

EDITORS AND RETROSPECTIVE CONTRIBUTORS

Laura Aull is Associate Professor and Writing Program Director at the University of Michigan, where she teaches English linguistics and writing pedagogy. She is editor of the *Assessing Writing Tools & Tech Forum*, and she is the author, most recently, of *How Students Write: A Linguistic Analysis* and the forthcoming book *You Can't Write That: 8 Myths about Correct English*.

Carolyn Calhoon-Dillahunt, a former CCCC Chair and TYCA Chair, teaches writing at Yakima Valley College, an open admissions Hispanic-serving Institution. She also helps coordinate program and institutional assessment within the Arts & Sciences division of the college and is engaged in departmental and college-wide equity work. Her scholarly interests center on pedagogy, assessment, and education policy. She has published articles in *The WPA Journal*, *TETYC*, and *CCC* and has co-authored chapters in *New Directions for Community Colleges* and the recently published collection, *Writing Placement in Two-Year Colleges: The Pursuit of Equity in Postsecondary Education*.

Brian Huot has been a full time writing teacher and writing program administrator since 1980. Currently he is Professor of English at Kent State University. He is past chair of the College Section Committee and Member of the NCTE Executive Committee (2006-2008) and a current member of the Council of Writing Program Administrator Executive Board. He is a contributing scholar to the literature on the teaching and assessing of writing and has served as consultant for various institutions. He is currently a member of the NCTE Consulting Network.

Diane Kelly-Riley is Professor of English and Vice Provost for Faculty at the University of Idaho. She studies writing assessment theory and practice, validity theory, race and writing assessment, public humanities and multimodal composition. She was editor of the *Journal of Writing Assessment* from 2011-2022. She published *Improving Outcomes: Disciplinary Writing, Local Assessment and the Aim of Fairness* with Norbert Elliot (MLA, 2021).

Ti Macklin is the Director of First-Year Writing at Boise State University where she teaches courses in composition and rhetoric. Her research interests lie largely in First-Year Writing and writing assessment with a particular focus on assessment at the individual, classroom, and programmatic levels. Her most recent work examines the experiences of graduate and undergraduate students in first-year writing. She served on the editorial staff of the *Journal of Writing Assessment* for nine years.

David H. Slomp is Professor of Literacy and Assessment at the University of Lethbridge where he is also serving as Associate Dean of Graduate Studies and Research in Education. Since 2017 he has been serving as Co-editor-in-chief of *Assessing Writing*. His research focuses on the ethics of writing assessment, the consequences of assessment design and use, and the development of writing ability.

Carl Whithaus is Professor of Writing and Rhetoric at the University of California, Davis. He studies the impact of information technology on literacy practices, writing assessment, and writing in the sciences and engineering. His books include *Multimodal Literacies and Emerging Genres* (University of Pittsburgh Press, 2013), *Writing Across Distances and Disciplines: Research and Pedagogy in Distributed Learning* (Routledge, 2008) and *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing* (Erlbaum, 2005).

Kathleen Blake Yancey is Kellogg Hunt Professor and Distinguished Research Professor Emerita at Florida State University. She has served as president/chair of several US literacy organizations, including the Council of Writing Program Administrators, the Conference on College Composition and Communication, and the National Council of Teachers of English. She participates in US and global assessment efforts, including as faculty for the WASC Leadership Academy and the AAC&U ePortfolio Institutes, and as a board member for the Association of Authentic, Experiential, and Evidence-based Learning. Author/co-author of 100+ refereed articles and book chapters and author/editor/co-editor of 16 scholarly books, she has received multiple awards, including the FSU Graduate Teaching Award (twice); the Purdue University Distinguished Woman Scholar Award; and the CCCC Exemplar Award.