

## Contributors

**Sara Amani** is Professor of Multilingual Composition (NTT) at Arizona Western College, where she serves as the multilingual specialist. Her doctoral thesis won ALANZ (Applied Linguistics Association of New Zealand) Best Doctoral Thesis Award. Her essays have been published by John Benjamins.

**Ashlee Brand** is Associate Professor of English & Women's Studies at Cuyahoga Community College (Tri-C), where she serves as the English & Women's Studies Coordinator for the Westshore Campus. She is a recipient of the Ralph M. Besse Award for Excellence in Teaching, the National Institute for Staff and Organizational Development (NISOD) Award for Teaching Excellence, and has been a community college faculty member for almost 20 years. She has presented at numerous conferences, including Ohio Association of Two-Year Colleges, the League of Innovation, and the Conference on College Composition and Communication (CCCC).

**Lesley Broder** is Associate Professor of English at Kingsborough Community College, in the City University of New York, where she coordinated the Accelerated Learning Program (ALP) until 2022. Her scholarship centers on popular New York City theater trends and has recently appeared in *Modern Drama* and *New Perspectives in Edward Albee Studies*.

**Carolyn Calhoon-Dillahunt** teaches English at Yakima Valley College. She has published in *College English*, *CCCC*, *New Directions for Community Colleges*, *WPA Journal*, and *Teaching English in the Two-Year College (TETYC)*, where her co-authored article with Dodie Forrest, "Conversing in Marginal Spaces: Developmental Writers' Responses to Teacher Comments," received the 2014 Mark Reynolds *TETYC* Best Article Award.

**Denisse Cañez** has been teaching Developmental Reading full-time at Cochise College since 2011, serving as adjunct faculty at Cochise College and University of Arizona before then.

**Charissa Che** is Assistant Professor of English at Queensborough Community College (City University of New York). Her writing has appeared in *Teaching English in the Two-Year College (TETYC)* and *Writing on the Edge (WOE)*, and she currently serves as the program chair of the 2022 Two-Year College Association (TYCA) National Conference and the Book Review Editor of *TETYC*. She was the recipient of the 2019 CCCC Chairs' Memorial Scholarship and the 2018 CCCC Scholars for the Dream Award.

**Annie Del Principe** is Professor of English at Kingsborough Community College, in the City University of New York, where she served as the writing program administrator until 2022. Her scholarship has appeared in *Teaching English in the Two-Year College (TETYC)*, *WPA*, *Across the Disciplines*, and the *Journal of Basic Writing (JBW)*. She received the 2011 Mark Reynolds Award for her article

“Variations in Assessment, Variations in Philosophy: Unintended Consequences of Heterogeneous Portfolios.”

**Jane Denison-Furness** is Assistant Professor of English at Central Oregon Community College, where she also serves as Developmental Literacy Coordinator. She and Stacey Lee Donohue were awarded the 2021 Diana Hacker TYCA Outstanding Programs in English Award in Fostering Student Success for their work redesigning placement.

**Stacey Lee Donohue** is Professor of English at Central Oregon Community College, where she serves as Interim Chair of Humanities. She is the recipient of the Francis Andrew March Award for Service to the Humanities, from the Association of Departments of English (part of the Modern Language Association) in 2020, and the Carolyn DesJardin’s Leadership Award, from the American Association of Women in Community Colleges, in 2018.

**Jason C. Evans** is Professor of Developmental Writing and English at Prairie State College in Chicago Heights, Illinois. His work has appeared in the Basic Writing e-journal (*BWe*), *Open Words*, and *Teaching English in the Two-Year College*, and his research examines the relationships between composition, racial identity, and social class in community college writing programs.

**Jamey Gallagher** is Associate Professor of English at the Community College of Baltimore County. His writing has appeared online in *Hybrid Pedagogy*, in the *Journal of College Reading and Learning*, *Teaching English in the Two-Year College*, and elsewhere.

**Joanne Baird Giordano** is Associate Professor of English, Linguistics, and Writing Studies at Salt Lake Community College. Her collaborative research focuses on placement, the experiences of two-year college literacy educators, and students’ transitions to college reading and writing at open-access institutions. She is Associate Chair of the Two-Year College English Association.

**Jessica Gravely** is Associate Professor of English at Prairie State College, where she serves as departmental coordinator for the writing program sequence. Previously, she worked as a developmental editor and writer in the educational publishing industry.

**Elizabeth Hart** is Assistant Professor of English and teaches English and Academic Literacy at the Community College of Baltimore County. She also taught for the Goucher Prison Education Partnership. Her research interests include retention efforts to improve completion and the concept of “belonging” in higher education.

**Annemarie Hamlin** is Instructional Dean at Central Oregon Community College. She is a former faculty member and department chair of humanities.

**Darin Jensen** is Assistant Professor of English, Linguistics and Writing Studies at Salt Lake Community College. He is the editor of *Teaching English in the Two-Year College* and the Teacher-Scholar-Activist blog. His research focuses on two-year college professional issues, basic writing, and graduate preparation.

**Kevin Kato** is Professor of English (NTT) at Arizona Western College, where he teaches first-year writing courses. Kevin specializes in second language writ-

ing and writing program administration. His essays have been published by the Japan Association of Language Teaching (JALT).

**Jeffrey Klausman** is Senior Professor of English, Writing Program Administrator (WPA), and Writing Across the Curriculum (WAC) coordinator at Whatcom Community College. He has written numerous articles and book chapters on two-year college writing programs and was a lead author of the *TYCA White Paper on Placement Reform* and *TYCA White Paper on Developmental Education Reform*.

**Bridget Kriner** is Associate Professor of English & Women's Studies at Cuyahoga Community College (Tri-C). She was recently nominated for Teacher of the Year by Ohio Association of Community Colleges. She is currently serving as the Community College Caucus Chair at the National Women's Studies Association. Her scholarship has appeared in *Adult Learning* and *The International Journal of Teaching and Learning*; she published a book of poems, *Autoethnography*, through Guide to Kulchur-Green Panda Press.

**Jessica Kubiak** is Associate Professor of Reading and Composition at the State University of New York's Jamestown Community College, where she has served as program director and interim dean. A Ph.D. candidate in English at Old Dominion University, Kubiak won a 2020 SUNY Chancellor's Award for Excellence in Teaching and the 2021 Conference on College Composition and Communication's Outstanding Teaching Award.

**Lauren Levesque** is Director of Institutional Research at Kingsborough Community College, in the City University of New York.

**Signee Lynch** is Senior Professor of English at Whatcom Community College, where she has served several terms as English department chair. She collaborated with Jeffrey Klausman on the design and implementation of the Informed Self-Placement Program at Whatcom Community College, which was awarded the 2020 Diana Hacker TYCA Outstanding Program in English Award in the category of Fostering Student Success.

**Travis Margoni** teaches English at Yakima Valley College, where he coordinates writing across the curriculum initiatives and serves as an instructional coach for faculty at Hispanic-Serving Institutions. He has co-authored *Sensing, Moving, Thinking, and Writing: Embodied Practices for College Writers* and served as the Two-Year College English Association of the Pacific Northwest (TYCA-PNW) regional contributor for *TETYC*.

**Kris Messer** is Assistant Professor of English at the Community College of Baltimore County (CCBC), where she co-coordinates service-learning and leads CCBC's self-directed placement efforts. She has published on community-based pedagogy and political performance. She serves on the Editorial Board of *Teaching English in the Two-Year College*.

**Ella Melito** is Department Chair for English and Reading at Cochise College. She is also a co-creator of the college's English directed self-placement.

**Jessica Nastal** is Interim Dean for Learning Resources and Assessment and Associate Professor of English at Prairie State College (PSC), where she has led

assessment justice efforts since 2015. She is the first woman in her family to have earned a bachelor's degree. Jessica launched the PSC Learning Environment Faculty Award in 2022. Her undergraduate students' work has appeared in *Composition Studies* and *Queen City Writers*.

**Mya Poe** is Associate Professor of English at Northeastern University. Her research focuses on writing assessment and writing development, with particular attention to justice and fairness. Her books include *Learning to Communicate in Science and Engineering*, *Race and Writing Assessment*, and *Writing Assessment, Social Justice, and the Advancement of Opportunity*.

**Tony Russell** is Instructional Dean at Central Oregon Community College. Formerly, he was an Associate Professor and Chair of Humanities. He currently serves as a two-year college representative on the executive committee of the Association of Departments of English.

**Cathy Sander Matthesen** is a Developmental Reading Instructor at Cochise College. She is also a co-creator of the college's reading directed self-placement and a doctoral candidate at Arizona State University.

**Sarah Elizabeth Snyder** is Professor of English (NTT) at Arizona Western College, where she serves as the writing program administrator and Writing Across the Curriculum/Writing in the Disciplines (WAC/WID) coordinator. Her essays have appeared in *WPA: Writing Program Administration* and various edited collections.

**Christie Toth** is Associate Professor in the Department of Writing and Rhetoric Studies at the University of Utah. In collaboration with colleagues at Salt Lake Community College, she coordinates her department's initiatives to support transfer student writers. She has been involved in writing placement reform at community colleges since 2010.

**Erin Whittig** is Assistant Director for Placement and Assessment in the University of Arizona Foundations Writing Program. She's written about international student placement for *TESOL Quarterly* and directed self-placement in the context of dual enrollment for *The Journal of Writing Assessment*.