Contributors

Laura Aull is Associate Professor and director of the English Department Writing Program at the University of Michigan. She is the author of *First-Year University Writing* and *How Students Write: A Linguistic Analysis*, and her articles can be found in *Written Communication, Assessing Writing, Journal of Writing Analytics, Composition Forum,* and other journals.

Stuart Blythe is Associate Professor in the department of Writing, Rhetoric, & American Cultures at Michigan State University. He teaches a range of courses in the undergraduate program in professional and public writing as well as the graduate program in rhetoric and writing.

Victor Del Hierro is Assistant Professor of Digital Rhetoric and Technical Communication in the English department at the University of Florida. His work focuses on the intersection between Hip-Hop, Technical Communication, and Community. Victor is an Associate Director of TRACE Innovation Initiative.

John R. Gallagher is Associate Professor at the University of Illinois, Urbana Champaign. He studies interfaces, digital rhetoric, participatory audiences, and technical communication. He has been published in *Computers and Composition*, *enculturation*, *Rhetoric Review*, *Transformations*, *Technical Communication Quarterly*, and *Written Communication*. His monograph, *Update Culture and the Afterlife of Digital Writing*, is available from Utah State University Press. He co-edited, with Dànielle Nicole DeVoss, *Explanation Points: Publishing in Rhetoric and Composition*, available from Utah State University Press.

Constance M. Haywood is an Assistant Professor in the English department at East Carolina University. Lying at the intersections of Black feminist literacies, digital writing, and research ethics, Constance's work aims to center Black women, their writing, and the ways in which they use their experiences and knowledge(s) to advocate for themselves and their communities. She maintains a deep-rooted interest and love for the ways that Black women navigate, create community within, and sustain digital spaces. Focusing in these areas not only allows her to engage the research that she does more critically and ethically, but it also supports her goals in making the systems and institutions that she is part of better and more equitable places.

Eric A. House is Assistant Professor of Critical Composition and Writing Studies at New Mexico State University where he teaches courses on cultural rhetorics and writing, and composition theory and pedagogy. His current research is focused on the composing practices of the Hip-Hop DJ as he argues that the DJ's emphasis on identity and technology offers visions of culturally situated digital writing practices that are critical of difference and power dynamics.

Whitney Lew James is Assistant Teaching Professor at the University of Notre Dame. She is currently working on a monograph titled *Algorithmic Identi-*

fication: Predictive Technology, Agency, and Inequality, which develops a digital cultural rhetorics critique of predictive algorithms that reproduce and reinforce existing inequalities. Her work has been published in *Composition Forum* and is forthcoming in edited collections on artificial intelligence and non-traditional dissertations in the humanities. She earned her Ph.D. in Rhetoric and Composition from Texas Christian University, her M.A. from Emerson College, and her B.A. from the University of California, Santa Barbara.

Shannon Kelly is a doctoral candidate in the department of Writing, Rhetoric, and American Cultures at Michigan State University. She is interested in how institutions work and change, and her current research focuses on trauma-informed change management. As a former assistant Writing Program Director, she is also excited about curriculum design and the role of mentorship in how learners learn to teach.

Benjamin Lauren is Associate Professor at the University of Miami. His scholarly interests intersect technical communication, user experience, and institutional change. He has published broadly in technical communication, user experience, and organizational theory, including his book *Communicating Project Management: A Participatory Rhetoric for Development Teams*. His recent work includes supporting equity in accessing essential needs resources for college students and managing curricular and institutional change projects. In addition, during his time in higher education, he has collaborated with community partners on change projects in a variety of settings: Pre-K-12 schools, non-profit organizations, technology companies, and other professional organizations, such as the Society for Technical Communication.

Benjamin Miller is Assistant Professor of English/Composition at the University of Pittsburgh. He co-edited, with Amanda Licastro, the collection *Composition and Big Data* (University of Pittsburgh Press, 2021), and received a CCCC Emergent Research/er grant toward his data-analytical monograph, *Distant Readings of Disciplinarity: Knowing and Doing in Composition/Rhetoric Dissertations* (forthcoming from Utah State University Press); his scholarship has appeared in *College Composition and Communication* and *Kairos.* He is also a lead developer of the Writing Studies Tree (writingstudiestree.org), a crowdsourced, open-access academic genealogy for Composition, Rhetoric, and related fields, and part of the founding editorial collective of the *Journal of Interactive Technology and Pedagogy*.

Eric Manuel Rodriguez is Assistant Professor of Urban Humanities at Portland State University. His research and teaching weaves together cultural rhetorics, technical writing, and the rhetoric of health and medicine to understand how community-engaged writing practice encourages positive public health outcomes. He has worked on the Mellon-funded Building Healthcare Collectives, a project that seeks to build inter-disciplinary capacity between academics and medical practitioners to foster culturally specific communicative practices to better public health outcomes. His work has been published in *Kairos*, *Poroi*, and *Composition Studies*.

Christina Rowell earned her Ph.D. in 2020 at Kent State University, where she studied multimodal composing processes and was awarded the Stephen P. Witte Fellowship for her dissertation *Capturing the Dynamic Whole: Multimodal Composing Processes of Fashion Design Students*. During her time at Kent State University, she also coordinated the writing program and taught courses in technical writing and business writing. Since graduating, she has taught at Youngstown State University and Volunteer State Community College. Presently, she works as a content writer and designer, focusing on creating scientific journalism and marketing pieces for start-up companies.

Derek M. Sparby (they/them) is Assistant Professor of Digital Rhetorics and Technical Writing at Illinois State University. They research digital aggression, memes, and ethics, and their work has received national acclaim—including the 2016 Gloria Anzaldúa Rhetorician Award, the 2017 Hugh Burns Dissertation Award, and the 2019 Distinguished Book Award (with Jessica Reyman for the co-edited collection *Digital Ethics: Rhetoric and Responsibility in Online Aggression*)—and they co-founded the Digital Aggression Working Group in 2019. Sparby's work on digital aggression has also appeared in *Computers and Composition* and *enculturation*.

Crystal VanKooten is Associate Professor of Writing and Rhetoric at Oakland University in Rochester, Michigan, where she teaches courses in the Professional and Digital Writing major and in first-year writing and serves as co-managing editor of *The Journal for Undergraduate Multimedia Projects (the JUMP+)*. Her work focuses on digital media composition through an engagement with how technologies shape composition practices, pedagogy, and research. Her publications appear in journals that include *College English*, *Computers and Composition*, *enculturation*, and *Kairos*. Her digital book, *Transfer across Media: Using Digital Video in the Teaching of Writing*, was funded by a Conference on College Composition and Communication Emergent Research/er Award and is available online from Computers and Composition Digital Press.