



Contributors

Brittany Amell is a doctoral candidate at Carleton University in the Department of Applied Linguistics and Discourse Studies. She teaches, mentors, and coaches others on the research, theory, and pedagogy of academic writing. Her Ph.D. research considers the writing that she and other doctoral students do for their degrees and was awarded a Joseph-Armand Bombardier Canada Graduate Scholarship (SSHRC, 2017–2020). In 2018, she co-edited with, Cecile Badenhorst, a special issue of *Discourse and Writing/Rédactologie* titled “Play, Visual Strategies & Innovative Approaches to Graduate Writing.”

Cecile Badenhorst is a Professor in the Adult Education/Post-Secondary program in the Faculty of Education at Memorial University, Newfoundland, Canada. She teaches courses in the post-secondary undergraduate and graduate programs on university teaching and learning, as well as courses in the Faculty’s doctoral program. As a researcher, she conducts research and publishes in the areas of doctoral education, doctoral writing, graduate writing, thesis/publication writing pedagogies, academic literacies, and faculty writing. She engages in qualitative, arts-based, and post-structural research methodologies. As a twice-awarded Carnegie African Diaspora Fellow, she has delivered workshops, courses, and mentoring on writing in South Africa. She has a YouTube channel with videos on doctoral and master’s research writing.

James Burford is Lecturer in Research Education and Development in the Graduate Research School, La Trobe University, Melbourne, Australia. James is a critical university studies researcher, and he is particularly interested in space, place, affect, and politics in the academic profession and doctoral education. James’ doctoral thesis received the 2017 NZARE Sutton-Smith Award. James has taught in the areas of comparative education, educational equity, and academic literacies. His recent projects have focused on academic mobilities (both short and longer term), as well as the spatialities of graduate education. With Emily Henderson, James edits *Conference Inference*, an academic blog on conferences.

Matthew B. Cox is Associate Professor and Director of Graduate Studies in the Department of English at East Carolina University. His research and teaching connect cultural rhetorics, technical and professional writing studies, and queer rhetoric studies. Recent publications include the collection *Re/Orienting Writing Studies: Queer Methods, Queer Projects* (with Caroline Dadas and Will Banks) and work in the *Journal of Business and Technical Communication* and *Present Tense: A Journal of Rhetoric in Society*.

Elise Dixon is Assistant Professor of English and Director of the University Writing Center at the University of North Carolina at Pembroke. As a rhetoric and writing studies scholar who focuses on queer, feminist, and cultural rhetorics, her research explores how people compose together to develop a sense of critical agency. Her work has appeared in the *Writing Lab Newsletter*, *The Peer Review Journal*, *The Journal of Veteran Studies*, and numerous books.

Sara Doody currently teaches writing at the University of British Columbia. Her research broadly explores science writing, knowledge, and identity in higher education. Her most recent study explored the nature of writing in interdisciplinary life sciences doctoral programs and its implications for how doctoral students negotiate knowledge and identity across disciplinary boundaries.

David Taufui Mikato Fa'avae is a Tongan scholar with heritage links to Samoa. He was born and raised in Niue and was educated in Aotearoa New Zealand. He is the son of Sio Milemoti Fa'avae and Fatai Onevai Fa'avae. David's ancestors were from Ma'ufanga (Tongatapu), 'Eua, Niuafo'ou, Taunga Vava'u, Pukotala i Ha'ano Ha'apai, and Satalo, Upolu in Samoa. David was a secondary school teacher who later worked at the University of the South Pacific (USP) Institute of Education, based at its Tonga campus, from 2016 to 2020. He currently works at Te Whare Wānanga o Waikato (University of Waikato) in Aotearoa.

Will Gibson is Reader in Social Research at the University College London (UCL) Institute of Education. His background is in interactional sociology, particularly symbolic interactionism, ethnomethodology, and conversation analysis. He has conducted empirical research in a wide range of contexts, including education, healthcare, music performance, and online interaction. He has published widely on issues relating to qualitative methodology and on interactionist concepts and theory. As a teacher, Will has worked with doctoral students for over fifteen years. He has delivered courses and seminars in the UK and around the world on aspects of methodology and doctoral study and also has led writing and study retreats. He is currently Director of the Academic Writing Centre at the UCL Institute of Education, leading a team of experts who provide writing support for doctoral students.

Toni Ingram is Senior Lecturer in the School of Education, Auckland University of Technology (AUT), Aotearoa New Zealand. Toni's research is situated in the areas of girlhood, gender, sexualities, and schooling. She is interested in the relationship between schooling practices and the production and regulation of young people's gender and sexualities. Toni's current work is informed by feminist new materialisms, affect theory, and posthumanist methodological approaches.

Cecilia Jacobs is Associate Professor in Higher Education at the Centre for Health Professions Education at Stellenbosch University. Her field of expertise is higher education studies, and she has worked predominantly in the professionalisation of academics for their teaching roles. Her work has been of a transdisciplinary nature, and she has always conducted research at the intersection of her field and other disciplines, such as engineering and, currently, health sciences. Her current research focuses on the question of knowledge and the importance of its centrality in debates on higher education teaching and learning.

Frances Kelly is Senior Lecturer in Critical Studies in Education at the University of Auckland/Te Whare Wananga O Tamaki Makaurau, Aotearoa New Zealand. Frances' research spans higher education and the history of education, with an abiding interest in doctoral education. She is the author of *The Idea of the PhD* (Routledge, 2017). Frances' recent work critically explores material practices and spatialities in educational contexts.

Catherine Manathunga is Professor of Education Research and Co-Director of the Indigenous and Transcultural Research Centre at the University of the Sunshine Coast, Australia. She is an historian with expertise in historical, sociological, and cultural studies research, bringing an innovative perspective to higher education research. Catherine has conducted research projects on doctoral education and academic identities. Her recent books include *Intercultural Postgraduate Supervision: Reimagining Time, Place and Knowledge* (Routledge, 2014) and, with Dorothy Bottrell, two co-edited collections titled *Resisting Neoliberalism in Higher Education: Vol. 1 Seeing Through the Cracks* and *Vol. 2 Prising Open the Cracks* (Palgrave Macmillan, 2019).

Katie Manthey is Assistant Professor of English and Writing Center Director at Salem College, a small women's college in Winston Salem, NC. Her research and teaching are focused around professional writing, cultural rhetorics, dress studies, and civic engagement. She is a body positive activist and moderates the website Dress Profesh, which highlights the ways that dress codes are racist, cissexist, ageist, classist, etc. Her work has appeared in *Peitho: The Journal of the Coalition of Women Scholars in the History of Rhetoric & Composition*, *Jezebel*, and *Computers and Composition*.

Catherine Mitchell (Taranaki) currently works as an academic at the Unitec Institute of Technology in Aotearoa/New Zealand. Her research focuses on postgraduate education, especially on the experiences of postgraduate students from diverse backgrounds. Her work also explores issues associated with academic identity development and academic writing. Catherine locates her research within the emerging field of critical university studies. She has recently completed her Ph.D. on first-generation students in doctoral education.

Julia Molinari is a teacher of English for academic purposes and research writing as well as an independent researcher and blogger. Her work and studies have developed in the Italian and British higher education contexts. Her Ph.D. thesis was supervised at the University of Nottingham, UK, by Professor Patricia Thomson (School of Education) and Professor Andrew Fisher (Department of Philosophy). Her first research monograph entitled *What Makes Writing Academic: Rethinking Theory for Practice* is forthcoming with Bloomsbury Academic, London

Sharin Shajahan Naomi is Assistant Professor of Gender Studies at Asian University for Women, located in Bangladesh, where she aims to empower women students from 19 different countries of Asia. Naomi completed her Ph.D. from Murdoch University, Australia. The title of her Ph.D. thesis is *Tibetan Buddhism and Feminism in an In-between Space: A Creative-Critical Autoethnography in a Non-Western Woman's Voice*. In 2010, she received the Australian Leadership Award to pursue a Master of Arts in Human Rights from Curtin University, Australia. She received the Climate Cornell Online Fellowship and the USAID Demographic Health Survey Fellowship in 2019. She has published on a diverse range of issues, namely, purdah, Rohingya refugees, human rights, humanitarian law, and public health.

Maria Novotny is Assistant Professor of English at the University of Wisconsin-Milwaukee. As a community-engaged scholar, she co-directs The ART of Infertility, an arts organization that curates exhibits featuring patient perspectives of reproductive loss. Her research on feminist health issues, research as care, and lived experiences of infertility has been published in *Computers & Composition*, *Communication Design Quarterly*, *Harlot*, *Peitho*, *Reflections*, and *Technical Communication Quarterly*.

Brian Paltridge is Professor of TESOL at the University of Sydney and Visiting Professor at the City University of Hong Kong. His research and teaching are in the areas of thesis and dissertation writing, writing for publication, discourse analysis, research methods, and English for specific purposes. He is author of *Discourse Analysis* (Bloomsbury, 2021), *The Discourse of Peer Review* (Palgrave Macmillan, 2017), and, with Sue Starfield, *Thesis and Dissertation Writing in a Second Language* (Routledge, 2020) and *Getting Published in Academic Journals* (University of Michigan Press, 2016). He is currently writing a book with Sue Starfield titled *Change and Stability in Thesis and Dissertation Writing* to be published by Bloomsbury. He is a former editor for the journals *English for Specific Purposes* and *TESOL Quarterly*.

Louise Ravelli is Professor of Communication in the School of the Arts and Media at the University of New South Wales, Sydney. She has a long-standing interest in understanding how both language and images work

in communication contexts, using systemic-functional linguistics and multimodal discourse analysis. Her most recent book is *Multimodality in the Built Environment: Spatial Discourse Analysis* (Routledge, 2016, with Robert McMurtie), and she was co-editor with Brian Paltridge and Sue Starfield of *Doctoral Writing in the Creative and Performing Arts* (Libri UK, 2014). She is Joint Chief Editor of the journal *Visual Communication*.

Rachel Robinson is a doctoral candidate in the Department of Writing, Rhetoric, and American Cultures at Michigan State University where she is finishing her dissertation on embodiment, emotions, and imposter syndrome among writing program administrators. Recent publications include the co-edited special issue “(Re)Defining Welcome” of *The Peer Review*, with Elise Dixon; an article for the *WLN: A Journal of Writing Center Scholarship's* Digital Edited Collection (DEC) and a chapter in *Affect and Emotion in the Writing Center*, both co-authored with Elise Dixon and Lauren Brentnell; and a chapter in *An Illness of Her Own: Women and their Writing Processes and Products*, co-authored with Elise Dixon.

Machi Sato is Associate Professor in the Center for the Promotion of Excellence in Higher Education at Kyoto University, Japan. She brings sociological and social anthropological perspectives into higher education research and practice. Machi has undertaken research projects on academic identities, doctoral education, and teaching assistant & learning assistant professional development.

Signe Skov is Ph.D. coordinator at the Doctoral School of People and Technology at Roskilde University and has many years of experience as an academic developer teaching masterclasses for Ph.D. supervisors and facilitating writing retreats for doctoral students and academic staff at the Roskilde University Unit of Academic Development. She has significant experience in developing pedagogies for academic writing and in running workshops and consultations on academic writing for staff, students, and doctoral candidates. In 2019 she completed her Ph.D. thesis, *What is a Doctoral Thesis?*, at Roskilde University, exploring how Ph.D. supervisors and Ph.D. candidates decide between the monograph or the Ph.D. by publication.

Trixie G. Smith is Director of The Writing Center and Red Cedar Writing Project at Michigan State University and a faculty member in the Department of Writing, Rhetoric & American Cultures and the Center for Gender in Global Contexts. Recent publications include the collection *Graduate Writing Across the Discipline: Identifying, Teaching, and Supporting*, articles in *Feminist Pedagogies*, *WAC Partnerships Among Secondary and Post-Secondary Institutions*, and *Composing Feminist Interventions*; and upcoming articles on combatting racism in the writing center and embodiment in the writing cen-

ter. Her motto is that we're all just humans learning with/from other humans (you know, with bodies, feelings, and lives outside the academy).

Sue Starfield is Professor, School of Education, University of New South Wales (UNSW), Sydney. She teaches and researches doctoral writing and writing for publication and was Director of the Learning Centre at UNSW for 18 years. Publications include *Ethnographic Perspectives on Academic Writing* (Oxford University Press, 2016) with Brian Paltridge and Christine Tardy and *Thesis and Dissertation Writing in a Second Language: A Handbook for Students and their Supervisors* (Routledge, 2020). She also edits two book series for Routledge with Brian Paltridge: *Introductions to English for Specific Purposes* and *Research in English for Specific Purposes*.

Steven Thurlow has taught academic writing since 1999 and doctoral writing since 2010. Many years ago, he enjoyed work as a professional writer and has a master's degree in this field. He is currently completing an interdisciplinary Ph.D. of Applied Linguistics and Education at The University of Melbourne on how creativity could become a powerful force for change in doctoral education.

Susan van Schalkwyk is Professor in Health Professions Education and Director of the Centre for Health Professions Education in the Faculty of Medicine and Health Sciences at Stellenbosch University. She has more than 15 years' experience in academic staff development, with a specific focus on academic identity. Her work seeks to advance a social justice agenda, with current research in the field of transformative learning theory and the implications it holds for health professions education. She has supervised a number of master's and doctoral students while also focussing on the strengthening of postgraduate supervision and academic writing at this level.