

Contributors to JAEPL, Vol. 23

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Jen Consilio is a Professor in English Studies and Writing Center Director at Lewis University in Illinois. She teaches courses in first-year writing, as well as courses in advanced composition, professional writing, and writing digital media. Her areas of interest include contemplative pedagogies, writing/writing center pedagogy, and digital writing and online identities. Her recent scholarship includes “Beyond Embodied Teaching: Incorporating Mind, Movement, and Imagination Into the Classroom” and “Making MAC (Mindfulness Across the Curriculum) Happen: Creating a Mindful Campus Culture.” (consilje@lewisu.edu)

Stephanie (Daza) Curley researches interdependent processes of learning to learn. Her scholarship asks how our sense of *difference* is generated through (1) local responses to global policy practice trends in education and society and (2) social science research methodology. See www.stayotherwise.com. Steph is editor of *Educational Studies*, the official journal of the American Education Studies Association and a permanent Research Fellow in the Education and Social Research Institute at Manchester Metropolitan University, where she also has directed the Masters in Research. (S.Curley@mmu.ac.uk)

W. Keith Duffy is an Associate Professor of English at Penn State. He teaches classes in first-year composition, writing in the social sciences, classical rhetoric, and composition pedagogy. His scholarly work has also appeared in *The Writing Instructor*, *Peer English*, and *Computers and Composition*. His music has been licensed for films and television, including HBO's *The Sopranos*. (wkd2@psu.edu)

Doug Hesse, Executive Director of Writing at the University of Denver, has served as Chair of the Conference on College Composition and Communication and President of the Council of Writing Program Administrators. With Becky Bradway, he has co-authored *Creating Nonfiction*. He enjoys singing, hiking, and photography. (douglas.hesse@du.edu)

Sheila M. Kennedy is Professor of English Studies at Lewis University, where she directs the First-Year Writing Program, teaches writing, and helps lead the DISCOVER Initiative, a program to help students cultivate a sense of calling in their careers and

lives. She's currently editing a collection of life stories about journeys to vocation. In addition to collaborating on scholarly and community mindfulness projects with her colleague Dr. Jen Consilio, her research and pedagogy interests include the intersection of contemplative learning practices, spirituality, calling, creative nonfiction, and advocacy. (kennedsh@lewisu.edu)

Renea Frey is an Assistant Professor and Writing Program Director in Xavier University's English department, where she teaches a variety of writing and rhetoric courses. Her research focuses on *parrhesia*, the act of speaking out to power at great risk, as well as women's historic rhetorical practices, composing and teaching in digital spaces, and using empathy as practice in invention. (freyr1@xavier.edu)

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Jeong-eun Rhee is a Professor in Education at Long Island University, Post. She teaches Action Research, Multicultural Education, and Educational Foundation in Teacher Education programs. Her scholarly work has appeared in *International Journal of Qualitative Studies in Education*, *Educational Theory*, *Educational Studies*, *Qualitative Inquiry*, *Race, Ethnicity, and Education*, *Multicultural Education Review*, *Qualitative Research in Education*, *The Review of Higher Education* etc. (jeong-eun.rhee@liu.edu)

Wendy Ryden is Professor of English at Long Island University Post, where she teaches writing and literature and coordinates the Writing Across the Curriculum program. She is co-author with Ian Marshall of *Reading, Writing, and the Rhetorics of Whiteness* (Routledge) and co-editor with Monika Elbert of *Haunting Realities: Naturalist Gothic*

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Kurt Spellmeyer is a Professor in the English Department at Rutgers University-New Brunswick, where he has directed the School of Arts and Sciences Writing Program for thirty-two years. He has published several books in composition/rhetoric, *Common Ground: Dialogue, Understanding and the Teaching of Writing* and *Arts of Living: Reimagining the Humanities for the Twenty-First Century*. With Richard Miller he has also co-edited *The New Humanities Reader*, now in its fifth edition. In addition, Spellmeyer is a Zen priest with forty years of meditation training and practice, and he leads the Cold Mountain Sangha in New Jersey (<http://coldmountainsangha.org>). His writing on Buddhism has appeared in *Tricycle Magazine*. He has published *Buddha at the Apocalypse: Awakening to A Culture of Destruction*. (spellmey@english.rutgers.edu)

Sharon Subreenduth is a Professor in the School of Teaching & Learning at Bowling Green State University. Her research and scholarship locate the historical and contemporary context of curriculum production and practice and interconnect local and global knowledge, responsibility and accountability, while addressing issues of cultural identity, power, race, gender, class, and colonialism and imperialism. (ssubree@bgsu.edu)

Roger Thompson is Associate Professor and Director of the Program in Writing and Rhetoric at Stony Brook University. His most recent books are *Emerson and the History of Rhetoric* (SIU Press, 2017) and *No Word for Wilderness: Italy's Grizzlies and the Race to Save the Rarest Bears on Earth* (Ashland Creek, 2018). (roger.thompson@stonybrook.edu)

Carl Vandermeulen is a retired Professor of English from Northwestern College in Orange City, Iowa. He is the author of *Negotiating the Personal in Creative Writing*, *Multilingual Matters*, 2011. In addition to creative writing, he enjoys photography and assisting all manner of things to grow and flourish. (cvmeulen@nwc-iowa.edu)

Christy Wenger is an Associate Professor of Rhetoric and Composition at Shepherd University in Shepherdstown, West Virginia, where she serves as the Director of Writing and Rhetoric. She is the author of *Yoga Minds, Writing Bodies: Contemplative Writing Pedagogy*, and her articles have appeared in *English Teaching: Practice and Critique*, *JAEPL*, and *WPA: Writing Program Administration*. She has published several chapters in collections such as *Women's Ethos: Intersections of Rhetorics and Feminisms*. Christy serves on the board of the Assembly for Expanded Perspectives on Learning and is "Connecting" editor for the *Journal for the Assembly for Expanded Perspectives on Learning*. Her research considers the intersections of contemplative mindfulness, feminism and writing for students, teachers and administrators. Christy has practiced yoga for over ten years, using her practice as a wellspring for her professional leadership and pedagogical methods. (CWENGER@shepherd.edu)

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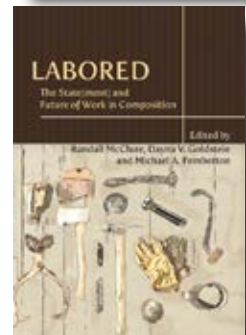
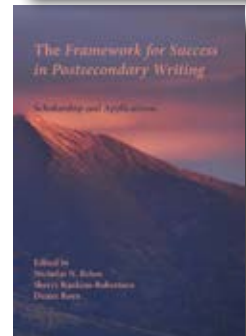
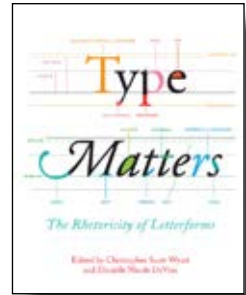
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