Contributors

Kristin DeMint Bailey, now an independent scholar, earned her Ph.D. from the University of Wisconsin, Milwaukee, specializing in antiracist writing pedagogies and assessment. Her dissertation explores how students' and teachers' languaging in a Black culture center at a predominantly White institution cultivates Black students' academic identities, creates community, and leads institutional antiracism in a historically hostile environment. Throughout the dissertation, she problematizes her own White subjectivity.

Christopher Basgier is Director of University Writing at Auburn University, where he specializes in WAC faculty development and research.

Katharine H. Brown is Assistant Director of University Writing at Auburn University, where she specializes in graduate student writing support.

Amy Cicchino is an Associate Director in the Center for Teaching and Learning Excellence at Embry-Riddle Aeronautical University in Daytona Beach, Florida. She specializes in writing program administration and digital multimodal pedagogy.

Kefaya Diab is Assistant Professor in the Writing, Rhetoric, and Digital Studies Department at the University of North Carolina at Charlotte. She identifies as a scholar-teacher-activist who fights the fight to pursue social justice in and outside of academia. Her work has appeared in *Rhetoric Society Quarterly*, *Writing Spaces*, *Composition Studies*, *Sexual Harassment and Cultural Change in Writing Studies*, *Community Literacy*, and *Paidea 16*. She received the 2022 Charles Kneupper's Award for her RSQ article "The Rise of the Arab Spring through a Sense of Agency." In teaching, she embodies critical pedagogy and antiracist writing assessment approaches informed by Paulo Freire (1996) and Asao Inoue (2015, 2019).

Sonya Barrera Eddy is an assistant instructional professor at Texas A&M University-San Antonio and the Integrated Reading and Writing Program Director. Her work centers around the intersection of art, rhetoric, and writing, focusing on how marginalized communities employ art and community education in deliberative contexts. Her scholarship has appeared in *Composition Forum*, *Open Words*, and the *WPA Journal Symposium on Black Lives Matter and Anti-Racist Projects in Writing Program Administration*.

Wonderful Faison (Dr. Wonderful) is the Director of the Richard Wright Center for Writing, Rhetoric, and Research at Jackson State University. Dr. Wonderful's research focuses on antiracism in the writing center, writing assessment, and Black language and African American rhetoric use in writing/composition.

Megan Haskins is a Learning Content Curator at MasterControl, where she utilizes her training in equitable instruction and assessment to design professional learning experiences.

Asao B. Inoue is Professor of Rhetoric and Composition in the College of Integrative Sciences and Arts at Arizona State University. His award-winning research and scholarship explore antiracist writing assessment approaches and theory.

Gavin P. Johnson is a teacher-scholar specializing in multimodal writing, queer rhetorics, and critical digital pedagogy. His research has been recognized with a 2023 NCTE/CCCC Emergent Researcher Grant (as part of the Digital Rhetorical Privacy Collective), the 2021 NCTE/CCCC Lavender Rhetorics Dissertation Award for Excellence in Queer Scholarship, an Honorable Mention for the 2020 Computers and Composition Hugh Burns Best Dissertation Award, and the 2016 NCTE/CCCC Gloria Anzaldúa Rhetorician Award. His writing is published in journals including *Rhetoric Society Quarterly*, *Composition Studies*, *Computers and Composition*, *Literacy in Composition Studies*, and various edited collections. He is a proud first-generation college graduate from southeast Louisiana, and he currently works as an assistant professor of English and Director of Writing at Texas A&M University-Commerce.

Reppin' Trinidad and Tobago, **Louis M. Maraj** thinks/creates/converses with theoretical black studies, rhetoric, digital media, and critical pedagogies. Maraj's *Black or Right: Anti/Racist Campus Rhetorics* received CCCC's 2022 Outstanding Book Award and NCA's Critical and Cultural Studies Division 2022 Outstanding Book Award. His dozen-plus essays include CCCC's 2023 Braddock-Award-winning "I Am Not Your Teaching Moment" (with co-author Pritha Prasad). For social-justice-oriented community, intellectual, and pedagogical work, Maraj received NCA's Critical and Cultural Studies Division 2022 Scholar-Activist Award. He is an assistant professor in University of British Columbia's School of Journalism, Writing & Media.

Megan McIntyre is Assistant Professor of English and the Director of the Program in Rhetoric and Composition at the University of Arkansas in Fayetteville. She previously held the same position at Sonoma State University in Rohnert Park, California, from 2018–2022, where she also chaired the General Education Committee; she is in her fourth year as a CCCC Feminist Caucus co-chair. Her research focuses on antiracist writing programs, postpedagogy, and social media. You can find some of her recent work in the *Journal of Multimodal Rhetorics*, *Peitho*, *Academic Labor*, *Present Tense*, and *WPA: Writing Program Administration's* special issue on Black Lives Matter and anti-racist projects in writing program administration.

Alison R. Moore received her Ph.D. in rhetoric and composition from the University of Nevada, Reno. Her research focuses on literacy equity, developing feminist and antiracist pedagogies, and writing across the curriculum. She's currently a lecturer in the University Writing Program at the University of California, Davis where she teaches first-year writing and upper-division writing courses such as Writing for Social Justice, Journalism, and Advanced Composition.

Sarah Prielipp received her Ph.D. from Michigan State University and previously taught at the University of Alaska Anchorage, where she taught when

writing this chapter. She currently teaches at Michigan State University. As a community-engaged, cultural rhetorics scholar, she focuses on writing in a variety of contexts both in and out of the classroom. Her past research projects include a collaborative project with her colleague to study students' experiences during and after the ALP model as well as antiracist pedagogies and assessment.

Jesse Stommel is currently a faculty member in the Writing Program at University of Denver. He is also co-founder of *Hybrid Pedagogy* (http://hybridpedagogy.org/), a journal of critical digital pedagogy, and Digital Pedagogy Lab. He has a Ph.D. from the University of Colorado, Boulder. He is author of *Undoing the Grade: Why We Grade, and How to Stop and co-author of An Urgency of Teachers: The Work of Critical Digital Pedagogy* (https://urgencyofteachers.com). He is a documentary filmmaker and teaches courses about pedagogy, film, digital studies, and composition. He experiments relentlessly with learning interfaces, both digital and analog, and his research focuses on higher education pedagogy, critical digital pedagogy, and assessment.

Lizbett Tinoco is Assistant Professor of English at Texas A&M University-San Antonio. Her research interests include writing program administration, two-year college writing studies, and writing assessment. Her most recent publications appear in the *Community College Journal of Research and Practice*, *Journal of Writing Assessment*, and *The Peer Review*, among other journals and edited collections.