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**Beth A. Boehm** is Professor of English, Vice Provost for Academic Affairs and Dean of the School of Interdisciplinary and Graduate Studies at the University of Louisville. Her research and teaching across three different areas of English studies: Modern British literature; narrative studies; and rhetoric, composition and pedagogy. She regularly teaches first-year composition, undergraduate literary surveys and special topic courses, and graduate courses in narrative, rhetoric, contemporary British literature and teaching literature. Since she joined the provost’s office and the graduate school, most of her research has focused on issues in higher education, particularly the education of graduate students.

**Stephanie Bower** is Associate Professor of Teaching in the Writing Program at the University of Southern California. For the last eight years she has worked with her colleague, John Murray, along with community activists and organizers such as Amalia Molina (Center for Restorative Justice Works), Rick McGregor (Fades for Grades), Jennifer Ralls (Para Los Ninos), and Sr. Teresa Groth (Francisco Homes) to bring USC students and community members together in a digital storytelling project that has generated dozens of videos and over 30,000 views on YouTube. Her work has appeared in *The Chronicle of Higher Education*, *The Los Angeles Book Review*, *Legacy: A Journal of American Women Writers*, and *Modern Fiction Studies*. She wishes to extend profound thanks to collaborator John Murray and tech impresario Edward O’Neill for their generosity in sharing their insights in this piece. Gratitude also goes out to her wise and compassionate students for giving her permission to quote their reflections.

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**Kimberly Z. Lopez Clemente** has been involved in the feminist movement since her first year at Nova Southeastern University. Passionate about becoming a gynecologist, she saw the value of incorporating feminism to her career goals. Kimberly has tried to be involved in the community through various organizations such as The Women of Tomorrow Program, Alpha Phi Omega, and Science Alive and quite a few more. Her main goal is to help females of all ages to become com-
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comfortable with their bodies and to feel empowered about their abilities.

Kelly Concannon is Associate Professor of Writing in the Department of Writing and Communication at Nova Southeastern University. Her research interests include community engagement, service learning, feminist theory, social justice education, and literacy studies. Her book, *Peace and Social Justice Education*, was published in 2015, and she has published in major journals including *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning*, *The Journal of Feminist Scholarship, Academic Exchange Quarterly, Enculturation, Community Literacy, Journal for Expanded Perspectives on Learning, College Literature*, and *The Journal of Advanced Composition*. She also serves as an undergraduate mentor for the Undergraduate Journal of Service Learning and Community-Based Research.

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**Katherine Fredlund** is Assistant Professor of English and Director of First-Year Writing at the University of Memphis. Her research has appeared in *College English, Rhetoric Review, Peitho, Feminist Teacher*, and elsewhere. She specializes in nineteenth-century women’s rhetoric, activist rhetoric, and collaboration. She previously taught at Indiana State University for four years, and her chapter discusses a course she taught there.

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They Inspired. Ames is currently working on the installation/book project, These Are Love(d) Letters: e, l, o, r, s, t, v, and is co-host and co-producer of Masters of Text (mastersoftext.com), a scholarly podcast exploring alternative alphabetic texts and creative-critical scholarship.

Emma Howes is Assistant Professor of English at Coastal Carolina University in Conway, South Carolina. Her scholarly interests include literacy studies, feminist theory and pedagogy, archival research methods and methodologies, and historical Appalachian Studies. Howes’s current research explores literacy campaigns in early twentieth-century cotton mill villages that targeted female mill workers. In particular, she is looking at mills in the Carolinas. Howes is also interested in developing feminist archival methodologies, exploring approaches to historical research about populations difficult to access through traditional methods. She contributed a chapter to the collection, Rewriting Appalachia: Literacy, Place, and Cultural Resistance.

Emily Johnston is a postdoctoral researcher in writing pedagogy at the University of Delaware (UD). She studies student uptake of reading and writing about sexual trauma in contemporary fiction, film, medical literature, and trauma theory. While she began her teaching career working with first graders in her hometown of San Francisco, Johnston has since taught composition, creative writing, gender studies, and English as a second language courses at University of Alaska Fairbanks, University of Nevada Reno, Illinois State University, and her current institution, UD. Johnston earned her Ph.D. in English Studies from Illinois State University (’16), earned an MFA in Poetry from University of Alaska Fairbanks (’07), and is Managing Editor of SRPR (Spoon River Poetry Review). Johnston contributed an article on trauma theory as activist pedagogy to a special pedagogy issue of Antipodes: A Global Journal of Australian/New Zealand Literature, and a review of the campus sexual assault documentary, The Hunting Ground, to Women’s Studies in Communication.

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*Feminist Challenges to the Rhetorical Tradition, Who's Having This Baby* (with Helen Sterk, Carla Hay, Alice Kehoe, and Leona VandeVusse), *Rhetorical Listening: Identification, Gender, Whiteness* (2006 *JAC* Gary Olsen Award; 2007 CCCC Outstanding Book Award; 2007 RSA Outstanding Book Award), *Silence and Listening as Rhetorical Arts* (co-edited with Cheryl Glenn) and *Performing Feminist Administration* (co-edited with Becky Rickly). Her work has appeared in edited collections, as well as in *CCC, JAC, Rhetoric Review*, and *College English*.

**Liz Rohan** is Associate Professor of Composition and Rhetoric at the University of Michigan-Dearborn. With Gesa Kirsch, she is the editor of *Beyond the Archives: Research as Lived Process* (Southern Illinois Press, 2008). Her research that reflects her ongoing interests in pedagogy, feminist research methods and America’s progressive era has appeared in journals such as *Rhetoric Review, Composition Studies, Pedagogy, JAEPL, Reflections, Composition Forum, Peitho*, and also in several book chapters.

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**Jacqueline Schiappa** is a postdoctoral writing fellow at Macalester College. Schiappa teaches in multiple disciplines including departments of Communication Studies, English, Gender Women and Sexuality Studies, Writing Studies and Environmental Studies. She has published on feminist debates about intersectionality in the “Slutwalk” phenomenon, and her current research focuses on networked counterpublics’ social media strategies. For example, she has recently published work on Black Twitter’s use of multimodal hashtag campaigns like #IfTheyGunnedMeDown to rebut mainstream media representations of Black victims of state violence. She remains invested in civically engaged scholarship, focusing projects on social media activism, social justice movements, and public rhetoric.

**Mary P. Sheridan** writes and teaches on questions relating to digital composing, community engagement, and feminist methodologies. She has written *Girls, Feminism, and Grassroots Literacies: Activism in the GirlZone* and *Design
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Literacies: Learning and Innovation in the Digital Age (with Jennifer Rowsell) and has co-edited Writing Studies Research in Practice: Methods and Methodologies as well as Feminism and Composition: A Critical Sourcebook. Her articles have appeared in CCC, Computers & Composition, Kairos, JAC, Written Communication, Feminist Teacher, Composition Studies, and Journal of Basic Writing. Sheridan won the 2010 Winifred Bryan Horner Outstanding Book Award from Coalition of Women Scholars in the History of Rhetoric and Composition; the 2009 Civic Scholarship/Book of the Year Award from Reflections: A Journal of Writing, Service-Learning, and Community Literacy; and, as part of a collaborative group, Computers and Composition’s Michelle Kendrick Outstanding Digital Production/Scholarship Award for 2008.

Sarah Sisser is Executive Director of the Hancock Historical Museum in Findlay, Ohio. Sisser holds a BFA in Historic Preservation from the Savannah College of Art & Design (SCAD) in Savannah, Georgia. While in Savannah, Sarah served as an Assistant Preservation Planner for the Chatham County-Savannah Metropolitan Planning Commission. Sisser also holds a Master’s degree in Community Planning from Auburn University. In her work at the Hancock Historical Museum, Sisser oversees the facilities, events, and programming that bring an annual attendance of more than 20,000 people, including approximately 3,500 Hancock County schoolchildren.

Trixie G. Smith is Director of the Writing Center and the Red Cedar Writing Project, as well as a member of the faculty in Writing, Rhetoric & American Cultures and the Center for Gender in Global Contexts at Michigan State University. Her teaching and research are infused with issues of gender, queerness, and activism even as they revolve around writing centers, writing across the curriculum, writing pedagogy, and teacher training. Whenever possible, these areas are intersected with her interests in pop culture, community writing, and the idea that we’re just humans learning with/from other humans (with bodies, feelings, lives outside the academy).

Jessica E. Tess is Special Lecturer in the Writing and Rhetoric Department at Oakland University. She graduated with her Master’s in Critical Studies in Literacy and Pedagogy from the Writing, Rhetoric, and American Cultures Department at Michigan State University in 2014 with a graduate certificate in Community Engagement. After graduating, she worked for over a year as a social media specialist for MSU Extension, where she contributed to a federally-funded national project studying community behavioral health. She has also worked as a writing consultant in two writing centers. Her research interests include community engagement, feminist pedagogies and methodologies, digital humanities/social sciences, and social media research.

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