

Contributors

Simon Bates is the Vice-Provost and Associate Vice-President, Teaching and Learning and a Professor at the University of British Columbia, Canada. His research interests are the areas of advancement and impact of education-focused roles within universities and how institutions are responding to the challenges posed by AI in teaching and learning. He recently served as academic lead for a project within the Association of Pacific Rim Universities (APRU) on the role of generative AI in higher education.

Dr. Robert E. Cummings serves as Executive Director of Academic Innovation, Director of the Digital Media Studies Interdisciplinary Minor, and Professor of Writing and Rhetoric at the University of Mississippi. His research focuses on digital writing. His earliest published peer-reviewed research focused on the commonalities between human and machine languages, arguing for an expanded definition of information literacy to incorporate the complexities of machine code into our understanding of human literacy. His next line of research in digital writing examined the most successful collaborative digital writing platform, Wikipedia. He has served on the Board of Directors for the Wiki Education Foundation since its inception in 2013. His current research focuses on the implications of digital writing assistants and digital writing generators, and their underlying artificial intelligence engines.

Dr. Lori Doyle serves as Associate Professor of Education at Concordia University Irvine. She is also Director of the Master of Arts in Educational Leadership program and Assistant Director of the Servant Leadership Institute. Lori taught high school English and theology before moving into higher education over twenty years ago. She enjoys all aspects of faculty scholarship with specific research interest in the areas of servant leadership, self-efficacy theory, vocation, faculty engagement and support, and virtual learning environments. Concordia University Irvine, lori.doyle@cui.edu, Orchid 0000-0002-0680-1760

Cynthia Gerstl-Pepin is Professor in the College of Education at the University of Massachusetts Amherst where she was formerly Dean. Gerstl-Pepin is also a Fellow with the Public Interest Technology (PIT) Initiative at UMass Amherst. Her current research explores how AI is having an impact on teaching and learning and its relation to educational politics, democracy, and ethics. Woven throughout her work is how poverty and societal inequities are enmeshed with inequitable education outcomes for both K-12 and higher education.

Chitisha Gunnoo is an Mphil/PhD student at the University of Mauritius. She is passionate about the intersection of technology and SDG in the education sphere. She has contributed to several articles on technology in education, her latest is through the value of Play in Higher Education: PLAYI: postscript, futurescript—ENGAGING IMAGINATION

Aimee Klaschus holds a Bachelor of Science in Psychology from the University of Central Florida and is currently a Business Research Analyst at the Office of Institutional Effectiveness at Tallahassee State College. She is a quantitative scholar with a statistical focus and her research features best practices in data analytics and data visualization, applications of data analysis in the areas of education and neuroscience, and institutional support for faculty engagement in evaluation.

Stephen Monroe is Chair and Associate Professor in the Department of Writing and Rhetoric at the University of Mississippi. He is an affiliated faculty member in the Center for the Study of Southern Culture and a steering committee member at the Sarah Isom Center for Women and Gender Studies. Monroe co-chairs the DWR's AI Working Group, which plans and pilots new pedagogies. He is a traditional teacher who embraces technology. His previous work in open educational resources was funded by the Hewlett Foundation and in adaptive courseware by the APLU and Bill and Melinda Gates Foundation. Monroe also serves as Director of the Willie Morris Awards for Southern Writing. His book, *Heritage and Hate: Old South Words and Symbols at Southern Universities*, was published in 2021.

Alexandros Papaspyridis is the General Manager of Nefos Consulting, an advisory firm specializing in AI-first transformation for enterprises and public sector organizations. He has extensive experience guiding strategic AI adoption initiatives and prior was the Director for Education in Microsoft Asia leading AI initiatives.

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Dorota Silber-Furman is an assistant professor in the College of Education at Tennessee Tech University (TTU), where she teaches courses connected to English as a second or other language (ESOL), multiculturalism, and literacy. She is a member of the National Association for Multicultural Education and a board member of its Tennessee chapter. She is a former co-counselor of Eta Nu Kappa Delta Pi at TTU. Dorota graduated from the University of Wroclaw with a Bachelor of Arts in Romance Languages. She also earned a Bachelor of Science in Multidisciplinary Studies, Elementary Education and a Master's Degree in Curriculum and Instruction. She holds a Doctor of Philosophy in Education degree from TTU. Dorota's research interests are connected to ELL education, culturally relevant practices, literacy, multiliteracies, international education, and critical theory.

Dr. Jill Swisher currently serves as dean of the Graduate and Professional Studies division at Northwestern College in Orange City, Iowa, USA. Dr. Swisher has worked in higher education for twenty years and has held many leadership roles. Her research interests include organizational leadership and higher education administration. Northwestern College, jill.swisher@nwciova.edu, Orchid 0000-0002-3926-8747

Marc Watkins is an Assistant Director of Academic Innovation, Lecturer of Writing and Rhetoric, and Director of the AI Institute for Teachers of Writing at the University of Mississippi. He is a coauthor of *The Norton Guide to AI Aware Teaching*. He co-chairs the AI Working Group within his department and serves as a liaison with other departments on campus, exploring generative AI's impact on teaching and learning. He writes about AI and education at *Rhetorica*.

Hannah Willis is a Coordinator at iCube, a grant-funded marketing office at Tennessee Tech University, specializing in public health and safety initiatives. Currently pursuing a Ph.D. in Exceptional Learning with a concentration in Literacy, she holds a Bachelor's degree in Education, Multidisciplinary Studies with a minor in Communications, a Master's degree in Counseling and Psychology, and an Education Specialist degree in Curriculum and Instruction, all from Tennessee Tech University. Hannah actively collaborates with professional organizations such as the National Association of Multicultural Education, the Literacy Association of Tennessee, and the Association on Higher Education and Disabilities. Her research interests include accessibility, multicultural education, critical disability studies, and diversity, equity, and inclusion practices.