

CPTSC
2010
The 37th Annual Conference



CPTSC

Council for Programs in Technical and Scientific Communication

Table of Contents

About CPTSC 7

CPTSC Officers 7

Welcome

Russell Willerton, Boise State University

Conference Opening Welcome

Elizabeth Pass, Acting President, CPTSC, James Madison University

Special Recognition Presentation

Elizabeth Pass, James Madison University

Programmatic Perspectives Service Award Presentation

Tracy Bridgeford, University of Nebraska-Omaha

Bill Williamson, Saginaw Valley State University

Michael Salvo, Purdue University

Remembering Jan Tovey

Michelle Eble, East Carolina University

Keynote

Introduction

Michael Salvo, Purdue University

Outpost and Evolution: A Quarter Century (and More) of Change

Judith Ramey, University of Washington

Plenary Panel

Programmatic trends in times of change

Moderator: Stuart Blythe, Michigan State University

Kelli Cargile Cook, Texas Tech University

Bruce Maylath, North Dakota State University

Jeff Grabill, Michigan State University

Nancy Coppola, New Jersey Institute of Technology

Dan Riordan, University of Wisconsin—Stout (ret.)

Concurrent Session 1:

Panel A

CPTSC Funded Research Presentations

Moderator: Kathryn Northcut, Missouri University of Science & Technology

SLOT-C 8

Susan Youngblood

Jo Mackiewicz

Stewart Whittemore

Auburn University

Doctoral Student Research Confidence and Research Challenges 9
Rebecca Rickly
Gregory Zobel
Texas Tech University

TechComm Programmatic Central: Helping Track Programmatic Information in Times of Change 10
Lisa Meloncon, University of Cincinnati

European Developments in User-centered Design 12
Michael Salvo, Purdue University

Panel B

Changes in review and editing

Moderator: Janie Santoy, Texas Tech University

Audience Awareness and the Online Journal Context: The Xchanges E-Journal and the Praxis of Professionalization 14
Julianne Newmark, New Mexico Tech

Editors Are Made, Not Born: The Evolution of an Editing Program 15
Cynthia A. Nahrwold
Suzann W. Barr
Frankie G. Chadwick
University of Arkansas at Little Rock

Concurrent Session 2:

Panel A

Innovation and change in the classroom

Moderator: David Hailey, Utah State University

Why We Should Teach and Use Games: An Argument for Incorporating Play and Digital Games into Technical Communication Curricula 16
Felicia Chong, Michigan Technological University

Responding to Social Change: Ways That Programs Can Manage Medical Writing Courses 18
Dr. Thomas Barker, Texas Tech University

My University, Your University, Let's Not Get Together: Internet-Mediated Multiinstitutional Coursework 19
Erik A. Hayenga, University of Findlay

Changing Work Spaces and Improving Curb Appeal: Redesigning an Undergraduate TC Lab 20
Julie Dyke Ford
Clinton R. Lanier
New Mexico Institute of Mining and Technology

Panel B

Adapting to change with program revision

Moderator: Lisa Meloncon, University of Cincinnati

Adapting to Change: Reshaping Our Academic Degrees to Manage Change 21
Herb Smith, Southern Polytechnic State University

Embracing the Digital Humanities to Keep Programs Current, Relevant, and Fully Enrolled 23
Matthew J Livesey, University of Wisconsin-Stout

Rewriting Institutional Geographies and Crafting Departmental Identities in Times of Uncertainty and Change 24
Bill Williamson
Jodi Radloff
Saginaw Valley State University

Competition or Cooperation: Creating a Program as a Minor instead of a Major 27
Michael Martin, Bakeless Center for the Humanities

Panel C

Changing what and how we learn to teach

Moderator: Miles Kimball, Texas Tech University

Applying Technical Communication Theory to Design Training for Faculty New to Online Education 27
Janie Jaramillo Santoy, Texas Tech University

This Used to Be the Future: Revisiting Professors’ Roles in the Classroom of the 21st Century 28
Brian D. Blackburne, Sam Houston State University

“... [A]nd sometimes a teaching experience”: The precarious brand of the International GTA 30
Kathryn Northcut, Missouri University of Science & Technology

Sustainability Communication and Water Research: Humanistic and Scientific Diplomacy 31
Marian G. Barchilon, Arizona State University

Concurrent Session 3:

Panel A

Motivations for programmatic change

Moderator: Marian Barchilon, Arizona State University

Alternate Career Trajectories for Doctoral Students in Technical and Professional Communication:
 Preparing Advanced Students for Flexible Participation in Workplaces and the Academy 32
Dave Yeats, Texas State University

“Warp 12, Scotty”: Administrative Overdrive and Online Technical Communication Program Development 33
Tim Giles, Georgia Southern University

Innovation—A New Course Topic for a New Professional Communicator 34
David Hailey, Utah State University

Panel B

Preparing students for a changing job market

Moderator: Matthew Livesey, University of Wisconsin-Stout

From Local to Global: Intercultural and Inter-linguistic Training of Students as a Programmatic Issue 34
Pavel Zemliansky, James Madison University

What Should We Teach Students about Self Reliance? 35
Stuart Blythe, Michigan State University

Rhetorical Performance Portfolios as Embodied Self-Assessment..... 39
Ann Brady, Michigan Technological University

Self-Evaluation as a Genre: Preparing Students to Keep Their Jobs in Times of Change 40
Joanna Schreiber, Michigan Technological University

Multiple Dimensions in Assessing Online Programs 42
Donna Kain and Kirk St. Amant, East Carolina University

Panel C

Knowledge and learning in a socially-networked society

Moderator: Susan Popham, University of Memphis

What Would Google Do? Social Media and Technical/Scientific Communication Programs	43
<i>Nancy W. Coppola, New Jersey Institute of Technology</i>	
Online Socially Networked Writing: Challenges to Programmatic Orientations	45
<i>Mark Zachry and Toni Ferro, University of Washington</i>	
Technical Communication Programs in a Socially-Networked Society: Keeping our Roles Relevant and Ethical	46
<i>Carroll Nardone, Sam Houston State University</i>	

Concurrent Session 4:

Panel A

Program assessment in changing contexts

Moderator: Michael Martin, Bakeless Center for the Humanities

Multi-tasking Portfolios: Student and Program Assessments with a Single Instrument	47
<i>Miles Kimball, Texas Tech University</i>	
<i>Michael Charlton</i>	
<i>Kaye Adkins</i>	
<i>Missouri Western State University</i>	
Assessment of Online Professional Writing Program	48
<i>Susan L. Popham, University of Memphis</i>	
Multiple Dimensions in Assessing Online Programs	50
<i>Donna Kain</i>	
<i>Kirk St. Amant</i>	
<i>East Carolina University</i>	

Panel B

Outcomes and reassessment of programmatic change

Moderator: Julie Ford, New Mexico Institute of Mining and Technology

Building new programs in a time of resource constraints	51
<i>Teena A. M. Carnegie</i>	
<i>Molly K. Johnson</i>	
<i>Eastern Washington University</i>	
Program Administrator as Entrepreneur	53
<i>Tracy Bridgeford, University of Nebraska at Omaha</i>	
Collaboration and Interdisciplinarity as a Basis for Programmatic Change: A Case Study	55
<i>Kevin LaGrandeur, NYIT</i>	
Rethinking the Academy: What it Means to be an Emerging Practical Program in English	57
<i>Nicole St. Germaine-McDaniel, Angelo State University</i>	

Panel C

Responding to the challenge of change

Moderator: David Yeats, Texas State University

Too Many Cooks in the Kitchen: The Challenge of Change in a Small Technical Communication Program 57
Michael Knievel
Meg Van Baalen-Wood
University of Wyoming

From Boom to Bust, Where to Next? Looking for Stability in the Midst of a Crisis 58
Denise Tillery, University of Nevada, Las Vegas

Recruitment and Retention without a Budget 59
Kay Eccleston
Heather Shearer
Henrietta Shirk
Montana Tech of The University of Montana

Minutes 61

About CPTSC

The Council for Programs in Technical and Scientific Communication (CPTSC) was founded in 1973 to promote programs in technical and scientific communication, promote research in technical and scientific communication, develop opportunities for the exchange of ideas and information concerning programs, research, and career opportunities, assist in the development and evaluation of new programs in technical and scientific communication, if requested, and promote exchange of information between this organization and interested parties.

Annual Conference

CPTSC holds an annual conference featuring roundtable discussions of position papers submitted by members. The proceedings include the position papers. Authors have the option of developing their papers after the meeting into more detailed versions.

Program Reviews

CPTSC offers program reviews. The reviews involve intensive self-study, as well as site visits by external reviewers. Information is available at the CPTSC website.

Website

CPTSC maintains a Web site at: <http://www.cptsc.org>. This site includes the constitution, information on conferences and membership, a forum for discussion of distance education, and other organizational and program information.

Listserv: CPTSC's listserv is CPTSC-L. To subscribe, send an email message to <https://lists.unomaha.edu/mailman/listinfo/cptsc>. Complete the online form as directed.

CPTSC Officers (dates of service)

Executive Committee

President

Bill Williamson

Department of Rhetoric and Professional Writing, Saginaw Valley State University

Vice President

Dr. Elizabeth Pass

Institute of Technical & Scientific Communication, James Madison University

Secretary

Donna Kain, Ph.D.

Department of English, East Carolina University

Treasurer

Kaye Adkins

Missouri Western State University

Chief Information Officer

Tracy Bridgeford, University of Nebraska at Omaha

Production Editor

Cara Eccleston, University of Nebraska at Omaha

Members-at-Large

Natalia Matveeva

Department of English, University of Houston-Downtown

Tommy Baker

Department of English, Texas Tech University

Bernadette Longo

University of Minnesota

Kirk St. Amant

Department of English, East Carolina University

Concurrent Session 1 Panel A

CPTSC Funded Research Presentations

Moderator: Kathryn Northcut, Missouri University of Science & Technology

SLOT-C

Susan Youngblood, Auburn University

Jo Mackiewicz, Auburn University

Stewart Whittemore, Auburn University

Keywords: Slot-C Database, nonprofit, real-world

In 2009, we received a CPTSC grant to create the Service Learning Opportunities in Technical Communication (or SLOT-C) Database. The SLOT-C Database will give students opportunities for projects that meet community needs, improve learning experiences, help faculty improve connections with nonprofits, make identifying service learning projects easier, and better balance how technical communication programs serve their communities. This database is a change in how we envision service learning, from participating in local projects—many within the walls of the university—to participating in projects around the world. Furthermore, this database asks nonprofits to go beyond signing up on a list: it requires them to consider the types of resources they must be ready to provide to students (e.g., time and mentoring), the possibility of working with students at a distance, and the range of communication projects they could use.

Many nonprofits, particularly small organizations, have no dedicated professional communicator with the expertise and time to sculpt effective communications. Resources are particularly tight given the current economy. However, research shows how communication is critically important for nonprofits to achieve their goals (e.g., Bray, 2008; Seshadri & Carstenson, 2007). Therefore, students learning the principles of such communication can be a valuable resource. Furthermore, research indicates that students gain valuable experience from participating in service learning projects (e.g., Blakeslee, 2001) by associating their activities with a real-world context, helping them transition from classroom to workplace. Ideally, students meet community needs and also develop an appreciation for their field and for the work of the organizations they are assisting.

Far more than a list of nonprofits, the database is designed to create targeted partnerships between education and nonprofit organizations while enriching the curricula of the participating universities. It will help faculty assess the appropriateness of a given organization and project for the assignments in their classes by including information about both the organization and its project needs (e.g., writing instructions, creating online tutorials, or preparing educational displays), and details that help pair projects with students (e.g., skills the student needs to have, an organization staff member's availability). And by including data about telecommuting, the database will also make it possible, for example, for a student in rural New Mexico to work with a nonprofit organization in New York City.

Because the SLOT-C Database is not a simple list of nonprofits, we have faced a number of challenges in its design, particularly in balancing simplicity with complexity. Some of these challenges include:

- collecting sufficient information for students to target their searches without overwhelming nonprofits and discouraging their participation
- identifying logical groupings of project types
- designing an interface to display project options effectively and to serve as an invention tool

Economic pressures coupled with student learning needs that sometimes go beyond locally available projects make this database a timely resource. We need not only to take advantage of new ways

of establishing service learning projects, but also to hone the way we encourage nonprofits to participate.



Doctoral Student Research Confidence and Research Challenges

Rebecca Rickly

Gregory Zobel

Texas Tech University

The future, integrity, and impact of technical communication depend upon its scholars' ability to conduct, analyze, and represent quality research that impacts the field in meaningful ways. Consequently, each new generation of PhD. students needs research training and support. As a field, we need to "take the pulse" of the research training provided by our PhD. granting institutions, because these are the scholars who are and will be conducting research—making knowledge—in the years to come. Once we have this data, program directors can accurately assess students' learning outcomes in a more accurate, reliable context. Training practices based on verifiable outcomes data can positively impact students and the field by filling gaps in training and praxis according to local context, always with a "bigger picture" in mind. Additionally, because most research at the graduate and post-graduate levels is funded by external grants and fellowships, doctoral students need to understand how to position their research methods, goals, and interests in larger professional and disciplinary contexts.

This project, funded by a 2010 CPTSC grant, builds on Rickly's 2005 study "An Investigation of How We Prepare Graduate Students to Conduct Research" (which followed Kim Sydow Campbell's examination of required methods courses for graduate students in Business and Technical Communication published in 2000) and Blakeslee's 2009 "The Technical Communication Research Landscape" in an attempt to address both research training and research challenges. This study, "Doctoral Student Research Confidence and Research Challenges," seeks to build on both prior research efforts and establish a longitudinal research program by annually gauging 100-200 current PhD. students' perceived research confidence and challenges.

The investigators completed the first stage by launching a pilot study between November 2009 and December 2010. One hundred forty three participants responded to this survey, and over 40 individuals agreed to engage in more in-depth interviews. The graduate student population is engaged and willing to provide useful and constructive insights about their research training and challenges, thereby demonstrating the project's viability.

Understanding what doctoral students perceive as research challenges (both in terms of training and funding) as well as how confident graduate students feel about their experiences enables program directors to reshape their curriculum and training so graduates have greater confidence and competence and are more prepared for employment and scholarship in academia and industry. The research results have the potential to inform doctoral students, faculty, and program directors.

References

- Blakeslee, Ann M. (2009). The technical communication landscape. *Journal of Business and Technical Communication*, 23(2), 129–173.
- Campbell, Kim S. (2000). Research methods course work for students specializing in business and technical communication. *Journal of Business and Technical Communication*, 14, 223–241.
- Rickly, Rebecca (2005). [Methods course requirements in composition, Rhetoric, and technical communication.] Unpublished survey, open January-March 2005.

TechComm Programmatic Central: Helping Track Programmatic Information in Times of Change

Lisa Meloncon, University of Cincinnati

Keywords: program review, certificate programs,
curriculum graduate, curriculum undergraduate

In this position paper, I will provide a current report on the TechComm Programmatic Central database (TPC) and an overview of programmatic information at all levels. The TechComm Programmatic Central database is a comprehensive clearinghouse of data about programs. It currently includes programmatic information and curricular data of:

50 undergraduate certificates

40 graduate certificates

117 minors

70 undergraduate degree programs in TPC

98 undergraduate degrees in English with an emphasis in TPC

87 Master's degree programs

35 PhD programs

It also includes basic information about online degree programs and the number of online classes taught; basic profile of faculty (including degree awarded and experience); basic information on faculty working conditions; beginning information on the issue of contingent faculty in technical communication, and beginning collection of syllabi for the most commonly taught courses.

Background

The goal of TechComm Programmatic Central was to go a step beyond what the field currently has available. Presently, there is no central repository of information about programs. The closest the field has are three self-enrolled listings (STC, CPTSC, and ATTW) of academic programs that offer program directors the opportunity to enter basic information about degrees and/or certificates offered. These three lists carry with them their own ideologies. Further, three immediate limitations also exist. First, because all three databases are self-reported, many programs are not represented. For example, the STC database only lists 67 institutions that offer an undergraduate degree (BA or BS), while my research has found over 168 programs. Second, to get any specific information requires one to take an additional step and either visit the institution's website and/or contact the school, which from my own experience can be a frustrating and labor intensive enterprise.

Finally, and most importantly, it is impossible to do any sort of comparison or analysis about field-wide programmatic issues without a large investment of time and energy. Take, for example, this scenario. Small Private University in the South is considering starting a TPC program and wonders what basic courses should be included in an

English degree with a TPC emphasis. To obtain information, a faculty member at Small Private University in the South would probably go to the websites of several peer institutions or to the website of a well-known program to gather information. Time constraints prohibit a more thorough search. In this scenario, Small Private University in the South may not be making the best decisions because of the limited amount of data collected. This scenario is not an indictment or criticism, but is used to show the limitations and problems inherent in TPC's present situation.

Connection to Times of Change Theme

Few emerging fields can claim triple digit growth rates (~115%) over the last 10 years, but TPC can. With an increasing number of academic programs focusing on technical and professional writing, it becomes imperative for the field to understand the current state of curricula. TechComm Programmatic Central provides an unprecedented opportunity to analyze and exchange information related to programs, curriculums, and administration. When completed, the database to allow users will be able to search and query the database on any number of parameters. As an example, a meta-analysis could be performed to help the field resolve apparent contradictions of localized specializations of programs and to explore common relations between programs and curriculum.

The comprehensive data on TPC programs in the US provides an unprecedented opportunity for scholars and practitioners to reflect on programmatic trends and to explore relationships between and among programs and curriculum. There is much room and much need for micro-level analysis of the different kinds of writing that fall outside of the general composition course. Without knowing our curricular history, we cannot answer such fundamental questions as:

What courses are common across programs?

What courses reflect localized strengths?

What trends are evident in topics courses?

How do university curricula match (or not) current trends within the TPC workplace?

What courses constitute an undergraduate major and minor in TPC?

Are there other basic requirements/skills/competencies that define a program?

What distinguishes graduate programs from one another?

What specializations do various doctoral programs offer?

How will an increased number of doctoral-granting programs affect the market?

Do local market needs affect or drive undergraduate education?

Who is teaching in our programs and what type of work are they doing?

A curricular history will establish a comprehensive baseline of information that will allow the field to track trends over time, ensuring programs can remain flexible and adaptable to changes within the academic and professional landscape. TPC can be shown to have common goals, objectives, curricula, texts, and these can be defined and explained without losing the diversity and flexibility that has long

marked the field. This information can also provide a means for future sustainability.

Secondly, a curricular history helps to locate TPC programs in a place distinctly its own. When there is an institutional program with steady growth and revenue, increases in staff, funds, and equipment all appear. By claiming its own curricular place, TPC claims a location where it controls and owns TPC and all it entails. As a field, being able to categorize the growth of programs and what those programs provide for students and institutions creates an empowering narrative on professional practice both inside and outside of the university.

TPC will continue to lack power and legitimacy until the field claims ownership and stakes out a place for its work. One of the first steps in disciplinary formation is clearly showing that the field has a common body of knowledge. Although the STC's Body of Knowledge can be seen as a solid first step, academics need to clearly show what it is we are teaching. Understanding our curricula from a field-wide perspective ensures academics will not be left out of the larger conversations that shape the professional field as a whole, a field students will one day enter. TechComm Programmatic Central will provide us the opportunity to initiate more refined questions concerning issues of breadth and depth, as well as how to connect the different fragments of the field, how to connect the academy with industry, how to better prepare students, and how to connect our institutions and the communities they serve.



European Developments in User-centered Design

Michael Salvo, Purdue University

Keywords: entrepreneurship, trans-disciplinary, user-centered

European Developments in User-centered Design is a site-based research project at three European sites of technical and professional writing. The project describes next-generation user-centered curriculum. These sites include University of Copenhagen, Denmark; University of Antwerp, Netherlands; and University of Dundee, Scotland. The goal of the project has been to articulate breakthroughs, trends, and best practices in user-centered research emerging in European context to inform future development in North America and build further opportunities for global partnerships. User-centered theory in the United States emerged in dialogue with Scandinavian design practice and remains in communication with European leaders in graduate programs in Interaction Design, Design Ethnography, and Workplace Rhetoric. The work of communicating with and closely studying these new programs has been supported by a CPTSC research grant. This proposal aims to bring back initial findings from the grant-supported travel towards presenting this study for publication.

Through the second half of the twentieth century, technical and professional writing research has redefined the relationship between producers and consumers of technology and, more generally, rearticulated relationships between stakeholders as a network of power and action. With five or more days of research at each site in Northern Europe, initial findings suggest innovation is taking place overseas but outside traditional locations for technical and scientific

communication in the United States. University of Copenhagen in Denmark is the site of one of the first contemporary rhetoric programs in Europe and its workplace rhetoric program continues to innovate. Second, The University of Antwerp is a new University, the result of merging three institutions: the Universitair Centrum Antwerpen (RUCA, now Campus Middelheim), the Universitaire Faculteiten Sint-Ignatius Antwerpen (UFSIA, now Stadscampus), and the Universitaire Instelling Antwerpen (UIA, now Campus Drie Eiken). The campuses are situated in the historic city centre and in the green surroundings to the south of the city. Antwerp's English writing programs are housed in the school of Applied Economics and are run according to an entrepreneurial model. This entrepreneurship is evident in its research agenda: chasing grant-funded research that changes according to trends and funded initiatives, with little institutional commitment. In many ways, this is an instructive example for American administrators considering untethering their writing programs from a required first-year writing program. The third site is the University of Dundee in Scotland which offers the newest programs. Dundee has recently launched Masters programs in Design Ethnography and Interactive Media Design, two articulations of "next generation" user-centered research. Housed in the School of Computing, Dundee's faculty is interdisciplinary—and use the term "trans-disciplinary"—and many have backgrounds in anthropology and ethnographic research while students from six continents arrive with business, music, technology, design, writing, and other backgrounds.

This grant has extended CPTSC's investment in global community building and supported travel to Copenhagen, Denmark; Antwerp, Belgium; and Dundee, Scotland; providing opportunity to articulate innovations in user-centered design for CPTSC's audience of globally-aware administrators.

The research has promoted North American programs in technical and scientific communication by sharing information between North America and Europe, articulating shared goals while also locating differences in practice and values, informing sustained cross-Atlantic dialogue. Results include articulating European opportunities for North American scholars and program graduates while also informing European colleagues of opportunities in the US and Canada. Built around investigating new breakthroughs in user-centered and participatory design, the project promotes recent programmatic research in technical and scientific communication, particularly in establishing new practitioner-oriented MA level graduate programs. How have European curricula developed and how closely have these developments mirrored or diverged from North American experience? How have issues of post-industrial and digital culture impacted European peers? And how have developments at the PhD. level impacted MA level programs? Are the relationships between Rhetoric and Technical Communication familiar to American observers? And do interdisciplinary programs share similar partners? How much of user-centered design emerges from its place of origin? Much of this work has been dialogic, based in discussion, but there is also a strong ethnographic and place-based case study component to the research only recognizable through site visits following preliminary conversations

with site representatives.

Case-based research here is understood as part of a continuing dialogic relationship among sites in North America and Europe explicitly for the exchange of ideas and research on curricular design, development of research methodology in technical and professional communication, expansion of global career opportunities for program graduates, and discussion of opportunities for faculty development and international exchange.

Panel B

Changes in review and editing

Moderator: Janie Santoy, Texas Tech University

Audience Awareness and the Online Journal

Context: The Xchanges E-Journal and the Praxis of Professionalization

Julianne Newmark, New Mexico Tech

Keywords: professionalization, interdisciplinarity, integration, journal submission

The online journal Xchanges is committed to student professionalization and interdisciplinarity across writing and communication related fields. As an online only journal, Xchanges addresses, by its very form, the ways in which discourse types are rapidly changing and the degree to which students are expected, as they prepare to enter the workplace, to be proficient in the today's multimodal communication technologies. The journal is housed in the undergraduate TC program at a science and engineering university and publishes senior theses and major research projects from TC, Writing, Rhetoric, and WAC students from institutions across the US Xchanges' principal goal is to contribute to the professionalization of TC students in their final years of undergraduate study by situating their research in a broadly accessible blind-reviewed publication context that transcends the limitations and confines of the university domain. Xchanges aims to contribute innovatively, as an online open-access resource, to the post-college disciplinary goals of the TC profession in this moment of change.

In my brief presentation, I will discuss the journal's successes and challenges in its first year at its new university home in meeting the journal's mission, which is primarily a TC student service mission. Xchanges strives to provide students with a rhetorical context that will help them to shift from writing for the professorial audience, which is their default mode, to writing for a publication context that expects from them a specific awareness of print and e-journal publication styles and standards. To assess how well we are achieving our goal of audience awareness for undergraduates submitting to and publishing in Xchanges, we conducted post-publication interviews with students from the journal's home university who published in the journal's most recent issue (Issue 6.1, Winter 2010). In my presentation, I will give a brief overview of the important and edifying information these post-publication interviews revealed. This presentation will investigate the possible interventions into some of the issues to which the interviews alerted us and will seek insights and suggestions from other conference attendees for satisfying our declared deliverables.

To inspire discussion on this topic, I will briefly:

Narrativize the experiences of the student writers whose theses/ research projects were chosen, as a result of blind review, for publication in Xchanges. I will rely on the post-publication interviews for this information.

Describe my outreach to TC faculty at other institutions and our discussions about integrating Xchanges-journal submission as a requirement in their senior capstone, research, or thesis courses, as a way to integrate the expected audience shift into the TC courses' basic design.



Editors Are Made, Not Born: The Evolution of an Editing Program

Cynthia A. Nahrwold, University of Arkansas at Little Rock

Suzann W. Barr, University of Arkansas at Little Rock

Frankie G. Chadwick, University of Arkansas at Little Rock

Keywords: curriculum undergraduate, editing, program review

Our position paper outlines the history and development of editing in our undergraduate program, the integration of editing into our undergraduate major in Professional and Technical Writing (PTW), and the development of an editing concentration at the graduate level.

History and development of editing in our undergraduate program

Our junior-level editing class (Editing for Usage, Style, and Clarity) was initially developed as a service course for the secondary education program in English. This course focused on only grammar and mechanics: the *what*, but not the *how*, of editing. To complicate matters, until the mid-1990s, everyone taught the course differently; course content was not standardized. However, in the late 1990s, when we began to ask for portfolios from graduating seniors, we identified numerous (and varied) editing problems—enough for us to recognize the need for a formalized, consistently taught editing component in the undergraduate program. We rewrote the existing course in 2003 to truly be an editing course rather than a course including sentence-level revision of essays students wrote during the course of the semester: “just another writing class” according to one student.

Integration of editing into the undergraduate major in PTW

The reworked editing course, now a requirement of our major, is divided into two parts: clear and correct review of grammar and mechanics, and *then* style and diction. Within this instruction, students learn to adhere to the level of edit specified, to make multiple editing passes for identifiable, discrete editing issues, and to create document style sheets. The final project for the course entails students editing approximately 10 to 15 pages of either other authors' work or students' own work from past or current semesters, complete with a list of editing passes, a style sheet, and in-text query notes.

Subsequent assessment activities, including senior portfolios and senior exit interviews, indicate students understand, acknowledge the need for, and appreciate the editing requirement in our PTW major.

Development of an editing concentration at the graduate level

From our own experiences and from what we have heard from employers, local and beyond, editing is a skill too few prospective employees have. It is also a skill that cannot be mastered in one service

course. Currently, we offer only two undergraduate/graduate courses: Editing for Publication (nonfiction) and Technical Style and Editing (technical). These courses “make” every semester and are, in fact, increasing in enrollment. But a semester or two does not offer enough time for students to learn what they need to know, to practice how to tackle various editing tasks, to be competent, confident editors. Thus, we have recently added a new concentration in editing to our existing graduate program concentrations: nonfiction and technical. Our offering more editing courses—ones undergraduates can also take so long as they meet prerequisites—gives students the chance to develop the editing skills they want and the job market demands. Editing courses currently being developed include Advanced Editing, Editing for Global Audiences, Topics in Editing, and a three-part practicum in editing.

We hope our position paper sparks discussion of editing classes and programs at other institutions.

Concurrent Session 2 Panel A

Innovation and change in the classroom

Moderator: David Hailey, Utah State University

Why We Should Teach and Use Games: An Argument for Incorporating Play and Digital Games into Technical Communication Curricula

Felicia Chong, Michigan Technological University

Keywords: digital games, gaming theories,
methods, procedural rhetoric

This position paper focuses on practical strategies to integrate play and digital games into the field of technical communication to address some central issues in the discipline: usability, accessibility, and design. I argue that these strategies can be incorporated into Web/graphic design or any computer-intensive classes, which are often part of the technical communication curriculum.

In the last few years, digital games and gaming theories and methods have been continually incorporated into higher education. Games such as World of Warcraft (commonly known as “WoW”) are being integrated into the composition classroom (Shultz & Colby, 2008). Second Life is used to teach critical media literacy (deWinter & Vie, 2008). Medical schools such as the University of Sydney are using video gaming to teach geriatric house calls (Duque, 2008); high-tech stimulators such as Mission Rehearsal Exercise (MRE) are being used in military training (Sieberg, 2010), and the Chronicle of Higher Education has recently published an article called, 5 Teaching Tips for Professors—From Video Games (2010), just to name a few. If play in adulthood is indeed important and natural (Huizinga, 1955); if games have the potential to teach us about literacy, learning and critical thinking (Gee, 2007; Shultz & Colby); and if learning is integrally related to games (Houser & Deloach, 1998), then how can we, as technical communicators and instructors, “teach” new media or multimodal communication technologies in a manner appropriate and engaging to students in our scientific and technical communication programs?

In surveying recent issues (2004-2009) of Technical Communication Quarterly (TCQ), Journal of Business and Technical Communication (JBTC), Technical Communication (TC) and Intercom, I found only a few articles that specifically mentioned games. Lee Sherlock (2009) investigated the characteristics of collaborative work and overlapping activity systems in the WoW; Bonnie Nardi explained that she became interested in investigating the WoW communities because she was intrigued by “how people collaborate with people they don’t know”

(Zachry, 2006, p. 494); Baranich and Currie (2004) argued that games can not only help us learn content and develop the ability to collaborate, but also challenge our “curiosity, invention and creativity” (7); Kolko and Thayer (2004) encourage technical communicators to not only learn more digital game localization, but to also become more involved in this growing industry. Although it is encouraging to see technical communication scholars becoming aware of the potential contribution of games to our field and curriculum, the resistance to using play or digital games in the classroom remains strong (Kitalong, 2002; Daisley, 1994). There certainly has not been much conversation (in these four journals in recent years) on ways of incorporating play and digital games into technical communication curricula.

For this presentation, I will offer a few practical strategies for technical communication instructors to bring play and digital games into the technical communication classroom and thus to programs. For instance, Bogost’s theory of procedural rhetoric—a theory based in video game use—can better inform our teaching of web programming or designing. For example, we recognize that words have rhetorical power. Toward the end of teaching about the nature of such power, Bogost (2007) described procedural rhetoric as “the practice of using processes persuasively” (p. 28). In other words, he argued that persuasion can be achieved through rules of behaviors and codes. In this case, we can discuss with students how web coding or scripting languages (e.g., Javascript) can construct and constrict behaviors. Thus, in addition to acquiring knowledge on usability and effective communication in Web/programming classes, students can learn about their roles as rhetors.

In addition to training technical communication students in computer programs and skills like Adobe Creative Suite and content management systems (CMS), we should also expose students to game creation tools such as the Platinum Arts Sandbox Free 3D Game Maker, an open-source program that allows users to create 3D worlds and video games, and programming language such as Scratch (from MIT). By using game creation tools in the technical and scientific communication classroom, we can potentially provide students with an opportunity to not only be conscientious about their designing and writing decisions and choices, but also allow them to experience usability and accessibility issues first hand through gaming environments.

References

- Baranich, Karen, and Cynthia Currie. (September/October 2004). Come play: Using games to teach, motivate and engage. *Intercom*. 6–9.
- Bogost, Ian. (2007). *Persuasive games: The expressive power of videogames*. Cambridge, MA: MIT Press.
- Daisley, Margaret. (1994). The game of literacy: The meaning of play in computer-mediated communication. *Computers and Composition*, 11(2), 107–119.
- deWinter, Jennifer, and Stephanie Vie. (2008). Press enter to “Say”: Using second life to teach critical media literacy. *Computers and Composition*, 25(3), 313–322.
- Duque, Gustavo, et.al. (2008). Learning while having fun: The use of video gaming to teach geriatric house calls to medical students. *Journal of the American Geriatrics Society*, 56(7), 1328–1332.
- Gee, James Paul. (2007). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.
- Houser, Rob, and Scott Deloach. (1998). Learning from games: Seven principles of effective design. *Technical Communication*, 45(3), 319–330.

- Huizinga, Johan. (1955). *Homo Ludens: A study of the play-element in culture*. Boston: Beacon Press.
- Kitalong, Karla Saari. (2002). Review of play and literacy in early childhood: Research from multiple perspectives. *Technical Communication Quarterly*, 11(1), 85–87.
- Kolko, Beth, and Alexander Thayer. (2004). The process of blending for the global games market. *Technical Communication*, 51(4), 477–488.
- Sherlock, Lee. (2009). Genre, activity, and collaborative work and play in *World of Warcraft*. *Journal of Business and Technical Communication*, 23(3) 263–293.
- Sieberg, Daniel. (26 May, 2010). War games: Military training goes high-tech. Cable News Network. Retrieved from CNN.com
- Shultz Colby, Rebekah, and Richard Colby. (2008). A pedagogy of play: Integrating computer games into the writing classroom. *Computers and Composition*, 25(3), 300–312.
- Young, Jeffrey. (25 Apr. 2010). 5 lessons professors can learn—From video games. *Chronicle of Higher Education*. Retrieved from Chronicle.com
- Zachry, Mark. An interview with Bonnie A. Nardi. (2006). *Technical Communication Quarterly*, 15(4), 483–503.

Responding to Social Change: Ways That Programs Can Manage Medical Writing Courses

Dr. Thomas Barker, Texas Tech University

Keywords: medical writing, patient education, subject areas

The field of medical writing has grown significantly. Sources indicate that the demand for medical writers has increased 15% per year over the past 5 years. The market size is estimated to have grown from \$300 million to \$700 million since 2002. Much of that technical writing work is outsourced by pharmaceutical companies to contract research organizations, freelancers, or is done by staffs at hospitals and in health agencies as well as nonprofits.

In addition to the growth in the health economy over the last 10 years, this growth in the medical writers' market reflects the increased complexity of the drug approval processes. Pharmaceutical companies must meet regulatory requirements, expand or contract product lines and meet safety regulations, all of which require documentation. In addition to the growth in regulatory writing, the emphasis on evidence-based practice among private physicians increases the demand for reports of clinical studies. Another stimulant to growth in medical writing is in the area of patient educational writing. Governmental requirements for informed consent for research and treatment has led to an increase in patient educational materials.

The market for trained medical writers is growing despite layoffs from pharmaceutical industries. Many medical writers are self-employed or employed by contract research organizations who have stepped in to fill the documentation gap created by smaller drug company staff and increased demand for documentation of clinical trials, overviews of research studies, and quality assurance documentation for regulatory compliance.

Types of medical writing are quite diverse. Writers are required to convert clinical study data into manuscripts for scientific pubs, prepare regulatory documents for drug approval, create patient educational materials, write for and update medical information websites, create promotional materials for pharmaceutical companies, and produce training materials for marketing and health care. Related career opportunities are in consumer health writing, medical education as well as epidemiology and biostatistics. Education in these career areas is available through masters programs and online educational vendors.

Courses in medical writing in technical communication programs typically are limited to one or two courses and are not integrated into the larger curriculum other than as “specialty” offerings. Some courses are of the “service course” type, such as a course for nurses or pharmacy majors. These courses serve an enrollment population of non-technical communication majors (eg: nursing, pharmacology, allied-health, sports medicine, physical therapy, nurse practitioner). Courses are often associated with scientific writing or environmental writing. Faculty for medical writing courses are not specialized and may or may not have a background in training, medical writing, science writing or patient education writing, much less chemistry, biochemistry, or related scientific areas.

In this presentation, I will provide a brief overview of trends in medical writing that suggest the need for increased attention to medical writing courses in the technical and professional writing curriculum. I will then focus the discussion on the following questions:

To what degree can program administrators find ways to make medical writing courses more responsive to changes in medical writing markets?

What are the appropriate subject areas for medical writing courses? Areas might include regulatory documentation, instructional development models for patient education, marketing techniques for medical and health messages, reporting and research methods for medical, and health information?

How can program administrators work with professional organizations such as the American Medical Writers Association to coordinate certification, program review, and other quality measures in medical writing courses?

What kinds of qualifications should program administrators look for in hiring and training instructors in medical writing courses?

What resources are available for medical writing courses (textbooks, regulatory policy manuals, online training materials)?

My University, Your University, Let's Not Get Together:
Internet-Mediated Multi-institutional Coursework.

Erik A. Hayenga, University of Findlay

Keywords: computer-mediated, technology,
theoretical value

It has become commonplace to use computer-mediated communication to author academic work—even many of these proposals are emailed, googledoced, tweeted, among ourselves. Of course much of this communication is built as an extension of face-to-face meetings and friendships—but in this age of computerized classrooms and offices, it is possible to collaborate effectively without meeting in person at all. This past year, a colleague (at another institution in another state) and I challenged students to accomplish a specific communicative task by collaborating with each other using *only* computer-mediated communication. These students did not know each other, had never met, and had no plans to meet in the future.

At first, this seemed like a relatively simple task using well-worn technology. We each gave our classes a primer (mostly fallen on expert ears) on googledocs, gave the students a communicative task with

multiple artifacts & due dates, assigned the students to teams, and away they went. Well, a few went. Many of them did not.

This proposal seeks to create a space for teachers across institutions to open a place for a discussion about the theoretical value of such practice, to bring instructors together so relationships can form to facilitate such multi-institutional instruction as well as to examine and learn from the many, many pitfalls we encountered (both technological and attitudinal). As a discipline there appears some significant stake in creating a discussion around such a notion: the increasing availability of computerized offices and classrooms makes such collaboration not only more workable in the teaching world, but also more teachable because it is a facet of the working world students hope to have experience with. In short, this is a potentially valuable resource both for instructors and for students in technical and scientific fields, but there are significant hurdles which must be overcome first—CPTSC is the *kairotic* forum for such an open discussion.



Rethinking Work Spaces and Improving Curb Appeal: Making Changes to an Undergraduate TC Lab

Julie Dyke Ford

Clinton R. Lanier

New Mexico Institute of Mining and Technology

Keywords: funding, appeal, software, interest

Our program has had a dedicated lab for undergraduate students since the late 1980s when we received a grant from Hewlett-Packard to fund one. And although our department has changed buildings since then and in turn changed lab spaces, for the last several years our lab desperately needed a facelift. Not only was our equipment in dire need of updating, but the model of individual computers and monitors arranged side-by-side was no longer appealing for our student population, which includes many students who own their own laptops. Students still needed a central place to work, but the space needed to be more accommodating towards small group collaboration and to provide students access to software programs and hardware they did not already have, such as scanners and printers rather than individual workstations.

In this challenging economic environment, we were not expecting to gain the monetary support from our university's administration to remodel our lab. But a funny thing happened. We asked. We asked and, in turn, we received.

In our presentation we will briefly discuss the recent remodeling of our Technical Communication lab, a space designed to resemble creative corporate environments, such as Google and IBM. Included in our talk will be ways we involved undergraduate student majors in formally proposing renovations and updates in equipment. We will share how we convinced administration to fund this project. Also, we will share our strategies for using this new space as a way to increase interest in our Technical Communication program among the campus community.



Panel B

Adapting to change with program revision

Lisa Meloncon, University of Cincinnati

Adapting to Change: Reshaping Our Academic Degrees to Manage Change

Herb Smith, Southern Polytechnic State University

Keywords: new media, challenges, graphic design

Introduction

Like many other universities that have offered technical and/or professional communication degrees for several years, Southern Polytechnic State University is grappling with the challenges new technologies and emerging specializations within the workplace are posing to our existing curricula and to our current degrees. As Director of our Undergraduate degrees in Technical and Professional Communication, I find the challenges facing our programs more demanding than ever before because these challenges encompass such a wide range of new technologies and new specializations. To meet these challenges, we are revising our curricula to stay current and to help students prepare for careers in these emerging new fields of communication, particularly new media.

This abstract briefly describes how our programs have been re-structured to meet these challenges. Your programs may also be facing similar challenges, and our approach might serve as a possible model for responding to these challenges. We responded to these challenges in three ways:

Creating a new B.A. degree in New Media Arts;

Revising concentrations within our B.S. and B.A. degrees to reflect better focus and differentiation; and

Changing our foundation courses to better address new areas of communication study

Creating a new B.A. degree in New Media Arts

Our most recent and extensive effort to meet the challenges new technologies and emerging specializations pose is a B.A. degree in New Media.

Our proposed B.A. in New Media Arts (it has not been approved yet by the Regents of the University System of Georgia) is designed to provide students with an opportunity to develop the technical and artistic skills needed to serve as practitioners in the fields of graphic design, Web design, multimedia development, and video production. One of the challenges we will face as we develop this degree is finding the right balance between courses in the fine arts and those in the applied arts so students can be prepared for careers in new media and graphic design.

In a nutshell, new media reflects a dramatic expansion in our understanding of what constitutes the basic genres of communication. Although memos, reports, and instructions have been traditional genres we teach, new media requires we broaden our vision of communication genres to provide students with writing skills that meet the needs of workplaces that have moved beyond traditional print or static Web deliverables.

Some of the topics the new BA in New Media Arts (if approved) will cover are the theories and practices of writing for new media including audio/visual standalones, multimedia products, and collaborative/interactive media. Students will develop strategies that meet audience expectations by learning script development, writing for linear and nonlinear interactive media, and working with dialogue, narrative, and character. Students, we hope, will demonstrate what they learned by

creating new media products. Now, do these new technology-inspired careers exist?

According to the Bureau of Labor Statistics Occupational Outlook Handbook (OOH), 2008-2009 edition, the demand for graphic designers will be comparable with average job growth across all sectors (10%). The Handbook also noted that “individuals with a Bachelor’s degree and knowledge of computer design software, especially those with website design and animation experience will have the best opportunities. In the fine arts, the OOH reports a greater than average growth rate for artists (16%):

Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movies and television special effects, and 3D animated movies. Additional job openings will arise from an increasing demand for Web site development and for computer graphics adaptation from the growing numbers of mobile technologies.

Revising concentrations within our B.S. and B.A. degrees to reflect better focus and differentiation

Each of our degree programs requires students to select one concentration, a 15-hour (5 course) component in a focused area of study. These concentrations, although limited to only 15 hours, permit students to specialize within our degrees. The concentrations in our BS degree in Technical Communication are Information Design and Digital Media and Graphics. Students pursuing the BA degree in English and Professional Communication choose either the Professional Writing and Communication concentration or the Media, Communication, and Culture concentration.

In exit interviews, students frequently said there was quite a bit of overlap because the same course or courses appeared in more than one concentration, thus blurring the distinctions between the content and focus that the concentrations were originally intended to create. For example, Professional Editing and Fundamentals of Information Design appeared in both the Information Design concentration and the Professional Writing and Communication concentration. In an effort to sharpen the distinctions between concentrations, we decided to house both of these courses exclusively in the Information Design concentration. Students, however, pursuing a concentration other than Information Design can take either or both of these courses as Program Electives.

Changing our foundation courses to better address new areas of communication study

The general education core of the University System of Georgia requires an 18-hour component of required courses in the major program. In the past, we have required the same foundation courses for both the BS and BA degrees. In revising this part of the curriculum for these two degrees, we feel we are doing a better job of identifying specific gateway courses for each degree. For example, students interested in pursuing the BS degree in Technical Communication are advised to take a computer science course with a programming component. On the other hand, students interested in the BA in English and Professional

Communication, particularly those pursuing the concentration in Media, Communication, and Culture, are advised to take a course in new media such as Introduction to New Media or Writing for New Media.

Conclusion

As the Call for Proposals notes, the twenty-first century has ushered in tremendous challenges to our technical, scientific, and professional communication programs. As a result, our programs and curricula must respond to these challenges by adapting to the new communication technologies and the new ways in which information is delivered and shared.



Embracing the Digital Humanities to Keep Programs Current, Relevant, and Fully Enrolled

Dr. Matthew J Livesey, University of Wisconsin-Stout

Keywords: faculty, program administration, program review

As programs in technical and scientific communication approach what appears to be a natural sustained enrollment limit of 65-85 students¹, program directors may come under pressure to increase program size, particularly in tight budgetary times. In order to accomplish a significant increase in enrollment, programs may turn to marketing (renaming the program, perhaps, or finding new publicity strategies), but that is not likely to achieve the sustained enrollment increase university administrators are looking for. A more substantive change is needed.

The Technical Communication program at University of Wisconsin-Stout has substantially revised its curriculum over the past two years and will launch a new program in the Fall 2010 semester that includes a concentration in Technical Communication (the previous major largely unchanged), a concentration in Applied Journalism (an expansion of our longstanding Journalism minor), and a completely new concentration in the Digital Humanities. It is this third concentration that has attracted the most interest, and which, I would argue, represents the most innovative path forward for our program and for Technical Communication programs in general.

Digital Humanities programs are already in operation at 20% of US universities, and these programs range from minors to certificates to interdisciplinary research centers. We define the Digital Humanities as the field of inquiry and communication that researches humanities, questions, and presents the results of that research in technologically mediated form. That is, students design research programs that take, as their subject matter, classic humanities (and even social science) disciplines and then apply computing techniques to address a research question and present results. The final product—the culmination of a year's research—may be a website, an indexed archive, a multimedia application; the form follows the needs of function.

The curriculum to support this new concentration builds on the coursework in writing and rhetoric that forms the core of our existing program; further, students will take coursework in computer science and logic, as well as courses in research methods, and a substantial number of credits in the humanities discipline of their choosing. The capstone experience will be a year-long sequence in which students work for a

semester developing a research proposal, and then a second semester performing the research, analyzing results, and creating the digital artifact that will convey their findings. It is a substantial undergraduate research program, something many campuses are emphasizing in recent years, and one that will likely attract many students who are more interested in how technology can be used to answer significant questions and convey the answers effectively than in working as practitioners in traditional technical communication roles.

Further, our industry advisory board members believe this new concentration will produce graduates capable of not just communicating effectively, but who will be able to recognize and anticipate trends in how technology will impact communication in the future. As our focus as an institution is on preparing students for careers in technology, our ability to attract students who might otherwise pursue degrees in the humanities at other institutions is key to our success.

We view this new avenue of research and production as a natural extension of our work in technical communication; for students, the freedom to propose research in literature, anthropology, history, linguistics, or myriad other disciplines gives them a new opportunity to plot their academic career. The Digital Humanities concentration exists at the intersection of the liberal arts and technology. For a polytechnic university, this is precisely the ground our programs should aim to occupy.

1 The STC surveyed program enrollments in August 2005 and found the average size of the 10 largest programs in the country to be 108; by 2008 the average size of those same 10 programs had fallen to 70 (2008 numbers from an informal email survey performed by the author).



Rewriting Institutional Geographies and Crafting Departmental Identities in Times of Uncertainty and Change

Bill Williamson, Saginaw Valley State University
Jodi Radloff, Michigan Technological University

Keywords: adaptability, departmental,
programmatic identity

The undergraduate program in Professional and Technical Writing (PTW) at Saginaw Valley State University (SVSU) has been relocated from the Department of English to the newly created Department of Rhetoric and Professional Writing (RPW). This move has significant implications for program administration, the most immediate of which was responding to the challenge of communicating the identity of the new academic unit to its various campus, community, and prospective stakeholders. Our discussion explores the linkages between institutional geography, departmental and programmatic identity, and pedagogical mission, connecting all through the themes of adaptability and change.

In "The Pedagogical Missions of Professional and Technical Communication Programs," Jay Gordon challenged administrators to craft documents that communicate our programmatic identities and pedagogical values in ways compatible with, but not subservient to, the values of the broader professional culture within which students will ultimately seek employment. He recommends four strategies for accomplishing this goal: (a) "adopt language that reflects scholarly discourse"; (b) frame "pre-professional training" as one component

only of the broader programmatic mission; (c) embrace “humanism and humanist perspectives”; and (d) “keep it simple” (131). Gordon had determined after examining the web materials for 123 PTSC programs that significant disparity is evident between how administrators present their programs to prospective students (and other audiences who encounter their programs via the Internet), and how scholars frame the values of the discipline.

Gordon emphasized intellectual rigor and pedagogical integrity in his argument that programs not subsume their core values beneath the seemingly more immediate demands for employability. However, we suggest a more-significant and far-reaching reason to adopt his recommendations—adaptability. We argue that programs built on a foundation of blended values—practical, conceptual, and pedagogical—are more likely to respond appropriately and effectively to emerging market trends but remain stable in their core commitments. Programs with unbalanced commitments are more likely to respond uncritically (i.e., to emerging, popular technologies or to market volatility) or too slowly (i.e., academic change typically happens very slowly).

Gordon’s challenge figured prominently in our work to craft the public identity RPW at SVSU. When we began to draft the catalog description for the new department, we wanted to engage in a process consistent with our program’s pedagogical values, which foster student participation in discussions of program administration. RPW faculty operate on the belief that when students participate as stakeholders in their professional and program development, they are more likely to demonstrate the qualities and values we suggest and envision in our scholarly discourse. Students contributed significant effort and revisions to the catalog description and web materials for RPW (provided below). The original version of the description, which resulted from an all-faculty editing session, intimidated students during the first public discussion of it. This was not surprising; however, it confirmed revision was necessary. Student contributions to these documents provide evidence that the program’s positioning of them as full participants is appropriately done. This project represents only the first stage of this process. We move on over the next academic year to refine our curriculum, including course descriptions, to communicate a consistent, coherent whole to the world. Current descriptions of curriculum and courses represent three phases of program development, and thus lack philosophical consistency.

Our discussion seeks to build from our local challenges a set of recommendations for engaging in programmatic design and refinement that draws on and extends Gordon’s recommendations for effective, ethical, and pedagogically consistent communication of program values and missions.

Catalog description for the Department of Rhetoric and Professional Writing

The Department of Rhetoric and Professional Writing (RPW) balances practice and theory in the development of technologically adept, civic-minded professionals who manage information projects that help members of diverse, increasingly interdisciplinary and global audiences learn, create meaning,

and achieve goals. That is, RPW students explore the rhetorical, cultural, and professional dimensions of writing and information design in a variety of genres, contexts and publication media, including print, electronic, video, and multimedia documents.

RPW students gain the knowledge, abilities and understanding necessary to succeed as writing specialists in a wide range of career contexts, including publishing, government, nonprofit organizations, education, law, medicine, journalism, and product—and information—driven industries. Some RPW students go on to pursue graduate studies in disciplines such as Technical Communication, Rhetoric, Composition, Journalism, Cultural Studies, Law, and English.

The Rhetoric and Professional Writing Department thus meets the following objectives:

RPW challenges and encourages students to become critical thinkers and effective communicators.

RPW creates and maintains a theoretical framework for examining historically significant and shaping emerging technologies.

RPW develops avenues of support, interaction, and collaboration on campus and in other communities.

Students may earn a Bachelor of Arts degree or a minor in Professional and Technical Writing from the Department of Rhetoric and Professional Writing.

Passage taken from the page “What Is PTW?”

In its broadest sense, the Professional and Technical Writing (PTW) program at SVSU emphasizes four key components in its curriculum. The first is a sense of *adaptability*. The program prepares students to enter a variety of contexts, assess the situation, and move toward whatever goal they seek to achieve. That adaptability grows from our emphasis on *professional knowledge* over *technical skills*. Skills allow students to complete tasks, but knowledge allows professionals to adapt their skills and experiences from one problem or context to another. This knowledge-skills component parallels our programmatic emphasis on blending *theory and practice*. Again, theory offers thinking strategies that help professionals consider why a particular communication practice works or does not work in a given context. All of this culminates in an overarching concern for *professionalism and responsibility*. We want our students to develop not only into effective professionals, but also into respectful and responsible members of the communities they join throughout their lifetimes.

References

Gordon, Jay L. (2009). The pedagogical missions of professional and technical communication programs. *Programmatic Perspectives* 1(2), Retrieved from cptsc.org.



Competition or Cooperation: Creating a Program as a Minor instead of a Major

Michael Martin, Bloomsburg University

Keywords: new program, credibility, enrollment, community

Creating a new program within the constraints of faculty hires, FTEs, budgets and multi-level approval takes time and energy as well as the buy-in from a wide array of audiences, many of whom are vying for the same resources. The importance of professional communication in both the academy and changing workplace is undeniable and yet, for many outside of the community, few understand what such a program offers or requires. Coming from a program, which was a major within an English Department, a new university offered the option to create a new program as a minor. The creation of the Professional Writing program as one of a range of minors within an English Department has been embraced by the department, the college, and the university. What has become surprisingly evident is moving in that direction made the program more appealing to the other colleges and majors because it provides support rather than competition with those colleges or majors. During the first year, as director, I have been asked to present at classes and departmental meetings. In a time when we are looking for ways to enhance our credibility and enrollment, this presentation examines how developing a minor provides avenues for both while providing a very appreciative response to the importance of professional communication throughout the university community.

Panel C

Changing what and how we learn to teach

Moderator: Miles Kimball, Texas Tech University

Applying Technical Communication Theory to Design Training for Faculty New to Online Education

*Janie Jaramillo Santoy, Texas State Technical College-
Harlingen/Texas Tech University*

Keywords: online education, knowledge domain, training mentoring

Over the past decade, program administrators have witnessed the exploding enrollment of students in online courses and have felt the pressure to transition their course offerings online. At the same time these same administrators have had to rethink program strategies as they struggle with the competing demands of developing and teaching online courses with tight and oftentimes shrinking budgets. These challenges provide opportunities for technical communicators to extend their expertise beyond their own programmatic boundaries. Technical communicators can be instrumental in helping institutions and programs face the pressures to increase online course offerings by using their skills to develop and implement innovative methods for training faculty new to online instructional design and delivery.

Five years ago in her article "Applying Technical Communication Theory to the Design of Online Education," Marjorie Davis (2005) argued that technical communicators are ideally situated to use their theoretical knowledge to help in the design of online education programs. Davis explained the knowledge domains needed to develop online programs, including audience and purpose analysis, design development and testing, and digital tool knowledge. Although Davis emphasized program development, my presentation will argue that the knowledge domains she outlines can also be applied to the training of faculty for course development and delivery, essential components of the success of any online education program.

In my presentation, I will explain how technical communicators at a small two-year technical college have applied their knowledge to develop, direct, and participate in a training-mentoring program called Mentor2Mentor which helps faculty transition from teaching face-

to-face to teaching online. Additionally, I will present a matrix which specifies how the knowledge domains outlined by Davis are being applied to develop and implement this training-mentoring program.

As part of the matrix, I will briefly review the questions which underlie the Mentor2Mentor training program: What audiences are served by the training process? How can the training meet the needs of each audience? What is the purpose of the mentoring program? What are the different types of mentoring? What purpose does each serve? How can the mentoring program purpose align with the purpose of the online education program? In what ways can the mentor assist with course development and testing? How can the mentoring process effectively introduce digital tools which can be used for the design and eventual delivery of the course?

Such questions have led us to consider the negotiations, which technical communicators must make when using their theoretical knowledge for an application in contexts such as those mentioned in the introduction. With this year's CPTSC attendees, I would like to discuss what type of negotiations can be made while also maintaining the effectiveness of the program.



This Used to Be the Future: Revisiting Professors' Roles in the Classroom of the 21st Century

Brian D. Blackburne, Sam Houston State University

Keywords: faculty, instructional technology

Reading through the proceedings for the 1999 CPTSC Conference, I am reminded of what an exciting time the end of the 20th century was for technical communicators. From a personal perspective, 1999 was the first year I began teaching (as a GTA at the University of North Texas). Coincidentally, in this same year Paul Dombrowski first wrote about UCF's proposed Texts and Technology PhD. program, which I would eventually complete. On a larger scale, 1999 was a time when our field's discussions focused on all the 21st century had to offer:

The exciting role the Internet was taking in our personal and professional lives, the software technical writers would be using to create documents for the new millennium (remember *FRAME MAKER* and *ROBOHELP?*), and the roles professors of technical communication would be exhibiting in the classroom.

On the topic of professors' roles, Jennings (1999) offered clues for the "inevitable evolution" we'd undergo, changing from professor to trainer (p. 79). In short, Jennings noticed that we teachers of technical communication were spending more time learning software so we could, in turn, teach students *how* to create their texts. Also, we were seeing more non-traditional students who wanted quick, tangible results from their classroom experiences—whether for job-seeking or tuition-reimbursement requirements (p. 79). Fast forward a decade, and we find that Jennings was right; we were moving into a trainer-led classroom model, and many of us went along with the trend. This evolution was quite natural for those professors of technical writing who worked concurrently in academia and industry. Looking back at how my syllabi and assignments changed in the last 10 years, I can see a clear path of my evolution from professor to trainer. Such changes, which I discuss below, came mostly in response to student requests. But, at what cost did I modify my pedagogical standpoint from academician to trainer?

Like Jennings did in 1999, I look to clues that signal the conflict between our academic titles and classroom roles. In a typical service course, instructors likely devote a good amount of time to demonstrating software features that range from generating a table of contents in WORD to creating and editing a PDF in ACROBAT. We also spend time explaining not just the theory of document design and the rhetoric of visuals in general, but the processes of locating, creating, and manipulating images for those visuals. Although we may be happy to share our knowledge of shortcuts and lessons learned, this information is readily available from countless resources. But students seem increasingly reluctant to seek these sources—even when prompted to do so; instead, they return to their trainers (us) for guidance. More alarmingly, during recent semesters, I've actually found myself setting aside class time to discuss the rhetorical and practical merits of students stapling/binding their documents, including their names on emails, and addressing their course trainer, nay *professor*, by name. And I'm not alone in these experiences. When I talk to my colleagues, I find they're encountering similar frustrations. And where we find frustration, we must articulate underlying problems and explore solutions.

In this presentation, I offer that we have transitioned to a role of corporate trainer—a role most students cannot appreciate because they are still grounded in a traditional academic environment. Though the genres and products we study and produce in the technical-writing classroom are essentially those of the professional world, we cannot expect our corporate-trainer roles to completely inform students' classroom experiences. By trying to fill in as many blanks as possible for students, we risk creating classrooms driven by students' technological/social deficiencies rather than our theoretical and pedagogical plans. For the purposes of starting and growing this discussion, I pose the following questions:

In what ways do we affect our professorial ethos when we assume the role of corporate trainer in the classroom?

How do we mediate the differences between functioning as trainer and professor?

Given the ephemeral nature of software and technology, should we strive to function as technological/professional SMEs for students or should we empower (mandate) them to become their own experts?

What are the pedagogical advantages for *devolving* from corporate trainer to academic professor and how do we effect the change?

I do not expect all participants in the 2010 CPTSC Conference will characterize themselves as corporate trainers, but I suspect some of us may not have noticed the subtle evolution Jennings prophesied in 1999. Regardless, this conversation is vital in our community—particularly given current discussions regarding professionalization and its effects on academia.

References

Jennings, Ann S. (October 14-16 1999). Professor becomes trainer: Clues to an inevitable evolution during the 21st Century? *Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication, Science, Technology, and Communication: Program Design in the Past, Present, and Future*. Ed. C. Rude. 79.

“...[A]nd sometimes a teaching experience”: The precarious brand of the International GTA

Kathryn Northcut, Missouri University of Science & Technology

Keywords: international students, GTA, diversity, teaching

The quotation in the title comes from National Research Council recommendations concerning the education of engineers and scientists who are not US citizens. The NRC group, the Committee on Science, Engineering, and Public Policy (COSEPUP), concluded that the contributions of international students to academic research in STEM fields is significant and valuable, yet they hedge when discussing placement of international students in classrooms. Although Technical and Professional Communication are not STEM fields, the contributions and treatment of our international students deserves equal attention, and many of us work daily with international students placed in writing classrooms.

This position paper follows up on recent, related CPTSC presentations about the graduate student experience, and will spark discussion in some or all of the following areas:

How can international GTAs best be prepared for the task of teaching Technical Writing?

What are the major problems international (and domestic) GTAs tend to face in the Technical Writing Classroom?

What are the arguments for and against staffing service courses with Master's level GTAs, and what data should be collected with respect to GTA performance in order to support maintaining or discontinuing current practice?

What arguments are most effective not only for increasing the resources available to GTAs, but in rewarding faculty who mentor and supervise them?

Large and small TPC programs have more similarities than differences when contrasted to the situation of international graduate students in STEM fields. The perceived teaching competence of Technical Communication GTAs has had major, documented impacts on some programs. For example, at Bowling Green State University, many international GTAs were rejected by the General Studies Writing Program as first-year composition instructors, and in a related move, the master's program in Scientific and Technical Communication was disbanded (Edminster, 2009).

In large TPC programs, international students are considered along with US citizens for funding as writing teachers and tutors, especially when such students are pursuing doctorate degrees (Texas Tech, for example). The typical assignment is freshman composition, and requirements and training vary from program to program.

On the other end of the spectrum, a program that only offers master's degrees may place GTAs in advanced undergraduate technical writing courses. At one university, master's level GTAs teach the Technical Communication service course populated mostly by engineering seniors. The GTAs who teach the course, often recent graduates of undergraduate programs themselves, have little previous TPC experience or coursework, and in my program, frequently hail from abroad.

Obviously, all GTAs who graduate from TPC programs with teaching experience have some potential advantages if they seek positions as adjunct instructors of technical writing or as candidates to doctoral programs, and international students are no exception. The need for

qualified instructors to teach technical writing in universities in India and China is perceived to be enormous, so an argument could be made that it is an obligation of our programs to train all international TPC graduate students to teach.

Our desire for a multicultural student population requires acceptance of difference—in terms of dialect, English proficiency, and GRE scores, sometimes—to truly diversify our programs, although nationality is certainly only one metric for diversity. The program administration challenges associated with international GTAs are worthy of discussion at the 2010 CPTSC meeting. The goal of this position paper will be to encourage other program directors to share insights on this particular administrative responsibility that so many of us face unprepared.

References

Edminster, J. (2009). Integrating an international (global and local) language emphasis in your technical and scientific communication program. CPTSC Annual Meeting program. Retrieved from <http://cptsc.org/previous-meetings/2009/programCPTSC2009.pdf>

National Research Council Committee on Science, Engineering, and Public Policy (COSEPUP), (2005). Policy implications of international graduate students and postdoctoral scholars in the United States. Retrieved from http://www.nap.edu/catalog.php?record_id=11289

Sustainability Communication and Water Research: Humanistic and Scientific Diplomacy

Marian G. Barchilon, Arizona State University

Keywords: collaboration, ethics, environmental technology

There is an increasingly important need for ethics, communication, education, and training to bring peaceful associations in the United States and abroad for us and the future of our children. Green technology involving the use of water is one area in which we can take an important role.

Opportunities for humanistic and scientific diplomacy are important in today's growing and changing world. In addition to understanding the strong value of cultural resources, it is important to understand technological process and product innovation and collaboration (teamwork) among countries, universities (faculty and students), and public and private institutions to establish possible economic relationships for these are also reflections of humanistic and scientific diplomacy.

In June 2010, this scholar will participate with colleagues from diverse disciplines in a Faculty Fellowship Summer Institute in Israel. The Fellowship is in partnership with Tel Aviv University, Ben-Gurion University, Bar-Ilan University, Technion, University of Haifa, Jewish National Fund, Media Watch, and Scholars for Peace in the Middle East. The purpose of the Fellowship will be to initially engage in academic exchange, networking, and collaboration efforts in the sustainable use of water resources between Israel and United States. This scholar will meet with Israeli experts in water research and technical communication. In the future, there will be possible associations with Turkish higher education institutions and attempts to see funding for a graduate research assistant.

This position paper will report on the Fellowship experience, explain follow up to the experience, and explain ways in which technical communication faculty and practitioners can engage in opportunities

in humanistic and scientific diplomacy in interrelated areas involving health and sustainability communication. These opportunities exist locally in Arizona, throughout the United States and in many countries throughout the world, where water is an important issue.



Concurrent Session 3

Panel A

Motivations for programmatic change

Moderator: Marian Barchilon, Arizona State University

Alternate Career Trajectories for Doctoral Students in Technical and Professional Communication: Preparing Advanced Students for Flexible Participation in Workplaces and the Academy

Dave Yeats, Texas State University

Keywords: doctoral programs, academic, industry

For me, one of the most compelling traits of training and education in technical communication is it often combines a humanistic liberal arts-based curriculum with more practical training that can be immediately applied to a career in industry. Graduates with Associate's, Bachelor's, Master's, and certificate degrees can immediately apply their training to careers. And employers are beginning to notice the value of the technical communication degree—job advertisements that would have asked for English or journalism majors 10 years ago now seek technical communicators specifically.

However, there is one level of education where technical communication does not specifically provide a path for students to enter the private sector: the PhD. level. Traditionally, doctoral programs in technical and professional communication assume graduates will pursue research and teaching positions in other institutions. And, in one way, they are justified in doing so. There are still many jobs in the field of technical communication that go unfilled each year due to the lack of qualified applicants. This abundance of available positions allows scholars to change institutions easily when they are looking for a move.

Some PhD. graduates, however, choose not to pursue an academic position and, instead, pursue a career in industry. I, for one, left academia after only two years as an assistant professor to pursue a career in user experience consulting. I was fortunate to find a position that allowed me to use my education and training in a business context and I realized I had found the career that most appealed to me. Granted, I continue to teach graduate-level technical communication courses as an adjunct professor, but I consider myself to be a business consultant first.

For years, psychology departments have been placing doctoral-level graduates in industry jobs in fields like human factors and human-computer interaction. In many cases, doctoral-level research in those programs is provided by corporate or government sponsors, which gives students experience working on projects with direct relevance to industry.

One promising example of a balance between academic and business pursuits has been the online PhD. program at Texas Tech University. During an onsite seminar every year, Texas Tech invites one speaker with an academic background and one with an industry focus. It's unclear, however, whether exposure to an industry speaker once a year is enough to truly help students understand all of their options. Although there have not been enough graduates from that program to draw meaningful conclusions, early indications seem to suggest graduates are interested in traditional academic positions.

I have not gathered information from institutions not based in departments of English; it would be interesting to hear if PhD. students are more likely to enter nonacademic jobs when they come from places like the Department of Human-Centered Design and Engineering at the University of Washington.

At the conference, I hope to discuss answers to the following questions:

Do directors of PhD. programs believe students should explore employment in a corporate workplace?

How can PhD. programs in technical, scientific, and professional communication provide opportunities for their students to discover opportunities for employment in the industry?

Should PhD. programs include an option for an “industry” track rather than an “academic” track?

Do faculty at PhD.-granting institutions discourage students from seeking industry jobs (either implicitly or explicitly)?

Does the academic location in a department of English inhibit meaningful connections to industry?

“Warp 12, Scotty”: Administrative Overdrive and Online
Technical Communication Program Development

Tim Giles, Georgia Southern University

Keywords: program development, pedagogy,
English as a Second Language

Usually, university administrations are content to leave program development to academic departments, and usually, a budget crisis means programs may come under scrutiny as a way to cut costs. The most recent economic crisis, however, has manifested itself differently in our technical communication program. At our institution, program development is being driven to some extent by the university’s administration. In an effort to attract students who have left the university without finishing the degree, an online version of the Bachelor of General Studies is being vetted, with technical and professional writing being one of the areas offered. In addition, the university administration is encouraging the development of an online graduate certificate in professional and technical writing, with a particular emphasis on offering the certificate program to partner universities in Germany and Indonesia. Although such maneuvering generates a myriad of questions, some primary ones concern the location of each program, as to whether or not these programs will reside with the College of Liberal Arts and Social Sciences (the location of the Technical and Professional Writing program in the Department of Writing and Linguistics), or with Continuing Education, and the resulting implications and expectations of each administrative unit. There is also some concern as to how the university administration’s positioning can affect pedagogy. More locally, there is a concern as to the extent to which the graduate certificate program could become an exercise in teaching English as a Second Language. This presentation will explore these and other questions.

Innovation—A New Course Topic for a New Professional Communicator

David Hailey, Utah State University

Keywords: outsourced, rhetoric, computer technology, information technology, management, training

In April of 2010 I published a paper that examines 45 professional communications professions and makes the claim that almost all of them can be easily outsourced and offshored. Creativity provides no protection whatsoever. Some of the most creative careers (e.g., copywriting, technical illustration) have been commonly outsourced for decades. The jobs typically protected from outsourcing involved professionals who were innovators in the professional sense of the word (completely different from the lay-sense of the word commonly used by technical communication teachers). Engineering teaches this topic beginning in the freshman year; technical communication teachers typically do not teach it at all.

My presentation proposes a new program designed to prepare students for roles in the careers protected from outsourcing. Students would leave the program with skills in rhetoric, computer technology, information technology (especially complex information systems), plus management and training. But, they would also leave with a sound understanding of the innovative practices necessary for the careers.

Such a program could be online, at the MS level and should use significantly more working professionals as teachers than is typical in a technical communication program. I plan to speak for five minutes and hope to generate a lot of discussion.

Panel B

Preparing students for a changing job market

Moderator: Matthew Livesey, University of Wisconsin-Stout

From Local to Global: Intercultural and Inter-linguistic Training of Students as a Programmatic Issue.

Pavel Zemliansky, James Madison University

Keywords: intercultural, inter-linguistic training, globalization

Addressing the conference's theme of global changes and pressures, this presentation argues that programs in technical and scientific communication need to make intercultural and inter-linguistic training of their students a programmatic priority. Such training will not only give future technical and scientific communication professionals a broader perspective of the world but will also ultimately increase their marketability and employability in a globalized economy.

Many programs already include courses or even concentrations in intercultural communication. However, such courses are typically electives, and intercultural and inter-linguistic communication are typically not considered among the "core" competencies required of these programs' graduates.

Because of the changing global political and economic forces, including the markets in which graduates will be competing, we as educators and administrators need to re-evaluate our priorities. Intercultural and inter-linguistic training of students should become one of our core missions and activities. Such training should take the form not only of courses in intercultural communication, but should instead permeate most, if not all, courses we teach. In addition, programs should consider placing intercultural and inter-linguistic training among their strategic goals, priorities, and visions for the future.

Moreover, such training should include not only students reading and writing about intercultural communication, but actually participating in intercultural client-based and other communication projects, either face-to-face or online. The existing body of research and practice is the

field (see works by Maylath, Herrington, and others), supports such an approach. These projects can and should be successfully integrated with other aspects of the students' training, such as document or web design, editing, graphic design, usability, and so on.

Additional steps programs can take to place these issues at the center of their teaching include but are not limited to the following:

- Include elements of linguistic theory and practice, especially pragmatics and socio-linguistics into their teaching;

- Hire faculty with expertise in intercultural communication and globalization and how those two phenomena connect with technical and scientific communication; and

- Revise mission statements and other long-term planning documents of programs to reflect the new emphasis on intercultural and inter-linguistic competencies.



(What) Should We Teach Students about Self Reliance?

Stuart Blythe, Michigan State University

Keywords: self-reliance, self-worth, entrepreneurialism

Of the many workplace changes in the last few decades, one that affects students significantly is the rise—perhaps it's the resurgence—of self reliance. By self reliance, I mean students will be forced to work without many of the social supports that many workers in the mid-twentieth century could expect—supports such as unions, a relatively stable pool of co-workers, or physical and intellectual resources supplied by employers. As Nardi, Whittaker, and Schwarz (2000) have reported, contemporary workplaces are often marked by unstable patterns of employment and structure, which force workers to rely on their own networks for support. Whereas workers once relied on knowledge available from long-term employment at a relatively stable workplace, they must now rely on their own personal networks of contacts as they shift from job to job.

This resurgence in self-reliance seems to be guided, at least in part, by a belief that economies cannot rely as much as before on large, hierarchical corporations to drive employment. In a study based on data provided by the U.S. Bureau of Labor Statistics, Stangler and Litan (2009) argued that “Nearly all net job creation since 1980 has occurred in firms less than five years old” (p. 11). Without startups (represented by the gray columns in Figure 1), the U.S. economy would actually have lost jobs from 1977–2005 (represented by the dark columns in Figure 1). Assuming a small startup offers fewer resources than a larger, established firm, we can expect workers in startups will need to rely on their own networks and resources in order to do their work.

Job creation is not the only indicator of the need for self-reliance. Another statistical example from the U.S. Bureau of Labor Statistics comes from a longitudinal survey of individuals born from 1957–1964. The results of this survey indicate those individuals held an average of 3.2 jobs between the ages of 23 and 27 and an average of 2.6 jobs between ages 28 to 32 (U.S. Bureau of Labor Statistics). Assuming the average tenure between ages 23 and 27 is not significantly different for high school—and college—educated workers, we can expect students

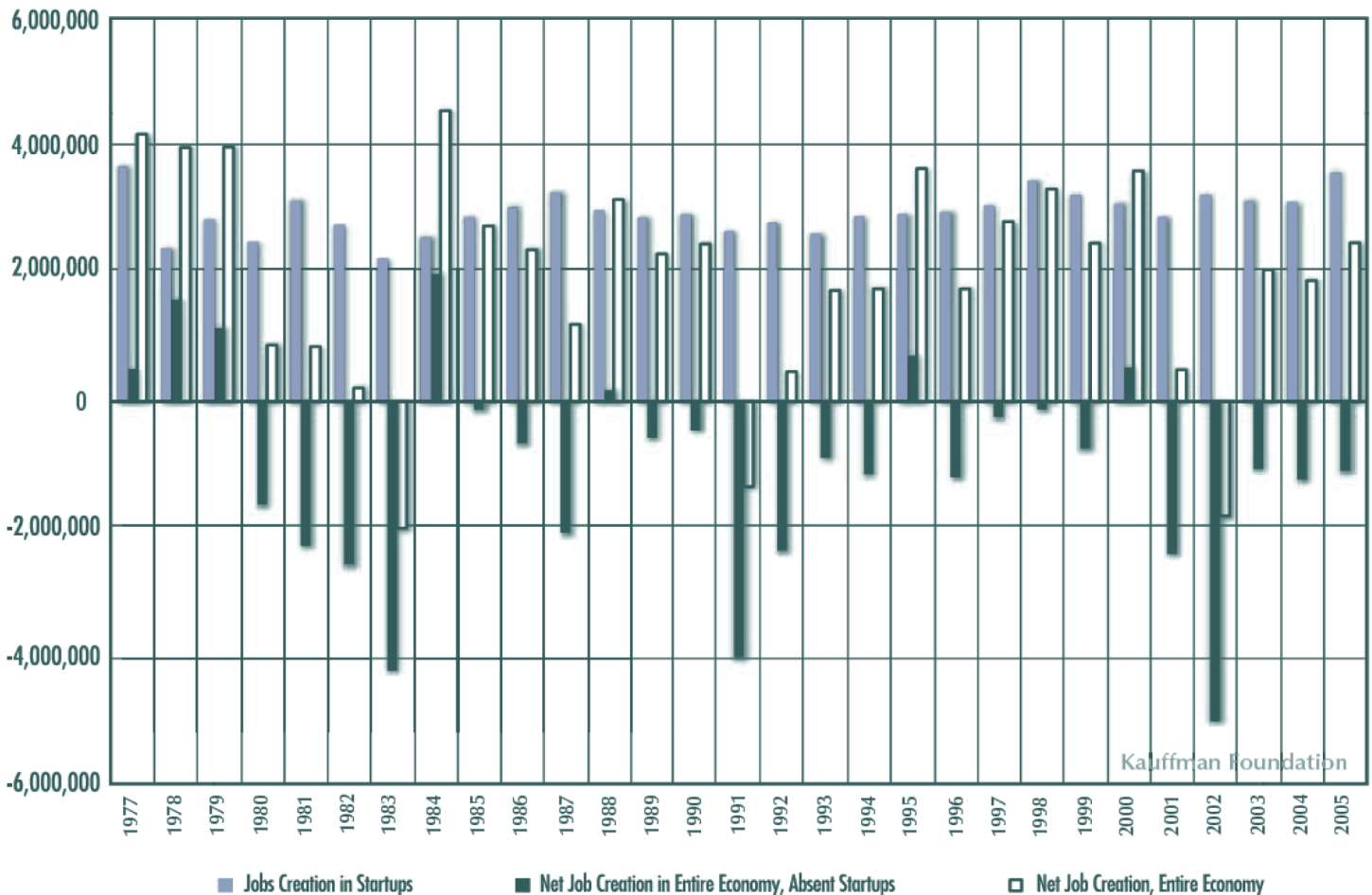


Figure 2. Source: U.S. Census Bureau, Business Dynamics Statistics, at <http://www.ces.census.gov/index.php/bds>.

Figure 1. Startups are the primary source of jobs in the U.S. economy

Source: http://www.kauffman.org/uploadedFiles/where_will_the_jobs_come_from.pdf

to change jobs about every 18 months in their first few years after graduation.

Even for workers who remain in larger, more established corporations, the need for self-reliance has grown. Deetz (1998), for instance, described a workplace where employees had “comparatively high degrees of personal autonomy” (p. 158; see also Gee, Hull & Lankshear). Although they were employees of a company, the employees were encouraged to think of themselves as “consultants,” with their sense of self-worth defined primarily by a client’s opinions of their work (rather than by a manager’s opinions). In sum, whether workers are being encouraged to start their own businesses or to think of themselves as consultants rather than employees, they are being urged to rely on themselves, and to cultivate their own resources.²

2 This need for self-reliance comes with costs. Nardi, Whittaker, and Schwarz noted that the need to maintain their own networks leads workers to “experience stresses such as remembering who is in the network and where they are located, making many choices from among many media to communicate effectively with people, and being mindful to ‘keep in touch’” (n.p.) As a result, Nardi et al. called such networks “intensional,” reminding us that people build

If it is true that students will need to be more self-reliant in their careers than the previous few generations, are we preparing them for that reality? In my own early years teaching technical communication, I typically focused on writing tasks that cast the students as workers within larger organizations—except for job search assignments. Even in job search assignments, I focused on the texts (resumes and cover letters) much more than the other activities that must accompany them (social networking, preparing elevator speeches). Despite the occasional job search assignment, I focused most often on tasks that were often about using writing to maintain an organization, rather than writing to change or create one.

Given what I have described so far, I increasingly sense that the curriculum in professional writing at Michigan State University (MSU) ought to prepare students to take a more self-reliant approach to their careers. But, what should such a curriculum value? One place I've turned to in search of such values is entrepreneurialism. Most major universities now host centers of entrepreneurship, and many organizations—such as small business and technology incubators and The Ewing Marion Kaufmann Foundation (www.kauffman.org)—support entrepreneurial activities.

One promising source of curricular goals came from *The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty* by Rita Gunther McGrath and Ian MacMillan (2000).³ They wrote that the entrepreneurial mindset requires five characteristics. People with an entrepreneurial mindset:

“Habitually” and “passionately” seek new opportunities

(2-3). They are always watching for ways to develop new ideas, technologies, and ventures. They look for ways to improve processes within existing firms. They see change as an opportunity rather than as something to be avoided.

“Pursue new opportunities with enormous discipline” (3). Not only do they watch constantly for new opportunities, but they also “maintain some form of inventory, or register, of unexploited opportunities” (3). They purposefully record the opportunities as they see them.

Learn to judge between stronger and weaker opportunities (3). Rather than pursuing any opportunity that comes their way, people with an entrepreneurial mindset decide which are best for them,

them intentionally and also that they feel significant tension over the need to maintain them. Similarly, Deetz reported that the decision to base an employee's status on her customer's good opinion placed significant stress on that employee. “In placing the client as central in evaluations of work activities and in definitions of identity,” Deetz wrote, “the employee is called upon to engage in activities that no employer could require or monitor and ones that few employees would be willing to give to their employer” (162). Long hours, for example.

³ Although I'm often skeptical about business books, this one is published by the Harvard Business Press, which often produces slightly meatier works. And McGrath and MacMillan base their work on research. McGrath is a professor at the Columbia University School of Business and MacMillan is a professor at the Wharton School of Business at the University of Pennsylvania.

and they pursue a limited set of options. They also stick faithfully to those options.

Execute and adapt (3). Instead of spending inordinate amounts of time analyzing situations, they act on the best opportunities, and they're willing to change as the situation warrants. McGrath and MacMillan call this "adaptive execution" (3).

Involve others in the opportunities they pursue (3). People with an entrepreneurial mindset don't try to pursue change on their own; instead, they create networks of people who can share expertise and resources. It's not that these people exploit others; rather, they create networks in which everyone can benefit.

I think these are characteristics students need to develop. To illustrate, let me try to operationalize them.

"Habitually" and "passionately" seek new opportunities.

Ability to understand document production or storage processes and to define an opportunity for improving that process. Ability to pitch an opportunity to various audiences and to follow-up (keep momentum going).

Ability to identify communication technology needs and to learn those new technologies so one begins to develop a reputation as a specialist.

"Pursue new opportunities with enormous discipline."

Ability to create and maintain a list of opportunities during a senior portfolio review. Faculty might ask, what kinds of opportunities are you going to pursue? Why those?

Learn to judge between stronger and weaker opportunities.

Ability to reflect on and compare and contrast the relative strengths and weaknesses of a set of opportunities.

Involve others in the opportunities they pursue.

Small group work throughout a student's coursework could be an indicator.

Students might be solicited to contribute to programs, such as running a program for an undergraduate club.

References

- Deetz, S. (1998) Discursive formations, strategized subordination and self-surveillance. A. McKinlay & K. Starkey (Eds.). *Foucault, management and organization Theory*.(151-172). London: Sage.
- Gee, J. P., G. Hull, & C. Lankshear. (1996). *The new work order: Behind the language of the new capitalism*. Boulder, CO: Westview Press.
- McGrath, R. G., & I. MacMillan. (2000). *The entrepreneurial mindset: Strategies for continuously creating Opportunity in an age of uncertainty*. Cambridge, MA: Harvard Business Press.
- Nardi, B. A., S. Whittaker, & H. Schwarz. (May 1, 2000) It's not what you know, it's who you know. *First Monday*, 5 <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/741/650>
- Stangler, D., & R. E. Litan. (November 2009) *Where will the jobs come from?* Kauffman Foundation research series: firm formation and economic growth. http://www.kauffman.org/uploadedFiles/where_will_the_jobs_come_from.pdf



Rhetorical Performance Portfolios as Embodied Self-Assessment

Ann Brady, PhD., Michigan Technological University

Keywords: print portfolio, embodied self-assessment, interactive presentations

Technical communication programs have used print portfolios for quite some time to monitor the development of students' skills and abilities and to evaluate the curricular design of the programs themselves. Programs use electronic portfolios as ways to collect and assess student work (Yancey) and as ways to support teaching (Dubinsky). Many programs find the portfolio, in whatever form, to be an effective way to identify what they do well and what they could do better. Students can also benefit from such assessment because portfolios are often accompanied by their reflections about what they have learned and how they have secured that knowledge.

In our changing economy of expanding marketplaces and hybridized companies, technical communicators are no longer tied to one career path. They must be explainers, synthesizers, storytellers, and model builders.

In our program at Michigan Tech, the portfolio, even with a reflective piece, has not necessarily encouraged such traits in students. The very nature of reflection requires that students look "back" to what they have learned, not "forward" to how they will apply that knowledge. Portfolios have not been effective self-assessment tools for students, who tend, instead, to represent their professional identities in reflective portfolios as definitive and stable, often describing their abilities as those of documentation writers or Web designers, not as cross-disciplinary network builders or adaptive collaborators.

This position paper asks a question and offers one possible answer: "How can portfolios support students as they make their own abilities explicit through self-assessment?" The STC program at Michigan Tech has found itself more successful in this effort since integrating rhetorical performance as one aspect of the portfolio process.

Technical communication seniors at Michigan Tech submit portfolios for programmatic assessment, just as many do at other institutions. But, Tech students also present their portfolios publicly, discussing with a "live" audience how the abilities documented there construct their professional identities and prepare them to play multiple roles in the workplace. To accomplish this embodied self-assessment, students need to practice self-assessment on an ongoing basis. They need, in other words, to be very clear about their own strengths and interests, to understand how those have evolved over time, and to explain how they might be applied in the future.

To ask students to demonstrate knowledge such as this requires that faculty and programs support them in their self-assessment efforts. Faculty need to be willing to ask students to assess their abilities on an ongoing basis, as they start client projects, engage in co-ops, and complete classes. Programs need to think carefully about the contexts in which self-assessment performances are played out.

At Michigan Tech, for instance, we aim for diverse audiences. Local business people and members of the STC Advisory Board, many of them STC graduates now working as professional communicators, join students' families and friends for the half-hour interactive presentations. Representing different backgrounds and interests, as well as varying levels of understanding about what exactly technical communicators do, audience questions often underscore for students the contingent nature of their professional identities as well as the need for continual self-review. Most importantly, programs need to make sure students understand the purpose of portfolio presentations which offer moments for embodied self-assessment "dress rehearsals" for the complex and perhaps conflicting roles they will play in the workplace (Schreiber) or the academy.

References

- Dubinsky, Jim. (2003) Creating new views on learning: ePortfolios. *Business Communication Quarterly* 66, 96-103.
- Schreiber, Joanna. (October 2010). Self-evaluation as a genre: Preparing students to keep their jobs in times of change. CPTSC Conference Proceedings, Boise ID.
- Yancey, Kathleen Blake. (2004). Postmodernism, palimpsest, and portfolios: Theoretical issues in the representation of student work. *College Composition and Communication* 55, 738-61.

Self-Evaluation as a Genre: Preparing Students to Keep Their Jobs in Times of Change

Joanna Schreiber, Michigan Technological University

Keywords: self-evaluation, economic downturn, value

The impetus for this position paper was helping a technical communicator prepare her yearly self-evaluation at the end of 2009. "Brenda" had been working at a small midwestern company for about six years, and much of her work was developing processes for collecting and managing information on large projects. As the processes she developed matured and kinks were worked out over the years, her work became increasingly invisible. In other words, the more effective and efficient her work became, the less prominent her work appeared and her value as an employee came into question during the economic downturn when the company began to look for ways to cut costs. Her self-evaluation at the end of the year, as for many employees at this time in the company, became an argument for her to keep her job.

Brenda's case shows the importance of the rhetorical situation in writing the self-evaluation. Technical communicators are facing a competitive job market as they look for jobs and are also being forced to defend the value of their work as companies cut back. Keeping this in mind, I posit that we should be addressing the genre of evaluation as a programmatic goal. In times of change and economic uncertainty, we should not limit ourselves to discussing how programs prepare students to get jobs. When considering how programs prepare students to be flexible and adaptable participants in the workplace, we should also be focusing on how we prepare students to keep their jobs and advance in their positions (e.g., negotiate raises and promotions). Keeping this in mind, this genre is also very important to the status and agency of technical communicators even when times are good.

Many companies require employees to self-evaluate their performance annually. During economically good times, self-evaluations

are important for seeking raises and promotions and, as Brenda's case shows, in economically tough times they become imperative for maintaining employment. As many technical communication practitioners and scholars have already pointed out, technical communicators have been facing work environments where they have little power or authority for some time. Further, as Faber and Johnson-Eilola (2003) pointed out, technical communicators must also effectively assimilate into the corporate culture in order to appear professional (p. 226). Self-evaluations should reflect not only the quality and value of a technical communicator's performance but also the success of integration.

Hart-Davidson (2008), et al pointed out that the work of the technical communicator is both "fundamental and invisible" (p. 32). This invisibility makes its value and contribution difficult to articulate, thus making the genre of self-evaluation particularly problematic. It is important that students gain regular practice in making the intricacy of their work visible, tying their accomplishments to organizational goals and projects. Writing self-evaluations present complex rhetorical situations that go far beyond listing the tasks accomplished throughout a year. Evaluations require employees to explicate and connect their work to company goals, projects, and cost-effectiveness. Such information is collected throughout the year, and new employees must be prepared to show the value of their work, not simply tell it. Evaluations also require technical communicators to explicate rather than condense information and to write for audiences who may or may not be familiar with their work.

Due to the overall importance of the evaluation and its unique skill-set, this genre should be addressed as a programmatic goal. Further, discussion should focus on how best to incorporate this genre into STC programs, ways to gain further industry insight, and how self-evaluations as genres both connect with, differ from, and complicate portfolio projects that already exist in many programs. Like portfolios, self-evaluations require the technical communicator to reflect upon work holistically. As Brady (2010) pointed out, such reflective activities must be complicated beyond listing and analyzing what has been done in the past, but applying it to relevant future goals. Self-evaluation activities should be embedded into several courses and in regular rhetorical analysis activities and assignments. Future technical communicators must learn to go beyond analyzing decisions made to explain how they affect larger contexts, tertiary audiences. Rhetorical analyses will need to simulate how decisions affect levels of organizations, departments, companies, and the changing competitive marketplace. In this way, technical communicators can establish both their cultural assimilation in the company and the value of their work.

References

- Brady, Ann. (October 2010). Rhetorical performance portfolios as embodied self-assessment. CPTSC Conference Proceedings, Boise ID.
- Faber, Brenton, and Johndan Johnson-Eilola. (2003). Universities, corporate universities, and the new professionals: Professionalism and the knowledge economy. Power and legitimacy in technical communication: The historical and contemporary struggle for professional status. Eds. Teresa Kynell-Hunt and Gerald J. Savage. Vol. 1. 2 vols. Amityville, NY: Baywood, . 193-234.



Multiple Dimensions in Assessing Online Programs

Donna Kain, East Carolina University

Kirk St. Amant, East Carolina University

Keywords: *assessing student learning, facilitating learning, development*

At East Carolina University, our Master of Arts in Technical and Professional Communication is offered through an online program. Currently, we are undertaking a program assessment to prepare for SACS review. This preparation leads us to consider the various dimensions we will incorporate into the review process and to think about whether and how the online dimension affects other aspects of the program.

The assessment, which will prioritize student outcomes, necessarily involves looking at the program's structure and goals, course offerings and objectives, student experiences and satisfaction, as well as faculty preparation and development (see for example CPSTC Guidelines for Self-Study). These programmatic aspects would be part of a program review regardless of the way courses are delivered. However, as Beth L. Hewett and Christa Ehmann Powers (2007) noted in their introduction to a recent special issue of TCQ devoted to discussion of online teaching and learning, "Understanding how to teach online does not just entail learning new technology, which, of course, we must do to varying degrees; it also involves a deepening knowledge of how students respond to and learn in online settings (p.2)." In addition, online programs require rethinking some assignments, for example oral presentations often assigned in TC courses (Cargile-Cook, 2003) and service learning activities, such as participation in student chapters of professional organizations, as well as other opportunities, including internships and assistantships.

Consequently, assessment of online programs requires us to consider the ways technology mediates interactions among course participants, limits and enhances the kinds of teaching and learning that goes on, and challenges traditional notions of professional development for students.

Strategies for assessing student learning, using assessment to facilitate learning (Vonderwell, Liang, & Alderman, 2007), and ensuring that faculty is adequately prepared and supported (Cargile-Cook, 2007; Meloncon, 2007) all factor into evaluating overall programmatic effectiveness. In our presentation, we will raise some of the questions and issues we face in assessing our online program as well as some of the approaches we are formulating to address those questions.

Works Cited

- Cargile-Cook Kelli. (2007) Immersion in a digital pool: Training prospective online instructors in online environments. *Technical Communication Quarterly*, 16(1), 55–82.
- Cargile-Cook, Kelli. (2003) How much is enough? The assessment of student work in technical communication courses. *Technical Communication Quarterly*, 12(1), 47–65.
- Council for Programs in Technical and Scientific Communication (CPTSC) Guidelines for self-study to precede CPTSC visit. Drafted October 1991, Last Updated April 1999.
- Hewett, Beth L.; Powers, Christa Ehmann (2007) 'Guest Editors' introduction: online teaching and learning: preparation, development, and organizational communication. *Technical Communication Quarterly*, 16(1), 1–11.

Meloncon, Lisa. (2007). Exploring electronic landscapes: Technical communication, online learning, and Instructor preparedness. *Technical Communication Quarterly*, 16(1), 31–53.

St. Amant, Kirk; Nahrwold Cindy. (2007). Acknowledging complexity: Rethinking program review and assessment in technical communication. *Technical Communication* 54(4), 409–411.

Vonderwell, Selma; Liang, Xin; Alderman, Kay. (2007). Asynchronous discussions and assessment in online learning. *Journal of Research on Technology in Education* 39(3), 309–328.



Panel C

Knowledge and learning in a socially-networked society

Moderator: Susan Popham, University of Memphis

What Would Google Do? Social Media and Technical/Scientific Communication Programs

Nancy W. Coppola, New Jersey Institute of Technology

Andrew Klobucar, New Jersey Institute of Technology

Keywords: new media, skill sets, core competencies, mind map, Web 2.0

Fortune 500 corporations do it. Higher education has embraced it. And, of course, the millennial generation, created it. But, are we directors of Technical and Scientific Communication programs doing it? And, more important, are we teaching it?

Social media has had a groundswell impact on every business and organization worldwide creating a permanent shift in the way the world works. A longitudinal study of blogging and Twitter usage found that almost one quarter of the primary corporations listed on the 2009 Fortune 500 have a public-facing corporate blog with a post in the past 12 months. All higher-ranked corporations have a Twitter account. And podcasting and video use is increasing among these leading corporations that provide established models for business success.

How are we adapting to media changes today to help develop the communication workforce of tomorrow? Is it enough that graduates are proficient in tweeting, blogging, tagging, podcasting, and Wiki-writing?

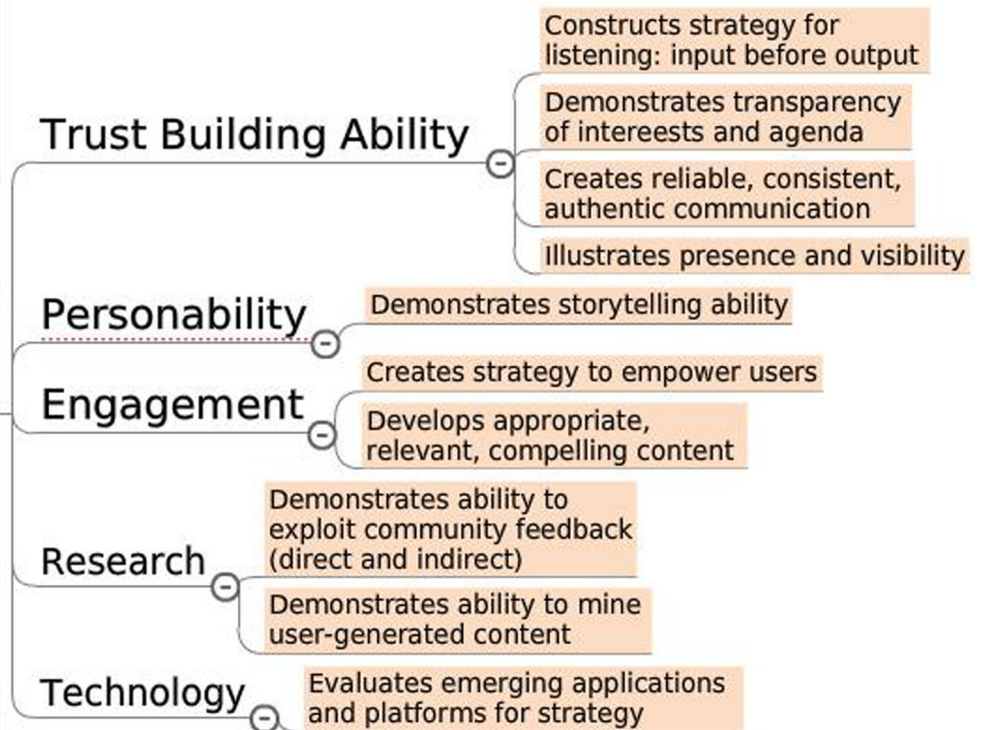
Our presentation will address these questions by taking the position that professional, technical, and scientific communication must develop core competencies for social media. In order to prepare students to meet professional expectations, we design our programs according to identified skills sets. These core competencies, then, provide the structure for programmatic curricula, syllabi, and learning outcomes. Although our profession has no common agreed-upon set of core competencies, or body of knowledge, most programs have developed localized competency sets that respond to their curricular initiatives and school mission.

To engage discussion on what core competencies for social media might be, we will distribute a mind map showing one configuration for primary, secondary, and tertiary core competencies. From our research in and teaching of social media practice and theory, we constructed a map that divided the competencies according to professional role—designing and marketing/branding.

Note: discussion following our presentation helped us realize that competencies are virtually the same for both professional roles of designing and marketing/branding. Therefore, we reconstructed the map (below) to collapse those roles and attempt to assign learning outcomes to each competency area.

Social Media Core Competencies for Graduate Students in Technical Communication

Coppola and Klobucar NJIT January 2011



As discussed in the Plenary session in the morning, we CPTSC program directors and leaders are trying to figure out how to move as fast as the world moves. And nowhere is our world moving faster than in social networking and new media. One striking example comes from the Great Snowstorm of 2010 in which travelers were stranded at airports across the country, waiting days before making connections and hours on airline reservation phone lines to book new travel. A handful of airline ticket agents with special Twitter training were able to help savvy travelers cut through the confusion and obtain updated information and perhaps a flight.

21st century advances in Web programming and electronic network technology have helped bring about some of the most significant developments in digital media since the emergence of graphic user interfaces in the early 1990s. In fact, programmers, designers, and users alike have considered such transitions important enough to dub their collective emergence as Web 2.0 or the Web's "second incarnation."

We asked, What would Google do? Google values creation, openness, connections, uniqueness, collaboration, and invention. Bringing this discussion to the leaders of technical and scientific communication for open and constructive dialogue is exactly what Google would do.

Online Socially Networked Writing: Challenges to Programmatic Orientations

Mark Zachry, University of Washington

Toni Ferro, University of Washington

Keywords: publicly available online services (PAOSs), social networking services (SNSs), emerging trends, socially-networked writing

For more than two decades, technological change has been a central concern for program directors concerned with offering the most appropriate and relevant instruction in our field. The changes have been notable as the field's production paradigm has featured a succession of technologies, including printing houses, word processors, desktop publishing, web distribution, content management systems, and cloud computing. As prominence among these technologies shifts for professionals, program directors must routinely consider how to adjust instruction and related learning experiences for students. In the current era, directors must now consider how the field's work is affected by the widespread shift of knowledge work to networks on the web. This talk will explore trends in networked writing by knowledge workers pointing to issues relevant to programmatic directions in this time of change.

In this talk, I will offer an examination of trends in the uses of social networking technologies for work purposes among knowledge workers in North America from 2008 to 2010. The use of online services to support work is becoming increasingly common. In this study, I define the term publicly available online services (PAOSs) and then report the results of a survey that looks at who is using these online services as well as how the services are being used. Although use trends shift from year to year, social networking services (SNSs) are a dominant kind of service individuals report using for work. As I will explore, how often such services are used for work differs depending on the age, company size, and office location of individuals.

This talk considers questions about how the uses of online, socially networked services are changing as individuals adopt and integrate a broad array of such technologies into their daily lives. The data, which covers three years, will allow session participants to consider the changing technological scene as a constant stream of new applications enter the public arena and existing, popular technologies frequently offer new features and functions. The discussion will consider how such services integrate with the knowledge work practices of individuals in interesting and sometimes novel ways. I will consider a set of closely related issues, looking at how knowledge workers are integrating such technologies into their practices. In addition to usage trends, I will consider the categories of work people report using such services to accomplish. Drawing connections to the literature in computer-supported cooperative work, I will consider how such services support changing forms of knowledge work, from forming and maintaining collaborative environments to sharing ideas and expertise; from analyzing aggregated information to interacting with professional contacts on non-professional matters (e.g., general life concerns).

This talk will offer CPTSC attendees and the broader population of program directors a glimpse of how online, social-networking technologies are impacting work and communication. Specifically, this study expands on earlier research focused on uses of the web for work, such as Dimicco et al. (2008; 2009), which explores how such services enable people to engage in valuable work activities (e.g., sensemaking, relationship building). Although their studies develop useful categories for understanding how such services may be used for work, the enterprise-proprietary nature of the technology and the lack of information about the users leave open some important questions

addressed in this study. This talk will end with questions about how our programs are positioned to address and influence these emerging trends in socially-networked writing.



Technical Communication Programs in a Socially-Networked Society: Keeping our Roles Relevant and Ethical

Carroll Nardone, Sam Houston State University

Keywords: self-service society, meaningful interaction, knowledge making

Our new self-service society, fueled by the social networking environment and users who prefer to conduct both personal and professional business via computer rather than human exchanges, brings an unprecedented amount of information to our fingertips, both as users and as creators. Only now are some corporations and institutions beginning to deal with the changes Web 2.0 (and, arguably, 3.0) brings. Those who teach technical communication might be a step ahead of their institutions, but the focus is in the wrong place. Computer-mediated communication, user-interface studies, information architecture, knowledge management and usability research are just some of the concepts driving significant pedagogical components in today's programs. Whether we are proactive or reactive to the changes in technology is often debated, but it's not our location in the change process that calls the question; rather, our focus should be on how technical communicators perform within these complex information systems and where our greatest impact is felt. When we allow the pedagogy to blur the distinction between information and knowledge, we are in danger of missing a great opportunity.

The main concern is a focus on the user experience from a detached perspective, assuming that if the information is there and designed for access, users will be able to fulfill their needs. However, it's not that simple. Ethically, both sides of the equation have the responsibility to the other side so we don't wind up having a vast amount of information but little hope for knowledge derived. Metaphors are shifting in this new self-serve world, and as an industry, we may think that means we have accepted the human condition. But have we? Do we accept that there is no distinction between users and developers? Our role as educators is to blur the distinction—to create ways for both sides of the technology to create, understand, and use information to gain knowledge. We must teach students to not let the technology usurp the humanness of our interactions. In returning to the rhetorical roots of our field, we need to realize genre can't help us now; it's now a matter of using rhetoric to help us create a new generation of problem solvers.

This paper asks us to step back and take a look at how programs have been developing new courses and focusing on the ways in which technology is allowing us to shape our new linked-in world. Are we going far enough in making knowledge, rather than information content, the focus of the pedagogy? Teaching how to design information and how to access information is not teaching how to gain knowledge, nor does it teach how to use that knowledge. When users shape their experience, they must learn how to move beyond the surface to the level of meaningful interaction—to the realm of knowledge making. Ultimately, this paper will call for new ways of developing pedagogy so we don't allow a focus solely on information

access and design and overshadow the ability for that information to achieve something noteworthy.

Concurrent Session 4

Panel A

Program assessment in changing contexts

Moderator: Michael Martin, Bakeless Center for the Humanities

Multi-tasking Portfolios: Student and Program Assessments with a single instrument

Miles Kimball, Texas Tech University

Michael Charlton, Missouri Western State University

Kaye Adkins, Missouri Western State University

Keywords: graduate portfolios, Student Learning Outcomes (SLOs), program assessment

In their 2010 article, Kelli Cargile Cook and Mark Zachry (2010) wrote of the challenges of using sets of portfolios to assess both individual students and a professional and technical communication program. We are proposing a panel that will invite further discussion of this dual use of portfolios. Although Cargile Cook and Zachry discussed a program that has developed over seven years, we want to focus on what happens when programs must rapidly adjust to internal changes and external mandates.

This panel will provide a brief history of Missouri Western's graduation portfolio program, and explain how that system rapidly adapted to changes in curricular and institutional expectations. This will serve as the basis for a discussion among session attendees of effective and efficient use of portfolios for multiple assessments.

Graduating students in the professional writing concentrations at Missouri Western State University have always been required to submit a graduation portfolio to outside reviewers; this serves as their exit exam. Portfolio criteria are tied to curriculum design, both influencing and being influenced by course content. In 2009, the portfolio program was faced with two new challenges which required rapid responses. The first of these was to adapt the current print journalism criteria to students in the new convergent media program. This happened when there were students preparing to graduate with the convergent media degree much earlier than was originally expected. The second challenge was an institutional demand that each program on campus identify Student Learning Outcomes (SLOs) for program assessment and create a system for assessing programs and reporting the assessments as they relate to the SLOs. We were given one semester to identify our SLOs, and another to begin collecting and collating data. The professional writing faculty turned to the graduation portfolios for SLOs, as an obvious and ready-at-hand solution. However, along the way we found we had to revise portfolio rubrics, even as we were collecting data.

Michael Charlton will explain how the portfolios are used for evaluation of individual students, including the challenges raised by the unexpected appearance of convergent media majors in the program. Miles Kimball will offer the perspective of an outside evaluator. Miles has been reading portfolios for Missouri Western for several years, and he contributed valuable feedback during our portfolio and program revision in 2005. Kaye Adkins will describe how the student graduation portfolio results have been used for internal program evaluation and how they became the source for our institutionally required program assessment.

Reference

Cargile Cook, K., & Zachry, M. (2010). Politics, programmatic self-assessment, and the challenge of cultural change. In M.N. Hundleby & J. Allen (eds.), *Assessment in Technical and Professional Communication*. Amityville, NY: Baywood, 2010, pp. 65-79.

Keywords: individualized learning, assessment perspectives, instructional technology, holistic program assessment

The last decade has seen an increasing administrative focus on pedagogical assessment. Most discussions about assessment have focused on teachers, students, and courses, especially courses taught in traditional lecture-style or workshop-style modes. In other words, as we teachers have learned to incorporate assessment strategies into our teaching styles, we have typically adapted those strategies to our most familiar and comfortable teaching modes—the face-to-face, lecture-style classroom. Further, if we think about assessment at all in our professions, we tend to think of it as individualized and isolable with highly individual terms: “my” course, “my” classroom, “my students,” and “my” teaching objectives. For example, an assessment for one student is different than an assessment of another student. That is why one student can earn an A and another student a C without any confusion on our part. We also tend to think the assessment of student A is separate from that same student’s assessment in a different class with a different set of objectives. All of this is completely normal and understandable, especially given society’s current psycho-climate for individualized learning and individualized learning styles. These are good and beneficial questions for teachers to ask about their classes, their objectives, and their students’ progress. Point one: focusing on assessment of individual classes and students is not wrong, but such a focus may neglect different kinds of assessment perspectives.

During the time that our academic panorama has increasingly focused on assessment, we have also experienced change in other ways. Our courses, for example, have shifted to include more service-learning, more client-based projects, and more community-engagement. Simultaneously, we have shifted our teaching styles; we are teaching with more technological tools in hybrid courses, and in many cases, in completely asynchronous online courses. These changes in our teaching foci and modes did not automatically align with this growing interest in assessment. Point two: When we change styles and foci of teaching, the assessments of effective teaching and successful learning must also change. We need to refocus our discussions of and modes of assessment to include and align with these changes in teaching styles.

Recently, our department began offering an online undergraduate degree in Professional/Technical Writing. Although a few teachers had been previously offering online courses, now a whole program was offered online. Part of this new change was prompted by my university’s initiative to reach students unwilling or incapable of traveling to campus during normal teaching hours. Part of this initiative included significant revenue to the departments for each registered online credit hour; the more online students we have, the more money we make. It is a significant carrot for a financially struggling department.

Moving into online modes, however, requires we think differently about how we know when students are learning. When I started teaching online, I began to realize how much I had taken for granted my traditional assessment strategies; I had been assessing at times without even realizing it. Now, no more can I demand students close their books when they take a test. No more can I tell, by looking at their downcast eyes, which students read the homework assignment and which ones did not. No more can I tell, quickly and silently, if I have clarified the assignment for students who asked for such explanation.

Teaching online means I have to think differently about what I want the students to learn, how I want them to learn it, and how I can tell when they do learn it. For example, it is more important to me as an online teacher that students work independently and with a good degree of self-discipline and initiative than is important in my face-to-face classes because I have fewer online means of recognizing and reaching those students who do not have those qualities. As another example, one of our new online teachers is really struggling with how and on what he will test his students' learning. He is quite adept at giving tests that require students to memorize many facts and figures before he asks them to analyze and interpret within those facts. As he moves his classes online, he is starting to realize that doing this kind of testing online will be quite different than his familiar style. I encourage him to think about asking more test questions dealing with analysis, interpretation, and application of the knowledge learned, but he is still having a hard time renegotiating his epistemological view of his material and of testing with this new mode of teaching. Point three: online assessments require we shift how we view our topics, our objectives, and students.

Along with changes in teaching modes and material that affect our assessments, our courses are likely to be perceived differently, too. For example, courses are more likely to be viewed as situated within programs, rather than as isolable, interchangeable, and separate entities. As teachers within degree programs, rather than as teachers of individual courses, we are more likely now to be held accountable to how the curriculum of the whole program fits the needs of the students, rather than the individual teachers' expertise and interest. We are more likely to be held accountable to how well our programs, not our courses, recruit, retain, and graduate students, and on how well our programs meet student goals and needs. When I started designing the online undergraduate program, I began to ask questions that reflected a growing interest in program-ness, a holistic view of program assessment. For example, it was insufficient to ask, "How do we assess, via online modes, student learning done in online classes?" I also needed to ask, "How do we know if we have done a good job in our whole online program?" I even asked that question of our Director of Assessment who looked a bit sheepish when he replied, "We'll know that we've done a good job when we make more money." There is certain logic to the view that the more money we make, the more the program is doing a good job. The more students enroll in our online degree programs, the more we will know these students want online courses. However, that is not enough of a measurement for me or for an online program. A complete program ought to have a holistic assessment plan that measures more than objectives met within each of its courses; rather, a holistic assessment ought also to recognize program coherence, consistency, and quality as these meet student needs. How do program developers know students are participating and learning successfully in a coherent online program, rather than enrolling in ten individual, isolable online courses? Point four: when we assess programs, that assessment ought to be more than just the sum of its individual courses, more than just students' GPAs, and more than dollars generated.

When I combine my desire for a holistic program assessment with online teaching modes, I get more frustrated by simplistic assessment

tools of testing, counting, and statistical averages. It gets very difficult to assess students' learning, applied knowledge and skills, satisfaction, and overall completion of a program when a teacher never meets the students, and when the means of reaching and communicating with each other are conducted online. As a teacher, when I am struggling to adapt traditional assessment modes to online courses, it becomes more difficult, yet even more crucial, to see how these courses fit together for a coherent program. Point five: although the challenges for assessment are greater as we alter our teaching styles and as we consider our teaching within holistic programs, the opportunities for worthwhile and effective assessment measures are also greater when we plan for assessment at the beginning of program development. If we design programs with assessment as one of our goals, chances are very good we will have more successful programs.

Finally, my main point: holistic program assessment, especially in online programs, should include several different measurement strategies—an assessment amalgamation. The real challenge, then, is to recognize and develop a complex and effective assessment plan to meet the online and program goals of our newly changing academic environment.

Multiple Dimensions in Assessing Online Programs

Donna Kain, East Carolina University

Kirk St. Amant, East Carolina University

Keywords: assessing student learning, facilitating learning, development

At East Carolina University, our Master of Arts in Technical and Professional Communication is offered through an online program. Currently, we are undertaking a program assessment to prepare for SACS review. This preparation leads us to consider the various dimensions we will incorporate into the review process and to think about whether and how the online dimension affects other aspects of the program.

The assessment, which will prioritize student outcomes, necessarily involves looking at the program's structure and goals, course offerings and objectives, student experiences and satisfaction, and faculty preparation and development (see for example CPSTC Guidelines for Self-Study). These programmatic aspects would be part of a program review regardless of the way courses are delivered. However, as Beth L. Hewett and Christa Ehmann Powers (2007) noted in their introduction to a recent special issue of *TCQ* devoted to discussion of online teaching and learning, "Understanding how to teach online does not just entail learning new technology, which, of course, we must do to varying degrees; it also involves a deepening knowledge of how students respond to and learn in online settings (p.2)." In addition, online programs require rethinking some assignments, for example oral presentations often assigned in TC courses (Cargile-Cook, 2003) and service learning activities, such as participation in student chapters of professional organizations, as well as other opportunities, including internships and assistantships.

Consequently, assessment of online programs requires us to consider the ways technology mediates interactions among course participants, limits and enhances the kinds of teaching and learning that goes on,

and challenges traditional notions of professional development for students.

Strategies for assessing student learning, using assessment to facilitate learning (Vonderwell, Liang, & Alderman, 2007), and ensuring that faculty is adequately prepared and supported (Cargile-Cook, 2007; Meloncon, 2007) all factor into evaluating overall programmatic effectiveness. In our presentation, we will raise some of the questions and issues we face in assessing our online program as well as some of the approaches we are formulating to address those questions.

References

- Cargile-Cook Kelli. (2007) Immersion in a digital pool: Training prospective online instructors in online environments. *Technical Communication Quarterly*, 16(1), 55–82.
- Cargile-Cook, Kelli. (2003) How much is enough? The assessment of student work in technical communication courses. *Technical Communication Quarterly*, 12(1), 47–65.
- Council for Programs in Technical and Scientific Communication (CPTSC) *Guidelines for self-study to precede CPTSC visit*. Drafted October 1991, Last Updated April 1999.
- Hewett, Beth L.; Powers, Christa Ehmann (2007) 'Guest Editors' introduction: online teaching and learning: preparation, development, and organizational communication. *Technical Communication Quarterly*, 16(1), 1–11.
- Meloncon, Lisa. (2007). Exploring electronic landscapes: Technical communication, online learning, and Instructor preparedness. *Technical Communication Quarterly*, 16(1), 31–53.
- St.Amant, Kirk; Nahrwold Cindy. (2007). Acknowledging complexity: Rethinking program review and assessment in technical communication. *Technical Communication* 54(4), 409–411.
- Vonderwell, Selma; Liang, Xin; Alderman, Kay. (2007). Asynchronous discussions and assessment in online learning. *Journal of Research on Technology in Education* 39(3), 309—328.

Panel B

Outcomes and reassessment of programmatic change

Moderator: Julie Ford, New Mexico Institute of Mining and technology

Building New Programs: Examining Successes and Challenges with the First Cohort of Graduates

Teena A. M. Carnegie, Eastern Washington University

Keywords: assessment, curriculum, administrative demands

In 2007, the Technical Communication program (which was an option within the English major) at Eastern Washington University sought to establish a separate degree. The new BA in Technical Communication would, according to the program proposal, support connections among disciplines and the campus and community by bringing together courses from the departments of English, Engineering and Design, Journalism, and Communication Studies. By integrating courses from across the discipline, the program sought to not only provide students with a rich learning experience by combining education in a wide variety of communication skills with specific technology skills but also sought to contribute to efficient use of institutional resources as all the courses required for the degree were available in existing programs.

The proposed changes for the program were informed by presentations at CPTSC (a session including managers from industry who described the qualities and skills they sought) and ATTW (a session reviewing job ads and the frequency of requirements). The proposed changes also considered requirements outlined by the Higher Education Coordinating Board of Washington. The state board required that proposals demonstrate that the program would respond to the state and regional economic needs. The region within which this program is located, eastern Washington, is dominated by small business and technology start-ups with no large corporations such as Boeing or Microsoft, which characterize the western Washington region.

Stages of program development included building approval within a Literature department. Most faculty were, in fact, supportive, but the Dean of the college at that time expressed reservations. The proposed elimination of the Literature core also caused some resistance, so Literature courses were included in a list of electives and pre-major Literature courses were retained. While working to build support for the new program, I created a transitional program to establish needed changes, provide time to negotiate the political environment, and develop a full proposal. As part of this process, I created a capstone course and actively incorporated service learning and technology into the program.

The program was approved by the state Higher Education Coordinating Board and was established as a separate degree in Fall of 2008. Now in its second year, the program has recently graduated its first cohort of students. The impact of transforming the program from an option to an independent major is now being realized. One of the most interesting results is the increased need for accurate data. Because the program is more visible as a degree, it needs to respond to administrative demands for data and to political exigencies. For example, the state board required that the proposal for the new program set enrollment and graduation targets. When the administration began to compile a report for the board, they claimed that only one major was enrolled in the program. Apparently, coding practices for majors had changed and many majors were coded incorrectly. So, although more students had declared the new program as their major, only one was accounted for in the institutional data. The program also faces special scrutiny in times of political crisis. Dramatic cuts in state spending on higher education has brought greater pressure on university administrators to cut programs, and small fledgling programs are under closer scrutiny. At the same time, fewer resources are available for program assessment. Without such resources, it becomes more challenging to generate and track data regarding the success of the program.

What we do know is that the major has attracted more students. Enrollments for all courses are up as are the number of majors. Because they study with a cohort of other students in Technical Communication, students have a stronger sense of professional identity and community. Students gain more experience with technology as they complete the program, and they use the service learning projects they have completed to build stronger portfolios. As a result, more students obtain jobs after completing the degree. Initial results with the first cohort indicate, from a student outcomes perspective, that the program has been successful.

From an administrative perspective, however, the program may not stand out. With increasing pressure to focus on high-demand or STEM programs, administrators tend to look less favorably on small programs. Survival of the program may depend more on the "bottom line" data than student outcomes.



For certificate programs in technical communication like the one I direct, an entrepreneurial spirit can serve to encourage innovation in ways that make possible the development of a community of practice fundamentally tied to a geographic area. Certificate programs are most valuable to a community when responding to local conditions. Of all the technical communication programs available, certificates need to be more flexible and more adaptable to changes in those conditions. Program administrators who adopt an entrepreneur spirit are in a better position to adapt to the postmodern workplace, looking for the opportunities local conditions provide and exploiting them.

Refusing to innovate can eventually lead to the downfall of an enterprise because without innovation, opportunities are missed and the spontaneity of creativity is lost. Entrepreneurism, Peter Drucker (1985) said, should be based on “purposeful innovation” (p. 29), an “organized search for changes” and analysis of the opportunities those changes might exploit in economic or social conditions. In the broader field of Technical Communication, entrepreneurial activity is most obvious in the creation of new programs. Examples of purposeful innovation are clearly seen in new PhD programs at North Carolina State University and North Dakota State University, respectively, created collaboratively by both English and Communication Departments, which increases its personal and professional resources. Texas Tech’s online PhD exploits the opportunities distance learning offers. Arizona State University East’s Multimedia Writing and Technical Communication program was designed to be flexible and adaptable, to be able to respond quickly to changing market needs.

Certificate programs that don’t engage in purposeful innovation run the risk of becoming irrelevant or invisible within the community they serve. A certificate’s best resource is innovation, especially when it is designed in ways that attend to specific enterprises within a community. Enterprise, as I use it here, is defined by Etienne Wenger (1998) as the motivation, the reason around which a practice exists and for which community members are willing to continually learn about in order to improve the knowledge base and build social relationships. When I proposed my certificate program in 2003, I envisioned its courses as a central activity center for new, current, and former students coming together as and when needed. But I also saw the participation of community professionals not only through guest speaking engagements or internship and hiring placements but also as members contributing to the enterprise of the certificate. I saw students as a diverse community of advanced majors, graduate students, community professionals from industries in Omaha as well as the local STC–Heartland Chapter, and campus members from related disciplines such as aviation and computer science. However, although some activity exists, it’s not as robust as I think it should be.

Specifically, my certificate program has not increased in enrollments, has not diversified in content, or developed as a community of practice. And even though no other technical communication program exists within at least a 90-mile radius, my program is not as successful as it could or should be in the Omaha metropolitan area, an area quickly becoming known as a telecommunications hub as well as for other high-growth industries. Adapting to my specific situation has limited,

and at times, prevented opportunities that enable innovative activities. I know I'm not reaching the goals I established for my program when it was created in 2003—most notably increased enrollment and more diverse offerings, and now with an undergraduate certificate approved for fall 2010, I'm realizing how much the academic approval process as well as limited resources continues to swallow up my innovations and spirit. Despite support in my department for innovative activities, past ventures have failed to initiate needed changes such as timely course offerings, increased scholarly focus in course content, diversity of students majors, and more creative collaborations in and outside the English department. As the lone administrator, this failure is not from a lack of ideas, drive, or effort, but from a lack of resources. In addition to certificate director, I am also the internship director and since the spring 2010 semester, the graduate program committee chair (a three-year commitment); the one resource I had (me) is diminishing.

Drucker (1985) identified four strategies of entrepreneurship that can be applied to academic contexts:

Be first to exploit opportunities. Admittedly, the slow progress of academia can be disillusioning, but because certificate programs are by their nature less complex, that is, they are often created from existing resources; the approval process can be more expedited, at least at UNO. This strategy involves the most risk and requires research and analysis. Drucker's idea here is to identify a new market, which for entrepreneur program administrators would mean identifying those areas to exploit for opportunities that increase enrollment, securing some unlikely resources through sharing classes, enlisting community professionals as faculty, partnering with other programs or campuses (especially with classes outside the originating department) or businesses, and marketing the program with little or no funds. These efforts could lead to increased class enrollments that make it more possible for arguing for additional faculty and resources.

Imitate and Localize. 'that is, engaging in "creative imitation" and "entrepreneur judo" (p. 220). Certificate program directors in the field can offer successful strategies that might be appropriated and exploited for their own local purposes. The program showcases articles in *Programmatic Perspectives* as well as presentations and conversations at this conference, offering the best chance for imitating other successes. Creative imitation also offers a relatively secure risk because certificate programs in the field do not necessarily compete for the same students, as other Technical Communication programs might, given their localized nature. Entrepreneur judo refers to the aim of securing initial positions already proven successful and then exploiting what makes the enterprise distinct. Certificate programs likely can identify a localized niche from which they already attract students such as other programs, local industries, and campus staff.

Ecological Niches. Unlike the first two strategies, which focus on leadership and positioning, this strategy aims to establish a local monopoly. With the increased competition from for-profit institutions (three in Omaha), community colleges, and in-house business instructional efforts, certificate programs should establish

their competitive distinctiveness first. This competitive advantage can situate the certificate in powerful ways that define the niche from their perspective, lead the market, create partnerships, and increase resources.

Changing Values and Characteristics. This strategy creates the utility, pricing, social and economic reality, and establishes the value to the customer. Adapted to more academic sensibilities, this strategy is about creating the effectiveness of the program. (Are courses offered at times available to the students? Are courses offered regularly? Is the content timely and appropriate for both academic and industry goals?. Is the program affordable to the student base? What would make students willing to invest their time, money, and energy into the program? What are the local conditions that affect program decisions? Are they attainable for the lone administrator? What other resources are needed? Is the value of the certificate program articulated clearly in public documents? Do students know what they are getting into? Are they prepared to take on the challenges?)

My point of discussion to the membership is whether a lone administrator can be entrepreneurial and engage in the practice of innovation effectively. An entrepreneurial spirit just might persuade a lone administrator to exploit opportunities in ways that can create resources.

Collaboration and Interdisciplinarity as a Basis for Programmatic Change: A Case Study

Kevin LaGrandeur, Ph.D., NYIT

Keywords: core curriculum, faculty, collaborative opportunities

In its attempt to adapt to a rapidly changing and increasingly competitive market for students, especially in a region (New York City) that boasts numerous universities, NYIT embarked on a campaign in 2000 to remodel itself from the bottom up. The aim was to form itself into an institution of higher education that would stand out as unique among the many schools in the area, especially among the technical universities. This need has only become more acute since the recent economic downturn, which has put financial pressure on the college: it has only a small endowment and is primarily tuition-driven.

The institution-wide vision for change was articulated in NYIT's "Strategic Operating Plan 2000-2004," which included the following key statement of its goals: "As the College pursues its opportunities for growth and excellence it will become...an institution with contemporary programs that meet the *needs and demands of a changing society...*" (emphasis added). The definition of just what those needs and demands were refined in a more recent plan formed with the help of an outside consulting company. That company, after conducting market research and after investigating the current curricular structure, suggested NYIT should narrow its focus by eliminating or reducing programs too similar to those at the many nearby liberal arts institutions, and, given our relatively small size and corresponding resources, it would be imprudent to try to compete with larger technical institutions by structuring itself too much like them. This more recent and comprehensive plan, the "2030 Strategic Plan," identifies three key

areas for action: capitalizing on our comparative advantage as a small school with a core of strong programs, globalization of the institution, and collaboration and interdisciplinarity. It is the last of these on which this discussion focuses, although it is important to note that it also plays an important part in the first of these three criteria: our relatively small size means faculty relationships necessary for reaching across disciplinary boundaries are already established.

It is now ten years since the initial plan was formulated, and the Technical and Professional Communications Programs have seen the following results:

The Technical and Professional Communications Program has been expanded and mainstreamed as part of a new core curriculum; whether this will strengthen the English Department, where the Program has been housed, is still in question. This hinges, I think, on whether the department can get more full-time faculty budget lines to teach these courses, or whether the university tries to fill the need by hiring more contingent faculty.

Depending on funding and departmental decisions, this could be a good opportunity: the department sees this and plans to revamp the English program, but most of the faculty are literature specialists who dabble in technology. Will the faculty be able to move from a literary focus to something else? It has already come up with new courses that are more interdisciplinary in nature, such as one on technology, ethics and literature and one on disease and literature. But is this enough? How does a group invested in literature do this?

It could be argued that the technical and professional writing courses mentioned above have become less interdisciplinary, as they have been broken into numerous, and more specialized, courses (formerly, there were courses for general business writing, Art and Architecture, and Technical Professions; the new focus is built around business, art and design, technical professions, and health professions). This is not necessarily a bad thing, but it may not fit in with the stated goals of the general plan.

Collaborative opportunities have been notable so far, because the professional and technical writing section of the core committee were encouraged (and paid) to interview specialists in the technical and scientific faculty in order to revamp courses. Whether this collaboration will continue is uncertain, because there is no real provision for continuing it once the courses are implemented next year.

The administration has said that, in concept, provisions could be made for collaboration via team-teaching of certain courses, but there are no details on this as of yet.

If there is time, I would also like to discuss how the roll-out of this revamped curriculum is proceeding. (NYIT's initiation of these changes is slated for this fall, although it has already engaged in "test runs" of new courses.) We continue to research these issues, and we certainly are interested in how other universities deal with some of these issues and problems.



Rethinking the Academy: What it Means to be an Emerging
Practical Program in English

Nicole St. Germaine-McDaniel, Angelo State University

Keywords: budget, competition, resources

In the past three years, university budgets have been slashed and, as a field, we have had to explore ways in which to make technical writing programs valuable in English departments that have traditionally focused on literature. Resources aren't freely given to new, technical programs as they once were.

Instead, each department and program has had to prove its own merits and that it is capable of not only producing graduates with solid potential for the job market, but that it can attract new students in the first place.

Angelo State University is the home of one such English department—home to a traditional literature program that does not focus on other areas such as rhetoric, TESOL, or similar areas. When the technical writing program was begun in the fall of 2007, funds were virtually unlimited and classes filled virtually without advertising. Now, like in many other universities, times are more difficult with each department being asked to slash 5% of their operating budget for the next year. When faculty retire, we aren't assured that we will be granted the ability to keep these lines open for new faculty. Faculty have begun to ask what the academy *really* means for English: practical training or liberal arts education? Further, students, similarly pressed for resources, have begun to ask in depth questions about the value of their degrees and to examine their options.

All of this rethinking and reshaping the English Department at ASU in order to fit the current economic reality has led to a previously unseen competition for resources between the established literature program and the emerging technical and business writing program. Tensions exist between which program gets new hires, how many courses to offer, and how to allocate existing faculty, and even whether technical writing with its practical focus threatens the vision of the English Department as a source for a traditional liberal arts education.

My position presentation will discuss surviving and yes, thriving in such an environment. Among the key points presented I will discuss:

- Positioning technical writing as a complement instead of a competitor to established literature programs, while retaining the focus on technology and writing,

- How to obtain needed resources such as programs and technical equipment in a small university when the budget is tight, and

- Ways to recruit and retain students in challenging economic times without impacting existing English programs.



Panel C

Responding to the challenge of change

Moderator: David Yeats, Texas State University

Too Many Cooks in the Kitchen: The Challenge of Change in a Small Technical Communication Program

Michael Knieval, University of Wyoming

Meg Van Baalen-Wood, University of Wyoming

Keywords: context, consistency, coherence

Technical and professional communication programs differ radically in scope, size, and mission—from “programs” comprised of a single service course to those offering robust graduate preparation for a career in academe or industry. Although small programs may be pursuing relatively modest goals when compared to large undergraduate and graduate programs, paradoxically, the terrain they occupy can, due to their smaller size, be hyper-contested, disproportionately raising the stakes for various constituencies. Because of this intensity of investment, we argue that programmatic change can be uniquely contested and complicated in these small programs.

We base this argument, in part, on our experience attempting to implement curricular change to the technical communication service course at the University of Wyoming, a course that, in many ways, functions as the technical communication “program” within our institutional context. During an eighteen month effort to infuse technology, update the curriculum, and improve curricular consistency in the course, we found that several obstacles attend change in this narrowed programmatic context, including:

Higher stakes for a breadth of constituencies, including departments and students: because most students take the service course as their sole upper-division writing course, the intensity of expectation for the course is high, yet revision of the course seemingly requires a “least common denominator” approach to satisfy wide-ranging demands;

Limited resources for curricular reform due, in part, to the comparable insignificance of revising what is, on paper, merely a “single” course; and

Substantial historical baggage to overcome due to long-standing curricular consistency and coherence.

In light of this experience, we propose that change in smaller programmatic environments may call for rhetorical strategies that distinguish themselves from those used in larger contexts. Program administrators in smaller contexts may need to consider alternative approaches, such as developing entirely new courses or structures and models of professional development for faculty that involve linking course instructors and disciplinary constituencies in creative ways.

From Boom to Bust, Where to Next? Looking for Stability in the Midst of a Crisis

Denise Tillery, University of Nevada, Las Vegas

Keywords: recession, consistency, continuity, stability, growth

Like many publicly funded universities, our institution has been undergoing severe, unprecedented budget cuts; since 2007, our base funding has been cut by a total of 30% and we face still further cuts. However, in the years leading up to the recession, UNLV was buoyed by the enormous growth of the surrounding city. Five writing faculty lines were added within 10 years. Those of us hired during the boom years came with the expectation that we would be leading the efforts to create a BA degree in professional or technical writing while continuing to manage the rapidly expanding business writing service course, which serves up to 1500 students each year.

The collapse of the real estate market and the recession of 2007 abruptly put an end to any aspirations of new degree programs. Now we are faced with several challenges:

How do we achieve stability in our business writing service course in the face of diminished budgets, including the available budget for part time instructors?

How do we foster growth in our professional writing certificate program in an institutional context where students value a quick graduation above almost everything else, especially when these students are faced with drastically increasing tuition levels?

How do we find a place for ourselves within a department that defines an English degree in traditional, purely literary terms?

How do we ensure consistency and continuity in our program-building efforts, even if we may face losing faculty who will not be replaced in the foreseeable future?

This position paper will chart our path for achieving stability and growth in our current challenging environment. I will share some of our strategies for stabilizing our service course and fostering growth in our certificate program, and speculate on some ways we might achieve consistency and stability in our program-building efforts. Given that we must all “do more with less,” I hope sharing some of these ideas and speculations will be fruitful for other CPTSC colleagues facing similar challenges.

Recruitment and Retention without a Budget

Kay Eccleston, Montana Tech of The University of Montana

Heather Shearer, Montana Tech of The University of Montana

Henrietta Shirk, Montana Tech of The University of Montana

Keywords: recruitment, retention, initiatives

Budget cuts are leading many CPTSC programs to rethink and reshape their strategies for recruitment and retention. In this restrictive economy, we recommend focusing on both internal and external recruitment and retention resources and initiatives that do not require funding.

In the midst of budget cuts—which often include restrictions on offering new classes—repackaging the undergraduate curriculum has the potential to add value to a degree program at no cost to departments or programs. For instance, at our institution, we have designed five separate concentrations—all created from existing required and elective courses—that allow students to specialize their general B.S. degree, should they choose to do so. We anticipate two distinct benefits to our program as a result of our curriculum redesign:

- (1) we will recruit larger numbers of new students because we can more effectively market our degree program through the concentrations, and
- (2) we will retain current students by offering them specific pathways through which to complete their degrees. One question we would like to explore during our session, then, is this: “How can we repackage our degree programs to attract new students?”

In focusing on additional recruiting efforts at our own institution, we are pursuing three initiatives. First, we are making sure our program is

known among students enrolled in other academic departments at our institution who may want to transfer to technical communication. Visits by faculty members to freshman composition classes, as well as closely tracking both internal and external transfer students has been helpful in gaining majors for our program. Second, maintaining contacts with alumni also provides a recruiting source for our program. Third, we are making an effort to identify and educate competent recruiters in our Admissions Office who will accurately and energetically promote our technical communication program when they visit career fairs and high school classrooms around the state and within the region. An additional question we would like to explore during our session is:

“What free internal resources are available within academic institutions to recruit students to our degree programs?”

Finally, in terms of student recruiting, we have made several outreach efforts to publicize our undergraduate degree. Faculty members make contact with the high schools throughout the state to offer our services as guest speakers in English and Journalism classes, where we can not only discuss the field of technical communication in general, but also promote our own program. We have found that most of the high school students (as well as the teachers and counselors) do not know technical communication is a field or a career option. Another promising initiative is with the Montana Association of Teachers of English Language Arts (MATELA), the statewide affiliate of the NCTE. Faculty have presented workshops on teaching technical communication in high schools at MATELA’s annual conference, and plans are underway for providing additional teaching resources and an online summer course for teachers who are interested in this topic. A YouTube video and social media presences are being developed, as well as contact with the National Writing Project. A final question we would like to explore during our session is:

“What free external resources are available to promote our degree programs?”



BUSINESS MEETING MINUTES

CPTSC 34th Annual Meeting

2 October 2010

9 a.m., Residence Inn Meeting Room

Boise, ID

- I. Announcements
- II. Approval request, minutes of the 2009 business meeting—Secretary (Nancy Coppola). Minutes from the 2009 meeting are forthcoming electronically.
- III. Standing reports
 - a. Treasurer (Karen Schnakenberg). Karen presented on two reports—one is the full year 2009; the second y-t-d- this year. The biggest expenditure is the research grant funding. The 2009 conference did not provide additional income. Income is down this year (membership is 76 rather than usual approximately 110). We used to have a checking account and money market account. We closed the money market account because of the market meltdown but our financial status is secure.
 - b. Distinguished Service Award (Kelli Cargill Cook).
Action: Kelli Cargill Cook moved that CPTSC recognizes Karen Schnakenberg's exemplary 10 years of service as treasurer. Molly seconded. The motion passed by acclamation.
 - c. Research Grants (Kathy Northcutt). No report.
 - d. Diversity (Natalia Matveeva). The committee has been working on two main tasks—selecting the award recipient and looking at historically black colleges. Natalia and Gerry Savage have an article about the topic under consideration for Programmatic Perspectives. Michelle Eble asked whether the committee developed an inventory of programs. Natalia indicated that they have and looked at majors and minors with the goal of attracting them to tech comm. Gerry Savage would like to step down as chair of the committee.
Action. Donna Kain moved to appoint Natalia Mateeva as chair of diversity. Tracy Bridgeford seconded. The motion passed.
 - e. Program Review (Nancy Coppola). The Program Review and Assessment Committee successfully made two awards for program excellence. The committee's current emphasis is looking for new membership and leadership on the committee. The committee needs a leader to set deadlines and deliverables. A number of people are interested in helping. Questions were raised about the committee's activities.
Nancy indicated that the committee will be collecting outcomes from schools, expanding program review, and judging for the award for next year. Tommy Barker volunteered to be on the committee. Jo Allen and Marge Hundleby will help with the judging for the award next year. Other comments included that we need to continue the discussion of outcomes and what outcomes we should recommend.
Nancy indicated that the committee planned to collect outcomes and then use the compilation to find commonalities. The committee wants to get a sense of what schools are using as outcomes for assessment—to gather data about outcomes, how they are written, used, etc. Additional comments and questions were raised about what the point of the outcomes would be—outcomes should be flexible enough to be adapted by various programs. Bill Williamson suggested identifying interested people who might be involved and plan for next year. Carol Nardone, Tommy Barker, Teena Carnegie, Michael Martin, Miles Kimball, and Kathy Northcutt volunteered. They will pick a leader from their midst.
 - f. Publications (Elizabeth Pass). Call for proceedings from conference. The VP handles the proceedings with the CIO. They will send out a template and rules. Information is also requested for the newsletter.
 - g. Chief Information Officer (Tracy Bridgeford). Proceedings from previous annual meetings will be caught up this month. Proceedings for 2003 and 2007 are missing but she will continue efforts to locate them.
 - h. Programmatic Perspectives (Tracy Bridgeford). Programmatic Perspectives has published 14 articles. Karla stepped down from her current position and will take on the role of book review editor. Mike Salvo will take over in the editorial role. Tracy reported that they're working on a logo.

IV. Organizational reports

- a. ATTW
- b. CPTSC/ATTW liaison (Kelli Cargile Cook). Kelli is working on strengthening connections between CPTSC and ATTW. She went to Tokyo and people there were very interested in making connections. One need identified is textbooks translated into Japanese and Korean. Brian Stills wrote an article about "open tech comm" that may have an effect. People in other countries want syllabi for courses also. Ty Harrington asked about German Schools. Kelli suggested Wiesbaden and indicated that Germans are most interested in machinery documentation. The Japanese participants are interested in media documentation. A question was raised about the media documentation discussed. Kelli said she met with people from Sony and other places.
- c. STC liaison (Sandi Harner). Sandi proposed that we actually put something in writing about our concerns pertaining to STC's move toward "certification" so that we make a formal action of identifying issues. Sandi will compile the major concerns about the way that the certification is being implemented and will use CPTSC listserv to request additional input. Kelli offered that once the document is established, she'll take it to ATTW. Then the two groups might coordinate on the concerns we want to present to STC. Susan would like to see the document or draft before it goes to the board to see how we categorized the concerns. The suggested process would be to gather concerns; create a document; send the document back out to membership for review and comment; provide the document to the board for finalizing and approval; task Kelli with delivering it to ATTW. CPTSC will gather data from both CPTSC and ATTW listservs, send document back to both groups for feedback, and take finalized draft to STC. Discussion of STCs attitudes toward student Chapters ensued. Nancy noted that Hillary Hart is the next president of STC and may be helpful in some of these areas.

Action: Carroll Nardone moved that Sandi proceed to implement the process of gathering data about concerns related to STC's certification program and developing a document for review. Nancy seconded. The motion carried.

- d. INTECOM (Bruce Maylath). Bruce reported that INTECOM has stopped having yearly meetings. CPTSC used to be a member of INTECOM. We attempted to rejoin in 2009 but there were issues about how to join, whether they collected dues, how joining works, etc. Bruce thinks we should just let it ride. Educators Roundtable has more recently been piggy-backed on the IPCC meeting and has had good turnouts at these conferences with good discussion at these, even the smaller gatherings. Bruce raised the question of whether we should continue with the roundtables. The next opportunity is 2012 in Japan. Possible suggestions for making the roundtables more accessible were proposed, such as using technology, changing dates to less expensive times. Bruce will check on travel seasons and possibilities for using technologies, for example recording part of conferences, putting some things online to establish interest. Bruce suggests that we should not pursue Intecom until we hear more. CPTSC has already voted.

V. New Business

- a. Vote on Constitutional Amendments (explanations appended). The CPTSC Executive Board brings two motions to the membership that require constitutional changes. These motions require a vote of the CPTSC membership.

Action:

Motion: The CPTSC Executive Board makes a motion to amend the constitution to raise membership fees to \$40 annually to support expanding program and service initiatives of CPTSC.

Kevin LaGrand so moved. Tommy Barker seconded the motion.

Discussion: How was amount of \$40.00 arrived at? Tracy discussed the need for funds to support the journal. The success of the CPTSC research grant program was also noted and the organization's interest in continuing to fund these opportunities. Several additional ideas for increasing funding include increasing membership through recruitment, promoting the benefits of the organization including the journal (therefore supporting the journal through joining), and funding research. We should also recruit

graduate students. Additional questions and suggestions were offered such as whether we ask people to rejoin if they were members who didn't go to the conference and possibly making registration easier through an electronic tool such as Paypal.

Michael Martin called the question. The motion carried.

Action:

Motion: The CPTSC Executive Board makes a motion to amend the constitution to include a sitting Programmatic Perspectives editor as a regular voting member on the CPTSC executive committee. The representative is to be decided by the Programmatic Perspectives editors.

Eric Hayenga so moved. Michael Martin seconded.

Discussion: None

Susan Popham called the question. Motion carried.

b. Future directions for CPTSC

1. Electronic membership proposal. The organization is facing several issues about registering, paying dues, etc. Questions arose about how to do things—can a host institution set up a pay registration system? Can we use Pay pal? Tracy is looking at moving the journal to another server and will check into electronic options. It was mentioned that WPA site has a great Droople site. We should continue to collect dues in conference fees but we need to be able to collect dues at other times as well.

Donna Kain volunteered to lead membership drive. Several other people are interested in helping so Donna will e-mail the list for assistance.

2. Public relations and news corps. Mike Salvo mentioned that we've just offered our first diversity award. A question was raised about the next theme of the journal—is it to be open?

3. Graduate student registry. Discussion included questions about inclusion and recruiting. Would we focus on graduate students or include undergrads? What fields (degree programs) might we recruit from?

4. Other ideas. Michael Martin raised the idea of a forum for program directors about managing time and commitments—how do people argue for release time? How do people get into assessment? Carroll Nardone suggested that we consider starting a database of ideas, statements about ways these issues are managed. Kaye Adkins suggested a lunch at the next meeting for new faculty, possibly a lunch on Friday. Bill Williamson mentioned reviving the pre-conference program administrators' event. If there is interest in such a meeting, Bill wants to get that set up for the future. Elizabeth endorsed the focus on new program administrators to help with issues such as how to argue for resources and how to manage programmatic tasks and suggested the possibility of helping new people find mentors. Bill indicated that we'll explore a variety of interests and possibilities. Sandi mentioned that the showcase articles in the PP would be very useful in that respect. It was also suggested that we should find a way to identify people who would be able to offer advice and mentor others.

c. Future conferences

1. Upcoming meeting sites

2011—James Madison University.

2012—Michigan Tech

2013—Not identified

Various future locations were discussed. A number of people are interested in hosting. It was suggested that identifying venues 3-4 years out is useful for planning purposes, though several venues that had been identified in recent years had to drop out for various reasons including budget issues. Stuart is working on putting together documents about the conference—how to do it, etc., a contract template. The contract is in the hosts favor, and spells out the issues and responsibilities.

2. Vote on 2011 meeting site—JMU.

Action: The membership voted to invite JMU to host.

d. Invitation to 2011 annual meeting, hosted by James Madison University—Pavel Zemlimsky. The university is seeking an “official invitation to host” and they are requiring a contract. The contract was discussed, as well as who could enter into it on behalf of the organization. Consensus was that the President could sign a contract on behalf of the group. The board will forward an invitation and any required paperwork.

e. Installation of new officers. The membership voted on officers prior to the meeting and the results are as follows:

President—Bill Williamson

Vice President—Elizabeth Pass

Secretary—Donna Kain

Treasurer—Kaye Adkins

Members at Large—Tommy Barker, Bernadette Longo, Natalia Matveeva, Kirk St. Amant

VI. Adjournment

Explanation of motions requiring constitutional changes.

Motions

1. The CPTSC Executive Board makes a motion to amend the constitution to raise membership fees to \$40 annually to support expanding program and service initiatives of CPTSC.

Constitutional Change: Article VII-Finances

The dues of the organization shall be \$40 per year for Regular Voting Members and \$100 per year for non-voting Special Advisory Members.

Rationale: Currently, membership in CPTSC is \$20.00 per year, considerably lower than other membership organizations to which many of us belong. CPTSC, through careful financial management, in recent years has funded research projects, a new online journal, a diversity scholarship, and awards of recognition related to programmatic assessment. To maintain the financial health of the organization and to continue programs with at least current levels of funding, the membership is asked to vote on an amendment to the CPTSC constitution that increases annual dues to \$40.00.

2. The CPTSC Executive Board makes a motion to amend the constitution to include a sitting Programmatic Perspectives editor as a regular voting member on the CPTSC executive committee. The representative is to be decided by the Programmatic Perspectives editors.

Constitutional Change: Article IV–Officers (paragraph 6)

The president, vice-president, secretary and treasurer, plus the immediate past president and four members-at-large, elected by the membership, and one sitting editor of Programmatic Perspectives chosen by the journal editors, shall serve as the executive committee.

RATIONALE: Issues related to the production and publication of Programmatic Perspectives, the journal of the CPTSC, are taken up by the Executive Board at regular intervals. When issues pertaining to the journal come before the Board, the editors consult with the Executive Board and decisions are made by the Board. To ensure that the editors of the journal are full partners in decisions that affect the operations of the journal, the membership is asked to vote on an amendment to the constitution that adds one seat to the Executive Board for representation of the journal.