About the Contributors

**Melody A. Bowdon**, Ph.D., is Director of the Karen L. Smith Faculty Center for Teaching and Learning and Associate Professor of Writing and Rhetoric at the University of Central Florida. She has served as Senior Research Fellow for Florida Campus Compact since 2005 and has published widely on the subjects of service-learning and teaching with technology, including articles in national journals and essay collections. She is co-author of *Service-Learning in Technical and Professional Communication* with Blake Scott and co-editor of *Scholarship for Sustaining Service-Learning and Civic Engagement* with Shelley Billig and Barbara Holland. Melody is a member of the editorial board of *Reflections on Community-Based Writing*, a journal that focuses on service-learning in composition studies, and co-edited a special issue of that journal on professional writing and service-learning in 2003. She also serves as a founding member of the editorial board for the journal *Community Literacy* and is co-editing a Fall 2011 issue of that journal focusing on digital technologies and community literacy partnerships with Russell Carpenter. Melody received her Ph.D. in rhetoric, composition, and the teaching of English from the University of Arizona and her BA in English literature and secondary education from Oklahoma City University. Since 1992, Melody has taught 57 service-learning courses at three universities and has been awarded several teaching and community service awards, including the 2005 Gulf South Summit Award for Outstanding Faculty Contributions to Service-Learning in Higher Education. Melody and her students have worked with over 110 nonprofit organizations in Central Florida. Melody has served as a Guardian ad Litem in her community and volunteers regularly in local public schools.

**Russell G. Carpenter**, Ph.D., is the founding Director of the Noel Studio for Academic Creativity and Assistant Professor of English at Eastern Kentucky University in Richmond, KY. The Noel Studio at EKU is a nationally unique mission and vision that emphasizes collaborative and creative approaches to developing student communication through integrating written, oral (and aural), electronic, and visual modes and media. This new space will serve as the center for innovative community literacy initiatives. Russell received a Ph.D. in Texts & Technology at the University of Central Florida where he also earned B.A. and M.A. degrees in English. While at UCF, Carpenter contributed to Writers on the Move, a community literacy project that established pilot writing centers at area schools with Terry Thaxton. Russell received the 2010 Von Till award from the National Communication Association’s Communication Center division for research, scholarship, and innovation in communication centers.

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Patricia Aceves, Ed.D, serves as director of the Faculty Center at Stony Brook University, in Stony Brook, NY. Previously, she was director of Distributed Learning at St. Cloud State University where she managed the Pathways Program for Incarcerated Students and served on the Partnership for Safer Communities, the higher education consortium for the Minnesota Department of Corrections.

Robert Aceves, Ed.D, is director of the City University of New York Aviation Institute at York College. While at St. Cloud State University, he taught the Introduction to Air Transportation course at the St. Cloud Correctional Facility and taught self-paced correspondence courses in the Pathways Program for Incarcerated Students.

Marco Adria, Ph.D., is professor of communications and director of the Graduate Program in Communications and Technology, University of Alberta. Adria teaches communications theory and the management of communications technologies. He is the author or co-author of many publications in the areas of organizational communication, popular culture, and nationalism, including most recently Technology and Nationalism (McGill-Queen’s University Press). He has served as president of the Canadian Association of Library Trustees and as chair of the Edmonton Public Library Board. He received his Ph.D. from the Aston University Business School in Birmingham, U.K.

Cora M. Allard is a lecturer in Biological Sciences at Clemson University and works for the SC Life project (funded by the Howard Hughes Medical Institute). She completed an undergraduate degree in biology at Millikin University, a M.S. in entomology at the University of Kentucky, and is currently a Ph.D. candidate in wildlife biology at Clemson University. She has 15 years of experience in biological research, education, and outreach and five years of experience working with K-12 science educators and curriculum coordinators.

Aria Altuna is a lifelong resident of Tucson, Arizona. She is a student at Desert View High School and will graduate in 2012. She is currently a member of the Pride of the Jaguars Marching Band. She doesn’t have any specific plan about how she will succeed in life, but plans to try her best at whatever makes her happy. She hopes to get into a good college and study something she will greatly enjoy (which could include chemistry, writing, dance, art, music, and/or biology). She became involved with the Wildcat Writers Student Research Team because she wanted an opportunity to experience new things.

William P. Banks is interim director of the University Writing Program and associate professor of rhetoric and composition at East Carolina University, where he teaches graduate and undergraduate courses in writing, research, and pedagogy. He has published articles on history, rhetoric, pedagogy, writing program administration, and sexuality in several recent books, as well as in English Journal, College English, Computers & Composition, Dialogue, and Teaching English in the Two-Year College, and he has guest edited the journals Computers & Composition and Kairos. He is currently working on two book projects: a single-authored book (Queer Literacies), which looks at the ways in which gay men and lesbians articulate literacies of queer(ed) identities and an edited collection on teachers-as-learners in online environments.
Michael P.J. Benfield is the Integrated Product Team (IPT) deputy program manager at the University of Alabama in Huntsville. Benfield has been project manager of one of the IPT Senior Design Experience projects for the past seven years and is the project manager of the Innovative Student Project for the Increased Recruitment of Engineering and Science Students (InSPIRESS) Level I project with the IPT program. Benfield holds a Ph.D. in industrial and systems engineering and engineering management from the University of Alabama in Huntsville and has worked in the Huntsville aerospace industry for the past twelve years supporting both NASA and the U.S. Army Aviation and Missile Command on Redstone Arsenal.

Kristine Blair is professor and chair of the English department at Bowling Green State University and 2010-2011 chair of the BGSU Faculty Senate. The author of over fifty publications on gender and technology, online learning, electronic portfolios, and the politics of technological literacy acquisition, Blair has served as the editor of the journal *Computers and Composition Online* since 2003. In 2004 and 2009, she was named the Outstanding Contributor to Graduate Education by the BGSU Graduate Student Senate; in 2007, she received the national Technology Innovator Award from the Conference on College Composition and Communication’s Committee on Computers and Composition; and in 2010, she received the national Charles Moran Award for Distinguished Contributions to the Field of Computers and Composition. Blair currently directs the Digital Mirror Computer Camp, an outreach initiative for girls in grades 6-8 funded by a national American Association of University Women Community Action Grant.

James Bliesner holds an MA in social ethics from Boston University and has a significant background in community collaboration. He served 24 years as director of the San Diego Reinvestment Task Force, an agency authorized by the City and County of San Diego to “monitor lending practices and develop strategies for reinvestment.” There, he garnered national awards and governmental appointments, and served as a faculty member for San Diego State University. Mr. Bliesner is currently a Visiting Scholar at the UCSD Department of Communications and has co-taught courses in online learning environments.

Jode Brexa teaches English as a Second Language at Arapahoe Ridge High School in Boulder Valley School District. She has been part of the Newcomer Program for the last seven years, developing a nationally recognized curriculum model for beginning students. In May 2010, she completed the Administrative Leadership and Policy Studies Program at the School of Education at the University of Colorado, Denver. She received a Department of State Teaching Excellence and Achievement Award in spring 2010, which took her to Tajikistan. She is currently working with Tajik teachers to develop a digital storytelling project there.

Pat Byrne is a lecturer in Information Technology and director of the Master’s of Information Technology programme in the National University of Ireland, Galway. She teaches technical modules in the MIT degree, and acts as coordinator for the IT Project module. Pat has practiced as an independent IT consultant and also as programmer and systems analyst in industry. She brings her familiarity with the workplace environment to her current work, instilling in the students a professional approach in their practice of IT. Pat has also worked as a volunteer in local community organisations, applying her computing background to a variety of projects.
Cheryl Cates, Ph.D., is director of the University of Cincinnati Center for Cooperative Education Research and Innovation (CERI). In addition to her Ph.D., she holds an M.B.A. and a B.A. She has co-authored *Learning Outcomes, the Educational Value of Cooperative Education*, as well as chapters for *The Handbook for Research in Cooperative Education and Internships*, and *The International Handbook for Cooperative Education*. Cates has worked with cooperative education for 20 years and has served as the director of CERI since 2007.

Alfredo Careaga has a history of more than 30 years in research, development, and practice in areas of technology, dissemination of science, and sustainable development. He has Bachelor’s degrees in physics and electrical-mechanical engineering and Master’s and Doctorate degrees in mathematics. In the area of sustainable development, he was the founder of the Centro de Investigaciones de Quintana Roo (CIQRO), a research center that in the late 70s and early 80s, coined a model now known as sustainable development, developed a series of models of eco-technologies for the welfare of communities in the Maya area, and secured the protection of Sian Ka’an (now a world heritage site) under the decree as a Biosphere Reserve. For his merits in preserving the environment, Dr. Careaga received the National Prize for Ecological Merit in 2004. In science and technology, Dr. Careaga has publications in the field of mathematics, has served as founder and director of technology companies, conducted research on computer use policies for the National System of Higher Education and participated in the Popularization of Science Division at the National University of Mexico. Today, Dr. Careaga is a researcher at the Centro de Investigaciones Tropicales (CITRO), the RTPD project director (a project of the Ministry of Education of Veracruz) and president of the nonprofit organization Ibero-American Network for Sustainable Development (REDDES) that focuses on research and promotion of appropriate technology models for sustainable development.

Thomas B. Cavanagh, Ph.D., is assistant vice president of Distributed Learning at the University of Central Florida. In this role, he oversees the university’s distance learning strategy, policies, and practices, including program and course design, development, and assessment. In his career, he has administered e-learning development for both academic (public and private) and industrial (Fortune 500, government/military) audiences. A regular presenter at academic and industry conferences, he is an award-winning instructional designer, program manager, faculty member, and administrator. His research interests include e-learning, technical communication, and the societal influence of technology on education, training, culture, and commerce. He is also an award-winning author of several mystery novels.

Kettil Cedercreutz, Ph.D., is associate provost and director of the Division of Professional Practice at the University of Cincinnati (UC), where he oversees the integrity of the cooperative education program originally developed by Dean Herman Schneider. He is a professor in the UC College of Engineering and Applied Science, School of Dynamic Systems. Cedercreutz has served as a department head and senior lecturer at the Swedish Institute of Technology, Helsinki, now part of Arcada Polytechnic, Finland.

Caroline I. Collins will receive her MFA in Writing from the University of California, Riverside in May of 2011. Ms. Collins is a seasoned researcher, program administrator, and fiscal analyst, and brings experience in both the corporate and academic arenas. She is Executive Director of the Center for Academic and Social Advancement (CASA), a non-profit community-based organization that helps
under-served youth build their educational and social skills. Ms. Collins facilitates the community-university partnership known as the La Clase Mágica after-school program, and she is presently assisting a UCSD research team design of La Clase Mágica’s newest 21st century adaptation-- the Hubs of Innovation initiative.

Trey Conner is an assistant professor at the University of South Florida, St. Petersburg. His research interests include community literacy, the rhetoric of music and sound, digital pedagogy, civic engagement, ecology, rhetorics of science and technology, and the history and theory of rhetoric. He is currently working on a project that forges connections among ancient Greek rhetorical and musical practices, the theory and performance of Tala in Hindustani and Karnatic music, and contemporary improvisatory musical practices in order to formulate a theory and pedagogy of rhythm for composing in new media.

Pamela Connor is a professor in the Department of Preventive Medicine at the University of Tennessee Health Science Center in Memphis. She is also head of the department’s Community Translational Research section as well as director of the Master’s of epidemiology program. She has acknowledged expertise in family violence, project planning, implementation and evaluation, and conducting translational research and data analysis, and has written or co-authored multiple articles in peer-reviewed professional journals focusing on psychosocial behaviors within the family. Dr. Connor instructs physicians and UTHSC students in all aspects of research and planning, and is currently the primary investigator of four grants including a K30 initiative to expand clinical investigator training within the epidemiology program, along with an Office of Violence Against Women Campus Grant Program that will implement policies, procedures, training, and educational programs designed to build a community-campus infrastructure for responding to and preventing intimate partner violence.

Timothy Crain has lived in Tucson all of his life and is a member of the Wildcat Writers Student Research Team and a student at Desert View High School. His interest in writing came about when he was a freshman at Desert View. Before the transition to high school, he only viewed writing as a boring class that he believed would never help him in his future. He has entered several pieces of writing in city and nationwide contests. During 9th grade, he participated in a corrido contest and also in several scholarship-based contests.

Debra Flanders Cushing is a Ph.D. candidate in the College of Architecture and Planning at Colorado University-Denver and the coordinator for Growing Up Boulder, a child- and youth-friendly city initiative in Boulder, CO. Debra has also taught several service-learning courses in the Environmental Design Program at CU-Boulder. Her current research areas include youth-created digital stories as pathways to community engagement, varied formats for youth governance to create child- and youth-friendly communities, and youth participation in community planning. Debra received her Bachelor’s in landscape architecture from Penn State and her Master’s of science in landscape architecture from the University of Wisconsin-Madison with a focus in restoration ecology. Prior to beginning her Ph.D., Debra was a design practitioner for several years in Colorado.
**Curtis L. DeBerg**, founder and chief executive officer of Students for the Advancement of Global Entrepreneurship (SAGE), earned his Ph.D. and M.S. at Oklahoma State University in accounting and economics, respectively. Before that, he was employed as a CPA for the national accounting firm of Ernst & Whinney in Des Moines, Iowa. From September 1993 to May 2005, he was the Sam M. Walton Free Enterprise Fellow at Chico State. In 1999, his team of university students from Chico State was named International Champion for Students in Free Enterprise (SIFE). DeBerg has published several articles in refereed academic journals, and served three years as associate editor of the *Journal of Accounting Education*. From 1995-1997, he served as project co-director of a U.S. Department of Education grant entitled “Reengineering Elementary Accounting.” DeBerg was a leader in reengineering principles of accounting during this time period when CSU Chico made significant changes in both content and pedagogy in principles of accounting.

**Amy Garrett Dikkers**, Ph.D., is assistant professor of educational leadership at the University of North Carolina at Wilmington. She earned a Ph.D. in comparative and international development education at the University of Minnesota, an M.Ed. in secondary English education from Wake Forest University, and a B.A. in English from the University of North Carolina at Greensboro. Before her doctoral study, she taught secondary school English domestically and abroad. The focus of her doctoral study was international development education, specifically the education of children in difficult circumstances, such as street children, ethnic minority children, refugee and immigrant children, and other groups often not served effectively in formal school settings around the world. She has taught face-to-face, hybrid, and online courses at the undergraduate and graduate levels. Her professional interests include the preparation of educational leaders and the use of technology-enhanced and online learning in higher education.

**Theresa Dolson** earned a B.A. in English literature from the College of William and Mary and an M.A. in English literature from Virginia Commonwealth University. As a participant for two summers in the National Writing Project, Dolson worked in the areas of composition theory, writing across the curriculum, and faculty development. While teaching at the University of Richmond, she noticed that when students were asked to apply what they were learning in a “real world” setting in a way that contributed to the community, they didn’t just learn—they were transformed. Now Dolson works as the manager of the community-based learning program in the UR Bonner Center for Civic Engagement where she encourages other faculty to consider ways they might incorporate community-based learning into their courses. She is also a creative writer, an active member of the Professional and Organizational Developers Network, and the mother of three sons.

**A. Michael Dougherty** (Ph.D., Indiana State University) is professor emeritus of counseling at Western Carolina University (WCU) in Cullowhee, North Carolina. Dougherty joined the WCU faculty in 1976. He served as dean of the College of Education and Allied Professions and professor of counseling at WCU from 1998 until his retirement in 2009. He is author of *Psychological Consultation and Collaboration in School and Community Settings* (5th ed., 2009) and *Casebook of Psychological Consultation and Collaboration in School and Community Settings* (5th ed., 2009), both published by Cengage–Brooks/Cole. He currently teaches graduate-level courses in consultation, theories of counseling, and counseling children. He has consulted, taught courses, and made presentations in a variety of international settings including Barbados, Colombia, Cypress, El Salvador, Germany, Great Britain, Guatemala, Honduras, Jamaica, and Jordan.
Debbie Faires is assistant director for distance learning and a lecturer at San Jose State University’s School of Library and Information Science. She earned her MLIS at SJSU in 2001. She administers projects that support the school’s online degree programs and teaches classes in Web technology.

Katelyn Foley graduated from Harvard College (magna cum laude) with a degree in molecular and cellular biology, a minor in visual and environmental studies, and a citation in Spanish in December 2009. Her background consists of experiences in both science and entertainment, including stem cell research at the National Institutes of Health and the Harvard Stem Cell Institute, film production at Spyglass Entertainment, and space tourism marketing at Space Adventures. As an undergraduate, she co-founded the Digital Literacy Project (DigiLit), a nonprofit organization that provides laptops and computer classes for schools around the world. She is currently an associate consultant at Bain & Company in Los Angeles and will attend Harvard Business School through the 2+2 Program in 2012.

Louis Cyril Henry Fourie is professor, chair, and department head in Information Systems at the University of the Western Cape. He has taught at various other universities, including Fort Hare, North West, Johannesburg, Tshwane, Bond (Australia), West Florida (USA), Ndejje (Uganda) and Stellenbosch. Fourie is involved in various research projects regarding knowledge management, e-government, e-business, e-learning, bridging the digital divide, and concept maps as a business tool. He regularly consults and presents workshops in Kenya, Tanzania, and Uganda on knowledge management, e-commerce, and e-marketing. Fourie is also a qualified leadership consultant and regularly facilitates leadership development programmes. He frequently presents papers at national and international conferences, is featured weekly on national radio regarding the Internet, contributes regularly to several magazines, has published numerous papers in academic journals and contributed chapters to academic books, and has made many videos on business informatics and the influence of Information Technology on business.

Lois Gander, Q.C., B.A., LL.B., LL.M., is associate dean of academic planning and strategic development for the University of Alberta’s Faculty of Extension. With almost 35 years of experience in providing university-based continuing education, Gander has worked in a variety of contexts, engaging with both mainstream and marginalized communities, and with governmental and non-governmental agencies that address contemporary social issues. Her particular area of expertise is public legal education. She is both an advocate and critic of community-university engagement.

Karen Glum spent summer afternoons chasing birds with a salt shaker, having been told she could catch one when it stopped to lick salt from its tail. A lack of success did not dampen her love for animals. Her favorite place in her hometown of Cincinnati is still the zoo, where she became an Elephant House and Education Department intern, and zoo camp leader. A love for science as well as nature led to a degree in biology. Today, she shares her passion with children and adults as a middle school science teacher and Science Department Chair at The Seven Hills School, and with her husband and sons.

Morgan Gresham is an associate professor at the University of South Florida St. Petersburg, where she serves as the writing programs coordinator. Her works span feminism, computers and composition, writing program administration, and civic engagement through writing.
Meghan Griffin is a doctoral student in the Texts and Technology program at the University of Central Florida and holds an M.B.A. from Palm Beach Atlantic University. She serves as assistant director and writing instructor at Palm Beach Atlantic University’s Orlando Campus where she integrates service-learning practices with andragogy in order to meet the needs of working adult and non-traditional learners. Her professional writing courses incorporate digital composing tools, service-learning projects, and the use of emerging technologies for workplace writing. Meghan’s dissertation research centers on food journaling technologies and embodiment theory within medical discourse related to body size modification.

Aleshia Hall-Campbell is associate director of cooperative agreements with the National Food Service Management Institute. Her prior experience includes serving as a program evaluator with the University of Tennessee Health Science Center Department of Preventive Medicine, where she was responsible for collaborating with community agencies in developing and conducting program evaluation activities. Additionally, she served as the program coordinator for the Tennessee Public Health Workforce Development Consortium, where she was responsible for coordinating all administrative functions of the statewide public health workforce program. She has significant experience in public health program planning and implementation and workforce development. Hall-Campbell has an M.P.H. in health administration from the University of North Texas Health Science Center and a Ph.D. in higher educational leadership from the University of Mississippi.

Anton C. Harfmann, M.Arch., is a registered architect and an associate professor in the School of Architecture and Interior Design at the University of Cincinnati College of Design, Architecture, Art, and Planning. He also serves as the associate dean for academic technology and facilities for the college. Professor Harfmann has produced “Voices of Practice,” a documentary film capturing the life histories of practicing architects, and “Imagine Building,” a documentary on the design and construction of the Lois and Richard Rosenthal Contemporary Arts Center.

Amy C. Kimme Hea is an associate professor in the Rhetoric, Composition, and Teaching of English Program and associate director of the Writing Program at the University of Arizona. Her research interests include Web-based teaching and learning, wireless technologies, new media, and professional writing theory and practice. She edited Going Wireless: A Critical Exploration of Wireless and Mobile Technologies for Composition Teachers and Scholars (2009) in Hampton’s New Directions in Computers and Composition series, and has published print and hypertext essays in other peer-reviewed collections and journals.

Jim Henry is director of the Mānoa Writing Program at the University of Hawai‘i at Mānoa. His book Writing Workplace Cultures: An Archaeology of Professional Writing (SIUP), a seven-year collaborative effort with 80-plus graduate students conducting autoethnographies of workplace cultures, received the Distinguished Publication award for 2001 from the Association for Business Communication. His article for the 2010 special issue of Technical Communication Quarterly on posthumanism, “(Re)Appraising the Performance of Technical Communicators from a Posthumanist Perspective,” initiated the use of performance theory in technical communication studies. In addition to his research on community partnerships and technical communication (he always affiliates his undergraduate technical writing courses
with service-learning), he is researching intersections between cultural performance and organizational performance, as well as graduate student mentoring in first-year composition. In 2009, he received the University of Hawaii’s Board of Regents Medal for Excellence in Teaching.

**Rebecca Hines**, Ph.D., is an associate professor in special education at the University of Central Florida. Her research interests include working with students with emotional/behavioral disorders and applications of instructional technology. Hines is co-principal investigator of the federal grant entitled “Teachers in Action with Persons with Disabilities through High-Tech High-Touch Service-Learning.” Her most recent projects include a book on instructional strategies for inclusive secondary classrooms with colleague Lisa Dieker. She also has produced a DVD entitled *IMPROV for Educators: Simple Tips for Effective Collaboration*, featuring actress Cheryl Hines.

**Janice Holt** is director of Western Carolina University’s School University Teacher Education Partnership (SUTEP) and Center for the Support of Beginning Teachers. Holt joined WCU in 2000. She served as a public school teacher from 1976–2000 and remains a National Board Certified Teacher. Holt also teaches methods courses for the Department of Elementary Education and Middle Grades and supervises teacher education interns. She has received grants totaling over $1.5 million dollars that focus on the support of beginning teachers. She has made numerous presentations at the national, regional, and state levels. She is currently in the process of completing her Ph.D. at Western Carolina University.

**Marcey Kinney** is an assistant professor at Bethune-Cookman University. She earned a Ph.D. in exceptional student education from the University of Central Florida. Dr. Kinney’s research interests include technology as a tool for students with learning disabilities, service-learning, teacher education, and technology to enhance social communication skills for children and adults with autism. Kinney is an experienced teacher at the elementary and high school levels, having worked with students with a multitude of disabilities. She also has synchronous and asynchronous teaching experience at both the undergraduate and graduate levels.

**Karla Saari Kitalong** is associate professor of humanities at Michigan Technological University. Her research integrates visual communication, usability, and the design of interactive media. Her recent work has been supported by both the National Science Foundation and the National Endowment for the Humanities.

**James P. Lawler** is professor of Information Technology and service-learning at the Seidenberg School of Computer Science and Information Systems of Pace University in New York City. He is the originator of courses such as community empowerment through Information Systems and assistive device technologies, social networking systems on the Web, and Web design for nonprofit organizations that have been customized to connect hundreds of undergraduate students at the university with New York nonprofit organizations since 2003. Dr. Lawler is a recipient of the national Jefferson Award for Community Service, the Faculty Leadership Award for Service from Pace University, and Thinkfinity Awards for Service from the Verizon Foundation.
Marianne W. Lewis, Ph.D., is professor of management at the University of Cincinnati and the director of Kolodzik Business Scholars. Her research explores tensions, conflicts, and paradoxes that both impede and enable innovation. In particular, her work addresses the challenges of developing new products, implementing technological and organizational change, and building organization theory. She has published in such venues as Academy of Management Review, Academy of Management Journal, Organization Science, Journal of Operations Management, Human Relations, and Journal of Management Education.

Jennifer Licata received her B. S. in biology and M.Ed. in school counseling from Xavier University. She has enjoyed teaching sixth grade science at The Seven Hills Middle School for thirteen years. Jennifer has found teaching to be extremely rewarding and enjoys collaborating with colleagues and professional scientists. Outside of teaching, Jennifer enjoys spending time outdoors with her husband and two young children. As a family, they have begun to identify birds and her five-year old son is especially excited when he can identify a bird without any help from mom! Jennifer also enjoys cooking and gardening.

Bernadette Longo is an associate professor in the Department of Writing Studies at the University of Minnesota. Her research uses a cultural studies approach to understand technical communication practices situated within particular cultural contexts, mediated by technological devices. Dr. Longo’s book Spurious Coin: A History of Science, Management, and Technical Writing was published by SUNY Press in 2000. Her co-edited collection Critical Power Tools: Technical Communication and Cultural Studies was published by SUNY Press in 2006 and in 2007 won the Best Edited Collection Award from the National Council of Teachers of English Committee on Scientific and Technical Communication. Before earning her Ph.D. at Rensselaer Polytechnic Institute in 1996, Longo worked for over 15 years as a contract writer and project manager with large clients in the medical and poultry processing industries. She has published numerous articles and has made many national and international conference presentations.

Emily Wexler Love completed her doctorate in educational foundations, policy, and practice at the University of Colorado at Boulder. Her research and teaching interests focus on immigrant education and education policy, specifically related to undocumented Latino youth. Using digital storytelling, her research considered young peoples’ stories to understand how undocumented and documented youth are navigating school and community contexts. Her writing has examined youth engagement in protest related to immigrant issues, service-learning partnerships, and digital storytelling. She authored a chapter about the DREAM Act in Current Issues in Educational Policy and the Law (2008). She works closely with two youth-led organizations in Boulder County that are doing significant work to educate their community about the experiences of young people and how educators and community members can better support Latino youth. After studying in Chile and Mexico, Emily completed her undergraduate work in Spanish and English at Tulane University in New Orleans.

Katherine Loving has been the civic engagement coordinator at the University of Wisconsin-Madison’s University Health Services since 1999. Her work focuses on building the capacity of the institution to engage in democratic community-university partnerships and creating opportunities for students to learn and apply the attitudes and aptitudes of engaged citizenship. Loving served as one of the founding team members of TechShop Madison and participated in the design, implementation, and ongoing
managers of the community-based research project and subsequent service-learning program. She
received her Master’s of science in social work from UW-Madison and her Bachelor of arts in history
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Yuping Mao is the academic developer of the Master of Arts in Communications and Technology
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and international conferences in both Canada and the U.S., and has published her work in Review of
Communication, Teaching Ideas for the Basic Communication Course, Howard Journal of Communica-
tions, Feminist Media Studies, China Media Research, and Italian Journal of Pediatrics. She has also
co-authored book chapters in communication. In 2008-2009, Mao worked with the City of Edmonton
on the development of the Citizen Panel.

Jill McCracken is an educator, activist, and researcher. She is an assistant professor at the University
of South Florida St. Petersburg, and her research interests include the rhetoric of marginalized communi-
ties, in particular that of sex work/trafficking, public policy, gender studies, reproductive technologies,
civic engagement, and communication across the curriculum. She is currently working on an analysis of
street sex worker representations and their effects on sex workers and society, which reveals the power
of everyday language and its influence on the material conditions of street sex workers’ lives.

Lorraine McIlrath has coordinated the Community Knowledge Initiative at the National University
of Ireland Galway since 2004. There, she is responsible for developing and supporting civic engage-
ment activities across the university including service learning and student volunteering. She is principal
investigator of Campus Engage, a national Irish network to support civic engagement within higher
education in Ireland (http://www.campusengage.ie). Since 2010, she has been a member partner in a nine
university EU Tempus Funded Project to support the introduction of service learning to five universities
in Jordan and Lebanon, entitled the Tawasol Project (http://www.tawasol.org). She spent the previous
10 years in Northern Ireland where she pursued postgraduate studies exploring the role of the media in
contested societies and then became a lecturer at the University of Ulster’s UNESCO Centre. In addi-
tion, she was worked on the development of the Northern Ireland curricula framework for “Local and
Global Citizenship” in partnership with the Citizenship Foundation, UNESCO Centre and CCEA, and
has published a ‘Resource Directory’ (2002) for all schools in Northern Ireland. Lorraine is co-editor
and Mapping Civic Engagement within Higher Education in Ireland (2009).

Anne McKinney began working with the WISE Consortium in March 2007 and taught Introduction
to Online Pedagogy from July 2007 to August 2010. As the Visiting Coordinator of Instructional Design
for WISE Pedagogy, McKinney’s goal has been to help instructors learn effective practices for teaching
online. McKinney created Introduction to Online Pedagogy, a free, wiki-based workshop. She has also
taught professional and technical writing courses for the University of Illinois at Springfield.
Cynthia McPherson holds a Ph.D. in technical communication and rhetoric from Texas Tech University. Currently, she is director of business and technical writing in the English department at The University of Alabama in Huntsville. As a consultant and editor, McPherson has worked with scientists, engineers, and program managers from government and commercial sectors. Her research interests include technical communication pedagogy, principles and practices in editing workplace documents, and writing in the Department of Defense.

Richard Miller, Ph.D., P.E., FPCI, is a professor of civil and environmental engineering at the University of Cincinnati. His areas of expertise are pre-stressed concrete design, concrete bridges, and concrete materials. Dr. Miller is one of the initiators of the PCI Big Beam Contest for engineering students, and he serves as head of the rules and judging committee. He is chair of the Civil and Environmental Engineering Curriculum Committee and a member of the College of Engineering and Applied Science Curriculum Committee.

David M. Mirvis is a professor in the departments of Preventive Medicine and Internal Medicine at the University of Tennessee Health Science Center. He also serves on the graduate faculty of the program in health sciences administration and epidemiology. He received his M.D. from the Albert Einstein College of Medicine of Yeshiva University in 1970, and subsequently trained in internal medicine and cardiology at the National Institutes of Health and at the University of Tennessee. From 1987 through 1997, Mirvis served as chief of staff of the Memphis VA Medical Center and as an associate dean of the University of Tennessee College of Medicine. He was the founder and director of the University’s Center for Health Services Research. Mirvis’s research interests include health care delivery processes and health policy as well as theoretical and applied electrocardiology.

James Kariuki Njenga is a lecturer in the department of Information Systems, University of the Western Cape, and an e-learning consultant under the name eLearning Fundi. James’s research interests include the use of information and communications technologies in education (eLearning), especially their use in higher education in Africa. He has previously worked as an instructional designer and a learning support technologist. Other research interests are in free and open source software, open access and open educational resources, as well as the use of Web 2.0 technologies in mentoring young people.

Jody Oomen-Early is a professor and Director of Undergraduate Programs in the School of Health Sciences at Walden University. She has worked in education for over 19 years and has served “on the front lines of health education” in a variety of community and non-profit settings. Dr. Early has a passion for exploring health and technology and for developing e-learning programs in the health sciences. Most recently, she was awarded the 2010 HEDIR Technology Award from the American Association of Health Education (AAHE) for pioneering one of the first fully online undergraduate health education programs in the U.S. Jody is currently involved with a number of research projects in and outside of the U.S. exploring the use of Photovoice as a community-based participatory tool for action research and social justice. She has presented her work at national and international conferences, and has published her research in journals such as the International Electronic Journal of Health Education, the American Journal of Health Education, and the Journal of Online Teaching and Learning. She is also a co-author of the 2nd edition of The Process of Community Health Education and Promotion (2010).
Leann Parker serves as associate director and director of research for University-Community Links (UC Links), a University of California initiative that promotes faculty and student engagement in a network of after-school programs for K-12 youth in California. Her areas of specialization center on learning environments and technologies that promote second language and literacy development for K-12 English language learners in and out of school. Among her other interests are issues in university-community collaborations, program sustainability, and evaluation. Previously, she directed several efforts for the University of California that focused on academic preparation of K-12 students, faculty research on new technologies for teaching and learning, high bandwidth Internet and university-developed digital resources for K-12, and technology in support of young English learners. She has also taught courses on second language acquisition and assessment at California State University-East Bay and worked with kindergarten, elementary school, and adult English learners. She holds a Ph.D. in education from University of California, Berkeley.

John Patterson spent time as a mechanical and production engineer upon leaving school and then retrained as a primary school teacher. Spending most of his time in challenging inner city schools and becoming a deputy head teacher, he recruited for a government office initiative to “raise educational standards through the innovative use of Information and Communication Technology.” As an education and community consultant, this provided him with the opportunity to pilot community engagement initiatives across Merseyside in primary and secondary schools. Leaving this post after two years, John perfected the Schools Intergenerational Nurturing and Learning project (www.schoolsinteractive.co.uk) as a service-learning model working with the Dark Horse Venture Charity. In 2002, John was appointed as a Senior Lecturer in the Faculty of Education at Liverpool Hope University. To date, John has secured an M.Sc. researching the SIGNAL process alongside student teachers and is due to complete his Ph.D. focussing on volunteerism in 2011.

Oksana Perez is a student at Desert View High School in Tucson, Arizona, where she has lived all her life. She is a proud member of Desert View Drama and The Write Place Writing Center. After graduating in 2012, Oksana plans to attend the University of Arizona and become either a forensic psychologist or a music journalist for Alternative Press magazine. She became a part of this writing project because she and the other Wildcat Writers student research team members were interested in sharing the knowledge they accumulated through their work. Her inspiration to stay engaged in the project was the enthusiasm and friendliness she felt among the group.

Alberto Ramírez Martinell is an educator and researcher in the fields of multimedia production, multimedia learning, educational and student television production, digital literacy, technology enhanced learning, and information and communication technologies for development. He has a BSc in computer engineering from the Universidad Nacional Autónoma de México, a BA in humanities from the Universidad del Claustro de Sor Juana, Mexico, an MSc in computer science and media from the Hochschule Furtwangen, Germany, and a Ph.D. in educational technology from Lancaster University, United Kingdom. He is currently the head of learning technology at REDDES, an NGO that concentrates on capacity-building for other NGOs who work on environmental, educational, and community development in Mexico and Latin America.
Molly Reddy graduated from the University of Wisconsin Madison in 2010 with Bachelor’s of science in nonprofit & community leadership and Latin American, Caribbean, and Iberian studies. As a student at UW, she worked on the TechShop Madison project from its inception, as a service-learning student and researcher, and later as a student trainer and program manager. Reddy also worked as an organizer and trainer with nonprofits in Madison and university programs such as AIESEC International and Undergraduate Research Scholars. Her interest in Latin America has led her to work and study community and economic development in Colombia, Chile, and most recently Brazil, where she is currently located.

Diane Rhyason, B.Ed., MLIS, Ph.D., is executive director of the Legal Resource Centre of Alberta Ltd. Rhyason’s involvement with public legal education extends back to 1975, when she was a founding member of the Legal Resource Centre. She served on its board until 2007 when she became its executive director. She has extensive experience in managing both large and small education, research, and development projects in conjunction with other community partners and with the University. Rhyason is also the publisher of LawNow magazine. Prior to coming to the centre, she was the vice president of administration at Lakeland College in Alberta. Her research interests are in the area of collaborative practices.

David Russell received his B.S. in entomology from University of California/Davis and his Master’s and Doctorate degrees in zoology and molecular systematics from Miami University in Oxford, Ohio. A lecturer of zoology at Miami University, he teaches biology, environmental science, and advanced courses in field entomology and ornithology. One of only a handful of North American Banding Council (NABC) certified trainers in the U.S., Russell is also a master bird bander. He is the research/education director of the Avian Research and Education Institute (AREI), a nonprofit bird conservation, education, and advocacy organization and is the primary bander at the Hueston Woods Biological Station in Hueston Woods State Park, north of Cincinnati, OH. AREI has bird banding stations in Ohio’s Miami Valley that serve as both research facilities and outdoor classrooms providing community members and students firsthand experience in environmental science.

Jill Russell received her B.S. in biology from the College of Mount St. Joseph in Cincinnati, OH. She received both her Master’s in cardiac physiology and her Doctorate in neuroendocrinology degrees from Miami University in Oxford, Ohio. An assistant professor of biology at the College of Mount St. Joseph and an adjunct professor of zoology at Miami University, she teaches a variety of physiology courses as well as ornithology and various workshops on environmental science. Her work runs the gamut of expeditions to the arctic as part of a team building worldwide educational collaborative, to researching toxic compounds in arctic fungi, to being an invited ornithologist on a search for the Ivory-billed Woodpecker. She is the primary bird bander at the Clifford Bird Observatory in Cincinnati and is an invited lecturer/speaker at numerous colleges and universities as well as community groups nationwide.

Erin Saitta holds a Doctorate degree in materials chemistry and a Bachelor’s degree in chemistry education from the University of Central Florida. Erin works as science education coordinator and postdoctoral research associate at the UCF Faculty Center for Teaching and Learning. She is currently leading a revision of the undergraduate chemistry II laboratory course to incorporate a guided inquiry methodology. In 2009, she led the first service-learning project to be included in a UCF chemistry course.
Erin is now working on the sustainability of service-learning in the STEM disciplines and is teaching faculty and graduate students how to implement this pedagogy in their courses. Her dissertation research was in environmental and industrial chemistry focusing on the removal of polychlorinated biphenyls from painted surfaces and their degradation through activated metal treatment systems.

**Savannah Sanchez** is a student at Desert View High School in Tucson, Arizona, where she has lived all her life. She is the drum major for Pride of the Jaguars Marching Band. She balances this fulltime job with Advanced Placement and other accelerated courses. Her interests range from yoga to sports to exploring nature. In 2007, she published a children’s book entitled *Snow Day*. In 2009, she appeared in *Express Yourself! A Journal of Creative Expression*. That same year, her corrido “The Street Cleaner,” placed in the top ten in the Bilingual Corrido Contest sponsored by the University of Arizona Poetry Center. She plans to pursue a degree in psychoanalytic anthropology and travel the world learning new cultures and new languages. She became involved in the Wildcat Writers Student Research Team because she knew it was a great opportunity to learn new things and expand her horizons and her network.

**Kathleen Schisa** is director of the Web-based Information Science Education Consortium (WISE) and associate director of Online Program Development at the Syracuse University School of Information Studies in Syracuse, New York. Schisa is a 2009 graduate of the school’s M.S. in Library and Information Science Program and holds a B.S. in brain and cognitive science with a minor in social psychology from the University of Rochester.

**William Shewbridge** has over 25 years of experience in educational media. He is director of the University of Maryland, Baltimore County’s New Media Studio where he focuses on advancing media literacy and exploring new technologies for learning. He is an affiliate assistant professor of modern languages and linguistics, teaching courses in intercultural media, television production, and digital storytelling. In 2008, the New Media Studio received the New Media Consortium’s Center of Excellence Award in recognition of UMBC’s digital story work. Shewbridge serves on the NMC’s “Horizon Report” advisory board. Shewbridge holds a B.A. in history from UMBC, an M.S. in instructional design from Towson University, and a doctoral degree of communication design (D.C.D.) from the University of Baltimore.

**Linda C. Smith** is professor and associate dean for academic programs in the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign, where she has been a member of the faculty since 1977 and teaching online since 1997. Smith is co-founder of Web-based Information Science Education Consortium (WISE).

**Barbara Speziale** is an associate dean and professor of biological sciences at Clemson University. She completed undergraduate majors in biology and English literature at the State University of New York at Binghamton, an M.S. in botany at the University of Minnesota and a Ph.D. in zoology at Clemson University. She has more than 20 years of experience in biology research, science education, and outreach, with support from more than $12 million in external grants. She currently directs a National Science Foundation project to recruit first-generation college students to science careers and an Undergraduate Science Education grant from the Howard Hughes Medical Institute. She directs Clemson University’s Creative Inquiry program, supporting team-based research for undergraduate students. Her
awards include the South Carolina Governor’s Award for Scientific Awareness, Clemson’s Martin Luther King Jr. Award for Excellence in Service, and the Menzie-Cura Environmental Education Award from the Society for Environmental Toxicology.

**Trae Stewart** is associate professor in the School of Teaching, Learning & Leadership in the College of Education at the University of Central Florida. He is co-principal investigator of “Teachers in Action, a service-learning program that engages pre-service teachers with persons with disabilities through high-tech, high-touch service-learning. He is also chair of the Board of the International Association of Research on Service-Learning and Community Engagement (IARSLCE). Dr. Stewart holds a Ph.D. in international and intercultural education (educational policy, planning, and administration) from the University of Southern California.

**Randy Stoecker** is a professor in the Department of Community and Environmental Sociology at the University of Wisconsin, with a joint appointment in the University of Wisconsin-Extension Center for Community and Economic Development. He moderates and edits COMM-ORG: The On-Line Conference on Community Organizing and speaks frequently on community organizing and development, community-based participatory research/evaluation, and community Information Technology. He has led numerous participatory action research projects, community technology projects, and empowerment evaluation processes with community development corporations, community-based leadership education programs, community organizing groups, and other nonprofits in North America and Australia. Randy has written extensively on community organizing and development and higher education engagement with community, including the books *Defending Community* (Temple University Press, 1994), *Research Methods for Community Change* (Sage Publications, 2005), and the co-authored books *Community-Based Research in Higher Education* (Jossey-Bass, 2003) and *The Unheard Voices: Community Organizations and Service Learning* (Temple University Press, 2009).

**Margaret Sullivan** earned her B.A. from The George Washington University and her M.A. from University of Colorado at Denver. She has worked in both the elementary school and high school during her 13 years of ESL instruction. During the last six years, she has also taught Advancement Via Individual Determination (AVID). Currently, she is a high school ESL teacher in Colorado.

**Nathan Tipton** is coordinator for the Academic Consortium for Applied Research (ACAR) unit in the Department of Preventive Medicine at The University of Tennessee Health Science Center in Memphis. He is responsible for writing, editing, and guiding departmental manuscripts to publication. He also assists in the researching, writing, and editing of departmental grants. Mr. Tipton received his Master’s in textual studies from the University of Memphis in 1999 and is presently a doctoral candidate specializing in southern literature. He has published articles and reviews in *The Southern Literary Journal*, *Mississippi Quarterly*, *South Central Review*, *The Journal of Popular Culture*, and *Lambda Literary Review*. He was previously employed as editor in the Institute for Substance Abuse Research and Evaluation (I-SARE) at the University of Memphis and, prior to that, served as librarian/literature specialist at Memphis Public Library and Information Center.
Matthew W. Turner is the Integrated Product Team (IPT) deputy program manager at the University of Alabama in Huntsville. Turner has been project manager of one of the IPT Senior Design Experience projects for four years and is the project manager of the Innovative Student Project for the Increased Recruitment of Engineering and Science Students (InSPIRESS) Level II project with the IPT program. Turner holds a Ph.D. in mechanical engineering from the University of Alabama in Huntsville and has worked in the Huntsville aerospace industry for ten years supporting NASA.

Charles Underwood is an anthropologist (Ph.D., University of California-Berkeley, 1986) who has worked internationally in a variety of educational and occupational settings in Scotland, India, Brazil, and the United States. He has directed several statewide University of California initiatives to promote innovative uses of digital resources for K-16 teaching and learning. Since 1996, he has directed University-Community Links (UC Links), a UC initiative that engages university faculty and students with K-12 youth in a network of after-school programs throughout California. From 2005 to 2008, Underwood was active in collaborative relief efforts providing educational resources for youth displaced by Hurricane Katrina. He has taught anthropology at Golden Gate University, the University of Sao Paulo, and UC Berkeley. His work continues to focus on the socio-cultural context of learning and the socio-cultural process of collaboration, working with university and community colleagues to pursue common goals across linguistic, cultural, institutional, and geographical boundaries.

Lori E. Unruh (Ph.D., University of Kansas) is an assistant professor at Western Carolina University (WCU) in Cullowhee, North Carolina. Unruh joined the WCU faculty in 2005 after working for over 15 years as a school psychologist. She is director of the school psychology graduate program at WCU, teaches graduate-level courses for that program, and supervises all school and clinic practicum students. She has provided research assistance to the WCU Center for the support of beginning teachers for the past four years.

Dawn R. Utley, P.E., received her Ph.D. from the University of Alabama in Huntsville, an M.S. in industrial engineering from the University of Tennessee and a B.S. in civil engineering from Tennessee Technological University. She is an associate professor and interim director of distance learning at UAH. She worked for the Tennessee Valley Authority as a structural civil engineer prior to her academic career. Her research interests include teaming processes in collaborative engineering efforts, motivation of knowledge workers, and quality systems implementation. Utley is an active member in ASEM and IIE, and has just completed her term as national president of ASEM.

Terri Van Sickle is a teacher consultant for the Tar River Writing Project at East Carolina University, a certified teacher in the field of English grades 6-12, and a contributing writer for parenting magazines in eastern North Carolina and the Crystal Coast. She earned a B.A. in English from East Carolina University and an M.Ed. in English education from the University of Georgia. Van Sickle taught for eleven years in public schools in Georgia and North Carolina. She served on the Red Clay Writing Project steering committee at the University of Georgia, and she currently serves as a member of ECU’s Tar River Writing Project Leadership Team.
Olga A. Vásquez holds a Ph.D. from Stanford University and is an associate professor in the Department of Communication at the University of California San Diego. For over two decades, Vásquez has experimented with optimal learning environments at a research-based afterschool laboratory called La Clase Mágica situated in community institutions. These research-based after school laboratories represent a partnership between the local community and higher education to address the K-12 underachievement of minority youth and their under-representation in higher education. Originally designed to serve Spanish-English bilingual learners from Mexican immigrant homes, La Clase Mágica also serves American Indian learners. Vásquez has written widely on bilingualism, literacy, and educational technology. Her recent work focuses on the need for educational change to meet the challenges of the 21st century.

Jalina Vidotto is a high school student in Tucson, Arizona, and a member of the Wildcat Writers Student Research Team. She volunteers in her school’s mentoring program as well as its National Honor Society while taking rigorous Advanced Placement classes. Although her career choice is undecided, she plans to attend the University of Arizona in the fall of 2012. Jalina enjoys traveling and photography and hopes to own her own business one day.

Ashley Walker is an assistant professor of health education and promotion at Georgia Southern University in Statesboro, Georgia. She received her doctorate in health studies from Texas Woman’s University in Denton, Texas. Dr. Walker is a Certified Health Education Specialist (CHES) and has seven years of experience working as a health educator in a variety of settings. She has worked in higher education for five years. In addition, Dr. Walker has experience in developing and sustaining campus-community partnerships and has completed both local and international community-based research projects. She has presented at both regional and national conferences regarding her work using community-based participatory research.

Linda Walters is a Professor in the Department of Biology at the University of Central Florida. She received her Ph.D. from the University of South Carolina followed by postdoctoral fellowships in Hawaii, India and Quebec. Dr. Walters has been at the University of Central Florida for 14 years and teaches a wide range of classes – from 1400-person lecture sections for Introductory Biology to small, graduate level seminars. Her research area is Marine Conservation Biology and all of her marine-oriented courses include research and service-learning components, the latter to improve the science communication skills of her students.

Shannon Watson is the advisor/activity coordinator at Anoka Ramsey Community College in Coon Rapids, MN, for federally funded TRIO student support programs. She served as the first graduate assistant assigned to coordinate the day-to-day operations of the Pathways Program for Incarcerated Students and provided advising and support to incarcerated students and their families.

Rachael Wendler is the coordinator of Wildcat Writers, an online service-learning program linking high school and college writing classes in Tucson, Arizona. She is a Ph.D. student and instructor at the University of Arizona, where she researches service-learning pedagogy in composition, the rhetoric of service, and the application of decolonial theory to university-community partnerships. Rachael also
works for the Tucson Gear Up Project, a federally funded program that promotes college-readiness in area high schools, and she is a teacher consultant with the National Writing Project. In addition to college courses, Rachael has taught service-learning classes to high school students through Northwestern University’s Center for Talent Development and to elementary students through AmeriCorps. Prior to entering academia, Rachael coordinated a literacy tutoring program at an urban elementary school in Chicago.

Aimee L. Whiteside teaches courses in technical communication, information design, learning technologies, and first-year writing. Aimee earned a Ph.D. in rhetoric and scientific and technical communication and a graduate-level certificate in adult learning technology integration at the University of Minnesota in August 2007. Her professional interests include the socio-cultural aspects of learning, blended and online learning, technology-enhanced learning, formal and informal learning environments, community partnerships in education, technical communication, and first-year writing. She has taught face-to-face, online, and blended courses at the undergraduate and graduate levels.

Debbie G. Whittington holds a B.S. in biology from the University of South Carolina and is employed by Florence School District Number Three in Lake City, SC. She has ten years of experience as a high school science teacher, teaching biology, environmental science, marine science, and anatomy and physiology to students from the technology preparatory to the advanced placement program level. For the last five years, she has served as a science master teacher with the district’s middle schools, working with teachers and students to implement strategies that have successfully improved student achievement in science. She is working on her Master’s in biological sciences at Clemson University and assists with graduate courses for in-service teachers offered by the SC Life project at Clemson. She also serves as secretary of the South Carolinians for Science Education, an organization that seeks to protect the integrity of science education.

Jenny Wohlfarth is an associate professor of journalism at the University of Cincinnati, where she is also coordinator of the journalism program’s magazine/narrative nonfiction curriculum track, adviser of the student magazine, and adviser of the student chapter of the Society of Professional Journalists. Her articles have appeared in numerous national magazines for the past 20 years, spanning a wide range of subject areas, from art/architecture/design, to business and creativity, to nature/environment, and travel. Before joining the faculty at UC, she was executive editor of I.D. (International Design) Magazine and managing editor of HOW Magazine, both award-winning national magazines covering the world of design. Her academic research focuses on the scholarship of teaching and learning, and she has presented several papers at the Lilly Conference on College Teaching and the International Society for the Scholarship of Teaching and Learning Annual Conference. When she’s not working with students in the classroom, she continues to write and publish magazine articles, primarily focusing on nature/environment and travel.