

§ Contributors

Lifang Bai is a professor in the School of International Studies, Hainan University, in China. She received her doctorate in linguistics. Her current research lies in EFL development as a complex and dynamic system, critical discourse analysis and translanguaging.

Sabine Dengscherz is a researcher and lecturer at the Centre of Translation Studies of the University of Vienna in Austria. She holds a ‘Venia’ of Transcultural Communication and Multilingualism and has been teaching at several universities and other tertiary institutions in Austria, Germany, Hungary, and Russia. She has written and edited books on professional multilingual writing, transcultural communication, writing research, and German as a foreign/second language and published articles and essays in academic journals and edited books. From 2014–2019 she was head of a third-party funded project on professional writing in multilingual contexts. In 2022/23 she was Adjunct Professor of Transcultural Writing Research at the German Department of the University of Malang, Indonesia.

Tiane Donahue is past Director of the Dartmouth Institute for Writing and Rhetoric, Professor of Linguistics, and Director of the DartWrite digital portfolio initiative at Dartmouth in the United States. She teaches writing and focuses on research about writing, translanguaging, cross-cultural comparisons, and research methods. She pursued her PhD in Linguistics in France; her work with French research laboratory THEODILE-Cirel (*Théorie-Didactique de la Lecture-Ecriture*) at l’Université de Lille and her participation in multiple European research projects, networks, conferences and collaborations inform her understanding of writing instruction, research, and program development in European and U.S. contexts.

Maria Eleftheriou is Assistant Professor of English at the American University of Sharjah in the United Arab Emirates, where she runs the AUS Writing Center and trains peer tutors. Her research focuses on writing center pedagogy, tutor training models, multilingual tutoring, translanguaging, online writing instruction and the impact of generative AI on academic writing. Her recent work appears in *Contemporary Educational Technology*, *TESOL International Journal*, and *Composition Forum*.

Dyanne Escorcía’s research studies at the University Clermont-Auvergne in France are mainly about the metacognitive processes involved in the writing process. She investigates the metacognitive processes engaged by students in their academic written productions. She studies the metacognitive components

(metacognitive knowledge and self-regulation strategies) by gathering a description from the students of their own writing processes (through questionnaires and interviews). She also explores methodologies that allow for the analysis of the metacognitive components during a writing activity in real time.

Cinthia Gannett is Emerita Professor of English and former Director of Core Writing at Fairfield University in the United States. She has also directed writing centers and writing across the curriculum programs at Loyola University of Maryland and at the University of New Hampshire. She has been engaged with international writing and rhetorical studies as a teacher and researcher for decades and co-founded the International Researchers Consortium with Tiane Donahue.

Marisol Gómez-Salinas is a member of the faculty of the Communication Department at the Universidad Autónoma de Occidente in Colombia. Her fields of experience include organizational communication, journalism, sustainable development, and environment. She is a member of the institutional research group on knowledge management and the information society. She is currently involved in the inter-institutional research project, Competencies and Learning Outcomes Expected by Professional Practices: Bridging Curricula and Workplaces.

Blanca Yaneth González Pinzón holds a degree in Philology and Languages from the Universidad Nacional de Colombia, with a specialization in classical languages, and a Master's in Social and Educational Development. Her academic and professional trajectory spans research, program leadership, and national educational development, with a strong focus on reading and writing across all levels of education. She has served as a researcher in evaluation processes and in the development of literacy competencies and has taught future educators at the Universidad Pedagógica Nacional. She was Director of the Reading and Writing Program at Universidad Sergio Arboleda and later led the Writing Center at the Pontificia Universidad Javeriana in Bogotá. In 2007, she founded the Colombian Network for Reading and Writing in Higher Education (Red de Lectura y Escritura en la Educación Superior), a pioneering initiative promoting literacy practices in academia. For more than 14 years, she has collaborated with the Colombian Association of Universities (ASCUN), leading and supporting national educational projects aimed at improving the quality of higher education across the country.

Paula Abboud Habre is Senior Instructor of English at the Lebanese American University in Beirut, where she had been its writing center director from 2012 to 2020. She is also a board member of the Middle East and North Africa Writing Centers Alliance (MENAWCA), having served in a number of roles since 2015. Her research interests include writing assessment

and writing centers pedagogy in multilingual settings. Upon winning a grant from the U.S. Embassy in Beirut in 2016, she embarked on an outreach project to help high schools in Lebanon establish writing centers by organizing a series of workshops to their faculty and peer tutors. Her most recent community project, *Write to Remember*, launched with three colleagues, helped affected Lebanese youth express themselves collectively through a series of writing workshops a year after the Beirut port blast in 2020.

Helen Hint is a lecturer in Academic Literacy at the Institute of Estonian and General Linguistics, University of Tartu in Estonia. Her main research interests include academic writing practices in local languages, and linguistic analysis of academic texts. She has also studied referential choice and the paradigm of Estonian referential devices.

Yixuan Jiang is a master's student in Media and Information Studies at Surugadai University in Japan. She received her bachelor of arts in Foreign Languages from Hainan University. Her research interests include media consumption analysis, cross-cultural communication, and digital sustainability in the manufacturing sector.

Hermínsul Jiménez-Mahecha is a member of the faculty at Universidad de la Amazonía in Colombia. His professional experience spans the fields of pedagogy, teacher education, and philosophy and literature. His research focuses on the relationship between writing and teacher education, with a particular emphasis on the professional writing practices of literature teachers. From 2017 to 2024, he served as the leader of the institutional research group Languages, Representations, and Education.

Anni Jürine was a researcher of academic writing at a University of Tartu in Estonia, where she brought us all together with her vision and enduring passion for everything writing. She has been in the foreground at our project's developmental stages, laying a solid foundation for us all to follow. Her voice and stance towards writing in Estonia particularly, but writing research in general remains. Her loss is significantly felt! We miss her as a friend, colleague, and academic.

Otto Kruse is a retired Professor of the Department of Applied Linguistics at the Zurich University of Applied Sciences in Winterthur, Switzerland. He was the head of the writing center of the department. A psychologist by education, he worked in clinical psychology, social work, and applied linguistics. His expertise in the field of writing is connected to the teaching of writing, research on intercultural aspects of writing, critical thinking, and the development of writing technologies. Together with Christian Rapp, he created *Thesis Writer*, a writing platform supporting students with their dissertations (www.thesiswriter.eu).

Djuddah A.J. Leijen is Associate Professor of English at the Institute of Foreign Languages and Cultures, and Head of the Centre for Academic Writing and Communication at the University of Tartu in Estonia. He leads an interdisciplinary course on communicating science with a dedicated crew of doctoral students and staff. His research interests include intercultural rhetoric, academic writing, doctoral writing, writing research methodologies, and using machine learning and large datasets to evaluate writing products and processes.

Ingrid Luengas-Fajardo is member of the faculty of Business Management at Universidad Autónoma de Occidente in Colombia. Her fields of experience include pedagogy, advertising, and marketing. She is a leader of the institutional student research group on Inclusive Communication. Her current institutional pedagogical project is pedagogical and didactic support for new undergraduate and graduate online programs. Her chapter appears in the book *Multilingual Contributions to Writing Research: Toward an Equal Academic Exchange*, published by the WAC Clearinghouse and University Press of Colorado. For more information, visit <https://orcid.org/0000-0003-0820-6110>.

Ligia A. Mihut is Associate Professor of Writing Studies at the University of Miami in the United States, where she teaches first-year composition, professional writing, and courses in the Innovation and Society co-major. Her areas of research include transnational literacies, community-based research, emergent technologies, and emotion studies. Her forthcoming book, *Immigrants, Brokers, and Literacy as Affinity*, explores literacy's entanglement in networks of economic, emotional, and political frames. As the recipient of the 2015-2016 CCCC Research Initiative Award (with Alvarez, Khadka, and Sharma), she has studied writing practices in four countries: Romania, Nepal, India, and Colombia. Her work has been published in *CCC*, *Literacy in Composition Studies*, *Reflections*, and several edited collections.

Joan Mullin, founding Chair and Professor Emerita of the University of North Carolina Charlotte's Writing Rhetoric and Digital Studies Department, has published widely on writing centers, WAC, visual literacy, writing program administration and writing in contexts outside of the US. A longtime member of IWAC and AWAC, she brings over three decades of (re)starting and assessing WAC programs, writing centers, programs, departments and institutional contexts to co-editing the International Exchanges on the Study of Writing book series. Her mentoring of writers publishing within and across local, geographical, and disciplinary boundaries, informs her interests in equity in knowledge production/publishing within and across disciplines.

Elizabeth Narváez-Cardona is a member of the Faculty of Education and Pedagogy at the Universidad del Valle in Colombia. Her fields of experience are literacy education, writing studies, and linguistics. Her pedagogical and research work have been focused on Faculty Development, and Teaching and Learning in disciplines and professions. She received her PhD in Education from the University of California at Santa Barbara, where she was supported by a scholarship from Fulbright-Colombia, Universidad Autónoma de Occidente, and the Colombian Department for Science, Technology and Innovation (2011-2016). She is currently participating in the inter-institutional research project “Expected Competencies and Learning Outcomes in Internships: Bridging Curricula and Workplaces,” and is editing the book *From Higher Education to Professional Settings: Emerging learnings from studying internships and apprenticeship* (Universidad Nacional de Colombia). She has served as a leader, coordinator, consultant, or researcher in interdisciplinary, intercultural, and cross-sector projects by drawing on participatory, systemic, and inclusive educational perspectives.

Luz Ángela García Rojas is a speech therapist, holding a master’s degree in Linguistics and Spanish, and currently pursuing an Interinstitutional Doctorate in Education at the Universidad del Valle in Columbia. For approximately 10 years, she has worked as a teacher, researcher and consultant in communication, language and education. She has experience and skills for the coordination of research projects and institutional programs that promote quality improvement and educational innovation, through the management of collaborative and interdisciplinary projects from intercultural and gender perspectives.

Lynne Ronesi was an Associate Professor in the Department of Writing Studies at the American University of Sharjah in the United Arab Emirates. Her publications addressing participatory literacies, translingualism, peer-tutor training, and WAC/WID have appeared in the *Journal of Language, Identity, and Education*, the *Writing Center Journal*, and *Across the Disciplines* as well as in several edited collections, most recently in *Creative Ways of Knowing in Engineering* (Springer 2017). She co-edited the edited collection *Emerging Writing Research from the Middle East-North Africa Region* (The WAC Clearinghouse and University Press of Colorado, 2017). Currently, she works in the United States as an independent scholar and editor.

Belinda Walzer is Associate Professor of Rhetoric and Technical Writing in the English Department and affiliate faculty in Gender and Women’s Studies at Appalachian State University in the United States. Her research focuses on human rights and rhetoric, rhetorics of resistance and advocacy, social movement rhetorics, and transnational feminist rhetorics and writing

studies. Her scholarship can be found in journals including *Philosophy & Rhetoric*, *Rhetoric Review*, *Peitho*, *College Literature*, and *Rendezvous Journal of Arts and Letters* and in edited collections including *Deaf Walls Speak: The Guantánamo Artwork and Testimony of Moath Al-Alwi* (2023), *Precarious Rhetorics* (2018), *Routledge Companion to Literature and Human Rights* (2015), and *Teaching Human Rights in Literary and Cultural Studies* (MLA, 2015). Prior to her current appointment, she directed the writing center at Northeastern University in the United States. She currently teaches undergraduate and graduate courses in human rights and rhetoric, rhetoric and writing studies, and gender studies.

Xiqiao Wang is Assistant Professor in the University of Pittsburgh's Composition, Literacy, Pedagogy, and Rhetoric program (United States). Her research draws on science studies, transnational literacy research, and translanguaging to examine writing entanglement in the broader context of global migration, shifting multilingual and multimodal writing processes, and best practices in designing asset-based pedagogy to support diverse learners. Her research appears in her monograph *Multilingual Writing in Entanglement: Becoming with Others Through Chronotopic Figuring and Unpredictable Encounters*, the co-authored book *Inventing the World Grant University: Chinese International Students' Mobilities, Literacies and Identities*, and professional journals such as *Research in the Teaching of English*, *College Composition and Communication*, *Journal of Second Language Writing*, *Computers and Composition*, *Language and Education*, *Journal of Basic Writing*, and *Journal of Adolescent and Adult Literacy*, among others.