Lisa Melonçon
meloncon.research@gmail.com
http://tek-ritr.com

I. Academic/Professional Background

A. Educational Background
PhD: University of South Carolina
English: Rhetoric and Composition   Specialization: Technical Communication

MA: University of North Carolina at Charlotte
English   Concentration: Technical and Professional Writing

BA: University of North Carolina at Charlotte
English   Minor: Technical and Professional Writing

B. Academic Experience

Position	University	Dates
	Clemson University	
	Department of Interdisciplinary Studies	
Professor		8-2024 to
Chair		8-2024 to
	University of South Florida	
	Department of English	
Professor		8-2019 to 5-2024
Interim Chair		8-2020 to 8-2023
Director, Graduate area in Rhetoric & Composition		8-2018 to 8-2021
Director, Undergraduate degree in Prof. & Tech Communication		8-2017 to 8-2021
Director, Prof. & Tech Communication Service Course Program		8-2017 to 8-2020
Associate Professor		8-2017 to 8-2019
	University of Cincinnati	
	Department of English	
Associate Professor		8-2012 to 8-2017
Director, College of Arts & Science, Urban Health Research Center		8-2012 to 8-2017
Assistant Professor		8-2006 to 8-2012
	Department of Environmental Health	
Co-director, Center of Outreach and Engagement Core		8-2011 to 8-2017
	University of South Carolina	
	Department of English	
Graduate Teaching Assistant		8-2002 to 12-2005

II.   Scholarly Work

A. Awards

University of South Florida Office of Research and Innovation, Faculty Outstanding Research Achievement Award, 2023

Kitty Locker Research Award, 2022
- National award from the Association of Business Communication for an outstanding researcher.

Society of Technical Communication Associate Fellow, 2022
- Associate Fellow is the second highest rank that the Society can confer upon a member; recognizes members for their outstanding achievements in and contributions to the arts and science of technical communication, and for sustained and significant service to STC.

Ken Rainey Research Award, 2022
- National award by the Society for Technical Communication to honor academic researchers who have made a substantial contribution to the field

Rhetoric of health and medicine Mary Shuster Mentoring Award, 2021

Council of Programs in Technical and Scientific Communication Distinguished Service Award, 2021

Best New Journal from the Council of Learned Journal Editors, 2020

Jay R. Gould Award from the Society for Technical Communication, 2019

Association of Business Communication, Best Article Award, 2014

Frank R. Smith Award for best journal article in *Technical Communication*, 2013

Distinguished article award in *Technical Communication*, 2010

Ken Rainey Research Award
- National award by the Society for Technical Communication to honor academic researchers who have made a substantial contribution to the field
- Nominated 2011, 2012, 2014, 2020, 2021

B. Peer-Reviewed Books

Melonçon, L., & Molloy, C. (Eds.). (2022). *Strategic Interventions in Mental Health Rhetoric*. Routledge.

Schreiber, J. & Melonçon, L. (Eds.). (2022). *Assembling critical components: A Framework for Sustaining Technical and Professional Communication*. WAC Clearinghouse/University of Colorado Press.

Melonçon, L., Graham, S., Johnson, J., Lynch, J. & Ryan, C. (Eds). (2020) *Rhetoric of health and medicine as/is: Theoretical foundations for the field*. Ohio State University Press.

Melonçon, L. & Scott, J. B. (Eds). (2018) *Methodologies for the Rhetoric of Health and Medicine.* New Routledge.

Melonçon, L. (Ed.). (2013). *Rhetorical accessAbility: At the intersections of technical communication and disability studies.* Baywood. Technical Communication Series.

C. Peer-Reviewed Journal Issues

Melonçon, L., Mechenbier, M., and Wilson, L. (2020). A National Snapshot of the Material Working Conditions of Contingent Faculty in Composition and Technical and Professional Communication. *Academic Labor: Research and Artistry*, 4(1). (This is a full special issue devoted to this project.) https://digitalcommons.humboldt.edu/alra/

- Melonçon, L., Mechenbier, M., & Wilson, L. (2020). Introduction to 'A National Snapshot of the Material Working Conditions of Contingent Faculty in Composition and Technical and Professional Communication.'. Academic Labor: Research and Artistry, 4(1), 6-26.
- Mechenbier, M., Wilson, L., & Melonçon, L. (2020). Results and Findings from the Survey. Academic Labor: Research and Artistry, 4(1), 27-64.
- Wilson, L., Mechenbier, M., & Melonçon, L. (2020). Data Takeaways. Academic Labor: Research and Artistry, 4(1), 65-87.
- Wilson, L., Mechenbier, M., & Melonçon, L. (2020). Affective Investment. Academic Labor: Research and Artistry, 4(1), 88-112.
- Mechenbier, M., Wilson, L., & Melonçon, L. (2020). Politics of Service. Academic Labor: Research and Artistry, 4(1), 113-131.
- Melonçon, L., Wilson, L., & Mechenbier, M. (2020). Looking Forward: Considering the Next Steps for Contingent Labor Material Work Conditions. Academic Labor: Research and Artistry, 4(1), 132-156.

D. Peer-Reviewed Journal Articles

Melonçon, L. Griffith, J., Gubala, C., & Zarlengo, T. (2024). Back to the basics: Uncovering the rhetoric student learning outcome. *Business and Professional Communication Quarterly*, *87*(1), 152-176.

Sonnenberg, M., Gubala, C., Griffith, J., Burry, J., Zarlengo, T., & Melonçon, L. (2024) Implementing a continuous improvement model for assignment evaluation at the TPC program level. *Journal of Technical Writing and Communication*, *54*(1), 24-45.

Griffith, J., Zarlengo, T., & Melonçon, L. (2024). A field wide snapshot of student learning outcomes in the technical and professional communication service course. *Journal of Technical Writing and Communication*, *54*(1), 46-68.

Gubala, C., & Melonçon, L. (2022). Data visualizations: An integrative literature review of empirical studies across disciplines. In, J. Karreman Editor. Proceedings of the IEEE ProComm, Limerick, IE. (pp. 112-119).

Clegg, G., Lauer, J., Phelps, J. and Melonçon, L. (2021). Programmatic outcomes in undergraduate technical and professional communication programs. *Technical Communication Quarterly,* 30(1),19-33.

Gubala, C., Larson, K., and Melonçon, L. (2020). Do writing errors bother professionals? An analysis of the most bothersome errors and how the writer's ethos is affected. *Journal of Business and Technical Communication*, 34(3), 250-286.

Melonçon, L., and Potts, L. (2020). Recursive Participatory mentoring: A new model for mentoring women in the workplace. *Technical Communication*, 67(2), 54-67.

Melonçon, L., Rosselot-Merritt, J., and St.Amant, K. (2020) A field-wide meta-synthesis of pedagogical research in technical and professional communication. *Journal of Technical Writing Communication*, 50(1), 91-118.

Schreiber, J. and Melonçon, L. (2019). Creating a continuous improvement model for sustaining programs in technical and professional communication. *Journal of Technical Writing and Communication*, 49(3), 252-278.

Martinez, D., Mechenbier, M. X., Hewett, B. L., Meloncon, L., & Harris, H. S. (2019). A Report on a U.S.-Based National Survey of Students in Online Writing Courses. *ROLE: Research in Online Literacy Education, 2*(1). Retrieved from http://www.roleolor.org/a-report-on-a-us-based-national-survey-of-students-in-online-writing-courses.html.

Harris, H. S., Meloncon, L., Hewett, B. L., Mechenbier, M. X., & Martinez, D. (2019). A Call for Purposeful Pedagogy-driven Course Design in OWI. *ROLE: Research in Online Literacy Education, 2*(1). Retrieved from http://www.roleolor.org/a-call-for-purposeful-pedagogy-driven-course-design-in-owi.html.

Melonçon, L. and St.Amant, K. (2019). Empirical Research in technical and professional communication: A 5-year examination of research methods and a call for research sustainability. *Journal of Technical Writing and Communication,* 49(2), 128–155.

Melonçon, L. and Schreiber, J. (2018). Advocating for sustainability: A report on and critique of the undergraduate capstone course. *Technical Communication Quarterly*, 27(4), 322-335.

Melonçon. L. (2018). Orienting access in our business and professional communication classrooms. *Business and Professional Communication Quarterly*, 81(1), 34-51.

Melonçon, L. (2017). Contingent faculty, online writing instruction, and professional development in technical and professional communication. *Technical Communication Quarterly*. 26(3), 256-272.

- Reprinted (2019) In B. Hewett & T. Bourelle, (Eds). Professional Development in Online Teaching and Learning in Technical Communication: A ten-year retrospective (pp. 120-136). New York: Routledge.

Melonçon, L., & Warner, E. (2017). Data visualizations: A literature review and opportunities for technical and professional communication. In D. Slattery & Y. Cleary, Editors. Proceedings of the IEEE ProComm: Making Waves, Madison, WI. (pp. 1-9).

Oswal, S. and Melonçon, L. (2017). Saying no to the checklist: Shifting from an ideology of normalcy to an ideology of inclusion in online writing instruction. *WPA: Writing Program Administration*, 40(3), 61-77.

Melonçon, L. (2017). Patient experience design: Expanding usability methodologies for healthcare contexts. *Communication Design Quarterly,* 5(2), 19-28.

Scott, J. B., and Melonçon, L. (2017) Writing and rhetoric majors, disciplinarity, and *techne*. *Composition Forum*. http://compositionforum.com/issue/35/majors.php

Melonçon, L. (2017). Embodied personas for a mobile world. *Technical Communication*, 64(1), 50-65.

St.Amant, K., and Melonçon, L. (2016). Reflections on research: Examining practitioner perspectives on the state of research in technical communication. *Technical Communication,* 63(4), 346-363.

Melonçon, L., England, P. and Ilyasova, I., (2016). A portrait of non-tenure track faculty in technical and professional communication: Results of a pilot study. *Journal of Technical Writing and Communication.* 46(2), 206-235

Sullivan, P., Simmons, M., Moore, K., Melonçon, L., and Potts, L. (2015). Intentionally recursive: A participatory model for mentoring. Proceedings of the ACM International Conference on Design of Communication. ACM SIGDOC

Oswal, S. and Melonçon, L. (2014). Paying attention to accessibility and disability in technical and professional communication online course design. *Journal of Business and Technical Communication*, 28(3), 271-300.

Henschel, S. and Melonçon, L. (2014). Of horsemen and layered literacies: Assessment instruments for aligning technical and professional communication undergraduate curricula with professional expectations. *Programmatic Perspectives*, 6(1), 3-26.

Melonçon, L. and Henschel, S. (2013). Current state of US undergraduate degree programs in technical and professional communication *Technical Communication,* 60(1), 45-64**.**

Fullencamp, A., Haynes, E.N., Melonçon, L., Succop, P., and Nebert, D. (2013). Perceptions of genetic research in three rural Appalachian Ohio communities. *Journal of Community Genetics*, 4(1), 9-17.

Melonçon, L. (2012). Current overview of academic certificates in technical and professional communication in the United States. *Technical Communication,* 59(3), 207-222.

Haynes, E., Beidler, C., Wittberg, D., Melonçon, L., Kopras, E., Parin, M. & Deitrick, K. (2011). Developing a bidirectional academic-community partnership for environmental health research and risk communication: The process and results leading to action. *Environmental Health Perspectives,* 119(10), 1364-1372

Melonçon, L. & England, P. (2011). Current status of contingent faculty in technical and professional communication. *College English*, 73(4), 396-408.

Melonçon, L., Haynes, E., Varelmann, M, & Groh, L. (2010). Building a playground: General guidelines for creating educational websites for children. *Technical Communication*, 57(4), 397-415.

Rentz, K., Debs. M., & Melonçon, L. (2010). Getting an invitation to the English table—And whether or not to accept it. *Technical Communication Quarterly*, 19(3), 281-299.

Melonçon, L. (2010). Answering the call: Toward a history of proposals. *Journal of Technical Writing and Communication,* 40.1, 29-50.

Melonçon, L. (2009). Masters programs in technical communication: A current overview. *Technical Communication,* 56.2, 137-148.

Melonçon, L. (2007). Exploring the electronic landscape: Technical communication, online learning, and instructor preparedness. *Technical Communication Quarterly,* 16.1, 31-53.
- Reprinted (2019) In B. Hewett & T. Bourelle, (Eds). Professional Development in Online Teaching and Learning in Technical Communication: A ten-year retrospective (pp.30-52). New York: Routledge.

E. Peer-Reviewed Book Chapters

Schreiber, J., & Melonçon, L. (forthcoming). A taxonomy of programmatic research questions to guide TPC program administrators. In A. Ilyasova & S.Williams (Eds.) *Where we start: A practical guide to technical communication program administration* (pp.). Utah State University Press.

Burry, J., Gubala, C., Griffith, J., Zarlengo, T., & Melonçon, L. (forthcoming) Creating assignments that put programmatic inclusion into practice. In H. Falconer & L. McClary (Eds.). *Inclusive STEM: Transforming disciplinary writing instruction for a socially just future* (pp.). WAC Clearinghouse/University Press of Colorado Across the Disciplines series.

Burry, J. W., & Melonçon, L. (forthcoming). "Rhetoric of Health and Medicine: A Current Snapshot of the Field." In M. Powers (Ed.), *Oxford Research Encyclopedia of Communication* (n.p.). Oxford University Press. doi:10.1093/acrefore/9780190228613.013.ORE_COM-01442.R1

Melonçon, L. (2023). Emphasizing place in workplace research. In L. Anderson (Ed.). R*e-Writing Work* (pp. 47-66)*.* WAC Clearinghouse/University Press of Colorado.

Melonçon, L. & Arduser, L. (2022). A theory of collective intimacy (pp.15-32) In C. Molloy & L. Melonçon (Eds.). *Strategic interventions in mental health rhetoric*. Routledge.

Melonçon, L. (2019). A field-wide view of undergraduate and graduate editing courses in technical and professional communication programs (pp.170-191). In M. Albers & S. Flanagan (Eds.). *Editing in the modern classroom*. Routledge.

Melonçon, L. (2018). Bringing the body back through performative phenomenology (pp. 96-114). In L. Melonçon & J.B. Scott (Eds.). *Research Methodologies for the Rhetoric of Health and Medicine*. Routledge.

Moore, K., Melonçon, L., & Sullivan, P. (2017) Mentoring Women in Technical Communication: Building Safe Spaces through an Affective Mentoring Model (pp.233-240). In H. Hassel & K. Cole (Eds.) *Surviving Sexism in Academia: Strategies for Feminist Leadership*. Routledge.

Melonçon, L. and Harris, H. S., (2015). Preparing students for OWI. In B. Hewett & K. dePew (Eds.), *Foundational Practices in Online Writing Instruction* (411-438). Parlor Press

Melonçon, L. (2014). Curricular challenges of emphasis degrees in technical and professional communication. In T. Bridgeford, K. Saari Kitalong, & B. Williamson, (Eds.), *Sharing Our Intellectual Traces: Narrative Reflections from Administrators of Professional, Technical, and Scientific, Communication Programs* (179-200). Baywood Press. Technical Communication Series.

Zoller, H. and Melonçon, L. (2013). The good neighbor campaign as a communication intervention to reduce health disparities. In G. Kreps & M. Dutta, (Eds.), *Reducing Health Disparities: Communication Interventions* (pp. 436-456). Peter Lang.

Melonçon, L. (2013). Toward a theory of technological embodiment. In L. Melonçon (Ed.), *Rhetorical accessability: At the intersection of technical communication and disability studies.* (pp. 91-105). Baywood Press. Technical Communication Series.

Melonçon, L. and Arduser, L. (2013). Communities of practice approach: A new model for online course development and sustainability. In K. Cargile Cook & K. Grant-Davie, (Eds.), *Online Education 2.0: Evolving, Adapting, and Reinventing Online Technical Communication.* (pp. 73-90). Baywood Press. Technical Communication Series.

Melonçon, L. (2013). How to read landscapes: A method for integrating visual communication in the technical communication classroom. In E. Brumberger and K. Northcut, (Eds.), *Designing Texts: Teaching Visual Communication,* (pp.13-32). Baywood Press. Technical Communication Series.

Melonçon, L. and Martin, B. (2009). Dancing with the iPod: Navigating education's new wireless landscape. In Amy C. Kimme Hea (ed.), *Going Wireless: A Critical Exploration of*

Wireless and Mobile Technologies for Composition Teachers and Scholars. (pp. 287-304). Hampton Press. New Dimensions in Computers and Composition Series.

Melonçon, L. (2009). Topography of educational place(s): Technical communication, instructor preparedness, and hybrid courses. In George Pullman and Baotong Gu (Eds.), *Content management: bridging the gap between theory and practice.* (pp. 103-127). Baywood Press. Technical Communication Series.

F. Special Issues Edited

Melonçon, L. & Ranande, N. (2021). Accessibility. *IEEE Transactions on Professional Communication* [special issue] 64.3.

St.Amant, K. & Melonçon, L. (2016). Power and legitimacy in technical and professional communication. *Journal of Technical Writing and Communication* [special issue] 46.3

Melonçon, L. & Frost, E. A. (2015). Charting an emerging field: The rhetorics of health and medicine and its importance in communication design. *Communication Design Quarterly*. [special Issue] 3(4).

G. Editorships

Journal:
Managing Editor and Co-editor, *Rhetoric of Health and Medicine*, University of Florida Press/University Press of Florida: November, 2016 to 2021

Book series:
Foundations and Innovations in Technical and Professional Communication, WAC Clearinghouse/Colorado State University Press: March 2018 to Present

H. Other Works (non-peer reviewed)

Editor Introductions
Scott, J.B., & Melonçon, L. (2021). The joy and debt of service. *Rhetoric of Health and Medicine*, 4(4).

Scott, J.B., Molloy, C. & Melonçon, L. (2021). Examining evidence in RHM. *Rhetoric of Health and Medicine*, 4(3).

Scott, J.B., Molloy, C., & Melonçon, L. (2021). Ruminations on the long haul: Harnessing RHM's hybridity. *Rhetoric of Health and Medicine*, 4(1), iii-ix.

Scott, J.B., Melonçon, L.& Molloy, C. (2020). Continuing our speculative study in the present: Critique as provocation. *Rhetoric of Health and Medicine*, 3(4), iii-xiv.

Scott, J.B., & Melonçon, L. (2020). RHM Generosity. *Rhetoric of Health and Medicine*, 3(3), iii-xiv.

Molloy, C., Holladay, D., & Melonçon, L. (2020). The place of mental health rhetoric research (MHRR) in rhetoric of helath medicine and beyond. *Rhetoric of Health and Medicine*, 3(2), iii-x.

Scott, J.B., & Melonçon, L. (2020). Editorial reflections. *Rhetoric of Health and Medicine*, 3(1), iii-xii.

Scott, J.B., & Melonçon, L. (2019). RHM's relations and relationships. *Rhetoric of Health and Medicine*, 2(4), iii-x.

Scott, J.B., & Melonçon, L. (2019). Caring for diversity and inclusion. *Rhetoric of Health and Medicine*, 2(3), iii-xi.

Scott, J.B., & Melonçon, L. (2019). Expansiveness in/through *RHM*. *Rhetoric of Health and Medicine*, 2(1), i-viii.

Scott, J.B., & Melonçon, L. (2018). Socially shaping the field's identity through *RHM*. *Rhetoric of Health and Medicine*, 1(3-4), i-xi.

Melonçon, L., & Scott, J.B. (2018). Manifesting a scholarly dwelling place in RHM. *Rhetoric of Health and Medicine*, 1(1-2), i-ix.

Commentaries
Melonçon, L. (2021). On historical connections. *Rhetoric of Health and Medicine*, 4(2). http://medicalrhetoric.com/journal/4-2/

Melonçon, L., Molloy, C., & Scott, J.B. (2020). Ethics in praxis: Situational, embodied, relational. *Rhetoric of Health and Medicine*, *3*(4), 430-436.

Malkowski, J., & Melonçon, L. (2019). The rhetoric of public health for RHM scholarship and beyond. *Rhetoric of Health and Medicine*, 2(2), iii-xiv.

Melonçon, L. (2018). Critical postscript on the future of the service course in technical and professional communication. *Programmatic Perspectives*. 202-230.

Melonçon, L. (2013). Visual communication in environmental health: Methodological questions and compromises. *Communication Design Quarterly*, 1(3), 34-37.

Professional Trade Magazine
Melonçon, L. (2016). Technical communication's role in patient health information and education. *Intercom, 62*(2), 12-16.

St Amant, K., & Melonçon, L. (2015). The attention-comprehension gap: A framework for rethinking information design. *Intercom, 62*(2), 15-17.

Melonçon, L. (2012). Choosing the academic program that's right for you. *Intercom*, 59.7, 10-12.

Melonçon, L. (2012). The rise of academic programs: A call for collaboration. *Intercom*, 59.7, 13-15.

Singleton, M. & Melonçon, L. (2011). A social media primer for technical communicators. *Intercom*, 58.6, 6-9. (remains on of the most downloaded articles)

Reviews
Melonçon, L. (Spring-Summer 2016). Early Modern Print: Text Mining Early Printed English. Spenser Review, 46.1.16 http://www.english.cam.ac.uk/spenseronline/review/item/46.1.16

Meloncon, L. (2009). Review of Payne, Lynda. *With Words and Knives: Learning Medical Dispassion in Early Modern England* in *Journal of British Studies,* 48.2, 494-495.

III.   Teaching

A. Award and Honors
Jay R. Gould Award, Society of Technical Communication, 2019

Academy of Fellows of Teaching and Learning, inducted 2012, University of Cincinnati
- Board of Trustees approved
- Peer and student nominated and includes a detailed lengthy portfolio and classrooms visits

Dolly Cohen Award
- Nominated 2013, 2014
- Student nominated, university wide award

University of Cincinnati, Innovative Teaching with Technology award (university wide)
- Nominated 2008 and 2009

Boyce Teaching award (departmental, student nominated)
- Winner 2009-2010
- Nominated 2007-08, 2008-09, 2009-2010, 2010-2011

B. Graduate Courses
University of South Florida
- Critical University Studies (Summer 2023)
- Composition Theory
- Rhetorical Knowledge in Action: http://writeprofessionally.org/rhet-knowledge/ (Fall, 2019)
- Research Methods http://writeprofessionally.org/research-methods/ (Spring 2021, 2019)
- Professional and Technical Communication Theory http://writeprofessionally.org/tpc-theory/ (Spring 2019)
- Practicum in teaching technical and professional communication (Spring, 2022, 2018) http://writeprofessionally.org/how-teach-tpc/
- Rhetoric of Technology (Spring, 2018; co-taught; filled in half of the semester)

University of Cincinnati

- Information Design: http://writeprofessionally.org/info-design-2017
- Research and Bibliography for Professional Writing
- Online Documentation
- Content Management: http://writeprofessionally.org/content_manage
- Principles and Practices of Web Design: http://www.writeprofessionally.org/web_design
- Capstone in Professional Writing

C. Undergraduate Courses

University of Cincinnati
- Introduction to Rhetoric and Professional Writing
- Discourse Communities
- Desktop Publishing
- Writing for Business (face-to-face and online)
- Technical and Scientific Writing
- Capstone in Rhetoric and Professional Writing
- Visual Rhetoric

University of South Carolina
- Composition
- Literature and Composition
- Technical and Scientific Writing

D. Theses and Dissertations

Doctoral Dissertation Chair
- Smith, Valerie. In progress. University of South Florida.
- Barton, Kelci. In progress. University of South Florida.
- Jones, Haley. In progress. University of South Florida.
- Petrykowski, Andrew. (Summer 2024, on temporary leave). University of South Florida.
- Nekrashevich, Yulia. In progress. University of South Florida.
- Martin, Marshall. In progress. University of South Florida.
- Sonnenberg, Michelle. In progress. University of South Florida
- Maddox, Karla. (2023). Organizations Ensuring Resilience: A Case Study of Cortez, Florida. University of South Florida. Current position: Lecturer, Eckerd College.
- Griffith, Jessica. (2023). What on earth are we doing (?): A Field-Wide Exploration of Design Courses in TPC. University of South Florida. Current Position: Assistant Professor of Instruction.
- Burry, Justiss. (2023). Of Mētis and Cuttlefish: Employing Collective Mētis as a Theoretical Framework for Marginalized Communities. University of South Florida. Current position: Assistant Professor, Tarleton State University.
- Banke, K. (2022). Writing Supports for Honors Thesis Students: Applied Program Evaluation Study. University of South Florida. Current position: Academic advisor in the Honors College, USF
- Phillips, A. (2022). Curricular Assemblages: Understanding Student Writing Knowledge (Re)circulation Across Genres University of South Florida. Current position: Assistant Professor of Instruction at USF

- Larson, K. (2021). Labor-based grading contracts in the multilingual FYC classroom: Unpacking the variables. University of South Florida. Current position: ESOL resource Teacher, Riverview Elementary School, Riverview, FL
- Gubala, C. (2021). A field-wide examination of cross-listed courses in technical professional communication. University of South Florida. Current position: Lecturer University Writing Program, UC Davis.
- Rea, J. (2020). The Fiery Furnaces of Hell: The Rhetoric of Place in Youngstown, Ohio. University of South Florida. Current Position: Assistant Professor, Louisiana State University Shreveport.
- Zarlengo, T. (2019). Nobody wants to read what you write: A contextualized analysis of service course assignment design. University of South Florida.
  Current Position: Continuing Instructor and interim Director of Professional and Technical Communication Writing Program at University of South Florida
- Singleton, M. (2016). A study on the impact of collective feedback in the online technical and professional communication classroom. University of Cincinnati.
  Current position: VP Training and Education at Untold Content

Doctoral Dissertation Committee
- Deptula, Adrianna. In progress. Purdue University.
- Regutti, Kailin. In Progress. University of South Florida (Department of Communication)
- Fields, Peter. In progress. University of South Florida
- Russell, Lynn. (2023). "I think there is a place for small programs:" Advocating, implementing, and sustaining TPC programs in small US institutions. Old Dominion University.
- Bennington, S. (2020). Rhetorical Roundhouse Kicks: Tae Kwon Do Pumsae Practice and Non-Western Embodied Topoi. University of South Florida.
  Current position: Visiting Instructor, University of South Florida.
- Doan, S. (2019). Course goals and feedback workflows: Examining instructors' pedagogy in professional communication service courses. University of Wisconsin, Milwaukee.
  Current Position: Tenure-track assistant professor at Kennesaw State University
- Lerner, A. (2018). University of South Carolina, Rhetoric and Composition. Aporetic rhetoric: The use of uncertainty in healthcare contexts.
  Current Position: Technical writer II at Michael Baker International, Pittsburgh, PA.
- Kenzie, D. (2017). Purdue University, Rhetoric and Composition. Defining Injury, Managing Uncertainty: Circulation of Definitions of Traumatic Brain Injury.
  Current Position: Instructor at North Dakota State University.
- Maricle, J. (2016). University of South Carolina, Rhetoric and Composition. Risky business: Case study pedagogy in professional writing and communication.
  Current Position: Content strategist at Purple Rock Scissors in Orlando, FL.
- Duggan, R. (2014). University of Cincinnati, College of Business. "I'd like to add you to my professional network": An exploratory look in the effect of LinkedIn usage on sales performance. Current Position: Assistant Professor at University of Dayton

Thesis Chair
- Weiss, J. In Progress. University of South Florida

- Scheff, K. (2021). Generic Expectations in First Year Writing: Teaching Metadiscoursal Reflection Strategies for Increased Generic Uptake of Academic Writing. University of South Florida. Current position: PhD student at University of Washington.
- Griffith, J. (2019). New GTA's and the pre-semester orientation: The need for informed refinement. University of South Florida. Current position: PhD student at University of South Florida.
  Current Position: PhD student at University of South Florida
- Johnson, T. (2018). University of South Florida. Analysis of user interface in the sharing economy. Current Position: Operations Manager, Kate Spade, Tampa, FL

Thesis Committee
- Myers, M. (2014). An uncertain journey. University of Cincinnati, College of Art, Architecture, and Planning.
  Current Position: Graphic designer at 518 Cincinnati, OH

Internship Reports Reader
At the University of Cincinnati, all Master's in Professional Writing degree students are required to complete an internship with a related report. Those reports are equivalents in work and supervision to theses. For six years (2011-2017), I was a reader on every student's internship report, ~25 students. The University of Cincinnati maintains a 100% placement rate for its graduates within 3 months of graduation.

E. Curriculum Development

New Courses: University of South Florida
- Rhetorical Knowledge in Action (graduate)
- Grant writing (undergraduate)
- Alternative Rhetorics (undergraduate)
- Research methods in professional writing (undergraduate)
- Writing technologies (undergraduate)
- Capstone in technical and professional communication (undergraduate)

Curriculum Updates: University of South Florida
- Quality matter reviewed course developed for delivery of a fully online undergraduate degree program (done in collaboration with faculty)
- Revision of the undergraduate major to align with national and local trends (eff. 2020)
- Revision of the undergraduate minor to align with national and local trends (eff. 2020)
- Revision of undergraduate service course to align national trends (eff. 2018)
- Revision of graduate comprehensive exams (eff. 2019)

New Courses: University of Cincinnati
- Visual Rhetoric (undergraduate)
- Rhetoric of Social Media (undergraduate)
- Alternative Rhetorics (undergraduate)
- Information design (undergraduate and graduate)
- User experience design (undergraduate and graduate)
- Content Management (undergraduate and graduate)

- Introduction to health communication (graduate)

Curriculum Updates: University of Cincinnati
- Revised and updated the Master's curriculum to include coordination of the changes through every level to the state Board of Governors (eff. 2014)
- Created and implemented the undergraduate concentration in rhetoric and professional writing (eff. 2012)
- Lead the revision graduate curriculum and the undergraduate curriculum from quarters to semesters including re-writing of student learning outcomes, programmatic outcomes, and integration of courses
- Lead and facilitated the creation of the Health Communication Certificate (15 hours) that is a collaboration between the Departments of Communication and English (eff. 2015)

IV. Presentations

A. Selected Peer-Reviewed Presentations at Professional Meetings

2021, February. Qualitative Analytics and Research Justice. Symposium on Communicating Complex Information, Held Virtually.

2020, November. Respondent to new book panel. NCA (Held virtually due to COVID).

2020, November. Respondent to new book panel. NCA/ISHR (Held virtually due to COVID).

2020, May, Hospitable Research Practices: A Conversation on Ethical Engagement with Participants, Collaborators, Colleagues, and Communities panel at the biannual meeting of the Rhetoric Society of America, Portland, OR. (cancelled due to COVID)

2020, March. Experiencing research practice in technical and professional communication panel at the annual meeting of the Association of Teachers of Technical Writing, Milwaukee, WI. (cancelled due to COVID)

2020 February. Updating participatory methodology for complex user experience design at the Symposium on Communicating Complex Information, Norfolk, VA. (with Tanya Zarlengo)

2019, November. Quiet Feminism at the biennial meeting of DIY Feminist Activism, Feminisms and Rhetorics Biennial Conference, November 13-16, 2019, Harrisonburg, VA. *Plenary Address.

2019, October. Programmatic student learning outcomes in TPC at the annual meeting of the Council for Programs in Technical and Scientific Communication, West Chester, PA.

2019 May. Introducing a new UX approach for health communication: Plus-minus-check method at the annual summit of the Society of Technical Communication, Denver, CO.

2019, March. Accountability as Sustainability for Programmatic Development

panel at the annual meeting of the Association of Teachers of Technical Writing, Pittsburgh, PA.

2018, October. A meta-analysis of research authorship data in technical and professional communication (poster) at the annual meeting of the Council for Programs in Technical and Scientific Communication, Minneapolis, MN.

2018, May. Rhetorical methods and ethical quandaries at the biannual meeting of the Rhetoric Society of America, Minneapolis, MN.

2018. May. Tracing Thomas Elyot at the biannual meeting of the Rhetoric Society of America, Minneapolis, MN.

2018, May. Turning a Recurring Pulse into a Continuous Stream: Reflecting on the Past and Carving out a Future for The Rhetoric of Mental Health at the biannual meeting of the Rhetoric Society of America, Minneapolis, MN.

2018 May. Technical communication as health communication: The future is now at the annual summit of the Society of Technical Communication, Orlando, FL.

2018, May. Shaping your career at the annual summit of the Society of Technical Communication, Orlando, FL.

2018, May. Women in Tech Comm at the annual summit of the Society of Technical Communication, Orlando, FL.

2018, March. Why programmatic research is vital: Response to Programmatic Perspectives panel at the annual meeting of the Association of Teachers of Technical Writing, Kansas City, KS.

2018 January. Developing a persona-driven, online technical and professional communication knowledge database for teaching at the Global Society of Online Literacy Educators annual conference. (online conference; presented with Sushil Oswal)

2017 October. Toward user-centered, sustainable TPC service course at the annual meeting of the Council of Programs in Technical and Scientific Communication, Savannah, GA.

2017 July. Data visualizations: A literature review and opportunities for technical and professional communication presented at the IEEE ProComm: Making Waves, Madison, WI.

2017 March. Erasing tensions: Innovative arrangement in early modern medical texts presented at the annual meeting of the Association of Teachers of Technical Writing, Portland, OR.

2017 February. An approach to research study design for communicating complex information: A study in three acts at the Symposium on Communicating Complex Information, Greenville, NC.

2016, November. Roundtable Participant: Post-Critique Praxis & Pedagogy Roundtable at the National Communication Association pre-conference of the Association of Rhetoric, Science, Technology, and Medicine, Atlanta, GA.

2016, October. Majors, majors everywhere nor any discipline to think at the Inaugural Conference of Rhetoric and Writing Studies, El Paso, TX. **featured speaker**

2016, October. Capstones in Undergraduate Technical and Professional Communication Programs at the annual meeting of the Council for Programs in Technical and Scientific Communication, Savannah, GA.

2016, May. RSA Rhetorical Care of the Self and Adolescent Mental Health: Advancing Theory in the Rhetorics of Health and Medicine at the biannual meeting of the Rhetoric Society of America, Atlanta, GA.

2016, May. Technical Communication's Role in Health Information and Education at the annual summit of the Society of Technical Communication, Anaheim, CA.

2016, April. CCCC Committee for Effective Practices in Online Writing: Student Matters at the annual meeting of the Conference on College Communication and Composition, Houston, TX.

2016 February. Don't Leave Me Hanging: The Importance of Connecting Complex Information Research Design and Questions to Existing Literature at the Symposium on Communicating Complex Information, Greenville, NC.

2015, July. Intentionally Recursive: A Participatory Model for Mentoring presented at the annual meeting of ACM, SIGDOC, Limerick, Ireland. (created with Michele Simmons, Kristen Moore, Liza Potts, and Patricia Sullivan. The presentation was delivered by Simmons, Moore & Potts.) *keynote address

2015 February. Better than a sharp stick in the eye: Lessons from a cross-disciplinary research project presented at the Symposium for Communicating Complex Information, Greenville, NC. *Keynote address

V.   Service

A. Awards
2021, Rhetoric of Health and Medicine, Mary Shuster Mentor Award

2015, Diana Award
* given to the Women in Tech Comm steering committee for their commitment to mentoring in the field of technical and professional communication
* https://sigdoc.acm.org/awards/diana-award/

2018, 2019 nominated for Women in Leadership and Philanthropy, University of South Florida

B. National Service to the Profession
Rhetoric of Health and Medicine
  ▪ co-founded the journal *Rhetoric of Health and Medicine*

- Envisioned, coordinated and obtained funding for the **first** cross-disciplinary gathering of scholars in the rhetoric of health and medicine
- Chaired Rhetoric of Health and Medicine Symposium
  - Held in 2013, 2015, 2017, and 2019/2020: www.medicalrhetoric.con/symposium
- coordinate medicalrhetoric.com, which is the central hub for the emerging field of the rhetoric of health and medicine
- created Third Thursdays, which is an online space for scholars in rhetoric of health and medicine to meet and ask questions and offer support

Council for Programs in Technical and Scientific Communication
- Past President, 2016-2018
- President, 2014-2016
- Vice-President, 2012-2014
- Local arrangements chair for 2013
- Co-chair conference 2013
- Committee membership
  - Program Assessment and Review Committee, chair, 2018-
  - Program Assessment and Review Committee, member, 2011-2017
  - Grants Committee, member, 2010-2013, 2018, 2019
  - Ad hoc website committee charged with updating and upgrading 2017-2018
  - List serv manager, 2018-2021

Society for Technical Communication
- Academic SIG, Assistant Manager, 2014-2016
- Academic SIG, Special Projects Coordinator, 2016-2020
- Education Committee, 2021 -

Association of Teachers of Technical Writing
- at-large member of executive committee, 2013-2015
- co-chair 2015 conference
- professional development for graduate students "Speed Dating Session," 2009-current (lead organizer for 2013, 2014, 2016, 2017, 2018, 2019, 2020)

CCCC Medical Rhetoric Standing Group
- Lead author on the proposal to move to standing group effective 2015
- Executive committee, 2015
- Chair, 2017 to 2019

Women in Technical Communication (#womeninTC)
- Steering committee, 2013-2020
- national mentoring organization for women in the profession
- www.womenintechcomm.org

Master Consortium of Writing Programs
- Executive committee member 2007-2020

SIG DOC
- Executive Committee 2017-2021

Faculty Office Hours
- 2017 to 2020
- Co-created and facilitate monthly talks for faculty in technical and professional communication to meet in an online space to discuss issues relevant to their professional lives

CCCC Online Writing Instruction
- member, Committee, 2010-2016
- standing group, 2016 to 2020
- part of authorship team for the original position statement on Online Writing Instruction Principles and Effective Practices (http://www.ncte.org/cccc/committees/owi)

GSOLE: Global Society of Online Literacy Educators
- Founding member, 2016 to present
- Research Board Co-Chair, 2016 to 2020

Association of Rhetoric and Writing Studies
- Board Member, 2018 to present

Misc. Committees
- Chair, Ken Rainey Award, STC, 2019
- Chair, NCTE Technical and Scientific Awards Committee, 2016-2017
- Member, STC search committee for chief executive officer, 2016-2017
- STC survey task force 2012, 2013
- Partnerships for Environmental Public Health, Planning Committee Health Communication Workshop, Summer 2011
- CCCC Committee on Visibility, member, 2009-2015
- IPCC conference 2011 local arrangements chair
- Judge for Society for Technical Communication, Midlands Chapter Competition, Fall 2005
- STC Frank Smith award committee 2015

C. Reviewing Activities

External reviews for tenure and promotion

I have done tenure and promotion reviews for everything from research extensive universities to small regional teaching universities. I typically do 3-5 reviews a year, so the following is a representative sample.
- University of Virginia
- Marquette University
- Brigham Young University
- North Dakota State University
- Old Dominion University
- University of Minnesota
- Auburn University
- UC Davis

- Arizona State University
- Case Western University
- Mid-Western State University
- IUPUI

External Program Reviews
Following is a sample of institutions for which I have done an external program review:
- University of Houston Downtown
- James Madison University
- University of Arkansas
- Middle Tennessee State University

Journal Peer Reviewer
- Regularly review: *Journal of Business and Technical Communication, Journal of Technical Writing and Communication, Business and Professional Communication Quarterly, Technical Communication, Technical Communication Quarterly, Programmatic perspectives*, *IEEE Transactions on Professional Communication, Rhetoric of Health and Medicine*
- Ad hoc review: *Composition Studies, Enculturation, Rhetoric Society Quarterly, Pietho, Translational Behavioral Medicine,*

Book peer reviewer
- ATTW Book series, University of Chicago, IEEE PCS Book series, Oxford University Press, Routledge, SUNY

Conference peer reviewer
- APHA (health communication working group) 2013, 2014, 2015, 2016, 2017
- ARST: 2014, 2015, 2016, 2017
- ATTW 2013, 2014, 2015, 2017
- CCCC first stage reviewer 2014, 2015, 2017, 2018, 2019, 2020, 2023
- CPTSC, 2011,2013, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023
- IEEE ProComm (includes full papers for conference proceedings), 2011,2012, 2013, 2014, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024
- NCA visual communication division 2012, 2013, 2104, 2018
- NCA health communication division 2016, 2017, 2018, 2019, 2020
- SIGDOC (includes full papers for conference proceedings) 2015, 2016, 2018, 2019, 2020, 2021, 2022, 2023, 2024
- ABC 2023

Editorial Board
- Programmatic Perspectives, 2012-current
- JBTC, 2020-current
- JTWC, 2015-current
- BCPQ, 2016-current
- Writing Across the Curriculum Clearinghouse, 2018-current
- ROLE, 2016-2021 (journal on hiatus)
- Communication Design Quarterly, 2018-2021

D. University Service

University of South Florida

Area committee, Rhetoric & Composition/Professional and technical communication, member, 2017- present

Graduate program in Rhetoric and Composition, director, 2018-2021

Undergraduate Professional and Technical Communication, Director, 2020-2021

Undergraduate Professional Writing, Rhetoric, and Technology, director, 2017-2020

Director, Professional and technical communication writing program, 2017-2020

Executive Committee, 2017 to present

Undergraduate committee, 2017 to 2018

Graduate admissions committee in rhetoric and composition 2017 to 2020

Faculty evaluation committee, 2018 to 2020

USF Writes

- Administrative committee, 2018 to present
- Pedagogy Committee, 2018 to present
- Technology Committee, 2018 to present
- Research Committee, 2018 to present

VI.   Current Memberships

Council of Programs of Technical and Scientific Communication

National Communication Association

National Council of Teachers of English

Rhetoric Society of America

Society for Technical Communication

Writing Program Administrators

VII.   Consulting

Tek-Ritr Group, 1995-Present

Owner and primary writer of a technical communication consulting firm specializing in documentation for Internet applications and other web strategies, environmental concerns, and medicine. Have worked with Fortune 500 companies; local, state, and national government agencies; universities; hospital groups; real estate companies; Nascar companies; and engineering firms.