

Contributors

Anonymous (“From Dream Job to Unsustainable”). This contributor worked in higher education for over a decade and focused their scholarship and presentations on topics related to first-year composition, the intersections of writing centers and learning commons, and training graduate assistants to teach composition. The Contributor is no longer in higher education, but remains connected to—and will forever be supportive of—writing centers and the labor of those who direct them.

Anonymous (“Into and Out of the Tutoring Center”). The author of this chapter has worked in writing centers and taught English for more than thirty years at a variety of institution types. The author has also been involved in writing center professional communities throughout their tenure, serving in various leadership positions.

Saurabh Anand is a Rhetoric and Composition Studies Ph.D. student at the University of Georgia, where he serves as an assistant director of the writing center. His essays have appeared in the *Writing Center Journal*, *Praxis: A Writing Center Journal*, and he received the 2024 Scholar of Dream Award and the 2023 Future Leader Award by the International Writing Center Association.

Libby Anthony is Associate Professor of English and Director of the Writing and Study Skills Center at the University of Cincinnati, Blue Ash College. Her research interests include craft rhetorics, writing center theory and pedagogy, and study abroad.

Vincent Belkin (Pseudonymous) is Associate Professor of English at a small Midwestern liberal arts university and has been the director of its growing writing center for 13 years. They have won numerous teaching awards, and their scholarship has primarily been on linguistic justice and Critical Language Awareness.

Candis Bond is Director of the Center for Writing Excellence at Augusta University, where she is also Associate Professor of English. Her research interests include dimensions of writing center labor, writing in STEM, WAC/WID, and higher education leadership. She has published scholarship in journals such as *Writing Center Journal*, *WLN: A Journal of Writing Center Scholarship*, *Praxis: A Writing Center Journal*, *Southern Discourse in the Center*, and *The Peer Review*.

John Chadderdon is a professional writing tutor at SUNY Buffalo State University, where he helps students across disciplines refine their writing practices. He is also a local musician and has served as a contributing editor on the *Elm Leaves Journal* Blackout edition.

Joseph Cheatle is Assistant Professor of English and Director of the Writing and Communication Center at Oxford College of Emory University. He is the co-editor of the edited collection *Redefining Roles: The Professional, Faculty, and Graduate Consultant’s Guide to Writing Centers*, published at Utah State

University Press. His work has appeared in *Writing Center Journal*, *Praxis*, *Kairos*, *Southern Discourse in the Center*, and the *Journal of Writing Analytics*. And he is a recipient of the IWCA Research Grant for his project “Organization Theory and Writing Centers.”

Eva Dunsky is an adjunct professor of first-year writing at Baruch College and the School of Visual Arts; in addition, she has worked in the writing centers at Barnard College, Columbia University, and Fordham University. She also writes fiction and criticism, and translates from Spanish and Catalan into English.

Tiffany-Anne M. Elliott is Academic Support Programs Coordinator at Lincoln Land Community College where she oversees the peer tutoring, study group, math center, and embedded support programs. Before moving into her current position, she worked in the campus writing center and taught freshman English for 15 years. She is currently earning her Ed.D. in Leadership and Innovation from Arizona State University where her research focuses on embedded tutoring.

Genie Nicole Giaimo is Associate Professor of Writing Studies and Rhetoric at Hofstra University, where they serve as the writing center director. Their research has appeared in *Praxis*, *Writing Center Journal*, *TPR*, *Journal of Writing Research*, *Kairos*, *Journal of Writing Analytics*, *Journal of Multimodal Rhetorics*, and several other peer-reviewed journals in rhetoric and composition. They are the author of *Unwell Writing Centers: Searching for Wellness in Neoliberal Educational Institutions and Beyond* (2023) and the editor of *Wellness and Care in Writing Center Work* (2021).

James Donathan Garner is Associate Director of the Center for Writing Excellence at Augusta University. His essays have appeared in *Praxis: A Writing Center Journal*, *Rhetorica*, and *The Journal for the History of Rhetoric*.

Jonathan Green is Assistant Professor of English and Director of the Writing Center at Cottey College, a small women’s liberal arts college in Nevada, MO. His research focuses on how writing can be thought of and taught as a practice-able, improvable skill similar to sports or music.

Rebecca Hallman Martini is Associate Professor of English and Director of the Jill and Marvin Willis Center for Writing at the University of Georgia. Her book, *Disrupting the Center: A Partnership Approach to Writing Across the University* (USUP 2022), won the 2024 CCCC Advancement of Knowledge Award. Other works have appeared in *WPA*, *Writing Center Journal*, *Across the Disciplines*, *WAC Journal*, and *Computers and Composition*. She is the founding editor of IWCA’s journal, *The Peer Review*, and serves as associate publisher for accessibility and sustainability with the WAC Clearinghouse.

Muriel Harris is Professor of English (emerita) at Purdue University and Director of the Writing Lab (retired), where she and several graduate students started the Purdue University Writing Lab. She also initiated the Purdue OWL and the journal *WLN: A Journal of Writing Center Scholarship*, the first in the field of writing center studies. Her publications, in addition to her textbooks, have appeared in numerous journals and as chapters in book collections, and she has

been a keynote speaker, a workshop leader, and a presenter at regional, national, and international conferences. Her CV is available at <https://wac.colostate.edu/docs/wln/cv.pdf> While she is gratified to have spent her academic life involved in writing centers, which she views as extraordinary, effective sites of learning, her proudest accomplishment continues to be her children and grandchildren.

Maggie M. Herb is Associate Professor of English and Director of the Writing Center at SUNY Buffalo State University. She is also co-director of the Western New York Writing Project. Her scholarship has appeared in *Writing Center Journal*, *Praxis*, and several edited collections.

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Olivia Imirie is Instructor of English at Wor-Wic Community College teaching first-year and developmental writing. She has presented research at the International Writing Center Association conference on collaborations between college and secondary school writing centers.

Silk Jade (Pseudonymous) is a writing center administrator at a public research university. This university serves many students as multilingual and first-generation college students. Her research interests include writing tutors' and student writers' growth at the writing center, writing and writing tutoring pedagogy, professional development of peer writing tutors, issues and strategies in academic writing, transnationalism and translanguaging, instructors' feedback, and faculty-student mentorship. Her studies have come to fruition in dozens of publications, including peer-reviewed journal articles and book chapters in these fields. Among those publications, over one-third are co-authored with her students and tutors.

Allie Johnston is Assistant Professor of English at Austin Peay State University, where she teaches composition and rhetoric courses. She also serves as the university's first writing center director. Her research focuses on writing center studies and multimodal curriculum in first-year writing programs.

Megan Keaton is Associate Professor of Rhetoric and Composition at the Pfeiffer University, where she serves as Writing Center Director and teaches composition courses. She has published articles in *Praxis: A Writing Center Journal*, *Southern Discourse in the Center*, and *The CEA Forum*, and she has a chapter in the edited collection, *Teaching through the Archives: Text, Collaboration, and Activism*.

Daniel Lawson is Professor of English at Central Michigan University, where he serves as the writing center director. He has published on rhetoric, media studies, and writing centers. His writing center work has appeared in venues such as *WLN*, *Praxis*, and *TPR*. He has served as the President of the Michigan Writing Centers Association and as an at-large board member of the East Central Writing Centers Association.

Neal Lerner, Professor of English at Northeastern University, teaches undergraduate and graduate courses in writing and the teaching of writing. He is the

author or co-author of eight books and over 40 peer-reviewed articles and book chapters on the history, theory, and practice of learning and teaching writing, including *The Meaningful Writing Project: Learning, Teaching, and Writing in Higher Education* with Michele Eodice and Anne Ellen Geller. His most recent book is *Reformers, Teachers, Writers: Curricular and Pedagogical Inquiries*.

Margaret Lundberg is a professional writing specialist in the Teaching and Learning Center at the University of Washington Tacoma, where her portfolio includes personal narrative and mentoring graduate writers. A later-in-life returner to higher education, her research interests lie in memoir and life writing, and the (re)construction of student identity among mature women who return to higher education. She has published a novel, *Life in Continuous Present*, inspired by her work with a 19th-century diary, as well as several shorter works, including poetry and autoethnographic essays. She is also Editor-in-Chief of *Access: Interdisciplinary Journal of Student Research and Scholarship*, housed in the Digital Commons.

Oluwatosin Mariam Junaid is a doctoral candidate at the University of São Paulo Brazil(USP) where she researches academic literacies with a focus on academic writing and writing for publication purposes. She is also a writing tutor at the Laboratory of Academic Literacy (LLAC-USP). In this capacity, she provides guidance to students in navigating the complexities of academic writing. She has published several book chapters and articles. Beyond academia, Oluwatosin finds joy in diverse interests like reading, singing, writing, culinary pursuits, and engaging in community outreach initiatives. Also, she actively participates in endeavors aimed at positively impacting her surrounding environment.

Anne McMurtrey possesses more than 20 years of writing center expertise. She served as a tutor at the University of Idaho and coordinator at Washington State University before directing the University of Utah Writing Center for the past decade. Additionally, she ensures tutor quality at eTutoringOnline.org.

Janine Morris is Associate Professor of Writing at Nova Southeastern University, where she serves as a faculty coordinator of the NSU Writing and Communication Center. Her co-edited collection, *Emotions and Affect in Writing Centers*, was published by Parlor Press in 2022. Her recent essays have appeared in *Composition Forum*, *Southern Discourse in the Center* and *Peitho*, along with several edited collections.

Molly Ryan (she/her) teaches First-Year Writing at Virginia Tech, where she also serves as the Director of the Graduate Academy of Teaching Excellence. Broadly, her work explores critical pedagogy in the writing classroom, empathetic teaching philosophies, and administrative matriculation. Her work has appeared in *Kairos*, *The Sandbox*, and elsewhere.

Mary Elizabeth Skinner received her Master of English at the University of Alabama at Birmingham where she also taught composition and tutored in the University Writing Center. She currently teaches middle school composition and literature and is a freelance tutor for middle and high school students.

Katherine E. Tirabassi is the Director of the Center for Research & Writing, Professor of Communication, and Affiliate Faculty in English at Keene State College in southwestern New Hampshire. She teaches professional communication, creative writing, research methods, and a tutoring training course, and coordinates an internship program for students in Communication/Philosophy and English. She has presented and published her research on writing center studies, civic engagement, archival research, composition pedagogy, and 16th-century French writer Marie de Gournay. In 2021, Dr. Tirabassi was awarded Keene State's Distinguished Teacher of the Year Award and, in 2023, the Faculty Distinguished Service Award.

Lan Wang-Hiles is Associate Professor of English at West Virginia State University, where she teaches writing center tutor training courses frequently. She has published her studies as journal articles and book chapters by the *Journal of Second Language Writing*, *NYS TESOL Journal*, MLA Style Center, Michigan University Press, Springer, *Multilingual Matters*, WAC Clearinghouse, Brill, and IGI Global. She is Chair of the Non-Native English-Speaking Writing Instructors (NNESWIs) Standing Group for the Conference of College Composition and Communication (CCCC), the Newsletter Editor of the Program Administration Interest Section (PAIS) for the TESOL International Association, and a board member to represent Higher Education of the West Virginia TESOL.

Jaclyn Wells is Associate Professor at the University of Alabama at Birmingham, where she directs the writing center and teaches composition and professional writing. Jaclyn is co-author of *Partners in Literacy: A Writing Center Model for Civic Engagement*. Her work has also appeared in *College Composition and Communication*, the *Writing Center Journal*, and other journals and edited collections.

Scott Whiddon is Professor of Writing, Rhetoric, and Communication and Writing Center Director at Transylvania University in Lexington, Kentucky, with work featured in *Praxis: A Writing Center Journal*, *WLN: A Journal of Writing Center Scholarship*, and elsewhere. His efforts in writing centers earned the 2018 Martinson Award for Excellence and the 2022 SWCA Achievement Award. He is also an active musician.

Ryan Patrick Witt has worked with writers—as a faculty member and tutor—at institutions in the western, midwestern, and northeastern US over the span of his now 20-year journey working in higher ed. His writing and scholarship have appeared in the *Journal of Policy Practice and Research*, *Barrow Street*, *What We Wish We'd Known: Negotiating Graduate School*, and *Talking River*, among other venues. He currently directs the First-Year Seminar program and the Writing Center at the College of Idaho, and when he's not working, he enjoys cooking, fly fishing, writing and reading poetry, and spending time with his wife and daughters.