

# Contributors

**Christopher Basgier** is Assistant Professor of English at University of North Dakota, where he also serves as Academic Director of Composition and collaborates with the WAC program. His research uses rhetorical genre theory to investigate the intricacies of curriculum and pedagogy in composition, WAC, and general education, and he studies genres in digital environments as well. His work has appeared in *Computers and Composition* and *Across the Disciplines*, and he presents regularly at the Conference on College Composition and Communication and Conference of the Council of Writing Program Administrators.

**Sue Doe** is Associate Professor of English at Colorado State University. She does research in three distinct areas—academic labor and the faculty career, writing across the curriculum, and student-veteran transition in the post-9/11 era. Coauthor of the faculty development book *Concepts and Choices: Meeting the Challenges in Higher Education*, she has published articles in *College English* and *WPA: Writing Program Administration* as well as in several book-length collections. Her recent collection on student-veterans in the Composition classroom, *Generation Vet: Composition, Veterans, and the Post-911 University*, co-authored with Professor Lisa Langstraat, was published by Utah State University Press (an imprint of the University Press of Colorado) in 2014.

**Dr. Jason E. Dowd** is currently a postdoctoral associate in the Department of Biology at Duke University, where he is involved in interdisciplinary science education research with Dr. Julie Reynolds. He is interested in understanding how scientific writing may shed light on both students' scientific reasoning and differences in epistemic beliefs across disciplines. Dr. Dowd earned his AB in physics at Washington University in St. Louis and his PhD in the Department of Physics at Harvard University, where his research focused on the interpretation of assessments of student learning in the introductory physics classroom and laboratory.

**Daniel Kenzie** is a doctoral candidate at Purdue University, where he teaches healthcare writing and technical writing and serves as content coordinator for the Purdue Online Writing Lab (OWL). His current research traces the circulation of definitions of traumatic brain injury through scientific research, public discourse, and individual experience.

**Jessica Gehrtz** is a graduate student at Colorado State University pursuing a PhD in Mathematics with an emphasis in math education. Her research interests include undergraduate mathematics education and graduate teaching assistant training. More specifically, she examines the implementation of evidence-based practices in the calculus

classroom and relationships between graduate teaching assistants pedagogical content knowledge, teaching, and professional development.

**Travis Grandy** is a doctoral candidate at the University of Massachusetts Amherst where he serves as Assistant Director of Writing Across the Curriculum for the University Writing Center. His research focuses on writing program administration, discourse, and ideology, and his current work examines WAC administration as situated practice within the framework of institutional ethnography. He has presented his work at the Conference on College Composition and Communication, and Computers and Writing, and has also written for GradHacker on Inside Higher Ed.

**Mary Hedengren** studies how writers inhabit new roles, from new freshmen to new graduate students to members of new disciplines. Her work has appeared in *Present Tense*, *New Writing*, and *Harlot*. She received her PhD in rhetoric at the University of Texas, Austin in 2015 and currently teaches at the University of Houston--Clear Lake.

**Brian Hendrickson** is a PhD candidate in Rhetoric and Composition and the Writing GA for the Anderson School of Management at the University of New Mexico. His research explores integrative, engaging, and inclusive approaches to teaching and assessing writing in composition, technical communication, and across and beyond the curriculum. Brian's dissertation involves a three-year study of rhetorical engagement in an engineering student organization constructing wells in an indigenous territory in Bolivia. His work has appeared or is forthcoming in *Across the Disciplines* and *Journal of Business and Technical Communication*.

**Dimitrios Kokkinos** received his PhD in Electrical Engineering from The City University of New York. He worked in the industry for 25 years and holds several US patents in fiber optics and communications. He joined Queensborough Community College in 2009 and is currently Associate Professor in Physics. His current interests are in helping students understand the concepts of physics, develop and improve their technical writing skills, and apply them in undergraduate research projects.

**NamJong Moh** is an associate professor at Queensborough Community College where he teaches mathematics. His research interests are analytic number theory and WAC.

**Genevieve García de Müeller** is an assistant professor at the University of Texas Rio Grande Valley. Her work focuses on civil rights rhetoric and multilingual composition. She is the founder and chair of the CWPA People of Color Caucus and her work "Digital DREAMS: The Rhetorical Power of Online Resources for DREAM Act Activists" appeared in the collection *Linguistically Diverse Immigrant and Resident Writers*.

**Mary E. Pilgrim** is an Assistant Professor in the Department of Mathematics at Colorado State University. She teaches courses in Mathematics and Mathematics Education. Her research area is in undergraduate mathematics education. Her specific focus is in two primary areas: evidence-based pedagogical interventions in the calculus classroom (e.g., problem-based learning, oral assessments, write-to-learn, etc.) and self-regulated learning theory. She is Co-Director of the Calculus Center at Colorado State University and is part of the regular staff of the Park City Mathematics Institute Teacher Leadership Program.

**Julie A. Reynolds** is an Associate Professor of the Practice in the Biology Department and the Program in Education at Duke University. She holds a BA in government and public policy analysis from Pomona College, a MS in ecology from the University of California at Davis, and a PhD in integrative biology from the University of California at Berkeley. In 2002, she was one of the first scientists hired to teach in the award-winning Thompson Writing Program at Duke University. Her current research program focuses on pedagogies that promote science literacy among undergraduates, with a particular interest in retention of students from underrepresented populations

**Carol Rutz** has directed the Carleton Writing Program since 1997. As an early WAC institution, Carleton's program features faculty development and writing assessment as well as a curriculum rich in writing opportunities for students. Her research interests include response to student writing, writing assessment, and assessment of faculty development. With others, she is a co-author of *Faculty Development and Student Learning: Assessing the Connections* (Indiana UP, 2016).

**Fernando Sánchez** is Assistant Professor of English in Professional Writing at the University of St. Thomas in Saint Paul, Minnesota. He studies technical communication networks and processes within urban design professions and organizations. Additionally, he has taught courses in professional writing research, healthcare communication, and business and technical writing. His research has appeared in *The Journal of Technical Writing and Communication*, *Computers and Composition*, *Composition Studies*, *WPA: Writing Program Administration*, and *Trans-Scripts*. His book chapter (coauthored with Stacy Nall) in Alice Myatt and Lyneé Gaillet's *Writing Programs, Collaborations, and Partnerships: Working Across Boundaries* (Palgrave, 2017) provides an overview of the history of the ANSC/WAC Partnership at Purdue.

**Kostas Stroumbakis** is an assistant professor at Queensborough Community College where he teaches mathematics. He's interested in helping students achieve higher in mathematics through communication and conceptual understanding.

**Sandra L. Tarabochia** is Assistant Professor of English at the University of Oklahoma where she teaches courses in composition, rhetoric, and literacy. Findings from her

research on teaching and learning writing across disciplinary contexts appear in *WPA: Writing Program Administration* and *Across the Disciplines*. She is finalizing a book about cross-disciplinary communication among faculty in WAC/WID contexts for the NCTE series *Studies in Writing and Rhetoric*. Recent research investigates the development of early career faculty writers.

**Robert J. Thompson Jr.** is Professor Emeritus of Psychology and Neuroscience at Duke University where he served as Vice Provost for Undergraduate Education and Dean of Trinity College of Arts and Sciences. His research interests address how biological and psychosocial processes act together in human development; coping with chronic childhood illness; and teaching, learning, and assessment in undergraduate education. His recent book, “Beyond Reason and Tolerance: The Purpose and Practice of Higher Education,” was published by Oxford University Press in 2014. He has a BA from LaSalle College and a PhD in Clinical Psychology from the University of North Dakota.