

# Julie Watts, Ph.D.

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**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-215 *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 (2023), *PARS for Writing Programs* (eds. J. Borgman and C. McArdle), The WAC Clearinghouse, 256-266.

"Communicating Instructor Power Online: A Case Study Examining Communities of Inquiry," Julie Watts (2022), *Journal of Educators Online*, 19(3).

"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, 2019-**

"Centering Marginalized Voices: Career Activism and the Feminist Ethos," *Feminism and Rhetorics Conference*, Atlanta, GA, September 2023.

"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.

#### **Selected Service** (University of Wisconsin-Stout or listed)

- **Member** (elected), University Strategic Enrollment Planning Working Group, Academic Affairs, 2021-2022
- **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