

# Allison HUTCHISON

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## EDUCATION

- 2019 **Virginia Tech**, Doctor of Philosophy, Rhetoric and Writing
- 2008 **Naropa University**, Master of Fine Arts, Creative Writing : Poetry
- 2005 **Oglethorpe University**, Bachelor of Arts, English

## PUBLICATIONS

- 202X **R&R : A. Hutchison**, & R. Evans, "From Aspiring to Authentic Engineers : Prioritizing Real People and Real Problems in Engineering through Service Design Methodology," *Multimodal Communication*.
- 2025 **A. Hutchison**, & C. Abrahamsson, "Advancing Engineering Students from Capstone to Career with Service Design Methodology," *53rd Annual European Society for Engineering Education (SEFI) Annual Conference*.
- 2025 H. Tumey, L. Stewart, & **A. Hutchison**. "Co-Creating Engineering Capstone Curriculum," *2025 IEEE International Professional Communication Conference (ProComm)*.
- 2024 **A. Hutchison**, C. Sheley, and S. Jung, "The Straight Poop on a Service Design Intervention and Teaching Partnership in an Engineering Design Course," *Proceedings of the 52nd Annual European Society for Engineering Education (SEFI) Annual Conference*. DOI : <https://zenodo.org/records/14256867>
- 2024 **A. Hutchison**, "Engineering Better Communicators via Authentic Integration and Communicative Self-Efficacy," *IEEE 47th ICT and Electronics Convention – MIPRO 2024*.
- 2024 **A. Hutchison**, "Teaching Communication in Context : Rhetorical Moves in Data Science Reports," *IEEE ProComm 2024*.
- 2023 J. Fiscus-Cannaday and **A. Hutchison**, "Ethically Honoring Graduate Student Expertise Through Joy Projects," in *What Graduate Students Do : Expertise, Ethics, and Exploitation*, University Press of Kansas.
- 2021 R. Osorio, **A. Hutchison**, S. Primeau, M. Ubbesen, and A. Champoux-Crowley, "The Laborious Reality vs. the Imagined Ideal of Graduate Student Instructors of Writing," *WPA : Writing Program Administration*, vol. 45, no. 1, pp. 130-150.
- 2021 R. Osorio, J. Fiscus-Cannaday, and **A. Hutchison**, "Braiding Stories, Taking Action : A Narrative of Graduate Worker-Led Change Work," in *Transformations : Change Work Across Writing Programs, Pedagogies, and Practices*, Utah State University Press.
- 2021 **A. Hutchison**, R. Evans, and N. Malepati, "A Preliminary Review of Communication Instruction in an International Undergraduate Engineering Context," in *Blended Learning in Engineering Education : challenging, enlightening – and lasting : Proceedings of European Society for Engineering Education, September 13-16, 2021*, Berlin, Germany.
- 2019 **A. Hutchison**, "Technological Efficiency in the Learning Management System : A Wicked Problem with Sustainability for Online Writing Instruction," *Computers and Composition*, vol. 54, pp. 1-16.
- 2018 **A. Hutchison**, "Writing Support for the Online Technical Writing Service Course : A Feasibility Study," *IEEE ProComm 2018*.
- 2016 **A. Hutchison**, "Talk About Writing : The Tutoring Strategies of Experienced Writing Center Tutors," *Southern Discourse in the Center*, vol. 21, no. 1, pp. 93-101.

## ACADEMIC POSITIONS

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Present	<b>Associate Director &amp; Senior Lecturer, CORNELL UNIVERSITY ENGINEERING COMMUNICATIONS PROGRAM, Ithaca, NY</b>
Jul 2019	<ul style="list-style-type: none"><li>➤ Propose, develop, and teach courses emphasizing communication, collaboration, and Agile methodologies that fulfill an engineering curricular requirement</li><li>➤ Supervise and train engineering communication consultants (TAs) to provide 1:1 and team feedback and support on written reports and data visualizations</li><li>➤ Partner with engineering faculty to authentically integrate communication and teamwork components into engineering departments' curricula</li><li>➤ Initiate College of Engineering data collection in order to plan semester course schedule and respond to enrollment demand</li></ul>
May 2019	<b>360 Digital Studio Coordinator, VIRGINIA TECH, Blacksburg, VA</b>
Aug. 2018	<ul style="list-style-type: none"><li>➤ Trained interns to offer synchronous online and face-to-face tutoring sessions for students enrolled in Technical Writing courses</li><li>➤ Observed tutoring sessions and provided feedback to interns on tutoring efficacy</li><li>➤ Oversaw website development to include resources on technical writing</li></ul>
May 2019	<b>Department of English Internship Program Co-Coordinator, VIRGINIA TECH, Blacksburg, VA</b>
Aug 2017	<ul style="list-style-type: none"><li>➤ Acted as a liaison to the internship coordinator by assisting with meeting preparation, evaluating student work, corresponding and maintaining relationships with high school and middle school supervisors, and advising students</li></ul>
Jul 2015	<b>Learning Specialist, ACADEMIC ACHIEVEMENT CENTER, TOWSON UNIVERSITY, Towson, MD</b>
Sep 2014	<ul style="list-style-type: none"><li>➤ Supervised, hired, and met regularly with graduate assistants</li><li>➤ Oversaw CRLA training program for 75 peer tutors</li><li>➤ Managed study skills workshop series and launched online workshops using WebEx</li><li>➤ Streamlined process of hiring tutors and completing onboarding paperwork</li></ul>
Aug 2014	<b>Instructional Associate, MONTGOMERY COLLEGE WRITING CENTER, Germantown, MD</b>
Jan 2013	<ul style="list-style-type: none"><li>➤ Launched Facebook page and blog</li><li>➤ Created instructional videos on outlines, thesis statements, and citation pages</li><li>➤ Piloted highly successful and well-attended online workshops via Blackboard Collaborate</li><li>➤ Developed materials and visual presentations for weekly workshop series</li></ul>
Dec 2012	<b>Professional Tutor, MONTGOMERY COLLEGE WRITING CENTER, Germantown, MD</b>
Sep 2011	<ul style="list-style-type: none"><li>➤ Developed and delivered workshop series</li><li>➤ Assisted multilingual writers from diverse backgrounds to articulate their thoughts, secondary research, and arguments in writing</li></ul>

## TEACHING EXPERIENCE

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Present	<b>*ENGRC 4590 : Communications for Biological Engineering Design, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Fall 2020-21	<ul style="list-style-type: none"><li>➤ The first course that I developed and proposed along with the ECP director, Rick Evans, this course is partnered with a senior capstone course for biological and environmental engineering students. Student teams write engineering design proposals and patents. The communications component builds their skills with laboratory notebooks, presentations, visuals with captions, technical reports, and teamwork.</li></ul>

Present	<b>ENGRC 3025 : Creating and Communicating Your Digital Professionalism, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Fall 2020	<ul style="list-style-type: none"> <li>› The second course that I developed and proposed along with the ECP director, Rick Evans, to introduce students to the concept of <i>digital professionalism</i> by creating their own professional websites for entering the job market. We define <i>digital professionalism</i> defined as a multimodal communicative competence honed through the practice of creating, critiquing, and reflecting upon digital artifacts they use to build their professional and public identities. Due to demand, this course is now offered every semester as of Spring 2022.</li> </ul>
Present	<b>*ENGRC 3120 : Communications for Practical Tools for OR, ML, and Data Science; Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Spring 2022	<ul style="list-style-type: none"> <li>› The third course I added to ECP's curriculum, thanks to inroads built by the ECP director, this engineering communication partnership scaffolds a team data analysis project conducted in ORIE 3120. As the course coordinator, I co-developed materials and activities along with ECP's engineering communication consultants (TAs) and my colleagues. Students' learning outcomes manifest via multimodal deliverables including presentations, data visualizations, team workflow agreements, and recommendation reports or white papers.</li> </ul>
Present	<b>ENGRC 3700 : Communications Consulting for Engineers, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Fall 2022	<ul style="list-style-type: none"> <li>› I developed this fourth course to train engineering communication consultants to support ECP's partner course with Operations Research and Information Engineering (ORIE 3120). Students research theory and pedagogy, develop a user document that teaches other consultants how to apply this theory or pedagogy, and create a course material. Students become consultants (TAs) the following semester, allowing ECP to slightly increase enrollment capacity and meet demand.</li> </ul>
Fall 2021	<b>ENGRC 3340 : Independent Study, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Spring 2021	<ul style="list-style-type: none"> <li>› I piloted what is now the ENGRC 3700 course with 6 students to train them to become engineering communication consultants (TAs). Students had previously taken ORIE 3120, a large enrollment engineering course, which is partnered with the engineering communication course, ENGRC 3120. Students who trail-blazed this course became invaluable collaborators, researchers, and consultants for the first iteration of ENGRC 3120.</li> <li>› I recruited 8 students interested in data science to scrape engineering job advertisements and analyze their mentions of communication and collaboration keywords. The students and I collaboratively wrote a recommendation report on the initial findings, and I presented on this project with colleagues at SIGDOC 2021.</li> </ul>
Present	<b>ENGRC 3350 : Organizational Communications for Engineers, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Fall 2019	<ul style="list-style-type: none"> <li>› Using a project-focused approach with local clients, student teams explore methods and methodologies for collaboration and communication in engineering environments. Students also conducted interviews of Cornell University engineering alumni in order to create their own knowledge about the key course concepts. Mastery of their skills is demonstrated through writing reports, creating visuals, and delivering oral presentations.</li> </ul>

Fall 2022	<b>*ENGRC 3111 : Communications for Junior Lab I, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Fall 2020	<ul style="list-style-type: none"> <li>› Partnering with the Department of Materials Science and Engineering, this course introduces students to report, proposal, and poster genres. Course concepts include IMRAD, particularly the methods and results sections, structuring and formatting reports, designing effective figures and tables, and the foundations of teamwork.</li> </ul>
Spring 2023	<b>*ENGRC 3610 : Communication for Transportation Engineering, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Spring 2020	<ul style="list-style-type: none"> <li>› A course for civil engineering majors, I teach student teams to write reports geared toward engineering, business, and public audiences. I introduce slide design techniques outlined in my colleague Traci Nathans-Kelly's book, <i>Slide Rules</i>. Both courses address how systemic racism is built into civil infrastructure, requiring students to adjust their proposed traffic pricing solutions accordingly.</li> </ul>
Spring 2021	<b>*ENGRC 4530 : Communication for Computer-Aided Engineering, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Spring 2020	<ul style="list-style-type: none"> <li>› I supported teams of students in documenting their model of a biological process using COMSOL software. Through focused team meetings, I reviewed and provided feedback on an extensive informational report as well as an oral presentation with accompanying slide deck. When the university switched to online instruction due to COVID-19, I provided materials and guidance to students for recording and delivering online presentations.</li> </ul>
Present	<b>ENGRC 3500 : Engineering Communications, Engineering Communications Program, CORNELL UNIVERSITY, Ithaca, NY</b>
Fall 2020	<ul style="list-style-type: none"> <li>› A course open to all engineering majors, I focus learning outcomes via two major projects : one on engineering communication in the workplace, and another on a collaborative user document for a local client or audience. I guide students in multidisciplinary teams through the process of researching a technical solution to problems such as : engineering and disability, teamwork and communication technologies, and campus sustainability.</li> </ul>
Spring 2018	<b>ENGL 4824 : Science Writing, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</b>
	<ul style="list-style-type: none"> <li>› Students closely analyzed the structure and content of scientific journal articles in IMRAD format and traced connections between scientific writing and classical and current rhetoric. After exploring writing about primary scientific research, students interviewed VT science students and wrote spotlight stories about their research. The interviews highlighted the research of white women and people of color in the sciences and were published by the Center for Communicating Science. Under my advisement and direction, students developed web content on strategies for effective science writing and communication for their final project.</li> </ul>
Fall 2017	<b>ENGL 3104 : Professional Writing, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</b>
	<ul style="list-style-type: none"> <li>› I assigned texts that introduced students to rhetorical, feminist, postmodern, and other theories relevant to professional writing. Students created multiple assignments in professional writing genres, such as informational reports, user documents, recommendation reports, and job application packages. Not only did they learn about writing for workplace settings from readings, but they also interviewed professionals who write as either a main or or secondary component of their jobs. I emphasized that they compose documents intended to solve problems or help readers make decisions.</li> </ul>

Summer 2018	<b>ENGL 3764 : Technical Writing, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</b>
Winter 2016	<ul style="list-style-type: none"> <li>› Teaching this course online for 3 abbreviated semesters, I exposed students to technical genres such as research and goods and services proposals, progress reports, infographics, and instructions. I held online office hours and provided video feedback to students in an effort to create immediacy between them, the course content, and myself. Students could also contact me via Google chat with more urgent questions. Finally, I employed a user-centered approach by surveying and gathering feedback from students to ensure the online course used principles of visual and information design to make course content easily accessible and navigable.</li> </ul>
Fall 2016	<b>MSE 2884 : Professional Development I, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</b> <ul style="list-style-type: none"> <li>› This course is designed to prepare Materials Science and Engineering students to meet professional expectations for their job application packages, interviews, presentations, teamwork, and communication skills. For instance, I coached students to improve their ability to describe their interests in particular materials so that global, multidisciplinary audiences could understand the material's application. Students also gained experience using non-technical professional skills as well as communication skills important to engineering practice.</li> </ul>
May 2017	<b>Graduate Teaching Assistant, ENGINEERING COMMUNICATIONS PROGRAM, Blacksburg, VA</b>
Aug 2015	<ul style="list-style-type: none"> <li>› Acted as Graduate Teaching Assistant for 3 sections of Materials Science and Engineering 2044 : Introduction to Materials Science and Engineering</li> <li>› Successfully advocated for transition from paper to digital poster presentations</li> <li>› Conferenced individually with students about writing assignments</li> <li>› Conducted in-class writing workshops to prepare students for a semester-long research report project</li> </ul>
Dec 2012	<b>Adjunct Faculty and Writing Center Tutor, MONTGOMERY COLLEGE, Germantown, MD</b>
Sep 2011	<ul style="list-style-type: none"> <li>› Basic English I (Fall 2011) – 5 credits</li> <li>› College Reading Skills I (Spring 2012) – 5 credits</li> <li>› Intro to College Writing (Fall 2012) – 5 credits</li> </ul>
Aug 2012	<b>Adjunct Faculty, HOWARD COMMUNITY COLLEGE, Columbia, MD</b>
Dec 2012	<ul style="list-style-type: none"> <li>› Fundamentals of Academic Reading (Fall 2012) – 4 credits</li> <li>› College Composition – (Fall 2012) - 9 credits</li> </ul>
Mar 2014	<b>Faculty, UNIVERSITY OF PHOENIX, Online Learning System</b>
Mar 2011	<ul style="list-style-type: none"> <li>› University Composition and Communication II – 27 credits</li> </ul>

\*Denotes communication courses taught in partnership with an engineering course

## PROFESSIONAL ACTIVITIES AND SERVICE

2025	<b>IEEE Ithaca Section, EVENT COORDINATOR, Ithaca,NY</b> <ul style="list-style-type: none"> <li>› Manage logistics for special events such as scout locations, order catering, and promote collaboration between the Ithaca Section and Cornell Student Chapter</li> </ul>
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2024-25	<b>IEEE Professional Communication Society, MEMBER, Board of Governors</b>
2024-25	<b>IEEE ProComm Conference, Co-CHAIR, University of Southern Denmark, Sønderborg, Denmark</b> <ul style="list-style-type: none"> <li>› Co-author Call for Proposals (CFP), organize meetings, and facilitate collaboration between submissions, proceedings, and program chairs</li> <li>› Coordinate with local Denmark hosts to determine registration, update website, and other administrative tasks</li> </ul>
2023-24	<b>IEEE Ithaca Section, SECRETARY, Ithaca, NY</b> <ul style="list-style-type: none"> <li>› Recorded and distributed meeting minutes, organized special events and logistics such as tour of Cornell Nanoscale Facility, sent regular calendar meeting invitations to members, tracked member contacts, recruited new members, and entered meetings and reports into vTools</li> </ul>
2024	<b>Cornell Engineering uSPARK Competition, Living Labs Edition, ORGANIZER, Engineering Communications Program</b> <ul style="list-style-type: none"> <li>› Recruited judges from Campus Sustainability Office, Mechanical Engineering, and Engineering Marketing and Communication</li> <li>› Arranged presentation practice session to offer student teams feedback</li> </ul>
2023-24	<b>IEEE ProComm Conference, Co-CHAIR, Carnegie Mellon University, Pittsburgh, PA</b> <ul style="list-style-type: none"> <li>› Coordinated contract approval process between CMU and IEEE</li> <li>› Assisted local arrangements chair with catering and welcome reception</li> </ul>
2022-23	<b>IEEE ProComm Conference, LOCAL ARRANGEMENTS, Cornell University</b> <ul style="list-style-type: none"> <li>› Collaborated with colleagues to coordinate conference events in Ithaca, NY</li> <li>› Investigated local venue for catered dinner</li> </ul>
2022	<b>ASCE Regional Symposium, JUDGE, American Society of Civil Engineers</b> <ul style="list-style-type: none"> <li>› Read and scored students' essays on the updated ASCE Code of Ethics</li> <li>› Judged presentation competition and collaborated with other judges to unanimously solidify a decision on the winner</li> </ul>
2020-21	<b>Engineering CUP (Cornell University Presentations) Awards, JUDGE, Engineering Communications Program</b> <ul style="list-style-type: none"> <li>› Evaluated engineering students' recorded presentations for engineering communication prowess.</li> <li>› Wrote presentation summaries to post on the website and share with engineering professors whose students won awards.</li> <li>› Notified award recipients and collaborated with my ECP colleagues and the business office to facilitate prize money distribution.</li> </ul>
2019	<b>ComSciCon Conference Chair, CENTER FOR COMMUNICATING SCIENCE, Virginia Tech</b> <ul style="list-style-type: none"> <li>› Initiated, organized, and set up the inaugural ComSciCon (Communicating Science Conference) for graduate students</li> <li>› Recruited faculty, science journalists, and other experts to offer workshops</li> <li>› Raised enough funding to make the conference free to participants</li> </ul>

2019	<b>Technical Writing Task Force, DEPARTMENT OF ENGLISH, Virginia Tech</b>
2017	<ul style="list-style-type: none"> <li>› Collaborated with faculty and fellow graduate students to develop, revise, and design content for ENGL 3764 : Technical Writing's online course shell in Canvas</li> <li>› Ensured that the online course shell adhered to requirements on the Quality Matters rubric</li> </ul>
2019	<b>Co-President, RHETORIC CLUB, Rhetoric Society of America Student Chapter</b>
2017	<ul style="list-style-type: none"> <li>› Planned for visiting scholar lecture in Spring 2018</li> <li>› Designed "Study Rhetoric" button for club fundraiser and created online store</li> </ul>
2019	<b>Co-Chair, LABOR CENSUS TASK FORCE, Writing Program Administrators Graduate Organization</b>
2017	<ul style="list-style-type: none"> <li>› Developed and conducted national survey on graduate student instructor labor conditions in collaboration with task force members</li> <li>› Performed statistical analysis of survey results and co-authored article in <i>WPA</i></li> <li>› Organized meetings and created reports for CWPA Executive Board</li> </ul>
2019	<b>Member, ACADEMY FOR GRADUATE TEACHING ASSISTANT EXCELLENCE, Virginia Tech</b>
2017	<ul style="list-style-type: none"> <li>› Presented experiential learning strategies to faculty visiting from Universidad San Francisco de Quito</li> </ul>
2019	<b>Participant, EL CENTRO, HISPANIC AND LATINO CULTURAL AND COMMUNITY CENTER, Virginia Tech</b>
2018	<ul style="list-style-type: none"> <li>› Compiled resources for resume and cover letter workshops and provided feedback to students on how to improve their job materials</li> </ul>
2016	<b>Treasurer, RHETORIC CLUB, Rhetoric Society of America Student Chapter</b>
2015	<ul style="list-style-type: none"> <li>› Assisted with organizing academic publishing workshop series</li> <li>› Secured funding for members to attend RSA Summer Institute</li> </ul>
2014	<b>Service Involvement, MONTGOMERY COLLEGE, Germantown, MD</b>
2013	<ul style="list-style-type: none"> <li>› Transfer and Scholarship Essay Working Group</li> <li>› Co-Chair, Montgomery College Young Professionals Association</li> <li>› Print Management Subcommittee Member</li> <li>› Stand Tall and Reach (STAR) Scholarship Evaluator</li> </ul>
2014	<b>Leadership Development Institute, MONTGOMERY COLLEGE, Germantown, MD</b>
2013	<ul style="list-style-type: none"> <li>› Class speaker, 21st cohort</li> </ul>

## AWARDS & CERTIFICATIONS

- › **Award** : IEEE Region 1 Outstanding Teaching in an IEEE Area (University or College) Award, 2024
- › **Award** : Culture of Sustainability Award, President's Awards for Employee Excellence, Cornell University, 2024
- › **Grant** : "Engaged Curriculum Partnership between Engineering Communications and Biological Engineering Physical Design Capstone Courses," Cornell Einhorn Center, 2024, \$45,000
- › **Grant** : "Innovating and Assessing Communication Instruction in Large Enrollment Engineering Courses," Engineering Information Foundation, 2021, \$22,500
- › **Grant** : Christine Cozzens Research Grant & Initiative Program, SWCA, 2018
- › **Certificate** : Teaching English as a Foreign Language, i-to-i, Leeds, UK
- › **Certificate** : Mastery of Blended/Flipped Teaching, Technology-enhanced Learning & Online Strategies
- › **Scholarship** : Computers and Writing Graduate Research Network 2018
- › **Scholarship** : Mid-Atlantic Writing Center Association Graduate Student Scholarship 2016
- › **Scholarship** : International Writing Centers Association Collaborative at CCCC 2016
- › **Award** : Joyce Gray Award, Leadership Development Institute at Montgomery College, 2014



## CONFERENCE PRESENTATIONS

- SUBMITTED *European Society for Engineering Education (SEFI) : "Advancing Engineering Students from Capstone to Career with Service Design Methodology," Tampere, Finland*
- JUL 2025 *IEEE ProComm : "Co-Creating Engineering Capstone Curriculum," Sønderborg, Denmark*
- JUL 2025 *IEEE ProComm : "Workshop : Putting up the Bat Signal to Partner Technical and Communication Curricula," Sønderborg, Denmark*
- SEP 2024 **European Society for Engineering Education (SEFI) :** "The Straight Poop on a Service Design Intervention and Teaching Partnership in an Engineering Design Course," Lausanne, Switzerland
- JUL 2024 **IEEE ProComm :** "Teaching Communication in Context : Rhetorical Moves in Data Science Reports," Pittsburgh, PA
- MAY 2024 **IEEE MIPRO 47th ICT and Electronics Convention :** "Engineering Better Communicators via Authentic Integration and Communicative Self-Efficacy," Opatija, Croatia
- JUL 2023 **IEEE ProComm :** "Structuring Genre Performance for Future Data Scientists," Ithaca, NY
- JUN 2023 **European Association for the Teaching of Academic Writing :** "Teachers, TAs, and Technology: Collaborative, Participatory Design in Data Science Courses," Winterthur, Switzerland
- JUL 2022 **IEEE ProComm :** "Investigating Job Advertisements as Interdisciplinary Research," panel with undergraduate student researchers and faculty collaborators, Limerick, Ireland
- OCT 2021 **ACM Special Interest Group on Design of Communication :** "Data-Mining Job Postings for Communication Skills to Target and Improve Technical Writing Curricula," Raleigh, NC. *Note : Virtual due to COVID-19.*
- SEP 2021 **European Society for Engineering Education (SEFI) :** "A Preliminary Review of Communication Instruction in an International Undergraduate Engineering Context," Berlin, Germany. *Note : Virtual due to COVID-19.*
- MAR 2021 **YouthMediaLife :** "Developing Students' Digital Professionalism through Creating and Communicating an Online Professional Identity," Vienna, Austria. *Note : Virtual due to COVID-19.*
- SEP 2020 **European Society for Engineering Education (SEFI) :** "Maximizing the Engagement Factor for Engineering, Scientific, or Technical Posters : Purpose, Exchange, and Universal/Accessible Design," Enschede, The Netherlands. *Note : Virtual due to COVID-19.*
- JUN 2019 **Computers and Writing :** "The Multifaceted-Nature of Access in Online Learning Environments," East Lansing, MI
- JUN 2019 **Rhetoric Society of America Summer Institute :** "Designing & Delivering Rhetorical Education" Workshop with Kris Ratcliffe and Kyle Jensen, College Park, MD
- MAR 2019 **Association of Teachers of Technical Writing :** "Invoking Pedagogical Accountability in the Service Course," Pittsburgh, PA
- OCT 2018 **International Writing Centers Association :** "Activating Identities : What Does it Mean to be a Citizen of Disciplinary Writing Centers?," Atlanta, GA
- JUL 2018 **IEEE ProComm :** "Writing Support for the Online Technical Writing Course : A Feasibility Study," Toronto, CAN
- MAY 2018 **Computers and Writing :** "Bartholomae and Bogost in a Blender : Playing with New Definitions of Online Learning Environments," Fairfax, VA
- NOV 2017 **International Writing Centers Association :** "Spy vs. Spy vs. Spy : Perspectives on Traditional, Discipline-Specific, and Workplace Writing Centers," Chicago, IL
- JUN 2017 **Computers and Writing :** "Techné/Logical : Redrawing Usability Boundaries in Digital and Physical Spaces," Findlay, OH
- MAY 2017 **Rhetoric Society of America Summer Institute :** "Sonic Rhetorics" Workshop with Jason Alexander and Byron Hawk, Bloomington, IN
- FEB 2017 **Conference on Higher Education Pedagogy :** "Breaking [Bad] Dichotomies : Bridging the Interdisciplinary Gap," Blacksburg, VA
- JUN 2016 **Great Writing : International Creative Writing :** "Sign Space : Observing ASL Poetics in Hearing Poetry," London, UK
- MAY 2016 **Computers and Writing :** "Procedural Rhetoric in the Canvas App OR Please Don't Take My Pandas Away," Rochester, NY
- MAR 2016 **Mid-Atlantic Writing Center Association :** "Synergized Missions : Writing Centers and Their Institutions," Philadelphia, PA



- FEB 2016 **Conference on Higher Education Pedagogy** : “Implementing Instructional Technologies to Promote Student Engagement in Writing-Intensive Courses,” Blacksburg, VA
- APR 2015 **Mid-Atlantic Writing Center Association** : “Writing Center Mission Statements and Discourse,” Harrisonburg, VA
- APR 2015 **Maryland Learning Center Network** : “Peer Presentations for Peer Tutoring,” Towson, MD
- OCT 2014 **Two-Year College English Association** : “Beyond the Classroom : The Effect of Course-Embedded and Student-Elected Support,” Baltimore, MD
- Nov 2013 **The Emerging Classroom** : “Games and Other Web-based Tools for Improving Student Learning,” Germantown, MD
- Nov 2013 **Maryland Distance Learning Association** : “If You Click It, They Will Learn,” Hanover, MD

## REVIEWER

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- › Computers & Writing Conference
- › IEEE Transactions on Education
- › Journal of Business & Technical Communication
- › Taylor and Francis – Routledge
- › Writing Center Journal

## PROFESSIONAL AFFILIATIONS

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- › Council for Programs in Technical and Scientific Communication
- › IEEE Professional Communications Society
- › International Writing Centers Association
- › ACM Special Interest Group on Design of Communication