

CONTRIBUTORS

Kirkwood Adams is a Lecturer at Columbia University, where he teaches the first-year writing seminar. He is the co-translator of Johannes Heldén's *Astroecology*, a hybrid book of poetry and images. Together with Maria Baker, he researches GenAI's composition processes. Adams and Baker also co-teach the writing module of Columbia's interdisciplinary course, "AI in Context."

Austin Anderson is a Provostial Fellow at Stanford University and co-founder of the Stanford Critical Game Studies Lab. He studies how games are enmeshed with race, gender, class, and power while also examining the liberatory potentials of gameworlds. His first book project, *Racial Recursivity: A Methodology for Critical Race Game Studies*, creates a formalist ludic-textual framework for reading videogames as racial-cultural projects by exploring the role of repetition in racial practices and games. He has published in the fields of game studies, African American literary studies, and comic studies, and his work has appeared in *Transformative Works and Culture*, *The Journal of Gaming & Virtual Worlds*, *Electronic Book Review*, *The Comparatist*, *Popular Culture Review*, and other outlets.

Maria G. Baker is a consultant at Columbia University's Writing Center. Together with Kirkwood Adams, she researches GenAI's composition processes, and they co-teach the writing module of Columbia University's interdisciplinary course, "AI in Context." She is also an Adjunct Assistant Professor at Pratt Institute, where she teaches courses focusing on multimodal composition, creative writing, and creative thinking strategies.

Rodolfo "Rudy" Barrett is an Associate Director of the Learning Centers at James Madison University and a Lecturer in their school of Writing, Rhetoric and Technical Communication. In those roles, he directly administers a writing center and has taught first-year writing courses, as well as those on writing center theory and practice, research writing, and GenAI in composition. He is also a PhD student in Composition and Applied Linguistics at Indiana University of Pennsylvania, where his research focus is neurodiversity in the teaching and learning of writing.

Ashley M. Beardsley is an Assistant Professor of English & Communication and Director of the Writing & Multiliteracy Center at the University of Massachusetts Dartmouth. Her research interests include food rhetorics, media studies, feminist rhetorics, and writing center studies. She also co-edits the Disputatio section for *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Her work has recently appeared in *Multimodal + Justice + Action*, *Peitho*, and *Center Moves: A Peer-Reviewed Archive of Tutor Training Materials*.

Lisa Bell is Director of the UVU Writing Center and Graduate Writing Center. Her research interests and scholarship focus on writing center studies, including technology and tutoring, support for multilingual writers, program administration, and tutor education and experience. Lisa Bell is a Senior Fellow of the Higher Education Academy (SFHEA), serves on the board of the International Writing Centers Association and Rocky Mountain Writing Centers Association, and is founding member of the Association for Writing Across the Curriculum.

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Joshua Botvin is an Assistant Teaching Professor in the English and Communication Program and the Assistant Director of the Writing and Multiliteracy Center at the University of Massachusetts, Dartmouth. He is also a PhD student in the Technical Communication and Rhetoric program at Texas Tech University. He instructs first-year courses in Critical Writing & Reading as well as Technical and Business Communication. His research interests focus on the studies of rhetoric, writing centers, generative AI, labor equity, and classroom accessibility.

Sabrina Bramwell is a PhD candidate in the Department of Literature and Writing at Howard University. Her research focuses on the contemporary iterations of marronage within Caribbean literature and culture, with a specific concentration on the intersection between tropes of resistance in Anglocreole traditions and epistemological praxis. Her work examines how dominant and submerged narratives historically frame identity, centering on the roles of orality, oral tradition, and folklore. As a digital humanist, her practice includes metadata curation, spatial audio archiving, and quality control of large-scale audio datasets.

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Elisabeth H. Buck is an Associate Professor of English and the Director of the Writing Center at Fordham University in New York City. She is the author of *Open-Access, Multimodality, and Writing Center Studies* (Palgrave, 2018), which was a finalist for the 2018 IWCA Outstanding Book Award. Her work has appeared in multiple journals and collections across writing studies, and she is the current editor of *The Peer Review* journal. She enjoys researching and teaching writing center theory and administration, digital and social media, and the rhetoric of popular culture.

Eunhee Buettner is Writing Centre Coordinator and Instructor at the Department of Rhetoric, Writing, and Communications at the University of Winnipeg. She teaches Academic Writing, Narrative Thinking and Writing, Tutoring Writing and other rhetoric and communication courses such as Rhetorics of Identity, Border Rhetoric, and Intercultural Communication. Her research interests include academic literacy for multilingual students, writing centre studies, multimodal literacy including arts-based writing, language and identity, and intercultural communication. In her spare time, she enjoys listening to classical music, playing the piano, walking in nature, and watching Korean dramas.

Joseph Cheadle is an Assistant Professor and Director of the Writing and Communication Center at Oxford College of Emory University, where he teaches courses in composition, rhetoric, literature, and writing center studies. At the time of publication, he is interested in the ways that writing centers are managed, organized, and function. His work has been published in *Kairos*, *Journal of Writing Analytics*, *Writing Center Journal*, *Praxis*, *TPR*, and *WLN*.

Joella Cleary is pursuing a Master of Arts in Literature at University of North Carolina at Greensboro. She previously received her undergraduate degree from Salem College. In addition to Generative AI, ethics, and writing center studies, her research interests include American women's literature, particularly topics concerning women's health and maternity, and contemporary literary theory. She is a wife and mother of three children.

James M. Cochran is Assistant Professor of English in the Department of Literature, Media, and Writing, the 2025–26 Winifred D. Wandersee Scholar-in-Residence, and Director of the Writing Program and Writing Center at Hartwick College. His research interests include pedagogies of memory, first-year writing, religion and literature, and environmental literature. His recent research appears in *Praxis*, *Revenant*, *Journal of Ecohumanism*, *Intégrité*, *Religion and the Arts*, *Word and Text*, *the Journal of South Texas English Studies*, *Open Library of Humanities*, and *Label Me Latina/o*, as well as other edited collections.

Sarah Collins (she/her) serves as the Writing Coordinator in The Learning Hub (learning center) at the University of Illinois Springfield, where she

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Chloe Crull is a Writing Program Administrator with experience across multiple institutions in California, including Clovis Community College, UC Berkeley, and UC Davis. Her work spans writing program administration and writing center contexts, including tutor education, consultant training, and program coordination. She teaches first-year composition and entry-level writing and has extensive experience with online writing instruction. Her research focuses on collaboration in writing program administration, particularly how Writing Program Administrators build and sustain partnerships across campus and why some collaborations succeed while others falter.

Kevin Dvorak is Executive Director of the Writing and Communication Center at Nova Southeastern University, where he is also a professor and faculty coordinator for first-year experience.

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Matthew Fledderjohann earned his PhD in Composition and Rhetoric from the University of Wisconsin-Madison and currently works as the inaugural Director of the Writing Center at Le Moyne College in Syracuse, New York, where he also serves as Director of the Bosch Teaching and Learning Center. He enjoys researching students' interactions with generative AI, teaching classes about death and dying, and studying apocalyptic and post-apocalyptic narratives. Some of his publications have appeared in *The Peer Review*, *Praxis*, *Enculturation*, and *The Cormac McCarthy Journal*.

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Kat Greene has served as the Associate Director for the Writing Center at Ball State University since 2018. She is an Associate Teaching Professor for the Writing Program and the Professional Writing sequence. Her current research interests focus on intersections between writing centers, emerging technologies, and emotional labor and intelligence.

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Lauren Jablon graduated from Elon University in May 2024 with a dual Bachelor of Arts degree in Professional Writing and Rhetoric and Spanish.

During her time at Elon, she served for three years as a Writing Center Consultant, rising to Lead Consultant in her senior year. Following graduation, Lauren completed a year of service with AmeriCorps as a Refugee Case Manager in Washington, D.C. She now serves as Legislative Consultant to the Honorable Richard Neal (D-MA), representing Massachusetts' First Congressional District.

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Charlotte Kupsh is an Assistant Professor and Director of the Writing Center at Ball State University, where she teaches in the professional writing program, the writing program, and the rhetoric and composition graduate program. Her research explores how material environments impact professional writers. Her work has appeared in venues such as *Writing on the Edge* and *Reflections*, as well as edited collections.

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Joni K. Hayward Marcum is the Digital Literacies Coordinator and a faculty member in the University Writing Center at James Madison University, where she also teaches first-year writing in The School of Writing, Rhetoric, and Technical Communication. Her research focuses on digital and AI literacies, technology-mediated writing instruction, and writing center pedagogy, especially how emerging technologies shape teaching and student support. She has published on writing centers and information science, media history, and archival film, and was part of the author team whose article "Peer Tutoring as a High-Impact Practice" (*Journal of College Reading and Learning*) received the 2025 Outstanding Article Award from the College Reading and Learning Association. She holds a PhD in Media, Cinema, and Digital Studies from the University of Wisconsin–Milwaukee and is also an alumna of the University of Colorado (B.A.) and Colorado State University (M.A.).

Rebecca Hallman Martini is Associate Professor of English and Director of the Jill and Marvin Willis Center for Writing. She specializes in writing center studies, writing across the disciplines, and composition pedagogy. Her book, *Disrupting the Center: A Partnership-Based Approach to Writing in the University* (Utah State University Press, 2022), won the 2024 Conference on College Composition and Communication's Advancement of Knowledge Award. Her research has been published in *WPA*, *Across the Disciplines*, *Writing Center Journal*, *Praxis*, *Computers and Composition*, and *Research in Online Literacy Education*. Currently, she is working on two book projects that center student writer experiences in writing centers: *Centering Writers: Student Perspectives on Inclusivity and Access* (under advanced contract with Utah State University Press) and *On Their Own Terms: Writer-Informed Approaches to Writing Center Praxis* (under advanced contract with Bloomsbury University Press).

Eric D. Mason is an Assistant Professor in the Department of Writing and Communication at Nova Southeastern University. His areas of academic interest include, critical theory and pedagogy, visual rhetoric, computers and composition, cultural studies, and service learning. His scholarly work focuses on how the various modalities of composition—textual, visual, aural, and digital—can be brought into the writing classroom and how they intersect with cultural practices. His work has been published in journals such as *Enculturation*, *Media Culture*, and *The Community Literacy Journal*, as well as in books published by Ashgate and SUNY Press. He currently edits *Quadrivium: A Journal of Multidisciplinary Scholarship*.

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Hamza Miftah is a PhD candidate in Linguistics at Université Clermont Auvergne, France. His doctoral research focuses on the mastery of academic writing among Master's students, examining how they enter and navigate university writing activity systems and how generative AI tools mediate their appropriation of writing practices.

Alexandra Omogbadegun (she/her) is a PhD English student at Howard University with a research focus in Afrofuturism and the Digital Humanities. When she's not studying or engaging in research, Alexandra is teaching, baking, performing spoken word poetry, or spending time with family and friends.

Sherry Wynn Perdue directs the Writing Center at Oakland University. Past President of the International Writing Centers Association, she currently serves the organization by co-chairing its GenAI Task Force and co-editing its flagship publication. Her scholarship on dissertation supervision, writing center research, and information literacy has been published in such venues as *The Writing Center Journal*, *The Peer Review*, and *Praxis*. In the small pockets of time she protects for herself, Sherry can be found on the Pilates reformer, hiking with her husband and their Standard Poodle Pike, and building her social media presence through Life, Styled by Sherry.

Emily C. Perkins earned her PhD in Education from the University of Rochester and a Certificate of Advanced Study in Trauma-Informed Practice from Syracuse University. She currently serves as Associate Director of the Writing Center at Le Moyne College, where she teaches both first-year and upper-level writing courses. Her current research interests include academic integrity and the plagiarism paradigm, as well as generative AI in composition studies. Her work has appeared in the *Journal of Learning Development in Higher Education* and *The Peer Review*. Outside of her professional work, she is an active member of Pet Partners CNY with her therapy dog, Olive.

Kathryn Pilliod graduated from Hartwick College in 2024 with a Bachelor's of Science degree in nursing. While at Hartwick, she pursued her love of language through a minor in Spanish and her work as a writing consultant. She now lives in Albuquerque, New Mexico, where she works as a cardiac intensive care nurse, rides bikes, rock climbs, and keeps managing to acquire cats and chickens. She must admit she does more reading than writing these days, but is beginning to dream up a novel about the desert and the end of the world.

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Paula Rosinski is a Professor of Professional Writing & Rhetoric and Director of Writing Across the University in the Center for Writing Excellence at Elon University. In the classroom she teaches courses on multimedia writing, visual rhetoric, and writing technologies. Her current research examines best practices for AI-focused professional development for faculty and staff, AI-augmented writing practices of alumni, and writing center consultant and client attitudes toward AI. Her scholarship has appeared in *Composition Forum*, *Written Communication*, *Computers and Composition*, *WPA: Writing Program Administration*, the *Journal of the Council of Writing Program Administrators*, and *WLN: A Journal of Writing Center Scholarship*, and in edited collections. She is co-leading Elon's initiatives to prepare students, faculty, and staff to use AI ethically and effectively in their teaching, research, and professional lives and also serves on the Executive Committee of the Association of Writing Across the Curriculum (AWAC).

Anna Rymer is a Professional Writing Tutor at High Point University. She is a recent graduate of Salem College, where she was a peer writing center consultant. Her research in GenAI and writing has been presented at the International Writing Centers Association conference. Anna enjoys working with students and hopes to continue empowering the next wave of leaders through their writing.

Carly Schnitzler teaches writing at Johns Hopkins University in the University Writing Program. Her research and teaching center digital rhetoric, creative computation, and the public humanities. For the past three years, she has served as co-editor of *TextGenEd: Teaching with Text Generation Technologies* (WAC Clearinghouse, 2023) and *TextGenEd: Continuing Experiments* (2024, 2025), open-access pedagogical collections showcasing early experiments in thoughtfully teaching writing with generative text technology, including but not limited to AI. She is also the founder of If, Then: Technology and Poetics, a community of artists, scholars and teachers invested in inclusivity and skills-building in creative computation

Jean Schwab is the Director of Peer Assisted Learning at Furman University, where she oversees the subject-based group tutoring program and the Writing & Media Lab. Her academic interests include metacognitive reflection, tutor training, and multimodal composition in writing centers. She also teaches a class on the history and practice of knitting in Furman's three-week May Experience program.

Madilynne Smith is a recent alum of Hartwick College. She studied history and Spanish and worked as a Writing Center Consultant and a Peer Tutor. She plans to get her master's in education and work as a Spanish teacher in the near future.

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Meghan Velez is an Assistant Professor in the Department of Writing and Rhetoric at the University of Central Florida, where she teaches courses in professional writing, AI literacies, and rhetorics of data. Previously, she was Co-Director of the Virtual Environment for Communication: Teaching, Outreach, and Research (VECTOR) at Embry-Riddle Aeronautical University, Worldwide Campus. Her research can be found in the *Journal of Business and Technical Communication*, *Across the Disciplines*, *Communication Teacher*, and *Thresholds in Education*. Her research interests include digital rhetorics, histories of communication technologies, and online writing instruction.

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Paola Yuli is a PhD candidate and an English Instructor in the Department of Literature and Writing at Howard University. Her research focuses on bodies of water and hydro-crisis in Caribbean literature, Black studies, the blue humanities, the climate humanities, feminist studies, and postcolonial studies. Paola is currently a 2026 Inductee in the Edward A. Bouchet Graduate Honor Society (BGHS), which celebrates scholarly achievements and inclusive excellence at the doctoral level and in the professoriate. In 2024, she was a recipient of the Ernest E. Just-Percy L. Julian Graduate Research Fellowship from Howard. From 2021-2024, Paola was a Howard University Writing Center Coach, supporting undergraduate and graduate students in their academic writing journeys. From 2023-2024, she served as the Graduate English Student Association (GESA) Vice President at Howard and as a student advisor for The Smithsonian American Art Museum (SAAM) exhibit, *The Shape of Power: Stories of Race and American Sculpture*. Paola received her BA in English with a minor in Environmental Science from Barnard College in 2017.