

CALL FOR PAPERS

Queering Professional and Technical Communication: Intersectional Approaches to Theory and Practice

Editor: Trent M. Kays, PhD

This edited collection examines how queer theory reshapes professional and technical communication. Since 2019's "social justice turn" in technical communication (Walton et al., 2019), scholars have increasingly interrogated how heteronormative assumptions structure workplace practices, documentation standards, and pedagogical approaches. Recent scholarship demonstrates that LGBTQ+ professionals navigate workplace communication through fluid strategies of disclosure and concealment (Cox, 2019), that technical documents can produce "failed orientations" that oppress trans people (Moeggenberg et al., 2022), and that centering marginalized users transforms design practices (Ramler, 2021).

We're interested in work that critiques existing practices and generates new approaches to theory, pedagogy, and workplace contexts. The volume organizes into three sections: Theoretical Frameworks, Professional Practice, and Pedagogical Applications. This structure builds theoretical foundations, explores workplace applications, and provides concrete teaching resources.

SECTION 1: THEORETICAL FRAMEWORKS (6,000-8,000 words)

What happens when we center queer experience in professional and technical communication theory? Building on foundational work in queer rhetoric (Ahmed, 2006; Alexander & Wallace, 2009; Butler, 2006; Rhodes & Alexander, 2022; Sedgwick, 2008) and the social justice turn in technical communication (Walton et al., 2019; Jones et al., 2025), this section develops theoretical groundwork for the collection. We seek chapters that extend established frameworks, such as working closets (Cox, 2019), queer tactical communication (Edenfield et al., 2019), and queer usability (Ramler, 2021), while forging new theoretical paths.

Topics include:

- Queer theory's challenge to professional and technical communication conventions
- Intersectional theoretical approaches drawing on cultural rhetorics (Cobos et al., 2018; Haas, 2012) and queer of color critique (Munoz, 1999)
- Methodological innovations and critiques, including queer methods for research (Banks et al., 2019)
- Historical and rhetorical analyses
- Critical frameworks for technology documentation
- Genre and convention through queer lenses
- Power, authority, and marginalized voices

- Queering universal design theory
- Feminist and queer theoretical intersections
- And related and/or interconnected topics

SECTION 2: PROFESSIONAL PRACTICE (4,000-6,000 words)

This section examines workplace implementation and case studies. Recent scholarship explores how marginalized communities create tactical documentation outside institutional structures (Edenfield et al., 2019; Jordan & Edenfield, 2025), how design choices in digital systems can harm or support LGBTQ+ users (Green, 2026; Fadrigon et al., 2024), and how healthcare communication can better serve queer and trans patients (Milionis et al., 2024; Ross & Castle, 2017). We seek research that addresses material consequences of communication practices and centers LGBTQ+ experiences.

Topics include:

- Workplace documentation and policy development
- UX/UI design for LGBTQ+ users, including inclusive forms and account systems
- Healthcare communication with queer and trans patients
- Digital space design and community management
- Professional development and training
- Activism and advocacy documentation, including community-led design (Costanza-Chock, 2020)
- Accessibility implementation
- Cross-cultural practice and global dimensions of queer technical communication
- Visual design and document production
- Workplace inclusion research (Maji et al., 2024; Williams et al., 2022)
- And related and/or interconnected topics

SECTION 3: PEDAGOGICAL APPLICATIONS (2,000-3,000 words + activity materials)

This section showcases assignments, exercises, and classroom activities that queer professional and technical communication pedagogy. Queer pedagogy challenges us to recognize writing and teaching as "already queer practices" (Waite, 2017) and to develop students' critical literacies around sexuality, gender, and normativity (Alexander, 2008). Recent work applies queer theory to design thinking pedagogy (Moeggenberg & Walton, 2019), critiques how professional communication textbooks erase trans experiences (Sanchez, 2019), and proposes alternatives to traditional assessment (West-Puckett et al., 2023).

Each chapter should include:

1. The Activity/Assignment -- Complete materials ready for classroom use (assignment sheets, prompts, rubrics, handouts)

2. Contextualizing Essay -- Short narrative explaining: Theoretical and pedagogical rationale
When and where to use the activity (course level, unit placement, timing) Learning outcomes Implementation guidance and facilitation tips Anticipated challenges and solutions Assessment approaches Variations and adaptations

Topics we seek:

- Course assignments that center LGBTQ+ perspectives
- Classroom activities exploring identity and documentation
- Exercises in inclusive design and accessibility (Lee, 2025)
- Writing prompts that challenge heteronormative assumptions
- Assessment approaches for queer pedagogy
- Collaborative projects with community organizations
- Service-learning initiatives
- Workshop designs for professional development
- Reflection activities on positionality and power
- Inclusive editing pedagogy (Schreiber, 2025)
- And related and/or interconnected topics

WE'RE ESPECIALLY INTERESTED IN:

Work that bridges theory and practice. Intersectional approaches examining multiple dimensions of identity and power. Collaborative projects between scholars and practitioners. International perspectives. Chapters that take methodological risks. Pedagogical materials tested in classroom or professional settings.

SUBMISSION GUIDELINES

- ★ Abstract Submission (Due August 1, 2026):
 - ~500-word abstract
 - 1-2 sentence summary of the potential work
 - ~100-word author bio
 - Brief description of your chapter's contribution intended section (Theory, Practice, or Pedagogy)
- ★ Full Chapter Submission (Due December 1, 2026, if abstract accepted):
 - Word count appropriate to section (see above) APA citation style (7th edition)
 - Original and unpublished work
 - For Section 3: Submit activity materials along with contextualizing essay

AI DISCLOSURE POLICY

Authors must disclose any use of AI tools in the preparation of their manuscript, including writing assistance, data analysis, or image generation. AI tools may not be listed as authors or contributors. Disclosure should be included as a note at the end of the manuscript prior to the reference list.

TIMELINE

- ❖ Abstract Submission: August 1, 2026
- ❖ Acceptance Notification: September 1, 2026
- ❖ Tentative Full Chapter Draft: December 15, 2026

SUBMISSION

Submit abstract via Qualtrics at <https://bit.ly/QPTCSubmissions>

PUBLISHER

While there has been interest from several presses, this collection will be submitted for publication consideration with the WAC Clearinghouse and Utah State University Press.

QUESTIONS

Contact Trent M. Kays at tkays@augusta.edu.

This edited collection will follow [Anti-Racist Scholarly Reviewing Practices](#).

Questions about your project's fit? Reach out before submitting. We're building a collection that moves from theory to practice to classroom and refusing artificial boundaries between scholarship and teaching.

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