Contributors

Elizabeth L. Angeli is Associate Professor of English at Marquette University, where she studies technical communication and writing education in healthcare. Liz is a leading expert in documentation practices and training for first responders, and her award-winning book, *Rhetorical Work in Emergency Medical Services* (Routledge), is the first book-length work to examine how first responders harness rhetoric’s power to document patient care. Her work has also been published in academic and practitioner venues, including *Written Communication, Communication Design Quarterly, Rhetoric of Health and Medicine*, and *EMS*.

Elisabet Arnó-Macià is Associate Professor of Technical Communication at Universitat Politècnica de Catalunya (BarcelonaTech, Barcelona, Spain). Her research interests include technical communication and English for Specific Purposes, Internationalization in higher education, and the role of technology in language education, especially intercultural virtual exchange. She has co-authored two textbooks on technical and academic English and has co-edited two research volumes on the use of technology in *Languages for Specific Purposes* and *virtual exchange*, respectively. Her work has appeared in journals such as *The Modern Language Journal, Journal of English for Academic Purposes, English for Specific Purposes*, and *Language Learning Journal*, among others.

Joseph Bartolotta is Assistant Professor in the Department of Writing Studies & Rhetoric at Hofstra University. His work examines the training and application of usability and user experience principles in writing programs and for students in TPC. He further explores the ways schools and industry organizations define best practices, competencies, and ethics in their respective contexts and looks for ways to bring both together for generative discussions.

Jennifer L. Bay is Associate Professor of English and Director of Professional Writing at Purdue University, where she teaches courses in rhetorical theory, professional writing, feminist rhetorics, and community engagement. Her work has appeared in journals such as *Technical Communication Quarterly, College English*, and *Community Literacy Journal*, as well as in edited collections.

Chen Chen is Assistant Professor of English at Winthrop University in Rock Hill, South Carolina, where she teaches first-year writing and professional and technical communication courses. She received her Ph.D. in Communication, Rhetoric, and Digital Media from North Carolina State University. She researches technical and professional communication pedagogical practices. She also studies how graduate students professionalize into the field of rhetoric and composition across different disciplinary spaces, and Chinese feminist rhetorics.

Lisa DeTora is Associate Professor and the Director of STEM Writing at Hofstra University. She teaches courses in writing studies, rhetoric, English, chemistry, biology, disability studies, sports science, and medical humanities. Her
scholarship and service bridge various intellectual and practical domains, including biomedical publication ethics, regulatory documentation practice, medical humanities, the rhetorics of health and medicine, technical communication, and graphic narrative research. Upcoming publications include work on the representation of gender and science in graphic narratives, considerations of quantum physics as a metaphor for fan experience, and a volume on “graphic embodiment,” co-edited with Jodi Cressman (University of Leuven Press).

Kira Dreher is Assistant Teaching Professor at Carnegie Mellon University’s campus in Doha, Qatar, where she teaches courses in first-year writing, rhetoric, and technical writing. She received her Ph.D. in Rhetoric and Scientific and Technical Communication from University of Minnesota- Twin Cities. Her research currently focuses on plain language in technical communication and the history of “plainness” in rhetoric, medicine, and other traditions. She has published in journals such as IEEE Transactions on Professional Communication, in various edited collections, and as a co-author of Arab Women in Arab News (Bloomsbury, 2012).

Ann Hill Duin is Professor of Writing Studies and Graduate-Professional Distinguished Teaching Professor at the University of Minnesota, where her research and teaching focus on collaboration, digital literacy, analytics, and writing futures. She served 15 years in higher education administrative roles, including Vice Provost and Associate Vice President for Information Technology. Her most recent scholarship appears in Computers and Composition, Communication Design Quarterly, IEEE Transactions on Professional Communication, Technical Communication Quarterly, and the edited collection Content Strategy in Technical Communication. Her international collaboration includes research cluster leadership in the Digital Life Institute at Ontario Tech University.

Brian Fitzpatrick is Assistant Professor at George Mason University, where he teaches composition. His research is primarily focused on professional and workplace writing, as well as online and hybrid pedagogies. He is the co-founder of the Archive of Workplace Writing Experiences and, along with his co-author, was recipient of the Conference on College Composition and Communication’s Emergent Researcher Award in 2017.

David M. Grant is Associate Professor of Writing Studies in the Department of Languages & Literatures at the University of Northern Iowa, where he teaches courses in science communication, environmental rhetoric, and indigenous North American rhetorics, and helps build critical literacy awareness at his institution, with his students, and in the community. He researches at the intersection of posthumanisms and decolonization, and his work has appeared in College Composition and Communication, enculturation, Rhetoric Review, Kairos, and Pre/Text, among other venues.

Elise Verzosa Hurley is Associate Professor of Rhetoric, Composition, and Technical Communication at Illinois State University and editor of Rhetoric Review. Her research and teaching interests include visual and spatial rhetorics,

**Liz Hutter** is Assistant Professor in technical communication in the English department at the University of Dayton. Her teaching and research interests include STEM pedagogy; rhetoric of health, medicine, and science; and medical humanities. Her work has been published in *Journal of Technical Writing and Communication*, *Communication Design Quarterly*, *Computers and Composition*, *World Medical Health Policy*, and *Configurations*.

**Michael J. Klein** is Associate Professor of Writing, Rhetoric and Technical Communication at James Madison University in Harrisonburg, Virginia. He directs the Cohen Center for the Humanities, a university center focused on humanistic inquiry across disciplines, and is also the founder and coordinator of the interdisciplinary minor in medical humanities, which comprises 12 academic units across three colleges. He teaches courses in technical communication, scientific and medical communication, and writing in the health sciences. His recent scholarship has focused on medical narratives and intercultural communication, and the creation of graphic embodiment memoirs in an interdisciplinary writing course.

**Adrienne Lamberti** is Associate Professor of Languages and Literatures and Coordinator of the Professional Writing Program at the University of Northern Iowa, where she researches and teaches rhetoric and writing in the disciplines. Her pedagogical work focuses on community engagement and other forms of service learning. Dr. Lamberti’s scholarly work focuses on boundary and Oth ered communications, including discourses on the production side of agriculture, as well as conflict and crisis communications. Her most recent publications include *Cultivating Spheres: Agriculture, Technical Communication, and the Publics* and (with Anne R. Richards) *Communication and Conflict Studies: Disciplinary Connections, Research Directions*.

**Liz Lane** is Assistant Professor of English in the Writing, Rhetoric, and Technical Communication concentration at the University of Memphis. Her research explores the intersections of activism in digital spaces, feminism, and technical communication. Her work has appeared in *Peitho; Computers and Composition; Composition Studies; Ada: A Journal of Gender, New Media, and Technology*; and various edited collections. She is also the co-managing editor of *Spark: A 4C4Equality Journal*, an open-access, peer-reviewed journal of activist rhetorics in writing studies, which can be found at sparkactivism.com.

**Halcyon M. Lawrence** is Assistant Professor of Technical Communication and Information Design at Towson University. She has over 20 years of professional experience as a technical trainer, writer, and usability practitioner. Her research focuses on speech intelligibility and the design of speech interactions.
for voice technologies, particularly for under-represented user populations. She holds a Ph.D. in Technical Communication from the Illinois Institute of Technology.

Jessica McCaughey is Assistant Professor at George Washington (GW) University, where she teaches academic, professional, and technical writing. She transitioned to this role after more than a decade of business writing and editing in corporate and non-profit organizations. In her role at GW, Professor McCaughey directs the Professional Writing Program, which consists of workshops, assessment, and coaching to help organizations improve the quality of their writing. Her research focuses on the transfer of writing skills from the university to the professional realm. In 2017, with her co-author, she won the Conference on College Composition and Communication’s Emergent Researcher Award.

Julianne Newmark teaches technical and professional communication (TPC) at the University of New Mexico, where she is Assistant Chair for Core Writing and Coordinator of the TPC program. Her publications have considered the school-to-work transition, multimodal community creation in online classrooms, and usability/UX/UCD. She also teaches, conducts research, and publishes in Indigenous studies, particularly concerning early twentieth-century Native activist writers’ rhetorically impactful bureaucratic writing, especially in Bureau of Indian Affairs contexts. She is currently at work on her second book, Reports of Agency: Retrieving Indigenous Professional Communication in Dawes Era Indian Bureau Documents and continues to serve as editor-in-chief of Xchanges, a writing studies ejournal.

Dr. Isabel Pedersen is Canada Research Chair in Digital Life, Media, and Culture and Professor of Communication Studies at Ontario Tech University. She is Founder and Director of the Digital Life Institute. She studies the rhetorical, ethical, and political challenges posed by technological change on communication and digital literacy practices. She is co-editor of Embodied Computing: Wearables, Implantables, Embeddables, Ingestibles (2020, MIT Press). She is published in many academic journals, including the Journal of Information, Communication and Ethics in Society; International Journal of Cultural Studies; and the Journal on Computing and Cultural Heritage.

Derek G. Ross is Professor in the Master of Technical and Professional Communication Program at Auburn University, where he teaches courses in technical communication, document design, environmental rhetoric, and ethics, among others. His research interests include perceptions of environment-related rhetoric, document design, ethics, and audience analysis. His work has appeared in Technical Communication Quarterly, Technical Communication, Written Communication, IEEE Transactions on Professional Communication, and The Journal of Technical Writing and Communication, among others. He is the editor of Topic-Driven Environmental Rhetoric, Editor in Chief of Communication Design Quarterly, and Co-director of Auburn’s Lab for Usability, Accessibility, Communication, and Interaction (LUCIA).
Tatjana Schell is an independent scholar based in Germany. She holds a Ph.D. in Rhetoric, Writing and Culture from North Dakota State University. Her research focuses on professional and technical communication, college composition—specifically, when it comes to ESL writing pedagogy—archival research practices, and histories of rhetoric. Her work has appeared in *Rethinking Post-Communist Rhetoric: Perspectives on Rhetoric, Writing, and Professional Communication in Post-Soviet Spaces*, edited by Pavel Zemliansky and Kirk St.Amant, which won the 2017 Conference on College Composition and Communication's Best Original Collection of Essays in Technical or Scientific Communication Award.

Jason Tham (Ph.D., University of Minnesota) is Assistant Professor of Technical Communication and Rhetoric at Texas Tech University, where he co-directs the User Experience Research Lab. His scholarship has appeared in *Technical Communication Quarterly, Journal of Business and Technical Communication*, and *IEEE Transactions on Professional Communication*.

Luke Thominet is Assistant Professor in the English Department at Florida International University. His research interests include technical communication, user experience, and design thinking. His recent projects have examined user experience research practices in video game development, the rhetorical construction of academic job market correspondence, the use of design thinking in academic program design, and the deliberative discourse of institutional review boards. His work has appeared in *The Journal of Business and Technical Communication, Communication Design Quarterly*, and *Technical Communication Quarterly*.

Julie Watts is Professor of English with the Department of English and Philosophy at the University of Wisconsin-Stout. She served as founding director of the online M.S. program in Technical and Professional Communication for 12 years. She teaches courses in composition, business communication, document design, and theory and research methods. She was awarded the 2019 Conference on College Composition and Communication’s Best Article on Pedagogy or Curriculum in Technical or Scientific Communication. Her research interests focus on program assessment as well as the communicative dynamics and culture of the classroom learning community and what instructors can do to facilitate student learning.