

Julie Watts, Ph.D.

Ph.D., Rhetoric and Professional Communication, Iowa State University, 2003

Professor, Department of English, Philosophy, and Communication Studies, University of Wisconsin-Stout, 2015–

- Associate Professor (Tenured), 2009, Graduate Faculty, 2009–
- Assistant Professor, 2004

Administration

Chair, Department of English, Philosophy, and Communication Studies, University of Wisconsin-Stout, 2021–

- Supervise instructional academic staff (IAS) and faculty (31.5 FTE) in Stout's second largest academic department
- Oversee department budget and coordinate with College office on facilities (10 classrooms, 2 labs, 35 offices)
- Schedule approximately 290 courses annually and monitor enrollments, updating the schedule as necessary
- Coordinate IAS, faculty, and administrative staff hiring and guide the department personnel mentoring process
- Advocate for the department, communicating its vision and guiding the implementation of its strategic plan
- Support student learning by encouraging instructor professional development and curriculum quality

Associate Dean, College of Arts, Humanities, and Social Sciences (CAHSS), University of Wisconsin-Stout, 2010–2016

- Worked with college curriculum, enrollment management, facilities and technology, and support services
- Served as primary author on the CAHSS Educational Support Unit Review Committee Report, a 30-page self study document analyzing our College office's strengths and areas for improvement, 2010–2011
- CAHSS Mentoring Committee, Chair, researched mentoring and developed a Mentoring Resource Guide, 2012
- Spearheaded the School of Art and Design Building Monitors program, implemented 2013
- Harvey Hall Renovation Phase II Building Committee, Member, participated in design and construction phase meetings, collaborated with the dean to communicate project goals to design team and stakeholders, 2010–2015

Founding Director, M.S. Technical and Professional Communication, University of Wisconsin-Stout, 2008–2020

- Oversaw program management, communication, representation, advisement, retention, and recruitment
- Shepherded eight new graduate courses and one revised course through university approval process, 2009
- Shepherded program revision and new and revised coursework through university approval process, 2012
- Received satisfactory feedback from the Program Review Committee, five-year program review, 2014
- Worked with program faculty to establish UW-Stout's User Experience Center, 2015
- Created three graduate professional development certificates, 2013, 2017

Teaching

Instructor for 10 face-to-face (f2f) and online courses:

ENGL-700 *Theory and Research in Technical and Professional Communication* (TPC) (online) • ENGL-737 *TPC Portfolio* (online) • ENGL-615 *Technical Writing* (online) • ENGL-471 *Professional Communication Capstone* (f2f and online) • ENGL-385 *Document Design* (f2f and online) • ENGL-320 *Professional and Technical Communication* (f2f and online) • ENGL-245 *Foundations of TPC* (f2f) • ENGL-121 *Introduction to TPC* (f2f and online) • ENGL-101/102 *Composition 1/2* (f2f)

Faculty Advisor for 10 M.S. Field Project/Thesis projects

Curriculum Developer for 14 new courses, 5 revised courses, 2011 M.S. program revision, 3 graduate certificates

Publications

"Fairway Finder: Implementing an Online Student Orientation," Julie Watts (forthcoming), *PARS for Writing Programs* (eds. J. Borgman and C. McArdle), The WAC Clearinghouse.

"Communicating Instructor Power Online: A Case Study Examining Communities of Inquiry," Julie Watts (forthcoming), *Journal of Educators Online*.

"Rethinking Graduate School Research Genres: Communicating with Industry, Writing to Learn," Julie Watts (2021), *Journal of Technical Writing and Communication*, 51(3): 331-337.

"Using the Community of Inquiry Theory to Assess Online Academic Programs in Technical and Professional Communication," Julie Watts (2021), *Effective Teaching of Technical Communication: Theory, Practice and Application*, Editor, Michael J. Klein. WAC Clearinghouse.

"Fostering Industry Connections through Workplace-situated Graduate Student Research," Julie Watts (2020), *Technical Communication* 67(3): 80-102.

"Using Adapted Studio Critique to Teach Peer Review in the Document Design Classroom," Julie Watts (2020), *IEEE Transactions on Professional Communication*, 63:1, 52-63.

"Assessing an Online Student Orientation: Its Impact on Retention, Satisfaction, and Student Learning," Julie Watts (2019), *Technical Communication Quarterly*, 28(3): 254-270.

"Beyond Flexibility and Convenience: Using the Community of Inquiry Framework to Assess the Value of Online Graduate Education in Technical and Professional Communication," Julie Watts (2017), *Journal of Business and Technical Communication*, 31(4): 481-519. (CCCC Best Article, 2019)

"Industry Advisory Boards and Programmatic Assessment: Towards a Participatory Action Research Model for Triangulating Data," John Spartz and Julie Watts (Fall 2016), 8.2, *Programmatic Perspectives*.

"Embracing the Humanities: Expanding a Technical Communication Program at the University of Wisconsin-Stout," Matthew Livesey and Julie Watts (2015), *Undergraduate Writing Majors: Nineteen Program Profiles*, Eds. G.A. Giberson, J. Nugent, L. Ostergaard. Utah State University Press.

"Why Hyperbonding Occurs in the Learning Community Classroom and What To Do About It," Julie Watts (2013), *Learning Communities Research and Practice*, 1(3), Article 4.

"Pairing Courses across the Disciplines: Effects on Writing Performance," Julie Watts and Rebecca E. Burnett (2012), *Written Communication*, 29(2): 208-235.

Research Awards

Research Fellow, University of Wisconsin-Stout, Spring 2022, Spring 2020, Spring 2019, Spring 2017

Travel Fellowship, Bordin-Gillette, Bentley Historical Library, University of Michigan, 2020

Sabbatical, University of Wisconsin-Stout, 2020-2021, "Conservation, Recreation, Legislation: Genevieve Gillette and the Fight to Preserve Michigan's Public Lands"

CCCC Best Article on Pedagogy or Curriculum in Technical and Scientific Communication, 2019

Presentations, 2018-

"What Program Directors Should Know about Technical and Professional Communication Syllabi," *Council for Programs in Technical and Professional Communication*, Colorado Springs, CO, October 2022 (poster)

"Analyzing Access: Power and the Dominant Discourses of the Course Syllabus," *Conference on College Composition and Communication Annual Convention* (virtual), March 2022.

"Using Community of Inquiry Theory to Effectively Communicate Power Online," *Online Learning Consortium Accelerate Conference*, Orlando, FL, November 2020 (accepted, not present for conference).

"The Error Barrier: Interrogating Intersections of History and Practice," *Association of Teachers of Technical Writing Conference*, Milwaukee, WI, March 2020. (conference canceled)

"Performing Peer Review: An Analysis of the Artistic Critique Method in the Document Design Classroom," *Conference on College Composition and Communication Annual Convention*, Pittsburgh, PA, March 2019.

"Too Many Trends? 'Mission Creep' in an Online Master's Program in Technical and Professional Communication," *Council for Programs in Technical and Professional Communication Conference*, Minneapolis, MN, October 2018.

Selected Service (University of Wisconsin-Stout or listed)

- **Member** (elected), University Strategic Enrollment Planning Working Group, Academic Affairs, October 2021-
- **College Rep** (elected), University Full Professor Promotion Committee, 2019, 2016
- **Co-investigator**, Complaint against tenured faculty member (assigned by Chancellor), 2017
- **Member**, External Review Team, M.A. Technical Communication, Missouri University, Rolla, February 2019
- **Conference Co-chair**, Council for Programs in Technical and Scientific Communication, 2018
- **Judge**, Scholarship Committee, Society for Technical Communication, 2016-2017
- **Department Rep** (elected), University Faculty Senate, 2006-2009