

Contributors

Lora Anderson is Associate Professor in technical and professional writing at the University of Cincinnati. Her research focuses on technical communication pedagogy and medical rhetoric. Her book *Living Chronic: Agency and Expertise in the Rhetoric of Diabetes* was published in 2017 by The Ohio State University Press.

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Kelli Cargile Cook is Professor and Founding Chair of the Professional Communication Department at Texas Tech University. Her research focuses on professional and technical communication pedagogy, program development, and assessment. Her most recent co-edited collection is *User Experience as Innovative Academic Practice*.

Lance Cummings is Associate Professor of English in the professional writing program at the University of North Carolina Wilmington. In addition to researching histories of rhetoric, he explores rhetoric and writing in technologically and linguistically diverse contexts. His work has appeared in *Business and Professional Communication Quarterly*, *The Routledge Handbook of Comparative World Rhetorics*, and *Rhetoric, Professional Communication, and Globalization*, among others.

Brian Fitzpatrick is Associate Professor at George Mason University, where he teaches composition. His research is primarily focused on workplace writing, as well as online and hybrid pedagogies. He is the co-founder of the Archive of Workplace Writing Experiences and was recipient of the Conference on College Composition and Communication's Emergent Researcher Award for 2017-18 and a CCCC Research Initiative Grant in 2021-22. His work has appeared in *Effective Teaching of Technical Communication: Theory, Practice, and Application*, as well as *Performance Improvement Quarterly*, *WPA Journal*, *Academic Labor: Research and Artistry*, and *Double Helix*.

Ann Hill Duin is Professor of Writing Studies and Graduate-Professional Distinguished Teaching Professor at the University of Minnesota. Her recent books, together with Isabel Pedersen, are *Writing Futures: Collaborative, Algorithmic, Autonomous* (Springer, 2021) and *Augmentation Technologies and Artificial Intelligence in Technical Communication: Designing Ethical Futures* (Routledge, 2023).

Mark A. Hannah is Associate Professor of English at Arizona State University, where he serves as Director of Writing, Rhetorics, and Literacies. He publishes widely on the intersections of law, rhetoric, and expertise in professional communication.

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Chris Lam is Associate Professor of technical communication at the University of North Texas. He specializes in statistical methods and experimental design and publishes widely on communication in team projects and the professionalization of technical communication.

Joni Litsey is a Ph.D. student at Texas Tech University in the College of Media and Communication and a member of the Innovation Diffusion Lab. While completing the program part-time, she works full-time as a process manager for a Fortune 100 company, where she has been for the past 20 years. Her research interests focus on how opinion leaders can model innovative change within organizations.

Jessica McCaughey is Assistant Professor in writing at The George Washington University. She is also co-founder and co-director of the Archive of Workplace Writing Experiences (www.workplace-writing.org), a collection of interviews and resources about workplace writing in America. Her research focuses primarily on the transfer of writing skills from the university to the professional realm.

Lisa Melonçon is Professor of technical communication at the University of South Florida. Her research focuses on programmatic issues in technical and professional communication, user experience, research methodology and methods, and the rhetoric of health and medicine.

Bethany Pitchford is a recent graduate from the College of Media and Communication at Texas Tech University, where she completed her doctoral program. Her work has been featured in *Survive and Thrive: A Journal for Medical Humanities and Narrative as Medicine*, the *Journal of Communication Inquiry*, and *Health Communication*. Her research focuses on how journalists frame mental illness when reporting on mass shootings and how creativity helps people cope with mental illness and traumatic experiences.

Jeremy Rosselot-Merritt is a lecturer in writing & communication at Carnegie Mellon University, where he teaches courses in technical, professional, and first-year writing. A specialist in workplace communication practice, he has authored or co-authored work in publications such as *Technical Communication*, *Journal of Technical Writing and Communication*, and *Business and Professional Communication Quarterly*.