

Contributors

Cameron Bushnell is Director, Pearce Center for Professional Communication and Associate Professor, English at Clemson University. She is author of *Postcolonial Readings of Music in World Literature: Turning Empire on its Ear* (Routledge 2013).

Michelle Cox directs the English Language Support Office in the Knight Institute for Writing in the Disciplines at Cornell University. She chairs the CCCC WAC Standing Group and the Association for Writing Across the Curriculum. Her scholarship focuses WAC program administration, graduate student writing, and second language writing.

Matthew Davis is Associate Professor of English at the University of Massachusetts Boston, where he directs the Center on Media & Society. His work focuses on composition theory and pedagogy, digital rhetoric, and literacy studies, and has appeared or is forthcoming in *CCC*, *Computers and Composition*, *enculturation*, *South Atlantic Review*, *WLN*, and several edited collections. He is the incoming co-editor of *Composition Studies*.

Jeffrey R. Galin is Associate Professor in the Department of English at Florida Atlantic University. He teaches academic and multimedia writing and is founding director of FAU's University Center for Excellence in Writing, WAC program, and Community Center for Excellence in Writing. His most recent co-authored book is *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Program*. He is currently outgoing chair of the CCCC WAC Standing Group, outgoing chair of the newly formed Association for WAC, and co-chair of the WAC institute in June 2019.

Anne Ruggles Gere is Arthur F. Thurnau Professor of English and Gertrude Buck Collegiate Professor of Education at the University of Michigan, where she serves as Director of the Sweetland Center for Writing. Her most recent work is *Developing Writers in Higher Education: A Longitudinal Study* (University of Michigan Press).

Austin Gorman is the Director of the Writing Center and Writing Fellows Program at Clemson University, where he also serves as a lecturer in English. He has previously published in the *American Studies Journal*.

Mary Hedengren teaches writing and rhetoric at the University of Houston, Clear Lake. Her research in disciplinarity and writing centers has appeared in *Writing Center Journal*, *Praxis* and *Pedagogy* among other journals.

C.C. Hendricks is currently a doctoral candidate in Composition & Cultural Rhetoric at Syracuse University, where she also teaches and consults in the writing center. Her research interests include rhetorical history, feminist rhetorics, affect studies, WAC/WID, and Writing Program Administration. Her work has appeared in *The WAC Journal*, and *Across the Disciplines*.

Bradley Hughes has been the director of the Writing Center since 1984 and director of Writing Across the Curriculum since 1990 at the University of Wisconsin-Madison. The WAC website that he and colleagues at UW-Madison have developed (writing.wisc.edu/wac) is widely used at many universities, and he has been a WAC and writing center consultant at universities around the US and in other countries. He has received several awards from the IWCA for his research publications and service.

Neal Lerner is Professor of English at Northeastern University, where he teaches undergraduate and graduate courses on writing, teaching writing, writing centers, and creative nonfiction. His book *The Idea of a Writing Laboratory* won the 2011 NCTE David H. Russell Award for Distinguished Research in the Teaching of English, and he is the co-author of *The Longman Guide to Peer Tutoring*, 2nd ed.; *Learning to Communicate in Science and Engineering: Case Studies from MIT*, winner of the 2012 CCCC Advancement of Knowledge Award; and *The Meaningful Writing Project: Learning, Teaching and Writing in Higher Education*.

Naitnaphit Limlamai is a doctoral student at the University of Michigan, where she studies secondary English methodologies. Her most recent essay, "What language communicates: Surfacing language ideology with high school students" was published in *English Journal*.

Anna V. Knutson serves Assistant Professor of English and Director of Composition at East Tennessee State University. She has collaboratively authored articles published in *Across the Disciplines*, *College English*, *Kairos*, and *WPA: Writing Program Administration*. With her co-authors, she won the 2016 Computers and Composition Ellen Nold Award for "Sites of Multimodal Literacy: Comparing Student Learning in Online and Face-to-Face Environments," published in *Computers and Composition*. Interested in writing program administration, learning transfer, and digital literacies, Anna is currently exploring writing knowledge transfer between social media and academic contexts among intersectional feminist college students.

Dr. Michelle LaFrance directs the Writing Across the Curriculum program at George Mason University. She has published on peer review, e-portfolios, e-research, writing center and WAC-pedagogy, and Institutional Ethnography. She is the co-editor of

Peer Pressure/Peer Power: Theory and Practice in Peer Review, with Steven J. Corbett and Teagan Decker (Fountainhead Press in 2014) and *Peer Review and Peer Response: A Critical Sourcebook*, with Steven J. Corbett (Bedford St. Martin's 2017). Her monograph *Institutional Ethnography: A Theory of Practice for Writing Studies Researchers* (Utah State University Press) will be released in early 2019.

Ryan McCarty is a PhD candidate in the Joint Program in English and Education at the University of Michigan, where he studies the ways that learners think about their processes of translating in and across contexts. Recently, his work has appeared in *Discourse Studies*, *Composition Studies*, and *Across the Disciplines*.

Dan Melzer is an associate professor at the University of California, Davis, where he serves as the director of the first-year composition program. He has published the book *Assignments Across the Curriculum* and, with the authors of this article, *Sustainable WAC*. His articles have appeared in *College Composition and Communication*, *WPA*, and the *WAC Journal*.

Elisabeth L. Miller is an assistant professor of English at the University of Nevada-Reno where she researches and teaches about literacy, disability, and WAC/WID. She served as Assistant Director of WAC at University of Wisconsin-Madison. Her recent publications have appeared in *College English*, *Writing Lab Newsletter*, and *Community Literacy Journal*.

Justin Nicholes is an assistant professor at the University of Wisconsin-Stout. His teaching and research center on writing's role in constructing disciplinary identities, enhancing disciplinary learning, and supporting retention efforts.

Sarah Peterson Pittock is an Advanced Lecturer in Stanford University's Program in Writing and Rhetoric. She currently serves as the Coordinator of Writing in the Major and as Director of Bing Honors College. From 2013 until 2018, she served as the Associate Director of the Hume Center for Writing and Speaking.

Justin K. Rademaekers is an assistant professor of English at West Chester University of Pennsylvania where he serves as Writing Across the Curriculum Director. His research has appeared in *Across the Disciplines*, the *Journal of Technical Writing and Communication*, and the *Best of Rhetoric and Composition Journals* series.

Liane Robertson is Associate Professor and Director of Writing Across the Curriculum at William Paterson University of New Jersey. She is co-author of *Writing Across Contexts: Transfer, Composition, and Sites of Writing* (2014), winner of the CCCC 2015 Research Impact Award, and the Council of Writing Program Administrators 2014 Best Book Award. Her recent work appears in *Composition*,

Rhetoric, and Disciplinarity (2018), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (2017), *Critical Transitions: Writing and the Question of Transfer* (2016), *A Rhetoric of Reflection* (2016), and *Naming What We Know: Threshold Concepts of Writing Studies* (2015).

Alisa Russell is a PhD Candidate (ABD) in Rhetoric and Composition at the University of Kansas. Her research interests include rhetorical genre studies, writing across the curriculum, publics, language rights, and composition theory. She has published in *Composition Forum* and *The Clearing House*, and her current dissertation project explores the role of genre in shaping membership, inclusion, and access in local government.

Jenna Pack Sheffield is Assistant Professor of English at the University of New Haven, where she directs the Writing Across the Curriculum Program and serves as the Assistant Dean for the College of Arts & Sciences. Her research focuses on digital composing and writing program administration, and her work has appeared in publications such as *Computers and Composition International*, *Computers and Composition Online*, *Composition Forum*, and *College English*.

Kara Taczak is Teaching Associate Professor at the University of Denver where she also directs Faculty Development and ePortfolio Initiatives. Her research centers on composition theory and pedagogy, specifically teaching for transfer. Her publications have appeared or are forthcoming in *College Composition and Communication*, *The WAC Journal*, *Composition Forum*, *Teaching English in the Two-Year College*, and *ATD: Across the Disciplines*; she received the 2015 CCCC Research Impact Award and the 2016 CWPA Book Award for her co-authored book *Writing across Contexts: Writing, Transfer, and Sites of Writing*. She is the incoming co-editor of *Composition Studies*.

Emily Wilson is a doctoral candidate in English and Education at the University of Michigan. She is on the research team at the Sweetland Center for Writing, and she is one of the authors of the forthcoming book *Developing Writers in Higher Education: A Longitudinal Study*.

Erin Workman is Assistant Professor in the Writing, Rhetoric, and Discourse Department at DePaul University, where she directs the First-Year Writing Program and leads the Teaching Apprenticeship Practicum. Her research focuses on writing program administration, visual concept mapping, reflection, and composition theory and pedagogy, and is forthcoming in *College Composition and Communication* and *South Atlantic Review*.

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, has served in several national leadership roles, among them Chair of CCCC and President of NCTE. She is currently the PI for an 8-site research project focused on the Teaching for Transfer writing curriculum documented in her co-authored *Writing Across Contexts* and awarded the CCCC Research Impact Award and the Council of Writing Program Administrators Best Book Award. Author/co-author of over 100 articles and book chapters and author/co-author/editor of 15 books, she is the recipient of several awards, including the Purdue University Distinguished Women Scholar Award and the CCCC Exemplar Award.

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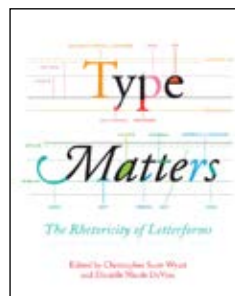
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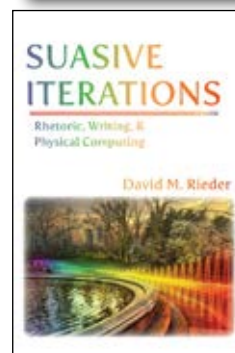
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