



Contributors:

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Brief biographies about the contributors to this journal issue.

Amanda T. Berger (Ph.D., University of Maryland at College Park) received her doctorate in Public Health with a concentration in Family Science. She also holds a Master's degree in Education and Human Development. Currently, Dr. Berger serves as a Research Scientist at the research center, Child Trends, in the area of Reproductive Health and Family Formation; additionally, she serves as a lecturer at the University of Maryland School of Public Health.

Steven G. Buzinski (Ph.D., University of Maryland) is a Lecturer and the Director of Undergraduate Research in the Department of Psychology at the University of North Carolina – Chapel Hill. A social psychologist by training, his research interests include the scholarship of teaching & learning (SoTL) self-regulation.

Miriam M. Chirico (Ph.D., Emory University) is Professor of English Literature at Eastern Connecticut State University in Willimantic, CT, where she specializes in teaching dramatic literature. While her research primarily focuses on modern and contemporary playwrights, her personal interest in bicycling and pedestrian advocacy in urban areas has drawn her to teach professional writing classes that model citizen engagement. She is currently working on a book-length manuscript on comedy.

Theresa A. Donofrio (M.A., University of Maryland) is a Doctoral Candidate in the Department of Communication and a Program Coordinator and Lecturer for the Honors Humanities program, a living and learning program within the University of Maryland's Honors College. Her areas of expertise include rhetoric and political culture, visual rhetoric, public memory, media studies, and cultural studies.

Abram Fox is a doctoral student in Art History and Archaeology at the University of Maryland in College Park, MD. His research interests include the eighteenth century transatlantic art world, comic art and graphic illustration, and museum pedagogy. He is currently completing his dissertation on Anglo-American painter Benjamin West and his teaching circle in late Georgian England.

Marco Gemignani (Ph.D., University of Florida) is Associate Professor of Psychology at Duquesne University, in Pittsburgh, PA. His main fields of research concern the psychological

and cultural experiences of refugees and unauthorized immigrants in the U.S.; constructionist and critical approaches to qualitative inquiry; and clinical community psychology. In his writings, he brings these three areas together to explore dynamics and experiences of border-crossing for vulnerable populations.

Hollyce (Sherry) Giles (Ph.D., Columbia University, M.Div., Union Theological Seminary) is Associate Professor and Chair of the Justice and Policy Studies Department, and Coordinator of the Community and Justice Studies major at Guilford College. Her home discipline is Psychology, and her scholarship and publications focus on the group dynamics of social and organizational change, and community-based teaching and research.

Lynne Page Heighton (M.S., Environmental Chemistry) is a doctoral candidate at the University of Maryland in the Department of Chemistry and Biochemistry and a lecturer at Anne Arundel Community College.

John W. Howard, III (Ph.D., Bowling Green State University) is an Associate Professor in the School of Communication and the Director of the Leadership Studies Minor at East Carolina University. His work focuses on the intersections among gender, nationalism, militarism, and leadership.

Ali Fuad Selvi (Ph.D., University of Maryland) is Research Associate and the Interim Coordinator of TESOL Programs in the Department of Teaching and Learning, Policy and Leadership (TLPL) at the University of Maryland, where he teaches undergraduate and graduate-level courses in ESOL methods and second language acquisition. In addition, he is the current Chair the Non-native English-speaking Teachers (NNEST) Interest Section in TESOL International Association.

Lenea H. Stocker (B.A., McDaniel College) is currently pursuing a PhD in chemistry at the University of Maryland. Her current research focuses on cationic surfactant vesicles for drug delivery and vaccine applications under the direction of Professor Philip DeShong. She has been actively involved in teaching during her graduate career and has received numerous teaching awards. She has accepted a lecturing position at the University of Maryland in the Department of Chemistry and Biochemistry beginning summer of 2013.

Adrian Wurr (PhD, University of Arizona) is Assistant Dean of Academic English Programs for International Students at The University of Tulsa, where he teaches courses in applied linguistics and composition. A Fulbright Scholar in 2007, he has published numerous scholarly articles in the U.S. and abroad on literacy, assessment, Teaching English to Speakers of Other Languages (TESOL), and service-learning. He co-edited, *Writing, Service-Learning, and Community Literacy: A Critical Sourcebook* (Bedford/St. Martin, 2010), *Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics* (Wiley, 2007) and is guest editor for the summer 2013 special issue of the TESOL Journal on service-learning in TESOL.