

Contributors

Yaseen Abdul-Malik is a 4th grade elementary school teacher in Durham, North Carolina. He serves on several writing and reading curriculum committees and runs several after-school tutoring sessions for struggling students. He received his CELTA certification from Cambridge University and his bachelor's degree from North Carolina Central University.

Sarah Blackstone is the Assistant Director for Analytics & Research at James Madison University. She has expertise in research methodology, survey research, traditional and advanced quantitative modeling techniques and data science.

Lucy Bryan is a Visiting Assistant Professor of English and Journalism at Denison University. She spent nine years as a faculty member in the James Madison University Writing Center, where she served as the liaison to the College of Health and Behavioral Studies. She is the author of *In Between Places: A Memoir in Essays*. Her scholarship, interviews, and creative writing have appeared in a range of publications, including the *Writing Center Journal*, *EcoTheo Review*, *Burningword Literary Journal*, and *Earth Island Journal*.

Patrick Coleman is on the faculty at St. John's College in Annapolis, Maryland, where he teaches throughout their program of liberal education.

Tara Coleman is a Professor of English at LaGuardia Community College, part of the City University of New York, where she currently serves as co-director of the writing program. She regularly leads professional development for first-year writing and ALP faculty. Her research interests include language justice and critical reading in the composition classroom, with a particular focus on the interrelation between institutional structures and individual pedagogies.

Solaire Finkenstaedt-Quinn is the evaluation specialist for Student Success Initiative at the University of Michigan. Prior to this position she was the MWrite Program and Research Manager at the University of Michigan. Her research in that role focused on how writing-to-learn supports student engagement with disciplinary content and reasoning. She has published broadly across journals including *Assessing Writing*, *Chemistry Education Research and Practice*, and the *International Journal for the Scholarship of Teaching and Learning*.

Stefanie Frigo, PhD is Professor of English Language and Linguistics at North Carolina Central University, where she teaches in the Department of Language and Literature and coordinates the Interdisciplinary Studies degree program. Her research

centers on the experiences of minority and adult learner students as they navigate the world of higher education. Her work has appeared in *Leadership Exchange*, *Perspectives in Undergraduate Research & Mentoring*, *SAGE Research Methods*, *Journal of Student Success in Writing* and *Across the Disciplines*, and in books from Utah State University Press and Linus Learning Publishing.

Collie Fulford is an associate professor at the State University of New York at Buffalo, where she serves as the writing program administrator. Her research on writing, writers, research methods, and writing programs has appeared in *Pedagogy*, *WPA: Writing Program Administration*, *Across the Disciplines*, *Journal of Effective Teaching in Higher Education*, and in several edited collections.

Dayna Henry is the assistant director of scholarship programs at the Center for Faculty Innovation and associate professor of health sciences at James Madison University. She has been teaching college courses since 2004 across a variety of programs and institutions. Her research is focused on sexuality education and the scholarship of teaching and learning.

Mary Her is a senior majoring in sociology at California State University, Sacramento, graduating in Fall 2024. She brings a rich perspective to her studies, drawing on her life experience as a returning student with a deep appreciation for cultural narratives and social structures. Currently enrolled in a writing-intensive course in children's literature. Mary explores how stories shape identity and community for young readers, with a focus on inclusive narratives and gender portrayals. She is actively involved in her community through her work at Hearts and Hands Counseling, and her research spans topics like family caregiving in Sacramento and the links between education and career opportunities.

Jamie Hudson is a graduate of Boise State University, where she focused on technical communication. She was an Undergraduate Research and Creative Activities grant recipient and was invited to share her research in multiple undergraduate research poster presentations. She hopes her research will help improve access to experiential education opportunities for adult learners in the university setting. She has worked at a local children's hospital for over seventeen years, where she has recently published over 40 articles for internal and external company communication. Her work has also been published in *Eagle* and *Greenbelt* magazines.

Anna Maria Johnson is a lecturer in the School of Writing, Rhetoric and Technical Communication at James Madison University, located in Virginia's Shenandoah Valley. She has been teaching first-year writing courses since 2014 and, since 2023, advises the student-produced undergraduate journal RHETTECH. Her study on

using commonplace books in a first-year writing classroom was published in *Pedagogy* in 2021. Her professional research focuses are on rhetorical reading and writing, collaborative writing, environmental and place-based writing, writing and designing for environmental organizations, and instructional design. She is a faculty fellow with JMU's Ethical Reasoning in Action.

Gabrielle Isabel Kelenyi is an assistant professor of English at Lafayette College, where she teaches about writing and rhetoric. She studies and practices community-engaged writing research about self-efficacy, antiracism and activism in writing, composition pedagogy, and community literacies. In her teaching and research, she centers writers' personal knowledge as a valuable base from which to learn and write. Kelenyi is a co-editor of *Coda: Community Writing and Creative Work in Community Literacy Journal*.

Lacie Knight is a technical writer at Clever Devices, a company providing cloud-based ITS and planning and scheduling solutions for public transport providers of all sizes. She assists in the creation of user manuals, training materials, and instructional e-learning courses.

Kendon Kurzer is a continuing lecturer at the University of California, Davis, where he was the Associate Director of Undergraduate Writing Across the Curriculum for four years and teaches developmental writing (frequently for multilingual students) and upper-division writing courses for engineering, business, food science, education, and future medical students. He is also a part-time lecturer at California State University, Sacramento, where he teaches across all writing courses and English grammar and pedagogy classes for future teachers. His work has appeared in *TESOL Quarterly*, *Assessing Writing*, and the *WAC Journal*, among other journals and edited collections.

Natasha J. Lee is a senior undergraduate at the University of California, Davis, majoring in Cognitive Science and minoring in Education and Professional Writing. Her research interests include curriculum design, writing education, and student mindset. She plans to attend graduate school in Education.

Adrienne Long, is a business analyst and a former adult learner. She earned a bachelor's degree in psychology from North Carolina Central University in 2021. While in school, she participated in adult writing and literacy research of adult learners. She also founded and led the Adult Learner Student Organization until graduation.

Amy Macias-Stowe works as an Administrative Service Coordinator II with Sacramento State University. She handles the event coordination and communications

for the dean's office in the College of Natural Sciences & Mathematics. Amy is an academic resumer who is majoring in communication studies and minoring in Spanish. Her intentions are to continue with her degrees while expanding her career in Events & Communications within Sacramento State University. In her spare time, Amy is also an active member of a writing group and enjoys creating fiction and poetry.

Nieva Manalo is a registered nurse and a student at Sacramento State University, Sacramento, where she is currently completing the nursing portion of her bachelor's degree. She is a participant and contributor to this journal, marking her first contribution to a publication.

Megan Mericle is a Marion L. Brittain Fellow at the Georgia Institute of Technology, where she teaches in the Writing and Communication Program. Her work explores science communication in public contexts as well as writing across the curriculum interventions. She has previously published in *Across the Disciplines* and the *American Society for Engineering Education* proceedings with her Writing Across Engineering and Science research team collaborators.

Stuart Parrish wrote for the Triangle Digital Humanities Institute in 2019. He completed research training at the International Conference on Spirituality and Health, Duke University, 2023. He completed trainings with John Evans in Expressive Writing at Duke Integrative Medicine, including "Writing for Resilience through the COVID Pandemic." He is a once and future caregiver now songwriting, composing poetry and music, and performing live—integrating practice as research.

Alicia Romero is a Lecturer III of statistics at the University of Michigan, where she has been teaching for over ten years. She coordinates and teaches the introduction to statistics course, one of the largest courses at the university, with an enrollment of approximately 1,900 students each semester. In her role, she also manages a team of about eighty graduate and undergraduate students who support the course and enhance the learning experience for students.

Ginger Shultz is an associate professor at the University of Michigan, where she serves as Associate Chair of Education and Development in the Department of Chemistry and co-PI for the MWrite program. Her research on writing to learn in science has appeared in journals including *Written Communication*, *Science Education*, and *Chemistry Education Research and Practice*.

Isabella Sperry is a third-year student at the University of Michigan, where she is studying biology, health, and society with a focus on medical anthropology. She has been a Writing Fellow for statistics for three years.

Thomas Kelly is a self-employed carpenter. He is flirting with his first novel in Durham , North Carolina.

Lacey Wootton is a Hurst Senior Professorial Lecturer, Emerita, at American University, where she taught first-year writing and composition pedagogy. Her work has appeared in *CCC Forum* and in edited collections on academic labor and contingency.

Julie Zilles is a Research Associate Professor in the Department of Crop Sciences at the University of Illinois Urbana-Champaign. In addition to research at the intersection of microbiology, agriculture, and environmental engineering, she leads the Writing Across Engineering and Science team, which applies a transdisciplinary action research approach to the interfaces between writing studies and STEM classes and curricula.

Dominique Zino is a professor of English at LaGuardia Community College (CUNY), where she teaches composition and co-directs the writing program. Her articles on WAC and writing program development have appeared in *Teaching English in the Two-Year College* and the *WPA Journal*. She is co-editor of the *Journal of Basic Writing*.