

## Contributors

### LINDA ADLER-KASSNER

I started teaching writing in classes labeled “basic writing” more than 30 years ago. I was lucky, though, to be hired by a mentor and in a program that challenged that definition and the very ideas that underscored it—a challenge that resonated with me because I had my own experiences of learning failure and exclusion. From the mentor, my students, and colleagues, as well as my graduate studies, I realized that teaching writing was about learning, listening, and advocating with others. Since that time, I’ve worked with students, faculty, administrators, and people in communities on two sides of a common coin associated with these practices: understanding how people (students, faculty, others) define and act on ideas about “good” learning and literacy and how those are connected to values and ideologies; and creating more explicit ways for faculty to teach/students to learn about and expand on those ideas of “good” so that they are more inclusive and equitable. I’ve taught undergraduate courses from first-year writing to writing and civic engagement, grad classes, and faculty seminars; I also work on pedagogical innovations to support learning and teaching. I’ve studied and written about all of this in recent research like *Naming What We Know: Threshold Concepts of Writing Studies* and *(Re)Considering What We Know*, both coedited with Elizabeth Wardle, and in articles like “Designing for More: Writing’s Knowledge and Epistemologically Inclusive Teaching.”

### CHRIS M. ANSON

My parents were British, but I was born in the US (on Thanksgiving) when my father was transferred to the New York office of his firm. Lore has it that my very pregnant mother, not used to a huge meal, declared that there wasn’t enough room in her for two turkeys, and was taken to the hospital to give birth. A couple of years later, my father was reassigned again to his firm’s Paris office, and I spent the

next six years in a small town nearby and attended a local French public school. My father had grown up in a working-class family in Birmingham, but his parents sacrificed so he could attend excellent schools, as did my mother. As a result, I was steeped in literature and the world of ideas as a kid—a “born English major,” as my high school guidance counselor would call me, and an avid writer. Initially I wanted to be a novelist, and I ended up earning an MA in creative writing at Syracuse University. But faculty there exposed me to early work in writing studies. Fascinated, I pursued another MA and a PhD at Indiana University, focusing on language and linguistics with a concentration in composition. That preparation landed me a tenure-track position at the University of Minnesota, where I spent 15 years working in the Program in Composition, nine of them as its director. At Minnesota, many departments asked me to help them with writing instruction, which drew me into research on writing in the disciplines and to speaking or leading workshops for faculty at universities across the US and in many other countries. In 1999 I left Minnesota to direct a newly established WAC program for faculty at North Carolina State University, where I continue to enjoy teaching and research in writing studies and WAC. You can find a rather dry but comprehensive summary of my work at [www.ansonica.net](http://www.ansonica.net).

#### CHUCK BAZERMAN

Working with inner-city children in the 1960s, I saw how poorly they had been served by their schools, their societies, their governments. I had previously been caught up in finding my own way, using the literacy tools my fortunate public middle-class suburban education and private elite university education had provided me, but now I saw how inequitably these tools were made available and the consequences of that inequity. At that moment I understood the necessity of “spilling the beans,” sharing the class secrets of dominance. After initially teaching what I had already learned, I had two further realizations. First, people had different experiences, motives, perceptions, and needs, so I shouldn’t try to lead students down the same path as myself. In fact, that could not even succeed as students needed to follow their own paths. Second, I didn’t know as much about writing as I thought I did. So I needed to do some research to find out what writing was, how it worked in the world,

and how people developed as writers, whether in school or out. Since that time those three realizations have guided me.

#### MELVIN BEAVERS

For as long as I can remember, I have loved to read and write. In fact, my first-year writing teacher taught me to think of myself as a “good” writer. I was the student she often called upon to read my work and help others in the class. Although I still have difficulty thinking of myself as a writer or even a good one, I certainly enjoy helping others engage with the writing process. I have taught writing for 15 years, as a full-time instructor at the University of Central Arkansas, and as an assistant professor and First-Year Writing Director at the University of Arkansas, Little Rock. My research has focused on access to professional development opportunities and workplace equity for part-time faculty. I have an article titled “Administrative Rhetorical Mindfulness: A Professional Development Framework for Administrators in Higher Education” in a special issue of *Academic Labor: Research and Artistry* on “Prioritizing Ourselves and Our Values: Intersectionality, Positionality, and Dismantling the Neoliberal University System.”

#### SUSAN NAOMI BERNSTEIN

My parents grew up in Chicago, and my father, who died at 90 from COVID-19, was a first-generation American and a first-generation college student. I was raised and attended public schools in predominantly White, redlined Chicago suburbs. My work focuses on writing for educational justice, and draws on Bettina L. Love’s and Valerie Kinloch’s research for Beloved Community and educational justice, and on James Baldwin’s lifelong work in bearing witness to Black lives and White supremacy. I live and work in Queens, NY, and I write a blog for Bedford Bits. My book for Bedford is *Teaching Developmental Writing 4e*.

#### DEV BOSE

I am from Los Angeles and grew up as a first-generation Indian American in the 1990s hardcore metal and punk scene. As a neurodivergent person, disability and writing studies intersected in a revelatory diagnosis during my late 20s as a grad student; that

moment defined my research trajectory. As a college writing instructor since 2001, first as a graduate student then later as a professor, my teaching philosophy accentuates accessibility from a universal design perspective while considering multiple writerly identities (with the past six years emphasizing graduate teacher training and writing program administration). I have written about these topics in forthcoming work (*Disability Studies Quarterly*, *Intermezzo*, and Parlor Press), as well as previously in *Chronicle of Higher Education*, *Technoculture*, and *Computers and Composition Digital Press*.

#### CAROLYN CALHOON-DILLAHUNT

I was born and raised in the agricultural Yakima Valley—Spanish and sprinklers the soundtrack of my youth. Following my dad’s footsteps, I became a teacher, teaching Spanish and language arts at the middle and high school level. In graduate school, in Washington State University’s nascent composition and rhetoric program, I found my disciplinary home, and a few years later, I found my professional home, teaching English at the two-year college. I began teaching at “home,” at Yakima Valley College, more than twenty years ago, first on its rural Grandview campus, where I directed the campus writing center, and now on the larger Yakima campus, where I am involved with placement, accelerated learning, programmatic and institutional assessment, and equity work in addition to teaching. I have been active in professional organization leadership (former TYCA and CCCC Chair). My scholarly work centers on writing pedagogy and assessment.

#### LES HUTCHINSON CAMPOS

I am Xicanx with Yaqui descendency, and I was born and raised in the territories of the Serrano, Southern Paiute, and Mojave peoples. My ancestors travelled to these lands from England, Germany, Italy, and were also displaced due to Native removals across what is currently referred to as Texas and Guaymas. I have learned and done community organizing in Kumayey land for my master’s degree, and in Nkwejong, where the rivers meet, land of the Anishinaabeg, for my doctoral work at Michigan State University. I currently teach in occupied Nuwe territory at Boise State University in the English department. My teaching and research focuses on social media content

strategy, cultural rhetorics, and indigeneous studies. I also serve as the Executive Director of the Indigenous Idaho Alliance.

**SURESH CANAGARAJAH**

I had my foundational education and early teaching career in Sri Lanka. My schooling was in the vernacular (Tamil) medium, with English as a second language. Sri Lanka is a former British colony, and we speak a local variety of Sri Lankan English for our purposes. The country is multi-religious (Buddhists, Hindus, Christians, and Muslims) and multilingual. After my doctoral work in sociolinguistics at the University of Texas at Austin, I returned home to teach in the University of Jaffna in 1990. However, the civil war between the majority Sinhala-speaking Buddhists and minority Tamil-speaking Hindus became more aggressive, and I was evacuated with my family out of the besieged Tamil-speaking territory by the Red Cross. I was fortunate to gain a teaching position at the City University of New York (Baruch College) on my return to the US as a refugee in 1994. After teaching in a rural university in Sri Lanka, I was suddenly thrust into a megalopolis with students from different countries and races. Though these social experiences can be unsettling, they have blessed me with a critical orientation to language and pedagogy, and a fierce commitment for justice and inclusivity. I am currently the Edwin Erle Sparks Professor of Applied Linguistics, English, and Asian Studies at Penn State University.

**CHRISTINA V. CEDILLO**

Born and raised in Laredo, Texas, on the Mexico-US border, I grew up familiar with a variety of cultures, languages, and practices—as well as the limits imposed on those of us from marginalized communities. After getting a master's degree, I taught middle school in Los Angeles, California, and then in Laredo, Texas. I also adjuncted at Laredo Community College and Texas A&M International University. After graduate school, I taught at Northeastern State University in Oklahoma before arriving at the University of Houston-Clear Lake. If rhetoric is all about movement, I think my itinerant experiences reflect that. My research and teaching go hand in hand, both dedicated to promoting decolonial, antiracist, and anti-ableist futures. My most recent publications are “Disabled and Undocumented: In/

Visibility at the Borders of Presence, Disclosure, and Nation” in *RSQ* and a book review titled “(Inter-)Cultural Literacies: Towards Inclusive Writing Pedagogies and Practices” in *Composition Studies*.

**FRANKIE CONDON**

I was raised among the rolling hills of western Pennsylvania in a poor rural county. As a White member of a multiracial family in an overwhelmingly White community, I grew up with an acute awareness of the venality of racism and White supremacy in the life of one whom I love most dearly. Over time, as I have studied, taught, written, and been generously mentored, I have acquired a powerful sense of responsibility to stand up and speak out and a more tender as well as unremitting conviction about the need to practice those forms of stillness that enable deep listening and through which humility may be learned, embodied, and learned anew. The project I am currently most excited about is a new book I’m writing in which, through a composite counterstory called “The Annals of Bean,” I talk about the why’s, how’s, and wherefore’s of critically reflexive antiracist pedagogy.

**STEVEN J. CORBETT**

I’ve been teaching and tutoring writing since 1997. I started as a peer tutor at the Edmonds Community College (near Seattle, WA) writing center, and the way I feel about teaching and learning are underscored by my experiences in teaching one-to-one and in small groups. Like many writing teachers and tutors, I believe that writing is certainly social, but also a very personal issue. This is evident in just how personally we take comments about our writing, how elated we feel when someone praises our writing and writing performances, how deflated we might feel if someone comments carelessly on our writing. With students and teachers of all levels, I try to cultivate relationships that combine scholarship and friendship with collaborative intellectual rigor and reasonable expectations. Then I write, and rewrite, about those relationships.

**GINNY CRISCO**

As a literacy specialist, I honor my father for sending me on that path: he struggled with reading and writing because of his disability,

so Elspeth Stuckey “violence of literacy” was a concept I saw in action based on my father’s experiences of the world. Additionally, after high school, I was an au-pair Mädchen for a family in Wiesbaden, (West) Germany. I had learned German for six years, but I was not prepared for the challenge—and the prejudice—that language learners face, and this experience would later inform my thesis research on teaching second-language learners at the college level in California. These experiences and many others have led me to where I am now: a professor at California State University, Fresno, working on a large federal grant in collaboration with teachers at the secondary and college levels across California and Washington, to implement curriculum that includes culturally sustaining language pedagogy and universal design for learning for the first-year college and secondary English language arts classrooms.

#### HARRY DENNY

I grew up in Davenport, Iowa, one of the Quad Cities along the Mississippi River. My family was and remains working class, and I was the first to complete an undergraduate degree as well as to attend graduate school and receive advanced degrees. All of that makes me a proud first-generation academic. I’ve helped lead writing centers for twenty-eight years, from LIU/Brooklyn and SUNY Stony Brook to St. John’s and now Purdue. In West Lafayette, I am the faculty director of the Writing lab and its widely-used website, the Purdue OWL. My teaching, research, and leadership seeks to focus on the role and dynamics of identity politics on access and success around writing and rhetoric and literacy practices. Apart from a recent book with Robert Mundy (*Gender, Sexuality, and the Cultural Politics of Men’s Identity in the New Millennium: Literacies of Masculinity*) and an edited collection (*Out in the Center: Public Controversies and Private Struggles*), I have a current project that explores activist rhetoric in amici briefs around civil rights and the Supreme Court under review.

#### JAY DOLMAGE

I have a lovely partner named Heather, a dog named Bingo, and three hilarious children named Vern, Francine, and Murphy. I am committed to disability rights in my scholarship, service, and teaching. My

work brings together rhetoric, writing, disability studies, and critical pedagogy. My first book, entitled *Disability Rhetoric*, was published with Syracuse University Press in 2014. *Academic Ableism: Disability and Higher Education* was published with Michigan University Press in 2017 and is available in an open-access version online. *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* was published in 2018 with Ohio State University Press. I am the Founding Editor of the *Canadian Journal of Disability Studies*.

#### JOHN DUFFY

I am a professor of English at the University of Notre Dame, where I teach classes in writing and literature. I arrived at Notre Dame after a peripatetic journey that included a PhD from the University of Wisconsin, and MA degrees in applied linguistics from Teachers College and in Irish studies from University College, Dublin. These were punctuated by four years working in refugee camps in South-east Asia. Although I have lived in the Midwest for some thirty years, I still think of myself as a New Yorker.

#### CANDACE EPPS-ROBERTSON

I was born and raised in Richmond, VA. My mother was a social worker, and my father, a correctional officer. I grew up acutely aware that words had power. As an undergrad, I wanted to be an orthopedic surgeon because it felt impossible, and I could see how they helped people. My career ambition changed when I began to take classes in philosophy and literature because I could also see how working with language felt impossible and could help people. My research is driven by a desire to understand how people learn to be present in the world. How do we use language to build communities, resist oppression, and seek joy? My first book, *Resisting Brown: Race, Literacy, and Citizenship in the Heart of Virginia* (2018), examines the literacy curriculum of a free school established during the American civil rights movement. My second book project examines pedagogies for global citizenship through music and fandom.

#### BRYNA SIEGEL FINER

When I was a kid, I spent lots of my free time writing stories and poems in blank books, and if I wasn't writing, I was usually reading.



My teachers always told me I was a good writer, so the idea that people struggle with writing was new to me when I started college and met friends who hated to write. I supported a lot of these friends, and this was partly what made me realize that I wanted to be a teacher and work with students who had the most challenges with their writing. Thus, I've been teaching basic writing for over twenty years now, first as an adjunct in New York City and its suburbs, then in Rhode Island, Vermont, and now as a professor and Director of Writing Across the Curriculum at Indiana University of Pennsylvania. In my classes, students write about their communities and social issues that are important to them; they write in real genres for real audiences. Like them, I also write about communities and social issues through my research in the rhetoric of health and medicine, and in my two coedited collections, *Writing Program Architecture: Thirty Cases for Reference and Research*, and *Women's Health Advocacy: Rhetorical Ingenuity for the 21st Century*.

**LAURA GONZALES**

I was born in Santa Cruz, Bolivia. I immigrated to Orlando, Florida with my family when I was 9 years old. My early learning experiences in the US were shaped by the English as a Second Language (ESOL) program I attended, the stigma I faced as a multilingual learner, and the work my mom and grandpa did to teach me English in community. Stemming from these experiences, I decided at an early age that I would be an "English teacher," specifically so that I could tell students like myself that not speaking English as a first language is not a bad thing. Now, I write about the power of language diversity in professional, academic, and community contexts, and I have the privilege of working with multilingual communities who continue to show me how language is a dynamic, powerful technology. My first monograph, *Sites of Translation: What Multilinguals Can Teach Us about Digital Writing and Rhetoric*, provides insights into how multilingual Latinx communities translate and localize information by leveraging various cultural and rhetorical practices.

**DAVID F. GREEN JR.**

Raised by two teachers in the heart of central Newark, NJ, I was provided an eclectic introduction to urban life and Black culture at

an early age, which continues to shape the way I engage the world. My father was a natural philosopher, gymnastics coach, and jazz enthusiast and my mom was a well-known English teacher in the Newark public schools system, and a passionate consumer of film and drama. Following in their footsteps, I taught junior high school written communications for a year in Norfolk, VA, and after being advised by past professors to apply to a graduate program, and against the wishes of many of my students, I applied to several graduate programs. Soon after my acceptance to Penn State University, I was formally introduced to rhetoric and composition by Keith Gilyard and Elaine Richardson. I was trained and specialized in African American literature, language, and rhetoric during my time at Penn State, and would go on to receive a master's in English and a PhD in rhetoric and composition from the Pennsylvania State University. I have been teaching at the college level for about 15 years beginning at Penn State University, then Hampton University, and then Howard University. Currently an associate professor of English at Howard University, I teach courses in rhetoric, African American literature, and writing in addition to serving as director of Howard University's writing program. I rely on a hip-hop influenced understanding of African American rhetoric and culture to shape much of my teaching and research, particularly in regard to social justice approaches to teaching and critical pedagogy. My current research interrogates hip-hop discourse and its various cultural and composing practices as an analytical approach to conversations about rhetoric, writing, race, and language.

#### JENNIFER GROULING

I grew up as the only child of two academics. My early memories of the university are of my mother driving between locations as an adjunct faculty member in multiple departments at multiple schools. I'd sit in the back of her classroom or office and write. The first negative feedback I received on an essay was my overly specific description of her office chair. It's not a surprise, then, that I ended up as an associate professor and Director of the Writing Program at Ball State University. I care deeply about labor issues, response, and teacher development. My work is driven by a fascination with the tension between choice and constraint, whether that tension is in

how much freedom to give new TAs in teaching writing, how national rubrics for writing are modified for local context, or in how game masters control role-playing narratives. When not working, I love playing board games and hanging out with my wife and cats. <http://www.jgrouling.com/>

**CODY HOOVER**

I'm an English instructor at Clovis Community College in Fresno, California. I grew up in a working class, Mexican American family, and I was the first member of my family to graduate from college. I completed my BA and MA in English literature at Fresno State, where I worked in the writing center and as a TA. My first job at a community college was in a writing center at Long Beach City College, and I started adjunct teaching at Moreno Valley College, on top of teaching as a TA at University of California, Riverside. I moved back to my hometown of Fresno and have adjuncted at Clovis Community College, Fresno City College, and West Hills College Lemoore. I'm proud to have returned to work in Fresno at a variety of community colleges (urban, suburban, and rural colleges), where I hope to both promote open-access schools and challenge the institutions that have systemically oppressed and made learning difficult for people like my family and others in my community.

**ASAO B. INOUE**

I was born in Englewood, California, to a White-identified mother born in Oregon and Japanese father born in Hawai'i. I was raised in various poor and working-class parts of Las Vegas, where I attended public schools and where most of that time I was a remedial English student. I am also a product of a single-parent home. My mother worked three jobs so we could be poor, and I love her for it. Today, I am a teacher of color who does antiracist language work, often published by academic presses. Sometimes my language work is in classrooms, but more often these days it is with colleagues in academic settings, as a good part of my life is as the Associate Dean of Academic Affairs, Equity, and Inclusion at ASU in the College of Integrative Sciences and Arts. I consider myself first and foremost a languageling of color who works daily at confronting and dismantling the White language supremacy in the world and in me.

## KAREN KEATON JACKSON

I was born in Detroit, Michigan, and I've wanted to be a teacher for as long as I can remember. I am a proud graduate of Hampton University, an HBCU that alum lovingly call "Our Home by the Sea." There I majored in English secondary education; however, when I did my student teaching, I realized the high school setting wasn't quite the space for me. So, I went back home to attend graduate school at Wayne State University. Like many people, I thought English only consisted of literature, so I was beyond excited when I fell in love with composition studies after one class. I realized I could combine my passion for teaching with my love for writing. It was the perfect match. I've since worked my way through the assistant, associate, and full professor ranks at North Carolina Central University, the first public liberal arts HBCU in the country. I directed our writing studio and writing program and also served time on the Southeastern Writing Center Association and Council of Writing Program Administrators executive boards. I've been a facilitator for the International Writing Center Association Summer Institute and I'm currently a Trustee on the NCTE Research Foundation Board.

## DARIN JENSEN

I am the son of a printer and a bookkeeper and a first-generation college student. I have spent most of my career teaching in community colleges and shouting about their importance to anyone who would listen. I teach writing, work on professional issues, edit, and write. I still believe in the democratic potential of literacy and education and that we can make a more just, fair, and equitable world, although I should probably know better by now. My students and I are trying to figure out what good writing is and we'll be sure to tell you as soon as we find out. Currently, I'm editing *Teaching English in the Two-Year College* and am raising a puppy. I have no idea which of the two is more difficult.

## LISA KING

I was born and raised in rural Kansas, close to the Oklahoma border. My dad farmed some, worked as a journeyman lineman for the regional power company, and worked as a head building engineer/

head janitor until his recent retirement; my mom sold Tupperware part-time and substitute-taught for years in local schools until she decided to go back to college to complete her special-ed teaching degree at the same time I completed my own BA (and we were simultaneously in graduate school together, too). I'm a first-gen PhD, and I've taught writing for 20 years, from the University of Kansas as a grad student, to John A. Logan Community College as an adjunct, to the University of Hawai'i-Mānoa and now the University of Tennessee-Knoxville. I was raised to honor all the parts of my heritage, though as I grew up it became apparent that some (whiter) parts got more honor than others, and the history of colonialism is writ deep in my family history. My writing and teaching, then, have been dedicated to help make visible the settler-colonial narratives we take for granted as "true" no matter what land we live on, and to help support Native American and Indigenous voices and self-representation inside and outside the writing classroom. I've had the honor to coedit *Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics* with Joyce Rain Anderson and Rose Gubele to talk about the work we can do in our classrooms, and written my own monograph *Legible Sovereignties: Rhetoric, Representations, and Native American Museums* to draw attention to other powerful educational sites and how Indigenous peoples self-represent.

#### EUNJEONG LEE

My scholarly work has a lot to do with who I am—an immigrant-generation, multilingual scholar of color who has constantly moved across language and various geographical settings. Born and raised in South Korea, I learned to pick up the Busan dialect to avoid getting called "sassy" or "snobby" for speaking the Seoul dialect (which is considered as the standard Korean). Following my immigrant mother, I moved to the US and taught in different places—first in West Texas, next in Central Pennsylvania, where I completed my doctoral degree at Pennsylvania State University, then in northern California. I began my first Assistant Professor position at Queens College, City University New York, and now currently work at University of Houston. I learned, and continue to learn, how complex and rich language histories and practices multilingual students bring

to my class, which shapes my teaching and research on how literacy classrooms and research can better sustain and amplify multilingual students' language practices. My recent work on this thinking has been published in *World Englishes* and *Composition Forum*.

NEAL LERNER

Having grown up in suburban New Jersey, I was eager to leave home and start college. Unfortunately, the University of Pennsylvania and I did not see eye to eye, nor did my choice to be a math major quite work out. By the time I graduated from SUNY Purchase with a BA in English, I vowed never to set foot in a classroom again and went to work in Silicon Valley as a production manager for a four-person company making plug-in boards for the then brand-new personal computer. After several years of life in the matrix, I took a year off to write a novel, ran out of money and realized that if I pursued an MA, I could live off of student loans and spend more time writing. Over 30 years later, I find myself as the chair of the English Department at Northeastern University after time spent as a writing teacher, writing center, writing program, and WAC director. Writing continues to sustain me though it's primarily been academic writing since putting aside that last novel to pursue my doctorate in education. I do plan on returning to fiction writing in a few years, as well as riding my bicycle from Portland, OR, to Portland, ME.

ALEXANDRIA LOCKETT

I was raised by a working-class family in Fort Campbell, Kentucky; Fort Eustis, Virginia; and Texarkana, Texas. For over twenty years, my dad served in the military while my mother was a dedicated housewife and certified childcare provider. They divorced shortly after his retirement, which led my mother to rejoin the workforce. She retired from Christus St. Michael Hospital where she served over twenty years as a dispatcher. I'm a first-generation student. I've been in the workforce since I was 15. My pursuit of higher education would not have been possible without computer literacy. With the generous assistance of my mother, I purchased my first computer at 16 and took high school courses in business computer applications and telecommunications. This access combined with a Bill Gates Millennium scholarship played a major role in

my ability to attend a four-year college. I went to grad school after learning about and being accepted into the Robert E. McNair postbaccalaureate program, which enabled me to do undergraduate research. I went to the University of Oklahoma where I was introduced to composition, rhetoric, and literacy courses and began teaching and administering first-year writing. I've taught writing for fifteen years: as a grad student at the University of Oklahoma State and the Pennsylvania State University. I am currently an assistant professor at Spelman College where I teach professional writing and technical communication that center Black women's epistemologies, narratives, and Herstory.

PAULA MATHIEU

I am the youngest of nine children and was born and raised in the south suburbs of Chicago where I attended Catholic school. I spent my undergraduate years at the University of Illinois, Urbana-Champaign, and then moved to Chicago where I lived for more than a decade and completed my MA and PhD at the University of Illinois-Chicago and worked with the nonprofit, StreetWise, offering work and writing opportunities for individuals experiencing homelessness or poverty. I have taught writing in some form or another since 1995 and at Boston College since 2001. The question that defines my array of writing and research interest is both simple and maddeningly complex: when, how, and for whom is language powerful and performative, and when, how and for whom is language insufficient or destructive? In other words, to paraphrase Rebecca Solnit: when is language the bars of our cage and when is it the crowbar that pries open those bars? I love writing and it humbles me. I live with my husband, daughter, and two dogs in Lexington, Massachusetts.

PAUL KEI MATSUDA

I was born and raised in Japan as a monolingual speaker of Japanese. I started taking required English classes in junior high school, but I did not enjoy them because of the emphasis on memorization and translation, and I developed no proficiency. Four years later, I became interested in becoming proficient in English, and devised my own curriculum based primarily on reading and writing news

articles, which led to an undergraduate major in communication and journalism. Seeing the limited support for second-language writers at the time in both language and writing programs at all levels, I decided to become an expert in both language studies and writing studies, and to help bring various disciplinary perspectives together. I continue to advocate for second-language writers by helping build the disciplinary infrastructure and by working with teachers, researchers and administrators from around the world.

#### TEMPTAOUS MCKOY

Straight out of Harnett County, NC, I am ya country girl with a love for all things Black, writing, and smiling—a lot. Child of two military veterans, including one that went on to be an educator, I am out here making my way through this rhet comp and technical communication world. I am also a member of Sigma Gamma Rho Sorority, Incorporated. For undergrad, I went to the illustrious Elizabeth City State University, an HBCU in eastern North Carolina, Armstrong State University in Savannah for my master's, and came back home for my PhD in writing, rhetoric, and professional communication at East Carolina University. There is where I wrote my two-time award-winning dissertation, “Y’all Call It Technical and Professional Communication, We Call It #ForTheCulture.” Upon graduation in 2019, I took my talents back to an HBCU where I am an assistant professor of English and Coordinator of Graduate Studies for the Department of Language, Literature, and Cultural Studies at Bowie State University. I’ve chaired the CCCC Black Technical and Professional Communication Task Force in addition to currently serving as the Associate Editor of the *Peitho* journal. From my teaching, writing, and general day-to-day practices, I’m out here making sure I center the lived experiences of Black and other historically marginalized communities.

#### CRUZ MEDINA

I’m the son of two first-generation college students turned educators. My father earned his master’s degree and taught English at the community college level and my mother earned her master’s degree in TESOL and taught at the elementary school level. After graduating undergrad, I taught third grade in Costa Rica. I tutored



writing at Chapman University while earning my master's degrees and taught writing at the University of Arizona, where I earned my PhD. The courses I teach at Santa Clara University and for the Bread Loaf School of English incorporate digital writing as it relates to cultural rhetoric and decolonial approaches. My article in *Rhetoric Review* "Publishing is Mystical": The Latinx Caucus Bibliography, Top-Tier Journals, and Minority Scholarship" provides data and perspectives on publishing from members of the NCTE/CCCC Latinx Caucus that I've co-chaired since 2017.

#### SHARON MITCHLER

I grew up in rural Iowa, and after high school attended Iowa State University. After switching to four different majors, I found my way to an English major and a minor in secondary education. After teaching at high schools in Iowa, North Carolina, and El Salvador, Central America, I dipped a toe in remote graduate work while I was living in Panama and served as the "branch campus" for Panama Canal Community College at Fort Davis. Two master's degrees later, I made the switch to full-time community college teaching, first at Fayetteville Technical Community College in North Carolina, and for the last 23 years, at Centralia College, in rural Washington State. I teach multiple courses in the English and Humanities Department, with freshman composition a continuous part of my schedule. Helped by the generous support of Centralia College, I recently completed my PhD in English in my 50s, while teaching full time. My teaching focuses on meeting students where they are and helping them reach their next goals. Teaching for transfer and critical rural pedagogy are my current research interests. I have published primarily in *Teaching English in the Two-Year College*.

#### BEVERLY J. MOSS

I was born in York County, South Carolina, and grew up in Charlotte, North Carolina, during the time that Charlotte-Mecklenburg schools were going through court-ordered busing for desegregation. What that mean for me was a dramatic shift from an all-Black elementary school to an integrated junior high and high school. For the most part, I was the only Black student (or one of two) in many of my junior high and high school classes. When I graduated from high

school, I attended Spelman College, an HBCU for Black women. Choosing an HBCU was the best decision of my life. Attending a school dedicated to educating and celebrating Black women was important for me as an 18-year-old introvert who needed the grounding in Black women's history and accomplishments. I was fortunate to have Jacqueline Royster as my first-year writing and advanced composition professor at Spelman. She introduced me to the field of Rhetoric and Composition and to the idea of attending graduate school. My desire to do research on literacy practices in African American community contexts is very much connected to the African American communities I grew up in and to which I belong now.

#### JESSICA NASTAL

I am one of a long line of union members on both sides of my Irish Lebanese American family. Born on the south side of Chicago, I became the first woman on either side to earn a bachelor degree. After many jobs in many different arenas—including as a janitor and as a technical writer—I found rhetoric and composition/writing studies. When I decided to pursue a PhD, it was to work at a two-year college, primarily to connect with working-class students like I was, from communities that have long been excluded from higher education. I teach exclusively composition classes, where my focus is to help students understand the cognitive, interpersonal, and intrapersonal domains of writing (White et al., 2015). I strive to encourage students to gain confidence in and awareness of their writing; one way we do this is by using the guidelines of *Queen City Writers* for our research projects, and submitting essays for publication consideration. I want to make the cultural expectations of academia transparent, especially for New Majority college students. My research focuses on equity in writing assessment, placement, and pedagogy, and has recently been published in *ETS Research Reports* and the *Journal of Response to Writing*.

#### BEATRICE MENDEZ NEWMAN

I spoke only Spanish probably the first four years of my life. When it was time to start kindergarten, my immigrant parents started teaching me English so I wouldn't be behind my peers, and gradually, English became my dominant language. Sadly, I do not speak Spanish easily

now, but the structure, cadences, and mindset of Spanish are indelibly in my linguistic make up. That has been an advantage in working with translingual students because I see and hear what they are doing as they merge structures and ways of thinking across languages. As a professor at one of the largest Hispanic-Serving Institutions in the country, I write a lot about translingualism. However, these days, I am also exploring pedagogies that support writing growth in on-line settings. My latest publication, a piece in the November 2020 *English Journal*, shows how I guided my dual enrollment students in preserving their translingual creativity even in the sometimes leveling environment of online writing.

REBECCA S. NOWACEK

When I was a sophomore in college, my sociology professor handed back a paper to me saying, with a smile and a shake of his head, “You write like an English major.” I was both confused and intrigued by that backhanded compliment, and much of my subsequent research has been devoted to understanding how students learn to distinguish and write for various disciplines and what teachers can do to facilitate that learning. I’ve grown especially interested in the question of “transfer”—how writers connect what they know and who they are in one context with what they know and who they are in another context. I completed a book (*Agents of Integration*) on this subject and have also explored the powerful role that peer writing tutors can play in helping writers to integrate their knowledge across contexts (in *Writing Center Journal*, *Composition Forum*, *Naming What We Know*, and elsewhere). Much of this more recent research has been conducted in collaboration with the marvelous undergraduate and graduate peer tutors at Marquette University’s Ott Memorial Writing Center, where I serve as co-director.

STEVE PARKS

I have spent my career attempting to repay the labor of all those who enabled me to attend college, survive graduate school while raising small children, and enjoy a comfortable life. Through experience and research, I have come to understand the university as an institution writ large designed, inherently, to exclude those on the wrong side of privilege. My own work as a teacher has been to create classrooms

which enable students to navigate such environments while still maintaining a deep connection to the values and communities which enabled them to succeed. Some of this work has appeared in *CCC, College English, Literacy in Composition Studies*, and *Reflections*, as well as in *Class Politics: A Students Right to Their Own Language, Gravyland: Writing Beyond the Curriculum in the City of Brotherly Love*, and numerous edited collections. This work has also enabled me to create and sustain *New City Community Press*.

#### STACI PERRYMAN-CLARK

I grew up in Toledo, Ohio, and attended an all-girls Catholic college prep school offering AP English literature. Though I did poorly on the AP exam, I thought my college prep high school would prepare me well for higher education. It did; my first two years of undergraduate education at the University of Michigan seemed much less challenging than my prep high school. This education laid the foundation for a career and love for the study of writing. After taking a first semester narration course in college, I knew I wanted to major in writing, with creative writing being the only option for a course of study. At the time, I thought I would pursue an MFA in fiction and become the next best author. Instead, I was only accepted into a graduate program that focused on teaching writing, where I fell in love with writing studies and would later pursue a PhD in rhetoric and writing at Michigan State University. I currently serve as the Director of the Institute for Intercultural and Anthropological Studies at Western Michigan University, housed within the College of Arts and Sciences. I am professor of English and African American Studies at Western Michigan University, and served as program chair for the annual 2022 CCCC Convention. I was a previous recipient of the 2008 CCCC Scholars from the Dream Award, WMU College of Arts and Sciences Excellence in Diversity and Inclusion, WMU College of Arts and Sciences Faculty Achievement Award in Research and Scholarship, and Council of Writing Program Administrators Best Book Award.

#### MIKE ROSE

I've been tutoring or teaching since I was 24: elementary school; community college; university, from "basic writing" to graduate seminar;

and a range of special programs for Vietnam veterans and active-duty military, people in job-training, employees in the criminal justice system, and the general public (through UCLA Extension) interested in contemporary fiction. And almost as long as I've been teaching, I've been studying it and writing about it. I have been in education for the long haul, and it has given my life great meaning. As I try to show in a book I'm finishing now titled *When the Light Goes On*, education is a grand human enterprise, on a par with medicine or theology in the insight it gives us into the human condition, our struggles and our achievements. I feel so, so lucky to have found this work.

#### TODD RUECKER

My interest in working with multilingual writers was sparked by a summer working at a hotel just outside Denali National Park in Alaska. I was part of a very international housekeeping staff and my friends from the Czech Republic and Korea encouraged me to come to their countries to teach English because, as a native English speaker, I could get a job easily (a reality I've critiqued in later scholarship). After graduating and finishing a master's, which focused in part on ESL and second-language writing, I spent two years teaching English in the Czech Republic in a variety of settings. After a short time in Chile teaching English, I started a PhD program at the University of Texas at El Paso, where I was lured because of the opportunity to work with Kate Mangelsdorf while also studying and teaching in a rich, multicultural and multilingual environment. These experiences have shaped me into a teacher, scholar, and administrator who is conscious of the diverse lives of the students we work with, advocating for policies and curricula that are responsive to students' lives and languages. I am currently serving as the Director of Core Writing at the University of Nevada, Reno. In my free time, I engage in all sorts of outdoor adventures, hiking, backpacking, mountain biking, skiing, and kayaking.

#### IRIS D. RUIZ

I grew up in the Central Valley. I was raised by a single mom, who was a teacher turned administrator in some of the roughest areas of Fresno, California. I often accompanied her in the summers to be her teacher's aide, and I saw how dedicated she was and how much the

kids loved her. I became a justice-oriented educator early on. When I decided to pursue a pre-med college path, I discovered that I loved and wanted to live to write. Writing became my passion, and my career path changed. I found what I loved to do. As a BIPOC activist scholar, I learned how to use my skills to further social justice. I've dedicated much of my life to helping others advance in their academic careers, since my own work has never been a one woman show. Never. Four books, seven articles/chapters under my belt, and most have been collaborative. I am a continuing lecturer for the UC Merced Merritt Writing Program and the founder of the professional journal *Latinx Writing and Rhetoric Studies*.

#### ALISA RUSSELL

I recently officially moved to the faculty side of academia—assistant professor in the writing program at Wake Forest University—but thankfully that side still includes everything I loved about being a student my whole life: digging into class discussion, annotating new scholarship, exploring the fertility of writing-in-progress, outlining through ideas, poring over syllabi, and realizing daily there's still so much to learn. Lately, my learning on sustainable program design and on “classroom genres” has been shaped by my role as WAC facilitator at Wake. Here I must give a special shoutout to my weekly AWAC Writing Group—that's where I'm writing up a recent ethnographic study that teases out the relationship between writing and access so we might better increase access through writing and writing innovations. And the student writers I'm lucky enough to encounter each semester are, as ever, the energy and inspiration driving all of this.

#### CECILIA SHELTON

I was a Black girl who loved words and grew up to be an assistant professor of English at the University of Maryland. Not enough of the Black girls who love words are allowed to grow up to be professors, so I'm clear that whatever I do within the academy should have resonance outside of it. I have carved a long and winding path through English studies; I started in writing centers, dipped my toes in sociolinguistics, found my footing in rhetoric and composition, and finally planted my feet in technical and professional communication.

The throughline in all of my work across these subdisciplines has been to think about communication-based solutions to systemic violences that harm vulnerable people. I'm currently an assistant professor of English at the University of Maryland where I teach language, writing, and rhetoric classes and continue to position my research to advocate for vulnerable communities. #BlackLivesMatter

#### JODY SHIPKA

I was born and raised in Illinois, spending the bulk of my adult life there, moving to Maryland in 2005 when I was hired as an assistant professor at University of Maryland, Baltimore County. Growing up, I don't recall having many hobbies, that is to say, having an interest in, and making time for exploring things like (analog) photography, painting, antiquing, and baking didn't come until later in life. I'm particularly interested in finding ways of connecting my hobby worlds with my scholarship—something I attempt to do with my latest book project, *Edible Rhetoric*, a text that examines people's histories with, and memories of, baking and cooking.

#### NANCY SOMMERS

The desire to write, to arrange the alphabet into sentences—where does it begin? Looking back, I see all the incremental moments, the overlapping encouragements and discouragements, the teachers and fellow writers who took leaps of faith, coaxing, “You come along, too.” I like to think that these companions are rooting for me whenever I compose a sentence. But, really, it could have turned out differently. I grew up, in Terre Haute, Indiana, with immigrant parents who stumbled when they spoke English. They had escaped the Holocaust and English wasn't their mother tongue. Family lore has it that I became my mother's voice, speaking for her when English words weren't in her vocabulary, greeting guests with the question—“Do you want to know something?” Proceeding to tell tragic stories about the death of a pet rabbit, or about my beloved Shirley Temple doll losing her arm, I learned early on that a well-told well story finds its sympathetic listeners. As I look back on my childhood, I see that there were literacy lessons for the taking, although none of them announced, or annotated as such: lessons about words, their need to be chosen, carefully. And lessons about storytelling: start with a hook:

set the scene, develop the plot. Perhaps writing is too small a word to describe these moments—lessons at the intersection of living and writing—that seem so important in retrospect, but rarely declare themselves as such. I have been a teacher of writing, a writing program director and researcher, and a writer for forty years—a lifetime of words and stories, between and across drafts. My students’ stories and mine are inevitably woven together. During our time together, we’ve helped each other find something to say, and a reason to say it.

#### CHRIS THAISS

My grandparents emigrated from Germany and what is now Slovakia around 1900 and settled in Ohio. My dad grew up on his parents’ small farm, while my mom, a city girl, grew up helping her parents in their start-up dry cleaning business. Both my parents had a strong commitment to their children’s education, and encouraged me to do well in school. After graduating from the University of Virginia, I was offered a job teaching at my old high school, but I chose instead to accept a fellowship in English at Northwestern, and that determined my future as the first academic in the long history of my family. After getting my degree, I taught as an adjunct at George Mason University and Northern Virginia Community College, before becoming tenure-track at GMU, where I fell in love with teaching writing, which soon turned into directing the composition program and the small writing center, then developing a WAC program, co-developing grad concentrations, and eventually chairing the department. After 30 years at Mason, my move to UC Davis helped me get closer to my family’s farming roots: as director of the newly-independent University Writing Program, I began teaching writing in science, which I’ve been developing ever since. Retirement in 2016 gave me time to write the textbook *Writing Science in the Twenty-First Century*, build my own garden, and contribute to sensory descriptive analysis research at the Mondavi Institute for Wine and Food Science. I still occasionally teach writing in science, now virtually. You can learn more about me at <http://thaiss.ucdavis.edu>.

#### HOWARD TINBERG

I am a son of immigrants. My parents, displaced persons after WWII, came to this country seeking refuge, freedom, and a portion



of the American Dream, for themselves and for their children. My parents sent us all to the public schools, including university. I have spent more than three decades teaching at a public, open-access community college, thoroughly committed to the mission of the community college to provide access and paths to success to whoever enters its doors. Having mostly taught first-year composition for roughly four decades, I believe passionately in the ennobling power of literacies—as did my parents, who, while not formally educated themselves, realized that education empowers us all. My current interest—in promoting my students’ ability to transfer what they learn in first-year composition to new settings and new challenges in which composing is required—flows naturally from a career centered on student access and success.

**STEPHANIE VIE**

In some ways it’s not surprising that I ended up focusing my research agenda on social media and digital technologies, as some of my earliest and fondest memories have to do with technology: My dad teaching me how to write the computer language BASIC when I was young and creating my own video games on a classic Apple IIe computer; playing Frogger and Adventure on an Atari 2600 and, later, getting that gray Nintendo console and Legend of Zelda games for Christmas; staying up late to chat on IRC and emailing people across the world with my first email address, back when getting emails was neat and not a drag. Today I remain fascinated by the possibilities that digital technologies hold for us, but I’m also concerned about the many ways they’ve been used to further inequalities and injustices. Still, I couldn’t have asked for a more interesting subject to study, and much of my recent work has looked at social media pedagogy and professional uses. I’ve been privileged to work with colleagues at institutions in Colorado, Florida, and today Hawai’i, where I work at the University of Hawai’i at Mānoa as an associate dean of Outreach College.

**ELIZABETH WARDLE**

I was raised by missionaries and spent the early years of my life in a jungle in Mexico. Later, I watched my parents work as fundraisers for non-profits and as social workers for babies with attachment

disorders. I began writing grant proposals for non-profits when I was still in college, and my first full-time job was as a fundraiser for a food bank. Those early experiences, and the sense that whatever I do needs to be done with conviction and a sense of mission, continues to inform how I do my work. I fell in love with teaching writing as a TA at the University of Louisville, teaching students who had worked all night at UPS and were trying to stay awake for an 8 a.m. composition course. When I struggled to explain ideas to students, my husband reminded me, “If you can only teach the students who already understand, you aren’t teaching.” Ever since, I have focused on how to improve teaching and curricula for more inclusive learning, whether as a writing program director (at U of Dayton or UCF), as a department chair (at UCF), or working with faculty across the curriculum (at Miami).

#### TARA WOOD

After spending some time bouncing from one university to the next during my early undergraduate years, I found a home at Colorado State University’s English department. I’d been an English major for a while, but the focus on rhetoric and writing at CSU was the first time I felt the “these are my people” moment. I finished my BA and MA at CSU in their rhetoric and writing program and then went on to pursue my PhD at the University of Oklahoma. I’ve been teaching, reading, and writing in the field for about 15 years now. Currently, I’m an associate professor of English and writing program administrator at the University of Northern Colorado. I am interested in disability, writing pedagogy, and writing program administration. I have an article in *WPA: Writing Program Administration* that draws on disability theory to interrogate the roles WPAs have to play in Title IX policy and decision-making. I also serve in a couple of elected positions within the Conference on College Composition and Communication, including co-chair of the Committee on Disability Issues and as a member of the Executive Committee.