

Contributors

Barclay Barrios, Professor of English, is the Associate Dean of Undergraduate Studies and Broward Campuses for the Dorothy F. Schmidt College of Arts and Letters at Florida Atlantic University. He received his PhD from Rutgers, the State University of New Jersey and his work focuses on queer theory, writing program administration, pedagogy, and computers and composition. He is the author of the freshman composition textbooks *Emerging: Contemporary Readings for Writers*, now in its fifth edition, and *Intelligence*.

Christopher Basgier is Director of University Writing at Auburn University. In that role, he works with faculty on teaching with writing, and he has consulted with departments about integrating writing throughout undergraduate and graduate curricula. His research, which spans writing across the curriculum, genre, threshold concepts, and digital rhetoric, has appeared in venues like *Across the Disciplines*, *The WAC Journal*, *Composition Forum*, and *Studies in Higher Education*. He is also active in national organizations like the Association for Writing Across the Curriculum, the Conference on College Composition, and Communication, and the WAC Clearinghouse.

Emily Bouza is a PhD Candidate at the University of Wisconsin-Madison. She has taught courses in composition and tutor education and held roles with the Writing Fellows and Writing Across the Curriculum programs on campus. Her dissertation research explores a community, values-based approach to integrate both writing and social justice curriculum in an engineering department.

Paul Cook is Professor of English at Indiana University Kokomo, where he teaches writing, rhetoric, and digital media.

Sherri Craig is an assistant professor of Rhetoric and Writing at Virginia Tech, where she teaches professional writing and researches implementing DEI initiatives in workplaces and in higher education. Her work has appeared in *WPA: Writing Program Administration*, *Prompt*, the *Journal of Multimodal Rhetorics*, and *Technical Communication*.

Crystal N. Fodrey is an associate professor of English who serves as Director of the Writing Program at Moravian University in Bethlehem, Pennsylvania, where she also teaches courses in rhetorical theory, writing studies, digital writing, and creative non-fiction. Her scholarship has appeared in *Across the Disciplines*, *Composition Forum*, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, *Assay: A Journal of Nonfiction*

Studies, and in edited collections on stylistics, digital multimodality, and writing-enriched curricula. In 2022 the Writing at Moravian program received a CCCC Writing Program Certificate of Excellence under her leadership.

Jeffrey Galin recently retired as Professor of English at Florida Atlantic University, where he served as the founding director of FAU's University Center for Excellence in Writing, Writing Across the Curriculum (WAC) program, Professional English Language Support program, and Community Center for Excellence in Writing. He taught a range of courses on writing and the teaching of writing. His most recent co-authored book is *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*.

Anne Ellen Geller is Professor of English at St. John's University in Queens, New York where she teaches a range of undergraduate and graduate courses.

Joanna Johnson is the inaugural Associate Vice Provost of the Writing Center at the University of California, Davis. Previously at the University of Miami, where she directed the writing program and established a new Department of Writing Studies, her teaching and research interests included writing studies, rhetoric and composition, pedagogy, Anglo-Caribbean writing, and writing for the sciences. Her book, *Topographies of Caribbean Writing, Race, and the British Countryside*, was published by Palgrave Macmillan in 2019.

Kendon Kurzer is currently the Associate Director of Undergraduate Writing Across the Curriculum at the University of California, Davis, and is a continuing lecturer. He routinely teaches various WID classes (including business, medical, engineering, food science, and education writing). His primary research interests include methods of supporting multilingual students beyond writing classes into their discipline-specific contexts, writing tutoring, and written corrective feedback.

Neal Lerner, Professor of English at Northeastern University, teaches undergraduate and graduate courses in writing and the teaching of writing. He is the author or co-author of eight books and over forty peer-reviewed articles and book chapters on the history, theory, and practice of learning and teaching writing.

Caitlin Martin is an assistant professor of composition at Embry-Riddle Aeronautical University in Daytona Beach, Florida, where she also directs the writing program and teaches courses in writing and rhetoric. She is co-editor of and contributor to the collection *Changing Conceptions, Changing Practices: Innovating Teaching across Disciplines*.

Greer Murphy is the Director of Academic Honesty in Arts, Sciences, & Engineering at the University of Rochester. In addition to administrative responsibilities, she regularly teaches first-year writing and pursues a research agenda focused on: academic integrity and faculty development; multilingual writers and writing programs; and policy process as it supports institutional development and change. She currently serves on the board of directors for the International Center for Academic Integrity (ICAI). If not on campus, you can probably find her practicing martial arts: judo, jiu jitsu, or Kyokushin karate.

Mandy Olejnik is the Assistant Director of Writing Across the Curriculum at the Howe Center for Writing Excellence at Miami University, where she supports faculty and graduate students in their teaching of writing. She is co-editor of *Changing Conceptions, Changing Practices: Innovating Teaching across Disciplines*.

Katherine Daily O'Meara is Director of Writing Across the Curriculum and Assistant Professor of English at St. Norbert College, a small liberal arts college in De Pere, Wisconsin. She teaches courses in academic and professional writing; rhetoric and composition/writing studies pedagogies; and antiracist and inclusive pedagogies. Kat's research includes accessible assessment and contract grading, student self-placement into writing courses, and WAC writing program administration. She is the co-editor of the *Journal of Response to Writing*.

Robyn Dyan Russo is an Professor of English at Northern Virginia Community College, a large, public open-access two-year college just outside Washington D.C. She primarily teaches first-year composition courses for multilingual writers, and serves as one of the college's lead faculty for dual enrollment English teachers. Her current research is focusing on public writing pedagogies.

Shawna Shapiro is Associate Professor of Writing and Linguistics at Middlebury College. Her research focuses on college transitions and innovative pedagogies for multilingual/L2 writers. Shapiro's work has appeared in many peer-reviewed journals, including *College Composition and Communication*, *Research in the Teaching of English*, and *Composition Studies*. She has also written for public audiences through *Inside Higher Ed* and *The Conversation*. Shawna's most recent book is *Cultivating Critical Language Awareness in the Writing Classroom* (Routledge, 2022—see <http://clacollective.org/> for more information). Shapiro has also contributed educational equity initiatives in her local community of Burlington, Vermont.