

Contributors

Cameron Bushnell, Director of the Pearce Center for Professional Communication and Associate Professor of English, works on global politics in aesthetic forms and in the humanities, exploring intersections of postcoloniality, politics, and Western music. Her monograph, published by Routledge, is *Postcolonial Readings of Music in World Literature: Turning Empire on its Ear* (2013). She currently divides her time between work on a new monograph, *Orientalism Otherwise*, which discusses women's travel experiences to and from the Orient, and on scholarly articles in the field of writing-to-engage and anti-racist writing pedagogy.

Bradley Hughes is the Director Emeritus of the Writing Center (1984-2019) and Director Emeritus of Writing Across the Curriculum (1990-2019) at the University of Wisconsin-Madison. He has published extensively about WAC, writing centers, and writing fellows, and the WAC faculty sourcebook that he and colleagues at UW-Madison have developed (writing.wisc.edu/wac) is widely used at many universities. Beyond his work at Wisconsin, he has consulted about, helped establish, and evaluated WAC programs and writing centers at many colleges and universities across the US and in countries around the world.

Heather Bastian is the Associate Director of Communication Across the Curriculum at the University of North Carolina at Charlotte. Her research interests include composition pedagogy, writing program administration, WAC/WID, and genre studies. Her work has appeared in the *CCC*, *WPA: Writing Program Administration*, *Composition Studies*, *Composition Forum*, *Across the Disciplines*, and *Reader*.

Mike Palmquist is Professor of English and University Distinguished Teaching Scholar at Colorado State University. Prior to returning to his role as a faculty member in the 2020-2021 academic year, he served for fourteen years in various university leadership roles, including founding director of the Institute for Learning and Teaching, director of the university's online division, and Associate Provost for Instructional Innovation. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

Thomas Polk serves as the Acting Director of the WAC Program at George Mason University where he teaches academic and professional writing in the English department. Tom is also a doctoral student in Writing and Rhetoric at Mason and serves as the Chair of WAC-GO, the graduate student organization for AWAC. He has conducted research on writing assignments, faculty development, and feminist research methodologies. His current research interests focus on student writing and identity development in undergraduate research programs. Prior to working at Mason, he coordinated the writing center at Bowie State University.