

# CONTRIBUTORS

**Sally F. Benson** is an independent scholar and full-time prison and community educator in Santa Fe, New Mexico. She earned her Ph.D. in Rhetoric, Composition, and the Teaching of English at the University of Arizona. Her research focuses on prison education, historical prison journalism, and self-advocacy for individuals impacted by incarceration. She received the 2022 Gilberto Espinosa prize for best article in the *New Mexico Historical Review* for her piece, “The Penitentiary Community College of Santa Fe: A Cautionary History of Prison Higher Education.”

**Casey Beiswenger** is a Wake Forest University alumna who studied political science and statistics. At WFU, she served as Assistant Vice President of Philanthropy for Delta Zeta Sorority and as a youth literacy tutor. Casey is committed to youth literacy and creative writing and is passionate about providing students access to literacy enrichment opportunities.

**Kyle Boggs** (he/him) is Associate Professor of Rhetoric and Community Engagement in the Department of Humanities and Cultural Studies at Boise State University. His research attempts to uncover how place-based belongings are constituted differently by our evolving relationships to land and the discourses that produce and are produced by it. As such he is interested in settler colonial theory, environmental studies, affect theory, queer and feminist theory, advocacy, and community writing. His book, *Recreational Colonialism and the Rhetorical Landscapes of The Outdoors*, will be released in 2025 through Ohio State University Press.

**Alexandra J. Cavallaro** is Associate Professor of English at California State University, San Bernardino, where she serves as the Director of the Center for the Study of Correctional Education (CSCE). In her work with the CSCE, she coordinates the Inside-Out Prison Exchange Program, a prison education model that brings together incarcerated and non-incarcerated students to take classes together inside of correctional facilities. Her essays have appeared in *Literacy and Composition Studies*, *Community Literacy Journal*, and *enculturation: A Journal of Rhetoric, Writing, and Culture*.

**Mitzi Ceballos** is a Ph.D. student at the University of Utah. She is a former McNair Scholar and a 2023-2024 American Association of Hispanics in Higher Education Graduate Fellow. Her academic interests include archival rhetorics, decolonial theory, and white supremacy.

**Zoe Chamberlin** is a Wake Forest University alumna who studied computer science, entrepreneurship, and writing. Zoe was President of Wake Women

Lead, an organization designed to support youth literacy development in Winston-Salem, and received the Junior Service Excellence Award from Wake Forest University's Office of Civic and Community Engagement. Zoe remains committed to bringing together her passions for social justice, writing, and computer science.

**April Chatham-Carpenter** is Professor of Applied Communication at the University of Arkansas at Little Rock, where she serves as Department Chair of the Department of Applied Communication and teaches classes in listening and civil dialogue, as well as research methods. She researches issues such as the use of communication to manage difficult dialogues and transformations in online teaching. Her research has appeared in the *Journal of Applied Communication*, *Atlantic Journal of Communication*, *Communication Education*, *Public Integrity*, *Journal of Educators Online*, *Innovative Higher Education*, *Journal of Research Practice*, and others. She serves as a workshop moderator and national leader for the national Braver Angels non-profit organization, and is a co-host of the Arkansas Braver Angels *On the Other Hand* podcast.

**Keri Epps** is Associate Teaching Professor in the Writing Program at Wake Forest University. Her research, teaching, and practice lie at the intersection of rhetorical genre theory, media studies, and community-engaged research. As an Academic and Community Engaged (ACE) fellow, she developed community-engaged teaching and research practices and has since applied this training while working with the local arts-based nonprofit Authoring Action to study and promote their signature creative writing curriculum for teen authors.

**Jenn Fishman** pursues teaching, research, and leadership across three areas of academic work: undergraduate research, longitudinal research, and community listening. A recipient of the Braddock Award and PI of several grant-supported projects, her publications include *The Naylor Report on Undergraduate Research in Writing Studies* (Parlor Press), *Telling Stories: Perspectives on Longitudinal Research in Writing Studies* (Utah State University Press) and special issues of *CCC Online*, *Community Literacy Journal*, and *Peitho* as well as numerous articles and book chapters. Currently, she is Associate Professor of English and Co-Director of the Ott Memorial Writing Center at Marquette University.

**Romeo García** is Assistant Professor of Writing and Rhetoric Studies at the University of Utah. His interdisciplinary research appears in *College Composition and Communication*, *Rhetoric Society Quarterly*, *Across the Disciplines*, and *Rhetoric, Politics, and Culture*. García is co-editor of *Rhetorics Elsewhere and Otherwise* (with Damián Baca, Studies in Writing and Rhetoric Series), *Unsettling Archival Research* (with Gesa E. Kirsch, Caitlin Burns Allen, and Walker P. Smith, Southern Illinois University Press), and *Pluriversal Literacies* (with Ellen Cushman and Damián Baca, University of Pittsburgh Press).

**Hannah Hill** is a Wake Forest University alumna who studied communication and health policy and administration. Hannah served as Vice President of Community Service for Kappa Delta Sorority and has dedicated herself to service and leadership. Hannah worked with Wake Forest's Office of Civic and Community Engagement to create effective strategies for local engagement and remains committed to providing grant and scholarship opportunities for teachers and students in North Carolina public schools.

**Wendy Hinshaw** is Associate Professor of English and Director of Writing Programs at Florida Atlantic University. Her scholarship includes articles on prison writing and prison-university partnerships in *Community Literacy Journal*, *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, *Feminist Formations*, and edited collections on prison literacy and activism. She is a founding board member of Exchange for Change, a Miami-based nonprofit that provides educational and communication skills-building courses to students who are incarcerated to amplify and bring their voices to the outside.

**Ada Hubrig** (they/them) is an autistic, genderqueer, disabled caretaker of cats. They live in Huntsville, Texas, where they labor as Assistant Professor and Co-Director of Composition at Sam Houston State University as their day job. Their scholarship centers disability and queer/trans communities, and is featured in *College Composition and Communication*, *Community Literacy Journal*, and *The Journal of Multimodal Rhetorics* among others, and their words have also found homes in *Brevity* and *Disability Visibility*. Ada is managing editor of *Journal of Multimodal Rhetorics*.

**Tobi Jacobi** is Professor of English at Colorado State University, where she serves as the Director of the Community Literacy Center and teaches writing and rhetoric courses. Her scholarship includes an edited collection, *Women, Writing, and Prison: Activists, Scholars, and Writers Speak Out*, and essays in *Community Literacy Journal*, *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, *Feminist Formations*, and *Feminist Teacher*, as well as edited collections featuring the work of writing and research behind bars. She is currently completing a book project on narrative representations of girls held at the New York State Training School for Girls in the early 20<sup>th</sup> Century and the possibilities of contemporary narrative repair with Laura Rogers.

**Kelly Kinahan** is Associate Professor in the Department of Urban and Regional Planning at Florida State University and was previously an Assistant Professor in the Department of Urban & Public Affairs at the University of Louisville. Her research examines how policies governing the built environment shape neighborhood-level inequalities and affect marginalized populations. She has published in journals such as the *Journal of the American Planning Association*, *Urban Studies*, and *Housing Policy Debate*.

**Rowie Kirby-Straker** is Assistant Professor in the Department of Communication at Wake Forest University. She has directed speaking centers at two academic institutions. Building on training as an Academic and Community Engaged (ACE) fellow, she provides opportunities for cross-cultural engagement between students and local communities through storytelling and listening. Her teaching, research, and scholarly creative interests include speaking and listening competence, environmental risk perception and communication, environmental storytelling, and environmental justice.

**Carrie Mott** is Assistant Professor in the Department of Geographic and Environmental Sciences at the University of Louisville. Her work has been published in top Geography journals such as the *Annals of the American Association of Geographers*, *Antipode*, and *Dialogues in Human Geography*. Her recent paper, “Antiracist Pedagogy through Historical Archives: A Geographic Approach,” is available through the *Journal of Geography*.

**Bailey M. Oliver-Blackburn** is Associate Professor of Applied Communication at the University of Arkansas at Little Rock, where she serves as the graduate coordinator for the MA in Applied Communication and the Conflict Management Graduate Certificate programs. She is a published researcher and author in the field of communication and conflict management and is a certified group facilitator and mediator for couples, families, and organizations. She has received multiple awards for her research and teaching, including the Rising Faculty Award for Excellence at her university and the coveted Sandra Petronio Dissertation excellence award from the National Communication Association.

**Katie W. Powell** is Assistant Professor, Educator in the Department of English at the University of Cincinnati, in the Rhetoric and Professional Writing track. Since graduating from the University of Arkansas, she has used her writing to reflect on how to listen as a white woman, scholar, and mother in community groups and in her new home in Cincinnati. These reflections can be seen in forthcoming articles in *Peitho* and *College English*, both of which examine white language and white positioning. Her teaching and writing directly reflect the ways she considers whiteness and her own positionality within these spaces. She credits the work she did with this community as foundational to both her professional and personal journey as a community member.

**Wyn Andrews Richards** is a Ph.D. candidate at Washington State University. Her research interests are rhetorics of racism and antiracist pedagogies.

**Lauren Robertson** is a Wake Forest University alumna who studied English and elementary education. She served as an Undergraduate Research and Creative Activities fellow and developed partnerships with several local public schools while student teaching and serving as a member of Wake Women Lead.

She is committed to community-engaged, intercultural English education and mentorship.

**Lauren Rosenberg** is Professor of Rhetoric and Writing Studies and Director of First-Year Composition in the Department of English at the University of Texas at El Paso. She is the author of *The Desire for Literacy: Writing in the Lives of Adult Learners* and numerous articles and book chapters on adult literacy education, longitudinal methodologies for writing research, and writing across the lifespan. In 2018, she and Jenn Fishman co-edited the special issue of *Community Literacy Journal* (13.1) that introduced the idea of community listening and eventually led to this book.

**Mary P. Sheridan** is Professor of English and Director of the Commonwealth Center for Humanities and Society at the University of Louisville. Her teaching and research explore questions at the nexus of community engagement and feminist methodologies. She has published in *College Composition and Communication*, *Community Literacy*, *Composition Studies*, *Feminist Teacher*, *JAC*, *Journal of Basic Writing*, *Kairos*, and *Written Communication* and is co-recipient of *Computer and Composition's* Michelle Kendrick Outstanding Digital Production/Scholarship Award for "Remediating the Canon." Her books include *Writing Studies Research in Practice*, *Design Literacies*, and *Girls, Feminism, and Grassroots Literacies*, which earned the Winifred Bryan Horner Outstanding Book Award from Coalition of Feminist Scholars in the History of Rhetoric and Composition and the Civic Scholarship/Book of the Year Award from *Reflections: A Journal of Writing, Service-Learning, and Community Literacy*.

**Angela Storey** is Associate Professor in the Department of Anthropology at the University of Louisville and, in 2024, became Director of the Anne Braden Institute for Social Justice Research. Her research explores the politics of urban environments, with long-term ethnographic projects in Cape Town, South Africa, and Louisville focusing on collaborative research and engaged scholarship. She is co-editor of *The Everyday Life of Urban Inequality: Ethnographic Case Studies of Global Cities*.

**Kaitlyn Taylor** is a Wake Forest University alumna who studied finance and writing. Kaitlyn worked as a Resident Assistant and writing tutor, and she frequently partnered with WFU's Office of Civic and Community Engagement. Kaitlyn is committed to educating others on income inequality and financial literacy, specifically in marginalized communities.

**Karen Tellez-Trujillo** is an assistant professor of English at Cal Poly Pomona, where she serves as the Writing in the Disciplines Coordinator and Chair of the University Writing Committee. Her educational background and research interests lie in border, feminist, and cultural rhetorics, as well as community writing and listening. She also serves as the advisor for Rhetoric and Composition

Graduate Assistants and mentors undergraduate students in The Research through Inclusive Opportunities (RIO) program. Her essays have been published in the interdisciplinary journal *Writers, Craft, and Context* (2023), as well as in the edited collection, *Revising Moves: Writing Stories of (Re)Making* (2024). Karen is also the recipient of the 2022-2023 NCTE Early Career Educator of Color Leadership Award.

Professor of Applied Communication at the University of Arkansas at Little Rock, **Carol Thompson** is a former Fulbright Scholar and winner of several teaching awards, including the Southern States Award for Excellence in Teaching, the John I. Sisco Award, and the University-Wide Award for Excellence in Teaching at her institution. Carol teaches Communication Ethics, Gender Communication, Communication and Differences, and Conflict Management, among others. She has also published numerous articles about teaching and communication, winning a Southern States Communication award for her co-written article on Doctor-Patient Communication and Medical Terminology.

**Shelley Thomas** is Associate Professor in the Department of Elementary, Middle, and Secondary Teacher Education. Her research explores transdisciplinary approaches to pervasive problems in teacher education from a social justice perspective. Her recent work examines trauma-informed practices in teacher preparation. She has published in journals such as the *Review of Research in Education*, *Journal of Applied Instructional Design*, and *Equity and Excellence in Education*.

**Patty Wilde** is Associate Professor of English and Director of Composition at Washington State University Tri-Cities. Her work has appeared in journals such as *College Composition and Communication*, *Praxis: A Writing Center Journal*, *Rhetoric Review*, and *Teaching English in the Two-Year College* as well as in several edited collections.