

Patricia Sullivan [abbreviated c.v.]

sullivanatpurdue@gmail.com
http://web.ics.purdue.edu/~psulliva

Education

Ph.D., Rhetorical Theory, Carnegie-Mellon University, 1986

M. A. R., Renaissance Literature, St. Louis University, 1975

A. B. (Honors), *Magna cum laude*, English and Urban Studies, St. Louis University, 1973

Academic Appointments

Purdue University

Professor of English (1996-present) (lower ranks, 1985-1996)

Director, Graduate Program in Rhetoric and Composition (1/98-present)

Director, Technical Writing Program (1985-1997)

Carnegie-Mellon University, Teaching and Research Assistant (1980-1984)

University of Wyoming, Instructor in English (1978-1982, on leave 1980-1982)

St. Louis University, Teaching Assistant (1973-1975)

Scholarship

Publications

Books (authored and edited)

Professional Writing Online (co-authored with James E. Porter and Johndan Johnson-Eilola). Version 3.0. New York: Pearson Education, 2008. (version 1.0 published by Allyn & Bacon, 2001; version 2, 2003).

Labor, Technology, and Literacy in the Twenty-first Century (co-edited with Pamela Takayoshi). Hampton Press, 2007.

Opening Spaces: Writing Technologies and Critical Research Practices (co-authored with James E. Porter). New Directions in Computers and Composition Studies. Greenwich, CT: Ablex and Computers and Composition Press, 1997.

- *Won the 1998 National Council of Teachers of English award for best book in scientific and technical communication.*

Electronic Literacies in the Workplace: Technologies of Writing (co-edited with Jennie Dautermann).

Advances in Computers and Composition, number 4. Urbana: National Council of Teachers of English Press, 1996.

Book Chapters and Articles

- “Inspecting Shadows of Past Classroom Practices: A Search for Students’ Voices.” *College Composition and Communication*, 63.3 (2012): 365-386.
- (Forthcoming, 2012) “After the Great War: Utility, Humanities, and Tracings from a Technical Writing Course in the 1920s.” *Journal of Business and Technical Communication*. 34 mss. pp.
- (in press) “Digital and Dustfree: A Conversation about the Possibilities for Deployment of Third-Wave Historical Recovery,” co-authored with Tarez Samra Graban. *Peitho*. 20 mss.pp.
- “Cool and Credible Web Video: Old Rules, No Rules, or New Rules?” co-authored with Peter Fadde. *Educause Quarterly*, 34.4 (2011).
<<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/CoolandCredibleWebVideoOldRule/242818>>
- “Qualitative Research in Technical Communication: Issues of Value, Identity, and Use.” (co-authored with Rachel Spilka). In James Conklin and George F. Hayhoe (eds.), *Qualitative Research in Technical Communication* (pp. 1-24). New York: Routledge, 2011. Reprinted as Lead Chapter of volume. Originally published in *Technical Communication*, 39, 4 (1992): 592-606.
- “Special Issue: Disruptions to Professional Writing Pedagogy,” *The Writing Instructor* (co-edited with Jennifer Bay), May 2010. <<http://www.writinginstructor.com/disruptions>>
- “Guerrilla Video: Adjudicating the Credible and the Cool,” *The Writing Instructor* (co-authored with Peter Fadde), May 2010. <<http://www.writinginstructor.com/sullivanfadde>>
- “Video for the Rest of Us? Toward a Sustainable Process for Incorporating Video into Multimedia Composition” (co-authored with Peter J. Fadde). In Danielle DeVoss, Heidi McKee, and Richard Selfe (eds.), *Technological Ecologies and Sustainability: Methods, Modes, and Assessment*. Computers and Composition Digital Press and Utah State University Press, 2009. <<http://ccdigitalpress.org/tes/index2.html>>
- “Reflections on ‘Human-computer interaction perspectives on word-processing issues.” In Susan Miller-Cochran and Rochelle L. Rodrigo (eds.) *Rhetorically Rethinking Usability*. (pp. 11-14). Hampton Press, 2009.
- “Improved Communication via Wireless? Advertisers’ Visions and Shaping of Mobile Rhetoric.” (co-authored with Meredith Zoetewey). *Computers and Composition Online* (Spring 2008).
<http://www.bgsu.edu/cconline/zoetewey_sullivan/>
- “Academic Literacy Work in Distance Learning Factories: Perspectives in Popular Business Narratives.” In Pamela Takayoshi and Patricia Sullivan (eds.), *Literacy, Technology, and Labor in the Twenty-first Century* (pp. 229-257). Hampton Press, 2007.
- “Literacy Work in a Technology-rich Culture: Issues at the Intersection of Labor, Technology, and Writing Instruction.” (co-authored with Pamela Takayoshi). In *Literacy, Technology, and Labor in the Twenty-first Century* (pp. 1-19). Hampton Press, 2007.
- “‘Remapping Curricular Geography’: A Retrospection” (co-authored with James Porter). *Journal of Business and Technical Communication*. 21.1 (2007): 15-21. In response to its selection as one of the best articles ever published in that journal.
- “Feminist Cyborgs Live on the World Wide Web” (co-authored with Gail E. Hawisher). In Mary Hocks (ed.), *Eloquent Images: Visual Rhetorics for Twenty-first Century Technologies* (pp. 219-235). Cambridge: MIT Press, 2003.
- “Digital Archives and Public Domain Historical Works on the Teaching/Learning of Workplace Writing” (co-authored with Julie Staggers). In David Blakesley et al. *Digital Publishing F5 | Refreshed* (pp. 122-150). West Lafayette: Parlor Press, 2003. Distributed online at parlorpress.com
- “Practicing Safe Visual Rhetoric on the World Wide Web,” *Computers and Composition*, 18, 2 (2001): 103-121. [lead article].

- “Institutional Critique: A Rhetorical Methodology for Change” (co-authored with James Porter, Stuart Blythe, Jeff Grabill, and Libby Miles), *College Composition and Communication*, 51, 4 (2000): 610-42. Won the 2001 Richard Braddock award for best article in College Composition and Communication.
- “Into Print | Into Webs: The Consideration of Visual Rhetoric for Print and Online Philanthropic Documents.” Timothy Seiling and Ulla Connor (eds.), *Writing, Language, and Philanthropic Discourse*. San Francisco: Jossey-Bass, 1999.
- “Fleeting Images: Constructions of Women on the Web” (co-authored with Gail E. Hawisher). In Gail Hawisher and Cynthia Selfe (eds.), *Passions, Politics, and 21st Century Technologies* (pp. 268-291). Utah State University Press, 1999.
- “Women on the Networks: Searching for an E-Space of Their Own” (co-authored with Gail E. Hawisher). In Susan Jarratt and Lynn Worsham (eds.), *Feminism in Composition Studies* (pp. 172-197). New York: MLA Press, 1998.
- “Technology, Education, and Workplaces of the Future: A Parent’s View.” In Mary Sue Garay and Stephen A. Bernhardt (eds.), *English Teaching and the New Workplace* (pp. 81-96). Albany: SUNY Press, 1998.
- “Issues of Written Literacy and Electronic Literacy in Workplace Settings” (co-authored with Jennie Dautermann). In Patricia Sullivan and Jennie Dautermann (eds.), *Electronic Literacies in the Workplace* (pp. vii-xxxiii). Urbana: National Council of Teachers of English Press, 1996.
- “Working across Methodological Interfaces: A Postmodern Rhetoric for the Study of Computers and Writing in the Workplace” (co-authored with James E. Porter). In Patricia Sullivan and Jennie Dautermann (eds.), *Electronic Literacies in the Workplace* (pp. 294-322). Urbana: National Council of Teachers of English Press, 1996.
- “Computer Technology and Collaborative Learning in College: Writing Instruction as Illustration.” In Kris Bosworth, Sharon Hamilton, and James Flannery (eds.), *Collaborative Learning and College Teaching*. San Francisco: Jossey-Bass, 1994.
- “Repetition and the Rhetoric of Visual Design” (co-authored with James E. Porter). In Barbara Johnstone (ed.), *Repetition in Discourse: Interdisciplinary Perspectives, vol. 2* (pp. 114-129). Norwood: Ablex, 1994.
- “Professional Communication.” In Alan C. Purves (general ed.), *Encyclopedia of English Studies and Language Arts, vol. 2* (pp. 949-951). New York: Scholastic, 1994.
- “Research Design Issues for the Study of Electronic Discussions.” *The Bulletin of the Association of Business Communication*, 56, 2 (June, 1993): 43-45.
- “Remapping Curricular Geography: Professional Writing in/and English” (co-authored with James E. Porter). *Journal of Business and Technical Communication*, 7, 4 (1993): 389-422.
- “On Theory, Practice, and Method: Toward a Heuristic Research Methodology for Professional Writing” (co-authored with James E. Porter). In Rachel Spilka (ed.), *Writing in the Workplace: New Research Perspectives* (pp. 220-237). Carbondale: Southern Illinois University Press, 1993.
- “Validity and Reliability as Social Constructions” (co-authored with Janice M. Lauer). In Nancy Roundy Blyler and Charlotte Thralls (eds.), *Professional Communication: The Social Perspective* (pp. 163-176). Newbury Park: Sage, 1993.
- “Computer-aided Publishing: Focusing on Documents.” *Computers and Composition*, 10, 1 (1992): 135-149.
- “Computer Classrooms and the Collaborative Education of Professional Writers.” *SIGCUE Outlook*, 21, 3 (1992): 55-58.
- “Taking Control of the Page: Word Publishing as an Agenda Item for Teachers, Researchers, and Theorists of Electronic Writing.” In Gail Hawisher and Cynthia Selfe (eds.), *Evolving Perspectives in Computers and Composition Studies: Questions for the 1990s* (pp. 21-42). Urbana: National Council of Teachers of English, 1991. Additional role for volume: contributing editor (reviewed submissions and worked with two authors developing their essays)

- “Collaboration Across Organizations: Contributions Outsiders Can Make to Negotiation During Composing.” *Technical Communication*, 38, 4 (1991): 485-492.
- “How Do Writers View Usability Information? A Case Study of a Developing Documentation Writer” (co-authored with James E. Porter). *Asterisk* (now *Journal of Documentation*), 14, 2 (1990): 29-35.
- “User Testing: The Heuristic Advantages at the Draft Stage” (co-authored with James E. Porter). *Technical Communication*, 37, 1 (1990): 78-80.
- “Visual Markers for Navigating Instructional Texts.” *Journal of Technical Writing and Communication*, 20, 3 (1990): 255-268.
- “Human-Computer Interaction Studies of Word Processing: An Introduction.” *Computers and Composition*, 6, 3 (August 1989): 11-33.
- “What Computer Experience to Expect of Students Entering a Technical Writing Class: The Case of Purdue Students.” *Journal of Technical Writing and Communication*, 19, 1 (1989): 53-69.
- “Beyond a Narrow Conception of Usability Testing.” *IEEE Transactions on Professional Communication*, 32, 4 (1989): 256-264.
- “Desktop Publishing: A Powerful Tool for Advanced Writing Classes.” *College Composition and Communication*, 39, 3 (1988): 344-347.
- “Writers as Total Desktop Publishers: Developing a Conceptual Approach to Training.” In Edward Barrett (ed.), *Text, Context, and Hypertext: Writing with and for the Computer* (pp. 265-278). Cambridge: The M.I.T. Press, 1988.
- “How Do Users Read Computer Manuals? Some Protocol Contributions to the Writers’ Knowledge” (co-authored with Linda S. Flower). In Bruce T. Peterson (ed.), *Convergences: Essays on Reading, Writing, and Literacy* (pp. 163-178). Urbana: National Council of Teachers of English, 1986.
- “Designing User Manuals for the Online Public Access Catalog” (co-authored with Peggy Seiden). *Library HiTech*, 4, 13 (1986): 29-36.
- “Assessing Education Needs for OPACs (Online Public Access Catalogs): A Case Study” (co-authored with Peggy Seiden). *Library HiTech*, 3, 10 (1985): 11-20.
- “Beyond the Static Audience Construct: Reading Protocols in the Technical Writing Classroom” (co-authored with David D. Roberts). *Journal of Technical Writing and Communication*, 14 (1984): 143-153.
- “Why Write? A Reconsideration” (co-authored with Richard E. Young). In Robert J. Connors, Lisa Ede, and Andrea Lunsford (eds.), *Classical Rhetoric and Modern Discourse* (pp. 215-225). Carbondale: Southern Illinois University Press, 1984.
- “A Case for Diagnosis in Technical Writing” (co-authored with David D. Roberts). *Journal of Technical Writing and Communication*, 11 (1981): 35-43.
- “Teaching the Writing Process in Scientific and Technical Writing Classes.” *The Technical Writing Teacher*, 8 (1980): 10-16.
- “Female Writing Beside the Rhetorical Tradition: Seventeenth Century British Biography and a Female Tradition in Rhetoric.” *International Journal of Women's Studies*, 3 (1980): 143-160.
- “The Rhetoric Institute: Notes and Comments.” *Rhetoric Society Quarterly*, 6 (Summer, 1976): 41-48.

Conference Proceedings, Reviews, & Notes

- “Model-Based Feedback in a Video Analysis Activity to Align Novice and Expert Vision of Student Learning and Discipline Behaviors” (co-authored with Peter Fadde). *American Educational Research Association Conference Proceedings*, New Orleans, April 2011. Invited to be submitted to a special issue of *ETR&D* on video research.

- “Digital Video in Writing Teacher Training “ (co-authored with Peter Fadde). *Association for Educational Communications and Technology Proceedings*, Anaheim, October 2010.
- “Production of Video Learning Objects by Graduate Assistant Instructors of a Professional Writing Course” (co-authored with Peter Fadde). *American Educational Research Association Conference Proceedings*, Denver, May 3, 2010.
- “Incorporating a Digital Video Project into a Business Writing Course “ (co-authored with Peter Fadde). *Association for Educational Communications and Technology Proceedings*, Louisville, October 2009.
- “Preface” *Feminist Cyberscapes: Women, Cyberspace, and Composition Studies* (Kristine Blair and Pamela Takayoshi, editors). Ablex Press, 2000.
- “Visual Rhetoric, Grant Writing and the World Wide Web.” *Working Papers on Language and Rhetoric of Fund Raising*. Center on Philanthropy, Indiana University, Indianapolis. December 1997: 35-42.
- “Colleagues Remember: Patricia Sullivan.” In Gail E. Hawisher, Paul LeBlanc, Charles Moran, and Cynthia L. Selfe (book authors) (1996), *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History* (pp. 165-169). Norwood: Ablex.
- “Foreword” *The Computer and the Page* (James Kalmbach, author). Ablex Press, 1997.
- “Uses of Method in Computers and Composition Studies.” *Ninth Conference on Computers and Writing: Presentation Summaries*, May, 1993: 274-275.
- “Connections: New Ways of Working in the Networked Organization” (Sproull and Kiesler, authors). *Technical Communication Quarterly*, 2, 2 (1993): 224-226.
- “Multiple Methods and the Usability of Interface Prototypes: The Complementarity of Laboratory Observation and Focus Groups.” *SIGDOC '91 Conference Proceedings*, 15 (1991): 168-174.
- “Multimedia Computer Products and Usability Testing: Needed Research.” *IPCC Conference Record* (November 1991): 25-33.
- “Future Writers and the Practices of Usability: Questions for Educators and Trainers.” *Proceedings of the International Technical Communication Conference*, 38 (May 1991): RT 246-250.
- “Writing Academic Prose” (Schenck, author). *The Technical Writing Teacher*, 17, 1 (1990): 87-88.
- “Computer Teachers Respond to Halio” (twenty authors, Slatin primary). *Computers and Composition*, 7, 3 (1989): 73-79.
- “The Technician as Writer” (Brunner, Mathes, and Stevenson, authors). *Journal of Technical Writing and Communication*, 10 (1980).
- “User Assessment as Arbiter of User Documentation Disputes: A Case Study.” *Proceedings of the International Technical Communication Conference*, 36 (May 1989): WE 109-111.
- “Supporting the Natural Evolution of Engineers Writing at the Machine” (co-authored with Kent D. Sullivan). *Proceedings of the International Technical Communication Conference*, 36 (May 1989): RT 72-75.
- “Usability in the Computer Industry: What Contribution Can Longitudinal Field Studies Make?” *IPCC Conference Record*, New York (October, 1989): 12-16.
- “User Protocols: Tools for Building an Understanding of Users.” *IPCC '88 Conference Record*, Seattle (October, 1988): 259-263.
- “The Visual Dimensions of Meaning: Students’ Use of Visual Cues as They Start Technical Communication Courses.” *Proceedings of the International Technical Communication Conference*, 35 (May, 1988): RET 127-130.
- “Designing User Manuals for a Variety of Audiences: Accessing Information” (co-authored with Carol C. Janik). *International Technical Communication Conference Proceedings*, 31 (May 1984): WE 187-190.
- “Writing for the Computer Industry: Issues in the Education of the Next Generation of Computer Manual Writers.” In Pearl Saunders (ed.), *Working Papers in Technical Writing*. St. Louis: ATTW and National Council of Teachers of English, 1987.

Recent Scholarly Presentations

Invited Talks & Workshops

- “Facing Change,” plenary speech, Summer Seminar on Rhetoric and Composition, Michigan State U., June 2012.
- “Online Research: Beyond Google and Wikipedia” day-long workshop. Summer Seminar on Rhetoric and Composition, Michigan State U., June 2010.

“Digital Humanities 2020” Lecture Series on Digital Humanities, Indiana University, February 2010.

“Rhetoric, the Visual, and Instructional Video,” Southern Illinois University, May 2008.

Conference Presentations

“Expertise-Based Training to Align Pre-Service Teachers’ Classroom Awareness with that of Experts “ (co-authored with Peter Fadde). American Educational Research Association, Vancouver, to be presented in April 2012.

“Ong’s Technologies: Re-shapings of Words, Information, and Knowledge through the Our Senses’ New Technologies.” Conference on College Composition and Communication (CCCC), St. Louis, to be presented in March 2012.

“Mentoring Women in STEM: Navigating Time in Technical Work and its Discourses.” Feminisms and Rhetoric, Mankato, October 2011.

“Writing Privately in Public: Machines’ Emotions, Our Attachments.” Computers and Writing, Ann Arbor, May 2011.

“Feminist Mentoring in Professional Writing,” Feminist Workshop.CCCC, Atlanta, April 2011.

“Palimpsest(ed) Institutions: Overwriting Boundaries in Time and Space,” CCCC, Atlanta, April 2011.

“Born Digital Work: Digitizing Past “Books” and Digi-Scrapping New Ones,” Thomas Watson Conference, Louisville, October 2010.

“Emotion, Rhetoric, and Institutional Change,” CCCC, Louisville, March 2010.

“Digital and Dustfree: Possibilities and Challenges of Electronic Archival Recovery.” Feminisms and Rhetorics, East Lansing, October 2009.

“Design-based Research to Improve an Innovative Training Product” [co-presented with Peter Fadde] Association for Educational Communications and Technology, Louisville, October 2009.

“Between Scylla and Charybdis: Navigating Institutional Spaces” [paper co-authored with Michele Simmons & read by session chair] CCCC, San Francisco, March 2009.

“Still in Search of Rhetorical Methodology for the Field of Composition Studies: A Progress Report,” CCCC New Orleans, April 2008.

Recent Grants

Provost’s Office. “Writing and Communicating on the Job: Expanding Experiential Education for Undergraduates” with Jennifer Bay. funded, Summer 2011, \$23,000. Will receive a second round of funding to implement in Summer 2012.

Bill and Melinda Gates Foundation. “Developing an Interactive On-Line Writing Lab (I-OWL) to Increase Student Success in Common Writing Standards” Summer 2010 (Linda Bergmann, PI). [my role: Senior Key Research Personnel]. 2010-2012, \$1,500,000.

Service Learning Grant, Provost’s Office, Purdue University, Archival Supplies for Tippecanoe Country Historical Association [faculty co=sponsor], Spring 2010, \$ 1,400.

PLACE Grant, CLA, Purdue. “At SEA: Writers Engaging the Community.” Spring 2008 (one of 5 co directors), \$12,000.

Teaching, Program Development, & Administration

Courses Taught and Originated (Purdue & Carnegie Mellon) • = originated course

English 203	Introduction to Research for Professional Writers •
English 306	Introduction to Professional Writing
English 396k/309	Computer-aided Publishing •

English 421	Technical Writing
English 424	Writing for the Computer Industry •
English 488	Internship in Professional Writing •
PW 321	Planning and Testing Documents •
English 502t	Practicum in Teaching Technical Writing
English 502c	Practicum in Teaching Writing for the Computer Industry •
English 502p	Practicum in Teaching Computer-aided Publishing •
English 505m	Practicum in Teaching Professional Writing
English 589	Independent Reading
English 590	Independent Writing
English 605	Computers and the Study of Language and Rhetoric •
English 624	Composition Studies: Modern Period
English 625	Composition Research
English 626	Composition Studies: Postmodern Theory
English 680/596d	Methods for Qualitative Research in Composition
English 680e	Critical Qualitative Methods in Composition •
English 680f	Postcritical Qualitative Methods
English 680/596p	Professional Writing Theory •
English 680v	Visual Rhetoric in a Technological Age •
English 680d	Distance Education and Writing Theory
English 680c	Rhetorics of Cyberspace •
English 680r	Public Rhetorics •

Course Materials

Delicious Historical Links. A network of links to primary historical sources useful to research in the history of rhetoric, sorted in relation to time periods, subject areas, authors, and inclusion in historical works. over 1000 links. <http://delicious.com/sullivanatpurdue>

Along the Trail of the Underground Railroad. A print and online booklet that highlights historical landmarks along the bicycle trail commemorating the Underground Railroad. <http://www.digitalparlor.org/rhetcomp/uggr/>

Academic Job Search. Printed material related to developing documents in support of academic employment searches. 320 pp. Developed in 2003 and revised each year

PostPaper Research. Online materials to support the teaching of online literacy. <http://sites.google.postpaperresearch>

Dissertation Committees

Chair (43 completed):

Jennie Dautermann, Ph.D., Robert Johnson, Ph.D., Marjorie Rush Hovde, Ph.D., Joanne Addison, Ph.D., Stuart Blythe, Ph.D., Michelle Comstock, Ph.D., Baotong Gu, Ph.D., Lynn Sykes, Ph.D., Scott Jones, Ph.D., Robert Bergland, Ph.D., Christine Norris, Ph.D. Kevin DePew, Ph.D. Michael Pennell, Ph.D. Serkan Gorkemli, Ph.D. Sean Conrey, Ph.D., Lisa McGrady, Ph.D. ,Karl Stolley, Ph.D., Paul Lynch, Ph.D., Maria Lombard, Ph.D., Morgan Sousa, Ph.D. , Joy Santee, Ph.D., Mark Hannah, Ph.D., Nancy Allen, Ph.D., Elizabeth Hoger, Ph.D., Pamela Takayoshi, Ph.D., Jeff Grabill, Ph.D. , Bill Hart-Davidson, Ph.D., Michele Simmons, Ph.D., Carlos Salinas, Ph.D., Teresa Fishman, Ph.D., Karen Kopelson, Ph.D., Nicole Brown, Ph.D., Bridget Fahey Ruetenik, Ph.D., Julia Romberger, Ph.D., Meredith Zoetewey, Ph.D., Julie Woodford Staggers, Ph.D, ,Kate Agena, Ph.D. ,Huiling Ding, Ph.D., Tim Krause, Ph.D., Jingfang Ren, Ph.D., David Albin, Ph.D., Karen Schiler, Ph.D., Tom Sura, Ph.D.

Cochair (2 completed):

Elizabeth Huettman, Ph.D, Tarez Graban, Ph.D.

Chair for dissertations in progress: 9 (with 7 A.B.D.)

Member : 69 completed dissertation committees and 15 dissertations in progress

M.A. Thesis Director (2 completed, 1 in progress)

M.A. Committee Member (2 completed, 2 in progress)

Recognition for Teaching

Departmental nominee, Liberal Arts Graduate Teaching Award, 2007; 2011.

Excellence in Teaching Award, Department of English. 1989; 2007; 2011.

Program Development &

Administration

Director, Rhetoric and Composition Graduate Program (1998 -)(note: on leave for a semester in 2004, 2007, and 2012)

Students (currently 51 students: 5 MA and 46 PhD)

Recruit New Graduate Students — chair admissions; handle all correspondence; set up campus visits; assemble incoming class

Communicate with prospective students — have new student email list to get students acquainted/handle questions; promote the program through brochures at conferences; develop recruitment information for web page

Coursework

help students orient themselves to program and to coursework, fitting it with their interests

handle course advising and registration problems

help with sorting through requirements, forms, and plan of study

help find financial support

Progress through Degree

I have developed the review, convinced the faculty to support/participate, gathered information about all students, and am completing the reviews. It was piloted in 2006 (suspended while I was ill, and to be reinstated Fall 2009) All students who are pre-prospectus are reviewed by me; after A.B.D., students are reviewed by their dissertation chair. The review is focused on academics and professional development and includes a written review and oral meeting.

Dissertation Work

run post-prelim groups for students who have passed the Rhetoric and Comp Primary Area

group 1: pre-prospectus (getting started, committee selection, prospectus, and job prep)

group 2: job search (weekly meetings that handle all aspects of searching and give specific feedback on vitas, letters, dissertation summaries, web pages, and writing samples) Have produced a guide for job seeking that is more than 300 pages (2003 and ongoing)

Placement and Mentoring of Alumni

help students look for work (see post-prelim group 2)

developed the *Making Writing Pedagogy Visible Project* (an archive of high quality pedagogical materials developed by our students that supports their efforts to seek employment. . . no longer used)

help alumni with problems that arise in their jobs and with decisions to move

developed (and run) a tenure workshop

started (and maintain) a GoogleGroups site to distribute documents helpful to those seeking tenure

Success while I have been director:

awards for scholarship:

Braddock Awards to alums (Blythe, Carter, Grabill, Kopelson, Miles)

Berlin Awards to alums (Miles, Staggers)

Best Book Awards to alums (Johnson, Takayoshi, Atwill)

Kinneavy Awards to alums (McComiskey, Kopelson)

Fulbrights to alums (Schaub, Bergland)

Nold Award to alums (Grabill)

Ohmann Award to alums (Matsuda)

NCTE Awards to alums (Johnson, Grabill, Blythe, Hart-Davidson)

Pickett Award to students (Grabill, Simmons)

Burns Award to alums (Ding, honorable mention)

Written Communication's Promising Scholar to alum (Ding)

program/department/school leadership:

alums as asst provost (Peoples)
alums as asst deans (Morgan, Dautermann, Calendrillo, Jablonski, Peoples)
alums as department heads (Blair, Johnson, Miller, Calendrillo, Miles, Sidler, Baker)
alums as WPAs and WC directors (Jablonski, J. Charlton, Matsuda, Bishop, McComiskey, DeJoy, Clark, Jenkins, Karper, L'Eplattenier, Jenkins)

job placement: 100% success in job academic searches for graduates pursuing more than local positions (all but 2 tenure leading; both tenure track within two years)

students' scholarly accomplishments: more than 80% have at least one peer-reviewed publication when they begin the job search in their fourth year of the Ph.D. program; 100% have more than three national conference presentations

students' scholarly honors: at least one in-coming student/ year is now receiving a fellowship from the University, (6 in last 3 years) and the number receiving the university year-long dissertation fellowships has increased to almost 1/year

improvement in recruiting: percentage of admits has decreased (over 40% when I became director, 2007 and 2008 just over 15%); numbers of applications have increased 50%; percentage of unprepared applicants has decreased (now at less than 10%)

Fund-raising

Lauer Award – with Bud Weiser initiated award and raise money for this yearly dissertation award

Hutton and Berlin Lectures – with Bud Weiser I raise money for these bi-ennial memorial lectures

Grants

proposed reinvestment grant to Minority recruitment and mentoring (not funded)

won grant to fund a minority fellowship (2001, 2007, 2008, 2009)

assisted in writing a departmental minority recruitment grant that was funded (2003)

Technical and Professional Writing (1985-1997)

Director, Technical Writing

Ran the service course in technical writing (Engl 421) for the University

(develop curriculum and materials; train and supervise teachers; improve computer facilities; handle administrative problems)

Encouraged and taught undergraduates who aimed to become technical communicators

(develop appropriate curriculum; improve computer integration into curriculum; teach

classes; train teachers of classes; staff courses; meet with students; help students locate internships and other learning opportunities)

Worked with graduate students preparing to teach technical and professional writing

(develop appropriate curriculum; teach courses; meet with students; encourage conference

participation; encourage research; help students locate research sites in industry)

Professional Writing Major

Assisted in the origination of the major in 1985

Directed revisions for the Professional Writing Major in 1989 and in 1995

Proposed four new courses: English 203 (core), English 306 (core), English 309, and English 424

Produced explanatory materials for Professional Writing Major (sent to prospective employers) in 1991, 1989, 1987

Graduate Students in Professional and Technical Writing

Instrumental in establishing a secondary field in Professional and Technical Writing for Ph.D. students

Coordinated the new secondary field

Taught three core courses in that secondary field

Evidence of Program Success in 1997

Engl 421 taught exclusively in computer classrooms since 1991 (first writing class taught exclusively in computer classrooms)

6 professional writing major courses taught in computer classrooms

4 winners of Della Whittaker Scholarships in the 7 years students have entered the competition

Recognition of the undergraduate major as a legitimate program for technical communication by the Society for Technical Communication

100% placement of graduate students who want to teach technical and professional communication

1 graduate student won STE Fellowship for Dissertation Support
6 or more conference papers per year given by graduate student staff from 1989-1997
16 dissertations completed in professional/technical communication by 1997, with 5 underway

Instructional Computing (1985-1996)

1985-1996: General Teacher Training

assisted faculty and students in learning technology needed to conduct classes in computer classrooms
mentored new teachers of technical writing in using computer to teach writing
mentored new teachers of professional writing classes in using computers to support those classes
attended many classes and learned more about teaching in computer classrooms

1988-1996: PUCF Facilities

worked with PUCF to negotiate the use of their facilities
planned the Heavilon 227 lab
scheduled department courses into all PUCF labs (1986-1994)
Note: as of 1993, English was the largest user of PUCF's undergraduate labs in the Liberal Arts College

1988-1996: Uses of Mainframes

helped involve department in Internet uses (particularly electronic mail)
started and own several electronic discussion lists PURTOPOI (1989-), PURWRITE (1989-1994),
CYBERU-L (1993-1995)
moved teaching materials for professional writing to campus server
helped students in Engl 421 exploring the resources online for their majors and developing their own home pages

1990-1993: Co-Director, Hypermedia Development and Testing Laboratory (Heavilon 208, English and Audiology)

successfully sought funding for hypermedia lab to be used to develop and test educational software and teaching materials for computer classrooms
built and maintained lab

Note: in 1993, English and Audiology dissolved their partnership; Heavilon 402 houses

English's portion of the equipment, which is used for teacher development and usability

1987-1990: Macintosh Facilities

sought Macintosh facilities for publishing needs of professional writing
negotiated with Technical Graphics, Math, and PUCF to use their facilities
developed curricula for publishing in professional writing
trained teachers

1985-1990: Coordinator, NCR Classroom (Heavilon 208, English)

started facility (oversaw remodeling, equipment and software purchases, operations policies, etc.)
oversaw day-to-day operations (5000 hours average student contact per semester)
developed curriculum in technical writing
involved other programs in the use of computers for teaching (business writing; English education)
trained teachers