

CONTRIBUTORS

EDITORS

Leslie R. Anglesey (she/her) is Assistant Professor of Rhetoric and Composition in the Department of English at Sam Houston State University. Her research interests focus on issues of access/ibility in writing pedagogies and in health communication. She is a co-editor of the collection *Standing at the Threshold: Liminality and the Rhetoric and Composition TAship* (June 2021, USUP). Her work has also appeared in the edited collection *Interrogating Gendered Pathologies*, edited by Erin A Frost and Michelle Eble, *Prompt: A Journal of Academic Writing Assignments*, *The Peer Review*, and *Works and Days*.

Brady Edwards is Professor of English at New Mexico Junior College, where he teaches developmental writing, first-year composition, and literature courses. He holds Master of Arts degrees in English and American Studies from the University of Nevada, Reno and Utah State University, respectively. During his time at these institutions, he gained valuable experience as an assistant writing program administrator, where he was able to observe and mentor various teaching assistants. Additionally, as a veteran TA, he was a regular contributor to the annual teaching assistant orientation. Such contributions allowed Brady to share ideas and collaborate with others to improve first-year writing instruction. He has published essays and reviews in *The Peer Review*, *Southern Discourse in the Center*, *The Journal of Popular Culture*, among others.

Kathryn Lambrecht is Assistant Professor of Technical Communication at Arizona State University, and earned her Ph.D. in Rhetoric and Composition from the University of Nevada, Reno 2018. Her research focuses on interdisciplinary communication, the rhetoric of science, and the ways in which disciplinarity informs communication across different types of audiences, both expert and public. During her TAship, she was able to work with faculty from across the disciplines in a WAC/WID program, mentor fellow graduate students as a first-year writing coordinator, and contribute regularly to the TA training program at UNR, where TAs take a pedagogy graduate course during the first semester that they are teaching. Kat's publications are often collaborative and interdisciplinary—her work has appeared in *Technical Communication Quarterly*, *The Journal of Higher Education*, *The Journal of Business and Technical Communication*, *Geoscience Communication*, and the *Bulletin of the American Meteorological Society*.

Phillip K. Lovas is a lecturer in the Karen Merritt Writing Program at the University of California, Merced, where he teaches courses in first-year writing and research, professional writing, upper division academic writing, and

interdisciplinary seminars for first-year students. The Karen Merritt Writing Program has an interdisciplinary approach to writing that offers students the opportunity to work with creative writing, professional writing, and writing in the disciplines. His research interests are focused on students' writing in the disciplines, professional and technical communication, genre theories, and how students transfer information beyond the classroom.

William J. (Bill) Macauley, Jr. is Professor of English at the University of Nevada, Reno, and was a TA at Indiana University of Pennsylvania. Bill directed UNR's writing center and writing in the disciplines program, and has continued to work in the development and assessment of UNR's innovative Silver Core curriculum. Bill teaches undergraduate and graduate courses, including the TA practicum and an advanced undergraduate writing course on affordable housing/homelessness. Bill has worked directly with TAs from all of the UNR English graduate programs: MA-language and linguistics, literature, public engagement, rhetoric and writing studies; MFA-creative writing; and Ph.D.-literature, rhetoric and composition. English TAs typically teach in the Core Writing Program and have opportunities for hands-on professionalization in Composition and Communication in the Disciplines, Core Writing, and the University Writing and Speaking Center. Bill supports TAs in English and other disciplines in the design, development, and assessment of assignments, courses, curricula, and programs; studying writing, the teaching of writing, and research in/teaching of writing in the disciplines; professionalizing in writing center and writing program administration; participating in the development and proctoring of faculty development; and, of course, developing individual teaching, research, scholarship, and service.

CONTRIBUTORS

All 15 contributors to Program Profile 10. "Teaching Teaching as a Process: San José State University's TA Program and the Development of Pedagogical Thinking" either currently work or formerly worked in the English TA program at San José State University. **Ume Ali** teaches at SJSU and is lead poetry editor at *REED Magazine*. **Ariel Andrew** earned an MFA at SJSU and is now is a freelancer in Missouri. **Rachel A. Crawford** is a lecturer at San José State University. **Steven Domingo** is a lecturer at San José State University. **Julia Dunn** is a writer and higher education leader based in the Bay Area. **Jessie Fussell** teaches composition at Evergreen Valley College and West Valley College. **Olivia Lee** is a technical writer at the NASA Ames Research Center. **Alayna Mills** is a recent graduate from SJSU's English MA program and a professional brewer in Nevada. **Jillian Murphy** is an academic and educator from San Jose. **Alexis Rocha** earned her MA and is now tutoring, teaching, and researching Ph.D. programs. **Lisa Rose**

is a writer, editor, and educator in the Pacific Northwest. **Elizabeth Rosser** is an MA graduate who works as a technical writer in Silicon Valley. **Ryan Skinnell** is Associate Professor of rhetoric and writing at SJSU. **Amber Sylva** is a lecturer at San José State University and the University of California Santa Cruz. **Claire Tromblee** is currently working in the educational technology field supporting schools and teachers.

Ian Barnard (they/them/their) is Professor of Rhetoric and Composition at Chapman University.

Khadeidra Billingsley currently serves as Assistant Director of the writing center and Instructor of Record at The University of Alabama. She recently defended her dissertation entitled, *Straight from the Source: A Candid Illustration of Four Secondary English Teachers' Beliefs, Experiences, and Tensions in Teaching High School Writing*. Khadeidra's background in educational psychology and composition and rhetoric greatly informs her current research interests which include composition pedagogy, K-12/college collaboration, and African-American rhetoric. She has won several teaching and research awards and honors, both at the institutional and national level. This past year, Khadeidra received a Dissertation Fellowship from the Southern Regional Education Board as well as the 2020 Early Career Educator of Color Leadership Award from the National Council of Teachers of English.

Megen Farrow Boyett is a community engaged scholar and senior lecturer at the University of Louisville. In addition to teaching writing, she has served in various administrative roles including Assistant Composition Director and Program Assistant in the Anne Braden Institute for Social Justice Research. She completed her doctorate in rhetoric and composition at UofL, exactly a year after her final cancer treatment, and two weeks before her son's sixth and fourth birthdays. As a community engaged scholar, writing administrator, and instructor, she works to make visible the invisible thresholds that keep students, laborers, and community members from full institutional participation. Her current research develops a listening methodology for community literacy practitioners and program facilitators, arguing for attending to the ways institutional discourses and practices from previous programs shape our ability to hear and interpret participants' stories.

Thir B. Budhathoki is a doctoral candidate in Rhetoric, Composition, and the Teaching of English program at the University of Arizona. Budhathoki is from Nepal and his research and teaching interest is in linguistic justice in first year and professional and technical writing. Currently, he is working on his dissertation where he is developing a responsive and inclusive framework of linguistic justice for writing studies from a decolonial perspective. Budhathoki is a recipient of the 2022 Charlotte W. Newcombe Doctoral Dissertation Fellowship.

Janelle Chu Capwell, M.A. is a Taiwanese, hard of hearing, and disabled Ph.D. student. Their research focuses on accommodation rights for students and student-workers, disability justice through an intersectional lens, and autism. Throughout their B.A. and M.A. programs they advocated for disabled tutors and have designed training workshops for equitable tutoring policies for disabled students.

Rob Cole is currently a Ph.D. candidate in rhetoric and composition at Florida State University. He previously earned an MFA in Creative Writing from Northern Michigan University. His research interests are writing transfer and digital rhetorics.

Meghalee Das is a Ph.D. candidate in Technical Communication and Rhetoric at Texas Tech University. She teaches online and face-to-face first-year composition and technical writing courses and was an assistant director of the first-year writing program from 2021-2022. Her research interests include online pedagogy, user experience, cultural inclusivity, and digital rhetoric.

Zack K. De Piero is Assistant Professor of English at Northampton Community College. During his graduate program (Language, Literacy, and Composition Studies) at UC Santa Barbara, he worked as a TA in the Writing Program. Later, in the Teaching Associate role, he became interested in how writing instructors' backgrounds shape their pedagogical choices, in part, because nearly all of the other TAs were graduate students in humanities disciplines. . Zack's dissertation explored these TAs' perceptions of "good reading" in FYC and the extent to which it transferred to the humanities. This research has since been published in *Journal of College Literacy and Learning* ("Illuminating Reading as Intellectual Work") and *Higher Education Research and Development* ("Leveraging reading-writing connections through three transformative reading lenses").

Kandice Diaz is a Ph.D. student and instructor of technical writing in the Department of English at the University of Texas at San Antonio. She has taught communication, professional writing, and English courses since 2011. Her research interests include linguistics, identity research, and visual representation of ethnicity.

Dylan B. Dryer is Associate Professor of Composition Studies at the University of Maine, where he coordinates the Graduate Program of English and works at the intersections of several fields: rhetorical genre studies, corpus analytics, writing pedagogy and program administration, cognition, writing assessment and teacher-training. He has contributed to projects receiving the Braddock Award, the Bruffee Award, and the CCCC Technical & Scientific Communication Award: Best Article on Pedagogy or Curriculum. He is currently working on a book project, tentatively titled *After Solipsism*, under contract with Utah

State University Press. Continuing-education in research methods remains a priority in teaching and in service to CCCC and CWPA.

James Eubanks is a doctoral candidate with a concentration in Composition, Rhetoric and English Studies in the Department of English at the University of Alabama. His research interests include African-American rhetoric, particularly in the church as well as within the context of digital and social media, writing program administration, digital humanities, and composition pedagogy.

Michael J. Faris is Associate Professor of Technical Communication and Rhetoric in the English department at Texas Tech University. He was writing program administrator for the First-year Writing program from 2018-2020 and researches and publishes on digital literacies and rhetoric, queer and feminist theory, and writing program administration.

Kali A. Mobley Finn is a current Curriculum Development/Instructional Design Producer at Workday. She was the former Director of Composition and Assistant Professor of English at Bemidji State University, and she received her Ph.D. in Rhetoric, Writing & Linguistics from the University of Tennessee, Knoxville. Dr. Finn dedicated research, mentorship, and writing to examining and discussing how students, specifically graduate-level, adapted their knowledge and experiences for new teaching contexts. In 2021, Dr. Finn left academia to contribute to industry's approach to curriculum and learning development and student engagement.

Michelle Flahive is a doctoral candidate in Technical Communication and Rhetoric at Texas Tech University. Her dissertation research seeks to develop inclusive, equitable approaches to graduate instructor mentorship in writing studies. Michelle's contribution to *Mentorship and Methodology: Reflections, Praxis, and Futures*, edited by Leigh Gruwell and Charlie Lesh, is forthcoming.

Gitte Frandsen is a doctoral candidate in Public Rhetorics and Community Engagement at UWM who came back to graduate school after years of teaching high school English and first-year composition for native and non-native speakers of English. Her research interests include translingual literacy studies, linguistic justice, Cultural Rhetorics, and WPA.

Megan Friess was born and raised in Southern California and earned her Bachelor of Arts in Literature/Writing at UC San Diego. Currently, she is pursuing dual master's degrees in English and Creative Writing at Chapman University where she teaches first-year composition as a graduate teaching associate. An avid, life-long reader and writer, Megan is always excited by the chance to share her love of writing and reading with her students.

Eliza Gellis is currently a doctoral candidate in the Department of English at Purdue University. Her research interests include public rhetorics, rhetorical theory, comparative rhetorics, and pop culture. Outside of academia, she is

involved in the Jewish community and enjoys gardening, embroidery, painting, and doting on her cat, Spock.

Victoria Ramirez Gentry is a Ph.D. student and technical writing instructor in the Department of English at the University of Texas at San Antonio. She started her academic journey at community college and continued her path attending Hispanic-Serving Institutions as a student, tutor, and teacher. Her interests include the hybridity of multiracial/ethnic identities and Latinx rhetoric and literature.

Matthew Goldman holds an MA in English and an MFA in Creative Writing from Chapman University, where he currently teaches rhetoric and composition. He also teaches creative writing at Santa Ana Jail through Rancho Santiago Community College District's Inmate Education Program. His published work can be found in *Entropy Magazine* and the *OC Register*.

Rachel Gramer is Writing Program Director and Assistant Professor of English/Writing Studies at Illinois State University, where she teaches and mentors writing program instructors including MA and Ph.D. students in English Studies. She has taught undergraduate writing courses and graduate writing pedagogy courses for new instructors at Illinois State and Eastern Michigan University, where she also served as Director of the First-year Writing Program. At the University of Louisville, Rachel taught first-year writing as a GTA, mentored new writing teachers as Assistant Director of Composition, and began a longitudinal feminist narrative research study of new writing teachers' stories of teaching and learning. Her work has appeared in *JAC*, *Kairos*, *Computers and Composition Online*, *College English*, and *Writing for Engagement: Responsive Practice for Social Action*.

Magnus Gustafsson is Associate Professor of Academic Writing and Communication in the Disciplines at Chalmers University of Technology (Sweden). His work involves writing interventions for STEM-students and faculty training for course and supervision development in STEM contexts. His main research interests are within the fields of writing studies, integration of content and language, and higher education pedagogy. His current research is oriented towards peer learning and collaborative writing. He also runs a university-wide project on re-thinking assessment in STEM education. He is a board member for the European Association of for the Teaching of Academic Writing and the co-editor of the *Journal for Academic Writing*. He is also a co-series editor for the WAC Clearinghouse book series *International Exchanges on the Study of Writing*. He is also a Distinguished Fellow of the Association for Writing Across the Curriculum.

Laura Hardin Marshall is a doctoral candidate in Rhetoric and Composition at Saint Louis University, and her recent work—found in *The Peer Review* and *Composition Studies*—has been dedicated to initiatives in writing center

and writing program administration. Her research focuses on the intersection of response and revision, specifically how writing instructors and consultants respond to students and how students in turn use that feedback in their revision processes.

Karyn L. Hixson is a Ph.D. student in the Department of English at the University of Texas at San Antonio and a Texas-certified educator. She teaches literary criticism and technical writing. Her interests include African American studies and archiving San Antonio's underrepresented communities.

Analeigh E. Horton is a Ph.D. candidate, Office of General Education Graduate Associate, and former Graduate Assistant Director of the Writing Program at The University of Arizona. Analeigh, a Fulbright alumna, has taught in 5 countries. Her research examines multilingual and international student experiences with writing and literacy, WAC, and program administration. Analeigh is the 2021 recipient of the CWPA Graduate Research Award.

Sue Hum is Professor of English in the Department of English at the University of Texas at San Antonio and a rhetoric and composition scholar with expertise in visual rhetoric, race studies, quantitative literacy, and writing across the curriculum. She has two co-edited anthologies, *Ways of Seeing, Ways of Speaking and Relations, Locations, Positions: Composition Theory for Writing Teachers*. She is also author of *Persuading with Numbers: A Primer for Engaging Quantitative Information* (Kona, 2015). She is co-editor of *Open Words: Access and English Studies*.

Brad Jacobson is Assistant Professor at The University of Texas at El Paso, where he teaches writing studies and English education courses. Brad's work on academic writing development, teacher development, and school-based writing opportunities has been featured in the *Journal of Literacy Research*, *Writing Spaces*, *WPA Journal*, and several edited collections.

Jennifer K. Johnson teaches first year composition and various upper-division writing courses in the Writing Program at UC Santa Barbara, where she also works with new teachers of writing. Jennifer holds a Ph.D. in Composition and TESOL from Indiana University of Pennsylvania. Her work has been published in several edited collections, including *What We Wish We'd Known: Negotiating Graduate School* (2015), *A Minefield of Dreams: Triumphs and Travails of Independent Writing Programs* (2016), and *Standing at the Threshold: Working Through Liminality in the Composition and Rhetoric TAsip* (2021). Her research interests include the relationship between composition and literature, TA preparation, independent writing programs, genre theory, and writing about writing.

Charlotte Kupsch is a writer, teacher, and Ph.D. student in composition and rhetoric at the University of Nebraska-Lincoln. Her research focuses on ecocomposition, place studies, and first-year writing, and she currently serves as

Assistant Director of the UNL Writing Center. Her academic work has appeared in *Writing on the Edge, Reflections: A Journal of Community-Engaged Writing and Rhetoric*, and *The Dangling Modifier*.

I-Hsien Lee is a Ph.D. candidate in English with an emphasis in literary studies at Georgia State University. Her research interests are in twentieth-century and contemporary American fiction, particularly immigrant narratives and Asian American, multi-ethnic, and transnational literatures.

Dr. Sarah Lonelodge is an Assistant Professor of English at Eastern New Mexico University. She completed her Ph.D. in Rhetoric and Writing Studies at Oklahoma State University in 2021. Her research interests include religious rhetoric, propaganda studies, and composition and TPC pedagogies.

Jaquelyn Davis Lugg earned her Master's in English from the University of Nevada, Reno in May 2018. Her Master's research focused on the intersections between place-based education and service-learning pedagogies and their potential to engage students as writers rooted in their communities. An attention to relationships in her scholarship and experience as a writing center adviser deeply informed Jaq's time as a TA, in which she taught first year writing, mentored fellow graduate students as a gWPA, and co-led the annual week-long orientation for new TAs. Since graduating, Jaq has used the skills gained in her graduate TAship in science and healthcare communication roles. She currently works as the Communication Manager for the only hospital serving her hometown in the rural Sierra Nevada foothills.

Hans Malmström is Professor of Communication and Learning in Science at Chalmers University of Technology (Sweden). His primary research interests are within the areas of integrating content and language/communication in higher education (ICLHE) and English-Medium Instruction (EMI). He is particularly interested in exploring how the use of ICLHE and EMI impacts teaching and learning and the development of academic and disciplinary literacy in educational contexts, and the degree to which EMI provides conditions for students' development of English language proficiency. He is (Co-) Editor-in-Chief of the *Journal of English-Medium Instruction* and (Co-) Series Editor for the *Routledge Studies in English-Medium Instruction*.

Abby Leigh Mangel is a Ph.D. student and instructor of technical writing and creative writing in the Department of English at the University of Texas at San Antonio.

Jonathan Marine is a writing instructor at George Mason University where he is also a Ph.D. student in the Writing and Rhetoric program. His research interests include content analysis, the pedagogy and theory of James Moffett, and the rhetoric of material/public inscription. He holds an MA in British Literature, a BS in English, and a BA in Psychology.

Amanda M. May is Writing Center Director and an assistant professor of English at New Mexico Highlands University. She received her Ph.D. in Rhetoric and Composition from Florida State University in 2020, where she taught first-year writing, peer tutoring, and junior-level writing. During her decade of work in various writing centers, she has served as an undergraduate tutor, graduate tutor, and administrator. She also taught conversational English in Japan for two years.

Laura R. Micciche is Professor of English at the University of Cincinnati where she teaches writing, style, and rhetorical and feminist theory. Her research focuses on feminist and affective approaches to writing and teaching practices. Her books include *Failure Pedagogies: Learning and Unlearning What it Means to Fail*, co-edited with Allison D. Carr (2020), *Acknowledging Writing Partners* (2017), and *Doing Emotion: Rhetoric, Writing, Teaching* (2007).

Luke Niiler is Associate Professor of English at the University of Alabama, where he directs the First-Year Writing program. He has directed or coordinated writing centers at the University of Alabama, the University of Texas-Tyler, and the University of Missouri-Rolla. His research and teaching interests include writing program administration, composition theory and pedagogy, first-year writing, and the work of J.R.R. Tolkien. His work has appeared in *Writing Center Journal*, *WLN*, and the *Journal of the Fantastic in the Arts*.

Melba Vélez Ortiz is Professor at Grand Valley State University in Allendale, MI. Her areas of research are communication ethics and global environmental communication. Her work examines the ways in which the long-term success of conservation efforts depend upon fundamental shifts in cultural values, in aesthetic and moral communication, and in shared understandings of how the individual fits into social and ecological communities. In 2020, Vélez Ortiz published *Maa-tian Ethics in a Communication Context* with Routledge Press. The book details how the classical ethical approach of *Ma'at* guided the ethical and communication practices in ancient Egypt. The book explores the crosspollination between ancient Greek and ancient Egyptian approaches to virtue ethics and the stark differences in their analysis of interpersonal, political, and religious communication. In addition, Dr. Vélez Ortiz has researched and published in the area of Latin-American/Caribbean/Latina-o philosophy and intellectual history.

Madelyn Pawlowski is an independent scholar and UX researcher with a PhD in Rhetoric, Composition, and the Teaching of English from the University of Arizona. Her work on language awareness, writing teacher education, and teacher knowledge has appeared in *Composition Forum*, *Writing Spaces*, and *The Journal of English for Academic Purposes*.

William Repetto is a Ph.D. student in the Department of English at the University of Delaware, where he also serves the community as President of

Graduate Student Government. He has previously taught at La Salle University in Philadelphia, Pennsylvania as an adjunct professor of English as a second language and at Eastern University in St. David's, Pennsylvania as an adjunct professor of English composition. His current research focuses on Technical and Professional Communication (TPC). Specifically, he wants to do trans-disciplinary work at the intersection of entrepreneurship and TPC. His work asks what the relationships are between and among the infrastructural texts that constitute an entrepreneurship program at an institution of higher education. What makes this work transdisciplinary is that it also asks how TPC, as a field, might be shaped by viewing such texts as syllabi, internal communication, and program plans/strategies as "infrastructure."

Rachel Robinson-Zetzer is Assistant Director of Core Writing and Assistant Professor of the Practice at Fairfield University. She has been a writing consultant and administrator at various universities since 2002, and she is a Teacher Consultant for the Red Cedar Writing Project. Her research uses feminist, embodied, and cultural rhetorics frameworks to look at embodied in/reactions and vulnerabilities associated with writing program administrators and imposter syndrome. She has several articles and chapters currently under review, and her work has been published in *The Peer Review*, the *WLN's* Digital Edited Collection (DEC) on selfcare, and *Affect and Emotion in Writing Centers*.

Sarah Robblee is the former Writing Center Director at Chapman University, where she also taught rhetoric and composition, technical communication, linguistics, and research methods courses in the English department.

Natalie Salagean holds an MA in English and an MFA in Creative Writing from Chapman University, where she teaches rhetoric and composition. She also teaches first year composition courses at Orange Coast College.

Matthew Sansbury is Assistant Professor of English and Assistant to the Chair at Clayton State University. A recipient of the 2017 *Kairos* Service Award, he has published work in *Computers and Composition Online*, *Kairos – Praxis Wiki*, and *The Rhetoric of Participation: Interrogating Commonplaces in and Beyond the Classroom*.

Matthew Schering is a doctoral candidate at Illinois State University where he studies writing assessment, contract grading, learning contracts, and digital rhetoric. His dissertation examines how student-centric learning contracts can create a more equitable and accessible environment for diverse student populations. Outside of academia he was a former lead guitarist in a thrash metal band, which led to his interest in studying the ways heavy metal music addresses complex issues of social justice, drug abuse, environmentalism, capitalism, capital punishment, and mass incarceration.

Emily Jo Schwaller is Assistant Professor of Practice at the University of Arizona in the University Center for Assessment, Teaching, and Technology. She

received her Ph.D. from the University of Arizona in Rhetoric, Composition, and the Teaching of English. Her research focuses on teacher growth and agency, feminist qualitative method/ologies, and reflection/meaning-making through doing. Her work can be found in *Composition Forum*, *New Directions for Teaching and Learning*, and *WPA: Writing Program Administration* where she worked as an assistant editor. The work presented in this chapter is a collaboration with her research participants Allen, Butterfly, Georgie, Malinka, and Sully, all of whom are excellent scholars, teachers, and community members.

Trixie G. Smith is Director of The Writing Center and Red Cedar Writing Project at Michigan State University, where she is Associate Professor in the Department of Writing, Rhetoric, and American Cultures and assistant director of the graduate program. Her teaching, research, and publications are infused with issues of gender and activism even as they revolve around writing centers, WAC/WID, and teacher training. These often intersect with her interests in pop culture, community engagement, supporting graduate writers, and the idea that we're just humans learning with/from other humans (you know, with bodies, feelings, lives outside the academy).

Katelyn Stark graduated with her Ph.D. in Rhetoric and Composition from Florida State University in 2021. Her interests in business writing and communications led her to pursue a corporate writing job after graduation. She is now the marketing specialist for a Florida-based medical marijuana company, where she uses her rhetoric and composition expertise to strategize and produce marketing collateral and patient-education materials.

Daniel Strasberger holds an MFA in Creative Writing and MA in English from Chapman University. Currently, he teaches rhetoric and composition at Chapman University, as well as creative writing to middle and high schoolers at California School of the Arts San Gabriel Valley.

Elizabeth Topping is Visiting Assistant Professor at Morehouse College in Atlanta, GA. She has been teaching in first-year composition and English as a Second Language programs since 2006. She graduated with her Ph.D. in Rhetoric and Composition from Georgia State University in 2022. Her dissertation focuses on the Frontier Nursing Service of southeastern Kentucky, examining the role of rhetorics of motherhood, midwifery, race, and public health in laying foundations for modern reproductive healthcare.

Adel Vielstimmig is the collective name for the authors of “Negotiating Plural Identities Through Transfer and Antiracism: Program Alignment at Bowling Green State University,” seven doctoral students and two faculty members in the rhetoric and writing studies doctoral program at Bowling Green State University. **Annie Cigic** is a fourth-year doctoral student. Her research interests include critical pedagogy, community-based learning, advocacy writing, and writing

assessment. **Rachel Flynn** is a fourth-year student. Her research focuses on antiracist writing assessment and writing transfer. Dr. **Emma Guthrie-Metag** researches impostor syndrome, writing transfer, and mentoring, and holds writing-related teaching and administrative positions. **Travis Hein** is a fourth-year doctoral student. His research interests include reading research, writing transfer, dispositions, and teacher training. **Krys Ingman** is a fourth-year doctoral student, whose research interests include accessibility, chronic and invisible illnesses, death/mortality studies, healthcare disparities, popular culture, representation, and translation. Dr. **Morgan Buchs's** research interests include writing transfer, dual-credit studies, grading contracts, and first-year composition. **Laura Menard** is a fourth-year doctoral student. Her research interests include rhetoric and narratives in digital media. **Neil Baird** is Associate Professor of English, and directs the University Writing Program at BGSU. **Dan Bommarito** is Associate Professor of English, and directed the Rhetoric and Writing Studies Program from 2019-21.

Nicole Warwick's research interest in TA experiences began over twenty years ago when she was a TA working on her master's degree in the California State University system. She continued her research on TA experiences while working on her Ph.D. at Indiana University of Pennsylvania and has presented her research at the Conference on College Composition and Communication and the Council of Writing Program Administrators Conference. She currently is a full-time lecturer in the Writing Program at the University of California, Santa Barbara where she teaches a variety of lower and upper division courses and mentors TAs as they begin teaching first-year writing. Her other research interests include assessment; transfer and metacognition; and narrative study.

Courtney Adams Wooten is Associate Chair: WPA and Assistant Professor at George Mason University. Her work intersects with feminist rhetorics, affect theory, and writing program administration. She is co-editor of the edited collections *WPAs in Transition* and *The Things We Carry*, and her work has also been published in *Academic Labor: Research and Artistry*, *Composition Studies*, *Harlot*, *WPA*, *Peitho*, and *College English* as well as several edited collections.

Lacey Wootton is Hurst Senior Professorial Lecturer and Director of the Writing Studies Program at American University. She has a Ph.D. in Writing and Rhetoric from George Mason University. Her research centers on academic labor, emotional labor, institutional ethnography, and writing in the disciplines.

Candice Yacono is an adjunct instructor and former graduate teaching assistant at Chapman University, where she teaches first-year composition and composing new media. She also works in college marketing and as a writer and editor. She holds an MA in English and an MFA in creative writing from Chapman University.

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor Emerita at Florida State University, has served in several national leadership roles, including as Chair of the Conference on College Composition and Communication (CCCC) and President of the National Council of Teachers of English (NCTE). Leading an 8-site study of transfer of writing knowledge and practice, she is also participating in the Elon University-sponsored Writing Beyond the University research project. In addition to authoring over 100 articles/chapters, she has authored/edited/ co-edited 16 scholarly books—among them *Writing Across Contexts*; *A Rhetoric of Reflection*; and *ePortfolio as Curriculum*. She has won multiple awards, including two FSU teaching awards, the NCTE Squire Award, and the CCCC Exemplar Award.

Soha Youssef is Assistant Professor of Rhetoric and Writing at Thomas Jefferson University and the coordinator of Writing 101-Written Communication. Her research interests center around the rhetorical preparation of graduate and undergraduate English language learners, as well as ways that preparation can be conducive to effective pedagogical practices in the composition classroom.

Jiaxin Zhang is a Ph.D. candidate in Technical Communication and Rhetoric at Texas Tech University. She teaches first-year composition and technical communication service courses. Her research interests include user experience, content strategy, digital rhetoric, and crisis communication. She won second place in the 2021 and 2022 SIGDOC Student Research Competition.