

# CONTRIBUTORS

**Chris M. Anson** is Distinguished University Professor, Alumni Association Distinguished Graduate Professor, and Director since 1999 of the Campus Writing and Speaking Program at North Carolina State University, the first university-wide WEC program in the United States. There, he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty across the disciplines to enhance writing and speaking instruction. He has published 19 books and over 140 articles and book chapters relating to writing and has spoken widely across the US and in 33 other countries. He is Past Chair of the Conference on College Composition and Communication and Past President of the Council of Writing Program Administrators, and currently serves as Vice-Chair of the International Society for the Advancement of Writing Research.

**Heather Bastian** is the Associate Director of Communication Across the Curriculum (CxC) at the University of North Carolina–Charlotte. Her research interests include composition pedagogy, writing program administration, WAC/WID, and genre studies. Her work has appeared in the *CCC*, *WPA: Writing Program Administration*, *Composition Studies*, *Composition Forum*, *Across the Disciplines*, and *Reader*.

**Gary B. Blank** is Associate Professor and Alumni Distinguished Undergraduate Professor of Forestry and Director of Undergraduate Programs in the Department of Forestry and Environmental Resources at North Carolina State University. He teaches courses concerning environmental impact assessment, historical ecology, and sustainable use of natural resources. He began his appointment at NC State in 1976 and initiated WEC work in forestry in 1979. His publications include papers in wide ranging scientific and technical journals, book chapters, essays, book reviews, and poems.

**Wade Carson** is clinical assistant professor of medical radiation sciences and director of the University of Vermont's radiation therapy program. His interests include clinical research in radiologic sciences and also health care administration.

**Michael Carter** is Emeritus Professor of English and Associate Dean of the Graduate School at NC State. His research and teaching have focused on rhetoric and writing in the disciplines, with publications in a variety of journals, including *Written Communication*, *College Composition and Communication*, and *Research in the Teaching of English*. He is the author of *Where Writing Begins* and was honored with the Braddock Award for the Best CCC Article of the Year in 2008. His NSF grants have concentrated on writing and learning in the sciences, including the LabWrite project.

**Dan DeSanto** is Libraries Associate Professor in the Information and Instruction Services Department of the University of Vermont's David W. Howe Memorial Library. His scholarship with Susanmarie Harrington investigates the intersections of writing and information literacy. His other interests include measures of scholarly impact, and open access.

**Daniel L. Emery** (Dan) serves as an assistant director of writing across the curriculum at the University of Minnesota. He earned his Ph.D. in communication studies and Graduate Certificate in Rhetorics of Inquiry from the University of Iowa. Previously, he served as Term Associate Professor of Business Communication at the University of Minnesota and Assistant Professor of Communication and Writing at the University of Utah.

**Michele Eodice** is the Senior Writing Fellow in the Center for Faculty Excellence at the University of Oklahoma. Previously she directed the OU Writing Center and was an editor of the Writing Center Journal. She is a co-editor of *Learning from the Lived Experiences of Graduate Student Writers* and a co-director of the Meaningful Writing Project.

**Pamela Flash** serves as director of writing across the curriculum programs, co-director of the Center for Writing, and affiliate graduate faculty for the Literacy and Rhetorical Studies Minor at the University of Minnesota where she has taught and administered teaching-oriented programming since 1991. She is founding director of both the University of Minnesota's Writing-Enriched Curriculum (WEC) Program and of its interdisciplinary Teaching with Writing Program. She chaired the 2014 International Writing Across the Curriculum Conference, serves on the Association of Writing Across the Curriculum's executive and mentoring committees, and consults both nationally and internationally on WEC and WAC programming. Her consulting work, research, publications, consultations, and presentations focus on the WEC model, writing pedagogy, and the use of qualitative research methods (particularly inductive consultation, collaborative action research, and ethnographic methodologies) to enable sustainable pedagogic change on individual, departmental, and institutional levels.

**Crystal N. Fodrey**, director of the Writing at Moravian Program, is Associate Professor of English at Moravian College in Bethlehem, PA., where she teaches courses in rhetorical theory, writing studies, digital writing, professional writing, first-year writing, and creative nonfiction. Her scholarship has appeared in *Across the Disciplines*, *Composition Forum*, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, *Assay: A Journal of Nonfiction Studies*, and elsewhere. In addition to leading first-year writing and WEC efforts at Moravian, she is currently working with colleagues to develop a conceptual framework for promoting digital multi-modal teaching praxes across the disciplines.

**Jeffrey R. Galin** is Professor of English at Florida Atlantic University and founding director of FAU's writing center, WAC program, and community writing center. He teaches academic and multimedia writing. His most recent co-authored book is *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*. He has published edited collections on technology and teaching, teaching writing in college, and has published articles on literacy theory, teaching writing, managing writing programs, copyright, and online publishing. He is currently outgoing chair of the CCCC WAC Standing Group, outgoing chair of the Association for WAC, and past co-chair of the WAC Summer Institute.

**Susanmarie Harrington** is Professor of English and Director of the Writing in the Disciplines Program at the University of Vermont. With Dan DeSanto, her recent scholarship explores the relationship of threshold concepts in writing and information literacy.

**Chris Hassay** is a co-researcher with the writing-enriched curriculum at Moravian College, where he also teaches first-year writing and worldbuilding courses. His scholarship has appeared in *Composition Forum*, and he has presented on WEC research and FYW pedagogy at the Writing-Enriched Curriculum Institute, College Composition and Communication Conference, International Writing Across the Curriculum Conference, Small Liberal Arts College Writing Program Administrators Conference, and Watson Conference. His current research centers on the connections between transfer-centric writing practices and creative writing experiences, as well as WEC research practices and methodologies.

**Matthew Luskey** is an assistant director of writing across the curriculum at the University of Minnesota. He holds a Ph.D. in English from the University of Oregon and has taught undergraduate and graduate courses in writing and rhetoric, literature, film, media aesthetics, Liberal Studies, and Education. He has directed National Writing Project sites at the University of Pittsburgh and the University of Washington and edited several collections of writing.

**Julia Perdrial** is Associate Professor of geochemistry at the University of Vermont. She studies the intersection of the geosphere, biosphere, and hydrosphere, and teaches geochemistry and earth materials.

**Robert Scafe** is the director of the Writing-Enriched Curriculum Initiative in the Center for Faculty Excellence at the University of Oklahoma. He earned his Ph.D. in French history from Stanford University and has taught interdisciplinary composition courses in the Expository Writing Program at OU since 2006. After a three-year project of developing and coordinating a writing curriculum for the general education U.S. History survey, he assumed leadership of WEC at OU in 2016.

**Stacey Sheriff** is the founding Director of the Writing Program at Colby College in Waterville, Maine. She teaches first-year writing, rhetoric, and professional writing at Colby, and she has a background teaching technical writing. Her research interests include WAC and WID, rhetorical theory and histories, and multilingual writing. She has published in *Rhetorica*, *Rhetoric Society Quarterly*, *Technical Communication Quarterly* and recently co-authored chapters in *Writing Program Architecture* (Finer & White-Farnham, 2017), *The Internationalization of U.S. Writing Programs* (Rose & Weiser, 2018), and *Diverse Approaches to Teaching, Learning, and Writing Across the Curriculum* (Bartlett et al., 2020). Stacey started Colby's writing-enriched curriculum initiative with collaborative support from Pamela Flash and a grant from the Davis Educational Foundation.

**Graham Sherriff** is the Instructional Design Librarian in the Information and Instruction Services Department of the University of Vermont's David W. Howe Memorial Library. He serves as the editor of *The Journal of Web Librarianship*. His scholarly interests focus on digital learning objects and online learning. He is the subject librarian for the College of Engineering and Mathematical Sciences.

**Kathleen Blake Yancey**, Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, has served as the elected leader of several literacy organizations, including NCTE, CCCC, and CWPA. She has edited two journals, *Assessing Writing* and *College Composition and Communication*, and guest edited several others, including a special issue of *Across the Disciplines* addressing WAC and writing assessment. Currently, she is the lead PI for a series of CCCC-funded research studies on the efficacy of the "Transfer of Transfer" curriculum. Author, editor, or co-editor of 16 scholarly books, she has authored co/authored over 100 articles and book chapters, often with colleagues. She is the recipient of several awards, among them the FSU Graduate Teaching Award; the FSU Graduate Mentor Award; the CCCC Exemplar Award; and the NCTE Squire Award.