

Contributors

Traci L. Austin is Associate Professor of Business Administration at Sam Houston State University (SHSU). In the College of Business Administration at SHSU, she teaches undergraduate business communication as well as managerial communication for its MBA program. She earned a doctorate in English with specialization in composition and rhetoric from the University of Nebraska-Lincoln. She holds master's degrees in instructional systems design and technology from SHSU and in linguistics from The Ohio State University. She came to university teaching after a career in higher education fundraising and resource development. She is a member of SHSU's Engaging Spaces committee, an initiative aimed at encouraging active learning on campus. The committee provides the funding, support, and motivation for faculty members to integrate evidence-based active-learning practices in their classrooms. With Lindsay Clark, she co-directs the College of Business Administration's communication lab, a space where students can, with faculty input, design, troubleshoot, and practice professional presentations and other oral communication activities. For the past two years, she has served as a Gallup-Certified Strengths Coach and has used the CliftonStrengths assessment in her undergraduate and graduate courses to assist students in career readiness and professional development. Her research interests include communication pedagogy, applied communication, communication technology, and multimodal and visual communication.

Jennifer Bay is the director of the professional writing program and Associate Professor of English at Purdue University, where she teaches undergraduate courses in the professional and technical writing major and graduate courses in professional writing, community engagement, and rhetorical theory. Her research focuses on community engagement and experiential learning, digital rhetorics, feminist rhetorics, and rhetorical theory. Her work has appeared in journals such as the *Journal of Business and Technical Communication*, *Rhetoric Society Quarterly*, *Technical Communication Quarterly*, *Computers & Composition*, *College English*, and *Programmatic Perspectives*, as well as in edited collections.

Margaret Becker received her B.S. in psychological sciences and B.A. in professional writing from Purdue University in May 2020. She works as the Strategy & Research Lead at ExpiWell, a Purdue-founded software company.

Lee-Ann Kastman Breuch is Professor and chair of the Department of Writing Studies at the University of Minnesota. Her research investigates rhetoric and digital writing in a variety of settings such as classrooms, professional organizations, websites, and social media, and she has published in journals including *Computers and Composition*, *Journal of Advanced Composition*, *Technical Communication*, *Journal of Business and Technical Communication*, and *Technical Communication Quarterly*. Her most recent book, *Involving the Audience: A Rhetorical Perspective of Using Social Media to Improve Websites* (ATTW Book Series

with Routledge), explores social media comments as a form of usability. Her previous books address issues of digital writing and online instruction, including *Virtual Peer Review: Teaching and Learning About Writing in Online Environments* (SUNY 2004). She is a graduate faculty member in the rhetoric and scientific and technical communication program, the literacy and rhetorical studies program, and the human factors and ergonomics program at University of Minnesota. She is a recipient of the Distinguished Teaching Award at University of Minnesota (2002) and teaches courses in technical communication, writing pedagogy, digital writing, research methods, and usability. With Ann Hill Duin, she is co-director of the Technical Communication Advisory Board¹ in the Department of Writing Studies, a group of working professionals who advise curriculum and experiential learning opportunities for writing studies students. She is past president of the national organization Council for Programs in Technical and Scientific Communication² (2016–2018) and current member of the Executive Board.

Kelli Cargile Cook is Professor and founding chair of the Professional Communication Department at Texas Tech University. Prior to this appointment, she served as Professor and director of technical communication and rhetoric at Texas Tech and as Associate Professor at Utah State University. Her scholarship focuses on online education, online training, program development and assessment, and user experience design. She co-edited two collections on online education in technical communication: *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 of the Council for Programs in Technical and Scientific Communication.

Ashlie Clark is a 2020 graduate of Purdue University with a bachelor's degree in professional writing. She lives in Lafayette, Indiana, with her two cats and works at Ivy Tech's Crawfordsville site.

Lindsay C. Clark is Assistant Professor of Business Administration at Sam Houston State University (SHSU), where she teaches business communication courses at the undergraduate and graduate levels, including managerial communication and business ethics. She earned her Ph.D. in rhetoric and professional writing from Oklahoma State University while teaching technical writing, environmental writing, and multimodal composition courses. As the co-chair of the University Writing in the Disciplines Committee at SHSU, she works with faculty to develop and integrate writing assignments into discipline-based courses and to assess writing-enhanced courses across campus. To support students' communication and leadership development, she serves as a Gallup-Certified Strengths Coach and uses the CliftonStrengths assessment to mentor under-

1. <https://cla.umn.edu/writing-studies/alumni-friends/technical-communication-advisory-board>

2. <https://cptsc.org/>

graduate business majors and MBA students on career readiness and professional development. She also co-directs the College of Business Administration's communication lab, assisting students with conducting research, preparing for interviews, and designing and practicing professional presentations. She is a member of the Association for Writing Across Curriculum Mentoring Committee and serves as the secretary/treasurer for the Association for Business Communication, Southwest Region. Her research includes visual and multimodal communication, genre theory and pedagogy, and teaching writing in the disciplines.

Kate Crane is Associate Professor of English specializing in technical communication, rhetoric, and writing studies at Eastern Washington University (EWU). She currently serves as director of the M.A. in English with emphasis in rhetoric and technical communication and as director of the B.A. in English Studies. Her current research focuses on the user experience of curricular and programmatic design, and she has used this area of knowledge to help revamp programs at EWU. In addition to this work, she has worked on user-centered design and usability projects for EyeGuide and the University of North Texas Libraries' Portal to Texas History. She is the co-author, with Brian Still, of *Fundamentals of User-Centered Design: A Practical Approach* and has published in the *Journal of Technical Writing and Communication* and *Communication Design Quarterly*.

Ann Hill Duin is Professor of Writing Studies and Graduate-Professional Distinguished Teaching Professor at the University of Minnesota, receiving the 2021 Ronald S. Blicq Award for Distinction in Technical Communication from the IEEE Professional Communication Society and the 2021 J. R. Gould Award for Excellence in Teaching from the Society for Technical Communication. Her research and teaching focus on the impact of emerging technologies on technical communication, digital literacy, analytics, collaboration, and writing futures. She served 15 years in administrative roles including vice provost and associate vice president for information technology, where her commitment to shared leadership resulted in collective vision and action: a virtual university, a new college, business intelligence/academic analytics initiatives, and inter-institutional partnerships. She is published in many academic journals including *Computers and Composition*, *IEEE Transactions on Professional Communication*, *Technical Communication Quarterly*, and *Communication Design Quarterly*, and edited collections focused on user experience in augmented reality, workplace writing, and innovative teaching in technical communication. Her 2021 book, co-authored with Isabel Pedersen, *Writing Futures: Collaborative, Algorithmic, Autonomous*, prepares scholars and practitioners to investigate and plan for the social, digital literacy, and civic implications arising from emerging technologies. Her international collaboration includes research leadership in the Digital Life Institute at Ontario Tech University and mentorship of global virtual teams as part of Trans-Atlantic Pacific Partnership initiatives.

Gracemarie Mike Fillenwarth is Assistant Professor in the Department of Writing Arts at Rowan University, where she teaches courses in technical and

professional writing and administers the department's internship program. She also serves as interim WAC coordinator. Her work, which focuses on writing program administration and pedagogy across a range of contexts, has been published in *Rhetoric Review*, *IEEE Transactions on Professional Communication*, and *Connexions*, as well as a number of edited collections. She is currently working on a book examining the administrative infrastructure of the Young Women's Christian Association's early 20th-century International Institute movement for immigrant women.

Laura Gonzales is Assistant Professor of Digital Writing and Cultural Rhetorics in the Department of English at the University of Florida. Her work threads together language diversity, community engagement, and technology design. She is the author of *Sites of Translation: What Multilinguals Can Teach Us About Digital Writing and Rhetoric*, which was awarded the 2016 Digital Rhetoric Collaborative Book Prize and the 2020 CCCC Advancement of Knowledge Award. She is the current chair of the Diversity Committee for the Council of Programs in Technical and Scientific Communication.

Emily Gresbrink earned her Masters of Science in Scientific and Technical Communication from the University of Minnesota - Twin Cities, with a minor in health informatics. She earned her Bachelors of Arts in Journalism from the University of Wisconsin - Eau Claire. Her research interests encompass technical communication, risk communication, public health crises, and the rhetoric of health and medicine. Her writing has been published in *Programmatic Perspectives*, and the *Association for Computing Machinery*. In addition to piloting the Technical Communication Advisory Board Mentoring Board at the University of Minnesota, she helped establish the graduate student professionalization subcommittee in the Council for Programs in Technical and Scientific Communication, and works closely with the mentoring and resources subcommittee and for the Online Writing Centers Association.

Tharon W. Howard served for more than a decade as the graduate program director of the Master of Arts in professional communication program at Clemson University. He also helped create and teaches in the rhetorics, communication, and information design doctoral program. He is a recipient of the Society for Technical Communication's (STC) J. R. Gould Award for Excellence in Teaching Technical Communication and the STC's Rainey Award for Excellence in Research. As director of the Clemson University Usability Testing Facility, he conducts sponsored research aimed at improving and creating new software interfaces, online document designs, and information architectures for clients including Pearson Higher Education, IBM, NCR Corp., and AT&T. For his work promoting the importance of usability in both industry and technical communication, Howard was awarded the Usability Professionals Association's Extraordinary Service Award. Howard is the series editor for the Routledge-AT-TW Series on Technical and Professional Communication, and he created Clemson's Center for Electronic and Digital Publishing. He also designed and directed

Clemson's Multimedia Authoring Teaching and Research Facility, where faculty and graduate students develop interactive, stand-alone multimodal productions and experiment with emerging instructional technologies, augmented reality devices, and interface designs. Howard is the author of *Design to Thrive: Creating Online Communities and Social Networks That Last* and *A Rhetoric of Electronic Communities*, co-author of *Visual Communication: A Writer's Guide*, and co-editor of *Electronic Networks: Crossing Boundaries and Creating Communities*. Howard received his doctoral degree in rhetoric and composition from Purdue University in 1992.

Sarah Martin is a faculty instructor in the Department of Professional Communication at Texas Tech University. She teaches business communication courses and is an experienced researcher and consultant with diverse expertise in government and Fortune 500 environments. Her research interests include business and technical communication, user experience (UX), and user-centered design (UCD). She holds a Ph.D. in technical communication and rhetoric from Texas Tech University and an MBA from the Naval Postgraduate School.

Emily Mast graduated from Purdue University with a B.A. in professional writing, a minor in business economics, and an Honors College diploma in December 2020.

Christine Masters-Wheeler is Assistant Professor in the Department of English, Modern Languages, and Philosophy at Francis Marion University, where she coordinates the professional writing program, supervises internships, teaches undergraduate writing courses, and facilitates an honors service symposium. Her work has appeared in the edited collection *Excellence, Innovation and Ingenuity in Honors Education* and in *Ada: A Journal of Gender, New Media, and Technology*.

Beau Pihlaja is Assistant Professor at Texas Tech University in the technical communication and rhetoric program in the Department of English. His research focuses on intercultural technical and professional communication, digitally mediated rhetoric, and the materiality of everyday rhetorics. His recent work has appeared in *Written Communication* and *Technical Communication Quarterly*. He regularly teaches courses on global technical communication, research methods, and everyday rhetorics/technical communication.

Brendan Robb, from Northern Michigan, is a graduate of Purdue University's professional writing program.

Luke Thominet is Assistant Professor of Writing and Rhetoric at Florida International University, where he teaches courses in technical communication, rhetorical theory, document design, and academic writing, among other topics. His research interests include technical communication, user experience, design thinking, and academic institutional discourse. His recent projects have examined community participation in user experience design during video game development, the rhetorical construction of academic job market correspondence, team-based learning in technical communication courses, and the voice of community members on institutional review boards. His work has appeared in the edited

collection *Effective Teaching of Technical Communication*, and in several journals, including *The Journal of Business and Technical Communication*, *Communication Design Quarterly*, and *Technical Communication Quarterly*.

Korbyn Torres is a 2020 Purdue University graduate with a degree in English. She is currently pursuing work opportunities in editing/publishing or digital communications.

Josephine Walwema is a teaching professor at the University of Washington, Seattle. Her research focuses on rhetoric, global technical communication, and business and professional communication, and has been published in *Technical Communication Quarterly*, *Technical Communication*, *Connexions*, and *IEEE Transactions on Professional Communication*.

Mark Zachry is Professor of Human-Centered Design and Engineering at the University of Washington (UW). In addition to teaching the capstone course for undergraduates in his department, he teaches courses in user research techniques, user-centered design, and theoretical foundations of human-centered design. At UW, he directs the Communicative Practices in Virtual Workspaces Lab. He is a Fellow of the Association of Teachers of Technical Writing (ATTW) and an Associate Fellow of the Society for Technical Communication (STC). At UW, he is director of the individual interdisciplinary Ph.D. program.