

Introduction to Volume 8 (2025)  
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## Writing Analytics: Sustaining Programs of Research

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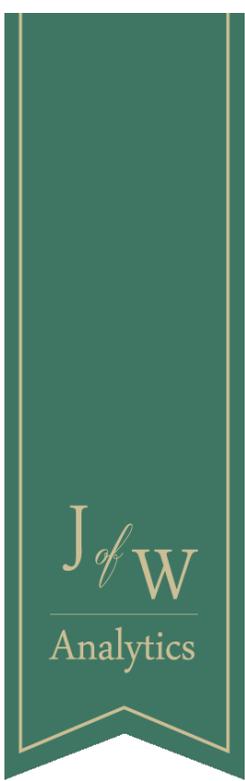
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### **Welcome to Volume 8 of The Journal of Writing Analytics.**

In our introduction, we provide an overview of the current state of our community, as well as introduce the articles in this volume, describe our 2025 conference and its relationship to



Volume 9 (2026), preview our 2026 conference (taking place just after we publish this introduction), announce the WAC Corpus Collection, welcome our new members of the Editorial Team, thank our Board of Reviewers, and offer a note on the future of Writing Analytics.

We also consider our theme of Sustaining Programs of Research. There are many ways to consider sustainability: ethically, revealing that we are all bound together; modeling, in which we examine empirically the nature of those bonds; socially, in which we meet the present without compromising the future; and economically, in which we complicate the necessity of unlimited growth. We are bound to each other, and our enterprise in Writing Analytics—the study, at day’s end, of how language constructs our relationship to each other—is to keep our better angels soaring.

## 1.0 Sustaining Writing Analytics

The theme for Volume 8 of *The Journal of Writing Analytics* is Sustaining Programs of Research. We are doing the work of sustaining both in our research and publications and in the structures and processes that will allow our journal and our community to endure. Through this work, we aim to create and maintain foundations and processes that will allow the [journal to remain an open and accessible resource](#) that supports innovative, flourishing programs of research and the researchers working in Writing Analytics.

To that end, our Co-Editors and Executive Editors drafted bylaws and submitted them to the Editorial Team on October 24, 2025. After receiving edits and revisions, [our bylaws](#) were finalized by a unanimous vote of the team on November 10, 2025. With these bylaws, the journal now has an articulated organizational structure, mission, election procedures, publication calendar, statement of editorial processes, and schedule for bylaws review.

Identifying leaders of the journal and conference—interdependent, complementary undertakings—who will ensure that our community remains a forum for academic discourse, research, and multidisciplinary collaboration in Writing Analytics is critical to our work. With the bylaws as a foundation for the process of searching for new Editors-in-Chief and a Conference Editor, our Co-Editors issued a call for applications for both positions on December 1, 2025. After unanimous approval, we congratulate and welcome our new Editors-in-Chief, Duncan Buell and Brian Gogan, who are introduced below in §12.

Also aligned with the work of sustaining and supporting, Volume 8 continues our successful shift to a rolling publication schedule in order to provide a shorter time to publication for authors and enable research to emerge without delay. Updates have also been made to the format for abstracts in order to support [searching in Scopus](#). Thanks to our publisher, Mike Palmquist, at [the WAC Clearinghouse](#), we are now indexed at Scopus, the premiere scientific abstract and citation database, a milestone for the journal that expands access to our publications.

As well, we have launched a new genre for submissions: [Writing Analytics in the Classroom](#). Intended to provide flexibility as we encourage innovations in classrooms, we hope that this new genre will promote the development of a distinct pedagogy for our field. Published manuscripts will advance Writing Analytics in directions that support teaching and learning with a focus on the integration of tools, data, and insights into instructional design

and classroom practice. Of special interest will be manuscripts that translate analytic findings into classroom and workplace strategies for educators and students.

Finally, the Editorial Team wants to take this opportunity to celebrate and thank Norbert Elliot for his foundational role in developing and sustaining the journal and for all he has done to establish the work of Writing Analytics and advance the work of Writing Studies. Each of us has benefitted from his mentorship and friendship, and our discipline is better for his efforts to clarify and share theories and practices associated with sustaining our community. We wish Norbert, Fran, and Zero the best as he retires from the profession.

## 2.0 Reflections on Volume 8 (2025)

After rolling out individual publications in 2025, in full, Volume 8 includes six research articles, one innovation, one program report, one research note, and a special section remembering one of our lost colleagues.

Across these published articles, we see three key themes:

- **Sustainability and Scalability:** As we reflect on Kane’s machine classification of citation, Oenbring’s Forge platform, the corpus curation of Alsop, Laudénbach, and Marcellino, or the SIG program report by Gresham, Tackitt, Wetzel, Nastal, and Gogan, we find that Writing Analytics has become an infrastructure for the study of written communication.
- **Writing Across Settings:** Oliveri and her colleagues demonstrate the value of sociocognitive and sociocultural frameworks on the writing tasks of agricultural workers. Here we recognize new directions for Writing Analytics in the investigation of writing in non-academic settings.
- **Bridges to Pedagogy:** Yallop, Leijen, and Lang demonstrate the value of their cover letter model, Slagel examines linguistically informed instruction, Dux Speltz illustrates the value of session notes, and Terrill traces tutors engagement with dissertation writers. Here we recognize that theory and research are yielding direct benefits to students.

In identifying these, we recognize the simplicity of this classification, as well as all that it ignores—evidence of complex construct modeling, design of new technologies, and calls for new evidence models. To continue the identification of common themes we invite interpretative reading of the works summarized below.

## 3.0 Research Articles

[“Tracking Citation Practices Across Disciplines: A SourceMapper Analysis of MICUSP,”](#) is a study by Megan Kane. An extension of the work of Sandra Jamieson (2013) and her colleagues in The Citation Project, the research reports the development and validation of three machine-classification models (a TF-IDF classification model and two embeddings-based models, SciBERT and Qwen3) for analyzing citation rhetorics in student writing at scale. Using a sample of Biology and English papers from the Michigan Corpus of Upper-Level Student Papers (MICUSP) as a test case, Kane identified discipline-consistent contrasts: English papers cited more primary sources, were substantially more citation-dense, and relied more heavily on transforming moves (paraphrasing, synthesis, recontextualization),

while Biology papers cited more secondary sources, contained fewer citations overall, and more often used reporting functions (conveying information from a source with little modification, often by summarizing or restating). While the study demonstrates that machine classification is a viable method for examining citation functions at scale, the strong performance of the SciBERT classifier provides evidence that rhetorical citation functions in student writing can be identified accurately and reliably through automated methods. In terms of pedagogical implications, Kane proposes that in Writing Across the Curriculum and Writing in the Disciplines contexts, automated analysis of citation practices can help students comparatively understand rhetorical function across courses in the humanities and the sciences, where citation norms and rhetorical functions often differ. By analyzing model texts or incorporating these tools as a revision step, instructors can use render disciplinary citation patterns more visible and to guide students in reflecting on their own practices.

International research team Roger Yallop, Djuddah A.J. Leijen, and Susan M. Lang investigate the usefulness of cover letters used within doctoral writing groups. In [“Cover Letters as a Tool to Elicit Peer Feedback Within Doctoral Writing Groups,”](#) the researchers extend prior research (Yallop & Leijen, 2021) to identify targeted rhetorical features of a Desirable Cover Letter (DCL) Model. Using a mixed-methods design to analyze 46 cover letters—along with their associated peer feedback, student reflections, and expert practitioner ratings—the authors find that the cover letters promote cognitive and teaching presence, elicit more targeted and useful feedback, and support doctoral students in asserting rhetorical control over their writing process. The research method in the study is a model for empirical research in it uses of grounded theory to code 143 peer feedback comments for specificity, globality, and alignment; employ expert rating of cover letter effectiveness and thematic analysis of expert discussions and student reflections; and examined the rhetorical structure of 17 effective cover letters. Appendix C of the study—a code book for traits in feedback and cover letter comments—will be useful to researchers seeking examples of reliable coding procedures. In terms of classroom use, the authors conclude that the DCL model has potential pedagogical value for supporting student feedback and writing processes across diverse teaching and sociocultural contexts. In essence, DCL Model offers a transferable framework for integrating actionable peer feedback practices into doctoral and multilingual writing instruction.

Tom Slagle investigates the ways that Engagement Theory—with its focus on linguistic resources by which writers adopt a stance towards to the value positions being referenced by the text and its readers—in order to analyze undergraduate writers’ use of linguistic resources valued in academic argumentation. In [“Developing Writers’ Engagement in Academic Genres: Insights from Linguistically Informed Instruction,”](#) Slagle draws on Engagement Theory in a case corpus case study. Totalling 90 samples, he designs two specialized corpora of writing by students placed into developmental first-year writing courses: one corpus of writing samples by students who received the linguistically informed instruction and another corpus including writing from students who received conventional rhetorical instruction without an explicit linguistic focus. Drawing engagement theory and using corpus analysis software, the author analyzed students’ use of interpersonal linguistic resources, particularly those that manage dialogic space, and applied non-parametric analysis to examine whether differences between the corpora were statistically significant. As Slagle reports, students who received linguistically informed instruction were more likely to construct a novice academic

persona by using language in academically valued ways. Specifically, these students used contrastive connectives to execute concede-counter moves. They also relied less on self-mentions and intensifying language, while favoring reporting verbs in an academic register and hedging strategies that conveyed greater rhetorical awareness of academic conventions. These findings suggest that explicit, linguistically informed instruction supports cultivation of openness, metacognition, and rhetorical awareness in student writing.

In [“Session Notes as Writing Analytics: Measuring Process- and Product-Focused Feedback Across Writing Centers,”](#) Emily Dux Speltz builds on prior work in our journal (Giaino et al., 2018) and introduces a thematic codebook for classifying process- and product-focused feedback across session notes from more than sixty writing centers in North America and Europe. Using thematic analysis, twelve feedback themes emerged—five process-focused and seven product-focused. Product-oriented feedback appeared more frequently overall, although many sessions reflected an integration of process and product concerns. The findings illustrate how session notes function as scalable analytics artifacts for unobtrusively examining the inner workings of writing support. The study argues that this approach advances evidence of fairness, validity, and replicability by showing how routine instructional documentation can serve as a scalable, ethical, and methodologically rigorous foundation for data-driven research and practice. The study concludes with implications for writing-center practice and future analytics work.

[“Tracing Impact of Writing Center Tutoring on Graduate Dissertation Writing,”](#) by Kristin I. Terrill. This research article reports on a study conducted at a graduate writing center to examine how tutors engage with dissertation writers and identify indicators of uptake in doctoral dissertation writing. Terrill reports four case studies, each centered on three writing consultations. Findings show that doctoral students’ revisions following writing center consultations substantively addressed issues discussed with the tutor—and resulted in improvements to writing quality. Specific practices employed by writing tutors are reported; notably, both scaffolding and instructive practices were linked to improvements in subsequent drafts. This study exemplifies the use of Writing Analytics for qualitative analysis of individual texts, resulting in evidence of the impact of tutoring as a writing intervention for graduate-level writers.

#### **4.0 Innovations in Analytics**

Enter The Forge—a browser-based, faculty-led open source project word processor and learning management system hosted by LibreTexts—designed to facilitate research focused on student composing time and effort. In “Effort is All You Need: The Possibilities of Writing Analytics,” Raymond Oenbring continues to demonstrate his belief that writing instructors must be actively engaged in the development of writing technologies if they are to have standing in the design and use of these technologies (Oenbring, 2022). In the present study, he demonstrates The Forge’s various visualizations of student writing processes, as well as effort and revision scores. As Oenbring observes in his demonstration of the tool, The Forge allows instructors to develop profiles of student writing processes, understand the role that time-coded phenomena such as draft deadlines play in the composition process, explore the differing strategies and processes students use to compose different types of assignments, assess the effects of various pedagogical strategies and interventions, and understand the

ways students use generative AI writing tools. When applied across writing programs, the author proposes, such tools hold the potential to provide rich empirical information about students' writing processes.

## 5.0 Program Report

In “The Inaugural Writing Analytics Special Interest Group at the 2025 Conference on College Composition and Communication Annual Convention,” S. Morgan Gresham, Alaina Tackitt, Danielle Wetzel, Jessica Nastal, and Brian Gogan report on the inaugural SIG meeting, held in April of 2025. The SIG for Writing Analytics was designed to forge connections among a multidisciplinary community of scholars interested in the pursuit of the work we do and to encourage networking mentorship related to collecting and analyzing data, developing programmatic approaches, applying what we learn in the classroom, and engaging with a range of emerging topics in Writing Studies. The meeting was well attended and brought new members to the community and ideas to the table. Many participants came with questions about what they could do with all the data they had, often from works as WPAs. Conversation highlights included questions of closing the loop on our research to ensure that it impacts classroom practices and pedagogies, which led to a discussion on ways to have students look at their writing and the writing of others using an analytics approach. These SIG discussions inspired the theme for our 2026 conference, “Writing Analytics in the Classroom and Workplace” and resulted in the formation of working groups and research groups including plans to present at the 2026 CCCC convention on a panel entitled “Writing Analytics and the Writing Classroom: Referencing, Reflecting, and Reviewing,” at the European Association for the Teaching of Academic Writing (EATAW), and at the Two-Year College English Association (TYCA) national convention.

## 6.0 Research Note

Siân Alsop, Michael Laudenbach, and William Marcellino describe processes and protocols for curating a corpus of written texts. Rather than present an archetypal guide for researchers interested in corpus linguistics methods, they offer a narrative starting point, enriching their overview with authentic experiences from our own diverse research. In “Curating a Corpus: A Three-Phase Model,” Laudenbach focuses on a corpus of student writing, Alsop on children's storybooks, and Marcellino on Chinese language (Mandarin). Their diverse experiences, when combined, illustrate three curation phases: Phase 1, collection, which addresses issues of data location, the form the data takes, ownership, and ethical concerns; Phase 2, cleaning, which focuses on removing noise to make text fully machine- and/or package-readable; and Phase 3, pre-processing, which considers decisions around structural units, standardization, markup and metadata standards, and the relationship between decisions and further analysis. The authors also address pedagogical approaches to corpus analysis as authentic instances of language use, while cautioning that their incorporation into curricula requires continual, iterative research to remain current and therefore useful.

## 7.0 Special Section

“Reminiscences: Reflections on the Life of Robert J. Mislevy,” edited by Maria Elena Oliveri, Eric Tucker, Sheryl Gómez, David Slomp, and Norbert Elliot. This memorial project offers reflections following the sudden passing of our dear colleague Robert J. Mislevy (June 28, 1950–May 22, 2025). This collection gathers the evidence traces of a life defined by brilliance and kindness. The authors of each remembrance together made this volume possible, and we are grateful for each inspiring and heartfelt contribution. Beyond honoring Bob’s memory, this collaboration documents progress of a wider and varied campaign to document his scholarship and launch new research programs that build upon his foundational ideas. From psychometric innovation to Bayesian reasoning, from Evidence-Centered Design to sociocognitive foundations of educational measurement, the work continues through the community he inspired. We offer these reminiscences as both a celebration of the past and a foundation for the future of educational measurement. We invite you to read these reflections as both a memorial and the first chapter in the research programs inspired by his intellectual journey.

In Part 1, “Mapping the Skills of Tomorrow—Principled Assessment of Literacy and Numeracy Skills Embedded in U.S. Workplace Contexts,” Maria Elena and Aria Immanuel link the U.S. Bureau of Labor Statistics Employment Projections to the Occupational Information Network databases in an exploratory study to in order to identify fast-growing occupations, describe literacy- and numeracy-related knowledge, skills, and abilities (KSAs) associated with these targeted occupations, and analyze the work contexts and task demands in which these KSAs are situated. Using Bob’s Evidence-Centered Design framework (2003) in order to align constructs, tasks, and evidence, the authors demonstrate the force of Bob’s dedication to the development of sociocognitive (2018) and sociocultural (2025) models. Their two findings—that fast-growing occupations in health care, advanced manufacturing, and logistics requiring literacy and numeracy KSAs that are complex and contextualized; and that there is systematic variation in complexity—are very significant. As the authors conclude, literacy and numeracy KSAs in fast-growing occupations are context-dependent, embedded in job-specific tasks, and enacted at levels of complexity that are often underestimated or misrepresented in entry-level roles.

In Part 2, “Designing Job-Aligned Assessments for Agricultural Workers,” Maria Elena, Aria Immanuel, Kevin Boyle, and Alice Linsmeier demonstrate how the findings of their mapping study may be applied within the agricultural industry (and, inferentially, in other industries) to make assessment more responsive to a multicultural, multilingual workplace context. As the authors note, strawberry harvesters regularly interpret safety protocols, sanitation requirements, production notes, and equipment guidelines. Nevertheless, most literacy assessments rely on generic tasks disconnected from adult learners’ workplace realities. This misalignment raises important fairness concerns: workers may appear to lack literacy skills perhaps not because they cannot read, but because assessments fail to represent the complicated ways that reading and meaning-making are enacted in context. Drawing again on Evidence-Centered Design—now coupled with Targeted Language Use frameworks- (Bachman & Palmer, 2010)—the authors find that there is frequent and essential workplace activity across roles, yet purposes and task types vary by job function. As they conclude, the study provides a concrete example of how assessment design principles can

support the accurate, meaningful, and equitable measurement of workers' literacy practices—if they are contextually grounded in sociocognitive and sociocultural language models.

## 8.0 The Eleventh International Writing Analytics Conference (2025)

On March 7-8, 2025, the University of South Florida, Tampa, hosted our 2025 conference. The conference provided our community with an opportunity to share their current work and create collaborations for future work. The conference theme—Writing Analytics and Generative Artificial Intelligence—invited participants to present on four areas:

- **Definitions:** How is AI best defined and distinguished as a generative technology? What role does Writing Analytics play in the advancement of AI to support student learning?
- **Taxonomies:** How may AI taxonomies be developed that address varied dimensions of writing processes, feedback, and motivation? What existing taxonomies exist in Writing Analytics that may be used to advance AI taxonomies?
- **Pedagogies:** How may present pedagogies be used in develop AI for writing instruction and feedback? What roles do advanced teaching and assessment pedagogies, such as ePortfolios, play in such development?
- **Institutional Responses:** What are the international responses to AI, and what may we learn from these responses? What institutional responses allow us to develop a series of best practices for using AI in writing classrooms? What ethical frameworks best support our institutional responses and pedagogies?

The keynote address was given by Mike Palmquist, and workshops were given by Danielle Zawodny Wetzel (Carnegie Mellon University), Michael Laudenbach (New Jersey Institute of Technology), Ben Markey (Carnegie Mellon University), and David Eubanks (Furman University).

The conference experimented with inviting each participant to present in a common conference room with brief roundtable presentations and subsequent extended discussions. It is our hope that this new intensive design format will be used in future conferences to promote sharing of knowledge, encourage collaboration, and launch new programs of research. It is also our hope that these conferences, designed to elicit discussion of focused research topics, will continue to seed papers for future issues.

## 9.0 Preview of Volume 9 (2026)

Inspired by the theme of the 2025 conference, the editors commissioned the journal's first White Paper: "[Generative Artificial Intelligence, Writing Placement, and Principled Decision-making in Post-Secondary Contexts.](#)" by Christie Toth, Jessica Nastal, Tiffany Buckingham Barney, Kris Messer, and Jason Godfrey. This white paper documents the thinking of one small constellation of colleagues coming together to articulate principles and practices they hope can help guide decision-making that occurs when colleagues at a range of institution types encounter—with varying degrees of volition and enthusiasm—the prospect of incorporating GAI into writing placement. Our positions reflect our individual and collective lived experiences, beliefs, and institutional positions, as well as the many thoughtful resources, suggestions, and critiques our peer reviewers volunteered. We offer the resulting white paper as a way to make sense of our current moment together and as a way to make

meaning together going forward. Topics include: the sandscape of generative artificial intelligence, writing placement, and principled decision-making; principles to guide decision-making; GAI, Writing Analytics, and writing assessment; elements of a theory of writing placement and GA; and possible uses of GAI in writing placement. Written for communities of literacy program coordinators (i.e. writing program administrators and others with coordination roles in postsecondary literacy programs) who are considering incorporating Generative Artificial Intelligence (GAI) into U.S. writing placement processes.

## 10.0 Twelfth International Writing Analytics Conference (2026)

On February 19-20, the University of South Florida, St. Petersburg, will host our [2026 conference](#). The conference was designed thematically by Megan Kane, our first New Scholar Fellow and Assistant Editor. And as was the case last year, we worked to convene the invited participants together in one space and have all attendees participate in roundtables.

The conference theme—Writing Analytics in the Classroom and Workplace Environments—invited participants to present in five areas:

- **Transfer:** Which areas of research have the greatest potential use for learners? While corpus analysis has been shown to be a powerful tool in the DocuScope suite of platforms, what roles might other areas of research, such as AI integration and learning analytics, play in the instruction?
- **Taxonomy:** What constitutes a taxonomy of Writing Analytics pedagogy? How may traditional Writing Studies pedagogies (product centered, process-driven, genre, workshop, critical language awareness) influence, and be influenced by, Writing Analytics?
- **Tools and Technologies:** What digital platforms exist that may be used in pedagogical practice? While a variety of tools (from Grammarly's focus on sentence-level editing to Criterion's orientation towards assessment-based instruction) and technologies (such as varied forms of Generative AI) exist, how might these be aligned to a writing program's mission, vision, and values?
- **Generalization:** What generalization inferences may be drawn from case studies to classroom and workplace use? While the Institute of Education Studies has provided guidelines for research involving single case study design, what other forms of descriptive work, such as exploratory (for initial investigation), descriptive (to provide a robust account), and explanatory (to demonstrate causation), may have pedagogical impact at specific institutional sites?
- **Instructional Practices:** How are instructors employing terms or techniques to allow students to look closely at their own writing or the writing of others? How can a Writing Analytics approach to teaching and learning be moved into academic and workplace practices? How can AI tools be used to support a Writing Analytics perspective in pedagogical practices or assignments? While a distinct pedagogy for Writing Analytics does not yet exist, it is our hope that this conference will lead to generalizable models.

The keynote address will be given by Laura Aull, with an invited workshop by Danielle Wetzel and a featured workshop by Jessica Nastal.

## 11.0 Welcome: New Editors-in-Chief, New Scholar Fellow, and Copyeditor

On December 1, 2025, the Editorial Team began the process of searching for new Editors-in-Chief of our journal, who would, according to our bylaws, serve staggered terms. We also begin the search for a conference editor. While there were no applicants for that role, we were fortunate to have two superior applicants who were voted in, unanimously, on January 9, 2026, by the Editorial Team. Duncan Buell and Brian Gogan will begin their two-year terms as Co-Editors-in-Chief on March 1, 2026.

An Executive Editor of our journal Duncan Buell earned a Ph.D. in mathematics in 1976 from the University of Illinois Chicago. After a year at Carleton University in Ottawa, Ontario, and two years at Bowling Green State University in Ohio, he accepted a position in the Department of Computer Science At Louisiana State University. In 1986 he moved to the Supercomputing Research Center of the Institute for Defense Analyses, in Maryland, providing support and guidance to the National Security Agency. In 2000 he became the first permanent department chair of the Department of Computer Science and Engineering at the University of South Carolina. He held that position, with a year as interim dean of the college, until 2009, and then retired in 2021. He continues work on analysis of text and on analysis of U.S. election data. He is, most recently, author of *Memoirs of a Computer Scientist*.

A member of our Board of Reviewers, Brian Gogan earned a Ph.D. Rhetoric and Writing from Virginia Polytechnic Institute & State University in 2011. Since 2024, he has served as Professor of English and Director of First-Year Writing at Western Michigan University. He has released textbooks with W.W. Norton, published articles in *College Composition and Communication*, *College English*, *Communication Design Quarterly*, and *Journal of Business and Technical Communication*, and written book chapters for Utah State University Press and the WAC Clearinghouse. He is, most recently, co-editor, with Tristan Heibel, of the forthcoming edited collection. *Genre and Generative Artificial Intelligence: Real-World Applications for Writing Prompts across the Disciplines*.

We also welcome new colleagues to our Editorial Team: Megan Kane and Lindsey Harding.

Visiting Assistant Professor, Seton Hall University Megan Kane is the recipient of the first WAC Clearinghouse Associate Publishers New Scholar Fellowship. As part of that fellowship, she has launched the [WAC Corpus Collection](#), a curated repository of academic and professional writing corpora gathered from a range of institutions, disciplines, and instructional contexts. She is, in addition, Assistant Editor of the journal and has designed the panels for our 2026 conference. Her most recent work appears in the current issue.

Associate Publisher for Resources for the Writing Across the Curriculum Clearinghouse, Lindsey Harding joins the Editorial Team as our copyeditor. She is Director of the Writing Intensive Program at the University of Georgia. She serves as the faculty advisor and editor for *The Classic*, the Writing Intensive Program's journal of undergraduate writing and research. She co-leads the Creating a Sustainable Writing Practice Program and has also co-led Write@UGA, a spotlight on writing across campus held annually in February, featuring a

guest speaker series, pedagogy workshops, and panel discussions. She is author, most recently, of the novel, *Pilgrims 2.0*

## 12.0 Thanks to our Board of Reviewers

When launched in 2017, we recognized that our journal would not exist without the brilliance of our board. Nine years later, their importance and commitment continue.

Many of us in Writing Studies and Writing Analytics research and teach the theories and best practices associated with peer review, and yet many of us have found that the fairness and kindness we mirror for, and expect from, students have not been modeled in our professional practices. Our reviewers are devoted to ensuring that both compassionate and critical review are evident in each returned submission.

As we work to support authors through the developmental process, we also work to make the review process productive and professional. Our editors read each manuscript for its realized potential and select specific reviewers who carefully review manuscripts for what they claim to explore. Each scoring guide, aligned with the genre at hand and available on our website to guide submission, is used to focus areas of critical judgment. Reviewers encourage authors to maintain their voice and invite them to improve those areas that will result in barriers to publication. But they also hold to the expectations of validity and reliability and provide directions so that publications meet the highest expectations. When manuscripts are revised and resubmitted, reviewers revisit and reflect on the requested edits and continue to advance the research. With each review, they enact the journal's mission: to provide a forum for academic discourse, research, and multidisciplinary collaboration in Writing Analytics. In addition, they reflect the best goals and values of academic peer review.

We are thankful for their highly focused critical review.

- Ian G. Anson, University of Maryland, Baltimore County
- Laura Aull, University of Michigan
- David Brown, Carnegie Mellon University
- Angela R. Clark-Oates, California State University, Sacramento
- Anca Garcia, Georgia Gwinnett College
- Jason Godfrey, University of Michigan
- Brian Gogan, Western Michigan University
- Rob Hudson, Hilton Worldwide Holdings, Inc.
- Helen Jeoung, University of Pennsylvania
- Irvin Katz, Cognitive & Technology Sciences Consulting
- Andrew Klobucar, New Jersey Institute of Technology
- Michael Laudenbach, New Jersey Institute of Technology
- Suzanne Lane, Cornell University
- Jens Lloyd, Drew University
- Aurora Matzke, California State Polytechnic University Pomona
- Jessica Nastal, College of DuPage
- Kyle Oddis, Massachusetts College of Pharmacy and Health Sciences
- Johanna Phelps, Washington State University, Vancouver
- Valerie Ross, University of Pennsylvania
- Alex Rudniy, Drew University

- David Slomp, University of Lethbridge
- Danielle Zawodny Wetzel, Carnegie Mellon University

### 13.0 The Future of Writing Analytics

A key step in sustaining is looking back and reflecting upon origins and intentions. Writing Analytics was conceived in resonance with Learning Analytics. (Palmquist, 2017). As we individuated, we refined our programs of research by building upon textual and linguistic analysis and using our disciplinary expertise to analyze texts and contextualize the interpretations and implications with the intention of informing and improving the teaching and learning of writing. While researchers in both Writing Analytics and Learning Analytics have spent over a decade demonstrating their value, the foundational goal of improving learning has remained a bond that strengthens the connections between our work.

As we look to the future, we recognize that the appointment of Duncan and Brian as Co-Editors demonstrates that we also remain multidisciplinary. And while the work of Writing Analytics is undoubtedly distinct, we believe that the intersection with learning analytics will continue to become more pronounced. Our SIG discussions noted above highlight the ways in which new expectations of current iterations of WPA work require an understanding of analytics and benefit from empirical methods that translate our experiences into language of Key Performance Indicators and Performance-Based funding models. We believe that this work will only become a larger part of our discipline and will be reflected in graduate education, administrative training, research production, and curricular design and delivery.

We plan for sustainability even as we cannot imagine all the possibilities or model all the worlds. How and what we taught in the composition classrooms of the early days of our discipline are distant, both historically and conceptually, from the way we live now. And so it is that we must also accept that future generations of teachers, students, and researchers will be as unimaginable to us as we will be unrecognizable to them. Few, if any, of us could have predicted the impact GenAI would have on writing, the teaching and learning of writing, and the evaluation and assessment of writing. And few, if any, of us can predict how continued technical evolution will impact how we write, think, and work. Questions and conversations around writing have never been more on the forefront, and we believe that our expertise in teaching, assessing, and researching writing will become invaluable across disciplines, institutions, and industries.

Nevertheless, as contingency prevails, what grounds the work of Writing Analytics has always been supporting the teaching and learning of writing and thinking, and we can see that thread becoming more pronounced in our publications. We are increasingly seeing the empirical methods and approaches of Writing Analytics in the research and publications from journals across and beyond Writing Studies. Using the results of our research to support faculty and students remains a goal, but we believe that expanding our focus to supporting and informing classroom practices—especially by allowing students to engage in the work of analyzing their writing and the writing of others—will be key to sustaining our work by extending our emerging pedagogical practices as they are informed by our research. Enrolling students and classroom faculty in the work of Writing Analytics allows all of us to sustain ownership of our writing. That seems like a good place to begin the work of sustainability.

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