

CONTRIBUTORS

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Carolyn D. Commer is Associate Professor of English at Virginia Tech, where she serves as the Director of the Rhetoric and Writing PhD program. Her work on rhetorical theory and pedagogy has been published in *Composition Studies*, *Argumentation and Advocacy*, *Literacy in Composition Studies*, *Rhetoric Review*, *Journal for the History of Rhetoric*, and the volume *Teaching Demagoguery and Democracy: Rhetorical Pedagogy in Polarized Times*. She is the author of *Championing a Public Good: A Call to Advocate for Higher Education* (Penn State University Press, 2024).

Paul Cook is Professor of English at Indiana University Kokomo, where he teaches writing, rhetoric, and digital media. Trained as a rhetorician and writing teacher, he has recently been researching solutions to the epistemological crisis of mis- and disinformation in a postdigital landscape. His team won the top prize at the 2018 Misinformation Solutions Forum for their Mind over Chatter modules, which were fully revised and expanded in 2024. His research has appeared in *JAC*, *Across the Disciplines*, *Communication Law Review*, *Workplace*, *The WAC Journal*, and other publications. His first book, *Misinformation Studies and Higher Education in the Postdigital Era: Beyond Fake News* (2024), is forthcoming from Lexington Books.

Steven J. Corbett is Associate Professor of Composition & Rhetoric; Division Head of Communication, Composition & Rhetoric; and Writing Program Administrator at Methodist University. He is the author of *Beyond Dichotomy: Synergizing Writing Center and Classroom Pedagogies* (2015) and co-editor of *Peer*

Pressure, Peer Power: Theory and Practice in Peer Review and Response for the Writing Classroom (2014); *Student Peer Review and Response: A Critical Sourcebook* (2018); *Writing In and About the Performing and Visual Arts: Creating, Performing, and Teaching* (2019); and *Writing Centers and Learning Commons: Staying Centered While Sharing Common Ground* (2023). His articles on writing pedagogy have appeared in a variety of journals, periodicals, and collections.

Anicca Cox is Assistant Professor of English at the University of New Mexico, Valencia Campus. Her work has appeared in *College English*, *College Composition and Communication*, *Peitho*, *WPA Journal*, *Across the Disciplines*, and several book chapters. Her research primarily focuses on labor equity in academia, institutional change work, and writing program administration with a secondary research area in community engaged food justice/sovereignty work.

Mario A. D'Agostino is Assistant Professor of Writing at Nova Southeastern University, where he oversees numerous visual art and writing initiatives. His work has appeared in *Writing Spaces: Diverse Pedagogical Approaches to Experiential Learning, Volume II*; and he served as Editor-in-Chief of *Experiential Learning & Teaching in Higher Education*. He currently serves on the editorial board for *Metropolitan Universities Journal*.

Laura Decker is Assistant Professor of English at Nevada State University, where she serves as the Chair of the Humanities Department. Her recent essays and articles have appeared in *Interrupting, Infiltrating, Investigating: Radical Youth Pedagogies in Education* (2020), *Grassroots Activisms: Public Rhetorics in Localized Contexts* (2024), *English in Texas* (2023), and the *Journal of Writing Assessment* (2024).

Teagan Decker is Professor of English and Dean of the Maynor Honors College at the University of North Carolina at Pembroke. Her recent publications include the co-edited volume *Writing Centers and Learning Commons: Staying Centered While Sharing Common Ground* (2023) and the co-authored book chapter "Honors Colleges as Levers of Educational Equity" in *A Comprehensive Guide to Honors Colleges* (2023).

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Dana Lynn Driscoll is Professor of English and serves as the Founding Director of the Center for Scholarly Communication at Indiana University of Pennsylvania. She has published widely on learning theory, writing transfer, writing expertise, writing centers, and supporting advanced writers in disciplinary fields. She teaches writing for publication, research methods, and composition pedagogy in the doctoral program in Composition and Applied Linguistics. She has been the recipient of numerous grants and awards, including the 2022 International Association for Writing Across the Curriculum's best article award and the 2012 International Writing Center Association's Article of the Year award. She has served on multiple editorial boards and recently completed her three-year term as co-editor of *Writing Spaces*, an open-access textbook series for first-year composition.

William Duffy is Professor of English at the University of Memphis. His work has most recently been published in *Rhetoric Society Quarterly*, *Present Tense*, *Inside Higher Ed*, and the volumes *Revising Moves* (2024) and *Composition and Rhetoric in Contentious Times* (2023). His book *Beyond Conversation: Collaboration and the Production of Writing* (2021) theorizes a method for navigating the material labor of coauthorship in academia's authorial economies.

Sean Fenty is an instructor at Binghamton University, where he serves as the Director of the Writing Initiative. His work has been published in *ImageText: Interdisciplinary Comics Studies*, *Currents in Electronic Literacy*, *Florida Reading Journal*, and in the edited collection *Playing the Past: History and Nostalgia in Video Games*. He has edited multiple editions of *Coming to Voice: Writing Personal, Civic, and Academic Arguments* and *Binghamton Writes: Research and Writing in WRIT 111*.

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Laura K. Miller is Associate Professor of Writing, Rhetoric, and Technical Communication at James Madison University, where she also serves as Executive Director of the Learning Centers. Her research on writing mindsets, noncognitive factors, and tutoring efficacy has been published in *Writing Center Journal*, *WLN: A Journal of Writing Center Scholarship*, and *Assessment Update*. She is the co-author of *So What? The Writer's Argument*, a first-year writing textbook in its third edition.

Ruth Mirtz is Assistant Professor and Director of the Kansas State University Salina Library. She was formerly a professor of writing at Kansas State, as well as several other universities. She has published on the topics of writing program administration, TA training, first-year writing student research processes, spatial issues around writing instruction, and transfer. She most recently presented at the Computers and Writing 2024 conference on college student research processes and AI.

Suzie Null has worked with elementary through graduate students as a K-12 teacher, composition instructor at UC Santa Barbara, and Professor of Teacher Education at Fort Lewis College. Her research often focused on teacher implementation of organizational policies. She is now retired, so she can focus on her own fiction writing.

Mary Lourdes Silva (she/her) is Associate Professor of Writing and Director of First-Year Writing at Ithaca College. She is a first-generation cisgendered Queer Latina. She has published scholarly articles and essays about the citation practices of first-year college writing students, pedagogical use of multimodal and multimedia technologies and practices, implementation of institutional ePortfolio assessment, gender/race bias in education, movement-touch literacy as a modality to teach reflective thinking in first-year writing, the psychological and financial implications of faculty compelled to review biased student evaluations of teaching, and AI critical literacy in first-year writing.

Alexis Teagarden is Associate Professor of English and Communication at the University of Massachusetts Dartmouth, where she also directs the First-Year English program. Her research interests include writing pedagogy and its intersections with web literacy and intellectual risk-taking, as well as faculty development and evaluation practices. She is co-editor of the 2025 summer issue of *Composition Forum* on the theme of Risk and Failure in the Teaching of Writing,

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Josephine Walwema is a faculty member and founding director of the Program in Technical and Professional Writing at the University of Washington, Seattle. She publishes on issues of access, equity, and social justice in writing studies. She has twice won the best article for CCCC Technical Scientific and Communication Award in the category of Best Article Reporting Historical Research or Textual Studies in Technical and Scientific Communication, as well as the Ann Neil Picket Award for best article in *Technical Communication Quarterly*.

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