contributors

Rebekka Andersen is Associate Professor in the University Writing Program at the University of California, Davis, where she teaches courses in professional and technical communication and serves as the Associate Director for Professional Writing. Her research focuses on strategies for building stronger connections between academia and industry as well as on implications of digital transformations, particularly around content, for education and research in professional communication. She serves on the Advisory Council for the Center for Information-Development Management (CIDM) and is an Associate Editor for IEEE Transactions on Professional Communication.


Tatiana Batova is Associate Professor of Business Administration in the Communication area at the University of Virginia’s Darden School of Business, where she teaches Leadership Communication, Storytelling with Data, and User Experience (UX). Her research focuses on cross-cultural communication with applications to business and healthcare; data visualization; user and customer experience; social psychology; content strategy; and rhetoric of technology. Her articles appeared in the International Journal of Business Communication, the Journal of Business and Technical Communication, IEEE Transactions on Professional Communication, Technical Communication Quarterly, Technical Communication, and Substance Use and Misuse. Alongside numerous academic conferences, she presented her research at practitioner-oriented venues such as UXPA, CIDM, and Congility. She is the recipient of the 2010 Frank R. Smith Outstanding Journal Article Award from the Society for Technical Communication.

Ann M. Blakeslee is Professor of English and Director of Campus & Community Writing at Eastern Michigan University. Blakeslee coordinates the University Writing Center, WAC, the Eastern Michigan Writing Project, and YpsiWrites. She has served on the executive committees of AWAC and ATTW and is Associate Publisher for Books for the WAC Clearinghouse. She has published a book on writing for audiences in physics and a textbook on qualitative research methods.
She has also published articles and book chapters on disciplinary and workplace writing, learning transfer, and community writing centers. She has been recognized for her scholarly achievements with the Society for Technical Communication Ken Rainey Award for Excellence in Research in Technical Communication and with the Association of Teachers of Technical Writing Fellows Award.

**Pam Estes Brewer** is Professor of Technical Communication in Mercer University’s School of Engineering. Brewer is a Fellow in the Society for Technical Communication (STC) and a recipient of STC’s Jay R. Gould Award for Excellence in Teaching, the STC’s President’s Award, and Mercer’s Vulcan Award for Innovation in Teaching. She researches and trains on remote/hybrid teaming, and her book entitled *International Virtual Teams: Engineering Global Success* was published by Wiley in 2015. With George Hayhoe, she published the 2nd edition of *A Research Primer for Technical Communication* with Taylor & Francis.

**Tracy Bridgeford** is Professor of Technical Communication and editor of *Technical Communication Quarterly*. She has published *Teaching Professional and Technical Communication: A Practicum in a Book* with Utah State University Press and four co-edited collections, including *Teaching Content Management in Professional and Technical Communication, Academy-Industry Relationships: Perspectives for Technical Communicators, Sharing Our Intellectual Traces: Narrative Reflections from Administrators of Professional, Technical, and Scientific Programs, and Innovative Approaches to Teaching Technical Communication*. She has contributed chapters to *Editing in the Modern Classroom, Resources in Technical Communication: Outcomes and Approaches, and Teaching Writing with Computers: An Introduction* (awarded the 2003 *Computers and Composition* Distinguished Book Award).

**Jonathan Buehl** is Associate Professor of English at The Ohio State University, where he teaches courses on research methods, rhetoric, and technical and professional communication. He is the author of *Assembling Arguments: Multimodal Rhetoric and Scientific Discourse* and the co-editor of *Science and the Internet: Communicating Knowledge in a Digital Age*. His essays have appeared in such venues as *College Composition and Communication, Technical Communication Quarterly, The Routledge Handbook of Scientific Communication*, and *Landmark Essays on Archival Research*. As a consultant and trainer, he has worked with teams of writers in organizations ranging from small nonprofits and biotech startups to business consulting firms and multinational insurance companies.

**Lauren E. Cagle** is Associate Professor of Writing, Rhetoric, and Digital Studies and Affiliate Faculty in Environmental and Sustainability Studies and Appalachian Studies at the University of Kentucky (UK). She is the co-founder and Director of the Kentucky Climate Consortium, a multi-institutional network of climate teachers and researchers in Kentucky higher education. Cagle teaches scientific, environmental, and technical communication, and her research focuses on overlaps among digital rhetorics, research ethics, and scientific, environmental, and technical communication, frequently in collaboration with local and regional environmental and technical practitioners such as the Kentucky Division for Air
Quality, the Kentucky Geological Survey, the UK Recycling Program, and The Arboretum, State Botanical Garden of Kentucky. Cagle’s work has been published in *Technical Communication Quarterly*, *Rhetoric Review*, and *Computers & Composition*.

**Kelli Cargile Cook** is Professor and Founding Chair of the Professional Communication Department at Texas Tech University. Previously, she served as Professor of Technical Communication and Rhetoric at Texas Tech. Her scholarship focuses on online education, program development and assessment, and user-experience design. Most recently, she co-edited *User Experience as Innovative Academic Practice* (2022) with Kate Crane. She also co-edited two collections on online education: *Online Education 2.0: Evolving, Adapting, and Reinventing Online Technical Communication* (2013) and *Online Education: Global Questions, Local Answers* (2005). She is a past president of the Association of Teachers of Technical Writing and the Council for Programs in Technical and Scientific Communication. She is currently a member of the International Association of Business Communicators Professional Development Committee.

**Huiling Ding** teaches technical communication at North Carolina State University. Her research focuses on intercultural professional communication, technical communication, risk communication, responsible AI, and epidemic communication. Her recent projects have been exploring the connections between artificial intelligence, communication technologies, labor market analytics, job screening, risk communication, and social justice.

**Angela Eaton** is the owner of Angela Eaton & Associates, LLC. She was previously Associate Professor of Technical Communication and Rhetoric at Texas Tech University, where she taught grant writing, quantitative research methods, and technical editing. She designed the Certificate in Grant and Proposal Writing there. She also co-authored the 5th edition of *Technical Editing* with Carolyn Rude.

**Norbert Elliot** is Professor Emeritus of English at New Jersey Institute of Technology. A specialist in writing assessment, his final academic book was a co-edited collection with Diane Kelly-Riley—*Improving Outcomes: Disciplinary Writing, Local Assessment, and the Aim of Fairness* (Modern Language Association, 2021). In 2021-2023, he completed a series of articles with Mya Poe, Jessica Nastal, Maria Elena Oliveri, David Slomp, and other colleagues on fairness and justice in assessment. He remains on the Editorial Board of *Assessing Writing*.

**Carlos Evia** is Professor of Communication and Director of the Academy of Transdisciplinary Studies at Virginia Tech, where he is also Associate Dean for Transdisciplinary Initiatives, and Chief Technology Officer in the College of Liberal Arts and Human Sciences. Carlos worked in the intersection of information technology and the humanities as database designer and technical writer. In his academic career, he has been a Professor of English (Professional and Technical Writing) and Communication (Digital Publishing and Content Strategy), and award-winning researcher of transdisciplinary Technical Communication and Content Operations. He authored *Creating Intelligent Content with Lightweight DITA*, edited *Content Operations from Start to Scale*, and worked on
the development of the Darwin Information Typing Architecture (DITA) and Lightweight DITA (LwDITA) standards for digital content.

**David K. Farkas** began teaching technical communication as a graduate student at the University of Minnesota in 1975. After completing his doctorate in British literature, he taught technical communication at Texas Tech, West Virginia University and, for most of his career, the University of Washington. He transitioned to emeritus status in 2014 but remains active in the field. He is an STC Fellow. He received the Society's Ken Rainey Award for research and Jay Gould award for teaching. He served as a Fulbright Senior Scholar in Egypt. He has published on many topics, but his focus in recent years has been developing reading environments (QuikScan) and techniques that can overcome the increasing resistance of modern readers to long non-fiction documents.

**Erin Clark Frost** is Associate Professor in the Department of English at East Carolina University, where she teaches technical communication and rhetoric with a focus on intersectional feminist issues. She has published in *Computers and Composition*, *Journal of Business and Technical Communication*, *Technical Communication Quarterly*, *Programmatic Perspectives*, and *Peitho: Journal of the Coalition of Feminist Scholars in the History of Rhetoric & Composition*, and her book *Feminist Technical Communication* is due out at the end of 2023.

**Guiseppe Getto** is Associate Professor of Technical Communication and Director of the M.S. in Technical Communication Management at Mercer University. His research focuses on utilizing user experience (UX) design, content strategy, and other participatory research methods to help people improve their communities and organizations. Read more about him at: [http://guiseppegetto.com](http://guiseppegetto.com).

**William Hart-Davidson** is Professor in the Department of Writing, Rhetoric, and American Cultures and Associate Dean for Research and Graduate Education in the College of Arts & Letters at Michigan State University.

**Brent Henze** is Associate Professor of English at East Carolina University, where he coordinates the internship program and serves as graduate advisor for technical and professional communication. His research focuses on the rhetoric of scientific disciplines and the engagement of novice and lay practitioners in scientific and technical activity.

**Johndan Johnson-Eilola** is Professor and Chair of Communication, Media & Design at Clarkson University, where he teaches courses in design. In addition to more than fifty book chapters and journal articles, he has written, co-written, or co-edited books including *Datacloud, Writing New Media* (with Anne Wysocki, Cindy Selfe, and Geoff Sirc), *Central Works in Technical Communication*, and *Solving Problems in Technical Communication* (both co-edited with Stuart Selber). His work has won awards from the National Council of Teachers of English, *Computers & Composition*, *Technical Communication Quarterly*, *Kairos*, and the National Council of Writing Program Administrators.

**Richard Johnson-Sheehan** is Professor of Rhetoric, Composition, and Professional Writing at Purdue University. He researches rhetoric of science, rhetoric
of health and medicine, ancient rhetorics, and science and medical writing. He is the author of *Writing Proposals, 3e*, *Technical Communication Today, 7e*, and *Writing Today, 5e*, among other books.

**Natasha N. Jones** is a technical communication scholar and co-author of the book *Technical Communication after the Social Justice Turn: Building Coalitions for Action* (winner of the 2021 CCCC Best Book in Technical or Scientific Communication). Her research interests include social justice, narrative, and technical communication pedagogy. She holds herself especially accountable to Black women and marginalized genders and other systemically marginalized communities. Her work has been published in *Technical Communication Quarterly, Journal of Technical Writing and Communication*, and *Journal of Business and Technical Communication*. She has received national recognition for her contributions and currently serves as the President for the Association of Teachers of Technical Writing (ATTW). She is Associate Professor at Michigan State University in the African American and African Studies department.

**Steven B. Katz** is Pearce Professor Emeritus of Professional Communication, and Professor Emeritus of English, at Clemson University. He has published several books (*The Epistemic Music of Rhetoric* [1996] and *Writing in the Sciences* [with Nancy Penrose] 1st-4th editions [2020]), and has several new books forthcoming, including *Plato’s Nightmare* (Parlor Press, 2024). Katz also has published numerous articles on scientific and technical writing, medical communication, and ethics. “The Ethic of Expediency: Rhetoric, Technology, and the Holocaust” was the recipient of the National Council of Teachers of English Award for Best Article on the Theory of Scientific and Technical Communication (1993), and has been reprinted in different anthologies, most notably in *Central Works in Technical Communication* edited by Stuart Selber and Johndan Johnson-Eilola (Oxford UP, 2004).

**Miles A. Kimball**, Professor of Communication and Media at Rensselaer Polytechnic Institute, is interested in the relationships between technology and humanity, particularly in terms of technical communication. His concept of “tactical tech comm” highlights the unrecognized ubiquity of technical communication in our society. He has published broadly on e-portfolio pedagogy, information design, digital humanities, and the history of data visualization. Kimball is the coeditor of the SUNY Technical Communication book series. He is also a longtime member of the Society for Technical Communication, which named him an Associate Fellow in 2020.

**Charles Kostelnick** is Professor at Iowa State University, where he has taught technical communication and a graduate and undergraduate course in visual communication in business and technical writing. He has published several articles and book chapters on visual communication as well as authored *Humanizing Visual Design: The Rhetoric of Human Forms in Practical Communication* (2016), co-edited *Visible Numbers: Essays on the History of Statistical Graphics* (2016), and co-authored *Shaping Information: The Rhetoric of Visual Conventions* (2003) and *Designing Visual Language: Strategies for Professional Communicators* (second edition, 2011).
Chris Lam is Associate Professor of Technical Communication at the University of North Texas. He studies communication in team projects and examines the literature on professional and technical communication and its impact on the profession.

Benjamin Lauren is Associate Professor and Chair of the Department of Writing Studies at the University of Miami. His work focuses on the intersections of learning, professional writing, rhetorical theory, and creative-critical methods of inquiry, such as design, songwriting, and soundwriting. His work has been published in journals such as Kairos, Technical Communication, and Reflections. His first book Communicating Project Management was published by Routledge in the ATTW Series. For more information about his work, please visit http://benlauren.com.


Nicole Lowman teaches technical communication in the Departments of Engineering Education and English at the University at Buffalo. Their research focuses on rhetorics of race, legal humanities, and contemporary American culture. Their work has been published by The Journal of Contemporary Rhetoric and The New Americanist and is forthcoming in African American Literature in Transition: 2000-Present.

Edward A. Malone is Professor of Technical Communication at Missouri University of Science and Technology (Missouri S&T), where he serves as Assistant Chair for Graduate Studies in his department and teaches courses in the history of technical communication, technical editing, and layout and design.

Bruce Maylath is Professor Emeritus of English at North Dakota State University, where he directed the university’s program in Upper-Division Writing and taught courses in linguistics and international technical writing. He is the author of many articles and the co-editor of eight books, the most recent of which is Translation & Localization (Routledge, 2019). A Fellow of the Association of Teachers of Technical Writing, he is the recipient of the IEEE Professional Communication Society’s Ronald S. Blicq Award for Distinction in Technical Communication Education, the Society of Technical Communication’s J. R. Gould Award for Excellence in Teaching, the Council for Programs in Technical and Scientific Communication’s Distinguished Service Award, and
NDSU’s Faculty Lectureship recognizing “sustained professional excellence in teaching, scholarly achievement, and service.”

**Kristen R. Moore** is Associate Professor of Technical Communication in the Departments of Engineering Education and English at the University at Buffalo. Her research explores the role of mundane injustices in technical projects and the academy and has been published in a range of journals, including *Technical Communication Quarterly, IEEE Professional Communication, Technical Communication, and The Journal of Business and Technical Communication*, among others. Her award-winning, co-authored book *Technical Communication After the Social Justice Turn* and subsequent studies provide an applied theory of addressing inequities that she uses regularly in her work as the chair of Justice, Equity, Diversity, and Inclusion initiatives in the School of Engineering and Applied Sciences at UB.

**Kathryn Northcut** serves as Professor of English and Technical Communication at the Missouri University of Science and Technology. She teaches courses on proposal writing, visual theory, and technical communication to undergraduate and graduate students. Among her scholarly works are two edited collections: *Scientific Communication: Practices, Theories, and Pedagogies* (2018), co-edited with Han Yu, and *Designing Texts: Teaching Visual Communication* (2013), co-edited with Eva Brumberger. She is fascinated with the interplay of science, technology, and text.

**Sushil K. Oswal** is Professor of Human-Centered Design in the School of Interdisciplinary Arts and Sciences and CREATE Faculty at the Center for Research and Education on Accessible Technology and Experiences at the University of Washington. The broad focus of his HCI research is on the employment of technology in the knowledge industry. His research has encompassed human–computer interaction design issues in medical devices, distributed web environments, digital library databases, self-service kiosks, and learning management systems. His current projects include informational access about preparedness for wildfires and flash floods in climate change scenarios and the accessibility of healthcare information for blind users in pandemic conditions. He consults in the areas of HCI, technology design, and digital accessibility of work spaces.

**James E. Porter** is Professor of Rhetoric and Professional Communication at Miami University, where he holds a joint appointment in the Departments of English and Emerging Technology in Business & Design. He has been teaching and/or administering programs in the field of technical/professional communication since 1982. His recent research focuses on human-machine teaming, rhetorical intelligence, and the ethics of AI-based writing systems, an inquiry that began with his co-authored 2017 book (with colleague Heidi McKee), *Professional Communication and Network Interaction: A Rhetorical and Ethical Approach* (Routledge).

**Liza Potts** is Professor in the Department of Writing, Rhetoric, and Cultures at Michigan State University. Her research interests include networked participatory culture, social user experience, and digital rhetoric. She has published books and articles focused on disaster response, user experience, and participatory memory.
Dirk Remley is Professor of English at Kent State University, where he teaches writing courses that include technical writing and professional writing. He has authored several books, chapters, and articles on topics related to multimodality and multimodal rhetoric in technical, professional, and leadership communication contexts.

Gerald Savage is Emeritus Professor of Technical Communication and Rhetoric at Illinois State University. He is co-editor of *Technical Communication & Social Justice*, an online open-source journal (https://techcommsocialjustice.org/index.php/tcsj). His articles have appeared in *TCQ*, *JTWC*, *JBTC*, *Programmatic Perspectives*, and elsewhere. He is co-editor with Han Yu of *Negotiating Cultural Encounters: Stories in Intercultural Engineering and Technical Communication*, with Teresa Kynell-Hunt of *Power and Legitimacy in Technical Communication, Volumes 1 & 2*, and with Dale Sullivan of *Writing a Professional Life: Stories of Technical Communicators On and Off the Job*. He is a Fellow of ATTW, and has received the CPTSC Distinguished Service and the STC Excellence in Teaching awards.

J. Blake Scott is Professor of Writing & Rhetoric at the University of Central Florida. His technical and professional communication (TPC) scholarship has focused primarily on advancing cultural, community-based, and social justice-oriented pedagogical approaches. His scholarship in the rhetoric of health and medicine (RHM)—which has included studies of HIV/AIDS risk rhetorics, rhetorical stigma in clinical healthcare setting, and arguments about transnational pharmaceutical risk conflicts—has been driven by the goal of advancing more just and effective public health policy arguments and efforts. He is the former founding co-editor of the journal *RHM*.

Stuart A. Selber is Professor of English and Director of Digital Education at Penn State University, where he directs the Penn State Digital English Studio and the Program in Writing and Rhetoric. His latest book, *Institutional Literacies: Engaging Academic IT Contexts for Writing and Communication* (University of Chicago Press), won the Distinguished Book Award from *Computers and Composition*. Selber is a past president of the Association of Teachers of Technical Writing and the Council for Programs in Technical and Scientific Communication.

Clay Spinuzzi is a Professor of Rhetoric and Writing at the University of Texas at Austin. His research interests include workplace studies, qualitative research methodology, activity theory, actor-network theory, and genre theory. Spinuzzi has conducted multiple workplace studies, resulting in several articles and books.

Jason Swarts is Professor of Technical Communication in the Department of English at North Carolina State University. He regularly teaches courses on technical document design, networks, and discourse analysis. His research focuses on interrelated areas of genre studies, computer-mediated communication, networks, knowledge work, and knowledge communities.

Christa Teston is the Andrea Lunsford Designated Associate Professor in Rhetoric, Composition, and Literacy in the Department of English at Ohio State University. She mobilizes multiple methods to study how people navigate
uncertainty in technoscientific and biomedical contexts. Her first book, *Bodies in Flux: Scientific Methods for Negotiating Medical Uncertainty*, was published by University of Chicago Press in 2017 and won two national best book awards. Her second book, *Doing Dignity: Ethical Praxis and the Politics of Care*, is forthcoming from Johns Hopkins University Press and draws on analyses of three case studies about how in/dignities emerge in contemporary caretaking contexts. Teston also directs Ohio State’s business, professional, and technical writing courses and is Vice Chair of the Writing, Rhetoric, and Literacy Program.

**Michael Trice** received his Ph.D. in Technical Communication and Rhetoric from Texas Tech University. He is currently a Lecturer II with the Writing, Rhetoric, and Professional Communication (WRAP) Program at MIT. His professional career includes work for Apple Computer, Hart InterCivic, and Wizards of the Coast. His work has appeared in *IEEE Transactions on Professional Communication* and *Present Tense: A Journal of Rhetoric in Society*. His research interests include usability issues related to public deliberation in digital platforms and the ways that knowledge of system theory influences participant behavior within digital systems.

**Rebecca Walton** is an associate dean in the College of Humanities and Social Sciences at Utah State University, Professor of Technical Communication and Rhetoric in the Department of English, and editor of the journal *Technical Communication Quarterly*. She researches how people intervene for justice in their workplaces. Her co-authored scholarship has won multiple national awards, including awards for best book, best collection of essays, best theory article, and best empirical research article. Her research has informed implicit bias training, policy revision, and curriculum development at multiple universities.

**Russell Willerton** is a Technical Writer/Editor for Po’okela Solutions, LLC, which contracts with federal clients. He graduated from Texas Tech University with a Ph.D. in technical communication and rhetoric. Before returning to industry, he spent two decades in higher education, earning the rank of Professor at Boise State University and Georgia Southern University. His book *Plain Language and Ethical Action: A Dialogic Approach to Technical Content in the Twenty-First Century* (Routledge, 2015) is part of the ATTW Series in Technical and Professional Communication.

**Han Yu** is Professor of English at Kansas State University, where she teaches technical and scientific communication. Her research interests include writing assessment, intercultural technical communication, visual communication, and popular science communication. Han has published many books, edited collections, and articles on these topics. She is the co-editor of *Negotiating Cultural Encounters: Narrating Intercultural Engineering and Technical Communication and Scientific Communication: Practices, Theories, and Pedagogies*. Her books on visual communication include *The Other Kind of Funnies: Comics in Technical Communication* and *Communicating Genetics: Visualizations and Representations*. Her latest work includes two public-facing popular science books titled *Mind Thief: The Story of Alzheimer’s* and *The Curious Human Knee.*