

# CONTRIBUTORS

**Rebecca Babcock** is the William and Ordelle Watts Professor at The University of Texas Permian Basin where she also directs the Office of Undergraduate Research and coordinates first-year writing. Her research focuses on writing centers, disability studies, undergraduate research, and the social nature of writing. Her publications include *Researching the Writing Center*, with Terese Thonus, and *A Synthesis of Qualitative Studies of Writing Center Tutoring, 1983-2006*, with Kellye Manning, Travis Rogers, Amanda McCain, and Courtney Goff. One recent work, *Theories and Methods of Writing Center Studies*, edited with Jo Mackiewicz, won the WAC award for best edited collection.

**Kristine L. Blair** is Dean of the McAnulty College and Graduate School of Liberal Arts and Professor of English at Duquesne University. With publications on gender and technology, online learning, graduate education, and electronic portfolios, she completed fourteen years as editor of *Computers and Composition* in 2024. She is a recipient of the Conference on College Composition and Communication's Technology Innovator Award, the Computers and Composition Charles Moran Award for Distinguished Contributions to the Field, and the Lisa Ede Mentoring Award from the Coalition of Feminist Scholars in the History of Rhetoric and Composition.

**Dana Lynn Driscoll** is Professor at Indiana University of Pennsylvania and the Founding Director of the Center for Scholarly Communication. She specializes in writing transfer, learning theory, expertise studies, and research methodology. Her work has appeared in the *Writing Center Journal*, *Composition Forum*, and *Written Communication*.

**Jackie Grutsch McKinney** is Professor of English at Ball State University and currently serves as Director of Immersive Learning and High Impact Practices. She is the author of *Peripheral Visions for Writing Centers*, *Strategies for Writing Center Research*, *The Working Lives of New Writing Center Directors*, and co-editor of *Self+Culture+Writing: Autoethnography for/as Writing Studies*.

**Batsheva (Sheva) Guy** (she/they) is a psychology professor and action researcher specializing in participatory methods, qualitative inquiry, and equity in higher education. She is committed to supporting faculty and students through collaborative scholarship, inclusive pedagogy, and participatory research. She is passionate about writing accountability and cultivates sustainable academic writing practices through mentorship, collective support, and participatory approaches.

**Beth L. Hewett** is the founder, owner, and past President of Defend & Publish, LLC. She is the author, co-author, or editor of 15 books including *Teaching*

*Writing in the 21st Century* and *Administering Writing in the 21st Century* (with Tiffany Bourelle and Scott Warnock, MLA, 2022) and the author or co-author of more than 40 articles and book chapters. Her most recent books combine rhetorical principles with grief in faith-based settings (*Grief on the Road to Emmaus*, Liturgical Press, 2023) and with grief for first responders (*Duty, Honor, Hope: Strategies for Understanding and Unpacking First Responder Grief*, ICISE, 2023).

**Rebecca Johnston** is Associate Director of the Center for Teaching, Learning and Leadership at the University of North Georgia, where she designs and implements faculty development programming and assists in implementing center and institutional initiatives across five regional campuses.

**Charmian Lam** is Senior Assistant Director of Assessment and Scholarship at University of Chicago's Center for Teaching and Learning. There, she promotes evidence-based teaching practices, supports academic units in program assessment, and engages faculty and instructors in the critical exploration of their pedagogical approaches. Previously, she held administrative positions at Indiana University Bloomington and faculty positions at Virginia Commonwealth University and Brightpoint Community College. Her research interests include equitable assessments, student belonging and inclusion, gamification, writing pedagogy, and how faculty shift their pedagogical practices with evidence of teaching and learning. She earned a PhD in Educational Leadership and Policy Studies from Indiana University Bloomington (IUB).

**Kristin Messuri** serves as Director of Communication and Language Support at Carnegie Mellon University, where she leads initiatives to enhance academic and professional communication skills and English language learning. Her research examines the intersections of identity and skill development in communication centers and academic writing communities. Her work has appeared in *WPA: Writing Program Administration*; *Gender, Work & Organization*; and the edited collection *Redefining Roles: The Professional, Faculty, and Graduate Consultant's Guide to Writing Centers*.

**Laura R. Micciche** is Professor of English and area director of the rhetoric and composition graduate program at the University of Cincinnati. She has published over 30 peer-reviewed articles and book chapters, two monographs, and three edited collections on writing-related topics: composing practices, undergraduate and graduate writing pedagogy, and rhetorics of emotion. Most recently, she co-edited *Revising Moves: Writing Stories of (Re)Making* (2024) and is working on a co-authored book project entitled *The Rhetorics of Menopause*.

**Paul Muhlhauser** is Associate Professor of English at McDaniel College. His interdisciplinary research spans digital rhetoric, gender studies, and popular culture, with publications in *Humanities*, *Journal of Popular Culture*, and *College*

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**Kristina Quynn** serves as Founding Director of CSU Writes at Colorado State University, where she holds an appointment in the Office of the Vice President for Research. Her research on academic writing support appears in the *Journal of Further and Higher Education* and *About Campus*, where she examines sustainable writing practices for graduate students and faculty. She is also co-author of *Reading and Writing Experimental Texts: Critical Innovations*.

**J. Michael Rifenburg** serves as Professor of English at the University of North Georgia. He authored *The Embodied Playbook: Writing Practices of Student-Athletes* (Utah State University Press, 2018), *Drilled to Write: Becoming a Cadet Writer at a Senior Military College* (Utah State University Press, 2022), and, with Kristine Johnson, *A Long View of Undergraduate Research: Alumni Perspectives on Inquiry, Belonging, and Vocation* (Routledge/Elon 2024). He is a recipient of the University System of Georgia Regents' Scholarship of Teaching & Learning Award.

**Elizabeth Sharp** is Professor of Human Development and Family Sciences and former Director of Women's and Gender Studies at Texas Tech University, where she conducts research on gender ideologies and familial relationships. Her work has been featured in *WPA: Writing Program Administration*, *Journal of Family Issues*, and *Journal of Family Theory and Review*.

**Jenna Sheffield** serves as Interim Associate Vice President for Academic Affairs and Dean of Undergraduate Studies at Salem College. She previously served as Assistant Provost for Curriculum Innovation at the University of New Haven. Her scholarship on digital literacy, networked books, and writing program administration has appeared in *Computers and Composition*, *Computers and Composition Online*, and *Composition Forum*.

**Lars Söderlund** is a UX Research Analyst and Writer at Baymard Institute, a Denmark-based research company, where he conducts and writes articles about large-scale usability testing of ecommerce sites. Söderlund previously published academic research at Western Oregon University, where his articles on composition and technical writing were published in *College Composition and Communication*, *IEEE Transactions on Professional Communications*, and the *Journal of Technical Writing and Communication*, informing graduate students, UX professionals, and fellow professors about the mechanics of academic publishing and non-standard models of usability.

**Aileen Taft** serves in the College of Education and Human Development at the University of Missouri, bringing diverse experience to her educational roles. Specializing in comprehensive literacy, writing, and English studies, she

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**Carol Wilusz** serves as Professor and Director of the Cell & Molecular Biology Graduate Program at Colorado State University, where she leads a research laboratory.