

Contributors

Kristine Acosta is Assistant Teaching Professor of Writing and Rhetoric and the Student Success Coordinator for the English Department at Florida International University. Her research centers around how technical communication and rhetoric impact communities. Much of her work focuses on the importance of storytelling and positionality in research. She is particularly interested in community writing, Cuban-American studies, and the Latine experience. As a teacher of professional and technical writing, Kristine is passionate about using rhetoric, writing, and intercultural communication to help advance community literacy in today's world.

Elsa Angelica Alvarez holds a Marketing BA from Texas A&M University, Kingsville. Her work is forthcoming in the collections *Writing Center Administrators as Campus Leaders*, and *Spatial Innovations in Rhetoric and Writing*.

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Elizabeth L. Angeli is Associate Professor of English at Marquette University and founder of Lumin Living, LLC. Her research focuses on Ignatian discernment, public humanities, career formation, and navigating uncertainty. She is author of *Rhetorical Work in Emergency Medical Services: Communicating in the Unpredictable Workplace* (Routledge, 2019), winner of NCTE's Best Book in Technical and Scientific Communication Award. Her recent scholarship appears in *Arts and Humanities in Higher Education*, *Public Humanities*, and *Jesuit Higher Education*. Through Lumin Living, Liz leads retreats, workshops, and one-on-one sessions dedicated to helping people find their light so they can illuminate the world. She strives to make spirituality practical and accessible beyond religious contexts, emphasizing care for self, others, and the Earth.

Gina Atkins is a PhD candidate in the Composition and Rhetoric program at the University of Wisconsin-Madison where she served as the assistant director for the Writing Across the Curriculum program. Her research interests focus on racial literacy, cross-curricular literacy, multiracial rhetorics, and implementing antiracist pedagogy in the writing classroom as a form of universal design. When

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Joshua Barszczewski is Assistant Professor of English and Writing Program Director at Muhlenberg College. His research is on queer rhetorics, writing center pedagogy, and writing program administration. He has published in *Peitho*, *WPA: Writing Program Administration*, *Composition Forum*, and the *Journal of the Assembly for Expanded Perspectives on Learning*.

Jessica Batychenko is Assistant Teaching Professor at Georgetown University where she teaches in the Writing Program. Her research focuses on dialog-driven, community-engaged teaching. She is invested in pedagogies that highlight the transformative potential of storytelling and dialogue in education, equipping students with the tools to think ethically, communicate across difference, and participate meaningfully in public life.

Ann Blakeslee is Professor of English and Director of Campus & Community Writing at Eastern Michigan University. Blakeslee coordinates the University Writing Center, Writing Across the Curriculum, and YpsiWrites, a community writing resource. She is past chair of the Association for Writing Across the Curriculum, former treasurer of the Association of Teachers of Technical Writing, and the current Associate Publisher for Books for the WAC Clearinghouse. In addition to WAC, her scholarly interests include Generative AI, workplace writing, learning transfer, community-engaged work, writing assessment, qualitative research, and professional learning. She has been recognized for her professional achievements with the STC Ken Rainey Award for Excellence in Research in Technical Communication, the ATTW Fellows Award, and the AWAC Distinguished Fellow Award.

Rebecca E. Burnett recently retired as Director of Writing and Communication Program and the Brittain Fellowship at Georgia Tech, where she held an endowed professorship in the School of Literature, Media, and Communication and is now Professor Emerita. She continues with her scholarly writing and is also an avid reader and craft quilter. Together, Rebecca and Jeff garden, cook, entertain, travel, photograph, and write.

Beth Buyserie is the Director of Composition and Associate Professor of English at Utah State University. Her work focuses on writing program administration, the teaching of composition, critical pedagogies, queer theory, professional learning, and the intersections of language, knowledge, and power.

Durba Chattaraj is a writer and anthropologist who lives between New Delhi and New Jersey. She is one of the first-twenty faculty who founded a brand-new university in India, Ashoka University, now one of the country's leading liberal arts institutions.

Shelby Coalson holds a Civil Engineering BA from Texas A&M University, Kingsville. She currently works as a civil engineer in Kansas City, MO. Her current project is a co-authored chapter for the collection *Teaching and Learning with Rhetorical Listening*.

Steven J. Corbett is Professor and Division Head of Communication, Composition, and Rhetoric at Methodist University. He served as University Writing Center Director and Director of the QEP at Texas A&M University, Kingsville, from 2016-2023. He is the author of *Beyond Dichotomy: Synergizing Writing Center and Classroom Pedagogies* and editor of five collections on the teaching and learning of writing. His current project is the co-edited (with Teagan Decker) collection *Honoring Student Writers: Studies and Stories of Writing, Access, and Success in Honors Colleges and Programs*.

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Kefaya Diab is Assistant Professor at the Writing, Rhetoric, and Digital Studies Department at UNC Charlotte. She identifies as an activist-teacher-scholar-filmmaker. Her in-progress monograph and documentary film, theorize the emergence of a sense of capability among Arabs during the rise of their revolutions in Tunisia and Egypt in 2010-11. Her work has appeared in *Rhetoric Society Quarterly*, *Writing Spaces*, *Composition Studies*, *Sexual Harassment and Cultural Change in Writing Studies*, *Community Literacy*, and *Paidea 16*. She received the 2022 Charles Kneupper's Award for her *RSQ* article "The Rise of the Arab Spring through a Sense of Agency." In teaching, she embodies critical pedagogy and antiracist writing assessment approaches. See more about Dr. Diab on her website Kefayadiab.weebly.com.

Jerrice Renita Donelson is a UX consultant and technical writer turned assistant professor of writing, rhetoric and XA at Michigan State University. She examines (un)intended and racialized barriers that impede inclusive transformation within system design. Her scholarship centers identity and positionality by uncovering narratives and voices of Black users at intersections of user experience and design, critical literacy and online pedagogy, dual enrollment and composition, and writing center studies. Jerrice's method, UXRS, combines UX mapping with racial storytelling, as an anti-racist practice, for social justice. Her work has appeared in *Wicked Problems*, *Design Thinking*, and *Technical Communication: Contemporary Approaches to Pedagogy* (2025), *Communications and Design Quarterly* (2024), and *If at First You Don't Succeed: Writing, Rhetoric, and the Question of Failure* (2024).

Ana Julia Eriquezzo (she/her) is a doctoral candidate in the Communication Program at the University of Massachusetts, Amherst. As a performance studies scholar, Ana Julia navigates through the boisterous waters of feminist crip politics. Through a transnational rhetoric and composition lens, her curiosity guides her to rethink the academic space as a pedagogical site to foster radical and engaging academic activism. The classroom has always been her second home, and now, as a grad instructor, she provides the space for co-creation with students to rethink

their place in the world, the politics of the classroom, and the power of social justice-oriented pedagogies. Ana Julia received multiple commendations, which she carries in her heart as a sign of good fortune in her pursuit of social justice.

Jenn Fishman is a writing educator whose research, teaching, and leadership span undergraduate research, longitudinal research, and community listening. Her work reflects her feminist commitments, including her latest projects, which take up storymethods, artifacts and archives, and the culinary arts. A recipient of the Braddock Award and the Coalition for Community Writing Book Award, she has published *The Naylor Report on Undergraduate Research in Writing Studies* (2020), *Telling Stories: Perspectives on Longitudinal Research in Writing Studies* (2023), and *Community Listening: Haunting, Stories, Possibilities* (2025) as well as special issues of *CCC Online*, *Community Literacy Journal*, and *Peitho*. Currently, she is Professor of English and Co-Director of the Ott Memorial Writing Center at Marquette University.

Bobbie Foster pursues scholarship encompassing a range of topics related to political communications, digital culture, and media literacy, focusing on memes. Her work includes a national study of impactful media literacy practices, examining disinformation through the “hacking” of digital cultures and the use of cultural heritage rhetoric in memes. Her dissertation, *The Social Base of Memes: Expressions of Identity, Values, and Aesthetics in Queer Digital Folklore*, connected the folkloric retelling of the Stonewall Riots to the functions of memes in digital cultures to create social spaces for discourses on identity and values. In the summer, she serves as the curriculum lead for the Salzburg Academy on Media and Global Change, an international study abroad program that brings students together through transformative media pedagogies.

Lynée Lewis Gaillet, Distinguished University Professor of English at Georgia State University, researches rhetorical history and composition pedagogy, mentoring issues, feminist activism, and archival research methodologies. Her book projects include *The Present State of Scholarship in the History of Rhetoric*, *Stories of Mentoring*, *Scholarly Publication in a Changing Academic Landscape*, *Primary Research and Writing*, *Writing Program and Writing Center Collaborations*, and *Remembering Differently: Re-figuring Women’s Rhetorical Work*. She recently co-edited *Blurred Boundaries: Feminist Essays on 21st-Century Academic Labor*. Gaillet has served as English Department Chair, Writing Program Director, Writing Center Director, President of the Coalition of Feminist Scholars, Executive Director of the South Atlantic Modern Language Association, and as a mentor/organizer of the RSA Career Retreat for Associate Professors since 2016.

Larisa D. Garcia is an education major at Texas A&M University, Kingsville. Her work is forthcoming in the collection *Writing Center Administrators as Campus Leaders*.

Mariana Grohowski is currently a medical editor for a department at University of Michigan Medicine, a skill set she honed over eight years as the founder and editor-in-chief of the *Journal of Veterans Studies*. When she wrote this

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Cyndy Lopez Guerrero is a full-time lecturer at the University of Texas Rio Grande Valley where she teaches First Year Writing and other introductory courses. She earned her Bachelor's in English & Master of Arts in Creative Writing from the very same institution at which she now teaches. She was also recently a student at Old Dominion University, where she earned her Doctorate of English in Rhetoric & Composition and Cultural Studies. Her research interests include pedagogy, social justice, and promoting a sense of belonging in academia among Hispanic student communities. When she's not teaching at the job she adores, she's spending time with her beloved husband, who also happens to teach with her in the same department, and with her various treasured pets at her home in Texas.

Letizia Guglielmo is Professor of English and Interdisciplinary Studies at Kennesaw State University (KSU), where she teaches undergraduate and graduate courses in writing and rhetoric and gender and women's studies. Her writing and research explore feminist rhetoric and pedagogy, gender and pop culture, and student and faculty professional development, and her work has appeared in a variety of peer-reviewed journals and edited collections. Her book projects include *Immigrant Scholars in Rhetoric, Composition, and Communication: Memoirs of a First Generation*; *Misogyny in American Culture: Causes, Trends, Solutions*; *Scholarly Publication in a Changing Academic Landscape*; *Contingent Faculty Publishing in Community: Case Studies for Successful Collaborations*; and *MTV and Teen Pregnancy: Critical Essays on 16 and Pregnant and Teen Mom*.

Keira Hambrick (she/her) is Assistant Professor of English and Coordinator of the Writing B.A. and Technical Writing Certificate programs at SUNY Buffalo State University. Her work as a teacher-scholar is informed by her experiences as a first-generation college graduate and former director of a writing center and all-disciplines tutoring and learning center. She is especially interested in inclusive and culturally sustaining approaches to Teaching for Transfer. Her work has been published in *Across the Disciplines*, *Literacy in Composition Studies*, *Rhetoric Society Quarterly*, and in several forthcoming collections on inclusive pedagogy, writing studies research, and writing transfer.

Kathleen Sandell Hardesty is Associate Professor of English at Florida Polytechnic University in Lakeland, Florida, where she teaches and coordinates the university's technical writing curriculum. She has taught courses in professional and technical writing, document and visual design, digital media writing, and other communication topics at the university level since 2015. She also has more

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Leah Heilig (she/her/hers) is Assistant Professor in the Department of Professional and Public Writing at the University of Rhode Island. Her research focuses on accessibility/accessible design, technical communication, and disability studies with a focus on psychiatric/mental disability. Her work can be found in the *International Journal of Qualitative Methods*, *Communication Design Quarterly*, *The Palgrave Handbook of Disability and Communication*, *Technical Communication Quarterly*, and *Business and Professional Communication Quarterly*, among others.

Megan Heise is Assistant Professor of English in Rhetoric and Composition at Utah Tech University. She holds a PhD in Composition and Applied Linguistics from Indiana University of Pennsylvania, and an MFA in Creative Writing from Naropa University. Her current research focuses on multilingual and multimodal forms of expression with refugee youth and undergraduate writing students, building off of her TIRF award-winning dissertation, "Transmodal Zine-Making with Resettled Refugee Youth." She served as a co-editor for *Writing Spaces* volume 4, and her work has appeared in *TESOL Journal* and multiple edited book collections.

Margaret Holloway is Associate Professor of English and Composition Coordinator at Clark Atlanta University. Her teaching and research focus on first-year writing, writing program administration, and Africana Digital Humanities. She is the recipient of an NEH "Spotlight on the Humanities" grant, which supports her work in developing initiatives that expand access to the humanities for students at historically black colleges and universities. With over a decade of experience in higher education, Dr. Holloway remains committed to building inclusive, student-centered learning environments that empower historically marginalized communities through writing, research, and critical engagement.

Analeigh E. Horton is Assistant Professor of Rhetoric & Composition and Assistant Director of Writing at Fairleigh Dickinson University. She applies her interdisciplinarity in literacy, second language writing, writing across the curriculum, and program administration to investigate identity and user experiences, emergent technologies, and organizational culture. She is guided by sociocultural and sociolinguistic theories to study how people interact with their environment. Her scholarship appears in edited collections and journals such as *Across the Disciplines*, *Composition Forum*, *Computers and Composition*, and *Journal of Writing Assessment*. CWPA Graduate Research Award winner (2021), AAC&U Future Leaders Award finalist (2022), CCCC Second Language Writing Standing Group Chair (2025-26), and Fulbright alumna (2016-17), Analeigh has taught in China, England, Mexico, Spain, the UK, and the US.

Pooja Ichplani is Community Engaged Research Specialist with the Florida Institute for Child Welfare at Florida State University. She has expertise in

leveraging participatory approaches in prevention and implementation science to address social justice issues with culturally appropriate, community-driven solutions. Her major focus area is gauging the potential role of social support networks in preventing and reducing incidents of partner abuse. She is currently investigating the long-term impact of inter-parental coercive control on young adult children. She is also facilitating community advisory meetings with mothers who experience abuse, and with frontline professionals involved in domestic violence cases to inform support strategies within child welfare system in Florida. Her work is published in *Health Communication*, *Journal of Community Psychology*, *Journal of Development Communication*, and *Journal of Environmental Media*.

William L. Jeffries long ago retired as an optical aerospace engineer at Santa Barbara Research Center (now subsumed into Raytheon) where he worked on teams that designed and developed environmental satellites, weather satellites, and an interplanetary probe. He has been actively involved in outdoor education for youth in his church and is also an avid reader and woodworker. Together, Jeff and Rebecca garden, cook, entertain, travel, photograph, and write.

Jennifer Johnson is an Advanced Lecturer in the Program in Writing and Rhetoric at Stanford University where she teaches research based writing and oral communication. Her research focuses on applied linguistics, pedagogy, multimodal communication and the intersection of language and identities. Her work has been published in *Composition Forum*, *L2 Journal* and *Applied Linguistics*. She's a co-editor of the 2021 collection, *Linguistic Justice on Campus: Pedagogy and Advocacy for Multilingual Students*.

Gabrielle Isabel Kelenyi is Assistant Professor of English and Assistant Director of the College Writing Program at Lafayette College, where she teaches about writing and rhetoric. She studies and practices community-engaged writing research about self-efficacy, antiracism and activism in writing, composition pedagogy, and community literacies. In her teaching and research, she centers writers' personal knowledge as a valuable base from which to learn and write. Kelenyi is a co-editor of *Coda: Community Writing and Creative Work in Community Literacy Journal*.

Callie F. Kostelich is Assistant Professor of Professional Writing and Rhetoric and the Director of First-Year Writing in the Department of English at Baylor University. She researches first-year writing, writing program administration, rural literacies, and feminist rhetorics. Her work has appeared in *Composition Studies*, *Open Words*, *Peitho*, and *WPA*, as well as several edited collections.

Casidy Leal holds a BA in Psychology and is pursuing a master's degree in counseling psychology at Texas A&M University, Kingsville. Her work is forthcoming in the collection *Writing Center Administrators as Campus Leaders*.

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Meng-Hsien Neal Liu is Assistant Professor of English and director of the Writing Center at Washburn University. He earned his PhD in English and Writing Studies from the University of Illinois at Urbana-Champaign. His research explores migration literacies and transnational literate practices, with particular attention to how Taiwanese Americans navigate and embody complex citizenship affiliations through diverse literacy forms. He also engages in scholarship on writing pedagogy and tutor education, focusing on how first-year writing instructors can more effectively support students during one-on-one conferences. Currently, he is developing an autoethnographic project that investigates the role of multilingualism in shaping engagement with feedback in asynchronous writing center sessions.

Nattaporn Luangpipat is Assistant Professor in the Liberal Arts Program at Northwestern University in Qatar. Her research interests include intergenerational literacies, composition pedagogy, and second/foreign language acquisition. Her recent work explores the impact of government language policies on Chinese literacy within Thai Chinese families, particularly how they navigate linguistic suppression and how it shapes their language beliefs and practices. She received her PhD in English (Composition and Rhetoric) from the University of Wisconsin, Madison.

Shiva Mainaly is a scholar specializing in rhetoric, digital communication, and artificial intelligence. He earned his PhD in Rhetoric and Composition from the University of Louisville and completed a postdoctoral fellowship at North Dakota State University. Currently, he serves as a visiting assistant professor of Technical and Professional Communication at the University of Memphis. Dr. Mainaly's research interests encompass digital and ambient rhetoric, technical communication, and the affordances of artificial intelligence. He has contributed to scholarly discussions on the ethical implications of AI in writing and research, including topics like citation justice in AI-driven academic practices. His work has been published in journals such as the *Journal of International Students*, *Composition Studies*, *Constellations*, *New Humanities*, *Programmatic Perspectives*, and *The Double Helix*.

Liane Malinowski is Assistant Professor of Writing Studies at the University of Minnesota Twin Cities. She is the author of *City Housekeeping: Women's Labor Rhetorics and Spaces for Solidarity, 1886-1911*. Her essays have been published in *Rhetoric Society Quarterly* and *Rhetoric Review*. Her research and teaching focus on feminist rhetorics, rhetorical history, archival methods, and public writing.

Laura Mangini is Assistant Professor of English at the Community College of Philadelphia, where she teaches composition and literature with a focus on feminist pedagogy, collaboration, and multimodal writing practices. Her research focuses on how institutions should better support women whose academic lives are both shaped and limited by caregiving and systemic barriers. She has presented nationally on collaborative scholarship and writing instruction for developmental students. This chapter was co-authored with her husband, Sabatino, also a

professor, as part of their continued dialogue about coupled collaboration and collaborative research. Laura lives in East Brandywine, Pennsylvania, with Sabatino and their children, Elyse and Caius, whose presence continues to motivate and inspire her thinking about whose stories matter and how family and scholarship never separate.

Sabatino Mangini is Associate Professor of English at Delaware County Community College (DCCC). The narrative shared in this chapter informed his proposal for DCCC's first-ever, college-wide First-Year Writing Program, which is currently in development. He co-chairs the First-Year Writing Committee, collaborating with colleagues to build an equitable and inclusive writing culture and curriculum—one that honors students' diverse positions within the academy and invites them to engage in writing as a meaningful process of learning and growth. This is the second book chapter Sabatino and Laura have authored together. He looks forward to future coupled collaborations with Laura—in writing and in life.

Elizabeth Hurst Marold is a research scientist at the University of Oklahoma's Center for Applied Social Research, where she works on multiple NOAA-funded grants. Marold completed her undergraduate degree in music and minored in communication (rhetoric) at Wesleyan College, completed her Master of Science in Communication and Information Science at the University of Tennessee, and her Doctor of Philosophy at the University of Oklahoma. Her current work aims to improve communication and relational outcomes between the National Weather Service, their partners, and the public. Marold's research interests include intercultural and intergroup communication. She has conducted past work on topics such as political socialization of international and rural college students, identity representation in mass media, and communication of climate change. Marold is especially passionate about qualitative research methods and has published multiple case studies aimed at teaching methods to undergraduate students.

Daniela Merlos is a technical communication specialist with over 15 years of experience in industry and academia. She holds a PhD in Technical Communication & Rhetoric from Texas Tech University, along with multiple graduate certificates in teaching, grants and proposals, and medical communication. Her expertise lies in bridging personal histories with scholarly writing, using narrative and reflective methodologies to inform and enrich academic discourse. Daniela's research interests center on medical rhetoric, ethnographic methodologies, and inclusive practices in technical communication. She currently works as a technical writer and adjunct professor, developing user-centered content and guiding students through the principles of effective communication.

Alyssa Morales holds an Agricultural Animal Wildlife Veterinary Technology BS from Texas A&M University, Kingsville. Her work is forthcoming in the collection *Writing Center Administrators as Campus Leaders*.

Margaret Baker Ndwandwe is a photographer, filmmaker, educator, and Assistant Professor of Communication at Berry College. She holds a PhD in Communication, Rhetoric, and Digital Media from North Carolina State University.

Her research and creative work explore the intersections of race, memory, and mythmaking in Southern media cultures. Drawing from documentary practice, rhetorical theory, and community-based research, her scholarship investigates how visual and narrative storytelling shape regional and historical consciousness and her work aims to connect individuals across geographies through ethical and impactful media. She is committed to mentoring emerging creators and scholars in the art of socially engaged storytelling and building community through collaborative, justice-oriented media.

Timothy Oleksiak (he/they) is Associate Professor of English and Professional and New Media Writing Program Director at University of Massachusetts Boston. His works have appeared in *College Composition and Communication*, *College English*, *Peitho*, *Pedagogy*, *Composition Studies*, and in edited collections. With Joshua Barszczewski he is the co-editor of *Adequate: Rewriting the Logics of Success in Rhetoric and Composition*. He loves Philip Glass, opera, theater, and his given and chosen families.

Ania Payne is an Assistant Professor of English at Kansas State University. Ania's scholarly agenda focuses on asset-based approaches to community writing partnerships in the English courses that she teaches. Her research can be found in the *Community Literacy Journal*, *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, *Journal of Higher Education Outreach and Engagement*, and elsewhere. She also develops community writing programs with nonprofit partners and examines community storytelling as a mode of inquiry.

Lisa L. Phillips is Assistant Professor of English at Texas Tech University in the Technical Communication and Rhetoric Program. Her 2025 book *Olfactory Rhetoric: Sniffing Out Environmental Problems* published by Ohio State University Press elaborates on ideas shared in this collection. She also co-edited *Grassroots Activisms: Public Rhetorics in Localized Contexts* with OSUP. Phillips's research interests include environmental, Indigenous, and intersectional feminist rhetorics at intersection with sensation and embodiment.

Kristin D. Pickering is Professor of English at Tennessee Technological University, where she directs the Professional and Technical Communication Program. She teaches undergraduate and graduate courses in professional ethics, oral communication, technical editing, and research methods. Her book, *Environmental Preservation and the Grey Cliffs Conflict: Negotiating Common Narratives, Values, and Ethos*, was published in 2024 by Utah State University Press. She has also published numerous refereed journal articles in the disciplines of Business Communication, Professional Communication, and Technical Communication. Research interests include environmental communication, organizational communication, disciplinary discourse communities, and social justice issues revolving around communication and marginalized communities.

Ritika Popli is currently Assistant Professor in the Department of Writing & Rhetoric at Colgate University. Her research interests include public memory,

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Tiffani Puccio has enjoyed writing for most of her life. She loves to write nature inspired poetry, and has also written many reviews on movies, books, and restaurants. She was a founding member of Our Writing Group, which met every week for almost three years. The group produced a biannual collection of writing, as well as a website to showcase their work. This is her debut writing as an Independent Scholar. She attended University of Wisconsin- Madison and majored in Zoology and Environmental conservation. She has been both an environmental and human rights activist most of her life. She lives in Western Pennsylvania, where she enjoys volunteering for the community and being outdoors riding her bicycle.

Jennifer Burke Reifman is Assistant Professor in the Department of Rhetoric and Writing Studies and the director of lower-division writing. Her research uses participant-centered methodologies to understand the experiences of undergraduate students and explore issues of equity in writing assessment and postsecondary writing programs.

Rebecca J. Rickly is Professor Emeritus of Rhetoric and Technical Communication at Texas Tech University. At TTU she taught courses in research methods, writing for publication, rhetoric, and style. Her publications include *The Online Writing Classroom and Performing Feminism and Administration in Rhetoric and Composition Studies* as well as articles, special issues, and book chapters. Now she spends her time enjoying central Texas hill country, tending to the land, and riding her lovely horses: Paddy 2.0, Crunchie, and Noa.

Marisol A. Gonzalez Rodriguez is a writer, poet, and storyteller. She is a UW-Madison student and works as a Medical Interpreter. She immigrated from Mexico City to achieve the American Dream. She writes essays, poems, and stories about her life as an immigrant. She is also part of the Moth, a nationwide community of storytelling events. Marisol has lived in Madison, Wisconsin, for almost 20 years. She found her passion for writing and her purpose in life, which is putting on paper her voice and ideas to strive for equity. She is an advocate for justice. She loves nature, camping, traveling, and meeting new people.

Molly Ryan teaches First-Year Writing and Technical Writing at Virginia Tech, where she is the Director of the Academy for Outstanding Graduate Pedagogy and Chair of the Graduate Honor System. Molly was awarded the Gloria Anzaldúa Rhetorician Award in 2025, and her work has appeared in *Kairos*, *The Sandbox*, and elsewhere.

Hanna Sanders is a PhD candidate in Rhetoric and Composition at TCU. She received her BA in English from East Texas Baptist University in 2020 and her MA in English from TCU in 2023. Hanna's areas of focus are in rural and environmental rhetorics, literacies, and culture. Additionally, she served from 2024-2026 as the Studio Assistant for TCU's Center for Digital Expression, a role that has provided her with a place in the evolving world of digital humanities as it is lived out in university environments. As an East Texas native and researcher, Hanna

seeks to personally represent rural positionalities in the composition classroom while also uplifting communities that have been historically ignored as key players worthy of attention and scholarship.

W. Michele Simmons is Professor of English, faculty affiliate in the Institute for the Environment and Sustainability, faculty affiliate in Emerging Technology in Business + Design, and former Director of Professional Writing at Miami University. Her research examines the intersections of civic engagement, research methodologies, user experience, and participatory design, and focuses on how communities collaborate to address complex problems for social change. She currently serves as co-editor for the Routledge ATTW Book Series in Technical and Professional Communication.

Nancy Small is Associate Professor of English at the University of Wyoming. Her primary research focus is the rhetorical structures and power of everyday storytelling and narrative across a wide variety of forms. Her first monograph, *A Rhetoric of Becoming: USAmerican Women in Qatar*, demonstrates the emergence of a complicated community lifeworld formed through the sharing of lived experiences. She has also published articles, chapters, and an edited collection demonstrating how stories about the research process yield insights into more ethical practices. She is currently working on a second monograph that uses a braided rhetorical approach to consider the lives of women in the American West.

Erica M. Stone (she/her) is a content designer and researcher with experience in both academia and industry. She works at the intersection of technical communication, public rhetoric, and community organizing. Erica's writing can be found in *Journal of Technical Writing & Communication*; *Technical Communication*; *Writing Program Administration*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Forum: Issues about Part-time & Contingent Faculty*; *Basic Writing Electronic (BWe) Journal*; *Spark: A 4C4Equality Journal*; *Community Literacy Journal*; and various edited collections. Contact Erica via email (erica.m.stone@gmail.com).

Wally Suphap (he/they) is a lecturer in the Discipline of English and Comparative Literature at Columbia University and a Summer Faculty Instructor at Bard College's Language and Thinking Program and Young Writers Workshop. Originally from Bangkok and raised in Los Angeles, they hold a B.A., J.D., and M.F.A. from Columbia University. Prior to launching their career in academia, they practiced international corporate law as a dual qualified New York attorney and Hong Kong solicitor. They have taught writing across the disciplines, including undergraduate writing and research, legal writing and brief-crafting, creative nonfiction, and journalism.

Ana Isabel Terminel Iberri (she/ella) is Assistant Professor of Critical Communication Pedagogy at San Francisco State University, where she explores the possibilities of critical and liberatory pedagogies in and outside of traditional classroom contexts. As an interdisciplinary communication scholar, Terminel Iberri is interested in interrogating mundane communication practices and the

ways in which these constitute larger systems of oppression. Drawing from Communication Studies, Education, and Gender Studies, Terminel Iberri embraces critical qualitative, rhetorical field methods, and performance to center the experiences of marginalized communities to understand how they challenge and resist oppression in everyday life. She dreams of a future built on care and humanization, free from oppressive systems of punishment and surveillance.

Rosanna M. Vail is a doctoral candidate in the Technical Communication and Rhetoric program at Texas Tech University. Her doctoral research focuses on the rhetorical implications of stories and shifting relationality in her home community of Hawai'i. She works as the managing editor of a peer-reviewed open access science journal and as a technical editor for various scientific monographs. She volunteers as an English language tutor and serves as chair of the board of directors for a literacy nonprofit organization.

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