Report of the TPC Program Review Panel

date submitted: September 15, 1998

Technical and Professional Communication
B.S. Degree Program

Ferris State University

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Chapter 1: Program Overview

The TPC Program and Its History

The Technical and Professional Communication (TPC) Program at Ferris began in 1984. The program was originally titled the Technical Communication Program; the "and Professional" was added at the time of semester transition in 1992. The TPC program was designed to prepare students to join the growing profession of technical writing which was demanding employees with strong writing and editing skills who had the ability to work with technical experts and "translate" their material for non-technical readers. Rapidly increasing technological innovation, including dramatic changes in computer technology, resulted in increasing use by a typically non-technical general public and gave rise to this field in the late 70s. Early in the 1980s, faculty members of the Department of Languages and Literature began exploring the possibilities of a B.S. degree based on these market needs. Working with professional colleagues associated with the professional organization, The Society for Technical Communication, the Department of Languages and Literature developed the program and launched it in 1984 with the first student, a transfer student with a bachelor's degree in Biology, completing program coursework in 1986. Since then, the TPC program has graduated 59 students, an average of 4-5 students per year.

The TPC program is centered around a core of courses in 4 major areas:
- writing and editing
- verbal communication
- "media" skills (desk-top publishing and related skills)
- technical or professional specialty.

At the time the program was developed, the University identified one of its strongest features as drawing on courses and expertise from across the campus and pulling these together into one flexible and extremely marketable degree. Excluding the internship, only 3 courses were specifically created for the TPC program; these courses are designed to synthesize the information and skills the students gain in the 4 areas and help them further define their professional identity.

Program Structure

In addition to the freshman - sophomore writing courses required for the General Education program, TPC students complete 3 additional writing courses: Proposal Writing (ENGL 323), Advanced Technical Writing (ENGL 311), and Advanced Composition (ENGL 321). They also complete 3 additional speech courses in addition to the freshman-level course required for General Education: Interviewing (COMM 301), Technical Presentations (COMM 336), and Persuasion (COMM 332). These written and verbal communication courses create the foundation of the TPC program skills.

To complement these communication skills, TPC students must develop the technical skills which are part of the technical communication field and are required of all entry-level positions. These skills are developed through a minimum of 16 credits, listed on the program checksheet (see page 112) as "TCOM Electives"; we sometimes call these "Media Skills Courses." In these courses, students develop desk-top publishing skills (currently via PTEC 271), and we advise a photography course (VISC 212 or PHOT 201). The remaining 10-12 credits are chosen (during advising) to augment the student's Technical or Professional Specialty and give the student the best advantage in obtaining the position of his/her choice.

The fourth coursework area, the Technical or Professional Specialty, consists of a minimum of 21 credits in a chosen technical area. The technical specialty is the aspect of our degree which makes it different from a traditional English Composition degree. This specialty tells the student's future employers that he/she has a foundation of expertise in that specific field; that he/she understands the concepts and processes associated with that field; and that he/she can communicate with specialists in the field in order to convey this technical information to technical and non-technical audiences.

While each student receives individual advising to help him/her identify a technical field of interest, over the years several areas have been extremely useful for our students because of substantial market need: medical writing, technical illustration, automotive writing, and visual communication.

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Ferris' strong program offerings, including those in allied health and technology, provide our TPC students with many valuable options for their technical specialties. Over the years these programs have worked with us to develop 6-8 course groupings which serve as our TPC students' specialties. While most students' Technical Specialties are designed individually during advising, we decided this past year to publicize several of these viable specialties as program "tracks" (a list of the tracks and the course groupings is contained on page 114). These "tracks" include

- Scientific/Medical Writing
- Publication Management
- Technical Journalism
- Writing for Multimedia
- Computer-Information Writing
- Writing for the Automotive Industry.

Program Administration and Faculty

The TPC program resides in the Department of Languages and Literature. The faculty who teach in the program all do so on a part-time basis, teaching the 3 TCOM program courses. Student internships are usually supervised by the program coordinator; however, medical/science writing students are usually supervised by Haneline and supervision of other students has been split between Brownell and Balkema.

Department faculty are assigned to the TCOM courses based on professional credentials and education, prior employment, and current professional activities and employment in the technical communication field. The TPC program has no faculty assigned entirely to the program; one faculty member serves as program coordinator. The coordinator is responsible for all program paperwork and a majority of the program advising. The coordinator, who receives 1/4 released time, also chairs the TPC Program Committee which consists of the faculty teaching in the program and other faculty from the department who are committed to the success of the program. The position of TPC coordinator was held by Brownell until 1996 when Balkema assumed the responsibilities. (Additional responsibilities of the program coordinator are included in Appendix A.)

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The TPC Program Mission and Goals

The mission of the Technical and Professional Communication Program is to prepare its graduates to be effective writers and editors with the ability to produce effective and appropriate communication using their document and multi-media production and design skills in technical or specialized settings including government, business, education, and industry.

The goals of the TPC program support this mission.

Goals based on TPC skill areas:
Goal #1: Graduates will be able to write effectively for various audiences
Goal #2: Graduates will be able to collect and present material for various audiences and situations
Goal #3: Graduates will be able to edit their (and others') writing using correct standard written English
Goal #4: Graduates will be able to create effective document layout and design
Goal #5: Graduates will be able to produce various technical and business formats
Goal #6: Graduates will be able to demonstrate their knowledge of publication production cycles and procedures
Goal #7: Graduates will be able to create and use effective technical and business visuals

Goals based on content / technical specialty area:
Goal #8: Graduates will be able to demonstrate their knowledge of information, terminology, technology, and expectations of their chosen technical specialty

Behavioral goals:
Goal #9: Graduates will be able to demonstrate effective collaborative skills.
Goal #10: Graduates will be able to demonstrate effective teamwork strategies.
Goal #11: Graduates will be able to demonstrate effective leadership skills.
Goal #12: Graduates will be able to demonstrate project management skills.

Career Entry-Level Skills:
Goal #13: Graduates will be able to write using standard written English.
Goal #14: Graduates will be able to edit their (and others') writing using standard written English.
Goal #15: Graduates will be able to use word processing programs effectively.
Goal #16: Graduates will be able to use desk-top publishing software programs effectively.
Goal #17: Graduates will be able to demonstrate as many specialized technical communication skills as possible, including HTML / SGML / JAVA, basic technical illustration, multimedia

Program GPA requirements:
Goal #18: Graduates will meet all GPA requirements of the program.

Introduction to the report and its organization

This report describes the self-study process completed during the academic year 1997-98 by the Program Review Committee established to evaluate the Technical and Professional Communication Program. This report details the data collection and evaluation processes used by the TPC Program Review Committee and reports the results of those processes. The introductory materials consist of this first chapter and chapter two, which describes the committee's methods and evaluation plan. The next 8 chapters include the reports of the various sub-committees, including the data collection materials, raw data, and data interpretation. These chapters include evaluation by program graduates, employers, current students, faculty, and the program advisory committee. Also included are a labor market analysis, evaluation of program facilities and equipment, and an evaluation of the program curriculum. The concluding chapters detail the enrollment trends, college- and department-level breakdowns of program productivity and costs, and the TPC program review committee's conclusions and recommendations.

Chapter 2
Program Evaluation Plan

techniques, schedule, and budget

December 12, 1997

to: Doug Haneline, Chair
       Academic Program Review Committee, Academic Senate

from: Sandy Balkema, Coordinator
       Technical and Professional Communication Program,
       Dept. of Languages and Literature

cc: R. Cullen, Chair, Dept. of Lang. and Lit.
       S.Hammersmith, Dean, Arts and Sciences

re: Academic Program Review, 1998-1999

According to the program review schedule established by the Academic Senate, the
Technical and Professional Communication (TPC) B.S. Program of the Dept. of Lan-
guages and Literature is responsible for conducting a self-study for review in the fall of
1998-99. Therefore, I am attaching, for your review and approval, the TPC Program's
self-study plan, our program review panel, and our tentative budget.

I understand that our panel will meet with you or a member of your committee to discuss
our plan and our budget soon after the beginning of the year. I will contact you in early
January to arrange this meeting.

Thank you for your interest and assistance. I hope your holiday break is restful and
relaxing.

Technical & Professional Communication Program
Academic Program Review — Evaluation Plan

Degree: B.S. in Technical and Professional Communication

Purpose:

To conduct an evaluation of the Technical and Professional Communication Program in order to identify its strengths and weaknesses and in doing so to improve the program and its service to Ferris State University.

Program Review Panel:

Committee Chair:	Sandy Balkema, program coordinator
Program Faculty:	Roxanne Cullen, chair, Dept. of Lang. and Lit,
	Tom Brownell, professor of English
	Doug Haneline, professor of English
	John Jablonski, assistant professor of English
	Rick Anderson, associate professor of English
	Betty Turpin, professor of English
Outside Faculty:	Mike Ropele, assistant prof. of automotive technology
Special Interest Member:	Mimi Miles, program graduate

Data Collection Instruments:

- graduate surveys — sent to all identifiable alumni of the program
- employer surveys — sent to all identifiable employers of alumni
- student survey — sent to all current students of the program
- faculty survey, part 1 — sent to all department faculty
- faculty survey, part 2 — sent to outside faculty and advisors with direct contact with the TPC program
- advisory committee survey — sent to all members of the program advisory committee
- labor market analysis — determined from data collected by related professional organizations
- evaluation of facilities and equipment — conducted by program coordinator and coordinator of computer facilities for CAS
- curriculum evaluation — conducted by TPC program committee

Self-Study Schedule:

Activity	Leader	Target Date
graduate survey	S.Balkema	April 1, 1998
employer survey	T.Brownell	April 1, 1998
student survey	R.Anderson	April 1, 1998
faculty survey, part 1	J.Jablonski	April 1, 1998
faculty survey, part 2	T.Brownell	April 1, 1998
advisory comm. survey	S.Balkema	Oct. 4, 1997
labor market analysis	D.Haneline	April 1, 1998
eval. of fac. and equipment	S.Balkema	April 1, 1998
curriculum evaluation	R.Cullen	April 1, 1998

Technical & Professional Communication Program
Academic Program Review — Tentative Budget

Degree: B.S. in Technical and Professional Communication

Printing of surveys:

graduate surveys	(55)	
employer surveys	(75-100)	
student surveys	(25-30)	
faculty surveys, 1 and 2	(25)	
advisory comm., surveys	(15)	

total surveys (225 @ 05¢)   cost: **$ 11.25**

Mailing costs:

graduate surveys
employer surveys
advisory comm. surveys
total surveys: (170 @ 32¢)   cost: **$ 54.40**

return envelopes printing   cost: **$ 50.00**
return mailing costs   cost: **$ 54.40**

Printing of final report: cost: **$ 50.00**

Compiling mailing lists, mailing labels, and survey data:
40 hrs. secretarial/student support
@ $ 5.25 / hour   cost: **$ 210.00**

Telephone expenses:
fax and long-distance   cost: **$ 50.00**

TOTAL ESTIMATED BUDGET $ 480.05

Chapter 3
Graduate Evaluation: survey and assessment

copy of survey sent to program graduates (61), survey sample (34 rec'd), data tabulations, and analysis

Chapter 3 Graduate Evaluation

Introduction

The TPC program has always been a small program proud of its close relationships among the students and between students and faculty. The individualized nature of the degree means that the students must be in close contact with their faculty advisor to discuss classes, internships, and job prospects. The collaborative nature of the TCOM courses and the many team projects required in these classes means that the students spend a considerable amount of time with each other as they work to meet responsibilities and deadlines. The TPC students also learn the value of professional networking, through membership in professional organizations such as the Society for Technical Communication (STC) and the American Medical Writers Association (AMWA).

Because of these features of the TPC program, we hear from our graduates regularly; in fact, we *expect* to hear from them. The networking which they began as undergraduates often continues many years later as our current students contact our graduates for interviews, advice, and job or internship suggestions.

This continuing contact with many of our graduates led our Program Review Committee to develop a rather lengthy questionnaire — a questionnaire which we hoped would give us valuable information for our future program planning and development. We were not disappointed.

Methods

We initially mailed 61 surveys, to the 59 graduates of the program, to one student who graduated from Ferris with a double major, and to one student who completed the program coursework before the program was officially on "the books." Of these 61 surveys, we received 34 for a response rate of 55.75%. We had a response from our "oldest" graduate: the first student who completed the coursework in 1986. We also had responses from our most recent graduates: two who completed their coursework in

December 1997. Six additional students who did not return their surveys either called or sent e-mail to say hello and catch up on news. A copy of the survey and the complete data tabulations follow this discussion.

Results and Discussion

Because of the length of the survey, this discussion will focus on a few of the key questions. Some of the questions not discussed in this chapter will be discussed in later chapters with related program issues.

Technical Specialty and its relationship to future employment

A topic of discussion throughout the technical communication profession is the value and role of a technical specialty. Chapters 1, 8, and 10 all discuss the importance the TPC program places on the technical specialty and its value to graduates, especially for that first, all-important job.

Our suspicion has been, however, that many technical writers begin working in one specialized field but then cross into other related fields as they gain experience, skills, and a better sense of their personal strengths and interests. Thus, we were interested in the answers provided to questions 2 and 7. Question 2 asks the graduate to identify his/her technical specialty. Of the 33 responses, there were 16 different specialties listed. This variety surprised even our advisors who have worked with these students over the years. This variety supported our strong belief in the importance of the flexibility of our degree.

Question 7, which asks the graduate to list his/her current job title, provided much the same variety. It also revealed that very few of our graduates are currently working in the same specialized field in which they received their undergraduate training. While we were not surprised by these results because of our long-held suspicions, we feel these data reinforce the comments many graduates added to the survey about the necessity for flexibility and adaptability in our profession.

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Continuing education

Question 4, which asked the graduates whether they have continued their education since graduating from Ferris, elcited many exciting responses. We were not surprised to see that 21 of the 34 have continued their education, and that 11 of these participated in technical training of some sort. The 8 who elected software seminars were also expected, again because of the nature of our ever-changing profession. If anything, we may have expected these numbers to be even higher.

Our surprise lay in the number (9) who have either completed or started masters degree programs. Two of our graduates have continued with technical communication degrees, three others have continued with broader Communications degree work, and two have moved into English pedagogy programs. The logical connections between management and computer systems and the technical communications field made the choices of two additional masters degree candidates quite clear as one is completing an MBA and the second a Systems Management BS degree. One of our graduates is presently completing a Ph.D. in Rhetoric and Technical Communication and plans to teach in a technical communication program upon completion.

Salaries

Advising students about job possibilities and career potential is a task the TPC program has always taken very seriously. We direct potential students to investigate the MOIS statistics (see Chapter 8) and to read the annual report of salaries and market projections provided by the Society of Technical Communication so they can have a realistic picture of their future. Thus, our graduates' answers to questions 8 and 9 were also of interest.

Question 8 asked the graduates their starting pay in their first technical communication position. Of the 31 who responded to this question, the low figure was $ 10K for a graduate assistantship; the high was $ 55K. The average starting salary was $ 20K. This

figure, which is about $ 8K less than we indicate to our students, is skewed a bit to the low side because of the number of years these cover (obviously, inflation has affected starting salaries over the 14 years).

Question 9 asked for current salaries. Of the 24 graduates who reported this data, the low salary is $ 10K, the high $ 84K, and the average $ 30.5K. By taking out those graduates who have been working for fewer than 2 years and those who are not currently working (several are stay-at-home moms or not working because of family situations), we can get a more accurate figure for current salaries. The 20 graduates who have worked for more than two years, who are currently working, and who listed their salaries are making an average of $ 44.1K; the low salary is $ 24.5K; the high is $ 85K.

Another interesting figure to examine is the amount of salary increase per year that these graduates have gained in salary. In the complete group (n=34), the average increase was $ 1.7K per year; in the smaller (N=20) select group, the average increase was $ 3.1K per year. These figures supported our salary estimates. They also demonstrated the long-term value of the technical communication degree for our graduates.

Preparation for the profession

One of the most important questions on the survey was question #15: Do you feel your education adequately prepared you for your entry into the technical communication field? Of the 33 responses to this question, 27 indicated "yes," 4 indicated "no," and 2 responded "yes and no."

Many graduates wrote comments in response to this question as well. Those comments supported their response: "Yes, I worked with people with masters degrees in tech. comm.; I felt I had an equivalent education." "Yes, but also prepared me to work just about anywhere where communication is a major part." "Yes/No. I think I learned more in 6 months on the job than I did in 4 years of college." "No, the position I currently hold doesn't require much of a brain." "No, not for graduate study. The level of conceptual

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info needed to assimilate into a theoretically rigorous M.S. program is high. I don't think that I knew enough of the ideas behind the practices I learned during my B.S."

Suggestions for improvement

The final question, an open question asking for recommendations, brought many lengthy, personal replies. For ease of interpretation, I divided these into categories: general comments, writing/editing skills, specialized skills, computer hardware/software skills, project management skills, real world experience/ internships, rhetorical theory, and program computer equipment/lab. These comments are all contained on pages 30-31; here I'll highlight a few which seemed especially important to the TPC Program Review committee.

General comments:
> "Continue to teach students skills that allow them to be flexible and able to work for agencies that aren't necessarily TC."

Computer hardware/software skills:
> "Please keep assigning computer-related assignments. When I have hired TC professionals, if they were not able to perform on the computer, they were not as valuable."

Project Management skills:
> "Make a tailor-made team skills education: some people need help with procrastination; others need help with setting boundaries and trying to do too much."

Real world experience / internships:
> "Add a second internship."
> "I think the key to understanding the profession is a good internship program. Perhaps a longer internship would be a bonus."
> "More hands-on and less theory. Real world applications and relationship building. Team building is a must."

Rhetorical theory:
> "I'd suggest working harder to develop rhetorical sensitivity and theoretical awareness in addition to tech. skills."

Some of the contradictions evident among the comments indicate both the varying emphases of our graduates' positions and the directions they've gone after finishing the degree. The similarities in their comments indicates that, even with the great variety of

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job descriptions and settings, the roles of technical communicators are at their base very much alike.

The TPC program faculty finds one particular feature demonstrated by these responses both frustrating and rewarding: each of the major skills on which the TPC program is based is valued by our graduates — with many of them wishing they had even more training than we were able to give them. The fact that each of these components plays a part in their professional lives tells us that the breadth of our curriculum is on target. That it can not provide them with the depth of skills that our graduates need reminds us that this is, after all, a bachelor of science degree; lifelong education and professional development are a part of our program graduates' lives as well as ours.

While all of the information provided by our graduates will be useful far beyond the uses of this self-study, we find ourselves wondering about the 21 graduates who didn't respond to the survey or didn't respond with a call or an e-mail note. We'll continue to send program newsletters to all of our graduates in an effort to keep the network open.

Program Graduates' Perceptions of the
Technical and Professional Communication Program

This year the Technical and Professional Communication (TPC) Program at Ferris State University is completing a self-study evaluation as part of the University's program review process. A first step in this process is to collect information from our program graduates, the employers who hire our graduates, our current students, and our faculty.

The Program Review Panel for the TPC Program would appreciate your candid responses to the following questions. Please complete the survey questions and **return** this form **as soon as possible** to Dr. Sandra J. Balkema, coordinator, TPC Program, Languages and Literature Dept., ASC 3087. For your convenience, we've included a return envelope. Or you may fax the completed survey: (616) 592-2910.

Your opinions are important to the Program Review Panel. Thank you for your time and willingness to help us evaluate the TPC Program. We also invite any additional written comments you might have.

Your name _____ SSN _____

Address _____

City _____ State _____ Zip _____

Telephone number (home) _____ (work) _____

e-mail address _____ fax number _____

1. What year did you graduate?

2. What was your technical specialty?

3. Have you continued your education since graduating from Ferris?   YES   NO
4 If so, please check all of the following which describe your continuing education:
   ___ technical training seminars/courses — topics:

   ___ software seminars/courses — topics:

   ___ management training/courses — topics:

   ___ Master's degree program (list program name and school)

   ___ Ph.D. program (list program name and school)

   ___ other (describe)

5. Which of the following best describes your employer:
   __ corporation   __ contract house   __ service bureau
   __ education   __ government   __ free-lance / independent contractor
   __ other (list)
6. How long have you held your present position?
7. What is your job title?
8. What was your starting pay in your first technical communication position?
9. What is your present salary?
10. How many technical writers/editors are employed at your place of employment?

Survey of Program Graduates (continued)
Technical and Professional Communication Program

11. Please estimate the **percentage** of the time you spend completing the following tasks **in a typical week** (the total should equal 100%):

____ writing technical materials	____ editing own writing	____ managing / supervising people
____ writing non-technical mat'ls	____ editing others' writing	____ managing / supervising projects
____ writing proposals / plans	____ meeting w/ clients	____ meeting w/ colleagues
____ communicating w/ clients	____ planning projects	____ documenting work completed
____ estimating costs / budgets	____ communicating w/ service bureaus or printers	
____ designing technical mat'ls	____ designing non-technical mat'ls	
____ preparing artwork or graphics		

12. Please identify the professional organizations of which you are a member:

_____ Society for Technical Communication	_____ American Medical Writers Association
_____ Intn't Assoc. of Business Communication	_____ Assoc. of Teachers of Technical Writing
_____ other:	_____ other:

13. Please identify the computer hardware and software you use in your work:
    hardware: _____
    software
       publication work: _____
       design / artwork: _____
       multimedia: _____
       HTML / web design: _____
       other: _____

14. The objective of the Technical and Professional Communication B.S. program at Ferris is to prepare students to become competent technical communicators by providing them with a curriculum that emphasizes written and oral communication skills, a foundation of computer layout and design, a strong liberal arts background, a technical specialty, and a core of technical communication courses. Based on your experiences, rate (using the following scale), the importance of the program's required courses.

1. Very Important	4. Of little importance
2. Important	5. Eliminate
3. Moderately important	

	1	2	3	4	5
Verbal communication (speech)					
interviewing	1	2	3	4	5
argumentation	1	2	3	4	5
technical presentations	1	2	3	4	5
Written communication					
technical writing	1	2	3	4	5
advanced composition	1	2	3	4	5
proposal writing	1	2	3	4	5
Computer Layout & Design (incl. digital page design)	1	2	3	4	5
Technical specialty (21 credits / approx. 7 courses)	1	2	3	4	5
Internship	1	2	3	4	5
Technical Communication courses					
History of Rhetoric and Style (TCOM 324)	1	2	3	4	5
Editing and Project Management (TCOM 411)	1	2	3	4	5
Professional Issues in Tech.Comm. (TCOM 499)	1	2	3	4	5

Survey of Program Graduates (continued)
Technical and Professional Communication Program

15. Do you feel your education adequately prepared you for entry into the technical communication field?   YES   NO   If no, please explain:

16. Of the following program activities, which were most important to you for developing your awareness of the profession and your professional identity?
    please rate these: 1. Very important   2. Important
              3. Moderately important   4. Of little importance   5. Of no importance

    ____ TCOM classes   ____ TCOM computer lab   ____ STC /professional meetings
    ____ TCOM assignments /team projects   ____ other: _____

17. What recommendations do you have for improving the Technical and Professional Communication Program at FSU?

If you are not presently working in the technical communication field, please answer the following questions:

18. Has your technical communication education benefited you in your current position?   YES   NO
    Explain:

19. Do you believe your technical communication education was a positive factor in your employer's decision to hire you?   YES   NO   Don't Know

20. What are the reasons you are not presently working as a technical communicator?

21. Have you worked as a technical communicator at any time since graduating from Ferris?
          YES, (please state dates of employment)
          NO

Thank you for taking the time to complete this survey. Please write any additional comments on the back of these sheets and return the survey in the enclosed envelope (or by fax) as soon as possible.

Program Graduates' Perceptions of the Technical and Professional Communication Program

Total surveys mailed: 61   Response rate: 55.75%

Total surveys received: 34

2. **What was your technical specialty?**

Automotive	1	Medical/Sci	7
Biology	3	Photogrammetric Technology	1
Business Mgmt.	2	Plastics	1
Data processing (CIS)	5	Printing/Desktop Pub.	2
Electronics	1	Technical Illustration	1
Electronics/Telecommunication	1	Training / Education	2
HVAC	1	Visual Communication	2
Journalism/Tech. Editing	2	Not listed	1
Legal Assist.	1		

3. **Have you continued your education since graduating from Ferris?**

    YES   21   (no response = 1)

    NO   12

4 **If so, please check all of the following which describe your continuing education:**

(the number of respondents identifying training sessions does not equal number of topics; respondents may have indicated multiple types and topics of training sessions)

11   **technical training seminars/courses — topics:**

object oriented design	sports marketing
networking	time management
web-page design	online help
beginnning electronics (2 responses)	online documentation
how to write greeting cards	usable design
energy mgmt & the environment	infared & fiber optics technologies
vertical software marketing	instructional design workshop (@ U/M)
effective writing seminar	medical writing seminars (offered by AMWA and Parke Davis)

8   **software seminars/courses —topics:**

FrameMaker (2 respondents)	Access
VRedam (?) Builder	HTML
Java Programming	SGML
Internet-related courses	business and dtp software of all kinds
SW engineering	Harvard Graphics
DTP	Word Perfect
intro to Macintosh	

4   **management training/courses —topics:**

     project management

     marketing and mgmt. courses (offered by American Mgmt. Assoc.)

     quality mgmt.

(Question 4: advanced education — *continued*)

9   **Master's degree program (list program name and school)**

Communications	West Chester Univ. (PA)
Tech.& Sci. Communication	Miami University (OH)
Rhetoric and Tech.Commnication	Michigan Technological University
Speech Communication	New Mexico State Univ. (courses only)
Fine Arts (MFA)	University of Alaska-Fairbanks
Teaching English	Eastern Michigan University (courses only)
Communications	Michigan State University (courses only)
Business Admin. (MBA)	Grand Valley State University
Systems Mgmt.	Ferris State Univ. (in progress)
English (writing emphasis)	Northern Michigan University

1   **Ph.D. program (list program name and school)**

Rhetoric and Tech.Comm.	Michigan Technological University

2   **other (describe)**

      extensive training on re-educating batterers
      continuing ed. classes in the Spanish language

5. Which of the following best describes your (most recent) employer:

14	corporation	2	contract house	0	service bureau
7	education	0	government	5	free-lance / independent contractor
8	other (list):				

    1 not employed as t.w.   2 small business
    3 non-profit org.   1 cross-cultural training co.
    1 sports team owned by casino/chippewa indians

6. How long have you held your present position?
(only those currently working included)

1 mo., 2 mo., 2 mo., 3 mo., 5 mo., 6 mo., 6 mo., 7 mo., 8 mo., 1 yr., 1 yr., 1 yr.,
1 yr., 1 yr., 1.5 yrs., 1.5 yrs., 1.5 yrs., 2 yrs., 2 yrs., 2 yrs., 2 yrs., 3 yrs., 3.5 yrs.,
4 yrs., 4 yrs., 4.5 yrs., 7 yrs., 12 yrs.

Range: **1 mo. to 12 years**
Average: **2.1 yrs.**

7. **What is your job title?**

1	Adjunct professor (of tech.writing)
1	Batterer's Counselor & Adjunct Faculty
1	Benefits Administrator / Technical Recruiter
1	Business Development Officer
2	Communications Manager
1	Communications Technician
1	Computer Training Coordinator
1	Corporate Communications Officer (CCO)
1	Desktop Publisher & Technical Writer (freelance)
1	Documentation Specialist
1	Executive Director (chamber of commerce)
2	Grad. Assistant (grad.student)
1	Graphic Designer
1	Marketing Communications Manager
1	Marketing Manager
1	Materials and Production Manager
1	Photographer
1	Program Assistant II
2	Senior Information Developer
1	Sports Marketing Specialist
5	Stay-at-home mom
3	Technical Writer (incl. freelance)
1	Technical Writer / Instructional Designer / Trainer
1	Typist
1	USDA Team Administrator

8. **What was your starting pay in your first technical communication position?**

    (see tables 1 and 2; includes reported data from all surveys. N = 31)

    Range: low = 10k (as grad.assistant), 15k + commissions
             high = 55K
    Avg: 20K

9. **What is your present salary?**

    (see tables 1 and 2; includes reported data from those currently employed. N = 20)

    Range: low = 24.5K
             high = 85K
    Avg.:   44.1K

	A	B	C	D	E	F	G	H	I
1	grad.yr	yrs.out	1st sal	current sal	amt/chg	change/yrs			
2	88	10	21.5	60	38.5	3.85			
3	88	10	35	60	25	2.5			
4	90	8	22.1	63.5	41.4	5.175			
5	87	9	18	37.5	19.5	2.166666667		(quit wk.in 96)	
6	93	5	26	36	10	2		(compl. MS bef. entering job mkt.)	
7	87	11	55	85	30	2.727272727			
8	88	10	20	37	17	1.7			
9	88	10	20	40	20	2			
10	91	7	18	48	30	4.285714286			
11	88	10	18	45	27	2.7			
12	86	12	20	39	19	1.583333333			
13	95	3	17.7	30.5	12.8	4.266666667			
14	91	7	24	36	12	1.714285714		(compl. MFA bef. entering job mkt.)	
15	92	6	18	45	27	4.5			
16	95	3	26	37	11	3.666666667			
17	95	3	20	38	18	6			
18	95	3	20	24.5	4.5	1.5			
19	90	3	22	36.5	14.5	4.833333333		(quit wk.in 93)	
20	92	6	22	39	17	2.833333333			
21	87	11	24.5	45	20.5	1.863636364			
22									
23	avgs.	7.35	23.39	44.125	20.735	3.0932955			
24									
25								RED = low salary	
26								BLUE = high salary	
27									
28								(excluding grads not working,	
29								salaries not listed, and those	
30								grad. < 2 yrs)	

Table 1: Grad. Salaries (selected)

	A	B	C	D	E	F	G	H	I
1	grad.yr.	yrs.out	1st sal.	current sal.	amt./change	change/years			
2	88	10	21.5	60	38.5	3.85			
3	88	10	35	60	25	2.5			
4	89	9	17	0	-17	-1.88888889			
5	90	8	22.1	63.5	41.4	5.175			
6	87	9	18	37.5	19.5	2.166666667	(quit wk.in 96)		
7	93	5	26	36	10	2	(compl. MS bef. entering job mkt.)		
8	94	4	24	34	10	2.5	(2 jobs: $9/hr and $25./hr)		
9	90	8	18	18	0	0			
10	97	1	20	20	0	0			
11	91	7	10	13.5	3.5	0.5	(grad.assist/part-time empl)		
12	87	11	55	85	30	2.727272727			
13	88	10	20	37	17	1.7			
14	88	10	20	40	20	2			
15	91	7	18	48	30	4.285714286			
16	97	1	0	0	0	0	(grad.assist./sal.not listed)		
17	88	10	18	45	27	2.7			
18	86	12	20	39	19	1.583333333			
19	95	3	17.7	30.5	12.8	4.266666667			
20	89	9	22	0	-22	-2.44444444	(adjunct prof./current not listed)		
21	94	4	18	0	-18	-4.5	(current not listed)		
22	91	7	24	36	12	1.714285714	(compl. MFA bef. entering job mkt.)		
23	92	6	18	45	27	4.5			
24	93	5	0	33	33	6.6			
25	95	3	26	37	11	3.666666667			
26	97	1	22	22	0	0			
27	89	9	30	0	-30	-3.33333333	(s-a-h mom)		
28	95	3	20	38	18	6			
29	95	3	20	24.5	4.5	1.5			
30	90	8	17.5	0	-17.5	-2.1875	(s-a-h mom)		
31	90	3	22	36.5	14.5	4.833333333	(quit wk.in 93)		
32	92	6	22	39	17	2.833333333			
33	87	11	24.5	45	20.5	1.863636364			
34	90	8	0	0	0	0			
35	97	1	15	15	0	0			
36	AVGS.	6.529412	20.0382	30.5294118	10.4911765	1.67975713			

Table 2:   Grad. Salaries (all reported)

10. **How many technical writers/editors are employed at your (most recent) place of employment?**

        N = 32   (2= no response)

  0 (12 resp.)   1 (10 resp.)   3 (1 resp.)   4 (1 resp.)   5 (1 resp.)

  6 (1 resp.)   10 (1 resp.)   12 (1 resp.)   14 (1 resp.)   25-30 (1 resp.)

  50 (2 resp.)

significant data:

10 respondents indicated that they are the *only* technical writer;

12 indicated that there are *no* technical writers (w/ that job title) at their place of employment

Range: 0 - 50

11. **Please estimate the percentage of the time you spend completing the following tasks in a typical week (the total should equal 100%):**

        N = 26   (8 = no response)

high to low "N" identifying task

	Percentage of time		Avg. Time %		Tasks
N = 18	low = 1	high = 25	avg. =	10.05	editing own writing
N = 16	low = 1	high = 65	avg. =	19.56	writing technical materials
N = 16	low = 4	high = 50	avg. =	13.38	planning projects
N = 15	low = 3	high = 30	avg. =	12.87	communicating w/ clients
N = 15	low = 5	high = 20	avg. =	7.07	preparing artwork or graphics
N = 14	low = 1	high = 20	avg. =	6.00	meeting w/ colleagues
N = 13	low = 3	high = 50	avg. =	18.31	editing others' writing
N = 13	low = 1	high = 30	avg. =	9.38	writing non-technical mat'ls
N = 12	low = 1	high = 50	avg. =	12.75	meeting w/ clients
N = 12	low = 1	high = 25	avg. =	10.92	documenting work completed
N = 11	low = 2	high = 80	avg. =	18.64	managing / supervising people
N = 11	low = 5	high = 60	avg. =	14.55	designing technical mat'ls
N = 10	low = 2	high = 25	avg. =	7.70	writing proposals / plans
N = 9	low = 1	high = 20	avg. =	8.44	managing / supervising projects
N = 9	low = 1	high = 15	avg. =	6.44	commun. w/ serv. bureaus/printers
N = 9	low = 1	high = 10	avg. =	4.89	estimating costs / budgets
N = 7	low = 1	high = 80	avg. =	20.14	designing non-technical mat'ls

high to low average time on task

	Percentage of time		Avg. Time %		Tasks
N = 7	low = 1	high = 80	avg. =	20.14	designing non-technical mat'ls
N = 16	low = 1	high = 65	avg. =	19.56	writing technical materials
N = 11	low = 2	high = 80	avg. =	18.64	managing / supervising people
N = 13	low = 3	high = 50	avg. =	18.31	editing others' writing
N = 11	low = 5	high = 60	avg. =	14.55	designing technical mat'ls
N = 16	low = 4	high = 50	avg. =	13.38	planning projects
N = 15	low = 3	high = 30	avg. =	12.87	communicating w/ clients
N = 12	low = 1	high = 50	avg. =	12.75	meeting w/ clients
N = 12	low = 1	high = 25	avg. =	10.92	documenting work completed
N = 18	low = 1	high = 25	avg. =	10.05	editing own writing
N = 13	low = 1	high = 30	avg. =	9.38	writing non-technical mat'ls
N = 9	low = 1	high = 20	avg. =	8.44	managing / supervising projects
N = 10	low = 2	high = 25	avg. =	7.70	writing proposals / plans
N = 15	low = 5	high = 20	avg. =	7.07	preparing artwork or graphics
N = 9	low = 1	high = 15	avg. =	6.44	commun. w/ serv. bureaus/printers
N = 14	low = 1	high = 20	avg. =	6.00	meeting w/ colleagues
N = 9	low = 1	high = 10	avg. =	4.89	estimating costs / budgets

12. **Please identify the professional organizations of which you are a member:**

21 = member of at least one organization   13 = member of no prof. orgs.

<u>16</u> Society for Technical Communication   <u>0</u> American Medical Writers Assoc.
<u>0</u> Intn't Assoc. of Business Communication   <u>2</u> Assoc. of Teachers of Tech. Writing
<u>8</u> other:
   Michigan School Public Relations Assoc.;   Engineering Society;
   S.A.M.E. / APWA;   MCCE (Michigan Chamber Executives)
   Nat'l Council of Teachers of English (2 resps),   College Composition & Communication,
   Business & Professional Women;   Modern Language Assoc.
   various Rhetoric./Environmental Studies/ Philosophy organizations;

13. **Please identify the computer hardware and software you use in your work:**
    N = 32 No response = 2

Hardware:	Packard Bell[unspecified]	Power Mac (2)
	Sparc5 workstation	Macintosh [unspecified] (6)
	PC [unspecified] (8)	Macintosh IIsi
	Dell Pentium (3)	Macintosh G3 (2)
	IBM PC	Gateway [unspecified] (2)
	Micro 166MHz Pentium	Pentium [unspecified] (2)
	Pentium 300 (3)	
	HP Laser Printer(3)	Scanner (4)
Software		
publication work:	Microsoft Office (17)	Pagemaker (11)
	Framemaker (8)	Quark XPress (5)
	Microsoft Publisher (4)	Word Perfect (5)
	QuatroPro	Ventura
	Corel Presentations	word processing [unspec.]
design / artwork:	Photoshop (8)	Adobe Illustrator (5)
	CorelDraw (4)	Harvard Graphics
	Freehand (2)	Corel ImagePro
multimedia:	PowerPoint (7)	RoboHelp/RoboHTML (2)
	Authorware	
HTML / web design:	PageMill (2)	Front Page 98 (3)
	HotDog	SiteMill
	Cold Fusion	Visual Basic
	NetObjects Fusion	
other:	Lotus Notes	Adobe Acrobat & Exchange (3)
	Access(2)	Excel(4)
	networking software	communications software

14. The objective of the Technical and Professional Communication B.S. program at Ferris is to prepare students to become competent technical communicators by providing them with a curriculum that emphasizes written and oral communication skills, a foundation of computer layout and design, a strong liberal arts background, a technical specialty, and a core of technical communication courses. Based on your experiences, rate (using the following scale), the importance of the program's required courses.

1.	Very Important	4.	Of little importance
2.	Important	5.	Eliminate
3.	Moderately important		

Response Averages

Verbal communication (speech)

interviewing	N=31	avg.= 1.87
argumentation	N=31	avg.= 2.45
technical presentations	N=30	avg.= 1.67

Written communication

technical writing	N=31	avg.= 1.26
advanced composition	N=31	avg.= 1.94
proposal writing	N=32	avg.= 2.22
Computer Layout & Design (incl. digital page design)	N=32	avg.= 1.78
Technical specialty (21 credits , approx. 7 courses)	N=31	avg.= 2.00
Internship	N=32	avg.= 1.72

Technical Communication courses

History of Rhetoric and Style (TCOM 324)	N=32	avg.= 2.59
Editing and Project Management (TCOM 411)	N=32	avg.= 1.41
Professional Issues in Tech.Comm. (TCOM 499)	N=30	avg.= 1.77

Response Frequencies

Course	1	2	3	4	5	No Resp.
Verbal communication (speech)						
interviewing	16	5	8	2	0	3
argumentation	7	8	10	3	2	4
technical presentations	17	8	4	0	1	4
Written communication						
technical writing	26	3	1	1	0	3
advanced composition	13	10	6	2	0	3
proposal writing	10	14	4	4	0	2
Computer Layout & Design	16	9	5	1	1	2
Technical specialty (21 credits)	14	8	6	2	1	3
Internship	16	11	4	0	1	2
Technical Communication courses						
History of Rhetoric and Style	7	9	9	4	3	2
Editing and Project Mgt.	25	3	2	2	0	2
Prof. Issues in Tech. Comm.	15	9	4	2	0	4

15. Do you feel your education adequately prepared you for entry into the technical communication field?   YES =   27   NO   =   4
                                                            yes/no =   2   no response = 1

Comments:

• Yes, it provided a foundation to improve on.

• Yes, I worked with people with masters degrees in tech.comm.; I felt I had an equivalent education.

• For the most part, yes, but I could have definately used training in blueprint reading, writing tables from figures and technical terms.

• Yes, but also prepared me to work just about anywhere where communication is a major part.

• (yes/no) I feel that the investment in time and $ did not equal the starting pay or pay in that field. I moved away from that area and specialized in computers and software where the $ is a lot better.

• (yes/no) I think I learned more in 6 months on the job than I did in 4 years of college.

• No, the position I currently hold doesn't require much of a brain. When I do recruiting, then the education does become of importance.

• Not enough project management instruction

• It was absolutely worthless to me. I'm paying for a close to worthless degree. At this point, I've only used enough to get me through my contracts as that's all I've been able to find jobwise in 8 yrs.

• Not for graduate study. The level of conceptual info required to assimilate into a theoretically rigorous M.S. program is high. I don't think I knew enough of the ideas behind the practices I learned during my B.S.

16. Of the following program activities, which were most important to you for developing your awareness of the profession and your professional identity?

please rate these:
   1. Very important   3. Moderately important
   2. Important   4. Of little importance   5. Of no importance

Response Averages and Frequencies								
	avg.	1	2	3	4	5	n/a*	nr*
TCOM classes	1.5	19	8	3	1	0	0	3
TCOM lab	1.8	14	9	4	2	0	2	3
STC /prof. meetings	2.2	10	5	9	5	2	0	3
team projects	1.7	15	12	3	1	0	1	2
other (list):	internship, desktop publishing skills,editing/proofreading, speech classes (2), extracurricular activities, professional mentor, developing professional portfolio, audio/visual and TVP classes							

*n/a = not applicable to student's program   nr = no response

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17. What recommendations do you have for improving the Technical and Professional Communication Program at FSU?

GENERAL COMMENTS
- Give examples of huge variety of tech. writing. My first job was at a tech.publication firm where I worked on a military manual, ad campaigns, and everything in between.
- Continue to teach students skills that allow them to be flexible and able to work for agencies that aren't necessarily TC.
- Keep updated on current trends and issues in industry.
- Offer post-graduate courses or refresher courses for technical communicators.
- Keep up the great work!
- Advise students to train for a second profession. Advise students they must be young males and willing to leave the state to find work. Advise students that the field is very limited.
- Better placement for non-traditional single students with dependents.

WRITING/EDITING SKILLS:
- Writing/writing/writing.
- Writing for project/audiences that are in demand now: new computer users, programmers, system administrators. Focus on producing examples/exercises that are taken from "real world." Stay away from spending too much time on newsletters.

SPECIALIZED, PARTICULAR SKILLS
- Add a class or implement blueprint reading, reading figures, writing tables from figures, and more use of technical terms. E-mail would also be beneficial.
- I was a bit unprepared for how much documentation was an afterthought for programmers and project managers. Although Tech.Documentation/User Manuals were included in systems implementation phases, it still wasn't always considered important.
- Dealing with communication problems and challenges you may face in the workplace: lack of communication, following procedures, group communication in management, dealing with politics in the workplace.

COMPUTER HARDWARE/SOFTWARE SKILLS
- You need to query industry and get the software they use. All students (in my opinion) need to have exposure/classwork in MIS or CIS.
- More page layout/ computer design and communication experience. I would have liked more technical writing courses i.e., writing instructions/manuals.
- Put more focus on multimedia/hypertext design. These skills are greatly sought after. Tech writing courses could explore marketing materials and other more creative topics.
- More web design/ programming opportunities, free student memberships in STC!
- Please keep assigning computer-related assignments. When I have hired TC professionals, if they were not able to perform on the computer, they were not as valuable.
- It seems that the work world offers some jobs as tech writers but more as web masters or software and hardware specialists.

(Question #17 continued)

PROJECT AND BUSINESS MANAGEMENT SKILLS

- More info on project management and planning. More info on where to find jobs; more exposure to STC (maybe a student chapter?).
- A business management course would be helpful. Tech writers sometimes have to deal with a vendor or printer, so a little business knowledge would be helpful.
- Make a tailor-made team skills education: some people need help with procrastination; others need help with setting boundaries and trying to do too much.
- I could have used more preparation to work with printers: gathering and comparing bids, selecting paper stock, etc. More layout and design maybe, too.

REAL WORLD EXPERIENCE / INTERNSHIPS

- Add a second internship.
- Internship: either provide more support or eliminate.
- I think the key to understanding the profession is a <u>good</u> internship program. Perhaps a longer internship would be a bonus.
- More hands-on and less theory. Real world applications & relationship building. Team building is a must.

RHETORICAL THEORY

- I'd suggest working harder to develop rhetorical sensitivity and theoretical awareness in addition to tech. skills.
- There should be more variety in regards to the area "specialty" . . . maybe some combo choices . . . such as newspaper style, public relations, marketing, law, automotive, etc.

PROGRAM COMPUTER EQUIPMENT / LAB

- Improve and expand the core TCOM class offerings. Upgrade and maintain lab equipment (of course!)
- Update the equipment in the lab. We should not get hand-me-downs. Work on clarifying what our degree is. Most employers don't know what T-C is.

If you are not presently working in the technical communication field, please answer the following questions:

18. **Has your technical communication education benefited you in your current position?**
    YES <u>11</u>   NO <u>4</u>
    Explain:
    - Yes, My degree gave me great flexibility to pursue part-tiime work.
    - Yes, I am able to quickly pick up new software, writing applications, so people trust me with responsibilities other new grads don't get.
    - Yes, I mostly use the writing techniques I learned for general business letters and documents. In my new position I am using my layout/design skills for mat'ls that we produce for programs, newsletters, etc. The ability to write concisely has been a big help in the mat'ls production. Editing others' work also plays into my current job.
    - Yes, communication skills, especially verbal, help in communicating ideas to clients.
    - Yes, I'm constantly preparing educational materials for clients (prisoners, village residents, judges, police, etc.). I also have to present mat'ls that aren't familiar to my student audience, and it's crucial that I can explain it at their level so they understand.
    - Yes, I use communication—writing and presentation—skills often
    - Yes, my layout and design and proposal writing skills.
    - Yes, I still do newsletters for social groups.
    - Yes and no. In my contractual work, yes; in my present full-time job, no. I'm a school photographer. My media classes benefitted me here.
    - No, my job is not a real difficult position.
    - No, I just type.

19. **Do you believe your technical communication education was a positive factor in your employer's decision to hire you?**
    YES <u>6</u>   NO <u>4</u>   Don't Know <u>1</u>
    Comments:
    - Yes, my computer/page layout experience opened many opportunities.
    - Yes, but the skills, not the degree.
    - Yes, most of the tech.writers I've worked with just "fell into" the career. Very few actually were trained as tech.writers.
    - No, I had to beg for the job as they weren't going to give it to me because I was "over educated." That's a statement I've heard more than I care to.
    - No, the degree was too broad. Actually limiting you to what was offered. Also the need for tech. writers—which seem to be the basis of the degree—is limited.

20. What are the reasons you are not presently working as a technical communicator?

   - I'm a stay-at-home mom. We have 3 1/2 yr.old twin boys who keep us quite busy. I am currently signed up for a web design class and plan to pursue part-time work soon!
   - I am currently a retired technical writer. I decided to stay at home with my children. I filled out the survey based on my past tech.writing employment.
   - I now have two children ages 4 and almost 1. I chose to stay home and raise them while they are young.
   - As the executive director of a chamber of commerce, I am not considered a "technical communicator"; however, I utilize every piece of information I learned at FSU. My TPC degree was the only reason I got my job. I covered ALL the necessities.
   - I already had this job when I got the degree. My career as a comm.tech. suits my array of skills. I have better placement and advancement opportunities and I like my job!!
   - I have been unable to acquire a position in the area I wish to live. I have been laughed at or stared at with a blank expression at so many employment offices, temp.services etc. that I've given up on this degree!
   - No contact with a contract house. No heavy interest in central and western Michigan. Most companies I interviewed wanted younger men.
   - location.
   - I didn't feel that I was working to improve social conditions and this is very important to me. Also, the T-C jobs I got were stuffy, boring, demeaning, and just plain yucky.
   - Our degree is a big city degree that someone forgot to tell me when I enrolled. I had to just settle for a job in the area where my fiance lives. Unless I get a job at Dow Chem. or Corning, I won't use my tech.comm.degree in this area.
   - No work in the medical communication line is available in this area (limited because of spouse employment).
   - My feelings on this topic are disappointment, at least. My college experience on the whole was very good, but it was not particularly designed with employment as the end result. . . . I now work in a nice company, with nice people, doing what I could have done without 4 years of college and thousands of dollars of loans.

21. **Have you worked as a technical communicator at any time since graduating from Ferris?**

   YES, (please state dates of employment) 5   **NO 1**
   - 89-94   • 89-93   • 90-96   • 96-97
   - one short-term position through ManPower)

Additional comments:

- I believe FSU TCOM prepapred me to work as a medical writer. The experience I gained at Parke-Davis and the "maturity" that age brings gave me the confidence to start my own freelance writing business. I'm currently working on 2 gaging manuals for an automotive manufacturer. I think the strong writing background and the basic Tech.Writing skills I learned at FSU have allowed me to mature into a technical area I'm not familiar with. People often ask me how I can write about an unfamiliar technical area and I think FSU's program provides students with a broad-　　based learning experience.

- I am extremely pleased with my education and educational opportunities. I think that the most valuable and differentiating asset the program possesses is the hands-on method of teaching (i.e., the computer lab). I would recommend that more money be continued and set aside for software and hardware in the labs. I think software is most important. I value my education and wish Ferris offered a Masters in Tech.Comm/programming, etc. If it did, I would return!

- I've worked in technical communication field since graduation in 87. Hats off to a fine program Ferris has developed through your combined team effort!

- As you can tell from the attached resume, I have had an interesting career so far and have been able to utilize my degree in every position except one. Therefore, I would conclude that my degree has served me well, but it was a long road to finding that particular niche. I currently have a career position at UAW-Ford with room for advancement and the program at Ferris was a stepping stone to where I am now.

- Keep up the good work!

- I think former students coming to talk to your current students was great. I learned a lot from them and it was informative. I believe students that graduated should also tell about the common problems they face and how they dealt with it. Communication problems should be emphasized. Learning to communicate is great, but if you're not experienced in dealing with adversity in communication, in certain areas of the workplace, it can be very discouraging.

- To see what skills are required in Silicon Valley now, check out: www.jobsjobsjobs.com and search for "technical writer"

- I'm so glad to know the T-C curriculum is still going strong. Thanks for contacting me. Since graduating from Ferris, I have found myself able to pursue many different opportunities. The T-C program truly gave me a diversified background, combining many skills which enabled me to work full and part-time.

Chapter 4
Employer Evaluation: survey and assessment

copy of survey sent to employers and internship sites (36),
survey sample (11 rec'd), data tabulations, and analysis

Chapter 4 Employer Evaluation

Introduction

A survey of employers who have hired graduates of the Technical and Professional Communication (TPC) Program and/or sponsored a training internship is useful to the program review process for numerous reasons. First, and significant, the survey shows that the program has kept records of its graduates' placement. Concern with placement is a "must" priority for any Ferris professional program.

Since technical communication is such a diverse field, it is interesting to see the picture the surveys paint of the types of companies/ businesses hiring program graduates, the departments in which they work and the job titles they hold. The survey document asked respondents to identify most critical skills and this information, too, is revealing. The skill rating provides a target, revealing how well prepared employers see the program graduates to be in the desired skill areas. While information from employer surveys often confirms faculty suppositions, the data provide an objective view of the graduates' preparedness and performance.

A survey need not be, and should not be, a one-way communication. Through a series of simple yes/no questions on hiring criteria, the Employer Survey both invites information useful in preparing students for the interviewing/hiring process, and also tells employers expectations the Technical and Professional Program holds of its graduates. For example, a question asks, "Do you require applicants to present a writing portfolio?" While the presumption might be yes—and a professional portfolio is an outcome assessment tool used by the program to measure a student's progress and level of achievement in all major communication components—some employers may overlook a portfolio's value (or perhaps not realize TPC graduates have a portfolio they're prepared to present).

Finally the surveys solicit general comments, offering respondents an opportunity to voice concerns or express observations not germane to any specific survey question.

Survey Responses

The 36 Employer Surveys mailed sought information on 50 graduates (several employers having hired or offered internships to more than one Technical and Professional Communication student/graduate). The 11 surveys returned provided information on 17 graduates. Six of the surveys failed to reach their addressees due, presumably, to company mergers, relocations, and other vagaries of a dynamic business climate.

Services represented by the 11 employers included Automotive Technical Publications (1), Office Furniture (1), Banking (1), Electronics/Engineering (2), Training (2), TeleCommunication (2), Insurance (1) and Business/Marketing (1). Within these diverse settings, 4 used the job title Technical Writer. Other job titles included Trainer (2), Public Relations (1), Computer Specialist (1), TeleCommunication Specialist (1), Marketing Assistant (3), and Production Assistant (1).

Highlights

Total employer surveys mailed:	36	Response rate 30.55%	
Total surveys returned:	11		
Services Represented		#	
Automotive Technical Publications		1	
Banking		1	
Business/Marketing		1	
Electronics/Engineering		2	
Insurance		1	
Office Furniture		1	
Telecommunication		2	
Training		2	
Job titles used		#	
Technical Writer		4	
Marketing Assistant		3	
Computer Specialist		1	
Production Assistant		1	
Public Relations		1	
Trainer		1	

Nature of the Profession

Faculty with the TPC program struggle to give inquiring students a clear and simple view of their future employment setting. As the Employer Surveys show, the reality is that technical communicators perform a wide range of jobs in an even wider range of companies. It's simpler to describe the skills demanded and used than the setting in which these skills will be applied. Of course, talking only about skill is not entirely satisfactory to a person trying to envision a career's physical setting.

The Employer Surveys presented no surprise when an equal number of respondents (7) placed Writing/Editing and Computer Word Processing top on the Critical Skills list. Critical Skills cited by other respondents included Communication between Specialist and Customer (3), Thoroughness/Attention to Detail (2), Training Design (1), and Specialized Skills, electronics (2).

As might be expected from employers placing Writing/Editing and Word Processing highest on the skill list, the surveys reported Authoring (Writing) to be the most common type of work (7) followed by Training (3), Specialized Technical (3), Desktop Publishing (2), Video Scripting (1), Text Editing (1), and Internet Research (1).

Highlights

Critical Skills identified by survey

Skill ranking	# respondents
Writing/Editing, computer word processing	7
Communication between specialist & customer	3
Thoroughness/attention to detail	2
Specialized skills, electronics	2
Training design	1

Most common type of work	# respondents
Authoring (writing)	7
Training	3
Specialized, technical	3
Desktop publishing	2
Video scripting	1
Text editing	1
Internet research	1

Graduate Preparedness

A faculty would like to believe its graduates enter the work force fully prepared for all their daily challenges. Preponderantly, the Employer Surveys rated the graduates whom they hired as capable or well prepared in all categories specified on the form, with one notable exception—Time Management. Respondents divided this category nearly equally between Capable and Well Prepared and Poorly Prepared. Although Time Management can be considered a skill, it is also a by-product of maturity. Perhaps a follow-up survey asking progress on the job might elicit a stronger response to this category. Otherwise, the Poorly Prepared responses applied to one specific graduate who, in the faculty's view, failed more from a severe lack of maturity than from low skills.

Highlights

Skill	well prepared	capable	poorly prepared	N/A
Word processing	5	5		
Desktop publishing	5	2	1	4
Spreadsheets	3	3		6
Graphics	5	3	1	3
Internet	5	3	1	4
Writing	5	3	2	1
Editing	3	6	1	2
Layout design	4	4	1	3
Team work	7	4	1	
Time management	5	2	4	

Hiring Criteria

As mentioned, questions in this section have the dual purpose of educating the employer on procedures for recruiting and screening prospective employees as well as eliciting the employer's practice with these procedures. Perhaps reflecting that a graduate's GPA alone is not an accurate measure of potential, none of the surveys identified a minimum GPA. Half as many employers require a writing test as those who do not (3/6). Even fewer (2/7) require an editing test. An equal number of employers require a writing portfolio to those who do not (5/5). All respondents affirmed that based on their

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experiences with graduates/interns, they would hire from the program in the future. Confirming also, an even number (5/5) said that they would consider recruiting and interviewing students on campus.

Highlights

Hiring criteria	% requiring
Minimum GPA	0
Writing test	50%
Editing test	29%
Writing portfolio	50%

Hiring response	% affirming
Would hire more TPC graduates	100%
Would consider recruiting on campus	50%

General Comments

Three respondents felt compelled to write comments. Their statements are revealing. One noted that it was difficult for the graduates to adapt to the daily grind, emphasizing that good work habits and self-discipline are as important as those forms of preparation listed as skills. Both attitudes play equally in the classroom, where they can and should be enforced and reinforced. Another respondent viewed the Technical and Professional Communication degree as affording strong potential for the employee's future advancement. This comment reinforces a long held faculty view that communication skills are both an employment opener and a career path enhancement. A third respondent commented that while the graduate whom that company hired had a tendency to oversell her/himself, the employee learned and developed concrete capabilities. Here, presumably, maturity supplanted eagerness. Faculty encourage ambition and eagerness with the expectation that these will be tempered in the "daily grind." It's encouraging to read such a report.

Summary

The faculty's experience with the field predicted the Employers' responses reflecting the diversity in both the type of work and job titles for which program graduates are hired. Likewise, the surveys confirm the faculty view of the preponderant value of strong writing/editing and general computer preparation of the graduates. That stronger priorities are not assigned to the ability to communicate between specialists and customers and the importance of thoroughness and attention to detail is somewhat surprising, perhaps reflecting the sentiment of this set of respondents.

The TPC faculty members are heartened by strong responses to the preparedness of graduates. In recent years the TPC program, has struggled to reestablish itself following the University's restructuring debacle. Apparently graduate quality has not been sacrificed through this process.

While the faculty members wish employers would take a more proactive stance in evaluating the preparedness of their prospective employees (by looking at portfolios and requiring a writing if not both a writing and editing test), perhaps these questions on the survey will help the responding employers realize that graduates are prepared to have their skills tested and bring some demonstrated experience to entry-level employment.

The respondents' general comments are a reminder of sometimes missed links between the Academy and the "Real World." Self-discipline and good work habits are as important to strong scholarship as they are to employee productivity. Strong communication abilities do enhance the ability to grow with challenges.

The surveys reported on the early employment experiences of one-third of the program graduates. Half of this sampling have been tracked through their careers by faculty visits to their employment sites, telephone conversations, and exchanges of email and letters. The career tracking reveals very similar findings—Technical and Professional Communicators work for a diverse range of employers under a variety of job titles.

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Though they primarily write and edit, as they progress in their careers they are also expected to have or quickly develop expertise in specializations. As one TPC graduate put it, in the actor's lingo a technical writer has to be a "quick study." The employer surveys confirm this observation by showing the breadth of settings in which technical communicators work.

Highlights

Program strengths	Section
Graduates find jobs related to field of study	Survey responses/ Nature of Profession
Graduates use skills presented in program	Survey responses
Graduates are overall well prepared	Graduate preparedness
Employers are willing to hire TPC graduates	Hiring Criteria

Program weaknesses	Section
Employers fail to make use of professional portfolio and writing/editing tests	Hiring criteria
Survey ranks graduates low in time management skills	Graduate preparedness

Employer Survey
Ferris State University
Technical and Professional Communication Program

To keep our curriculum current with the marketplace we need your feedback on the preparedness of our graduates or interns which you have hired. Therefore, we ask that you take the few minutes it will take to fill out this survey and return it to us either by fax (616) 592-2910 or mail using the accompanying postpaid envelope.

According to our records, your company has hired Ferris State University Technical Communication graduates or interns.

Employer profile
    Company name (optional) _____
    Primary product(s) or service(s) _____
    _____

    Name of department where graduate(s) work _____
    _____

    Number of employees in that department _____

Employee profile
    Job title(s) of graduate(s) _____
    _____

    Nature of work that graduate(s) perform _____
    _____

    Most critical skills for that work _____
    _____

Professional development
What ongoing training does your company provide?

	In-house training	Tuition reimbursement
Software		
Management		
Teamwork		
Graduate study		

Graduates/intern's preparedness (please check appropriate response)

SKILL	WELL PREPARED	CAPABLE	POORLY PREPARED	N/A
Word processing				
Desktop publishing				
Spreadsheets				
Graphics				
Internet				
Writing				
Editing				
Layout design				
Teamwork				
Time Management				
Others				

Additional areas of preparedness you wish graduate(s) possessed

_____

_____

_____

Employment criteria

Does your company require a minimum GPA? If so, that minimum is _____

Do applicants for technical writing positions take a writing test?   Yes   No

Do applicants for technical writing positions take an editing test?   Yes   No

Do you require applicants to present a writing portfolio?   Yes   No

Based on the experiences you have had with our graduates/interns,
would you hire graduates from our Technical Communication
program?   Yes   No

Would you consider recruiting and interviewing students on campus?   Yes   No

Title of person completing this survey _____

Comments:

Chapter 5
Student Evaluation:
survey and assessment

copy of survey sent to current program juniors and seniors(12)
survey sample (6 rec'd), data tabulations, and analysis

Chapter 5 Student Evaluation

Introduction

An important phase of the current TPC review process is an opinion survey of our upper-level (junior and senior) students. The surveys were distributed during the Winter 1998 Semester, and 50% (6 of 12) of the surveys were completed and returned for the Program Review Committee's evaluation. The survey sought students' opinions in three areas: (1) demographic information and career preparation; (2) evaluation of required program coursework; and (3) detailed questions rating 14 key areas concerning program curriculum, facilities, and faculty performance. This report presents the results of the TPC Program student survey, and provides discussion/interpretation of these results in light of the program review process.

Summary

The results of this survey indicate that TPC students are very satisfied with most aspects of their program. They feel that their courses are providing them with the writing, editing, and collaborative skills they will need as professional technical communicators. Their responses also indicate a very positive professional relationship between TPC students and faculty. Students rate highly the faculty's professional expertise and abilities as curriculum and career advisors. Results indicate that more work can be done developing students' problem-solving and verbal communication skills (e.g., offering more theoretical problem-solving cases and oral presentation opportunities in all of our technical writing classes), and that we maintain/improve/update the program's lab and computer capabilities. These responses indicate a healthy program that is growing (35 students have indicated interest in entering the program, and a new technical communication faculty member has been hired).

Entrance into the TPC Program

Of the students who responded to the survey, 33.3% are seniors; 33.3% are juniors; and 33.3% are sophomores. Of the respondents, 16.6% entered the TPC Program directly; 66.4% transferred into the TPC Program from other Ferris programs (NMC University Center, Administrative Assistant, Criminal Justice, and Industrial/Electronic Technology); and 16.6% transferred into the TPC Program from other colleges.

Graduation Plans

Of the students, 16.6% indicated they would seek a position as a technical communicator in business/industry/healthcare; 33.2% in education/government; 16.6% in freelance work; 16.6% in both education/government and graduate school; and 16.6% "other" (undecided).

In 5-10 years after graduation, 49.8% of the students expect to be freelance technical communicators or to be gaining management/supervisory experience; 33.2% expect to be technical communicators in education/government; 16.6% expect to be technical communicators in business/industry/healthcare; and 16.6% responded "other."

TPC Education and Career Preparation

In this section of the survey, students rated the TPC Program in the areas of career preparation, preparation for graduate education, and intellectual challenge using a scale of 5 = excellent, 4 = good, 3 = adequate, 2 = weak, 1 = unsatisfactory (amounts are given in percentages of the respondents).

n = 6	5	4	3	2	1
career preparation	49.8%	33.2%	16.6%		
preparation for advanced education	33.2	49.8	16.6		
intellectual challenge of the program	49.5	49.5			

Evaluation of Required Coursework

Survey results indicate a high level of student satisfaction with the required writing (ENGL and TCOM) and communication (COMM) courses they have taken. The PTEC 153 (or 271) page layout courses were rated as adequate by 25% of the students.

In this section of the survey, students were asked to rate the effectiveness of required courses. The following scale was used in this section: 5 = high (excellent; great value—learned a lot), 4 = good, 3 = adequate, 2 = weak, 1 = low (unsatisfactor; little value—learned very little), and 0 = don't know (havent' taken).

NOTE: The following percentages are based on items 1 through 5 — only those students who have completed each course. One student substituted another course for COMM 336, Technical and Professional Presentation.

n = 6	5	4	3	2	1
ENGL 311: Advanced Technical Writing	83%		16.6%		
ENGL 321: Advanced Composition	100				
ENGL 323: Proposal Writing	50	50			
PTEC 153 (or 271): Digital Page Layout	50	50			
COMM 301: Interviewing	50	50			
COMM 332: Argumentation	34	66			
COMM 336: Tech. and Prof. Presentation	100				
TCOM 491: Internship	100				
TCOM 411: Tech. Editing and Publication	100				
TCOM 324: History of Rhetoric and Style	100				
TCOM 499: Professional Seminar	100				

Evaluation of Curriculum, Facilities, and Faculty Performance

Student responses in this section of the survey indicate that the program and its faculty are doing **excellent** work in

- developing their writing skills
- offering a variety of communication electives (multimedia, printing, television production, etc.) relevant to their career choices and interests
- providing excellent academic counseling on course selections appropriate to their career goals and professional interests.

Students indicate that the program and its faculty are doing **good** work in

- developing their editing skills
- providing useful experience in collaborative writing and team projects
- offering them a variety of useful, pre-professional "content specialty areas"
- offering them faculty who have high levels of professional expertise and provide solid career advice
- providing opportunities to work with other TPC students
- establishing professional contacts with practicing technical communicators
- maintaining lab facilities and computer equipment.

Students indicate that the program and its faculty are doing **adequate** work in

- developing their problem-solving and critical-thinking skills
- developing their verbal communication skills
- developing the computer skills necessary for technical communicators.

Students were also asked to rate the TPC curriculum on a scale of 1 to 5. Based on these instructions, the following rating scale was created: 5 = excellent, 4 = good, 3 = adequate, 2 = weak, 1 = unsatisfactory. Each of the 14 questions in this section was answered by all of the students who completed the survey. Student comments are included wherever they were added.

n = 6	5	4	3	2	1
Development of					
problem-solving, critical thinking skills	33.3%	33.3%	33.3%		
writing skills	83.0	33.3			
editing skills	33.2	49.8	16.6		
verbal communication skills	49.8	33.2		16.6	
computer skills	33.3	33.3	33.3		
collaborative/teamwork skills	49.8	33.2	16.6		
Variety of communication electives					
relevant to career choice	83	16.6			
Choice of "content specialty areas"	66.4	33.2			
Faculty/Professional Expertise	66.4	16.6	16.6		
comments: "I am so very impressed with the quality of the faculty in the program. All of them are outstanding."					

n = 6	5	4	3	2	1
Technical communications career advice	66.4%	16.6%	16.6%		
Counseling about course selection / career and professional interests	83.0	16.6			
Meeting/working with other TPC students	49.8	33.2	16.6		
Developing professional contacts	49.8	16.6	33.2		
Lab facilities/hardware/software	33.2	49.8		16.6	

> **comments**: "lab facilites and development of computer skills could be improved. . . just need to acquire and maintain state-of-the-art skills in our students."

Summary

Strengths

The survey indicates that TPC students are confident about their program and its ability to prepare them for a variety of careers as professional technical communicators. The relationship between current TPC students and program faculty is strong, collegial, and highly professional. The students also feel their advising and career counseling are very strong.

Weaknesses

The survey results indicate that TPC students perceive the verbal communication courses and the TPC lab as the weak points in the curriculum. The results also indicate that, while the students recognize the value and dynamics of collaborative work, they don't feel the program offers them enough opportunity to develop their teamwork skills. Also, based on these results, it appears that their are two areas — developing the students' computer skills and offering them opportunities for professional contacts — which the program faculty may wish to increase.

The few "adequate" survey responses on students' perceptions of "preparedness" issues (development of critical thinking/ problem-solving and computer skills), and those

responses split evenly between "excellent" and "good-adequate" (development of verbal and collaborative/teamwork skills) may have been skewed by the responses of the students who have not yet completed their internship. Our experience shows us that the internship experience surprises many of our students by showing them how well prepared they really are for the "real world." Their insecurities as juniors often disappear when they have actually used these skills to succeed as professionals. Follow-ups questioning post-internship students on these "real-life" professional issues will likely yield higher, even more useful, satisfaction percentages.

Future of the TPC Program

While we recognize the potential for distortion that appears in surveys of current students, we must also recognize the value of their perceptions; for these perceptions are often those which exist across the campus and in the minds of other, potential students. It is important that we work to educate our current students about the professional options which are available to them, the skills they need to develop now, and the benefits and rewards which accompany their hard work and preparation. Developing their awareness of the profession—and what it takes to be successful in it—must remain our primary focus. What we can learn from these students is how well we're getting that message across.

**Survey of Program Juniors and Seniors
Technical and Professional Communication Program**

This year the Technical and Professional Communication (TPC) Program at Ferris State University is completing a self-study evaluation as part of the University's program review process. One step in this process is to collect information from our current students. The Program Review Panel for the TPC Program would appreciate your candid responses to the following questions.

Please complete the survey questions and **return** this form **as soon as possible** to Dr. Sandra J. Balkema, coordinator, TPC Program, Languages and Literature Dept., ASC 3087.

Your opinions are important to the Program Review Panel. Thank you for your time and willingness to help us evaluate the TPC Program. We also invite any additional written comments you might have.

1. Did you enter the TPC program as a (circle one)   freshman   sophomore   junior   senior

2. What is your current academic status?   freshman   sophomore   junior   senior

3. Did you transfer from another program at Ferris?   YES   NO

   If yes, which one? _____

   If you were a transfer student from another university, please indicate which institution (s) you attended: _____

4. What are your plans upon graduation (please circle the letter which best describes your plans):

   a. look for a position as a technical communicator in business/industry/healthcare
   b. look for a position as a technical communicator in education/government
   c. do freelance work as a technical communicator
   d. attend graduate school
   e. other: _____

5. What are your plans 5-10 years after graduation (circle as many as apply):

   a. work as a technical communicator in business/industry/healthcare
   b. work as a technical communicator in education/government
   c   do freelance work as a technical communicator
   d. attend graduate school
   e. gain management/supervisory experience and advance into a management position
   f. other: _____

6. On a scale of 1 (unsatisfactory) to 5 (excellent) how do you rate your TPC education in terms of

   _____ preparation for a career
   _____ preparation for advanced education
   _____ intellectual challenge

Survey — Students' Evaluation (page 2)

Student Evaluation (continued)

7. Please rate the TPC required courses (from the following list) using the scale

1 = low, 5 = high;   0 = don't know (haven't taken)

____ a. ENGL 311, Advanced Technical Writing ____ g. COMM 336, Tech. & Prof. Presentations
____ b. ENGL 321, Advanced Composition ____ h. TCOM 491, Internship
____ c. ENGL 323, Proposal Writing ____ i. TCOM 411, Technical Editing & Publ.
____ d. PTEC 153 (or 271), Digital Page Layout ____ j. TCOM 324, History of Rhetoric & Style
____ e. COMM 301, Interviewing ____ k. TCOM 499, Professional Seminar
____ f. COMM 332, Argumentation

8. Rate the following areas of the TPC curriculum on a scale of 1 (weaknesses) to 5 (strengths):

____ the development of problem solving and critical thinking skills
____ the development of writing skills
____ the development of editing skills
____ the development of verbal communication skills
____ the development of computer skills necessary for technical communicators
____ the development of collaboration / teamwork skills
____ a broad choice of communication electives (printing, verbal communication, multimedia, television production, etc.) relevant to my career choice, content specialty, and interests
____ a broad choice of "content specialty" areas relevant to my career goals and professional interests
____ a faculty with expertise in their professional areas
____ sound advice, when I sought it, about careers in technical communication
____ sound academic counseling, when I sought it, about course selection appropriate to my career goals and professional interests
____ opportunities for meeting with and working with other TPC students
____ opportunities for developing professional contacts with practicing technical communicators
____ lab facilities with useful hardware and software

Thank You !

Chapter 6
Faculty Evaluation: survey and assessment

copy of survey sent to two faculty groups: non-program faculty and program faculty (19 for group 1; 10 for group 2), survey sample (6 rec'd for group 1; 7 for group 2), data tabulations, and analysis

Chapter 6 Faculty Evaluation

Part 1: Perceptions from Non-program Faculty

Rationale

This section measures the perceptions that faculty and counselors who are not associated with the Technical and Professional Communication (TPC) Program have about the TPC Program and about its students. All TPC students are required to take classes outside of the program both as required classes (such as Printing Technology and Speech) or and as electives in students' technical areas (such as Computer Science).

Faculty who teach in these areas see TPC students from different perspectives than do TPC faculty, who have closely watched the students and their progress. We tend to view TPC students' skills by industry levels and often evaluate their writing on that basis and do not see them as compared to other students at Ferris who are not affiliated with the TPC Program. The faculty whom we contacted and sent questionnaires provide us with a Ferris at-large perspective.

In addition to this non-program faculty, we asked faculty in the Department of Languages and Literature to respond to a similar survey. Since our departmental colleagues are teachers of writing and since they know something about the TPC Program, their perceptions are a gauge of how TPC students' skills measure up to those of students in all writing programs. (This second survey is examined and evaluated immediately following this discussion.)

Method

Surveys were sent to 19 non-program counselors and faculty in Visual Communication, Humanities, Graphics Arts, Printing Technology, and Television Production. Of these 6 were filled out and returned, yielding a return rate of 33%.

The surveys asked faculty to evaluate both the TPC Program and its students in 11 areas and then to comment on the TPC Program's strengths, weaknesses, and future. Respondents were asked to rate these areas as

Excellent,
Good,
Acceptable,
Below expectations,
Poor, or
Don't know.

During the examination of the responses, all "Don't know" responses were separated. Then, numbers were assigned to each response: 5 for "Excellent," 4 for "Good," 3 for "Acceptable," 2 for "Below Expectations," and 1 for "Poor." Responses were then averaged for the first 11 questions.

Results and Implications

"Don't know" Responses

For each of the first 11 questions 6 responses were possible from non-program faculty for a total of 66 possible responses. Out of this total 19 responses were "Don't know," or 28.4%. It seems, therefore, that even non-program faculty know about the TPC Program.

However, when examining each question individually, patterns emerge for specific issues. The percentages of responses of "Don't know" for individual questions is as follows:

Question	Percentage of "Don't know"
1. *Participation in Program development*	50%
2. *Student opportunities in labor market*	33%
3. *Student conduct*	16%
4. *Relevance of supporting courses*	16%
5. *Provision for work/intern experience*	33%
6. *Bias-free environment*	66%
7. *Program advising*	33%
8. *Career planning and guidance*	50%
9. *Adequacy of instructional facilities*	0%
10. *Perceptions of TPC students*	0%
11. *Relationship to other programs*	33%

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The areas about which non-program faculty had little knowledge are related to the day-to-day running of the TPC Program: *Program development*, *Bias-free environment*, and *Career planning*, and non-program faculty has little or no opportunity to see these on a regular basis. In all other areas, non-program faculty seems to know the TPC Program well. In other words, the TPC Program is well-known on campus.

Non-program faculty know TPC students. *Student opportunities*, *Student conduct*, and *Perceptions of TPC students* have no more than 33% of respondents claiming no knowledge. In other words, these faculty members are very familiar with the abilities of TPC students.

It is also significant that non-program faculty understand the adequacy of facilities available to the TPC Program.

Qualitative Responses

As discussed above, numerical values were given to responses for the first 11 questions on the survey in order to come to an average. Responses of "Excellent" are indicated by 5; responses of "Poor" are indicated by 1. Excluding "Don't know" responses, averages associated with each question are as follows:

	Question	Average
1.	*Participation in Program development*	4.0
2.	*Student opportunities in labor market*	4.75
3.	*Student conduct*	5.0
4.	*Relevance of supporting courses*	4.6
5.	*Provision for work/intern experience*	4.5
6.	*Bias-free environment*	4.0
7.	*Program advising*	3.25
8.	*Career planning and guidance*	3.6
9.	*Adequacy of instructional facilities*	3.0
10.	*Perceptions of TPC students*	3.8
11.	*Relationship to other programs*	3.6

The data indicate that non-program faculty view the TPC Program and its students as "Acceptable" at the very least, and in many cases as well above "Acceptable." Again, non-program faculty seem to regard the TPC Program in positive terms. The areas

Participation in program development, Student opportunities, Supporting courses, Work/ intern experience, and *Bias-free environment* are seen as well above average. Particular comments regarding the Program are mostly positive and flattering:

> "Even though we have become a technology based society, we need people who can write. The TPC Program bridges that gap."

> ". . . very good and caring faculty . . ."

> "Unique program— I believe there are jobs for these grads."

> ". . . you are doing a fine job."

"Relationships to other programs" rates lowest at 3.6, and comments suggest that the TPC Program should have "more involvement with Printing Technology," and that the TPC Program should "develop [a] standard relationship with [Television Production]."

Again, non-program faculty perceptions of TPC students are positive. TPC students' conduct is rated clearly as "Excellent" (5), and students' overall abilities are rated 3.8, or very close to "Good." Comments about TPC students are uniformly positive:

> "Your students are very emphatic about their career goals."

> " . . . students do well and are motivated."

> "TPC students enter my classes with superior writing skills."

> "Students [involved in digital-page layout] have always been excellent students."

> "TPC students are always attentive and ready to learn."

The lowest rating is for *Adequacy of instructional facilities*— "Acceptable" (3), which reflects TPC instructors' attitudes towards technological facilities. One comment on the survey notes that "Macintosh support is not good."

Number 7 above, "Program Advising," is conspicuously low when compared to other responses. It's probable that non-program faculty are not familiar with the advising

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that occurs in the TPC Program. In fact, responses by program faculty are considerably higher: 4.86 out of 5. Those familiar with the TPC Program perceive advising as effective.

Strengths, Weaknesses, and Future

The data above suggest that the TPC Program is strong in preparing its students for the job market. They also suggest that the TPC Program's reputation is sound and that its students are well above average in industriousness, motivation, and writing skills. TPC faculty are well respected.

The major weakness seems to be a barely adequate technology base, specifically computer support.

While not specifying the following as weaknesses, non-program faculty are concerned about recruiting for the program:

> "Recruit more students and keep your ears open for new trends and needs."

> "Recruit. Get the word out."

Another concern is integrating the TPC Program with other related programs on campus. As noted above, Television Production and Printing Technology would like to see more collaboration with the TPC Program. One comment suggests that, in addition to Printing Technology, "Graphics Communications [and] Speech Communication . . . are all inter-related."

Non-program faculty perceive a need for the TPC Program on campus. The future, it seems, has to address issues of integration with other programs, enhanced instructional facilities, and aggressive recruiting.

Part 2: Perceptions from Program Faculty

Rationale

This section measures the perceptions that faculty who are associated with the Technical and Professional Communication (TPC) Program have about the Program and about its students. The faculty consulted in this survey typically are involved with TPC students in their technical communication courses, such as TCOM 324, TCOM 411, and TCOM 499; in related writing courses, such as Advanced Technical Writing (English 311), Advanced Business Writing (English 325), and Proposal Writing (English 323); or in the TPC Program Committee.

Faculty identified above are generally familiar with both the subject matter and pedagogy of technical communications courses; in most cases they are also experienced in the following areas of professional writing:

      industrial,
      medical, and
      government (including military).

These faculty members view TPC students' skills by industry and professional standards and often evaluate their writing on that basis. Their perceptions measure TCP students' abilities and Program capacities by workplace criteria.

Method

Surveys were sent to 10 program faculty. Of these 7 were filled out and returned, yielding a return rate of 70%. The surveys asked faculty to evaluate both the TPC and its students in 15 areas and then to comment on the TPC's strengths, weaknesses, and future. Respondents were asked to rate these areas as

      Excellent,
      Good,
      Acceptable,
      Below expectations,
      Poor, or
      Don't know.

During the examination of the responses, all "Don't know" responses were separated. Then, numbers were assigned to each response: 5 for "Excellent," 4 for "Good," 3 for "Acceptable," 2 for "Below Expectations," and 1 for "Poor." Responses were then averaged for the first 11 questions.

In most instances the questions asked of program faculty were the same as those asked of non-program faculty. However, four additional questions sought responses regarding specific information with which program faculty should be familiar. The additional questions asked for responses to the following:

Course Objectives — guidelines that pertain to specific TCOM courses,

Use of Standards — professional and ethical guidelines used in industry,

Use of Student Follow-up Information — use of information from graduates to monitor and upgrade program curriculum, and

Use of Advisory Committee — use of suggestions and feedback from professionals in industry.

Results and Implications

"Don't know" Responses

For each of the first 15 questions 6 responses were possible from non-program faculty for a total of 90 possible responses. Out of this total 8 responses were "Don't know," or 8.8% (compared to 28.4% for non-program faculty). The responses that follow indicate a deep familiarity of program faculty with the TPC Program.

The percentages of responses of "Don't know" for individual questions is as follows:

	Question	Percentage of "Don't know"
1.	*Participation in Program development*	
2.	*Course objectives*	
3.	*Use of information on labor market needs*	14%
4.	*Use of standards*	14%
5.	*Use of student follow-up information*	14%
6.	*Relevance of supporting courses*	
7.	*Provision for work/intern experience*	14%
8.	*Program availability and accessibility*	14%
9.	*Bias-free environment*	14%
10.	*Program advising*	
11.	*Career planning and guidance*	
12.	*Adequacy of instructional facilities*	14%
13.	*Use of Advisory Committee*	14%
14.	*Perceptions of TPC students*	
15.	*Relationship to other programs*	

The same faculty member made all "Don't know" responses above.

Qualitative Responses

When examining the data above, the sample size was 7 for questions 1, 2, 6, 10, 11, 14, and 15 (questions that all respondents answered). For all other questions the sample size was 6 (questions for which a response of "Don't now" was registered). As discussed above, numerical values were given to responses for the first 15 questions on the survey in order to come to an average. Responses of "Excellent" are indicated by 5; responses of "Poor" are indicated by 1. Excluding "Don't know" responses, averages associated with each question are as follows:

	Question	Average
1.	*Participation in program development*	4.29
2.	*Course objectives*	4.57
3.	*Use of Information on labor market needs*	4.5
4.	*Use of standards*	4.16
5.	*Use of student follow-up information*	4.0
6.	*Relevance of supporting courses*	4.43
7.	*Provision for work/intern experience*	4.66
8.	*Program availability and accessibility*	4.0
9.	*Bias-free environment*	4.83
10.	*Program advising*	4.86
11.	*Career planning and guidance*	4.71
12.	*Adequacy of instructional facilities*	3.83
13.	*Use of Advisory Committee*	4.0
14.	*Perceptions of TPC students*	4.0
15.	*Relationship to other programs*	4.29

It is noteworthy that, with only one exception— Question 12— all responses indicate that in most categories the TPC Program rates at the "Good" (i.e. 4.0) level or above, and in some instances, it rates very well indeed. Those areas that rated near "Excellent" (defined as a score of 4.5 or above) include *Course Objectives*, *Use of Information on labor market needs*, *Provision for work/intern experience*, *Bias-free environment*, *Program advising*, and *Career planning and guidance*.

Strengths, Weaknesses, and the Future

As may be imagined, the back of the questionnaires were filled with thoughtful comments about the TPC Program. In general, the strengths included employment opportunities for students, program potential, and faculty. Weaknesses included instructional facilities, lack of program visibility, and lack of program identity. Future suggestions include recruitment, facilities improvement, and curriculum initiatives.

Strengths

By far the most common comment about the TPC Program's strengths concerned the employability of graduates. One respondent notes that the Program's "central focus [is] on students and their futures . . . work[ing] with their personal strengths and weaknesses and working to develop their skills in all T-C areas." Another respondent notes that the TPC Program "meets the needs of growing industry." Perhaps most notable is the comment that TPC students "begin their careers . . . in positions that give them access to decision-making within business organizations," a point from which they may move within their organizations "to positions of greater authority more rapidly than others." It seems that not only do TPC students get good jobs upon graduation, but they are given skills that help them progress within their careers.

The second most recognized strength of the TPC Program is a flexibility that allows students to build professional writing skills based on their own strengths and interests: "The breadth of the T-C field requires that . . . students have a solid writing/editing base but also allows them to build on their own interests and abilities in the field, [and the TPC Program] is designed to allow for and encourage diversity." Another respondent notes that the TPC Program "requires students to be actively engaged with their subject matter . . . giving them the tools to learn and adapt to new and often surprising developments: a necessary skill in organizations that work in rapidly changing environments." Several faculty see this flexibility as a means to further diversify students' options, such as offering TPC initiatives with other programs on campus, such as Heavy Equipment Management and Journalism. The TPC Program is also viewed as a program that can be offered successfully in satellite campus sites and in conjunction with Grand Rapids Community College.

The third most recognized strength of the TPC Program is faculty "scholarship, experience, and enthusiasm" for the program. As noted above, TPC faculty come from backgrounds in government, industry, academia, and business. Almost all respondents refer to recent "turmoil" on campus and despite this note the "commitment of . . . core faculty [who] believe in the students and love the work available in the field in order to survive the ups and downs of the university." Another respondent cites "wide array of faculty diversity."

Weaknesses

Despite the flattering comments above, program faculty identify a few weaknesses in the TPC Program, weaknesses it must be noted that can be overcome with work and resources.

The major program weakness seems to be a lack of program identity on campus and a lack of a sense of "camaraderie" between students and faculty in the program. One

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respondent notes that one of the TPC Program's strengths— its flexibility— is the very same force that produces a lack of program identity: "because students tailor so much of their own program and because there are so few program courses that they take together, the program lacks identity and *esprit de corps*. Another respondent characterizes this situation as follows:

> . . . the low number of program-specific courses has also weakened the program. Students don't develop an awareness of the options in the field; they don't gain a sense of professional identity; they don't develop program identity; they aren't given any role models— until the end of their academic career[s].

A second weakness is identified as a lack of instructional facilities, as indicated in responses to number 12 above. Respondents call for significant improvements in hardware and software for the TPC Program, such as up-to-date computers, a scanner with optical character recognition, and "possibly a CD-ROM duplicator." One respondent notes that instructors also "need to be trained on a regular basis in the latest software and hardware configurations and to be involved in industry applications."

The third program weakness is lack of visibility for the TPC Program both on-campus and throughout the state and, along with this, a need for serious recruitment of students. The TPC Program is identified as "a gem of a program" but its lack of recognition around the state and within the Ferris community is conspicuous. While respondents note that this problem could have been caused by campus "political and academic adversity," two-thirds of all respondents note this weakness should be addressed and solved.

A fourth problem area— touched on only briefly— is the relationship between the TPC Program and Speech Communication, particularly with Applied Speech.

Future Developments

Largely in response to the noted program weaknesses above, TPC-involved faculty have come up with several directions that the program should take to address these

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issues. Most of the suggestions seem practical and easily achieved.

In response to the problem of **instructional facilities**, respondents suggest building into the TPC Program budget funds to acquire up-to-date software and hardware. It is also important to give TPC Program faculty training opportunities, perhaps in the form of summer internships with industry.

In response to the problem of **program identity** faculty suggest that students within the program be involved in the program and with program faculty from the first moment that they "sign up" as TPC students. In this regard, several faculty suggest (and are actively working on) a series of one-credit "mini" courses devoted to issues of professional communications. All TPC students would take these courses from the time that they come into the program until their graduation. Topics for such courses, taught by TPC faculty, are as follows:

> technical journalism,
> professional ethics,
> literature about writing,
> language issues, etc.

Such courses would bring students together as program participants on a regular basis and would also give them the opportunity to identify their own interests and strengths and to meet each of the TPC Program instructors.

In response to the problem of **recruitment**, faculty make several suggestions:
- focus on recruitment— on campus and off,

- bring the program to "satellite campuses," such as those in Grand Rapids, Lansing, Holland, Kalamazoo, etc.,

- publicize the program around campus,

- divide the state into "territories," and make various TPC faculty responsible for one of these, such as Southeast Michigan, Southwest Michigan, the Upper Peninsula, etc.,

- familiarize all TPC instructors with all areas of the program, so that they can be used as recruiters whenever an opportunity presents itself,

- create certificate programs, so that people who already have degrees in other fields may complement their degrees with special technical and professional communications skills— thus increasing the numbers of students and program visibility.

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Finally, TPC faculty suggest several other steps that may be taken to strengthen and expand the program:

- consider the option of providing a Master's degree program in the future,

- expanding initiatives with other programs across campus, perhaps coming up with double majors,

- institute a program course in grammar or linguistics to supplement the current TCOM 324 course, History of Rhetoric and Style,

- provide more opportunities for students to understand "what a tech writer does, since there are so many career paths,"

- "settle our relationship with Applied Speech."

Survey — Faculty Evaluation

Faculty Perceptions of Ferris State University

Technical Communication Program

Instructions: Please rate each of the following items regarding students from the Technical and Professional Communication Program who have been in your classes or who have been involved in your program in another capacity. Please use the following guidelines, along with any explanations accompanying each question.

E   Excellent
G   Good
A   Acceptable
BE   Below expectations
P   Poor
DK   Don't know

Please make any additional comments in the space provided.

Please Rate Each Item Below   E G A BE P DK

1. Participation in development of Program.   E G A BE P DK

- *Excellent--* Technical Communication Administrators, faculty, and others involved in the Program seek your input in developing and revising the Program.

- *Poor--* Development of the Program does not seem to take into consideration needs or requirements outside of immediate programmatic needs.

COMMENTS:

2. Student Opportunities in the Labor Market   E G A BE P DK

- *Excellent --* Technical Communication students seem qualified to undertake positions in the working world.
- *Poor--* Students seem unprepared for a career.

COMMENTS:

3. Student conduct   E   G   A   BE   P   DK

- *Excellent* — Students conduct themselves
  professionally in classes and work diligently
  to develop their skills.
- *Poor* -- Students seem unprofessional.

COMMENTS:

4. Relevance of Supporting Courses   E   G   A   BE   P   DK

- *Excellent* -- Applicable supporting courses
  (such as Speech Communication, Printing
  Technology, etc.) are relevant to Program goals
  and current needs of students.

- *Poor* -- Support courses reflect no planned
  approach to meeting student needs.

COMMENTS:

5. Provision of Work Experience/Co-operative Education   E   G   A   BE   P   DK

- *Excellent* -- Students seem to be provided ample
  opportunities for related work experience and internships.

- *Poor* -- Students seem to get few opportunities for work
  experiences or internships.

COMMENTS:

6. Efforts to Achieve a Bias-Free Environment   E   G   A   BE   P   DK

- *Excellent* — Emphasis seems to assure that
  students are not subject to illegal or improper
  bias (whether it be gender, race, or other) in the Program.

- *Poor*— Improper bias seems to be the norm.

COMMENTS:

7. Provision for Program Advising   E   G   A   BE   P   DK

- *Excellent* -- Students seem to be adequately advised
  by Program administrators and faculty.

- *Poor*-- Instructors seem to make no provision for
  student advising.

COMMENTS:

8. Provision for Career Planning and Guidance   E   G   A   BE   P   DK

- *Excellent* — Students in the Program appear to have
  ready access to career planning and guidance services.

- *Poor*— Students have no access to career or
  guidance services.

COMMENTS:

9. Adequacy of Instructional Facilities   E   G   A   BE   P   DK

- *Excellent –* Instructional facilities and equipment seem to meet student needs.

- *Poor–* Facilities and equipment do not meet student needs, may be restrictive, dysfunctional, outdated, or overcrowded.

COMMENTS:

10. Perceptions of Students Receiving a B.S.   E   G   A   BE   P   DK

- *Excellent --* TC students are some of the better students on campus.

- *Poor–* TC students are generally poor academically.

COMMENTS:

11. Relationship of Program with Other Programs   E   G   A   BE   P   DK

- *Excellent –* TC Program has developed and maintains strong relationships with cognate disciplines (English Education, Speech Communication, Printing Technology, etc.) and seeks to develop further relationships to meet student needs.

- *Poor–* TC Program does not seek out, develop, or maintain strong relationships with related disciplines.

COMMENTS:

12. Please discuss your perceptions about the Technical Communication Program's strengths:

13. Please discuss your perceptions about the Technical Communication Program's weaknesses:

14. Please discuss any suggestions for program guidance in the future:

Chapter 7
Advisory Committee Evaluation: survey and assessment

copy of survey sent to advisory committee members (10),
survey sample (8 rec'd), data tabulations, and analysis

Chapter 7 Advisory Group Evaluation

History of the TPC Advisory Group

The Advisory Group for the Technical and Professional Communication Program has been an important part of the curriculum-planning process from the Program's beginning. Early in the 1980s, when the Department of Languages and Literature first conceived of and began developing the Technical Communication Program, we relied heavily upon our contacts in the Society for Technical Communication to construct the degree requirements. Since then, our Advisory Group has undergone several changes, both in membership and its relationship to the TPC Program Committee.

For many years it served informally, with individuals having regular contacts with the Program Coordinator and program faculty at various professional meetings. Program faculty used the Advisory Group members as resources for internship, mentoring, and advising opportunities.

In the early 1990s, we started integrating our Advisory Group more directly into our curriculum discussions and meeting with it more regularly as an entire group. We also expanded our membership to include several program graduates.

Current TPC Advisory Group Members and Activities

Our current Advisory Group membership now includes ten members, half of whom are TPC graduates. The membership also represents many different areas of the technical communication field. The members and their technical communication "specialty" are listed below. The year of graduation is also included for TPC alumni.

Advisory Group — Technical and Professional Communication Program		
Patrick Sweeney	technical writing/illustration	contract house
Patricia Cornett	medical/sci. writing and editing	free lance
Timothy Cooper	on-line help/documentation	contract house
Michael Hood	tech. documentation/specs.	technical industry
William Moore	tech. documentation/specs.	
Brion Eriksen (91)	technical marketing	computer industry
Jane Charlton (89)	technical training	free lance and education
Pamela Hansen(88)	sci. writing/editing (journalistic)	scientific organization
Mimi Miles (95)	tech. and on-line documentation	computer industry
Kristine Petrin (95)	technical documentation	automotive industry

For the past several years, the Advisory Group has met annually to discuss issues including the role of the technical specialty in the TPC curriculum, the direction of computer hardware/software use in the technical communication field, and, most recently, the program review efforts and results.

In June 1998, we held an Advisory Group meeting to discuss the program review efforts and to elicit reaction and evaluation from our Advisory Group members. Prior to that meeting, we sent the members a questionnaire asking for their impressions of the TPC program. The rest of this chapter discusses the results of that survey.

Survey Data

Of the 10 members who received surveys, 8 completed and returned them prior to our Advisory Group meeting. One of the newest members declined our request to complete the survey, based on inadequate knowledge of the program. The survey consisted of ten questions and invited written responses. Each question asked respondents to evaluate aspects of the TPC program on a scale of strongly agree, agree, neutral, disagree, strongly disagree, and unknown.

	SA	A	N	D	SD	UK
1. The TPC Program serves a valuable function at FSU	6	0	1	0	0	1
2. I would refer / have referred students into the TPC program at FSU	5	3	0	0	0	0
3. The FSU technical communication courses and faculty have a sound academic reputation	3	3	2	0	0	0
4. The TPC Program is administered effectively.	2	5	1	0	0	0
5. The facilities and equipment in the TPC Program are sufficient to support quality education.	1	2	2	0	0	3
6. The internship experiences required by the TPC Program are a valuable and necessary part of the students' academic training.	5	3	0	0	0	0
7. The TPC Program is well advertised and promoted throughout FSU.	0	1	3	1	0	3
8. The TPC Program is well advertised and promoted outside of FSU.	0	1	4	1	0	2
9. The TPC Program requirements represent a sound balance between communication skills and technical training.	1	5	2	0	0	0
10. The TPC Program is a quality degree comparable to other baccalaureate degrees in communication at similar institutions.	4	3	0	0	0	1

Comments:
sorry about all the "neutral" responses but I'm not yet familiar with the inner workings of the Tech.Comm. Program.

Sorry I missed the meeting. However, I do want to put in a word of congratulations for the TPC Program. We at the Bishop Company rely on the graduates of your program to help us grow our business. I am not aware of any program that better prepares young people to enter the technical world with more confidence and better equipped to do the work. A well rounded, technically savvy individual with solid publishing skills is a real asset.

Discussion

The overall positive results of the survey are not surprising considering the supportive nature of a program's advisory board. While trying to show support and encouragement for the program, however, the members of our group recognize the importance of their "advisory" function and have, over the years, offered a great deal of sincere and useful suggestions and assessment. These data should be considered in the same light, we believe, as their valuable input during our meetings.

The "neutral" responses cause a bit of difficulty in analyzing these data because some respondents used the category to indicate a lack of knowledge (see the "comment" in the table of data above), while others used it to indicate neither agreement or disagreement but an uncertainty. Because of these differences, questions receiving "neutral" responses will also consider the source of the evaluation.

Positive Reactions

Considering first the overwhelmingly positive results of questions 2, 6, and 10 — those receiving all SA or A responses — we can see that our Advisory Group believes that the program is a strong viable program. Their strong support of the internship requirement is also not surprising considering the value business/industry places on "real-world" experience.

Questions 1 and 4, which also received extremely positive reactions (75-87.5 % SA), each included one "neutral" response. For question 1, "does the TPC Program serve a valuable function at FSU?" the neutral response was received from a program graduate. For question 4, "is the TPC Program administered effectively?" the neutral response was from the newest Advisory Group member who used the "N" to reflect lack of knowledge.

Question 3, which evaluated the courses and faculty, also received similar responses to questions 1 and 4, including a strong (75% SA or A responses) and 25% neutral re-

sponses. The neutral responses here were from the same program graduate and new Advisory Group member as in questions 1 and 4.

Question 9, "do the TPC Program requirements represent a sound balance between communication skills and technical training," received an overall positive, though more moderate, response (12.5 % SA and 62.5 % A) as well as 25 % "neutral" responses. These more moderate responses are not surprising, considering the past discussions among Advisory Group members about the value and necessity of the TPC Program's "technical specialty" requirement.

A recent Advisory Group meeting focused on the technical specialty requirement and prompted an extremely interesting and useful discussion. Several of our members believe that the technical specialty is important to the future success and flexibility of our graduates, while others believe that the technical specialty is of primary importance in the early stages of our graduates' careers, lessening in importance to a graduates' success over time. This is an issue of much debate in the technical communication field, and thus, these data were expected.

Another question which elicited mixed responses was Question #5: "are the facilities and equipment in the TPC Program sufficient to support quality education?" Only 37.5 % of the responses were positive (12.5 % SA, 25 % A), while the remaining 62.5 % were split between "neutral" and "unknown" responses. These data, too, reflect frequent Advisory Group discussion. Over the years, the TPC Program has had uneven computer support and equipment. We spent much time in our early years arguing for a program lab with the software required by the technical communication field; in more recent years we've had to deal with replacing outdated equipment and maintaining physical space for our computer lab. Thus, our frustrations with our computer facilities combined with the profession's increased emphasis on computer skills and training has made this an issue of importance to our Advisory Group. Chapter 9 discusses our current lab facilities in more detail.

Negative Reactions

While 8 of the questions received predominately positive responses, 2 questions, # 7 and 8, elicited clearly less enthusiastic responses. Both questions evaluated the marketing of the TPC Program, both on- and off-campus, and both received poor (only 12.5 %) positive responses. The remaining 87.5 % of the responses were split between "neutral," "disagree," and "unknown" responses. These responses highlight a weakness that the TPC Program committee has been aware of and has been trying to address for some time.

Program faculty have been enhancing on-campus awareness by participating in Autumn Awareness and other on-campus recruiting activities. Marketing of the TPC Program has recently been enhanced through the TPC Program Web Site, new program brochures, and the new marketing approach which highlights several of the technical "content specialty" areas. All of these activities are part of the TPC Program's attempts to address these recognized weaknesses.

Summary

While the Advisory Group's survey responses predominately reinforce the TPC Program's awareness of its strengths and weaknesses, they also reflect an important Program asset: our Advisory Group members know who we are, what our goals are, and what issues we're wrestling with. Their awareness — and their concern — puts them in a useful and necessary position for the TPC Program. They are an important source of information about the technical communication profession and provide us with an easily accessible link to that information.

**Advisory Group Perceptions of the
Technical and Professional Communication Program**

The Program Review Panel for the Technical and Professional Communication (TPC) Program would appreciate your candid responses to the following questions. Please circle your responses and **return** this form **as soon as possible** to Dr. Sandra J. Balkema, coordinator, TPC Program, Languages and Literature Dept., ASC 3087. You may also fax this form to (616) 592-2910.

Your opinions are important to the Program Review Panel. Thank you for your time and willingness to serve on the Advisory Group. Please feel free to refer to any program materials as you complete the survey. We also invite any additional written comments you might have.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unknown
1. The Technical and Professional Communication (TPC) Program serves a valuable function at Ferris State University (FSU).	SA	A	N	D	SD	U
2. I would refer / have referred students into the TPC Program at FSU.	SA	A	N	D	SD	U
3. In general, the FSU technical communication courses and faculty have a sound academic reputation.	SA	A	N	D	SD	U
4. The TPC Program at FSU is administered effectively.	SA	A	N	D	SD	U
5. The facilities and equipment in the TPC Program are sufficient to support quality education.	SA	A	N	D	SD	U
6. The internship experiences required by the TPC Program are a valuable and necessary part of the students' academic training.	SA	A	N	D	SD	U
7. The TPC Program is well advertised and promoted throughout FSU.	SA	A	N	D	SD	U
8. The TPC Program is well advertised and promoted outside of FSU.	SA	A	N	D	SD	U
9. The TPC Program requirements represent a sound balance between communication skills and technical training.	SA	A	N	D	SD	U
10. The TPC Program is a quality degree comparable to other baccalaureate degrees in communication at similar institutions.	SA	A	N	D	SD	U

Chapter 8
Labor Market Analysis

description of data collection materials (MOIS, STC, and AMWA), market projections, analysis, and discussion

Chapter 8: Labor Market Analysis

Methods

The labor market analysis for the TPC was conducted using two different approaches: (A) a focused, job-title-specific survey, and (B) a broader, career-path analysis.

Job-Title Specific Survey

A labor market survey for the TPC program was conducted intermittently throughout the 1997-1998 academic year using both print and electronic sources. Print sources regularly checked included *Centerwatch*, the employment publication of the biotechnology and pharmaceutical industry, job announcements received by program faculty, job announcements received from the local chapter of the STC (Society of Technical Communication), and the monthly *Job Market Sheet* of the American Medical Writers Association (AMWA). The principal electronic sources were the classified advertising pages for metropolitan areas throughout the United States found under **careerpath.com** and, separately, the *New York Times* web page. As a test, the employment-related pages of several metropolitan areas (Chicago, Louisville, Omaha) were also reviewed.

This searching revealed an active and favorable job market for technical writers in all regions of the United States. It is perhaps superfluous to mention that this occupation is best pursued in metropolitan areas. These results confirm the conclusions drawn by the Michigan Occupational Information System (MOIS) under "Technical Writer":

- In 1995 there were 53,000 technical writers in the United States; there were 1650 in Michigan.

- Technical writers in private industry in the U.S. earned between $24,900 and $63,000 in 1996; the average was $37,961.

- In Michigan, technical writers in the computer and data processing industries earned annual median salaries of $30,500 (Detroit area) and $32,200 (western

Michigan), while editors earned $40,000 and $46,700 respectively. These data are from early 1997.

- Employment for technical writers is expected to grow faster than the average for all occupations through 2005; the six-year growth in Michigan is expected to be 28.7%, with approximately 80 job openings per year.

MOIS also points out that "employment opportunities will be affected by the need for scientific and technical information." This bodes well for TPC graduates in an expanding economy and in a technologically progressive era.

A comparison of job announcements from the various professional sources also indicates a strong market for employees with the qualifications the TPC program develops. Most of these descriptions require a minimum of a bachelors degree in technical writing or related field, strong writing, editing, communication, and project management skills. Important to all is technical expertise and desk-top publishing skills—also key components of the TPC program (see Appendix B for a comparison of selected job announcements).

Career-Path Analysis

As an occupational group, technical writers can be characterized as "in-betweeners." That is, they are drawn to the places where disciplines meet. Older writers manifested this characteristic by moving from the shop, lab, or ward for which their education prepared them to a writing position. As university-based programs in technical communication have become more common, younger writers make this movement before entering the work force—they enter higher education intending to major (e.g.) in engineering or medical technology, but they find their interests and aptitudes draw them to technical communication, where they can use both their communications skills and their technical aptitudes.

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Discussion

What is the future for these technical communicators? Looking broadly at the future of work in the United States, Educational Testing Service (ETS) economists Anthony Patrick Carnevale and Stephen Rose, in a new report entitled *Education for What? The New Office Economy*, note that the principal new demand for workers in the U.S. economy has been for people who work in offices. Once thirty percent of all workers, they are now forty percent. More than half of these workers now have bachelor's degrees. Most of these workers have some technical skills, but, as economist Jeff Madrick remarks in the *New York Review of Books*, "it is not technology that defines their jobs. More often than the widely-discussed technicians, the more educated office workers appear to be the source of business innovations."

Madrick continues: "The office economy may require communications skills, social ease, and basic reasoning abilities as much as, if not more than, technological expertise. But acquiring these skills may only be possible through higher education, where students are exposed to a sophisticated culture, a variety of experiences, and varying disciplines that require analysis of facts and concepts." Surveys cited by Madrick indicate that such workers have average salaries that put them in the top third of all American workers.

The careers of our graduates, as documented in preceding sections of this report, confirm the insights of Carnevale, Rose, and Madrick. The combination of communications skills and technical aptitudes has enabled them to move easily within or between organizations as the economy and business environment have changed and their careers have developed. That about a third have also pursued advanced degrees shows another strength of the program as career preparation. We conclude that currently and in the future, the baccalaureate graduates of the TPC program—armed with communications skills, a general education background, and a technical specialty—are well positioned for both writing careers and career changes.

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Chapter 9
Evaluation of Facilities and Equipment

description of computer lab facilities and equipment, discussion
of TPC lab serving as program "meeting place,"
analysis, and discussion

Chapter 9 Evaluation of Facilities and Equipment

TPC Computer Lab Equipment Evaluation

The student computer lab (Science 122) serves as a main gathering point for all students enrolled in the Technical and Professional Communication Program. Many students complete homework assignments and discuss and complete group projects using lab equipment and, at any given time, the lab can be completely filled to capacity.

When this chapter was prepared in the late spring of 1998, the following hardware and software were available in the lab. By the end of the spring semester, some department and college-level funds had been allocated for additional equipment and software upgrades. These will not be included in this inventory but will be considered in this chapter's conclusions.

Current Hardware Inventory
- 1 Macintosh Performa 6400 Workstation
- 1 Macintosh Power PC 8600 Workstation
- 2 Macintosh IIsi Workstations
- 4 PC Workstations
- 1 Black and White Hewlet-Packard Laser Printer (Macintosh)
- 2 Black and White Hewlett-Packard Deskwriter Printers (Macintosh)
- 1 Black and White Canon Bubble Jet Printer (PC)
- 1 Color Cannon Bubble Jet Printer (PC)
- 1 Black and White Flatbed Scanner (Macintosh)

Current Software Inventory

Macintosh
- 2 Licenses of Adobe PageMaker 6.5
- 1 License of Quark Xpress 4.0
- 1 License of Adobe Illustrator
- 1 License of Adobe PageMill 2.0
- 1 License of Adobe Acrobat 3.0
- 1 License of Adobe Photoshop
- 1 License of Macromedia Director
- 2 Licenses of Microsoft Office Suite

Windows
- Microsoft Office Suite (available through network connection)
- Internet access
- 2 Licenses of Macromedia Director*
- 2 5-pack Licenses of Adobe Pagemaker 5.0*

(*Note: these licenses are currently unusable due to insufficient memory on the PC workstations.)

Survey Findings

Not surprisingly, the TPC alumni survey uncovered that former students have a wide variety of workstation configurations and use several different word processing, layout, multimedia, and design applications. Of 34 survey respondents, 21 (77%) work on PC-based workstations. Of the respondents, 11 (32%) use Macintosh-based workstations. The remaining respondents use miscellaneous workstations/platforms.

Following is a detailed breakdown of software used to perform common publication, documentation, and multimedia tasks:

Desktop Publishing
- 11 instances of Adobe Pagemaker
- 5 instances of Adobe FrameMaker
- 5 instances of Quark Xpress
- 4 instances of Microsoft Publisher

Digital Design
- 8 instances of Adobe Photoshop
- 5 instances of Adobe Illustrator
- 4 instances of CorelDraw
- 2 instances of Macromedia Freehand
- 1 instance of Corel ImagePro

Multimedia/WinHelp Development
- 1 instance of Macromedia Authorware
- 2 instances of RoboHELP/RoboHELP HTML

HTML/Web Design
- 2 instances of Adobe PageMill
- 3 instances of Microsoft Front Page
- Additional responses included Adobe SiteMill, NetObjects Fusion, HotDog Pro

TPC Facilities Evaluation

Since the beginning of the TPC Program in 1984, the lab facilities have served an important function as program conference room, informal meeting place, computer lab, workshop and publication center, program library, and program classroom. The early program "space" included a large workroom attached to a smaller conference room. The

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coordinator's office was even included in one corner of this "suite" of rooms. Students found these facilities to be comfortable and very "student-centered." In addition to new computer equipment, they had mailboxes, a coffee-pot, large work areas, and even a lounge area with a small couch (a reject from one of the dorms). This space, and the large volume of work completed here, made these rooms the focal point of the TPC Program.

At the time of the remodeling of the Starr building, the lab was moved into temporary quarters in the Helen Ferris Building. These rooms were not accessible to students at all hours, as the Starr rooms were, because Helen Ferris was not considered "student space." At the same time we were moved into these smaller, less "personal" facilities, the university was experiencing restructuring. The resulting depressed student and faculty attitudes reduced the *esprit de corps* that had been so strong and vital in the years before. Also, the university's restructuring activities prompted the Arts and Sciences remodeling plans to delete the rooms planned for the new TPC lab and meeting area.

Over the next year, the TPC lab was virtually non-existant. We used a part of one of the new multimedia classrooms in the remodeled Starr Building for some classroom instruction; however, student access was limited, and thus, the student comaraderie again failed to develop.

In the fall of 1997, upon completion of the Science Building remodeling, the TPC Program was given space in Science 122 for computer lab, conference room, and classroom space. Also, at this time our computer hardware and software were updated dramatically, to the levels described at the beginning of this chapter.

Although about 1/3 the size of our former facilities in the Starr Building, the new lab in the Science Building has once again become the central "nerve center" of the TPC Program. Students have open access to the room, while a keypad lock keeps the equipment secure. While there isn't enough room for lounge space, the central work tables, large windows that allow sun to shine in, and periferal computer workstations make the room a pleasant and efficient study and production area.

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As previous chapters have indicated, one of the concerns among the Program faculty, Advisory Group, and current students is the status of the program "space." A program that emphasizes group projects and collaborative efforts as much as the TPC Program defines much of its success on the availability of such facilities.

Conclusions

Hardware

Although the TPC lab offers students the ability to work on multiple-operating platforms, program administrators lack the number of up-to-date workstations necessary for effective instruction. Current PC workstations do not have the needed physical memory to run common software applications and, since most of the software purchased runs on Macintosh systems, students often find themselves waiting in line to use equipment.

In addition to the need for individual workstations, program advisors have also submitted requests for the following hardware items:

- color laser printer
- color flatbed scanner
- digital scanner
- network connections for the Macintosh workstations.

Software

Based on the findings of the TPC alumni survey, the software available to students matches the needs of professionals in the technical communication field. However, since the lab contains both multiple PC and Macintosh workstations, program advisors must obtain additional licenses of nearly all software applications to adhere to legal software licensing agreements. Advisors are currently attempting to secure the funds necessary to obtain these extra licenses.

Additions to Hardware / Software (since Spring 1998)

The evaluation contained in this chapter was the basis of the TPC Program's equipment request for software upgrades and new hardware. Over the past couple of years, both the Dean's office and the Department of Languages and Literature have attempted to use discretionary funds at the end of the fiscal year to support the TPC Program lab. This year, our requests for both hardware and software were generously met. The following list details the software and hardware added to the TPC Program lab since May 1998.

Hardware
- color laser printer
- color flatbed scanner (on order)
- Macintosh PowerPC - G3
- Zip drive w/ Zip disks (on order)
- 4 PC workstations (to replace older equipment)

Software
- 2 licenses Adobe PageMill (1 Mac, 1 PC)
- 2 license Adobe FrameMaker (1 Mac, 1 PC)
- 2 licenses Adobe Acrobat (1 MAC, 1 PC)

Facilities

The new lab and program space in Science 122 have once again provided the TPC Program with important physical facilities. Additional computer equipment purchases as well as a new bookcase for the program library materials — all added in the summer of 1998 — have increased the usefulness of the room. These improvements have, however, made us aware of the limits of this space. While extremely grateful for the space and equipment we have, we do recognize that if we add any more computers or furniture of any kind, the room will soon be too small.

Strengths and Concerns

This evaluation of program facilities and equipment — using the input from our program graduates — has allowed us to determine which computer configurations are used in the technical communication profession and whether our program can be successful in meeting the needs of the profession with our training. This evaluation has been an extremely dynamic process as many of our concerns and requests were included in budget requests for this fiscal year. Thus, many of the concerns we held prior to the completion of this report have been eased.

Strengths

1. Renewed support by both the Department of Languages and Literature and the Dean's Office has allowed the TPC Program to re-establish an up-to-date computer lab, usable instructional area, and essential program "space."

2. Based on the findings of the survey of program graduates, the software and hardware available to students match the needs of professionals in the technical communication field.

Concerns

1. Although the hardware included in the lab matches the needs of professionals in the technical communication field , the number of workstations is not sufficient for the number of students in the program.

2. Although the software included in the lab matches the needs of professionals in the technical communication field, the number of licensed copies is not sufficient for the number of workstations currently in the lab.

3. Physical space limitations may be a concern in the future as the program increases the number of students in the upper-level courses.

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Chapter 1∅
Curriculum Evaluation

- Description of the TPC Curriculum: program requirements and structure, "tracks," curricular diagram, program goals linked to course requirements, catalog description of TCOM courses, syllabi for TCOM classes, faculty credentials (w/vita)

- Evaluation of TPC Curriculum: relationship of program goals to job skills, comparison of technical communication programs, analysis, and discussion

Chapter 10 Curriculum Evaluation

Description of the TPC Curriculum

Program requirements and structure

The Technical and Professional Communication degree is a bachelor of science degree with a credit hour requirement of a minimum of 121 credit hours. In addition to the General Education requirements, the Program has course requirements in 4 areas: technical communication "media skills" electives, the TPC course sequence, the content / technical specialty courses, and the core communication courses. The program checksheet (see page 112) details these requirements in the right-hand column.

The top section of the column describes the TCOM electives. TPC students must develop the technical skills that are part of the technical communication field and are required of all entry-level positions. These skills are developed through a minimum of 16 credits; we sometimes call these "Media Skills Courses." In these courses, students develop desk-top publishing skills (currently via PTEC 271), and we advise a photography course (VISC 212 or PHOT 201). The remaining 10-12 credits are chosen (during advising) to augment the student's Technical or Professional Specialty and give the student the best advantage in obtaining the position of his/her choice. Students can choose additional desktop publishing courses, courses in multimedia production, script writing, journalism, computer programming, and speech communication.

The next section lists the 4 TPC program courses. These courses are designed to "put the pieces together"; thus, students typically elect these courses in their senior year. TCOM 324 provides students with a theoretical background in rhetorical theory. TCOM 411 emphasizes technical editing and project management. TCOM 499 is the program capstone course and develops the students' awareness of their professional options and issues in the field. TCOM 491 is the 200-400 hour professional internship. Catalog descriptions and syllabi for these courses are contained in Appendix C.

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.CHNICAL AND PROFESSIONAL COMMUNICATION
FERRIS STATE UNIVERSITY
College of Arts and Sciences
Bachelor of Science Degree
(121 credit hour minimum)

GENERAL EDUCATION REQUIREMENTS

COMMUNICATION COMPETENCE   12 Sem Credits

urse	Grade	Credits
:GL150		3
:GL250		3
:GL321		3
:MM121		3
TOTAL		

SCIENTIFIC UNDERSTANDING   7 Sem Credits

o courses from the following (one must be a lab): ASTR, BIOL, :EM, GEOG111 or GEOG121, GEOL, PHSC, PHYS

urse	Grade	Credits
TOTAL		

QUANTITATIVE SKILLS

s requirement can be fulfilled by ONE of the following options:

ECK	Course	Grade	Credits
	MATH115 or higher *or*		
	MATH115 or higher Proficiency *or*		3
	MATH115 ACT Subtest Score 24 or higher	Score	
	TOTAL		

CULTURAL ENRICHMENT   9 Sem Credits

ect from the following: ARCH244, ARTH, ARTS, :MM231, ENGL322, FREN, GERM, HIST, HUMN, LITR, :SI, SPAN, THTR. Courses must include: 1) Two different ject areas 2) One 200+ level class 3) No more than 5 credit ars in music or theatre may be used 4) One course from D or must fulfill global consciousness and race, ethnicity, and/or der issues requirement.

urse	Grade	Credits
+ level		
TOTAL		

SOCIAL AWARENESS   9 Sem Credits

ect from the following: ANTH, ECON, GEOG (Except OG111 or GEOG121), PLSC, PSYC, SOCY, SSCI (Except :I100) Courses must include: 1) Two different subject as including at least one "foundations" course. 2) One 300+ el course and 3) One course from D or E must fulfill global sciousness and race, ethnicity, and/or gender issues uirement.

urse	Grade	Credits
ndations		
+ level		
TOTAL		

II. TECHNICAL AND PROFESSIONAL COMMUNICATION MAJOR PROGRAM REQUIREMENTS 50 - 54 Sem. Credits

A. TCOM Electives 16 Sem. Credits (Minimum) PTEC271 and PHOT201 or VISC212 are required. Select remaining 12 credits from the following: COMM205, 221, 251, 325, 380; ENGL301; OSYS209; PTEC153, 229; TVPR225, 301, 326, 333

Course	Grade	Credits
PTEC271		2
PHOT201 or VISC212		2 - 3
TOTAL		

B. TCOM Courses   13 - 17 Sem. Credits

Course	Grade	Credits
TCOM324		3
TCOM411		3
TCOM491		4 - 8
TCOM499		3
TOTAL		

C. Content Specialty Courses   21 Sem. Credits (Minimum)

Course	Grade	Credits
TOTAL		

III. DESIGNATED ARTS AND SCIENCES COURSE WORK FOR TCOM 15 Sem. Credits

Course	Grade	Credits
COMM301		3
COMM332		3
COMM336		3
ENGL311		3
ENGL323		3
TOTAL		

IV. ELECTIVES To a total requirement of 120 Sem. Credits. Consult advisor for appropriate course selections.

Choose courses with prefixes from General Education categories, plus COMM, HORT, INCT, JRNL, SCWK, TCOM and UNIV

Course	Grade	Credits
TOTAL		

TCOMAUD 96   3-15-96

Portfolio Approval _____
                      Advisor's Signature

_____
Date

Because these courses are primarily intended for the TPC students, over the years they have been low-enrollment courses. While the small class size (under 10 students) works well to support the close faculty/student relationship and team project approach that is predominately used in two of the courses (TCOM 411 and 499), it has also been a concern in the Department of Languages and Literature and in the Dean's Office. Although these courses are also required of students enrolled in the Professional Writing Minor and encouraged for those enrolled in the English/Education Program, enrollment has remained an issue for all three courses.

The third coursework area, the Technical or Professional Specialty, consists of a minimum of 21 credits in a chosen technical area. The technical specialty is the aspect of our degree that makes it different from a traditional English Composition degree. This specialty tells the student's future employers that he/she has a foundation of expertise in that specific field; that he/she understands the concepts and processes associated with that field; and that he/she can communicate with specialists in the field in order to convey this technical information to technical and non-technical audiences.

While each student receives individual advising to help him/her identify a technical field of interest, over the years several areas have been useful for our students because of substantial market need: medical writing, technical illustration, automotive writing, and visual communication.

Ferris' strong program offerings, including those in allied health and technology, provide TPC students with many valuable options for their technical specialties. Over the years these programs have worked with us to develop 6-8 course groupings which serve as our TPC students' specialties. While most students' Technical Specialties are designed individually during advising, we decided this past year to publicize several of these viable specialties as program "tracks" (a list of the tracks and the course groupings is contained on page 114).

Technical and Professional Communication Program
Content Specialty "Tracks"

Minimum requirement: 21 credit hours

While many TPC students come into the program with an associates degree in a technical area — for example, electronics or plastics engineering — many develop their technical specialty based on an established area of expertise in the field of technical communication. The TPC program has defined several of these areas as "content specialty tracks." These tracks are not, however, the only areas of specialty allowed by the program; students are encouraged to work with their advisors to select the best grouping of courses for their professional interests.

Specialty	Course Requirements	Cr.
Scientific/Medical Writing		
(these courses are in addition to the G.E. science requirement)		
BIOL 109 or 205	Human Anat. & Phys.	4-5
BIOL 300	Pathophys.	3
CHEM 114	Intro. Gen'l Chem.	4
CHEM 124	Intro. Org. & Biochem.	3
MRIS 102	Orient. Med. Vocab.	1
MRIS 202	Legal Aspts Health Care	3
HCSA 101	Orient.Health Care Sys.	3
		21
recommended elective:		
PHAR 410	Drug Lit. Eval.	2

Specialty	Course Requirements	Cr.
Writing for Multimedia		
CADD 143	Fund'ls of CADD	2
VISC 116	Cmptrs in Visual Media	3
VISC 126	Cmptrs in Graphics	3
VISC 216	Elect. Imaging	3
VISC 226	Multimedia Prod.	3
ISYS 280	Current Topics	
	HTML	1
	PowerPoint	1
	other	2
ISYS 490	Multimedia	3
		21

Specialty	Course Requirements	Cr.
Publication Management		
PTEC	Intro. Publ. Process	1
PTEC 123	Binding & Finishing	3
PTEC 143	Image Assembly	4
PTEC 151	Paper and Ink Tech.	3
PTEC 233	Digital Color Mgmt.	4
MGMT 301	Applied Mgmt	3
MGMT 302	Org'l Behavior	3
		21

Specialty	Course Requirements	Cr.
Computer-Information Writing		
ISYS 101	Intro. to Programming	3
ISYS 105	Micro. Applications	3
ISYS 200	Database Design & Impl.	3
ISYS 202	Principles of Info. Sys.	3
ISYS 210	Computer Operating Sys.	3
ISYS 305	Software Systems	3
ISYS 311	Managing Info. Sys.	
OR ISYS 350	Telecommunications	3
		21

Specialty	Course Requirements	Cr.
Technical Journalism		
ENGL 121	Wrtg for Mass Media	3
ENGL 122	Reporting	3
ENGL 230		3
ENGL 228		3
grouping of 4-5 courses in a tech. area		9
		21

Specialty	Course Requirements	Cr.
Writing for the Automotive Industry		
AUTO 111	Man'l Trans. & Drivelines	4
AUTO 112	Auto. Brake Systems	4
AUTO 113	Auto Elec. & Electronics	4
AUTO 114	Automotive Engines	4
AUTO 115	Susp./Steering/Alignment	4
AUTO 390	Automotive Culture	3
		23

These "tracks" include
- Scientific/Medical Writing
- Publication Management
- Technical Journalism
- Writing for Multimedia
- Computer-Information Writing
- Writing for the Automotive Industry.

The fourth section, the communication courses, rounds out the TPC Program. In addition to the freshman - sophomore writing courses required for the General Education program, TPC students complete 3 additional writing courses: Proposal Writing (ENGL 323), Advanced Technical Writing (ENGL 311), and Advanced Composition (ENGL 321). They also complete 3 additional speech courses in addition to the freshman-level course required for General Education: Interviewing (COMM 301), Technical Presentations (COMM 336), and Persuasion (COMM 332).

The chart contained on page 116 illustrates the TPC curriculum design and the typical timing and sequencing of the courses. This chart also includes the TPC Program Goals and links these goals to the specific courses. These 18 goals are separated into 5 areas. The first 7 goals are based on the TPC Program's "foundation skills" including writing, editing, and document design.

Goals based on TPC skill areas:

Goal #1: Graduates will be able to write effectively for various audiences

Goal #2: Graduates will be able to collect and present material for various audiences and situations

Goal #3: Graduates will be able to edit their (and others') writing using correct Standard Written English

Goal #4: Graduates will be able to create effective document layout and design

Goal #5: Graduates will be able to produce various technical and business formats

Goal #6: Graduates will be able to demonstrate their knowledge of publication production cycles and procedures

Goal #7: Graduates will be able to create and use effective technical and business visuals

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Technical and Professional Communication Program
Curriculum Design — Objectives — Assessment

Program Goals based on TPC skill areas:

1: write effectively for various audiences.
2: collect and present material for various audiences and situations.
3: edit writing using correct std. written Engl.
4: create effective document layout and design.
5: produce various technical & business formats.
6: demonstrate knowledge of publication production cycles & procedures
7: create and use effective technical and business visuals.

Goal based on content / technical specialty area:

8: demonstrate knowledge of information, terminology, technology, and expectations of chosen tech./ prof. specialty.

Behavioral goals:

9: demonstrate effective collaborative skills.
10: demonstrate effective teamwork strategies.
11: demonstrate effective leadership skills.
12: demonstrate project mgmt. skills.

Career Entry-Level Skills:

13: write using std. written Engl.
14: edit writing using std. written Engl.
15: use word processing programs effectively.
16: use desk-top publishing software programs effectively.
17: demonstrate as many specialized tech. comm. skills as possible, incl. HTML / SGML / JAVA, basic technical illustration, multimedia.

Program GPA requirements:

18: meet all GPA req. of the program.

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typical point of entry

First Year	Second Year	Third Year	(Summer)	Fourth Year
ENGL 150 *goals 1,2,3*	ENGL 250 *goals 1,2,3*	ENGL 321 *goals 1,2,3,5,9,10*	TCOM 491 (internship) *goals 13,14,15,16,17*	TCOM 324 *goals 2,3*
COMM 121 *goal 2*	COMM 301 *goal 2*	ENGL 311 *goals 1,2,3,5,7,9,10*		TCOM 411 *goals 1,2,3,4,5,6, 7,9,10,11,12*
	COMM 332 *goal 2*	ENGL 323 *goals 1,2,3,5*		TCOM 499 *goals 2,3,4,5,6, 7,9,10,11,12*

General Education Requirements

scientific understanding	7 cr.
math.competency	0-3 cr.
social awareness	9 cr.
cultural enrichment	9 cr.

COMM 336 (or OSYS 209) *goals 2,5*

PTEC 153 *goals 2,4,5,6,7*

Content Specialty (21 credits min.)
(tech/sci-med/prof area of specialty)
goal 8

TCOM electives (14 cr. min.)
(with PTEC 153)
goals 1,2,3,4,5,6,7,8

Free electives (min. 14-16 cr.)

Outcomes
(at graduation)

Professional Portfolio

demonstrates ability to
- write for various audiences
- present mat'l for various audiences & situations
- use various technical & business formats
- edit
- create effective document layout & design
- understand publication production cycles & procedures
- create & use visuals
- use information, terminology, technology, & expectations of chosen tech./ prof. area.

The second area is tied to the student's individual content/technical specialty area, which is often the key to the student's first position as it indicates his/her ability to work with technical content and material.

Goals based on content / technical specialty area:
Goal #8: Graduates will be able to demonstrate their knowledge of information, terminology, technology, and expectations of their chosen technical specialty.

The third section of TPC Program goals is based on 4 behavioral skills that we attempt to instill in our students. Most of these skills ensure our students' long-term success in their careers.

Behavioral goals:
Goal #9: Graduates will be able to demonstrate effective collaborative skills.
Goal #10: Graduates will be able to demonstrate effective teamwork strategies.
Goal #11: Graduates will be able to demonstrate effective leadership skills.
Goal #12: Graduates will be able to demonstrate project management skills.

The fourth group of program goals defines the entry-level skills required by all technical communicators. Many of these skills are linked to the technical tools of the trade: the computer layout and design programs, writing and editing software, and multimedia authoring systems.

Career Entry-Level Skills:
Goal #13: Graduates will be able to write using Standard Written English.
Goal #14: Graduates will be able to edit their (and others') writing using Standard Written English.
Goal #15: Graduates will be able to use word processing programs effectively.
Goal #16: Graduates will be able to use desk-top publishing software programs effectively.
Goal #17: Graduates will be able to demonstrate as many specialized technical communication skills as possible, including HTML / SGML / JAVA, basic technical illustration, multimedia.

The final program goal reinforces the TPC Program's entry and graduation GPA requirements.

Program GPA requirements:
Goal #18: Graduates will meet all GPA requirements of the program.

Program administration and faculty credentials

The TPC program resides in the Department of Languages and Literature. The faculty who teach in the program do so on a part-time basis, teaching the 3 TCOM program courses. Student internships are usually supervised by the program coordinator; however, medical/science writing students are usually supervised by D. Haneline and supervision of other students has been split between T. Brownell and S. Balkema. A list of these courses and their typical faculty assignments is included below.

Department faculty are assigned to the TCOM courses based on professional credentials and education, prior employment, and current professional activities and employment in the technical communication field. The TPC program has no faculty assigned entirely to the program; one faculty member serves as program coordinator. The coordinator is responsible for all program paperwork and a majority of the program advising. The coordinator, who receives 1/4 released time, also chairs the TPC Program Committee, which consists of the faculty teaching in the program and other faculty from the department who are committed to the success of the program. Appendix D contains curriculum vita for the faculty members who are currently a part of the TPC Program Committee.

TCOM 324	History of Rhetoric and Style	Jablonski, Balkema, Brownell
TCOM 411	Tech. Editing and Project Mgmt.	Balkema, Brownnell
TCOM 499	TPC Professional Seminar	Brownell, Balkema
TCOM 491	TPC Internship	Brownell, Balkema, Haneline

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Evaluation of TPC Curriculum

In order to determine if the TPC curriculum (1) provides students with appropriate and marketable skills and (2) is structured logically and realistically, we evaluated the curriculum in two ways. First, we compared the program goals to the job skills identified in typical position postings for technical writers. Second, we compared the program goals to the job skills identified by program graduates in question #11 of the alumni survey. These two comparisons indicate whether or not the TPC curriculum provides students with appropriate and marketable skills. Next, we compared the TPC curriculum and program structure with other technical communication B.S. degrees at similar institutions. This comparison indicates whether the TPC Program prepares its students in the same manner; thus, whether our program structure is structured logically and has realistic requirements.

Relationship of program goals to job skills

The chart on page 121 illustrates therelationship between the TPC Program goals and the skils needed by graduates as identified in job postings and the survey of graduates. The review of position postings for technical writers along with the survey of graduates (as reported in Chapter 3), which asked respondents to indicate time on tasks during a typical work week, illustrate the strong link between program goals and job skills necessary for employment in the field of technical communication. The survey responses of the graduates indicate that the program goals are consistent with market expectations.

The TPC Program emphasizes 4 skill areas: (1) technical writing, including presentation of materials for a variety of audiences using a variety of document designs, editing, proofreading, and creation of visuals; (2) content specialty knowledge, including knowledge of terminology, technology, and expectations of the content area; (3) behavioral

skills, including collaboration, teamwork, leadership, and project management; and (4) computer skills, including desk-top publishing, and a familiarity with a variety of publication hardware and software.

Job postings in technical communication typically list writing skills such as proofreading or translation of materials for non-technical audiences. Behavioral qualities in these postings include such phrases as "self-starter," "detail person," "highly organized," "strong interpretative skills," and "good communicator." Knowledge of technical/content information is not always required; however, "technical aptitude" is sometimes listed as is "ability to interpret technical information." Skills in a variety of software applications or programming ability is also often listed.

Not surprisingly, the job skills identified in the graduate survey (question #11) are consistent with the TPC Program goals and with the skills listed in job postings: editing one's own or others' work; authoring materials; preparing artwork/graphics; meeting with colleagues; supervising projects. TPC Program graduates spend the majority of their time designing technical and non-technical materials, editing their own work, or editing the work of others. The amount of time spent meeting with clients, managing and supervising others, as well as managing and supervising projects indicates that the behavioral skills are important to job success.

The five tasks listed by most frequently by the graduate respondents as taking a portion of their time each week were (1) editing own writing (18 of the 26 respondents); (2) writing technical materials (16 of the 26 respondents); (3) planning projects (16 of the 26 respondents); (4) communicating with clients (15 of the 26 respondents); and (5) preparing artwork or graphics (15 of the 26 respondents). Of the five tasks taking the higher percentage of the graduates' time, designing non-technical materials ranked the highest with an average of 20.14% of the 26 respondents' time; the other four include (2) writing technical materials averagd 19.56% of the respondents' time; (3) managing/

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Consistency between TPC Program Goals and Job Skills

Program Goals	Job Skills (postings)	Job Skills (grad. survey) avg. % of time on task
Editing / Proofreading	Proofreading/editing	Edit own writing (10%); edit others' writing (18%)
Write for various audiences; knowledge of technical /content specialty area	Translate technical info. to general audiences	Write technical mat'ls (20%);write non-technical mat'ls (20%); write proposals/plans (8 %)
Document design; Produce technical & business formats	Page layout; develop manuals and training materials	Design technical mat'ls (15%); design non-technical mat'ls (20%)
Publication production cycles		Communicate w/service bureaus, printers (6%)
Technical/ business visuals	Drawing programs (software skills)	Prepare artwork or graphics (7%)
Collaborative skills, teamwork skills	Interpersonal skills	Communicate w/clients (13%); meet w/clients (13%); w/colleagues (6%)
Leadership skills	"Self-starter" "Detail person"	Manage/supervise people (19%)
Project management	Organizational skills	Planning projects (13%); document work completed (11%); manage/ supervise projects (8%); estimate costs/budgets (5%)
Software skills: word processing, desk-top publishing, HTML, SGML, JAVA (etc.)	Word processing, page layout, drawing, spreadsheets, databases, computer skills, desk-top publishing, Pagemaker, Excel, Quark XPress, Windows, RoboHelp, FrameMaker, HTML, WinHelp (etc.)	(see question #13 of graduate survey for list of software used by graduates— data on pg.33)

supervising people averaged 18.64% of their time; (4) editing others' work averaged 18.31% of their time; and (5) designing technical materials averaged 14.55% of their time. Thus, the program graduates indicate quite clearly the importance of both the behavioral skills and the writing/editing skills in their careers.

Comparison of technical communication programs

For the evaluation of technical communication curricula, we compared the TPC curriculum with 4 other technical communication programs, including the other two B.S. programs in the state of Michigan. We identified the program structure and requirements for the B.S. degree program from Southern Polytechnic State University, the Biomedical Writing B.S. degree program at Philadelphia College of Pharmacy and Science, the Technical Communication B.S. degree program at Northern Michigan University, and the Scientific and Technical Communication B.S. program at Michigan Technological University. These program descriptions were located on each campus' Internet Web sites and are contained in chart form on page 123.

Analysis and discussion

While the number of general education or "core" courses varied considerably from program to program, the mix of courses required for the technical communication curriculum itself was extremely close across programs. In fact, the emphasis on verbal communication skills, "media skills" (document design, desk-top publishing, photography), along side the expected writing, editing, and rhetorical skills were nearly identical in all 5 programs. All programs, too, required a technical specialty of some kind, whether specifically biomedical (the Philadelphia College program) to the general "concentration," or "electives — or optional minor" terminology used in the other programs.

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Technical and Professional Communication Program
Program Review Materials

Curriculum Analysis / Comparison

Tech. and Prof. Comm. BS degree @ FSU	BS degree in Tech. and Prof.Comm.degree @ SCT (www.SCT.edu)	Biomedical Writing BS Prog. @ Philadelphia College of Pharmacy and Science	Technical Communication BS Program @ Northern Michigan University	Scientific & Technical Communication (BS) @ Mich. Tech. Univ. [*quarters]
Core courses	**Core Curriculum**	**Core Courses**	**Liberal Studies** 42 cr.	**General Ed. Courses**
Comm.Comp. 12 cr.	Arts & Sci.req. 13 hrs.	CH101,102 w/lab 8 cr.	Composition	Basic Comm. 12 cr.
ENGL 150 3 cr.		CH205(org.chem) 4 cr.	EN111 4 cr.	HU101 3 cr.
ENGL 250 3 cr.	Humanities 20 hrs.	Math101, 102 6 cr.	EN211 4 cr.	HU102 3 cr.
ENGL 321 3 cr.		Biol.103, 104 8 cr.	Humanities	HU103 3 cr.
COMM 121 3 cr.	Math&Nat'l Sci 20 hrs.	Biol.240 (micro) 4 cr.	TE 351 4 cr.	HU209 3 cr.
Science Comp. 7 cr.		Physics 200 4 cr.	Nat'l Science 2 cr.	Quantitative 30 cr.
Math Comp. 3 cr.	Soc.Sci. 20 hrs.	EN101,102 6 cr.	Social Science 8 cr.	Social Sci. min. 12 cr.
Cultural Awrns. 9 cr.		EN305 (arg) 3 cr.	Communications 4 cr.	Gen'l Elecs. min. 24 cr.
Social Awrns. 9 cr.	Major fld 32-33 hrs.	Soc.Sci. 6 cr.	Visual/Perf. Arts 4 cr.	Upper Division Thematic
		Phys Ed 1 cr.	Phys. Ed. 2 cr.	Studies 9 cr.
TCOM Prog. Courses	Req. courses 24-25 hrs.	Humn.201,202 6 cr.		Physical Ed. 4 cr.
TCOM electives 16 cr.		Comm101 3 cr.	**Major Courses** 61 crs.	
PTEC 153 4 cr.	Electives min. 20 hrs.	**Program Courses**	Intro/graphics 4 cr.	**Communication Field Req**
others: 12 cr.		Rhet.Princ./wrtg 3 cr.	Psyc.Asp.of Visual 4 cr.	Required courses min. 22 hr.
Content Specialty 21 cr.	Tech.Cnctrtn.min.20 hrs.	Wrtg in org. 3 cr.	Elect.Imaging 4 cr.	Intro. to Hum, Intro. to
Program Req. 28-32 cr.	option 1 (breadth)	Biostatistics 3 cr.	Global Comm. 4 cr.	Media, Tech.Wrtg, Adv.
ENGL 311 3 cr.	option 2 (depth)	Anat.&Phys. 3 cr.	Tech.Wrtg. 4 cr.	Tech. Wtg,
ENGL 323 3 cr.	or opt. minor	Instruc.Comm. 3 cr.	Editing/Layout 4 cr.	Co-Op/Intrnshp (6 hr),
COMM 301 3 cr.		Biomed.Terminol. 3 cr.	Tech.Wrtg Seminar 4 cr.	Litr. or Philos.(6 hr)
COMM 336 3 cr.	Free electives 15 hrs.	Visual Comm. 3 cr.	Graphic Arts/Photo. 4 cr.	Theory/History min. 6 hrs.
COMM 332 3 cr.		Research meth. 3 cr.	Grap.Arts/Imge Gen 4 cr.	History of Science,
TCOM 324 3 cr.	**Total** 184 hrs.	Proposal wrtg. 3 cr.	Desktop Publ. 4 cr.	Rhet.& Communication,
TCOM 411 3 cr.	(their count = 194 ??)	Speechwrtg 3 cr.	Mgnr. Comm. 4 cr.	Litr.of Science/Comm.,
TCOM 491 4-8 cr.		Lang.cult,Tech. 3 cr.	Adv.Desktop Publ. 4 cr.	Psychology
TCOM 499 3 cr.		Editing 1, 2 6 cr.	Research in Pub. 4 cr.	Practice min. 15 hrs.
free electives 14-16 cr.		Publ.Hlth policy 3 cr.	Publ. Relations 4 cr.	Written min. 6 hr.
		Doc.design 3 cr.	Argu. /Comm 4 cr.	Oral min. 3 hr.
TOTAL 121 cr.		Ethicl iss./biowrg 3 cr.	Rhet.Theory/Comm 4 cr.	Visual min. 6 cr.
		capstone course 3 cr.		(Phot,Publ.,Grph,Video)
		internship ? cr.	**Electives** 25 cr.	
		electives 15-19 cr.	(or optional minor)	**Theory/Hist. of Rhetoric/**
		Total 129-133 cr.		**Comm./Ling.(min)** 9 cr.
		(note: also has 4 grad courses avail.)	**Total** 128 cr.	**Concentration** 30-39 cr.

Two aspects of this comparison seem especially interesting. First, while our program graduates, advisory group, and employers have all stressed the importance of the required internship, it's interesting to note that 2 of the programs do not specifically identify an internship requirement in their descriptions.

The second feature of interest in these comparisons is the number of courses offered from within the different programs. Ferris' program appears to be unique in that a majority of the supporting coursework — in the "media" skills especially — are offered by "outside" departments and colleges rather than by the program itself.

Conclusions

Strengths

1. The TPC Program uses the expertise of faculty and programs from across campus in its technical specialty/content area requirement, preparing students to work directly within these different technical fields.

2. The design of the TPC Program allows students to find their niche, to enhance personal interests into a career path.

3. Small class size in the 3 TCOM courses supports strong faculty/student relationships and the teamwork necessary for completing collaborative assignments.

4. Advertising six of the content area / technical specialty areas as program "tracks" should allow the program to put more emphasis on the marketability of the TPC degree.

5. TPC Program goals are closely linked both to specific program requirements (specific courses) and to marketable skills.

6. The comparision of program graduates' time-on-task and the TPC Program goals/requirements shows significant overlap.

7. The comparison of current job postings and the program goals/requirements shows significant overlap.

8. The comparison of technical communication bachelor of science degrees shows that the Ferris TPC Program has similar emphases on writing, verbal communication, and media skills (such as desk-top publishing), as well as a dominant technical specialty requirement.

Concerns

1. The small enrollment in the 3 TCOM courses has made it difficult to get administrative approval to offer them annually.

2. Because we have only 3 TCOM courses, TPC students don't take classes together until their senior year. This lack of contact may affect program identity, program faculty influence over students enrolled in the program, and *esprit de corps*.

3. Because only a few faculty are tied to the program because of course assignments, commitment to the program, its curriculum, and its students is frequently lost/confused/complicated by other departmental responsibilities.

4. The name of the program is not readily identifiable with clear career opportunities for prospective students.

5. Ferris does not enroll a large number of students with both technical interest/expertise and language arts facility, therefore making it difficult to maintain a large student enrollment.

Chapter 11
Enrollment Trends

copies of annual report to the dean (administrative
program review), analysis, and discussion

Chapter 11 Enrollment Trends

Each year, between 3-8 students graduate from the Technical and Professional Communication Program. Official enrollment in the TPC Program has remained steady for the past 5-6 years at around 30 students. Program figures tend to be a little higher each year, as there always seem to be about a dozen students who are between majors, completing double majors, or who are uncertain about their major. Since the Applied Speech Communication Program was approved, the similarities of the two programs seem to cause students some confusion, and we have been trading students with this program with great frequency. The Administrative Program Review document (see pages 130-131) illustrates these enrollment figures for the years 1993-97.

While TPC Program faculty consider this consistency in enrollment figures to be a program strength, we recognize the need for increasing enrollment with better on- and off-campus marketing.

ADMINISTRATIVE PROGRAM REVIEW

Program/Department:Technical and Professional Communication, Languages and Literature Dept.)

Date Submitted:Nov. 5, 1997   Dean: Sue Hammersmith

Please provide the following information:

Enrollment/Personnel

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Tenure Track FTE	.25	.25	.25	.25	.25
Overload/Supplemental FTEF	0	0	0	0	0
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*				22	23
Freshman	1	2	2	-	4
Sophomore	2	2	1	-	3
Junior	5	5	5	-	4
Senior	12	11	9	-	9
To Be Determined					3
Enrollment off-campus*					0

* Use official count (7-day count for semesters, 5-day count for quarters).

Financial

Expenditures	FY 93	FY 94	FY 95	FY 96	FY 97
Supply & Expense	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A
Gifts & Grants	N/A	N/A	N/A	N/A	N/A

* Use end of fiscal year expenditures.

Other

	AY 92-93	AY 93-94	AY 94-95	AY95-96	AY 96-97
Number of Graduates* - Total					
- On campus	6	3	7	6	5
- Off campus					
Placement of Graduates	4	1	NA	NA	NA
Average Salary	NA	NA	NA	NA	NA
Productivity - Academic Year Average	380	198	165	133	207
- Summer					
Summer Enrollment					

* Use total for academic year (F, W, S)

TECHNICAL COMMUNICATION

1.a. Areas of Strengths:

- Employment opportunities for graduates in Michigan and nationally. See attached MOISD document, which gives information about growth in this area as well as salaries.
- Faculty expertise and quality of instruction.
- Extensive internship and practical experience opportunities.
- Success of graduates.

1.b. Areas of concern:

- Need to increase enrollments. Need vigorous recruitment of students at high school level (program has been revised to allow freshman-level entry to program; originally it was junior-level entry only) as well as additional community college articulation agreements.
- Availability of technical support for computer lab.
- Special faculty development opportunities needed to keep faculty current with workplace trends.

2. Future goals (please give time frame):

- More aggressive recruitment efforts and materials for high school and transfer students, including additional community college articulation agreements (in progress).
- Develop a certificate program (in progress).
- Rebuild alumni database and contacts with alumni (in progress).
- Enhance advising to increase program efficiency (in progress).
- Set up an active external advisory board (in progress).

3. Recommendations:

- Continue program.
- Enhance recruitment efforts to increase enrollment.
- Provide adequate computer facilities and technical support in remodeled facilities.

COLLEGE OF ARTS AND SCIENCES
STUDENTS WITHIN CURRICULUM

ACADEMIC PROGRAM	FALL 96	WTR 97	SUM 97	FALL 97
Actuarial Sciences	7	8	3	
Applied Biology	71	71	33	
Applied Biology/Pre-Dentistry Track	15	10	5	
Applied Biology/Pre-Medicine Track	21	19	6	
Applied Biology/Pre-Physical Therapy Track	2	4	3	
Applied Biology/Pre-Veterinary Medicine Track	9	14	5	
Applied Biology/Sports Medicine Track	3	6		
Applied Mathematics	9	8	1	
Applied Speech Communication - Assoc./B.S. Degrees			1	
Biotechnology	38	33	16	
Evening College	114	122	94	
Fast Track (High School Students Enrolled at FSU)	52	76	19	
Industrial Chemistry Technology	12	14	5	
Intensive English Language Program	55	47	34	
Journalism Program (No Longer Offered)	2	1		
Liberal Arts	106	115	13	
Television Production (No Longer Offered)	14	14		
Ornamental Horticulture Technology	27	27	13	
Pre-Engineering	6	5		
Pre-Law	42	27	1	
Pre-Mortuary Science	9	5	1	
Pre-Optometry	68	64	16	
Pre-Pharmacy	161	151	37	
Pre-Science	121	96	22	
Public Administration			4	
Pre-Public Administration				
Social Work	215	182	97	
Pre-Social Work	26	22	9	
Technical & Professional Communications	(22)	(24)	(14)	29
Pre-Technical & Professional Communications	1	0		
Undeclared (Off Campus Sites)	63	83	22	
1996/97 TOTALS:	1,785	1,248*	474	
1995/96 TOTALS:	1,881	1,400	501	1,785

*NOTE: The decline in numbers is partially due to the transfer of three Arts and Sciences Programs (Collegiate Skills, Directed Studies, & Career Undecided) to the University College.

STUWICUR.w97

Chapter 12
Program Productivity and Costs

copies of departmental expense sheet produced by dean's office, analysis, and discussion

Chapter 12 Program Productivity and Costs

The Technical and Professional Communication Program does not currently have its own account funds. When the TPC Program was established in 1984, a program budget was established to cover internship expenses, professional development expenses (for students and faculty), and computer lab (hardware and software) upgrades. Over the years these budgeted funds were incorporated into the larger department budget and no longer designated for program use.

Currently, TPC costs are charged to the Department of Languages and Literature and separated only for the annual Dean's report (see page 132).

Distribution of Departmental Expenses across Academic Programs within Department

Department	Acct. Name	Acct. #	Distribution	Rationale for Distribution
Biology	Biology Dept Adm	236100	4.2% to Ornamental Horticulture Tech. .6% to Applied Biology 2.4% to Biotechnology 92.8% to general education/service	OHT: Estimated cost of OHT courses, plus estimated pro-rated faculty support for one faculty member. Applied Biology: Only one special course for majors (capstone course). Biotechnology: Estimate for phone, copy costs, etc., plus estimated pro-rated faculty support for one faculty member.
Biology	Biotechnology Pr	236105	100.0% to Biotechnology	Actual expenses.
Physical Sciences	Phy Sci Dept Adm	236150	4.9% to Industrial Chemistry Tech. 95.1% to general education/service	Estimated cost of maintaining lab instruments in ICT rooms, S&E for ICT courses, and related faculty expenses.
Languages & Literature	Lang/Lit Dept Adm	236250	2.4% to Technical/Professional Comm. 97.6% to general education/service	Actual expenses (internship site visits, advisory board, etc.).
Humanities	Depart of Humaniti	236300	1.6% to Applied Speech Comm. B.S. 0% to Applied Speech Comm. A.A. 98.4% to general education/service	Estimate for distinctive program costs (internship site visits, advisory board, etc.).
Mathematics	Math - Dept Adm	236350	.4% to Applied Mathematics .4% to Actuarial Science 99.2% to general education/service	Estimate based on fixed costs of these majors and special course work for program.
Social Sciences	Depart of Social S	236400	18.5% to Social Work 1.9% to Public Administration 79.6% to general education/service	Social Work: Actual costs to department plus estimated pro-rated faculty support for five social work faculty. Public Admin.: Estimate for distinctive program costs (internship site visits, advisory board, etc.).
Social Sciences	Social Work	236405	100.0% to Social Work	Actual expenses.

Chapter 13
Conclusions

evaluation by the Program Review Panel,
discussion of identified program strengths and weaknesses,
analysis, and discussion

Chapter 13 Conclusions

Identified Strengths and Concerns

Program Strengths

From Chapter 3 Graduate Evaluation

- TPC program graduates stay in touch with program faculty via e-mail, phone calls, visits.

- The diversity of the technical communication field attracts students with varying career interests.

- The TPC Program is, according to the graduates, flexible and adaptable.

- The TPC Program allows for personalization of the degree.

From Chapter 4 Employer Evaluation

- TPC graduates find jobs related to their field of study.

- TPC graduates use skills presented in the TPC Program.

- TPC graduates are overall well prepared for the job market.

- Employers are willing to hire TPC graduates and interns.

From Chapter 5 Student Evaluation

- TPC students are confident about their program and its ability to prepare them for a variety of career as professional technical communicators.

- The relationship between current TPC students and program faculty is strong, collegial, and highly professional.

Program Strengths (continued)

From Chapter 6 Faculty Evaluation

- Faculty from outside the program feel that the TPC program is strong in preparing its students for the job market.

- Faculty from outside the program believe the program's students are well above average in industriousness, motivation, and writing skills.

- Faculty from outside the program believe the program's reputation is sound and that its faculty are well respected.

- Program faculty believe the employability of the program graduates is the Program's primary strength.

- Program faculty believe the TPC Program prepares graduates to be flexible and gives them a solid foundation of skills on which to build.

- Program faculty feel that the TPC Program is flexible and allows students to build professional writing skills based on their own individual strengths and interests.

- Program faculty feel that the TPC Program requires students to be actively engaged with their subject matter, giving them the tools to learn and adapt to new and often surprising developments in the technical communication field.

- Program faculty feel that another strength of TPC Program is faculty scholarship, experience, and enthusiasm for the program.

From Chapter 7 Advisory Committee Evaluation

- The TPC Program has a strong, active, and interested Advisory Group which understands the program's goals, its strengths, and its weaknesses.

- The TPC Program is well respected and valued among its professional counterparts.

From Chapter 8 Labor Market Analysis

- According to national sources, there is a continued strong market for technical communicators.

- Job descriptions indicate that TPC graduates are acquiring appropriate credentials and skills for entry-level positions and job advancement.

Program Strengths (continued)

From Chapter 9 Evaluation of Facilities and Equipment

- Renewed support by both the Department of Languages and Literature and the Dean's Office has allowed the TPC Program to re-establish an up-to-date computer lab, usable instructional area, and essential program "space."

- Based on the findings of the survey of program graduates, the software and hardware available to students match the needs of professionals in the technical communication field.

From Chapter 10 Curriculum Evaluation

- The TPC Program uses the expertise of faculty and programs from across campus in its technical specialty/content area requirement, preparing students to work directly within these different technical fields.

- The design of the TPC Program allows students to find their niche, to enhance personal interests into a career path.

- Small class size in the 3 TCOM courses supports strong faculty/student relationships and the teamwork necessary for completing collaborative assignments.

- Advertising six of the content area / technical specialty areas as program "tracks" should allow the program to put more emphasis on the marketability of the TPC degree.

- TPC Program goals are closely linked both to specific program requirements (specific courses) and to marketable skills.

- The comparision of program graduates' time-on-task and the TPC Program goals/requirements shows significant overlap.

- The comparison of current job postings and the program goals/requirements shows significant overlap.

- The comparison of technical communication bachelor of science degrees shows that the Ferris TPC Program has similar emphases on writing, verbal communication, and media skills (such as desk-top publishing), as well as a dominant technical specialty requirement.

Program Concerns

From Chapter 3 Graduate Evaluation

- In order to be successful in the technical communication field, graduates must be flexible and adaptable to changes in the field.

From Chapter 4 Employer Evaluation

- Many employers in the technical communication field fail to make use of professional portfolio and writing/editing tests.

- The Employer Survey ranks the TPC graduates low in time management skills.

From Chapter 5 Student Evaluation

- Students recognize the value and dynamics of collaborative work even if they don't always enjoy working in teams.

- Many of the student comments are squewed because of their lack of real work experience.

From Chapter 6 Faculty Evaluation

- While not specifying the following as a weakness, non-program faculty believe that the program needs to increase recruitment of promising students.

- Some non-program faculty from related programs, such as Printing Technology and Television Production, would like to see more collaboration with the TPC Program.

- TPC Program faculty feel a major program weakness seems to be a lack of program identity on campus and a lack of a sense of "camaraderie" between students and faculty in the program.

- TPC Program faculty feel that program instructional facilities, primarily the computer lab, needs continuing support by the Department and Dean's offices in order to remain up-to-date and able to serve the needs of the upper-level TCOM courses.

- TPC Program faculty feel that the program needs to increase its visibility both on- and off-campus through increased recruitment efforts and marketing.

Program Concerns (continued)

From Chapter 7 Advisory Committee Evaluation

- The TPC Program needs to continue efforts to increase program recognition, both on and off campus.

From Chapter 8 Labor Market Analysis

- National and state-wide labor statistic sources such as MOIS don't describe/recognize the depth and breadth of the technical communcation field and may give prospective students an incomplete picture of their professional options.

From Chapter 9 Evaluation of Facilities and Equipment

- Although the hardware included in the lab matches the needs of professionals in the technical communication field , the number of workstations is not sufficient for the number of students in the program.

- Although the software included in the lab matches the needs of professionals in the technical communication field , the number of licensed copies is not sufficient for the number of workstations currently in the lab.

- Physical space limitations may be a concern in the future as the program increases the number of students in the upper-level courses.

From Chapter 10 Curriculum Evaluation

- The small enrollment in the 3 TCOM courses has made it difficult to get administrative approval to offer them annually.

- Because we have only 3 TCOM courses, TPC students don't take classes together until their senior year. This lack of contact may affect program identity, program faculty influence over students enrolled in the program, and *esprit de corps*.

- Because only a few faculty are tied to the program because of course assignments, commitment to the program, its curriculum, and its students is frequently lost/confused/complicated by other departmental responsibilities.

- The name of the program is not readily identifiable with clear career opportunities for prospective students.

- Ferris does not enroll a large number of students with both technical interest/expertise and language arts facility, therefore making it difficult to maintain a large student enrollment.

PROGRAM REVIEW PANEL EVALUATION

Program: _Technical and Professional Communication (B.S.)_

Instructions: Circle the number which most closely describes t he program you are evaluating.

1. **Student Perception of Instruction**   Average Score _4.5_

5	4	3	2	1

Currently enrolled
students rate instructional   5, 5, 5, 4, 4, 4
effectiveness as extremely high.

Currently enrolled students
rate the instructional
effectiveness as below average.

2. **Student Satisfaction with Program**   Average Score _4.0_

5	4	3	2	1
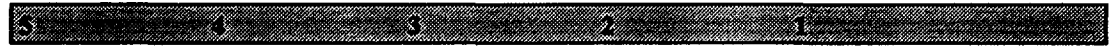
Currently enrolled students are
very satisfied with the program   5, 5, 4, 4, 4, 4
faculty, equipment, facilities, and
curriculum.

Currently enrolled students are
not satisfied with program faculty,
equipment, facilities, or
curriculum.

3. **Advisory Committee Perceptions of Program**   Average Score _4.2_

5	4	3	2	1

Advisory committee members
perceive the program curriculum,   5, 5, 4, 4, 4, 3
facilities, and equipment to be of
the highest quality.

Advisory committee members
perceive the program curriculum,
facilities, and equipment needs
improvement.

4. **Demand for Graduates**   Average Score _4.8_

5	4	3	2	1
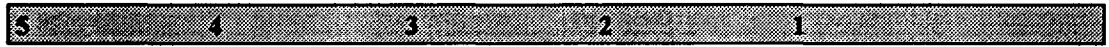
Graduates easily find
employment in field.   5, 5, 5, 5, 5, 4

Graduates are sometimes forced
to find positions out of their field.

5. **Use of Information on Labor Market**   Average Score _4.5_

5	4	3	2	1
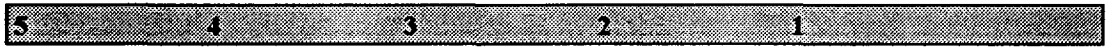
The faculty and administrators
use current data on labor market   5, 5, 5, 4, 4, 4
needs and emerging trends in job
openings to systematically develop
and evaluate the program.

The faculty and administrators
do not use labor market data in
planning or evaluating the
program.

6.   Use of Profession/Industry Standards   Average Score __4.7__

5	4	3	2	1

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

5, 5, 5, 5, 4, 4

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7.   Use of Student Follow-up Information   Average Score __4.2__

5	4	3	2	1

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

5, 5, 5, 4, 3, 3

Student follow-up information has not been collected for use in evaluating this program.

8.   Relevance of Supportive Courses   Average Score __4.7__

5	4	3	2	1

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

5, 5, 5, 5, 5, 3

Supportive course content reflects no planned approach to meeting needs of students in this program.

9.   Qualifications of Administrators and Supervisors   Average Score __4.7__

5	4	3	2	1

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

5, 5, 5, 4, 4

Persons responsible for directing and coordinating this program have little administrative training and experience.

10.   Instructional Staffing   Average Score __4.5__

5	4	3	2	1

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

5, 5, 5, 4, 4, 4

Staffing is inadequate to meet the needs of this program effectively.

11.   Facilities   Average Score __4.0__

5	4	3	2	1

Present facilities are sufficient to support a high quality program.

5, 4, 4, 4, 4, 3

Present facilities are a major problem for program quality.

12.   Scheduling of Instructional Facilities   Average Score 4.8

5	4	3	2	1

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.   5, 5, 5, 5, 5, 4   Facilities and equipment for this are significantly under-or-over scheduled.

13.   Equipment   Average Score 4.0

5	4	3	2	1

Present equipment is sufficient to support a high quality program.   5, 4, 4, 4, 4, 3   Present equipment is not adequate and represents a threat to program quality.

14.   Adaption of Instruction   Average Score 5.0

5	4	3	2	1

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).   5, 5, 5, 5, 5, 5   Instructional approaches in this program do no consider individual student differences.

15.   Adequate and Availability of Instructional Materials and Supplies   Average Score 4.0

5	4	3	2	1

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.   5, 5, 4, 4, 3, 3   Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

Chapter 14
Recommendations

Chapter 14 Recommendations

Throughout this Program Review Process, the TPC Program Review Committee has been enjoying the opportunities for frank, direct conversations about the TPC Program and its future. Too often the day-to-day activities of classes and "fires" keeps these discussions of long-term plans relegated to informal hallway chats. Because all of the TPC faculty serve on both the TPC Program Committee and on the Program Review Committee, the discussions which began with — and were prompted by — the Faculty Evaluation Survey (see Part 2 of Chapter 6) continued into our Advisory Group meeting and into our Program Review sessions.

Thus, the recommendations that we, as the TPC Program Review Committee, offer grew out of these forums and reinforce the recommendations offered by those groups.

Program Identity, Growth, and Recruitment
- build into the TPC Program budget (via the Department of Languages and Literature) funds to acquire up-to-date **software and hardware**.

- encourage TPC Program faculty to take part in **continuing training opportunities**, in the form of summer internships with industry, FSU Professional Development Grants, and stipends available through professional organizations.

- build into the TPC Program budget <u>funds and faculty release time</u> to **increase recruitment**— on campus and off — by developing a comprehensive marketing plan, including
  - Δ advertising the content area "tracks,"
  - Δ accompanying Ferris recruiting staff to community colleges and high schools,
  - Δ using the Ferris Cable channel to publicize the TPC Program on campus,
  - Δ continuing efforts at on-campus recruiting activities, such as Autumn Adventure, and
  - Δ placing advertisements in the *Torch* and the Big Rapids' *Pioneer*, and the *Grand Rapids Press*.

- provide more **opportunities for students** to understand the options available to them in the technical communication field by
  - Δ making funds available for them to accompany TPC Program faculty to professional meetings and on field trips to technical communication sites,
  - Δ developing the curriculum to include professional development at earlier stages in the program (see one-credit course description below).

Curricular Development and Revision
- **involve students** within the program and with program faculty from the first moment that they "sign up" as TPC students by
  - Δ developing a series of one-credit "mini" courses devoted to issues of professional communication (see description in Chapter 6).
  - Δ increasing student opportunities to attend professional meetings and participate in field trips (see note above).

- build into the TPC Program budget <u>funds and faculty release time</u> to **expand the TPC curriculum** by
  - Δ bringing the TPC Program to "satellite campuses," such as those in Grand Rapids, Lansing, Holland, Kalamazoo, etc.,
  - Δ creating on- and off-campus certificate programs,
  - Δ considering the option of providing a Master's degree program in the future,
  - Δ expanding initiatives with other programs across campus, perhaps with double majors (and perhaps in doing so, settle our relationship with Applied Speech B.S. Program).

The Program Review process has given us the opportunity to look closely at the TPC Program, what it has been, what it is now, and what it can be in the future. We have the experienced, dedicated faculty, the professionals on our Advisory Committee, and the network of professional contacts to make our Program applicable to market and industry needs while serving the long-term career needs of our students. We are enchancing our computer capabilities to educate our students about effective information presentation, information flow, and technical processes. We are working to provide today's and tomorrow's students with the professional skills and knowledge technical communicators must have to succeed in the future. With continued support from our colleagues and administration, we can continue to make the TPC Program and its graduates successful.

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Chapter 15
Appendices

A: program coordinator responsibilities
B: comparison of technical communication job announcements
C: TCOM course syllabi
D: curriculum vita for TPC Program faculty

Appendix A:
Responsibilities of the
TPC Program Coordinator

May 23, 1997

to: Roxanne Cullen, chair, dept. of lang. and lit.

from: Sandy Balkema, coordinator, TPC program

re: responsibilities of TPC program coordinator

G'Morning! You asked me to start compiling a list of the coordinator's responsibilities. Well, off the top of my head (which is a bit fuzzy this morning), here's a list of some of the things I do as program coordinator:

- maintain files for all TPC students (now approx.30), including courses completed, progress toward degree, GPA, etc.

- maintain records of TPC program (longitudinal), including numbers of students, GPA, etc.

- represent TPC program by attending professional meetings and maintaining membership in related professional associations (Society for Technical Communication, International Association of Business Communicators, Association of Teachers of Technical Writing, College Communication and Composition's Technical Writing Interest Group, etc.)

- maintain contact with TPC graduates to identify areas for program development

- advise all TPC students for course election, content specialty selection, career paths, internship sites, etc. (note that some of this activity continues all year long, not just during the academic year)

- advise all students interested in the TPC program regarding course election, content specialty selection, career paths, etc. (some of this activity, too, continues all year long, not just during the academic year)

- prepare written materials to represent TPC program for on-campus and off-campus students (including updated brochures, letters, web page, etc.)

- complete graduation clearance forms and curricular audits for seniors

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- maintain program "office" and library, including the collection of materials produced by graduates, etc.

- maintain program computer lab (work with S.Cherry to maintain hardware and software, to address security issues, to upgrade and develop as needed)

- serve as liaison with university and college offices for the program; including contacts with A & S dean's office, A & S academic counselors, Career Planning and Placement, Admissions Office, Registrar's Office, etc.

- represent the TPC program in department activities, including planning, assessment, faculty development, etc.

- develop, revise, and maintain articulation agreeements with community colleges through L.Ford's office and B.Kerwin's office

- organize program "presence" at campus activities, such as Autumn Adventure, Career Expo, UNIV103 classes, University College and Honors Program activities

- organize and direct program meetings and activities, including student scholarships and awards, curricular discussions, portfolio review sessions, Advisory Board meetings, etc.

- during the academic year, supervise students serving internships; during the summer, I (or Tom) receive partial payment for this (partial teaching load).

Well, I've run out of items for now. If you can think of others, add them! I'll keep working on making this a comprehensive list, too.

Appendix B: Comparison of technical communication job announcements

Technical and Professional Communication Program
Program Review Materials

Job Announcements Comparison

Date Rec'd	Company Name	Location	Job Title	Salary Range	Job Description	Ed./Training and Skills Req.
9/97	Yaskawa Inc.	Illinois (Chi.)	Technical Writer	not given	Produce high quality tech. publications for Drives & Systems Dvn. Organize & maintain the document tracking & output system.	BS degree in Tech.Wtg. or tech degree w/strong English profic. or equiv. exp. Ability to edit roughly transl.tech.Engl into prof. publ. docs.Requires excellent proofreading and editing ability. Ability to learn & understand basics of tech. mat'l to produce clear & concise tech.docs. w/ assist. of DSD engineers. PC prof. w/page layout, drawing, wd. proc., spreadshts, & databases. Prof. in gen'l business proc. and priorit.work. Ability to adapt to diff. situations. Excellent comm. and org. skills.
10/97	Documentation Solutions	Mich. (Holland)	not given	not given	Experienced tech. writer or illustrator to work w/ clients to produce docs.,incl.software manuals machinery manuals, & training mat'ls	Must currently be working as an ind. consultant. Must be a self-starter. Must have own computer, printer, modem, e-mail connection, incl.software. Min. of 5 yrs. tech.wrtg or illus. exp. Knowl. of Wind.95 MS-Office appl. On-line doc. exp. is a plus.
11/97	Aerotek, Inc.	W.Mich.	tech. writer	up to 50K	not given	not given
10/97	Rapid Design Service, Inc.	Mich.(G.R.)	tech. writer	not given	entry-level contract position -would consider college student part-time	not given

Date Rec'd	Company Name	Location	Job Title	Salary Range	Job Description	Ed./Training and Skills Req.
10/97	DigiDox, Inc.	Mich.(G.R.)	Technical Writer	not given	Tech.writer to create product doc., mktg. mat'l, and other comm. mat'l for in-house & client audiences	Self-motivated, detail-oriented, and able to work on several projects at a time. Degree in Engl, Tech.Comm., or related field. 1-3 yrs.writing bkgrd in a tech.setting. Knowl. of Wind95 and/or Macintosh-based desktop publ. appl, include., Framemaker, PageMaker, & Quark Xpress. Previous elect. doc. authoring (HTML, PDF,WinHelp) exp helpful.
3/98	Macola Software	Ohio(central) (Marion)	Technical Writer	not given	Develop online and paper doc. products. Responsible for all phases of devel. life cycle—designing, writing, & indexing to maintenance.	B.S. in tech. wrtg, Engl, comm., or related field. Equiv.exp. will be considered. 2+ yrs exp. in developing online help systems and printed user manuals. Knowl. of Windows, Word, and RoboHelp is a plus.
3/98	Nat'l Deferred Compensation, Inc.	Ohio (columbus)	Tech.Writer/ Training Coord.	not given	Seeking creative individual for Quality Assurance Dept. to create tech. and user manuals; interview experts and research; convert user docs to HTML;prepare in-house CBT training prog.	Tech.Wrtg. bkgrd, pref w/ user manuals for software products. Knowl. of Word Pro and CBT (computer-based training) software rec.
10/97	Mannesmann Dematic, Rapistan Systems	Mich. (G.R.)	temp.jr. writers or interns	not given	Writers for Tech.Manuals Dept. in the Mktg Dvn. to work on conveyor service manual parts lists	Good tech. aptitude, computer literate (esp. MS Word) and extremely detail-oriented.
7/97	Alexander Mktg Services	Mich.(G.R.)	Marketing Writers	not given	Experienced marketing writer w/skill in tech. areas. Resp. incl.writing pub.rel. & advert.mat'ls incl.newsltrs case hist., press rel., broch.	no spec.

Date Rec'd	Company Name	Location	Job Title	Salary Range	Job Description	Ed./Training and Skills Req.
10/97	Arthur Andersen Tech. Solutions	Fl. (Sarasota) IL (Chi.)	Tech.Writers	not given	Wrtrs to update and develop new product doc.	BS in Tech.Wtg or related field or equiv. exp. Knowl. of word proc (Word) and spreadsht (Excel) necessary. Help authoring skills (RoboHelp) is a plus. Excellent comm. skills, tech.aptitude, desktop publ, and strong interper. skills are a must.
1/98	Computer Design, Inc. (software devel for textile/apparel ind.)	Mich. (G.R.)	Tech.Writer	not given	Tech.Writer to assist w/ writing user guides (entry-level position)	1-2 yrs.exp. Exp. w/PageMaker or other desktop publ. software and exp. on more than one comp. platform desired. Framemaker, Help authoring, and interface design exp are a plus.

Appendix C:
TCOM course syllabi

Technical Communication 324   History of Rhetoric and Style
John Jablonski   Office: ASC 3091
Office Hours: MW 1-2, or by appointment   Telephone: 592-5868/3988
E-mail: jablonsj@ferris.edu or jjjablon@umich.edu

Objectives

This course is intended to provide a background to the problems of language, rhetoric, and style, that is how
language works (i.e. grammatically), how it is used effectively and persuasively, and how it may be varied for
rhetorical effect. We will begin by examining the English language both descriptively and prescriptively. After
this we will examine rhetoric historically and descriptively-- what it is and how it is used. We will also examine
the history of rhetoric. By the end of the class, you should know English grammar and how to analyze it,
particularly in regards to written texts, as well as the history of and scope of rhetoric. Our study will end with an
examination of the principles of classical rhetoric as applied to contemporary situations.

Required Texts: Kolln,   Rhetorical Grammar
                                   Corbett, Classical Rhetoric for the Modern Student
                                   Pirsig, Zen and the Art of Motorcycle Maintenance

                                   A coursepack "Exposition and Argument"

                                   All texts are available at Great Lakes Books

Agreement: All students must sign an agreement indicating that they understand this syllabus, class guidelines,
plagiarism, and photo-reproduction policies. This is a class requirement.

Attendance: Students are allowed 4 (four) unexcused absences; five or more unexcused absences will result in an
automatic failure for the course. Absences will be excused for medical reasons, family crises, or to attend a
Ferris-sponsored trip (field trip, athletic team event, etc.) You will be required to provide a written excuse in
such cases. In all cases, **you are responsible for all work missed during your absence.** If you are absent for an
exam or an impromptu, you must bring a written excuse from a professional if you wish to make the work up. In
cases of a serious nature or extended illness, contact me immediately to arrange assignments. Coming to class 10
minutes late or later counts as an absence; otherwise two late entrances equal one absence. Excessive lateness will
also be grounds for failing the class. If you have an extenuating circumstance, such as having a class immediately
before this one in a building far away, see me after the first class meeting. **Students who demonstrate a pattern
of absence are reported to the office of their dean and to the Office of Financial aid.**

Assignments: Late assignments have real consequences. If you miss a class when an assignment is due,
arrange to have another class member bring in the assignment when it is due. Turning in an assignment when you
return is not acceptable. **Assignments are due at the beginning of the class on the due date.** Late assignments
are graded one full letter grade down for **each calendar day late.**

Readings: You are expected to read the material assigned for any given class. The readings are sophisticated and
are intended to be. Reading an assignment does not mean skimming the material. It means reading carefully and
deliberately, looking up unfamiliar terms, being able to summarize the material, being able to respond to
questions about the material.

Essay Format: All essay and critique assignments are to be typed (with no handwritten items) and submitted in
completed form. Please refer to the appropriate pages in the coursepack for full information about essay format.

Impromptus and Take-home Exercises: These assignments are acceptable in handwritten form; however, if any
is illegible, I will return it for you to recopy. These works may not normally be rewritten.

Quizzes: I give quizzes frequently, announced or unannounced, in-class or take-home. These may cover the class readings or discussions. These may not be made up.

Conferences: You will be required to see me at least twice in conference during the term. If you do not show up for a conference appointment or for an assigned conference, I consider this an absence. Otherwise, I encourage both individual and small-group conferences.

Grading: All work is _evaluated by performance_. Effort is admirable, but performance determines grades. See the Coursepack for precise guidelines and criteria. You are responsible for keeping track of your own grades (academic warnings may very well not be submitted). Your final grade in the course will be based on the following approximate distribution:

Participation	20%
Midterm examination, impromptus	10%
Exercises, assignments, presentations	30%
Pirsig Critique	10%
Final Essay	20%
Final Examination	10%

See the Coursepack for grading guidelines. I follow the following criteria for grading:

The participation grade is made up of attendance, coming **prepared** to class, performance on quizzes. Failure to submit all of the essays and to receive passing grades on them will result in an automatic failure of the class. Quizzes and exercises will often be grades on a less formal basis than the A-F system. This less formal system consists of check plus ($\checkmark$ +), check ($\checkmark$) , check minus ($\checkmark$-), and U(μ). These grades are roughly equivalent to A, B, C, and R/W respectively.

Please note that these are only approximate guidelines. The ultimate test is whether you can successfully demonstrate the capacities indicated above.

Participation grades. All courses have a participation grade component. The participation grade is made up of attendance, coming **prepared** to class (i.e. having done homework and readings), discussing matters intelligently. A grade of "A" in participation is the result of consistent attendance (no unexcused absences), responsible class preparation, and **insightful commentary**. A "B" is the result of consistent attendance (no more than one unexcused absence), responsible class preparation, and answering questions accurately. A "C" is the result of spotty attendance (several unexcused absences), coming late to class, irregular class preparation, and desultory .discussion. Lower grades are given in accordance with the patterns mentioned above. Being obviously unprepared for a class will significantly lower the participation grade.

Classroom deportment: All members of the class are expected to conduct themselves in a civil manner. Any behavior problems will have an immediate effect on the participation grade and may be immediately referred to security. Children and others not registered for the class are not permitted to stay in the class. Tape recording classes is also not permitted without my prior approval for each person and class that a student might wish to record.

Rewriting: Revision and rewriting are the essence of successful writing. Depending upon the assignment, you may be allowed to rewrite essays and other exercises and keep the higher grade received. Be aware, though, that the last essay occurs close to the end of the semester, and rewriting it is impossible. See the Coursepack for exact requirements regarding rewrites. The R/W "comment" on an essay, means that you _must_ rewrite. Such assignments that are not rewritten will, after two weeks, become F's.

Plagiarism: Plagiarism is a writer's use of someone else's words or ideas as his own without adequate and accurate acknowledgment of the source— either copying word-for-word or paraphrasing or summarizing. Any instance of plagiarism will result in automatically failing the course and may lead to referral to the department or university. See the Coursepack and Hacker (pp. 214-217) for a precise discussion of plagiarism.

Incompletes: I allow incompletes only in extreme circumstances such as illness or severe personal problems. In either of these two extremes, I will ask for written verification before allowing an incomplete. Also, if you are given an incomplete, it will only be allowed after you have signed a written a plan of work and committed yourself to a specific completion date.

Exceptions: Any exceptions to any of the above policies must be made privately in conference.

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TCOM 324: History of Rhetoric and Style

Fall 1998
MWF 9:00

Dr. J. Jablonski
SCI 122

Assignment Schedule

The following assignments are due on the days indicated. That is, readings and exercises stipulated for 8/31 are due on that date-- not the next. Be aware that these assignments may be changed from time to time without much warning. You are still responsible for any changes. Bring texts as necessary, **Coursepack everyday.** Worksheets, exercises, quizzes may be added as necessary.

Kolln--	Rhetorical Grammar
Corbett--	Classical Rhetoric for the Modern Student
Pirsig--	Zen and the Art of Motorcycle Maintenance
CP--	Coursepack "Exposition and Argument" actually an English 150 CP
L&E--	Coursepack section entitled "Comments Regarding Language and Error" by outline numbers.
PS--	Coursepack section entitled "Paragraph Structure"

Date	Topic	Assignment
8/31	Introduction/Diagnostic	
9/2	Review of Diagnostic	Hacker*, Chapter B (you are required to know this material)
	Introduction to the study of language	
9/4	Introduction to the study of language	Kolln-- Chapter 4
9/7	Labor Day-- No classes	
9/9	**Signed Agreements due.**	Exercise 11, pp. 64-65 due. CP--;
9/11	Inflection, parts of speech	Kolln-- Chapters 5; L&E 1-16
9/14	Inflection, parts of speech	Exercise 16 due; Kolln-- Chapter 6
9/16	In-class exercise	
	Inflection, parts of speech	Exercise 19 due; Kolln-- Chapter 7
9/18	Syntax	Exercises 26, 27 due; Kolln-- Chapter 8: L&E 17-30
9/21	Syntax	For Group Discussion A and B (Pp.137-38) due; Kolln-- Chapter 1
9/23	Syntax	Kolln-- Chapter 2
9/25	Cancelled for conferences (See me sometime during this week regarding your rhetoric presentation) L&E 31-45	
9/28	Syntax	Exercise 5 due; Kolln-- Chapter 9
9/30	Syntax	Kolln-- Chapter 10
10/2	Punctuation	Exercise 36 due; Kolln-- Chapter 11; L&E 45-end
10/5	Classical Rhetoric	Corbett 540-548; 20-37
10/7	Classical Rhetoric	Corbett 37-94
10/9	Presentation**: Gorgias of Leontini	Jablonski; PS-- beginning through Comparison/Contrast
10/12	Classical rhetoric	Corbett 94-143
10/14	Classical Rhetoric	Skim or scan Corbett pages 155-200
10/16	**Take-home mid-term examination handed out**	
	Presentation**: Isocrates	PS-- Definition through "The Paragraph: Some Closing Comments"
10/19	Rhetorical analysis	Socrates's *Apology;* Corbett 212-226
10/21	Arrangement	Corbett 278-317
10/23	Presentations **: Cicero and Quintilian	PS--to the end
10/26	Medieval Rhetoric	Corbett 548-552
10/28	Presentation **: St. Augustine	
10/30	Presentation **/analysis	"Letter from Birmingham Jail"-- Corbett 342-361

11/2	Style	Corbett skim 380-423; read 424-460
11/4	Style	Corbett skim 380-423; read 424-460
11/6	Rhetorical analysis/Presentation **	Corbett 512-526-- Kennedy's innaugural speech
11/9	Contemporary rhetoric	Corbett 553-578;
11/11	Contemporary rhetoric	Handout-- "Composition, Rhetoric, and the Job of Citizen"
11/13	Presentation **	Orwell-- "Politics and the English Language" (Handout)
11/16	Zen	Pirsig 1-120
11/18	Zen	Pirsig 1-120
11/20	Presentation **: Chaim Perelman	
11/23	Zen	Pirsig 120-245
11/25	**Rewrite Deadline**	
	Zen	Pirsig 120-245
11/27	Thanksgiving Recess	
11/30	Zen	Pirsig 345-end
12/2	Zen	Pirsig 345-end
12/4	Presentations **: Stephen Toulmin; James Berlin	
12/7	**Final essays due.**	
	Ethics	Handouts. Read "cigarette" essay
12/9	Ethics	Handouts
12/11	Review for Final Exam	
	Take-home given out.	

*   For those with Hacker. Others may review similar information in another handbook.

**   Presentations typically take 20 minutes. The remainder of the class is devoted to follow-up and further discussion of matters from previous classes.

Final Exam due: Monday, December 14, 1998   8:00

★ PARTICIPATION LOGS ▪

Your participation in class discussion is important -- it demonstrates mastery of several performance objectives, and it accounts for 10% of your grade.

At the end of the semester you will be required to hand in your participation log. If you wish it to be returned, see me in my office next semester (on campus).

DIRECTIONS:

1. Type **D** (Before class each night.)
2. Use a separate page for each class meeting. (backs too!)
3. Put the date of the class meeting at the top of the page.
4. For each class session, write 3 questions concerning the work(s) assigned for that session (night classes = 6 questions). The questions should not be *yes-no* or simple information questions, but questions that, if answered, would further understanding of the work(s). You need not write out answers to your questions, but you should think them through. Also, be prepared to ask these questions in class and to discuss possible answers.
5. Note in your log which questions you asked in class discussion.
6. Be prepared to have the log checked daily.

write quest. that if ans would help you better understand

▓▓▓▓▓▓▓▓▓ ▪

Lecture, discussion (including probing questions), read-aloud, individual conferences.

▓▓▓▓▓▓▓▓▓▓

According to a 1990 Fort Worth (Texas) study, 62% of the jobs analyzed required proficiency in writing. Specific skills include searching for specific information, recognizing interrelated ideas, writing to inform, expressing ideas accurately, and organizing and expressing ideas, directions, and data in a logical sequence.

Additionally, many jobs required proficiency at higher-level skills such as understanding, summarizing, and explaining relatively complicated information, writing reports, studies and documents, and writing to convince.

A 1991 NYSBE/Hudson Institute study found that writing for information and for critical analysis are important job skills and that even entry-level employment requires skills in reading for information and reading for critical analysis and evaluation.

ATTENDANCE POLICY :

Attendance is critical and therefore mandatory. Excessive absence or tardiness may lead to grade reduction or failure. ICW's missed because of absence may **NOT** be made up. If it is necessary for me to certify your attendance, it must be done on a **daily** basis.

Technical Communication 411

Instructor: Dr. Sandra J. Balkema
Office: 3087 ASC   Phone: ext - 5631
E-Mail: sandra_j_balkema@ferris.edu or   drsandy@aol.com
Class Schedule: M-W-F, 11-12 a.m. Science 122   Lab: Tues., 1:30-2:45 p.m.

TCOM 411 is designed to build on your technical writing skills and develop your awareness of the professional issues surrounding the technical communication field. We will read critically, conduct research, manage projects, as well as design, write, and edit technical documents. We will expand our knowledge as technical communicators in the areas of technical editing, ethics, project management, and specialized media.

Your grade in this class is based on your completing the reading, research, and project assignments satisfactorily, your attending class and lab regularly (no more than 3 absences of any kind for the semester), and your developing good management skills. Technical and Professional Communication students must receive a grade of "C" or above in this class to remain eligible for graduation. If you earn a grade lower than "C" you must re-take the course next fall semester.

Before entering this class, I expect you to have gained the following skills:
- the ability to write for technical and non-technical audiences
- the ability to choose an appropriate style, format, and approach for your audience
- the ability to write technical reports, using appropriate visuals and research sources
- the ability to write expository texts for various audiences
- the ability to edit your writing to meet the conventions of standard written English
- the ability to edit other's writing to meet the conventions of standard written English
- the ability to use a word processing program, a page layout program, as well as the tools associated with these (e.g., spell check, index generator, t of c generator).

TCOM 411 has two main focuses: technical editing and project management. The editing and background information we'll cover in class; the project management aspect will be covered primarily in lab.

LAB: This semester we will complete **five** lab projects. For each project, a project manager will be responsible for organizing and directing the project. Each project manager will meet with Sandy prior to the project and discuss the requirements and scope of the project. Sandy will assist with lectures, demonstrations, and providing additional resources as needed. For each lab project, the project manager will be responsible for setting a time line, assigning tasks, and reviewing each individual's work. The project manager will evaluate each member's contribution; the team members will evaluate the project manager's managing skills.

CLASS: For each of the class topics (units?), you will be responsible for reading the assigned materials, completing the assigned research, and writing reports on the reading and research. For each of the lab projects, you will be responsible for completing your assigned portion of the project and, for one of the projects, for managing the schedule and the work of your "team."

1. **Reading.** Sandy will provide copies of reading materials for most of the class topics/units. You will write a 2-4 page discussion/reaction of each of the assigned "packet" of readings.

2. **Research.** For each project, you will research / read additional related materials. You will write a 2-4 page summary and discussion of these materials for the entire class. You will also give a brief oral presentation of your research to the class.

3. **Lectures/Demonstrations.** For each project, Sandy will present background information to supplement the reading and research.

Class Topics (Units)

1. **Managing Projects and People: looking beyond what's known or expected**
   problem solving
   taking control and developing pride of ownership
   Readings: ch. 14, *Technical Editing*
         Newsweek article ("Disney's Wizards")
         "Evolution-Revolution: Toward a Strategic Perception of Technical
         Communication" by S.Carliner [and others]

2. **Editing and Technical Communication: where does it fit?**
   the place of "correctness" (micro editing)
   using rhetorical principles to create effective "documents" (M-A-P-S and macro editing)
   when is technical communication MORE than editing and LESS than editing?
   Readings: Ch. 1-5,*Technical Editing*

   2a.   How to Edit (micro issues)
   planning the edit and determining the level of edit
   knowing what's right and wrong (rules and non-rules)
   marking and correcting copy
   Readings: Ch. 6-10,*Technical Editing*

   2b.   How to Edit (macro issues)
   identifying the audience's needs and expectations
   the relationship between text and illustrations (and/or layout)
   are we "writing for readers to learn" or "explaining for users to do"?
   choosing a layout and a "delivery system"
   Readings: " 'Is This Ethical?' A Survey of Opinion on Principles and Practices of
         Document Design" by S.Dragga [and others];
         Benson's article in spring 97 *TCQ*
         Ch. 11, *Technical Editing*
         STC's Code for Communicators, AMWA's Code (other ethical guidelines)

3. **Managing Projects and People, Part 2: the technical communicator in business and industry**
   international issues
   gender and power issues
   Readings: *The Deming Management Method*, by M. Walton
         Technical Editing, ch. 13, 16
         More Power to You, by Glaser and Smalley

Lab Projects:

project	software	goal
• single page layouts	Pagemaker; Quark X-press, etc.	wellness committee mat'ls
• newsletter layouts	Pagemaker; Quark X-press, etc.	TPC Program Newsletter
• booklet layouts	Pagemaker; Quark X-press, etc.	Program Review guidelines
• web page design	HTML	revise TPC web site, produce wellness site (?)
• multimedia	Macromedia Director	movie on TPC program

final exam (take home w/ class discussion) — revise GILL booklet

Technical Communication 499
Winter 1998

Instructor: Sandra J. Balkema, Ph.D.   Office: 3087 ASC, 592-5631

Meeting Times: Class: Mondays   10-12:30 p.m.
                  Lab: TBA

In this class we will look at the profession of technical communication, discovering the options open to professionals in this field, the skills needed by professionals in this field, and the future trends of the field. We will research these areas individually and report our findings to the group. As a class project we will produce and distribute a Program Newsletter for program alums and friends.

The minimum requirements are listed with each assignment. If you meet the minimum, you will earn a "C" grade. To earn a "B" or an "A" grade, you must exceed these minimums. I expect a responsible, professional work ethic, both in class and in lab. Thus, any absences in class or lab will affect your grade negatively and your participation in both is expected to be active.

Assignments:

1. Personal Job Search
- components:
  - -written report of job prospects, research strategy, and contacts in your target area
  - -portfolio design and development
  - -portfolio presentation
  - -job search letters (3) and current résumé

2. Technical Communication as a Profession
- components:
  - -visit and interview with a practicing tech.communicator
  - -written report
  - -class presentation

3. Program Newsletter (group project)
- components:
  - a 4-6 page newsletter reporting issues of importance and interest to our program grads, our program friends, and university administrators

4. Individual Research Project: "issues" in technical communication
- components:
  - - written report
  - - class presentation

1. Personal Job Search

- components:
  - written report of job prospects, research strategy, and contacts in your target area
  - portfolio design and development
  - portfolio presentation
  - job search letters (3) and current résumé

- class info:
  - job search strategies, professional contacts and networks, organizing and designing a portfolio (options), portfolio development Hypercard project, how to present a portfolio

- minimums:
  - report = 3 pages in length (ds, 12-pt. type, 1"margins), well written, organized, and complete
  - current résumé and letters = 3 letters: job-application letter, letter of appreciation (after interview), letter of acceptance or rejection of job offer
  - portfolio = "professional" appearance and organization
  - presentation = must meet requirements for presentation and receive passing marks from all evaluators; must attend portfolio presentation of your class mate(s)
  - other class work as assigned

- report content:
  For this project, you will conduct a job search using at least 3 of the 7 approaches to a job search. In this report you will describe your personal job search process, beginning with a definition of your areas of interest and specialty within the technical and professional communication field, your geographical preferences, work environment preferences (etc.), then moving to a description of the process that you followed in identifying possible places of employment. Since both of you will be looking for an internship or a job, the successful outcome of this project should be such a position!

  You may find it useful to keep a "job search journal" as your work will most likely occur in stages and spurts. If you keep a record of your activities in a journal, you will find converting this into a report much easier.

  Because this is due mid-way through the semester, the report may not yet have an ending (the job!). Thus, at the end of the semester, you will write a one-page update covering what's happened since mid-semester.

Audience:	Sandy and your peers
Medium:	informal report
Due Date:	before Spring Break (w/ one-page update at end of the semester!)

- portfolio presentation
  In class, I'll give you complete details and procedures for the portfolio presentations. We'll schedule these after spring break (probably one a week, Thurs. @ 11). You will be required to attend your class mate(s)'s portfolio session (as well as your own!) We'll set this schedule up early so you can plan and prepare well in advance.

2. *Technical Communication as a Profession*

- components:
  - visit and interview with a practicing tech.communicator
  - written report
  - class presentation

    suggested questions: training/education, additional training needed on the job, responsibilities and job description, day-in-the-life, pay =experience/education?, pros and cons of the environment, pros and cons of the job, career ladder, expected future needs and expectations

- class info: types of tech.communicators (class visits and discussions)
independent	(free-lance)
within industry	(support model)
in "contract" house	(service model)

- minimums:
  - interview source must be approved (NOT same as guests)
  - report: 3 pages in length (ds, 12-pt.type, 1"margins)
  - presentation: 10 minutes in length, well organized and presented
  - other class work as assigned

- report content:
  For this project we'll be looking at the role of the technical communicator in the "real world." We'll be looking at some of the different environments that these communicators work in and talk to several to find out how they differ, the strengths and weaknesses of each, and the skills needed by each. You will contact a practicing technical communicator and interview him/her about these issues. We'll work together in class to determine some useful questions and approaches, and we'll draw up a list of contacts. Then, you'll contact the professional communicator, interview him/her, visit his/her place of employment, and write a report of your findings.

  I will arrange to have at least 3 professionals visit our class, representing the 3 main models of tech. comm. in the business world. These visitors, however, can not be your interview sources.

  Your report should cover the professional's responses to our class-generated questions, especially focusing on the environment in which s/he is employed, the model of tech.comm. followed by this environment, and his/her role as a tech.communicator within that environment.

Audience:	Sandy and your peers (copies for everyone in class)
Medium:	informal report
Due Date:	by the end of the 9th week (March 16)

3. *Program Newsletter (group project)*

- components:
  - a 4-6 page newsletter reporting issues of importance and interest to our program grads, our program friends, and university administrators

- class info: setting and choosing a style guide
  - choosing an "image"--tied to costs, etc.
  - deciding on information/content
  - project management

- typical roles (we'll share the responsibilities for most of these):
  - writers
  - editor-in-chief (integration of all elements; managing the process)
  - layout and design coordinator (coordinating the visual "image")
  - photos/visuals coordinator (preparation of all visual elements)
  - production manager (coordinating and arranging the printing)
  - distribution manager (mailing lists, mailing/postage requirements)
  - story editors (mechanical editing of all stories for correctness and consistency)

- minimums:
  - assigned articles = well written, complete, organized, on time
  - assigned role(s) = tasks completed effectively and on time
  - all writing and production deadlines met
  - newsletter published and distributed within time schedule
  - other class work as assigned

- newsletter content
  As a class, we'll decide on the topics for our stories, but some suggestions include
  - our new location (including lab facilities)
  - this year's Advisory Board meeting
  - alumni news (with a request for info -- and money???)
  - our program review process and progress
  - our web site development and address

Audience:	T-C alums, T-C program friends (off and on-campus), FSU admin.
Medium:	professional newsletter
Due Date:	we'll set process deadlines in class, but the newsletter needs to be mailed by mid-April

4. Individual Research Project: "issues" in technical communication

- components:
  - written report
  - class presentation

- minimums:
  - report: 8 sources (incl. at least 1 full length book; interview source *may* be a source); 8 pages in length (ds, 12-pt. type, 1" margins)
  - presentation: 10 minutes in length, well organized and presented

- report content:

  For this research report, you should choose a topic you're especially interested in. If you have a topic that's not on the list that you want to learn more about, let me know.

  The purpose of this report is to allow you to examine in detail and depth one issue or trend facing our profession. Some issues are so new that our program hasn't had a chance to deal with them; others are specifically tied to only one aspect of the industry, and thus, are things we can only lightly touch on. Thus, both are good reasons for you to learn more in this setting!

  Because this is a formal research paper, handle it as you would a traditional research paper: use proper citation structure (MLA internal citation w/ Works Cited page, please), formal style, appropriate sources, etc. One of your sources MUST be a complete full-length book. You are encouraged to use journal articles from the field (depending on your topic, you may find the *STC Journal* an excellent starting place). You may use your interview source (from project #2) as a source. You may also use Internet resources as sources. However, use a **balance** of sources for the best mix of completeness, timeliness, and expertise.

- topics:
  - starting and maintaining a free-lance tech.comm. company:
  - working within a corporate environment: demonstrating "value added" and worth to a corporation, work models (teams, service bureau, division/dept.members)
  - ISO9000's effects on tech.communication
  - producing on-line help systems (technology and practices)
  - producing CD-ROMs and/or electronic books (technology and practices)
  - producing video training materials (technology and practices)
  - producing computer-based training materials (technology and practices)
  - effective use of color in print and on-line documents
  - Hypertext: logistics, systems, and applications (possibly an historical approach)
  - technology and technical communicators: the future possibilities
  - W. Edwards Deming's management approach and its possible effects on and relationship w/ the technical communication profession

Technical Communication 499
Winter 1998

Tentative Schedule (1st 8 weeks)

week #1
(Jan. 12)

intro to the class; discuss syllabus and projects, read "Trends" article;
begin project #1; discuss requirements, eval. criteria, portfolio presentation
requirements and schedule, discuss kinds of portfolios, Carri's and Ed's
portfolios; 7 search strategies

week #2
(Jan.19)

letters, résumé, portfolio organization strategies;
Hypercard project (program competencies); issues in portfolio development

week #3
(Jan.26)

begin proj. #2; profession and variations in professional work environment
develop questions for interview sources and class speakers

week #4
(Feb.2)

special speaker — Contract House (M.Miles)

week #5
(Feb.9)

special speaker — Industry / Corp.(M.Hood)

week #6
(Feb.16)

special speaker — Freelance (?)
wrap-up Project #2; class discussion on alternative environments

week #7
(Feb.24)

begin proj. #3: assign roles and tasks, decide on article content, sources,
etc.; set deadlines; setting and choosing a style guide; choosing an image;
project management issues

week #8
(Mar.3)

printing terminology and processes; choosing paper, ink, etc.; discuss
project #4--topics for final projects, approach to report;
visit to printer (University printing)
Project #1 report, letters, and résumé due

SPRING BREAK (March 6 - 15)

week #9
(Mar. 16)

"test" on printing and publication processes
oral reports on Project #2 interviews
(begin portfolio presentations: Thursday @ 11 a.m.)
Project #2 written report due

Appendix D:
Curriculum vita for TPC Program faculty

John Jablonski
326 Winter
Big Rapids, MI 49307
(616) 796-0782 (home)
(616) 592-2525 (office)
e-mail: jablonsj@ferris.edu

Education

Doctor of Philosophy. Wayne State University. 1992.
Primary concentration: English (Composition Theory).
Secondary concentrations: Rhetoric, Medieval English Literature (including Anglo-Saxon), German.

> Dissertation: "A Rhetoric of Intermedial Argument: Informal, Implicit Patterns in Student Writing."

Master of Science in Business Administration. Boston University. 1980.
Master of Arts. Wayne State University. 1975.
Honor Graduate in German. Defense Language Institute, West Coast. Award for Distinguished Performance from Consul General of Federal Republic of Germany. 1972.
Bachelor of Arts. University of Michigan. 1969.

Other Education

Computer Science, FORTRAN. Houston Community College. Houston, TX. 1981.
Hungarian. International Center for Language Studies. Washington, DC. 1984.

Employment History

1991-- **Assistant Professor.** Department of Languages and Literarture. Ferris Present State University. Big Rapids, MI. Teach classes in composition, business and professional writing, technical writing, introductory literature, British literature, immigrant literature, and English as a Second Language (including Nagoya Gakuin University Summer Program).

1988-- **English Instructor (Graduate Assistant).** Wayne State University, Detroit, 1991 MI. Taught classes in composition, technical writing.

1987-- **Chair, Department of English.** The Collegiate Schools, Richmond,
1988   VA. Responsible for extensive curriculum development. Taught classes in honors British Literature and Western Literature.

1984-- **Cultural Affairs Officer, Assistant Public Affairs Officer.**
1987 U.S. Embassy Budapest, Hungary. Administered academic exchanges
(Fulbright), English-teaching, American Studies programs. Worked with
Hungarian and American media. Also served as Chairman, American
International School of Budapest.

1982-- **Teacher.** John F. Kennedy Schule. Berlin, Germany.
1984 Taught English as native and foreign language in bi-lingual,
bi-national school; classes taught included British, American literatures.

1981-- **International Marketing Representative.** IMSL, Inc. Houston, TX.
1982 Responsible for marketing of scientific software worldwide, emphasis on
German-speaking market; technical and marketing writing, translation and
interpretation.

1978-- **Teacher.** John F. Kennedy Schule. Duties listed above.
1982

1969-- **Teacher.** South Redford Schools. Taught English, American, and Biblical
1977 literature, linguistics. (Military Leave 1971--74)

Military

1971-- **Intelligence translator and analyst.** United States Army Security Agency,
1974 Field Station Berlin, West Berlin, Germany. Honorably discharged 1977.

Academic Honors

Graduate Assistantship, WSU, 1989 -- 1991.
Graduate-Professional Scholarship, WSU, 1988.
Honor Graduate, DLIWC, 1972.
Regents' Scholarship, University of Michigan, 1965.

Certification

Michigan Secondary Continuing Certificate. Endorsements in
English, German, Business Administration, History.

Languages

Fluent German, Hungarian.
Reading knowledge of Old and Middle English, Middle High
German.

Teaching Experience

Writing (Basic Writing, Writing Workshops, Intermediate and Advanced Composition), Composition Theory and Rhetoric, Teaching of Writing, Technical and Professional Writing, English as a Second Language, International Studies, American and British Literatures (particularly Medieval British), Old English.

Publications

"Educating for the Job of Citizen." *The Insider*. Big Rapids: Ferris State University, 1997.

"Hungary at 1100, Fulbright at 50." *Pioneer*. 8 October 1996.

"Stories About a Wall, Shirt Sleeves, and Daffodils for a Poet." *Diversity Counts*. 2 (December 1995/January 1996): 1-2.

"Hungary, Then and Now." *Pioneer*. 14 May 1993: 5.

"The Writer: A Tense Story." Washington, DC: English Teaching Forum, 1987.

"Beowulf and the Imagery of Commerce." Budapest: Studies in English and American, 1985.

School Writing. Privately published, 1983.

Presentations

"Politics, English, and the Hungarian-English Dictionary: The Work of László Országh." Conference on College Composition and Communication. Chicago, 1998.

"Composition, Rhetoric, and the Job of Citizen." Spirit of Global Understanding Conference (Fiftieth Anniversary of the Fulbright Program). Budapest, Hungary. 1996.

"László Országh and the Politics of an English Department: The Evolution of American Studies in Hungary." Michigan Teachers of English to Speakers of Other Languages (MITESOL) Conference. Big Rapids, Michigan. May 1994.

"Reconsidering Argument." Conference on College Composition and Communication. Boston, 1991.

Chair. Presentations about composition pedagogy. Association for Business Communications. Detroit, MI. April, 1990.

Chair and Presenter. "American Studies in Hungary." Anglisztikai Napok ("English-Studies Days"). Szeged, Hungary. April, 1987.

"A Gavotte of Reason: Minuet Structure in Pride and Prejudice." Modern Philological Association. Debrecen, Hungary, March, 1986.

"After Speaking, What? Composition in the ESL Class." National Institute for Pedagogy. Budapest, Hungary. February, 1987.

"Using Transformational Grammar at the Secondary Level." Second Conference for Speech-Orientated ESL, Pécs, Hungary, 1985.

Memberships

National Council of Teachers of English
Conference for College Composition and Communication
Society for Technical Communication

Committee Work

1998	Ferris State University, International Planning Committee
1998	Department of Languages and Literature, Technical and Professional Communication Search Committee
1997-Present	Department of Languages and Literature, Technical and Professional Communication Program Review Committee;
1995-Present	Department of Languages and Literature, Technical and Professional Communication Committee;
1996-Present	Department of Languages and Literature, Curriculum Committee
1992- 1998	College of Arts and Sciences, Academic Standards and Policy Committee
1993-1995	Ferris State University Acdemic Senate
1993-Present	Ferris State University, Academic Senate International Education Committee
1994-1995	Department of Languages and Literature, Curriculum Committee
1992-Present	Ferris Fulbright Association

VITA
DOUGLAS L. HANELINE

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Ferris State University
Department of Languages and Literature
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Big Rapids, Michigan 49307-2225
616/592-2525

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dhanelin@netonecom.net

EDUCATION

A.B.	Middlebury College	Political Science	1970
M.A.	University of Delaware	English	1972
Ph.D.	The Ohio State University	English	1978

Core Curriculum Program, American Medical Writers Association   1988
Advanced Curriculum Program, American Medical Writers Association   1995

Additional Study: University of Nebraska-Lincoln, Northern State University, University of Kansas, Ferris State University

TEACHING EXPERIENCE

University of Delaware, Newark, Delaware   1971-72
  GTA, Tutor
    Remedial Tutoring, Freshman Composition

Ohio State University, Columbus, Ohio   1972-79
  GTA, Lecturer in English
    Remedial Tutoring, Freshman Composition, Advanced Composition, Masterpieces
    of American Literature, Introduction to Fiction

Dakota State University, Madison, South Dakota   1979-1984
  Assistant Professor, Associate Professor of English
    Freshman Composition, Advanced Composition, Creative Writing, all American
    Literature courses

Ferris State University, Big Rapids, Michigan   1984-present
  Associate Professor, Professor of English
    Freshman & Sophomore Composition, Advanced Composition, American Literature,
    Science Fiction, Medical Writing

ADMINISTRATIVE EXPERIENCE

Ferris State University
  Administrative Assistant to the Department Head during his extended illness for   1993-1994
    five months

  Interim Business Affairs Advisor to the *Torch* (FSU student newspaper)   1994

  Chair, Academic Program Review Council   1994-present

PUBLICATIONS

Dissertation: "The Swing of the Pendulum: Naturalism in Contemporary American Literature."
    Ann Arbor, Michigan: University Microfilms, 1978.

Reviews of books, musical and theater productions, appearances by artists   1980-1984
    and poets, editorials, all in the Madison (South Dakota) *Daily Leader*.

"Horn of Plenty," "East River and West River, in *Tornado Slide*   1981

Columns and reviews, in the Big Rapids (Michigan) *Pioneer*   1984-present

"The Health Professional as Writer: Two Models for Integrating Writing into the Curricula of Baccalaureate Health
    Programs," *Studies in Technical Communication: Proceedings of the 1990 CCCC and NCTE Meetings*, 87-94.

"The Development of Professional Identity and Status in Biomedical Communication," *American Medical
    Writers Association Journal* 6:1 (February 1991), 2-4.

with Ellen J. Haneline, "Integrating Writing into the Medical Record Program: A Team-Teaching Approach," *AOE
    Network* 7:2 (April/May 1991), 1, 6-7, 9.

with Elizabeth R. Turpin, "Results of the AMWA Higher Education Survey Demonstrate Increasing Link with
    Academia," *American Medical Writers Association Journal* 6:3 (September 1991), 10-16.

with Nola Kortner Aiex, "Asking the Right Questions: Reading Assignments That Work for Writing," *ERIC Digest*
    (EDO-CS-97-03) 1997.

TEXT AND PHOTO DISPLAY
"Cemetery Art in Western Michigan: A Celebration," Humanities Council of West Central   1994
    Michigan (displayed in five-county area)

PRESENTATIONS AND PROGRAM APPEARANCES
"*Nineteen Eighty-Four* as Science Fiction," 1984 Symposium, Ferris State   1984
    University, Big Rapids, Michigan

"So You Want to Teach Science Fiction," Michigan Council of Teachers   1985
    of English, Lansing, Michigan

Associate Chair, "Alliance for Excellence: Librarians Respond to *A Nation*   1985
    at Risk," National Council of Teachers of English, Philadelphia, Pennsylvania

with Abdollah Ferdowsi, "The Underground Economy," Humanities Council   1986
    Brownbag Series, Big Rapids, Michigan

Panelist, "Michigan Writing Project," MCTE/MSU Bright Ideas Conference,   1986
    East Lansing, Michigan

with Rachel Snyder and Joyce Brownell, interpretations from T.S. Eliot's   1986
    Old Possum's Book of Practical Cats, Human Adventure Series,
    Ferris State University, Big Rapids, Michigan

Recorder-Reactor, NCTE's Future Role in the Education of Teachers,"   1986
    National Council of Teachers of English, San Antonio, Texas

with John Cullen and Kristi Andres, "What Makes a Best Seller?" Human   1987
    Adventure Series, Ferris State University, Big Rapids, Michigan

with Ellen J. Haneline, "Using Simulations to Teach Writing to Health   1987
    Professionals," Michigan Chapter, American Medical Writers
    Association

with Roxanne Cullen, Fred Swartz, et al., "Stay Tuned: A Report on the   1987
    Writing Assessment Project at Ferris State College," Conference on
    College Composition and Communication, Atlanta, Georgia

"Entering the Health Discourse Community: Teaching Medical Writing to   1987
      Undergraduates," American Medical Writers Association Annual
      Meeting, Chicago, Illinois

"Taming the Father of Righteousness: Robert Bly, American Poetry, and   1988
      Technology," Conference on the Humanities, Science, and
      Technology, Ferris State University, Big Rapids, Michigan

"James Jones' *From Here to Eternity*," American Library Association *What*   1988
      America Reads Series, Kent County Library, Byron Township Branch,
      Byron Center, Michigan

with Robert von der Osten, "Science Fiction/Science Thinking," Children's   1988
      Literature Conference, Ferris State University, Big Rapids, Michigan

with Elizabeth Turpin, "Programs and Careers in Medical Communication,"   1989
      Michigan College English Association/Michigan Association of
      Departments of English Meeting, Port Huron, Michigan

with Elizabeth Turpin, "AMWA Survey of Programs in Medical   1989
      Communication in Higher Education," American Medical Writers
      Association Annual Meeting, Boston, Massachusetts

"Two Models for Integrating Writing into Baccalaureate Health Programs,"   1990
      Conference on College Composition and Communication, Chicago,
      Illinois [ERIC #4941807]

"The View from Starr: A Faculty Perspective on the Library," Timme   1990
      Library Dedication, Ferris State University, Big Rapids, Michigan

with Ellen J. Haneline, "Integrating Writing into Medical Record Program: 1990
      A Team-Teaching Approach," Assembly on Education Meeting,
      American Medical Record Association, Lincolnshire, Illinois

with Elizabeth Turpin, "AMWA Education Survey Update," American   1990
      Medical Writers Association Annual Meeting, Los Angeles, California

"Professional Identity and Status in Biocommunications," American Medical   1990
      Writers Association Annual Meeting, Los Angeles, California

Panelist, "How to Start a Regional Humanities Council," Michigan Council   1991
      for the Humanities, Port Huron, Michigan

Panelist, Career Development Forum, American Medical Writers Association   1991
      Annual Meeting, Toronto, Ontario, Canada

"The Politics of Attendance," Michigan College English Association, Oakland   1991
      University, Rochester, Michigan

Proposer and Chair, "Writing Contexts, Communities, and Audiences in the   1992
      Drug Development. Approval, and Marketing Process," Conference on
      College Composition and Communication, Cincinnati, Ohio

Organizer and Chair, Educators Plenary Session, "Applying What We Know   1992
      About Editing to Improve the Teaching of Medical Writing," American
      Medical Writers Association Annual Meeting, Houston, Texas

Panelist and Respondent, "Libraries and Intellectual Freedom, Timme   1993
        Library, Ferris State University, Big Rapids, Michigan

"Edith Wharton as Woman and Artist," 12th Grade Art and English Students,   1993
        Big Rapids High School, Big Rapids, Michigan

Panelist, College English Association Forum on Writing and Reading,   1994
        National Council of Teachers of English, Orlando, Florida
        [ERIC # ED 375/434]

"Cemetery Art and Changing Attitudes Toward Death and the Afterlife,"   1994
        Big Rapids and Ludington, Michigan

"Cemetery Art in Western Michigan," Fremont, Morley, Scottville, and   1995
        Grand Haven, Michigan

with Mark Curtis, "Work, Education, and the Public School," Big Rapids   1995
        Public Schools Community Curriculum Advisory Committee,
        Big Rapids, Michigan

Panelist, College English Association Forum on Writing and Reading,   1995
        National Council of Teachers of English, San Diego, California

"Joining the Conversation: Entering Your Professional Discourse   1996
        Community," Ultrasound Spring Seminar, Big Rapids, Michigan

"Teaching a Tombstone to Talk," Mecosta County Senior Enrichment Day,   1996
        Big Rapids; Big Rapids Middle School; Morton Township
        Library, Mecosta; Evart Area Historical Society; Evart GFWC;
        and Mecosta County Genealogical Society. Big Rapids, all Michigan

"Using Literature to Stimulate Writing: The Survey Course," College English   1996
        Association Panel on Writing and Reading. National Council of
        Teachers of English, Chicago, Illinois

"Lessons in the Evaluation of Student Medical Writing Skills to be Learned   1996
        from the Assessment Movement in Higher Education," American
        Medical Writers Association Annual Meeting, Chicago, Illinois

"Teaching a Tombstone to Talk," Mecosta County Senior Enrichment Day,   1997
        Big Rapids; Big Rapids Middle School, both Michigan

Organizer and Chair, Academic Paper Session, American Medical Writers Association   1997
        Annual Conference, Boston, Massachusetts

WORKSHOPS OFFERED

Writing Enrichment Workshops (10 hours), Health Systems Management   1985-1987,
        External Degree Program, Ferris State University, Big Rapids, Michigan   1989, 1991

"Writing for Your Grandchildren," Elderhostel Program (7 ½ hours),   1985
        Ferris State University, Big Rapids, Michigan

Writing Enrichment Workshops (10 hours), Industrial and Environmental   1985-1988,
        Health Management External Degree Program, Ferris State   1990-1992
        University, Big Rapids, Michigan

"From Roots to Branches: Writing for Your Grandchildren," Association of   1988
    Ferris Women, Big Rapids, Michigan

"Reaching Your Medical Audience," Spring Seminar, Michigan Society of   1990
    Radiologic Technologists, Big Rapids, Michigan

"Writing Effective Proposals," Michigan Medical Record Association   1990
    Consultants Group, Big Rapids, Michigan

"Roots and Branches: Writing for your Grandchildren," Mecosta, Osceola,   1990
    Wexford and Missaukee County Extension "College Day," Kettunen
    Center, Tustin, Michigan

"Writing Effective Proposals," Northwest Michigan Medical Record   1990
    Association, Big Rapids, Michigan

"Making the Transition from School to the Workplace," Health Systems   1991
    Management Intern Seminar, Ferris State University, Big Rapids,
    Michigan

"Effective Business Writing," Medical Record Administration Intern   1991
    Seminar, Ferris State University, Big Rapids, Michigan

with Linda Benson and Jeanne Fitzgerald, "Group Writing and Collaborating,"   1991
    American Medical Writers Association Annual Meeting,
    Toronto, Ontario, Canada

Organizer and Discussion Leader, Networking Breakfast Table, "Changing   1990-1996
    Careers: Making the Jump from English to Medical Communication,"
    Annual Meetings, American Medical Writers Association

"Workshop on Teaching English 321/Health Care," for Languages and   1996
    Literature and Allied Health and Pharmacy Faculty, Ferris
    State University, Big Rapids, Michigan

"Using the Program Review Process to Benefit Your Program," for Faculty and   1997
    Administrators in FSU Academic Programs under Review, Ferris State
    University, Big Rapids, Michigan

HONORS AND AWARDS

Fellow, Nebraska Writing Project, University of Nebraska, Lincoln, Nebraska   1981

Fellow, Dakota Writing Project, Northern State University, Aberdeen, South Dakota   1982

Promoted to Associate Professor, Dakota State University, Madison, South Dakota   1983

Tenured and Promoted to Professor, Ferris State University, Big Rapids, Michigan   1989

Finalist, Distinguished Teacher Award, Ferris State University, Big Rapids,   1991
    Michigan

Named Fellow of the American Medical Writers Association   1992

Awarded Sabbatical Leave, Ferris State University, Big Rapids, Michigan   1993

Merit Increase Awarded, Ferris State University, Big Rapids, Michigan   1995

Merit Increase Awarded, Ferris State University, Big Rapids, Michigan	1996
Elected to Four-Year Term on Michigan Humanities Council	1996

PROFESSIONAL ACTIVITIES AND SERVICE

Co-Founder, Dakota Writing Project	1980-1984
Project Director, "The Writer Reads," South Dakota Council of Teachers of English	1982-1984

Dakota State University   **1979-1984**

Faculty Senate	1979-1984
Vice Chair and General Faculty President	1980-1981
Chair	1981-1984
Administrative Council	1981-1984
North Central Association Self-Study Report	1980-1981
Co-Author	
Disciplinary Board	1979-1981
Ad Hoc Writing Committee	1980
Chair	
General Education Review Committee	1981-1984
Faculty Search and Screen Committees	
English	1981
Music	1982, 1983
Speech-Theater	1982
Mathematics	1982
Catalog and Viewbook Committee	1984

Ferris State University   **1984-present**

Department of Languages and Literature

Research and Assessment Committee	1984-1987
Development and Resource Committee	1986-1987
Curriculum Committee	1986-1990, 1994-1996,
Chair	1988-1989, 1994-1996
Search Committees	1985-1987, 1990-1991
Chair	1990-1991
Technical Communication Committee	1986-present
Writing Placement and Assessment Committee	1991-1992
Non-Tenured Faculty Review Committee	1992-1994
English 150/250 Committee	1992-present
Writing Intensive Course Liaison to the Colleges of	1992-present
Allied Health Sciences and Pharmacy	
Advanced Writing Committee	1994-present

Assessment and Testing Office

Writing Sample Rater	1985-present

College of Arts and Sciences

Planning Committee	1989-1991
Subcommittee on Minors	1991

College of Allied Health Sciences

Dental Assisting Program Review Panel	1989
Industrial and Environmental Health Management	1989
Program Review Panel	

<u>College of Business</u>
APRC Liaison to Court and Freelance Reporting   1992-1993
     Program Review Panel
FSU Internet Home Page Contest Committee   1996

<u>College of Education</u>
Child Development Program Review Panel   1991-1992

<u>Timme Library</u>
Reference and Information Services Department Head   1988-1989
     Search Committee

<u>University Committees</u>
NCA Self-Study Committee on Faculty and Professional   1985-1986
     Staff
Chair, Subcommittee on Research, Professional   1985-1986
     Development, and Service
Affirmative Action Council   1990-1991
Academic Senate   1991-1993
     Senate Appointments Committee   1991
NCA Self-Study Criterion Three Committee   1992-1994
NCA Self-Study Criterion Four Committee   1992-1994
Academic Program Review Council   1992-present
     Chair   1994-present
Ad Hoc Committee to Revise Program Review Process   1994-present
     Chair   1995-present
NCA Focused Visit Self-Study Committee   1996-present

Ferris Faculty Association   **1984-1997**
FFA-FSU Workload Review Committee, Colleges of   1992-1993
     Education and Allied Health Sciences
Chair, Crisis Communications Committee   1993

American Medical Writers Association   **1986-present**
Judge-Chair, AMWA Book Awards, Trade Division   1988
Michigan Chapter Representative, AMWA Executive Board   1989-1990
Organizer, Annual Meeting Educators Forum   1989
AMWA Development Committee   1989-1991
AMWA Nominating Committee   1989-1990
Educators Section Delegate to AMWA Executive Board   1991-1992
Swanberg Award Nominating Committee   1992, 1996
Education Committee   1994-1995
Coordinator, Academic Paper Session, Annual Conference   1997, 1998
Task Group on Certification   1997
AMWA Journal Editorial Board   1997-present

Michigan Chapter, American Medical Writers Association   **1986-present**
Executive Board   1987-1993
President-Elect   1988-1989
President   1989-1991
Program Chair   1991-1992

Michigan Humanities Council   **1996-2000**
Program Committee   1996-present
Evaluator, West Michigan Vietnamese History Project, Grand Rapids 1997
Evaluator, Integrated Humanities Initiative, Fransciscan Life Process 1997
     Center, Lowell and Grand Rapids

Humanities Council of West Central Michigan   **1984-present**
    Chair, Promotion and Welfare Committee   1987-1988
    Chair, Humanities Resources Center   1985-1987
    President   1988-1990
    Project Director   1988-1992
    Coordinator, Humanities Traveling Display Project   1991-present
    Secretary   1994-1995

EXTRAMURAL TEACHING AND SERVICE

Mini-courses in fiction writing and science fiction for gifted and talented   1983-1984
    students, Lake Central Junior High School, Madison, South Dakota

Judge for Eastern South Dakota Regional Competition, Olympics (Odyssey)   1983, 1984
    of the Mind Program, Classics Problems, Madison, South Dakota

Junior High Sunday School Teacher, St. Andrew's Episcopal Church,   1987-1989
    Big Rapids, Michigan

Adult Sunday School Teacher, Immanuel Lutheran Church, Big Rapids,   1992-present
    Michigan

Coach, Division I Teams, Odyssey of the Mind Program, Stanwood   1993-1997
    Elementary School, Stanwood, Michigan

with Joseph Dugas, "Listening for God: Lenten study and discussion course   1995
    on literature and faith, Immanuel Lutheran and United Churches,
    Big Rapids, Michigan

with Joseph Dugas, "Spirituality and Literature": winter study and discussion course 1996
    Immanuel Lutheran and United Churches, Big Rapids, Michigan

"Listening for God": winter study and discussion course, Immanuel Lutheran and   1997
    United Churches, Big Rapids, Michigan

GRANTS AWARDED

"The Writer Reads," from South Dakota Arts Council, $5600   1982

"The Writer Reads," from South Dakota Arts Council, $4000   1983

"Medical Writing Internships," from Ferris State University Professional   1987
    Development Grant, $1987.52

"Mecosta County Council for the Humanities," from Michigan Council for   1988
    the Humanities, $9966

"Humanities Council of West Central Michigan," from Michigan Council   1989
    for the Humanities, $11,359

Abigail S. Timme Professional Travel Grants, Ferris State University,   1989-1991
    $300/each

"Humanities Council of West Central Michigan," from Michigan Council   1990
    for the Humanities, $11,990

"Humanities Council of West Central Michigan," from Michigan Council   1991
    for the Humanities, $11,950

"Humanities Council of West Central Michigan," from Michigan Humanities   1992
    Council, $10, 194

Abigail S. Timme Professional Travel Grant, Ferris State University, $800   1993

Abigail S. Timme Professional Travel Grants, Ferris State University,   1994-1996
    $400/each

CURRENT PROJECTS
American Cemetery Art, a continuing photography and research project

PROFESSIONAL AFFILIATIONS
American Medical Writers Association
Association of Teachers of Technical Writing
Association of Literary Scholars and Critics
National Council of Teachers of English/Conference on College Composition and
    Communication

REFERENCES AVAILABLE UPON REQUEST

Andrew Richard Anderson

Ferris State University

Department of Languages and Literature
College of Arts and Sciences
820 Campus Drive, ASC 3062,
Big Rapids, MI 49307-2225
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aanderso@art01.ferris.edu

Home Address

325 S. Winter Avenue
Big Rapids, MI
(616) 796-3231

Education

Ph.D. American Studies, Purdue University, December, 1989

Primary Areas: Early and Modern American Literature
Secondary Areas: American Business and Labor Literature
American Urban and Political History
American Social and Economic History

Dissertation: "Fear Ruled Them All: Kenneth Fearing's Literature
of Corporate Conspiracy."

Often seen as a minor figure of the failed proletarian movement on the 1930's, Kenneth Fearing (1902-1961) devoted his career to warning his readers against the "corporate conspiracies" that threaten modern American life. His works argue that these conspiracies--accomplished most often through the control and manipulation of mass communication--rob each of us of individualism; creative, satisfying work; genuine friendship and trust; and the security of family and home.

Master of Arts, English, University of Southern California, May, 1974

Bachelor of Arts, English and History, North Central College, June, 1972

Academic Honors

Promoted to Associate Professor, Ferris State University, 1995
Granted Tenure, Ferris State University, 1993
Excellence in Teaching Awards, Purdue University, 1981, 1983, 1985, 1989
David Ross Summer Research Grants, Purdue University, 1982, 1984
Senior Honors, North Central College, 1972
Veterans' Administration Scholarship, 1968-1972
Illinois State Scholar, 1968-1972

Teaching Experience

Ferris State University, 1989-Present

Engl 325 Advanced Business Writing
Engl 321 Advanced Composition
Engl 311 Advanced Technical Writing
Engl 250 English 2
Engl 211 Industrial and Career Writing
Engl 250 English 1

Litr 311 American Literature 1
Litr 287 Business and Ethics in American Literature
Litr 242 American Popular Literature
Litr 223 Contemporary Literature
Litr 180 Literary Responses to the Vietnam War
Litr 180 Literature and American Politics
Litr 180 Sports Literature and American Culture
Litr 150 Introduction to Literature

Purdue University, 1980-1989

Engl 421 Technical Writing
Engl 420 Business Writing
Engl 103 Honors Composition
Engl 102 Mass Media/Composition
Engl 101 Mass Media/Composition

Writing Center Tutor (1984-1989)

Engl 232 American Corporate Literature
Engl 185 Great American Books

Indiana University/Purdue University Indianapolis, 1988-89
Indiana University Kokomo, 1988-89

Engl 240 Introduction to Business Writing
Engl 230 Composition 1
Engl 100 Developmental Composition

Program Development and Administrative Experience

Project Director, Humanities Council of West Central Michigan, 1992-1994

- Wrote successful grant proposals for over $15,000.00 from the Michigan Humanities Council and the National Endowment for the Humanities.
- Assisted in the development, promotion, presentation, and evaluation of the Council's "Big Rapids Civil War Days"; researched and contracted the production of *Some Odd Bits: A Civil War Coloring Book.*
- Researched and presented lectures on "Wisdom from Unlikely Sources: Social Criticism in American Sports Literature" for the Council's Speakers Bureau.

Assistant Director, Purdue University Writing Lab, 1987-1989

- Assisted in the development of specialized tutorial programs for business and technical writing classes.
- Edited and revised peer tutor training documents, tutoring materials, and student handouts; trained graduate and undergraduate peer tutors.
- Supervised the selection, training, and performance evaluation of graduate and undergraduate student tutors.
- Designed and presented "Traveling Teacher Workshops" on the job search, ethical issues in business and technical writing, problem solving and documentation in professional writing; and editing strategies for technical documents.

Director, Media Composition Program, Purdue University, 1984-1986

- Selected and evaluated the performance of eight teaching assistants each semester
- Designed course syllabus and supervised the production of the program's course pack
- Evaluated and ordered all program/course texts and materials
- Supervised 10-15 sections of media composition each semester

Writing Consultant, United Association of Plumbers and Steamfitters, 1985-1989

- Designed all instructional materials and presentation techniques for intensive six-hour workshops in business and technical communication for an international labor union
- Completed nine seminars for the United Association on issues including audience analysis, problem solving, multiple drafting and revision, document design, graphics and visual presentation, and the legal and ethical issues in organizational and professional communication

Professional Publications and Presentations

"Fear Ruled Them All": Kenneth Fearing's Literature of Corporate Conspiracy.
(Signed contract with Peter Lang Publishers for Fall, 1998 publication.)

"Awful Indifference, Perpetual Anonymity: Kenneth Fearing's Poetic Images of 'Good Company Men.'" (Under consideration by James A. Perkins, Westminster College, for publication in an anthology of critical essays on Fearing's life and literary career.)

"The Writing Lab Newsletter: A History of Collaboration. *Composition Chronicle,* January, 1990.

"Stepping Back from the Wall: Narratives of Lives Lost and Lives Regained in Vietnam." Conference on College Composition and Communication, Chicago, IL April, 1998.

"The 'Techno-Thriller' as Anti-McCarthy Allegory: Kenneth Fearing's *Loneliest Girl in the World.*" Michigan Academy of Arts, Sciences, and Letters, Alma College, March, 1998.

"Just Ethics: Cases in Teaching Ethics and Accountability for Advanced Management Writers." Conference on college Composition and Communication, Phoenix, AZ, March, 1997.

"ADA Compliance in the Composition Classroom: Inclusion Strategies for Disabled Students." Michigan Academy of Arts, Sciences, and Letters, Calvin College, March, 1997.

"Rebels in Gray Flannel Suits: Cameron Hawley's Fables of Corporate Reform." Michigan Academy of Arts, Sciences, and Letters, Calvin College, March, 1997.

"Making a Case for Collaborative Problem Solving: the American With Disabilities Act (ADA) in the Technical Writing Class." Michigan Academy of Arts, Sciences, and Letters, Alma College, March, 1996.

"New Masters, Old Songs: The Corporate Plantation in Brent Wade's *Company Man.*" Michigan Academy of Arts, Sciences, and Letters, Ferris State University, March, 1995.

Professional Publications and Presentations, cont.

"Slowing the Cycles of Corporate Conspiracy: Autobiography as Metaphor in Kenneth Fearing's *The Big Clock*." Faculty Development Seminar, Wichita State University, December, 1990.

"Behind Every Successful Businessman Stands a Very Frightened Woman: Images of 'Executive Wives' in American Corporate Reform Fables of the 1950's." Michigan Association of Departments of English, Northwestern Michigan College, October, 1990.

"Borrowing Freely: Pragmatics and Problem Solving in Writing Lab Tutor Training." Conference on College Composition and Communication, Chicago, IL March, 1990.

"No Overwhelming Passions, No Remarkable Vices: Portraits of 'Organization Men' in Kenneth Fearing's *Collected Poems*." American Studies Symposium, *Labor, Culture, and Popular Protest in America*, Purdue University, February, 1986.

"Quaker Business Ethics and the Rhetoric of 'The Good Man of Business': An Analysis of John Woolman's *Some Considerations on the Keeping of Negroes*." American Studies Symposium, *Religion in American Culture*, Purdue University, February, 1984.

"Conspiracy and Control: The Corporate State as Metaphor for the Futility of Individualism in Thomas Pynchon's *Gravity's Rainbow*." American Studies Symposium, *Labor and Technology*, Purdue University, March, 1982.

"Exile and Reminiscence: James T. Farrell's Year in Paris and the Publication of *Young Lonigan*." American Studies Symposium, *In Honor of Chester E. Eisinger*, Purdue University, March, 1981.

Academic Service

Program and Course Development

- Co-designed Advanced Business Writing Course (ENGL 425).
- Developed LITR 287, Business and Ethics in American Literature, a writing-intensive course, in collaboration with the Accountancy Department.
- Created LITR 180 Courses in Vietnam War Literature, Sports and American Culture, American Political Literature, The Literature of Science and Technology, and American War Literature.

Academic Service, cont.

Editing/Advising

- Served as the American Master's Thesis Advisor for *Autobiography and the American Success Story: Benjamin Franklin and Lee Iacocca,* Kate Gasinska, University of Opole, Poland, 1993-95 (the first graduate thesis on American business literature ever written in Poland).
- Wrote and edited major sections of the "NCAA Institutional Self-Study" for Ferris State's Intercollegiate Athletics Department, 1994-95.
- Edited narrative and statistical summary segments of Program Review Reports for Automotive Technology and Leisure and Wellness Studies Programs, 1996-97.
- Served on PERT/CLEP Writing Evaluation Team, 1990-1993.
- Selected and edited technical reports, research essays, and teleplays for *The Prism,* 1991-Present.
- Wrote and edited *PDK Chapter 1212 Newsletter,* Phi Delta Kappa, 1993-1996.

University Organizations and Committees

- University Strategic Planning Committee, 1992-1993
- Academic Senate, 1993-Present
- Chair, Athletic Advisory Committee, 1996-1997
- Program Review Committees for Automotive Service and Leisure and Wellness Studies Programs, 1996 and 1997
- Faculty Development Committee, Arts and Sciences, 1993-1995
- Sabbatical Leave Committee, Arts and Sciences, 1993-1995
- Technical Communication Job Search Committee, 1997-Present
- Technical and Professional Communication Program Review Committee, 1997-Present
- Tenure Review Committee, Languages and Literature, 1994-1997
- Curriculum Committee, Languages and Literature, 1990-1996
- *Prism* Committee, Languages and Literature, 1991-Present

Professional Memberships

- Conference on College Composition and Communication
- National Council of Teachers of English
- Michigan Academy of Arts, Sciences, and Letters
- President, Past President for Membership, Phi Delta Kappa, 1996-Present
- Secretary, Ferris Faculty Association, 1995-Present

Education

1984	Ph.D., English and Education, University of Michigan, Ann Arbor, MI Dissertation: The Composing Activities of Computer Literate Writers Qualifying Examinations: Rhetoric and Composition; Sociolinguistics; English Pedagogy; and Curriculum and Instruction. Foreign Language Proficiencies: Russian and Classical Greek
1977	M.A., English Language and Literature, University of Michigan, Ann Arbor, MI
1976	B.A., English Language and Literature, Calvin College, Grand Rapids, MI

Employment

1993-present	Professor of English, Ferris State University, Big Rapids, MI
1987-93	Associate Professor of English, Ferris State University, Big Rapids, MI
1984-87	Assistant Professor of English, Ferris State College, Big Rapids, MI
1980-84	Technical Writer and Senior Technical Writer, Institute for Social Research, University of Michigan, Ann Arbor, MI
1979-82	Graduate Student Teaching Assistant, University of Michigan, Ann Arbor, MI
1978-79	Instructor of English, Grand Valley State Colleges, Allendale, MI
1977-78	Instructor of English, Calvin College, Grand Rapids, MI

Teaching Responsibilities

Introduction to Basic Collegiate Writing, Freshman Composition 1 and 2 (formerly a 3-course sequence), Industrial and Career Writing, Advanced Technical Writing, Advanced Composition (including special sections for Social Work students and Pharmacy students), Proposal Writing, History of Rhetoric and Style, Technical Editing and Project Management, Technical Communication Seminar

Honors and Awards

1994	Finalist, Distinguished Teacher of the Year Award, Ferris State University
1991	Recipient, Teaching Excellence Award, Ferris State University
1991	Finalist, Distinguished Teacher of the Year Award, Ferris State University
1991	Finalist, Michigan Academy of Governing Boards (MAGB) Teaching Award, Ferris State University
1990	Award of "Excellence" for editing work on the publication, *Nurse Aide Test Study Guide,* (Matthew Scott Publishers, Inc.) from the annual Effective Communication Competition, West Michigan Shores Chapter, Society of Technical Communication.
1990	Finalist, Teaching Excellence Award, Ferris State University
1982	Department recipient of and finalist for university award, Teaching Assistant of the Year Award, The University of Michigan

Consulting and Professional Activities

1997-present   Coordinator, Technical and Professional Communication Program, Ferris State University Responsible for advising of program students, completing necessary graduation paperwork for graduating students, overseeing student internships, and other administrative duties.

1997   Professional Development Grant, Ferris State University
Attended 3-day Multimedia Training Workshop, Dynamic Graphics Institute, Peoria, IL

1993-1994   North Central Accreditation Self-Study Project, Ferris State University
Co-editor of the University's Self-Study Report. With Drs. Elizabeth Turpin and Roxanne Cullen.

1989-present   Writing Proficiency Examination Program, Testing Office, Ferris State University (summers). Organize and run one-day training seminar for 20+ Ferris faculty. Prepare and supervise faculty members from Languages and Literature Department for evaluation of writing proficiency exams (writing samples).

1985-present   Writing Proficiency Examination Program, Testing Office, Ferris State College
Evaluate writing samples at various times during the academic year, including summer registration.

1985-1993   Departmental release time to coordinate department computer equipment and activities, assist with Technical Communication Program advising and administration, and assist Writing Center Director with day-to-day activities.

1993   Professional Development Grant, Ferris State University
"Developing a Broader Definition of 'Competence': Using Portfolios to Measure Program Success." Supervised a pilot study for a portfolio assessment program to measure the effectiveness of Ferris' English 074 (pre-college writing) class.

1992   Advanced Instructional Technology Grant, Ferris State University
Developed and wrote Hypercard "stack" (interactive computer program) for Technical Communication students. This stack reviews Technical Communication Program requirements and assists students in developing their professional portfolios (with Dr. Roxanne Cullen).

1991-92   Mentor, Department of Languages and Literature, Ferris State University
Serve as department "mentor" to new faculty member.

1991   Michigan Law Enforcement Training Directors' Association, annual meeting, Thompsonville, Michigan (September)
Developed and ran one-day writing session for representatives of MLETDA . Developed extensive materials for this session focusing on converting everyday professional activities into professional articles for publication.

1990   Teaching Thinking Skills, Ferris State University (September)
As an invited participant, attended a 2-day workshop in teaching students how to think critically led by Dr. Charles E. Wales.

1990   Criminal Justice Institute, School of Education, Ferris State University (July)
Developed and ran one-day writing session for Criminal Justice faculty, staff, and invited guests. Developed extensive materials for session focusing on writing and editing professional articles for publication.

1997-present   Effective Communication Competition, Society for Technical Communication,
and 1987-90   West Michigan Shores Chapter. Serve as judge for annual writing contest.

1989-90   Acting Coordinator, Technical Communication Program, Ferris State University
Served as Acting Coordinator while T. Brownell, Coordinator of the program, was on Sabbatical Leave (Fall and Winter Quarters). Responsible for advising of program students, completing necessary graduation paperwork for graduating students, and overseeing student internships.

1984-88   Writing Across the Curriculum Project, Ferris State College
• 1987-88—School of Optometry
Presented referral writing seminars for four senior seminars (one per quarter).
• 1987-88—School of Allied Health, Dental Hygiene Program
Presented sessions on journal writing for Dental Hygiene students and sessions on evaluating journal writing for Dental Hygiene instructors.
• 1986—School of Education, Teacher Education Program
Presented writing evaluation session for senior-level vocational education class.

1987   Professional Development Grant, Ferris State College
Organized Writing Across the Curriculum workshops to be held in September 1987 for faculty from the Schools of Business and Technology (with Ms. Mary Kilgallen and Dr. Christine Vonder Haar).

1987   Vocational Education Counseling and Placement Service, School of Education, Ferris State College
Edited VECAPS final report for Director John Backstrom.

1987   Technical Communication Program, Department of Languages and Literature, Ferris State College
Supervised a Technical Communication Program internship project involving editing and layout of a college skills textbook.

1986-87   North Central Accreditation Self-Study Project, Ferris State College
Co-editor of the College's Self-Study Report: worked with various College personnel to write, revise, and edit chapters, as well as to print and distribute the report.

1986   Communication Conference, School of Arts and Sciences, Ferris State College (September). Organized the Technology Display presented in the Rankin Center Dome Room.

1985	Professional Development Grant, Ferris State College (summer) Researched and visited several college micro-computer laboratories in Michigan for ideas and potential applications useful for the Department of Languages and Literature.
1985	Technical Writing Institute for Teachers, Rensselaer Polytechnic Institute (June) Attended the Institute as a representative of Ferris State College's Technical Communication Program.
1983	English Festival, Youngstown State University, Youngstown, OH (April) Served as a judge for the festival writing contests.
1983	English and Education Symposium, The University of Michigan, Ann Arbor, MI (Feb.) Organized and co-chaired the annual English and Education Program symposium.
1983	"Writing Writing/Teaching Writing," In-service Seminar for Kent Intermediate School District (established through The University of Michigan Extension Service) (March) Assisted Dr. A. Stephen Dunning with the two-day seminar.
1982	English and Education Symposium, The University of Michigan, Ann Arbor, MI (Feb.) Organized and co-chaired the annual English and Education Program symposium.
1982	Engineering School, The University of Michigan, Ann Arbor, MI (April) Served as an "External Examiner" of senior projects for a Technical Communication Course.
1981	English Composition Board, The University of Michigan, Ann Arbor, MI (Summer) Evaluated freshman entrance examination essays.

Committees

1997-98	Search Committee, Department of Languages and Literature, Ferris State University. Served as chair of department search committee for technical writing faculty member.
1997-present	Writing Assessment Committee — Advanced Writing courses, Department of Languages and Literature, Ferris State University. Serve as representative to department assessment committee.
1996-present	General Education, Writing Outcomes Assessment Committee, Ferris State University. Serve as elected department representative to university assessment committee.
1984-present	Technical and Professional Communication Program, Program Committee, Department of Languages and Literature, Ferris State University • Work with program faculty on issues including student progress, curriculum, student internships, approval of student portfolios, graduation requirements.

1993-95	Arts and Sciences Promotion Committee, College of Arts and Sciences, Ferris State University. Serve as elected department representative to the college committee for promotion and merit.
1993-95	Arts and Sciences Remodeling Committee, Media and Computer Facilities. Ferris State University. Serve as department representative and chair of committee to design computer facilities and multi-media classroom facilities for proposed remodeling of College facilities.
1991-97	WIC coordinator. Serve as department coordinator for Writing Intensive Courses. Continue work begun with the institution of General Education Requirements in writing competency by serving as a liaison with the department's Curriculum Committee and the University community. Organize monthly workshops for WIC faculty, develop outcome assessment goals, objectives, and research plans.
1991-93	Curriculum Committee, Department of Languages and Literature, Ferris State University, Chair, 1992. • With committee, developed guidelines for Writing Intensive Courses, developed and approved transition courses and plans, and developed plans for beginning departmental outcomes assessment.
1985-95	Micro-Computer Committee, College of Arts and Sciences, Ferris State University, Department representative (elected); Chair (1992-present) • With committee: developed department and school computer-use goals, budgets, plans. • Developed department goals for computer use; designed and implemented freshman composition computer-assisted classes (fall 1986); designed and implemented Technical Communication Program's Desktop Publishing Center (in place, spring, 1987); developed plans for second CAS micro-computer lab (fall 1992; in place, fall, 1993).
1990	Search Committee, College of Arts and Sciences, Ferris State University Served on School search committee for the Director, Micro-computer Labs
1989-90	Sabbatical Leave Committee, School of Arts and Sciences and College-wide Sabbatical Leave Committee, Ferris State University Served as Chair to the committee and School representative to the College-wide Sabbatical Leave Committee.
1985-90	Search Committees, Department of Languages and Literature, Ferris State University. Served on several elected faculty search committees (1985, 87, 88 and 1990)
1984-90	Research and Assessment Committee, Department of Languages and Literature, Ferris State University • Developed assessment project, rating scheme, and system; piloted test system; tested Ferris students; evaluated essays; analyzed results; wrote report; presented report at faculty/administrative meetings across campus.

1987-89   Academic and Administrative Computer Activities Steering Committee, Ferris
           State College. Served for two years on this university-wide committee as repre-
           sentative for the School of Arts and Sciences.

1986-87   Communication Conference Committee, School of Arts and Sciences, Ferris State
           College
           • Planned 1986 Communication Conference.

Selected Presentations and Publications

"Developing a Professional Identity with Journal Reading and Writing: The Advanced Composi-
           tion Course for Nursing, Social Work, and Pharmacy Students," chapter to be
           published in *The Journal Book for Teachers in Technical and Professional Pro-
           grams*, edited by Susan Gardner and Toby Fulwiler, November 1998.

"Promotion, Development, and Equity," brochure. Written and designed for the Ferris Profes-
           sional Women organization, spring 1996.

"Hypermedia and the Writing Center," article published in the *Writing Lab Newsletter*, spring
           1995. Co-authored with Dr. Roxanne Cullen.

"An Introduction to Ferris State University," presented during a freshman "break-out" session
           during fall orientation and registration, August 23, 1994.

"Portfolio Assessment," panel discussion and workshop presented during Faculty Orientation
           Week/Professional Convocation, Ferris State University, August 22, 1994 with R.
           Cullen, B. Vasicek, C. Stern, and S.Hastings-Bishop.

Analyze and Apply™ (a 14-volume curricular guide for grades 1-12), Technical editor, Analyze
           and Apply, Inc., August 1994.

"Focusing on the Evaluator: the Readers' Preferences in Portfolio Assessment," presented at the
           1994 annual conference of the Michigan Academy of Sciences, Arts, and Letters,
           March 1994, in East Lansing, MI

"Finding a Common Ground Through Portfolio Assessment," presented at the Conference on
           College Composition and Communication, March 1994, in Nashville, TN.

Ferris State University's *Self-Study Report*, submitted to the North Central Association, Co-
           editor, December 1993.

"Making Your Writing Readable (and Read!) in an MTV Age," co-presented (with Thomas
           Brownell) at the "Transitions in Communication Conference" sponsored by the
           Michigan Chapters of the Society for Technical Communication, October 15,
           1993, Kalamazoo, Michigan.

"Generating a Professional Portfolio and Measuring Program Progress Using a Hypercard Program," presented at the fifth annual conference "New Directions in Portfolio Assessment," October 1992, Miami University, Oxford, Ohio.

"Cooperation, Collaboration, and CIMs" presented at the Conference on Writing in Engineering Design, June 1992, Michigan Technological University, Houghton, Michigan.

"Cooperation, Collaboration, and CIMs" published in *Proceedings of the Conference on Writing in Engineering Design*, June 1992, co-written with Thomas Brownell.

"Training Technical Writers and Editors to SEE Error," presented at the Conference on College Composition and Communication, March 1992 in Cincinnati, Ohio.

"Report on FSU's English Department, 1990," presented at the Michigan Association of Departments of English, Fall, 1990, Northwestern Michigan College.

Nurse Aide Course Guide, (526 pgs.), Editor, Matthew Scott Publishers, Inc., May 1990.

"Gender Issues and Technical Writing: Audience Awareness and Audience Education," presented at the Women's Conference, Michigan State University, April 1990.

Nurse Aide Test Study Guide, (232 pgs.), Editor, Matthew Scott Publishers, Inc., June 1989 [Received award of "Excellence" from STC Effective Communication Competition, 1990.]

"Letters, Diaries, History, and You: a Discussion of *Letters of a Woman Homesteader*" presentation for the Manchester Township Library, Manchester, Michigan, March 1989.

Ferris State College's *Self-Study Report,* submitted to North Central Association, Editor, March 1987.

"Partnerships in Technical Communication," presented at the International Technical Communication Conference, May 1987, Denver, CO, with Mr. Thomas Brownell and Mr. Robert Lents.

"Sex-roles and Fairy Tales," co-presented (with Dr. Roxanne Cullen) at the Children's Literature Conference, May 1987, Ferris State College.

"Names," featured in the bi-monthly column in the *Big Rapids Pioneer,* "Up and Down the River," sponsored by the Mecosta County Council for the Humanities, Spring 1987.

"Stay Tuned: A Progress Report on Ferris State College's Writing Assessment Project," presented at the Conference on College Composition and Communication, March 1987, Atlanta, GA, with members of the Research and Assessment Committee.

"Ferris State College's Writing Assessment Project," presented at the Educational Research Academy, February 1987, Ferris State College, with members of the Research and Assessment Committee.

"Report on the Writing Across the Curriculum Project at Ferris State College," presented at the Michigan Association of Departments of English, Fall 1986, Michigan Technological University, with Dr. John Alexander.

"The Story of English," featured in the bi-monthly column in the *Big Rapids Pioneer*, "Up and Down the River," sponsored by the Mecosta County Council for the Humanities, Fall 1986.

"Bringing the 'Real World' into the Advanced Composition Course: Community Resources as Contexts for Writing Proposals for Sponsored Project Funds," presented at the Conference on College Composition and Communication, March 1986, New Orleans, LA, with Dr. Robert Ferguson.

"Studying the Composing Activities of Experienced Computer Writers," published in Computers and Composition: Selected Papers from the Conference on Computers and Writing; 1985.

"Studying the Composing Activities of Experienced Computer Writers," presented at the Conference on Computers and Writing, University of Minnesota, April 16-18, 1984.

"Computer Tech and the Writing Teacher," published in the Kentucky English Bulletin, Fall 1983.

ICPSR Bulletin, (quarterly). Excerptor/author of feature articles for the following issues: March, May, and October, 1983; January, March, and May, 1984. Institute for Social Research, Ann Arbor, MI.

Guide to Resources and Services, Annual issues, 1981-84, Editor, Institute for Social Research, Ann Arbor, MI.

Professional Memberships

Society for Technical Communication, West Michigan Shores Chapter, 1985-present
- Senior Member, 1990-present
- Chapter Secretary 1987-88

Association of Teachers of Technical Writing, 1985-present
College Composition and Communication, 1979-present
National Council of Teachers of English, 1979-present
Michigan Academy of Sciences, Arts, and Letters, 1986-present
- Immediate Past President, 1998-present
- President, 1996-98
- President Elect, 1995-96
- Member at Large, 1994-95
- Ferris State University's "Institutional Representative," 1989-present (currently coordinating annual conference hosted by FSU in March 1995)
- Languages and Literature Section Chair, 1988 annual meeting
- Languages and Literature Section Vice-Chair, 1987 annual meeting

Related Professional Activities

1988-present   United Way, department representative for campus-wide campaign

1985-96   Advisor, liberal arts students (1991-96); advisor, pre-pharmacy majors (1985-91),
               College of Arts and Sciences, Ferris State University
               Participate in various advising activities, including 1994 fall orientation "break-
               out" sessions and1995 telemarketing campaign.

1985-present   Advisor/director, Independent Study students, Technical and Professional Com-
               munication Program, Ferris State University.
               Supervise and direct several independent study students each quarter/semester on
               special projects combining students' writing and technical specialty skills.

Thomas Brownell

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A-C- 103, 708 Campus Drive
Big Rapids, MI 49307.
Phone: 616-592-2361
Fax: 616-592-5982

Home
404 Maple St.
Big Rapids, MI 49307
Phone: 616-796-1197

Current position

Tenured Full Professor: Automotive Management and Technical Communication

Skills

Author, editor
- Authored 11 books on automotive topics; published over 2,000 articles
- Editor, *This Old Truck* magazine
- Weekly Columnist, *Old Cars News & Marketplace*

Technical writer/trainer
- Written instruction manuals, franchise prospectus, software text book, and training materials

Proposal/Grant writer
- Written grants for equipment and project funding

Speaker/presenter
- Have given presentations for professional societies, including IEEE and International Automotive Media Ass'n. in US and Europe

International business
- Consulted with Roman, Romania's State-owned heavy truck manufacturer and provided franchising assistance to US-Romanian joint venture automotive company

Special Training

Interactive television, distance learning training, Summer 1996
German language 1993-1995. US corresponding editor for largest circulation German Off-Road vehicle magazine
ISO 9000 certification training Fall 1992
Hypertext programming at University of Toronto, Summer 1987

Employment

Professor, Ferris State University, since 1983
Director, Technical Communication Program, 1985-1995
Visiting Lecturer, Polytechnic University of Bucharest, Romania Fall 1996
Technical Writer, NCR Corporation 1981-1983
Instructor, University of Vermont, Summers 1979, 1981
Instructor, St. Johnsbury Academy, St. Johnsbury, VT 1969-1980
Staff Assistant, Pan American Airlines, Bahamas 1963-1965

Education

Ohio University, MA; Thesis: A Study of Technical Writing
Dartmouth College, BA; Government
Boston University Law School; 30 credit hours, law
Boston College; 30 credit hours, American history

Professional Portfolio and References Available on Request

Thomas Brownell

Office
Automotive Center 103
Ferris State University
Big Rapids, MI 49307
(616) 592-2361; Fax (616) 592-5982
email Tbrownel@art01.ferris.edu

Home
404 Maple St.
Big Rapids, MI 49307
(616) 796-1197

Teaching and Industry Experience

Ferris State University, Big Rapids, MI, 1983 to present
Rank of Professor, dual teaching assignment
   Automotive and Heavy Equipment Management program, Technical and Professional
   Communication program
Coordinator of Technical and Professional Communication Program, 1985-1995
Sabbatical leave 1996-97; 1989-90

Visiting professor in Romania, fall 1996
Presented seminars in Automotive Management for the Transportation Faculty at
   Politechnica, the Polytechnic University of Bucharest, and the University of Transylvania
   in Brasov; taught philosophy course at the Romanian Bible Institute

Visiting professor in Eastern Europe, summer 1995
Taught classes in writing skills and publication at Centrul Crestin Bucharesti (the
   Romanian Bible Institute), Bucharest, Romania, and the Puskarov Institute (the Bulgarian
   Bible Institute), Sofia, Bulgaria

NCR Corporation, Cambridge, OH, 1981 to 1983
Technical writer

University of Vermont, Burlington, VT, 1979, 1980
Instructor, NEH funded Vermont Writing Program

St. Johnsbury Academy, St. Johnsbury, VT, 1970 to 1980
Instructor, English; coached debate

New Hampton School, New Hampton, NH, 1967-69
Instructor, reading

Readak Reading Courses Inc., Boston, MA 1965-67
Instructor and office manager
Part time during school year and full time summers while in graduate school

Pan American World Airlines, Bahamas, 1963-1965
Staff Assistant on Eastern Guided Missile Test Range, stationed on Grand Bahama Is.
Traveled extensively in the West Indies and Caribbean as well as to Europe and the Near East

Education

Ohio University, 1983
Master of Arts, Liberal Studies
Thesis topic: A Study of Technical Writing
Dartmouth College, 1963
Bachelor of Arts, government — language Russian; minor history
Boston University School of Law, 1966
30 graduate credit hours — law

Education, continued

> Boston College, 1967
>> 30 graduate credit hours — Master of Arts program, American history
>
> University of Vermont, 1978-81
>> graduate study— writing
>
> Ferris State University, 1993-1995
>> German language, 16 credits

Technical Training

> Ferris State University, Teacher Training Institute
>> Delivering University courses on the World Wide Web, summer 1998
>
> University of Michigan, Japan Technology Center
>> Seminar on Lean Manufacturing, 1997
>
> Northwestern Michigan College
>> Training in Interactive Distance Learning, summer 1996
>
> Ferris State University, Teacher Training Institute
>> Methodology and hands-on training in Distance Learning, summer 1996
>
> Ferris State University, Technology Transfer Center
>> ISO 9000 Quality Standards, 1993
>
> University of Toronto
>> Workshop in Hypertext, 1989
>
> NCR corporate education
>> BASIC programming, 1981
>> EDP concepts, 1981
>
> Rensselaer Polytechnic Institute
>> Technical Writer's Institute, 1980
>
> University of Vermont
>> Alternative Energy Systems, 1979
>
> Johnson State College (Vermont)
>> Substance abuse counseling, 1978

Awards and Special Recognition

> Moto Award for Outstanding Achievement in International Media
>> received for *Old Cars* Questions & Answers column, 1997
>
> Appeared on PBS "World of Collector Cars"
>> Shown on public television stations nationwide, 1992-93
>
> *Old Cars News & Marketplace* , Krause Publications
>> Golden Quill for excellence in newsletter editing 1985, 1987, 1988, 1989, 1990, 1991,1992
>
> Society for Technical Communication West Michigan Shores Chapter
>> Writing excellence award, 1988; Writing Achievement award, 1994
>
> Society for Technical Communication Southwestern Michigan Chapter
>> Writing achievement award, 1984
>
> Fellowship with the Vermont Writing Program
>> studied under Pulitzer Prize recipient Donald Murray and writing theorist Donald Graves, 1977
>
> *Mechanix Illustrated* magazine
>> Golden Hammer, a nationally recognized craftsmanship award, 1976

Grants and Industry Support

> Ferris State University Curriculum Development Grant, 1994
>> Certificates in Technical Communication
>
> Ferris State University Curriculum Development Grant, 1992
>> Research in Color Publishing

Grants and Industry Support, continued
Ferris State University Curriculum Development Grant, 1985
Internships in Technical Communication
Eastwood Co., 1991
HVLP paint spraying equipment obtained for Ferris Auto body Program
Aldus Corporation, 1988-91
PageMaker beta software evaluation site
Adobe Systems, Ricoh Corp, Tandom Computer, Micro Display Systems, Inc., 1989
Adobe Illustrator software and technical support
Donation of computer equipment and peripherals

Publications
Books
How to Restore Your Collector Car, 2nd edition (Motorbooks), second quarter 1999
Illustrated Chevrolet Pickup Buyer's Guide , 2nd edition (Motorbooks), second quarter 1998
History of International Trucks (Motorbooks), 1997
History of Mack Trucks (Motorbooks), 1994
Ford Pickup Color History (Motorbooks), 1994
Chevrolet Pickup Color History (Motorbooks), 1994
How to Restore Your Ford Pickup (Motorbooks), 1993
Illustrated International Pickup and Scout Buyer's Guide (Motorbooks), 1993
The Best of Old Cars Questions 'n Answers (Krause Publications), 1993
Illustrated Chevrolet Pickup Buyer's Guide (Motorbooks), 1991
How to Restore Your Chevrolet Pickup (Motorbooks), 1991
Dodge Pickups: History and Restoration (Motorbooks), 1990
Desktop Publishing Using PageMaker (South-Western), 1989
Teacher's Guide to Desktop Publishing Using PageMaker (South-Western), 1989
The Heavyweight Book of American Light Duty Trucks, (Motorbooks), 1987
How to Restore Your Collector Car (Motorbooks), 1983

Syndicated Columnist
Write Finance and Insurance column for Auto News Media Syndicate, circulation 360,000

Articles
In excess of 2,000 articles published in commercial and trade magazines, and in professional journals between 1976 and present
Weekly Question and Answer column for *Old Cars News & Marketplace.*
Continuous since 1983 (circulation 85,000)

Magazines
Editor, This *Old Truck,* a bi-monthly magazine published by Antique Power.
1993 to present
Contributing editor
E-Jag News magazine. 1980-1987
US correspondent
Off-Road, largest circulation European SUV enthusiast magazine. 1995 to present
Auto Mondial, indigenous Romanian automotive enthusiast magazine. 1995 to present
Technical columnist for *Double Clutch*, publication of the Antique Truck Club of America.
Continuous since 1992
New Products columnist for *Car Collector* magazine, a monthly nationally-distributed automotive publication.   From 1987-89.

Presentations

International Automotive Media Conference — 1997 Las Vegas, NV
"Writing for International Publications"

The Society of Automotive Historians, American Automobile Industry—Past, Present, Future — 1996 Dearborn, MI
"The Arsenal of Democracy: America's Auto Industry at War"

Society for Technical Communication/Practical Conference on Communication (STC/PCOC) — 1995 Oak Ridge, TN
"Adventure with a Mission: Teaching Professional Writing and Publishing in Eastern Europe"

Society for Technical Communication/Practical Conference on Communication (STC/PCOC) — 1994 Oak Ridge, TN
"Certificates in Technical Communication"

Hemmings Motor News Advertisers' Forum — 1994 Bennington, VT
Analysis of collectible truck market

World War II Conference — 1994 Siena College, Siena, NY
"The Arsenal of Democracy: American Industry at War"

Classic Auto Restoration EXPO — 1994 Chicago, IL
Seminars on writing for publication and working with a machine shop

Michigan Chapters of Society for Technical Communication — 1993 Kalamazoo, MI
"Making Writing Readable in the MTV Age" (co-presented with Dr. Sandra Balkema)

Classic Auto Restoration EXPO — 1993 Reno, NV
Seminars on producing a society newsletter and interchangeability of parts

Society for Technical Communication/Practical Conference on Communication (STC/PCOC) — 1992 Oak Ridge, TN
"Introduction to Color Publishing"

Classic Auto Restoration EXPO — 1992 Reno, NV
Seminars on Restoring and Preserving Classic Cars

Society for Technical Communication/Practical Conference on Communication (STC/PCOC) — 1991 Oak Ridge, TN
"Team Writing: More Heads Make Better Work"

Institute for Electrical and Electronics Engineering (IEEE) — 1990 London, England (co-authored with Ann Kulik)
"Meeting the Changing Demands Placed on Engineers as Writers"

Electronic Publishing Expo — 1989 Kalamazoo, MI
"Newsletter Design and Production"

Society for Technical Communication/International Association of Business Communicators (STC/IABC) — 1988 Montreal, Canada
"Newsletter Design and Production"

National Automotive Journalist's Association (NAJA) — 1988 Las Vegas, NV
"Producing Newsletters Using Electronic Publishing"

Massachusetts Institute of Technology — 1987 Boston, MA
"Indexing and Cross-Referencing in Technical Documentation"

International Technical Communication Conference (ITCC) — 1986 Denver
"Program Links in Technical Communication"

Society for Technical Communication/International Association of Business Communicators (STC/IABC) — 1985 Toronto, Canada
"Writing Assignments that Work"

International Technical Communication Conference (ITCC) — 1984 Seattle, WA
"Selecting the Right Word Processor"

National Council of Teachers of English (NCTE) — 1980 Cincinnati, OH
"National Endowment for the Humanities (NEH)-Vermont Writing Program"

Inter-College Assignments
Gerholz Institute of Lifelong Learning
Presented Marketing and Distribution course for Automotive Management program offered at Macomb University Center, Macomb, MI — 1997

Presented seminar on desktop publishing for writers in industry, with special session on designing documents to avoid product liability litigation — 1987

College of Technology
Writing Across the Curriculum advisor to Manufacturing Engineering Program — 1992-93

Inter-College Curriculum Integrated Manufacturing (CIM) Initiative —1991

Wells-Index Computer-Numeric-Control Milling Machine Operator/Programming manual — 1984

Manufacturing Resource and Productivity Center
Consulting on document design with Upjohn Corp. — 1985

Consulting
Consulted on franchised distribution system with Roman, the state-owned truck manufacturer, Brasov, Romania, October 1997

Technical consultant on modeling projects for Danbury Mint division of MBI Inc., Norwalk, CT, 1994 to present

Advising
Supervised Technical Communication program internships 1985 to 1996

Student advisor for Technical Communication program — 1985 to present

Chapter advisor for Delta Sigma Phi fraternity — 1985 to present

Chapter advisor for Omicron Delta Kappa leadership society — 1993 to 1996

Field Advisor, Antioch University's individualized study Master's Degree program, 1983 to 1988

Faculty advisor for the *Ferriscope*, Ferris's yearbook — 1983 to 1985

Supervised Journalism program internships, 1984

Committee Service
Technical Communication Program Committee, chair 1985-1996

University-wide Substance Abuse Task Force, 1991 to present; chair 1992-95

College of Business Office Administration Program Review Committee, 1992-93

Department of Languages/Literature Non-Tenure Review Committee, 1990; chair 1991

College of Arts and Sciences Sabbatical Review Committee, 1990

College of Technology Auto Body Program Review Committee, 1990

Department of Languages/Literature Search Committee, 1985, 1988

Professional Organization Memberships
Omicron Delta Kappa leadership society, inducted 1992

Society for Technical Communication, senior member

West Michigan Shores Chapter, Society for Technical Communication
Founding member since 1985, Publications Awards Committee, 1987, 1988

Society of Automotive Historians, member since 1981

Dartmouth Club of the North Country, president, 1978-80

Technical and Professional Communication

APRC 1998-1999

Extra pages: 5

To: Academic Program Review Committee Members
From: Sue K. Hammersmith, Dean
Date: September 29, 1998
Re: Technical and Professional Communication Program Review

I have reviewed the report of this year's Technical and Professional Communication Program Review Panel. I am pleased (but not surprised) with the very strong endorsement and affirmation of program quality which came from students, alumni, and employers alike. Within the College of Arts and Sciences, we are proud of this program and committed to its future growth and success. This program is very much in keeping with FSU's mission and role, it is a distinctive and high-quality program, and it is consistent with our areas of very strong faculty expertise and capability. This also is a very cost-effective program because most of the course work is shared with other programs. I recommend continuation of this program, support for its future growth and development, and support for enrollment expansion, both here and in Grand Rapids.

I would add a few specific comments on particular issues:

1. It has been suggested that the University close some of its computer labs to reduce associated expenses. The TPC lab appears to contribute positively to the sense of program identity, camaraderie, and mentoring for students in this program. It also has providing program-specific equipment and software. Given the otherwise low cost of the TPC program, these factors should be weighed carefully as benefits to our students of having this computer lab.

2. The office of the Vice President for Academic Affairs is currently developing annual equipment replacement budgets for academic departments and programs.

3. The TPC faculty has begun to advertise the tracks available in this program. (See attached.) This is a positive step that should help with student recruitment. We are discussing additional ideas to enhance recruitment through student competitions, articulation with other schools, and scholarships.

Again, I regard this as a very strong program and one we should promote and support. Thank you for your consideration.

Cc: Roxanne Cullen, Acting Department Head
          Sandra Balkema, Program Coordinator

Ferris State University
114 years strong (1884)

September 1998

Counselor Newsletter

New Technology/New Programs

Rubber Technology, Adventure/Outdoor Education and Automotive Writing are samples of new programs and new options within already existing curriculums that Ferris State has launched for the fall semester 1998.

Rubber Technology is off and hitting its stride Fall semester 1998 in its own $6 million plus structure (26,000 sq ft), reaching its quota of 25 first time students. Placement already is predicted at 100% and salaries are forecast in the low to high 30's.

Rubber Technology and engineering technologists are trained: to read blueprints and design tools for equipment, to absorb rubber compounding knowledge, in quality control, in advanced rubber processing concepts, and in advanced electronics and machine control skills.

A graduate could work in rubber processing, research and development, product or equipment sales, tool design, polymer processing, and more. A job title could be engineer, technician, supervisor, salesperson, marketing representative, plant manager, service technician, or designer.

Rubber Technology is one half of the highly publicized Elastomer product for which Ferris State University will house the National Elastomer Center. The other half is plastics technology started approximately 28 years ago at Ferris. The consolidation of both products forms a material more flexible than rubber, more durable than plastics, and is used mainly in creating defense, automotive and domestic products.

Recreation, Leadership and Management - Two New Options

- **Adventure/Outdoor Education** – specializes in organized youth camping, private and non-profit retreat centers, school district outdoor education centers, youth at risk focus groups, nature centers/environmental education, and adventure expedition based programs.
- **Sports Management** – directs students toward such challenges as community based athletic complexes (ice arenas, ball fields-soccer, softball, football, etc.), college campus recreation facilities and prison recreation managers.

BS degree Technical & Professional Communication - 6 Tracks

Automotive Writing - prepare for a career writing for the automotive industry;write users manuals; prepare training materials for automotive technicians;design marketing materials.

Computer Information - prepare for a career in the computer industry; write users manuals, "help" files for computer software, and on-line training materials; design usable software and hardware systems materials.

Multi-Media Writing - prepare for a career in media; write, edit and produce web documents; integrate writing, photography, and computer graphics for corporate presentations and trade shows; prepare sophisticated materials using the latest multi-media authoring tools.

Publication Management - prepare for a career as a publications specialist; work in a corporate or industrial setting preparing company materials, manuals, and reports for printing; work in a communication contract house to produce marketing materials, technical manuals and specifications, brochures and newsletters.

Scientific and Medical Writing - prepare for a career in scientific writing; work for the pharmaceutical industry, hospitals or medical centers. Write/edit scientific/medical articles for publications, informational materials for patents, and protocols for medical procedures.

Technical Journalism - prepare for a career as a technical journalist;write and edit articles for specialized magazines & journals; apply an interest in a technical field with a love of writing for the general public.

Screen: ___   Faculty ID: 374602520   Course: _____   Term: 97W

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
ENGL-311-002		LEC	TR	0130-0245	STR	208	A/S	LANG	3.0	100	20		
ENGL-311-006		LEC	TR	0300-0415	STR	209	A/S	LANG	3.0	100	23		
TCOM-499-211		LEC	TR	1200-0115	STR	120	A/S	LANG	3.0	100	8		
		LAB	R	0130-0245					1.0	100			

Term: 97F

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
ENGL-150-028		LEC	TR	1200-0115	STR	134	A/S	LANG	3.0	100	23		
ENGL-321-007		LEC	TR	0130-0245	STR	114	A/S	LANG	3.0	100	18		
TCOM-411-211		LEC	MW	0300-0415	STR	230	A/S	LANG	3.0	100	6		
		LAB	TBA	TBA					1.0	100			

Term: 98W

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
ENGL-321-NTA		LEC	T	0400-0650			A/S	LANG	3.0	100	12		
ENGL-321-007		LEC	T	0400-0650	IRC	102	A/S	LANG	3.0	100	15		

Term: 98F

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
ENGL-321-005		LEC	MWF	1200-1250	STR	230	A/S	LANG	3.0	100	20		
ENGL-323-002		LEC	MWF	1000-1050	SCI	117	A/S	LANG	3.0	100	17		
TCOM-411-211		LEC	MWF	1100-1150	SCI	122	A/S	LANG	3.0	100	7		
		LAB	T	0130-0245	SCI	122			1.0	100			

1F5 Faculty Teaching Schedule

Jablonski, John J.

Screen: ___   Faculty ID: 323407630   Course: _____   Term: 97W

Section	S Act Days	Time	Room		Col Dept	Cont Hrs	Pct. Load	Enr	OV LG
ENGL-325-003	LEC MWF	1100-1150	STR	220	A/S LANG	3.0	100	19	
ENGL-325-005	LEC MWF	1200-1250	STR	126	A/S LANG	3.0	100	23	
LITR-286-001	LEC MWF	0900-0950	STR	207	A/S LANG	3.0	100	25	
TCOM-324-001	LEC TR	0300-0415	STR	230	A/S LANG	3.0	100	11	

1F5 Faculty Teaching Schedule

Jablonski, John J.

Screen: ___   Faculty ID: 323407630   Course: _____   Term: 97F

Section	S Act Days	Time	Room		Col Dept	Cont Hrs	Pct. Load	Enr	OV LG
ENGL-323-001	LEC MW	0300-0415	STR	226	A/S LANG	3.0	100	22	
ENGL-325-002	LEC MWF	0900-0950	STR	130	A/S LANG	3.0	100	20	
ENGL-325-004	LEC MWF	1100-1150	STR	230	A/S LANG	3.0	100	23	
LITR-286-002	LEC MWF	1000-1050	STR	130	A/S LANG	3.0	100	19	

1F5 Faculty Teaching Schedule

Jablonski, John J.

Screen: ___   Faculty ID: 323407630   Course: _____   Term: 98W

Section	S Act Days	Time	Room		Col Dept	Cont Hrs	Pct. Load	Enr	OV LG
ENGL-325-003	LEC MWF	1100-1150	STR	220	A/S LANG	3.0	100	19	
ENGL-325-005	LEC MWF	1200-1250	STR	126	A/S LANG	3.0	100	23	
LITR-286-001	LEC MWF	0900-0950	STR	207	A/S LANG	3.0	100	25	
TCOM-324-001	LEC TR	0300-0415	STR	230	A/S LANG	3.0	100	11	

1F5 Faculty Teaching Schedule

Jablonski, John J.

Screen: ___   Faculty ID: 323407630   Course: _____   Term: 98F

Section	S Act Days	Time	Room		Col Dept	Cont Hrs	Pct. Load	Enr	OV LG
ENGL-150-063	LEC MWF	0100-0150	STR	214	A/S LANG	3.0	100	23	
ENGL-325-004	LEC MWF	1200-1250	STR	214	A/S LANG	3.0	100	23	
LITR-286-003	LEC MWF	1100-1150	STR	220	A/S LANG	3.0	100	23	
TCOM-324-001	LEC MWF	0900-0950	SCI	122	A/S LANG	3.0	100	8	

1F5 Faculty Teaching Schedule   Brownell, Thomas H.

Screen: ___   Faculty ID: 095329125 Course: _____   Term: 97W

| | | | | | | | Cont | Pct. | | | |
Section	S	Act	Days	Time	Room		Col	Dept	Hrs	Load	Enr	OV	LG
AHEM-302-EUA		LEC	R	0630-1000			TEC	TREL	3.0	100	22	*	

[Sabbatical leave] (handwritten)

1F5 Faculty Teaching Schedule   Brownell, Thomas H.

Screen: ___   Faculty ID: 095329125 Course: _____   Term: 97F

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
AHEM-301-001		LEC	TR	0100-0215	A-C	105	TEC	TREL	3.0	100	17		
AHEM-301-002		LEC	M	0630-0930	A-C	105	TEC	TREL	3.0	100	19	*	
ENGL-311-001		LEC	MWF	0900-0950	STR	207	A/S	LANG	3.0	100	23		
ENGL-311-003		LEC	MWF	1000-1050	STR	207	A/S	LANG	3.0	100	24		
ENGL-311-004		LEC	MWF	1200-1250	STR	207	A/S	LANG	3.0	100	23		

1F5 Faculty Teaching Schedule   Brownell, Thomas H.

Screen: ___   Faculty ID: 095329125 Course: _____   Term: 98W

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
AHEM-390-001		LEC	TR	0300-0415	A-C	105	TEC	TREL	3.0	100	17		
ENGL-311-001		LEC	MWF	1000-1050	STR	128	A/S	LANG	3.0	100	24		
ENGL-311-002		LEC	MWF	0100-0150	STR	128	A/S	LANG	3.0	100	24		
ENGL-311-003		LEC	TR	0130-0245	ALU	011	A/S	LANG	3.0	100	23		

1F5 Faculty Teaching Schedule   Brownell, Thomas H.

Screen: ___   Faculty ID: 095329125 Course: _____   Term: 98F

Section	S	Act	Days	Time	Room		Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
AHEM-301-002		LEC	MTWR	0300-0350	A-C	105	TEC	TREL	4.0	100	17	*	
ENGL-121-001		LEC	TR	0930-1045	STR	208	A/S	LANG	3.0	100	21		
ENGL-311-004		LEC	TR	1200-0115	ALU	011	A/S	LANG	3.0	100	23		
ENGL-311-007		LEC	TR	0130-0245	ALU	011	A/S	LANG	3.0	100	22		
ENGL-321-009		LEC	W	0600-0850	STR	230	A/S	LANG	3.0	100	20		