CONCURRENT SESSION 3

Panel A: Cross-curricular Perspectives and Approaches

Moderator: Lee-Ann Kastman Breuch, University of Minnesota, Twin Cities

Keeping English Relevant in a Scientific Environment: Developing a Program in Professional and Technical Writing with a Core Group of Sciences and Business Students
Nicole St. Germaine-Madison, Angelo State University

Angelo State University is a small, regional university located in West-Central Texas with a student population of approximately 6,300 as of the fall of 2007. However, ASU is not an unknown quantity in the sciences and the business fields. Strong programs in physics, pre-medical studies, biology, and management and marketing have contributed to Angelo State University's ranking as one of the top ten up and coming regional universities by U.S. News and World Report. Further, students at Angelo State University have historically earned one of the highest acceptance rates among all universities in Texas for admission to law, medical and professional schools.

The strong emphasis on the sciences and business has put programs in the humanities at a distinct disadvantage in the allocation of resources. The Department of English, for example, has had to fight the image of being a service-oriented department at the university, rather its more deserved image of a growing program offering three majors and a master's degree. In order to maintain its relevance in a strongly science and business-oriented environment, the Department of English has developed a program in Professional Writing. But here further challenges lay: with the proximity of strong undergraduate programs in technical communication at Texas Tech and Baylor, a new, competing program is not guaranteed to be a success.

As a result of these circumstances, the Professional Writing Program at Angelo State University has sought to develop its student base in the program by recruiting students in the business and science majors to register for a minor in professional writing. In this way, rather than taking only the required technical and business writing courses, the students become actively involved in the field of professional and technical writing, which in turn will help attract new majors. This effort has been largely successful, with 28 new registrants for the minor program and 4 new registrants for the professional writing major in the first two months of the program's inception.

If given the opportunity, I would like to discuss Angelo State's approach to develop a professional writing program in an environment that has historically marginalized the humanities. The feedback from other program administrators and technical and professional writing specialists would be especially welcome. In addition to the scenario outlined above, topics for discussion would include our unique approach of using the expertise of our marketing and management majors to advertise the program on campus, as well as our 5 year plan for recruiting professional writing majors.

The Relationships between Management Education and Programs in Professional and Technical Communication

Stevens Amidon, Indiana University–Purdue University Fort Wayne

People responsible for professional and technical communication (PTC) curricula ought to build stronger connections with colleagues in management so that both groups may learn from the other. We hold this position for several reasons. First, management is an inevitable and powerful fact of most people's work lives. Economist John Kenneth Galbraith (2004) wrote that corporations play "the dominant role in … modern economic society" and that power in those corporations has passed from stockholders to management (p. x). That is, managers are now the dominant players in the dominant institutions in modern economic society. Even if some of our students never become managers, they will have to work with these powerful agents. We must prepare them for that.

Second, managers of communication groups (such as documentation groups or consulting firms) face issues that differ from what other managers face. For example, communication departments within larger organizations are often seen as "service" groups and may lack the prestige and power of other groups such as engineering, accounting, or manufacturing. (We will argue later that the common view of communication groups as service groups extends from an outdated theory of communication that is taught in most management programs.) Because communication groups often lack the economic power or prestige of other groups, what counts as good management practice for communication groups may differ from what counts as good practice for others. Our students need to understand the difference.

Third, some of our students will become managers, and our programs ought to prepare them for that. In the 2006 STC Salary Survey, 27% of STC members reported they worked in management positions, and the STC Management Special Interest Group (Management SIG) is an active group with "1484 members in 29 countries" (Lufkin & Bradwell, 2006, p. 1).

Granted, many PTC programs teach project management, but a focus on project management privileges short-term, project-by-project issues over crucial, long-term management issues, such as ensuring the continued success of the group one manages. As we discovered during our study of managers of communication groups, those who focused on long-term issues enjoyed greater success and expressed greater job satisfaction than those who focused simply on short-term issues. A subsequent and ongoing study of management textbooks suggests to us that management curriculum does a better job of teaching long-term strategies.

Although we believe that those of us in PTC programs can benefit from interacting with management education, we also believe that PTC has something critical to offer to management educators. If management textbooks are any gauge, management programs operate from an outdated set of assumptions regarding communication—assumptions that are likely to marginalize communication groups within larger organizations.

During our presentation, we will explain why we believe management programs do a better job of teaching long-term issues than do PTC programs and how outdated theories of communication may lead managers to underestimate the value of communication groups. We will base this discussion on our previous research (see Amidon & Blythe, 2008) and on an ongoing study of management textbooks. We will end the presentation by inviting participants to discuss the following questions: How have some PTC programs reached out to their management counterparts? How might that be

done? How might we in PTC learn more about long-term management? How might we better prepare PTC students to understand long-term as well as short-term management issues? How might we convince our colleagues in management education to adopt a different theory of communication, one that is more likely to empower people in communication groups?

We hope that participants will walk away from our panel with (1) a greater sense of the need for a long-term approach to management and (2) ideas for making connections to management programs.

STC Programs Enacting Interdisciplinarity
Ann Brady, Michigan Technological University

"STC Programs Enacting Interdisciplinarity" offers practical ways to make more visible the field's commitment to interdisciplinarity. Establishing ventures that encourage such work and locate STC students at the heart of it encourages them to see the value of their skills and abilities at the same time it positions programs for future growth and greater influence.

While the field of STC is characterized as interdisciplinary, the term is often taken for granted: it is used to indicate that working with other disciplines is central to technical communication but with little examination of how it might be supported programmatically (Brady, Johnson, and Wallace). Alliances have been forged at universities, such as Michigan Tech, to embed technical communication theory and practice into the pedagogy of other fields, thus opening pathways between disciplines and making students more aware of them (Brady, Seigel, Wallace, and Vosecky). How programs might encourage their students to engage in this work and how it might benefit programs, however, remains to be fully explored.

MTU's STC program designed and supports one venture that advances the practical nature of interdisciplinary work on both local and global levels. This position paper profiles the "Partnering with Senior International Design" project that places STC students as teachers, communication and usability specialists, and user advocates on Environmental Engineering teams traveling to South America to improve sanitation conditions.

This position paper describes benefits to STC students: an increased awareness of how their problem-solving expertise and communication abilities combine with engineering skills to produce solutions in keeping with local traditions and practices. The paper also describes benefits to MTU's STC program, including both local and global appreciation of STC as constructing new knowledge in partnership with others—not just replicating or reporting it.

Strategies for a New Context: Technical Writing in the Disciplines
Carroll Ferguson Nardone, Sam Houston State University

Technical writing programs have a long history of defining themselves based on their contexts. Consider the varied responses to the question, "What is technical writing, anyway?" To answer that, most of us would define our program by how we affect or are affected by the circumstances of our local environments. Those programs housed in engineering, for example, define themselves quite differently and articulate their missions quite differently from those housed in the humanities. But we would never presume to say that only the engineering-based programs are truly technical writing programs; nor could anybody objectively state that a B.A. in technical writing is less desirable than a B.S. in technical writing, devoid of context. Part of what has made our field as exciting and dynamic as it has been is its diversity and the inability of any one set of courses or degree plans to define what it

means to be a program in technical, scientific, or professional communication. It is exactly this inability to define a set structure that will sustain our programs as we refine our missions in these economically troubled times. Just as Jo Allen argued nearly 20 years ago against any definition of technical writing, we must argue against any set definition of technical writing programs and find more ways that our programs can develop themselves based on local contexts and needs.

One such way that we can find locations for the work we do is to situate our all-encompassing definition as part of a Writing in the Disciplines (WID) initiative. This paper presentation will discuss how using WID strategies can help programs find new audiences for courses both in our departments and in other disciplines. If we put the emphasis on the *writing* aspect of what we do, then it seems logical that writing within any discipline is our domain. We can grow a program by asking others into our own college homes, but also by placing ourselves in other areas. Why shouldn't efforts to teach the discourse of any profession be linked through a technical writing perspective? A quick inventory of member programs in CPTSC shows that one size or location does not fit all; thus, the tenets of technical professional communication could be adapted to a discipline's needs. Rather than a lack of definition being considered a problem, a broad, yet context-specific definition is actually an opportunity to find places where our philosophical approaches will extend and supplement disciplinary knowledge.

Ultimately, our history of teaching writing through a rhetorical perspective and the notion that the etymology of "technical" is the Greek *techne* allows us the latitude to decide where we work. The more we see our mission as one that has to do with disciplinary knowledge—its creation and management linked to a particular discourse community—the more likely we are to find ways that will sustain our programs and in fact grow them in ways we hadn't previously considered.

Panel B: Perspectives for Curricular Change, Part 1

Moderator: Erik A. Hayenga, Michigan Technological University

The Council for Programs in Technical and Scientific Communication at 35 Years: A Sequel and Perspective

Bruce Maylath, North Dakota State University and Jeff Grabill, Michigan State University

Twenty-two years after the founding of CPTSC, its first two presidents, Thomas E. Pearsall and Thomas L. Warren, published a retrospective of the organization's history and accomplishments to date (1996). In 2008, as CPTSC celebrates its 35th annual meeting, CPTSC'S 13th and 14th presidents will present a sequel examining the subsequent 13 years by previewing an article that they have written for CPTSC's inaugural issue of its journal, *Programmatic Perspectives*.

To do so, we return to the lens that Pearsall & Warren used, namely by focusing on CPTSC's purposes, as spelled out in Article I of the organization's constitution:

1. To promote programs in technical and scientific communication
2. To promote research in technical and scientific communication
3. To develop opportunities for the exchange of ideas and information concerning programs, research, and career opportunities

4. To assist in the development and evaluation of new programs in technical and scientific communication, if requested
5. To promote exchange of information between this organization and interested parties

Examining each purpose, we point out that

1. program growth has been significant during this period, most notably in the number of new Ph.D. programs;
2. research efforts have increased with the implementation of CPTSC's grants for program research and the launch of its journal to address program issues;
3. opportunities for exchange have increased dramatically with the expansion of CPTSC's annual meeting; the implementation, starting in 2000, of its international Roundtable series; and the expansion of its membership representation, growing from three English-speaking countries to as many as seven countries of many languages, stretching from Asia to Europe and North America;
4. programs have further developed and been evaluated through the implementation of the program administrators' roundtable at annual meetings and the updating of program review criteria by a new committee for program review;
5. information available to other parties has grown considerably through the implementation and subsequent expansion of the CPTSC Website and with a series of summit meetings of the CPTSC and ATTW presidents.

During the discussion period, we will invite attendees to contribute their own observations about CPTSC's history and accomplishments.

Improving Program Visibility and Impact within Our University: The Case for a General Education Offering
Lu Rehling, San Francisco State University

An article published last year by the Society for Technical Communication deplored that "technical communication is, to this day, not considered a humanities course to count for general degree requirements, in *any* undergraduate program in North America." However, in the same month that article was published, our Technical & Professional Writing Program began offering a new General Education course: an elective within the Humanities and Creative Arts Area, from which every SF State student earning a bachelor's degree must choose at least one course.

Our path-breaking course speaks to the future of programs in this field, offering both immediate, practical results and also more long-term and high-minded benefits, as my discussion of our rationales for the course and the outcomes to date should explain.

Beginning with the most tangible reasons for developing our new General Education course, one was to recruit potential new majors and minors. Ours is a specialized, career-oriented, independently housed program that had offered only upper-division courses before we introduced our new lower-division General Education offering. As a result, despite a variety of outreach and promotional efforts, our program often seemed to fly under the radar. Nothing has been more frustrating over the years than meeting students who bemoaned the fact that they "never heard of" our program and "didn't know it existed" until they were too far along on their paths to graduation to make Technical & Professional Writing a focus of study. And nothing has been more worrisome than the low enrollments

that have now and again plagued some our courses (especially in response to external economic factors, such as the dotcom bust). These have challenged the supportive intentions of our dean, who has struggled with tough decisions about how to allocate resources college-wide and, in the past, needed to justify special accommodations for our program. Fortunately, having now offered our new course for three semesters, we are already seeing this hoped-for benefit: Every section of the course has led directly to new students joining our program.

Another reason for developing our new General Education course was to take some enrollment pressure off of our existing course offerings, some of which we could never expect would enroll a high number of students (because of course prerequisites, technical content, lab requirements, grading/feedback expectations, and so on). By designing a course for General Education that could be about workplace writing, without emphasizing basic instruction in how to write, we could set the prerequisite bar lower and the enrollment ceiling higher, attracting and enrolling more students. Having improved the overall student-faculty ratios for our program already has provided an argument for protecting our other under-enrolled classes.

There also is a pragmatic benefit to faculty in having one course in our curriculum not require as much intensive grading and feedback as our other courses do. It is also a benefit to our faculty to teach a course with students who earning degrees in other departments. Because our program does not offer a technical writing service course, our new General Education offering provides the only opportunity for our program faculty to teach non-majors, which is refreshing. Even those students who may never take another Technical and Professional Writing class often express their appreciation for how our General Education offering helps them to understand the importance of writing for their own professional futures; their enthusiasm and interest are invigorating.

Complementing these positive and easily identifiable outcomes for our students, for our program, and for our faculty are other benefits of our new General Education course that accrue from improving the visibility and impact of our program: the academic status and recognition that derive from positioning our new course within the Arts and Sciences Core that is a major component of General Education at SF State. Because our field is career-oriented, with close connections to business and industry (as well as non-profit organizations and government agencies), others in our college and on our campus have sometimes misunderstood it as limited to training, not understanding the humanistic foundations of our practice, teaching, and research. I must admit that obtaining approval for our new course as a General Education Humanities elective was challenging, requiring some persuasive rhetoric to cultivate support. But, while the favorable decision of the responsible interdisciplinary university-wide committee was not unanimous, the discussion helped to open understandings.

As a result, I recommend the effort of developing and championing a General Education course to others. Expanding our mission from serving self-selected students already interested in our field to also exposing new students and faculty colleagues to our methods and concerns has proved worthwhile. Our field merits having our campus colleagues learn to view it as a legitimate, rich, and interesting area of study. The future success of our programs may rely, in part, upon extending our reach and improving understanding of what we know and do. Based on our experience at SF State, a well-designed General Education offering can help to accomplish that goal.

CPTSC

Positioning a Program's Curriculum through a General Education Course: Using Narrative to Teach Humanistic Aspects of Our Field

Neil Lindeman, San Francisco State University

When we in the Technical & Professional Writing Program at SF State proposed a new General Education elective, we faced a curriculum design challenge we believe is vital to the future of programs in our field: How to position knowledge about technical and professional writing in a way that emphasizes its humanistic approaches and demonstrates its value to a broad audience.

More specifically, our course faced an approval process with three imperatives: (1) it had to be appropriate for a high student enrollment (as many as 50 students in a section); (2) it had to clearly fit the mission of the Humanities and Creative Arts Area; and (3) it had to be suitable for lower-division students from a variety of majors. To address the first imperative, we decided to emphasize concepts, not composition—instead of focusing primarily on teaching writing skills, we focused on how and why people use writing to get professional work done. To address the second imperative, we chose weekly class topics that introduced fundamental methods and issues in our field: close reading, rhetorical strategies, ethical assessment, genre studies, communication channels, cultural analysis, and so on. And to address the third imperative of making the course material broadly accessible and interesting, we relied on the power of narrative, identifying for each weekly class topic multiple stories from a range of workplaces, professions, and publication venues that would both expose and elucidate the issues and ideas that we hoped to teach.

Our narrative-based course design has proven to be critical to the course's success. The two of us who designed and now co-teach this course, "Writing Practices in Professional Contexts," were inspired by research in our field and wanted to share it with our students, so we picked 35 or so journal articles and book chapters that contained narratives we could use to illustrate the concepts and ideas of the course and then presented these in class in a way that was accessible to the students. This approach has made it easier for us to keep students engaged in a largely lecture-based class and make the course material appealing and relevant to students from many different majors. The narratives also work effectively with the conceptual focus of the course and lend themselves to course assignments. Our students do frequent, informal writing assignments that respond directly to narrative material, and are asked to refer back to narratives in exam questions. The narratives also prepare students for the scenario-based formal writing assignments they do for the course.

Based on our experience, designing a General Education course around narratives that teach humanistic concepts and methods can be an effective way to position technical and professional writing in the overall curriculum of a university, an outcome that extends programmatic reputation, reach, and viability.

Panel C: Context Creating Change

Reaching Beyond Local Contingencies and into the International Context: An Ongoing Study of Technical Communication in China

Han Yu, Kansas State University

As we step into the 21st century, Technical Communication (TC) programs need to reach beyond local contingencies to succeed in the international context. From communicating with an international audience, working with colleagues across cultures and borders, to teaching non-native English speaking students, we need to reconsider, in fundamental ways, the way we teach, research, and

practice TC. To participate in these efforts, I am conducting a research project in China where I examine the relevance of TC to China's universities and workplaces, the possibilities of establishing TC education/training in China, and whether/how the changed and changing Chinese context may influence how we approach TC in the U.S.

I visit two Chinese universities: University of Shanghai for Science and Technology, and Beijing Forestry University. At these universities, I give lectures introducing the basic TC concepts, skills, standards, and selected topics (for instance, ethics and document design) to teachers and students in the English department. I then interview teachers and survey students seeking their opinions on the relevance of TC to China's university education. So far, the feedback has been positive: teachers and students alike are interested in the topic of TC. But at the same time, teachers have concerns such as how to fit TC into existing English curricula or how to recruit qualified TC teachers, while the many other routes and needs of learning English compete for students' attention, notably, preparing for various qualification tests such as GRE (Graduate Record Examination).

In addition to these research efforts in the universities, I interview Chinese professionals who work at multinational corporations where English is the working language. With these interviews, I intend to find out what kinds of English training are needed in China's workplaces and whether TC training can satisfy these needs. The participants, so far, generally see the usefulness of TC training, but their perceptions and acceptance of TC are complicated. Treating English as a practical tool, they are not interested in learning all the concepts and skills TC has to offer and only those that directly relate to their everyday work. In addition, because of their different education and work experience, participants' English proficiencies differ. Those who had had more rigorous English training (for instance, through MBA programs that are taught in English) have very different opinions on what English training they need than participants who do not have similar experience.

After completing my study in late June, I will more systematically analyze and reflect on all the data collected. The programmatic points of discussion will include, but may not be limited to, the following: whether/how TC programs in the U.S. may collaborate with English departments in Chinese universities to pilot TC courses in China, what teacher/student exchange programs may be established, whether/how Chinese students may take online TC courses taught in the U.S., and whether/how TC training may be offered to China's working professionals. I will share some of these key findings and points of discussion at the CPTSC conference.

Balancing Opportunities and Constraints: Program Development in the Evolving Field of Medical Writing
Lili Fox Vélez, Townson University

Over the last year, three factors have changed the disciplinary/cultural/economic conditions for medical writers, which, in turn, will change the needs of the field and the appropriate ways for programs to meet those needs. I would like to discuss them and how they may affect the development of courses and programs in medical communications:

Unfavorable publicity for medical writers, stemming in part from conflicts of interest, research improprieties at major pharmaceutical companies, and specialized definitions of authorship -- many writers distanced themselves from the idea of ghostwriting to the point that they sometimes seemed to deny they were doing any actual writing at all; others began defending their craft in print, under their own names, for the first time

Calls for changes in who is allowed to produce continuing medical education materials, potentially excluding all for-profit companies from involvement -- this would eliminate jobs and probably change the amount writers could earn doing this kind of work

The economic downturn, combined with empty product pipelines and trends in outsourcing, further reduces availability of writing work, putting competitive pressures on the traditional collegiality among medical writers

Changes in the national organization, the American Medical Writers' Association (AMWA) such that the executive board is finally ready to begin endorsing academic coursework through pilot alliance with Towson University

The fourth of these factors is the most hopeful for technical writing programs interested in adding classes in medical communications or building new specialty tracks, since it could represent a switch from AMWA seeing itself as the main source of medical writing education, to seeing itself as part of the continuing education of medical writers who may earn academic credentials elsewhere. However, the first three factors are likely to change the goals of people seeking education in medical writing, and perhaps change how these people will be paying for their coursework [a significant portion of students in the past have used education funding from their employers].

These challenges in self-definition, employability, and collegiality will shape medical communication for years to come. They also offer opportunities to learn from other branches of technical communication and knowledge management that should shape our programs and improve professional practice in all settings.

Programmatic IP Issues: The Why and How of Addressing Copyright in Students' Development of Professional Portfolios
Shaun Slattery, DePaul University

Students graduating from technical communication programs typically produce a portfolio of their work as part of a capstone course or as part of their job hunting process. For these portfolios, students rely on projects they've produced throughout a program to demonstrate their professional skills.

The means by which individual course projects are completed sometimes include ready-at-hand materials. Students might improve upon "bad" instructions, include Googled images in documents and PowerPoint presentations, or modify an existing image to make a different argument – all legitimate, "fair" uses of material for academic practice with a limited audience of the instructor and possibly class peers. However, when students choose to circulate these projects more widely or host them online, the context and legality shift, potentially raising questions about students' awareness of copyright and ethical decision-making.

This situation is exacerbated by the confluence of technological change, evolving "copynorms" (Schultz, 2006), new laws and lawsuits, and what John Tehranian has called the increased "copyright consciousness" (2007, p. 540) of the public. In this paper, I will reflect on three sets of experiences that have informed my understanding of programmatic IP issues:

1. Teaching graduate and undergraduate technical writing classes whose projects have included "redesigns" and use of others' intellectual property

2. Directing a graduate "New Media Studies" program that includes a digital portfolio-based capstone course
3. Creating "Writing and Intellectual Property in the Digital Age" – a graduate course for writers and "new media" designers that examined practices of knowledge production, dissemination, use, and protection in the age of digital technology and culture of remix.

Based on these experiences, I will discuss ways programs can address IP issues by:

- Informing students of these differing audiences and purposes for projects
- Educating students (and faculty) about copyright, its exceptions (fair use, permissions, Creative Commons), and strategies for avoiding infringement
- Creating course projects that teach the target skill while maintaining legal and ethical use of material
- Guiding the planning and production of portfolios with an eye toward copyright issues

Panel D: Victoria Mikelonis' Work through the Eyes of her Graduate Students

Co-Chairs: Constance Kampf, Aarhus School of Business and Tim Giles, Georgia Southern University

This proposed panel would examine the work of the late Victoria (Vickie) Mikelonis as viewed through the eyes of graduates students who studied with her. Panel members found that her dedication and interest in both the subject matter and our development as scholars was inspiring. The panel addresses the broad scope of contributions that Vickie made to the technical communication education and program administration in the areas of culture, service learning, grantseeking and mentoring. As her former students, panel members will tell part of her story through our eyes, experiences, and the learning opportunities she gave us. Our hope is that this panel will give the audience a reminder of the broad perspective and multiple talents Vickie had, and show how she used them to encourage us and help us grow as scholars—offering the opportunity for a discussion focused on the connection between the past, present and future of CPTSC through interaction between faculty and graduate students.

On Appreciating the Talents and Supporting the Needs of International Students
Marianallet Mendez, St. John's University

Much of graduate education in technical and scientific communication is implicit and filled with cultural assumptions not shared across educational systems in different countries. Thus, international students often bring different perspectives which seem to challenge the status quo. Working through the differences is an opportunity for faculty to develop and enhance global perspectives in the classroom as well as in research and programs. This presentation focuses on the ways in which Vickie Mikelonis appreciated my differences in perspective and approach to graduate work and helped me with the unique needs I had as a PhD student in Rhetoric & Scientific and Technical Communication. Questions for discussion include

- How do we recognize unique needs of international students?
- How do we appreciate what international students bring ?
- How can faculty open themselves to the opportunity for transformation that this cross cultural experience provides?

On Service Learning and Inspiring Students with Industry Backgrounds
Aimee Whiteside, University of Minnesota

My first encounter with Vickie Mikelonis was in her service learning class on Grant Seeking. The course was connected to non-profit organizations in the community, and students had the opportunity to write grants which would be submitted on behalf of the local organization. The applied nature of the course served as a bridge from the workplace to academia, and inspired me to move from the workplace to academia. Questions for discussion include: What is the role of service learning in scientific and technical communication programs? How can service learning recruit students connected to industry in ways that enrich our programs?

The Role that Faculty Play in Mentoring Students in Grantseeking
Jeremy Miner, St. Norbert College

What strategies have programs developed for sustaining and extending their mission in times of budget troubles and economic downturns? Grant seeking is a part of scientific and technical communication training which offers potential employment in the non-profit world. With grantseeking training, after graduation, students are prepared to develop programs of their own in the nonprofit world.   Questions for discussion include:

- What is the place for grant-seeking training in the scientific and technical communication curriculum?
- And how can scientific and technical communication programs benefit from grantseeking within their programs?

On Mentoring Through Sharing the Classroom
Constance Kampf, Aarhus School of Business

Working with Vickie from 1998-2005 was the richest mentoring experience of my life. Our work together developed over time, ironically starting with a misunderstanding on my part. In 1999, Vickie invited me to come to her grantseeking class. So I showed up twice a week for the entire semester. By the third class, she began engaging me in co-teaching which eventually led to my part in the grantseeking book and six years of shared time in the class room. Only later did she let me know that she really only asked me to come to a single class, and was surprised that I kept showing up, so she decided to put me to work. Sharing her classroom became a regular part of my schedule throughout my time as a graduate student. Questions for discussion include

- How can scientific and technical communication programs offer opportunities for mentorship?
- How can sharing the classroom with experienced faculty help graduate students develop their course portfolios?