## Contributors

Michael J. Albers is Professor at East Carolina University (ECU), where he teaches in the professional writing program. His primary teaching areas are editing, information design, and usability. Before earning his Ph.D., he worked for ten years as a technical communicator, writing software documentation and performing interface design. His research interests include designing information focused on answering real-world questions, presentation of complex information, and human-information interaction.

Stephen Carradini is Assistant Professor in the technical communication program at Arizona State University. His research interests include disciplinarity, social media in the workplace, and extra-institutional individuals. His work has been published in journals such as *IEEE Transactions on Professional Communication, Journal of Technical Writing and Communication*, and *New Media & Society*.

Lisa M. Detora is Associate Professor and director of STEM writing at Hofstra University and guest faculty in medical humanities at Hofstra Northwell Medical School. Her scholarship bridges regulatory documentation, biomedical writing, medical humanities, and rhetorics of health and medicine. Her teaching interests include comic book studies, disability studies, and scientific writing. She is also the editor of *Regulatory Writing: An Overview* (2020) and *Bodies in Transition in the Health Humanities* (Routledge 2020).

Sara Doan is Assistant Professor of Technical Communication at Kennesaw State University, where she teaches data visualization, visual and information design, and the rhetoric of health and medicine. Her research on instructor feedback has appeared in *IEEE Transactions on Technical Communication* and in the proceedings of IEEE ProComm. Sara's current research on data visualizations and infographics about COVID-19 has appeared in the *Journal of Business and Technical Communication*.

**Brenton Faber** is Professor in the departments of Humanities & Arts and Biomedical Engineering at Worcester Polytechnic Institute. He is also a practicing paramedic with the Potsdam Volunteer Rescue Squad in Potsdam, NY. His research interests include scientific and medical communication, epidemiology, and professional communication. He is a founding editor of the *Northern New York Medical Review* and has recently completed a book examining the function of intention in professional communication.

Michael J. Faris is Associate Professor of Technical Communication and Rhetoric at Texas Tech University, where he co-administers the first-year writing program. His research focuses on digital rhetorics and literacies.

Marjorie Rush Hovde is Associate Professor of Technical Communication who teaches a variety of technical communication courses. Marjorie's research interests include workplace technical communication dynamics, usability of user documentation, and technical communicators' technological literacy.

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

Sushil K. Oswal is Professor of Human Centered Design in the School of Interdisciplinary Arts and Sciences and Affiliate Professor of Disability Studies in the College of Arts and Sciences at the University of Washington. He is the founding editor of *the Western ABC Bulletin*. Besides teaching accessible design, UX, and disability courses, he consults in the areas of designing accessible self-service kiosks and inclusive academic spaces.

Zsuzsanna B. Palmer is Assistant Professor in the Department of Writing at Grand Valley State University in Michigan, where she teaches professional writing, writing for the web, and document design. Her research has been published in *Business and Professional Communication Quarterly, Journal of Business and Technical Communication*, and *Journal of Technical Writing and Communication*, as well as in several edited collections about the international aspects of teaching professional communication.

Ashley Patriarca is Associate Professor of English at West Chester University of Pennsylvania, where she teaches business and technical writing courses. Her work focuses on issues of risk communication, social media, usability, and pedagogy.

**Rebecca Pope-Ruark** earned a Ph.D. in Rhetoric and Professional Communication from Iowa State University and taught writing, rhetorical theory, publishing, and grant writing for 12 years at Elon University. She is currently a faculty teaching and learning specialist in the Center for Teaching and Learning at the Georgia Institute of Technology as well as a coach, consultant, and facilitator on the subjects of writing, productivity, and burnout. She is the author of *Agile Faculty: Practical Strategies for Research, Service, and Teaching*.

Jacob D. Rawlins is Associate Professor in the Linguistics Department at Brigham Young University in Provo, UT, where he teaches courses in editing, publishing, and grammar. His research interests include applied rhetoric, professional communication pedagogy, workplace myth building, and interactive data visualizations.

Joanna Schreiber is Associate Professor of Technical and Professional Communication at Georgia Southern University. Her research interests include project management, trends in professional and technical editing, workplace studies, and technical communication programs and pedagogies. Her work has been published in *Technical Communication, Technical Communication Quarterly, Programmatic Perspectives*, and *Journal of Technical Writing and Communication*.

Matthew R. Sharp is Associate Professor of Communication in the Humanities and Communication Department at Embry-Riddle Aeronautical University in Daytona Beach, FL. His research analyzes organizational activity systems and their mediating technologies from both cultural and rhetorical studies perspectives.

**Nancy Small** is Assistant Professor of English and Director of First Year Writing at the University of Wyoming. Her work has appeared in *Peitho: Journal* of the Coalition of Feminist Scholars in the History of Rhetoric & Composition and Journal of Technical Writing and Communication. She has written about her transnational experiences in two edited collections and has a forthcoming monograph on rhetorical feminism and transnational spaces.

Jennifer R. Veltsos is Interim Associate Vice President for Curriculum and Dean of Graduate Studies at Minnesota State University, Mankato. She has taught undergraduate courses in business communication, technical communication, visual rhetoric and document design, and research methods; at the graduate level, she has taught managerial communication, proposals, and instructional design. From 2017 to 2019, she was the director of the Center for Excellence in Teaching and Learning.

Greg Wilson is a scholar in rhetoric of science and technical communication who has worked in academia, government, and industry.