

Contributors

Dhatri Badri is a M.Sc. student at Boston University, where she studies Bioinformatics. Her research interests lie in molecular ecology and characterizing microbial communities in soil.

Jameta Nicole Barlow is Assistant Professor of Writing, Health Policy & Management and Women's, Gender and Sexuality Studies at the George Washington University. She teaches courses on writing science and women's health for under/graduate students. Dr. Barlow has 25 years of experience in transdisciplinary federal government, nonprofit, and academic collaborations in diverse settings throughout the world. Her edited collection, *Writing Blackgirls' and women's health science*, was published in 2023, and her research on decolonizing methodologies and Black girls' and women's health appears in *Women's Health Issues*, *Meridians: feminism, race and transnationalism* and the *American Journal of Health Promotion*. A public scholar, Dr. Barlow's women's health writings have been quoted in *The New York Times*, *The Washington Post*, *Essence*, *Shape*, *NPR*, and *Healthline*.

Alicia Bitler is a chemistry teacher at Magruder High School in Montgomery County, Maryland. Throughout her career, she held various roles as a STEM teacher educator, professor, and trainer.

Elizabeth Blomstedt is Assistant Professor in the Writing Program at the University of Southern California, where she teaches first-year writing courses themed on sustainability and upper-division natural science writing courses. In her previous role as Assistant Director of the Warren Writing Program at UC San Diego, she developed and taught the first upper-division writing course on that campus, Technical Writing for Scientists and Engineers, and worked with graduate student writing instructors from a variety of disciplines. Her research interests include writing assessment, interdisciplinary writing, and teaching multilingual writers.

Madison Brown, member of the Muscogee (Creek) Nation, was born and raised in Tulsa, OK. She received her B.S. in Physics and Mathematics from Baker University in 2018, where she minored in creative writing. She earned her M.A. in English from the University of Maine, where she completed a creative thesis inspired by her maternal grandfather. Her research and teaching interests include creative writing and contemporary Indigenous and North American literature with an emphasis in magical realism, postmodernism, and digital humanities. Madison most enjoys interdisciplinary studies where her STEM education informs her writing.

Justiss Wilder Burry is Assistant Professor of Professional Writing at Tarleton State University, where he teaches rhetoric and composition courses with a focus on professional and technical writing. His research interests include technical and professional communication pedagogy, programmatic evaluation and improvement,

and the rhetoric of health and medicine, particularly community-oriented methodological approaches and writing strategies.

Laura Kyser Callis is Associate Professor in the Department of Natural Sciences & Mathematics at Curry College in Massachusetts. She is the co-principal investigator of the National Science Foundation funded project DISCUS-IS (Discourse to Improve Students' Conceptual Understanding of Statistics in Inclusive Settings), which investigates the statistical conceptions of students with learning and attention differences and the instructional practices that support these students. She teaches statistics, mathematics for teachers, modern algebra, and history of mathematical inquiry.

Megan Callow is Associate Teaching Professor in the English Department's Program for Writing Across Campus at the University of Washington, Seattle. She also serves as campus-wide Director of Writing. Her scholarly interests include STEM writing and writing pedagogy, faculty development, and WID/WAC Studies.

Adrian Clifton has a background in science, having loved the subject from a young age and gotten a B.S. in Geology from University of Nevada Reno. He went on to get an M.A. in Philosophy from Biola University. He recently completed licensure in secondary science education from MSU Denver. He is very passionate about helping kids with disabilities, especially being on the autism spectrum himself. His hope is that all kids have the opportunity to succeed despite any challenges they face.

Mary Coleman is a secondary science teacher at Arvada High School and graduate student at University of Colorado, Denver. Coleman is continuing her mastery of science pedagogy and hopes to support a diverse array of students and show them that science is for everyone.

Kimberlee D'Aquila (Bouelle) is a high school science teacher in Highlands Ranch, Colorado. Her background in working within a severe needs high school classroom has helped to focus on different aspects of teaching for her own school and classroom and originally sparked her passion for inclusion. She currently teaches Zoology, Biology, and Applied Biology with a focus on making science more relevant and applicable to students.

Madeline Dougherty is originally from rural Oregon and graduated from the United States Naval Academy in 2007 with a Bachelor of Science in Honors Oceanography. Upon graduation, she commissioned into the Marine Corps and attended naval flight school in Pensacola, Florida. After serving for ten years as a helicopter pilot (including a tour as a flight instructor), she left active duty. Since then, she has held a number of positions including airline pilot, aviation curriculum writer, and helicopter air ambulance pilot. She is currently a graduate student in the Master of Science in Teaching program through the Research in STEM Education (RiSE Center) at the University of Maine, Orono. She continues to serve as a flight instructor in the Navy Reserves.

Parker Edingfield graduated with a Bachelor of Science in Mathematics Education from MSU Denver in the fall of 2022. He currently works as a math teacher at John F. Kennedy High School in Denver. Parker believes in creating student-centered classrooms that cultivate growth mindsets. In his free time, he enjoys rock climbing, playing basketball and spending time with his family.

Heather M. Falconer is Assistant Professor of Professional and Technical Writing and faculty member of the Maine Center for Research in STEM Education at the University of Maine, Orono. Falconer's research has appeared in journals such as *Written Communication*, *The WAC Journal*, and the *Journal of Hispanic Higher Education*, as well as multiple edited collections. Her book, *Masking inequality with good intentions*, is available through the Practices & Possibilities series/The WAC Clearinghouse.

Ann Fink (she/they) holds a Ph.D, an MSW, and an LSW. She is a neuroscientist, educator, ethicist, artist, social worker, and therapist. They received a doctorate in neuroscience from UCLA; their publications on the neurobiology of memory and emotion have appeared in the *Journal of Neuroscience*, *Journal of Neurophysiology*, *PNAS*, *AJOB Neuroscience*, and other journals. Ann's interdisciplinary work addresses the ethics of neuroscience in relation to identity, mental health, and social justice. She also uses comics in scholarly writing and teaching as part of the Graphic Medicine community. Among other appointments, Ann was previously Wittig Fellow in Feminist Biology at UW-Madison and Professor of Practice in Biological Sciences at Lehigh University. Ann currently adjuncts with the Lehigh University College of Education in addition to her position as Behavioral Health Consultant at Rutgers University's Counseling, Alcohol and other Drug Assistance, and Psychiatric Services (CAPS) within Rutgers Student Health Services.

Royce Francis is Associate Professor in the Department of Engineering Management and Systems Engineering at George Washington University. His overall research vision is to conduct research, teaching, and service that facilitates sustainable habitation of the built environment. This vision involves three thrusts: 1) infrastructure management, including resilience and risk analysis; 2) regulatory risk assessment and policy-focused research, especially for environmental contaminants and infrastructure systems; and, 3) engineering education research exploring the linkages between professional identity formation and engineering judgment. Dr. Francis received the Ph.D. from Engineering and Public Policy and Civil and Environmental Engineering at Carnegie Mellon University, M.S. in Civil and Environmental Engineering from Carnegie Mellon University, and the B.S. in Civil Engineering from Howard University.

Jessica Griffith is Assistant Professor of English (Professional Writing) at Jacksonville State University. Her interests include field wide research related to curriculum and program evaluation within technical and professional communication.

Carolyn Gubala teaches upper-division writing and serves as the assistant director of online writing instruction in the University Writing Program at the University of California, Davis. Her teaching and research interests include programmatic and pedagogical studies in technical professional communication.

Janelle M. Johnson is Professor of STEM Education in secondary teacher education at Metropolitan State University of Denver, a Hispanic-Serving Institution. She taught K-12 math and science with English Learners and now teaches multicultural education and science methods. Her research focuses on interdisciplinary STEM equity and inclusive approaches to teaching and learning. Most of her publications and presentations are co-authored with preservice and inservice teachers and she is the co-editor of “STEM21: Equity in Teaching and Learning to Meet Global Challenges of Standards, Engagement, and Transformation” (2018). Dr. Johnson is on the board of the Colorado Association of Science Teachers, the Director of the Colorado STEM Ecosystem, and served on the Council of State Science Supervisors ACESSE Network in the disrupting ableism affinity group.

Jennifer C. Mallette is Associate Professor in the Department of Writing Studies at Boise State University, where she collaborates with engineering faculty to support student writers. Her research builds on those collaborations, examining best practices for integrating writing into engineering curriculum; she also explores women’s experiences in engineering settings through the context of writing. Her research has appeared in a number of journals and edited collections, most recently *The Journal of Writing Assessment*, *The Routledge Handbook for Scientific Communication*, and *Writing Beyond the University: Preparing Lifelong Learners for Lifewide Writing*.

LaKeisha McClary is Assistant Professor of Chemistry at The George Washington University where she teaches Introductory Quantitative Analysis Laboratory, a writing-in-the-disciplines course for chemistry majors and minors that fulfills a graduation requirement. Dr. McClary received the 2020 WID Award for Best Assignment Design for the design-it-yourself project that is the hallmark of the course. In addition to teaching the laboratory, she also teaches general chemistry, organic chemistry, and a writing course for chemistry majors engaged in semesters-long undergraduate research. Dr. McClary served as the Co-Chair of the Diversity, Equity, and Inclusion Committee of the Association for Writing Across the Curriculum and is a member of the American Chemical Society. Her research exploring chemistry students’ thinking and reasoning has appeared in *International Journal of Science Education*, *Journal of Research in Science Teaching*, and *Journal of Chemical Education*.

Lisa Melonçon is Professor of Technical Communication at Clemson university. Her teaching and research focus on programmatic dimensions of technical and professional communication curricula, research methodologies, and the rhetoric of health and medicine.

Amanda Myers is a student at Metropolitan State University of Denver, pursuing a degree in English Secondary Education. She is passionate about promoting diversity, equity, and inclusion in education. She believes that Multicultural Education, Culturally Relevant Pedagogy, Funds of Knowledge, and cross-curricular work are essential aspects of teaching and research. Throughout her academic journey, Amanda has been actively pursuing various educational pursuits, including playing an active role in the Noyce STEM Scholarship program and serving as a Research Assistant to Dr. Janelle Johnson. She has also worked as a writing tutor in the STEM Learning Center on campus, demonstrating a commitment to helping fellow students succeed. Amanda is also a member of the Noyce Undergraduate Research group, where she collaborates with her peers and mentors to enhance students' learning experiences through research on broadening family engagement in STEM.

Jennifer L. Newell-Caito is Senior Lecturer of Biochemistry at the University of Maine, Orono in the Department of Molecular and Biomedical Sciences. Dr. Newell earned her Ph.D. in Biochemistry from the University of Rochester and completed her post-doctoral fellowship at Vanderbilt University. She currently teaches a one-year General, Organic, and Biochemistry course for non-majors and an Analytical Biochemistry Laboratory course for majors that is a requirement for graduation. She has also several ongoing pedagogical research projects focused on relationship-centered learning, Universal Design, student metacognition, and ungrading in first year and upper-level collegiate courses. Dr. Newell has co-created unique interactive digital modules for learning general and organic chemistry. In addition, her research laboratory focusing on the antioxidant effect of plant extracts in *Caenorhabditis elegans* (worms).

Madeline Onstott teaches middle school science in Littleton, Colorado. Her background in science education and passion for inclusion work well together when it comes to teaching students of different abilities and interests.

Ebtissam Oraby is Teaching Assistant Professor at George Washington University, where she teaches Arabic language and literature. She is a Teacher-Consultant for the Shenandoah Valley Writing Project. She is a scholar of curriculum and pedagogy specializing in multilingual education, and Arab and Muslim cultures. Her research interests lie at the intersection of philosophy, language, religion, and education. Her research investigates notions of alterity and affect in the multilingual classroom. Her most current research examines how elementary school students engage with a science curriculum rooted in Muslim ways of knowing.

Marie C. Parette is Professor of Engineering Education at Virginia Tech, where she is Director of the Virginia Tech Engineering Communications Center (VTECC), Associate Director of the Virginia Tech Center for Coastal Studies, and Education Director of the interdisciplinary Disaster Resilience and Risk Management graduate program. She received a B.S. in chemical engineering and an M.A. in English from Virginia Tech, and a Ph.D. in English from the University of Wisconsin-Madison.

Her research focuses on communication and collaboration, design education, and identity (including race, gender, class, and other demographic identities) in engineering. She was awarded a CAREER grant from the National Science Foundation to study expert teaching in capstone design courses and is PI or co-PI on numerous NSF grants exploring communication, teamwork, design, identity, and inclusion in engineering. Drawing on theories of situated learning and identity development, her research explores the ways in which engineering education supports students' professional development in a range of contexts across multiple dimensions of identity.

Kylie Quave is Assistant Professor of Writing and of Anthropology at the George Washington University. She teaches first-year writing courses focused on the social production of knowledge in the sciences. Her research on equity and justice in teaching has recently appeared in *Advances in Archaeological Practice*, while her research on local responses to Inka and Spanish imperialism in the South American Andes has recently been published in the *Journal of Anthropological Archaeology* and *Journal of Archaeological Science: Reports*.

Rachel Riedner is Professor of Writing and of Women's, Gender, and Sexuality Studies at The George Washington University where she serves as Associate Dean of Undergraduate Studies. Her focus in her dean's role is on integrating a diversity perspective into all areas of liberal arts education. Dr. Riedner is the author of two books, multiple articles, and was the recipient of a Fulbright Specialist Grant to develop writing curriculum at the University of Tromsø, Norway. At GW, she has collaborated with STEM colleagues to integrate writing into course design and curriculum. This interest in writing in STEM has led to an NSF grant with Dr. Royce Francis and Dr. Marie Paretti that explores identity formation through writing in engineering education.

Joseph Schneiderwind is a full-time math teacher at Daniel C. Oakes High School in Castle Rock, Colorado. He currently teaches geometry, college algebra, and probability and statistics where he places particular emphasis on cross-curricular cooperation and interest- and application-based projects.

Sally B. Seraphin is Assistant Professor of Neuroscience and directs the Laboratory of Evolutionary Neuroscience at Trinity College, in Hartford, CT. She teaches courses on brain and behavior, human motivation and emotion, neuroscience methods, principles of neuroscience, social neuroscience, cultural neuroscience, and neurolaw. Her writing on STEM pedagogy has been featured in *Psychology Learning & Teaching* and the *Journal of Undergraduate Neuroscience Education (JUNE)* where she is also an Associate Editor. To support public dialog between academics, artists, and artisans, she founded and serves as Chief Editor for *The Thinking Republic* web magazine.

Riya Sharma graduated with a B.S. from The George Washington University, where she studied data science and political science (public policy focus) with a minor in journalism.

Holly Shelton is Assistant Professor of Composition, Rhetoric, and Linguistics at George Fox University in Newberg, Oregon. She has taught various configurations of STEM writing and often engages issues of linguistic diversity and genre pedagogy in her scholarship.

Katie Weaver completed her secondary education licensure in science as a post baccalaureate student after completing her B.A. in Chemistry from MSU Denver in 2018. She was a Noyce Scholar and is passionate about equity, diversity, and inclusion in education. In her free time Katie loves to swim, read, fish, do yoga, go hiking and hang out with friends.

Tanya Zarlengo is Associate Professor of Instruction serving as the Associate Director of Professional and Technical Communication at the University of South Florida. Her teaching and researching focus on the programmatic aspects of professional and technical communication, with an emphasis on the service course.