Contributors

**Linda Adler-Kassner** is Professor of Writing, Faculty Director of the Center for Innovative Teaching, Research, and Learning, and Associate Dean of Undergraduate Education at UC Santa Barbara. She is author, coauthor, or coeditor of eleven books and many articles and chapters. These include *Naming What We Know: Threshold Concepts of Writing Studies* (2015) and *ReConsidering What We Know: Learning Thresholds in Writing, Composition, Rhetoric, and Literacy* (University Press of Colorado/Utah State UP 2019). Former chair of the Conference on College Composition and Communication and former president of the Council of Writing Program administrators, her research and teaching focuses on working with faculty on epistemologically inclusive teaching.

**Jon M. Balzotti** is an assistant professor in the English department at Brigham Young University, Provo, Utah, where he teaches courses in technical writing, proposal writing, and style. His research interests include professional communication pedagogy, workplace genres, and digital learning environments.

**Amy Cicchino** is Associate Director for the Office of University Writing at Auburn University. Cicchino specializes in writing program administration, digital multimodality, and writing in the disciplines. Her work has appeared in *WPA: Writing Program Administration, Research in Online Literacy Education (ROLE)*, and *ePortfolio as Curriculum* (2019).

**Brad Peters** is Professor of English at Northern Illinois University. He has coordinated writing across the curriculum for twenty-one years, founded the University Writing Center, and has served in several administrative capacities: UWC director, director of first-year composition, undergraduate studies director, and acting chair of English. He co-edited the *Journal of the Assembly for Expanded Perspectives on Learning* with Joonna Smitherman Trapp for eight years. Publication interests include writing program administration, writing pedagogy, and medieval rhetoric.

**Amy D. Williams** is an assistant professor of English at Brigham Young University, Provo, Utah. She teaches courses in composition theory and pedagogy, professional writing, and style. She researches writing pedagogy and is especially interested in how students experience writing in and outside of classrooms.