schram** (she/her) holds an MA in Rhetoric & Composition from Ball State University. Her research generally focuses on cultural rhetorics, Writing Centers, and the intersection of online activism and identity. Currently, she is the Writing Center Director at Indiana University Kokomo and serves as Co-Chair of the Feminist Caucus for the CCCC's.

**Iris D. Ruiz** is a Continuing Lecturer for the UC Merced Merritt Writing Program and a Lecturer with the Sacramento State University Ethnic Studies Program. Her current publications are her monograph, *Reclaiming Composition for Chicanos and other Ethnic Minorities: A Critical History and Pedagogy*, and a co-edited collection, *Decolonizing Rhetoric and Composition Studies: New Latinx Keywords for Theory and Pedagogy*, to which she also contributed a chapter on the keyword "Race," a co-authored caucus history, *Viva Nuestra Caucus: Rewriting the Forgotten Pages of Our Caucus*. She has also written on Decolonial Methodology in *Rhetorics Elsewhere and Otherwise*. Her 2017 co-authored article, "Race,

Silence, and Writing Program Administration,” deals with race and WPA history, was published in *WPA Writing Program Administration*, and received the 2019 Kenneth Bruffee award. She has written for the *Journal of Pan African Studies* about her journey toward a decolonial identity titled, “La Indigena.”

**Erec Smith** is Associate Professor of Rhetoric at York College of Pennsylvania. His primary work focuses on the rhetorics of anti-racist activism, theory, and pedagogy. He is co-founder and President of *Free Black Thought*, a website dedicated to highlighting viewpoint diversity within the black intelligentsia. His recent writings include several op-eds as well as his books, *A Critique of Anti-Racism in Rhetoric and Composition: The Semblance of Empowerment* (2020) and *The Lure of Disempowerment* (2022). He is also a research scholar in Politics and Society for the Cato Institute.

**John Paul Tassoni** is Professor of English/Languages, Literatures, and Writing at Miami University. There he has served as the English Department’s Director of College Composition, as Co-Coordinator for the regional campuses’ Center for Teaching and Learning, and as University Director of Liberal Education. He co-founded the scholarly journal *Open Words: Access and English Studies* and is the founding editor of *Journal on Centers for Teaching and Learning*. He continues to focus the bulk of his teaching and research on basic writing programming at Miami’s open-access campuses.

**Julia Voss** is Associate Professor of Rhetoric and Composition, former Director of Professional Writing, and current Chair in the English Department at Santa Clara University, where she researches curriculum/assessment design and equity, learning space design, and writing program administration. Her work has appeared in *Composition Studies*, *Computers and Composition*, *College Composition and Communication*, *Writing Program Administration*, and other venues, and she serves as associate editor for *Across the Disciplines*. Her current projects examine classroom design as a pedagogical and programmatic issue; information literacy instruction around popular sources; how diversity/equity/inclusion are represented (or not) in FYW syllabi; and frameworks-based WAC faculty development.