In this issue:

* Mary B. Coney: career and retirement
* TC begins PhD program
* TC expands to international regions
* Evening program congratulates graduates

An annual magazine for alumni and friends of the University of Washington’s Department of Technical Communication
It gives me great pleasure to begin this year's column by announcing that UWTC now offers a Ph.D. program! After much work by many people over a number of years, our proposal was approved in May by the UW Graduate Council, and we are now accepting applications for admission in Fall Quarter. Our program emphasizes the study of communication design, international technical communication, and formal research methods. Doctoral students in TC can also take advantage of our strong relationships with other UW doctoral programs in communication, information science, education, and related areas. We expect our graduating doctorates to go into academic teaching as well as corporate/organizational research. (For details about the program, visit our Web site, www.uwtc.washington.edu.) We are hugely excited by this opportunity to work with advanced students for substantial periods of time to enlarge the store of knowledge and research in technical communication.

This year we are experiencing endings as well as beginnings. It is with feelings decidedly mixed that I also announce the retirement of my valued colleague and friend, Professor Mary B. Conoy. Mary has devoted 26 years to her students and the University. She has built a remarkable record of achievement and international recognition for her scholarship and service to the University and the discipline. But as much as she has earned a leisurely retirement, we do not intend to let her relax entirely! We have persuaded her to take advantage of a UW program that allows professors to return on a part-time basis. Thus, next year Mary will teach a class for us in Winter and Spring quarters, and TC students will continue to benefit from her expertise.

These are only two of the numerous changes and developments in TC this year. I hope that you will read our newsletter with interest, and I welcome questions or comments from you. Email me at jramey@u.washington.edu!

Judy Ramey, TC Department Chair

### Lead stories

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Special thanks to all TC faculty, staff, students, and alumni who contributed time and effort to this publication.
THE CAREER OF MARY B. CONEY

This year, the conclusion of spring quarter marked the beginning of retirement for Professor Mary Coney. As a member of the University of Washington since 1976, Professor Coney has been integral in establishing the TC department as a nationally and internationally recognized program in technical communication. In addition to her contributions to the department, Professor Coney’s civic work in the Faculty Senate helped improve faculty life across campus.

Like the students she teaches every day, Mary was once a student pursuing her own various degrees. She began her study of English as an undergraduate at the University of Wisconsin; however, she spent most of her time at the University of Illinois where she completed her Master’s degree in English. In 1972, a family move brought her to the Northwest where she completed her Doctoral Degree in English at the University of Washington.

Having been a teaching assistant at both the University of Illinois and the UW, Mary began looking for a job in English. There seemed to be few opportunities until she heard about a part-time job available at the University of Washington’s Humanities Social Studies program (HSS). HSS was a small program in the College of Engineering that was designed to provide interdisciplinary education to engineering students. In August of 1976, Mary was hired by Mike White to teach writing and joined James Souther and Tom Williams in what would eventually become the TC department.

But what she thought would be an interim job immediately turned into a full-time lecturer position in which she taught early versions of TC courses, such as “Introduction to Technical Writing” (TC 231) and “Advanced Technical Writing and Oral Presentation” (TC 333). Later, Mary’s interests in topics such as rhetoric lead her to create “Rhetorical Aspects of Technical Communication” (TC 501) and “Writing the Scientific Article” (TC 509).

Having come from the English department, some of the concepts in Technical Writing took a little getting used to. According to Mary, the focus in technical writing is more on how you write and the process of writing, rather than on the final product. When James Souther introduced her to these ideas she had “never heard that before in any of their English courses,” she says. “There are some things I learned... that would have been good for any English course.”

After Mary had become a full-time lecturer, the Dean of the College of Engineering opened a tenured-track position, and, at the conclusion of a national search, awarded her the position. In 1981, a University budget crunch marked the conclusion of HSS, but the new strand that remained was technical communication.

A LOOK BACK ON MARY CONEY’S EXTRAORDINARY ACCOMPLISHMENTS

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<td>completed Doctoral Degree in English at the University of Washington</td>
<td>awarded a tenured track position by the Dept. of the College of Engineering</td>
<td>joined the Faculty Senate</td>
<td>elected Vice Chair of the Faculty Senate, became chair in 2000</td>
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<tr>
<td>hired by Mike White to teach writing</td>
<td>honored with the Faculty Achievement award for her work on a NSF project</td>
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<td>awarded the Distinguished Service Award by the Council for Programs in Technical and Scientific Communication</td>
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nication. When the TC department opened (known then as the Interdisciplinary Program in Scientific and Technical Communication), it was first chaired by Mike White, and included Professor Jim Souther, Professor Tom Williams, and Lecturer Mary Coney.

Since then, the TC department has grown not only in size, but also in its reach and recognition. For Mary, she feels that her greatest contributions to the department came very early on by taking care of the day-to-day operations, presenting papers, and teaching, Mary worked to strengthen the department.

In 1993, Mary was honored with the Faculty Achievement award for her work on a NSF project. Not only was the award a milestone for Mary, but it also meant that the TC department, as a small, non-technical part of the College of Engineering, had received college-level recognition. In recent years, Mary traveled to Europe to establish international exchange programs. The most notable connection has been the University of Twente in the Netherlands, whose students and faculty members frequently visit and teach at UWTC (see p.8).

As Mary’s career progressed, she received further awards for her work with the TC department, her scholarly pursuits, and her affiliations with different organizations. In 1990, Mary was elected Fellow of the Association of Teachers in Technical Writing. In 1999, the Council for Programs in Technical and Scientific Communication gave Mary the Distinguished Service Award, their highest recognition award.

While Mary contributed heavily to the TC department throughout her career, she also devoted large amounts of time to University-wide initiatives. Having always had an interest in politics, in 1995 Mary joined the Faculty Senate, a part of the University Governance System that works to affect change in University policies. In 1999, Mary was elected Vice Chair of the Faculty Senate for the 1999-2000 term and then served as Chair in 2000-2001.

During her time in the Senate, Mary held an additional office in Gerberding Hall, where she worked closely with President McCormick on issues such as GSEAC/UAW TA negotiations and on the faculty’s right to pursue collective bargaining.

Looking back, Mary noted that she “had not realized that (she) had had a career until ten years ago.” When the HSS program ended, she realized that her interests lie in Technical Writing, and she continued to push the TC department further and further. She followed her interest in politics to the Faculty Governance System where she was able to affect change for the betterment of the University.

Asked to describe one of her main interests, Mary describes rhetoric as an “interest in conditions,” that is, “the social and political issues that swirl around a piece of technical communication.” If you asked someone to describe the TC department’s history, it could not be done without mentioning the numerous contributions of Mary Coney.
MARY CONEY: RETIREMENT

For Mary Coney, only one thing stands between her and retirement: a stack of student papers, each needing a grade. Following the end of the quarter on June 15th, Mary will focus on things she has not had as much chance to do since joining the teaching faculty at the University of Washington in 1976.

When asked about what she will do her retirement, Mary commented, “Kind of embarrassing, I don’t have some big-boxed plan I am going to launch as soon as I leave here.”

In the short term, however, Mary plans to spend more time on property she owns on Discovery Bay. Mary commented that Captain Vancouver sailed into Discovery Bay in 1792 and used it as his port. “Once and a while, a Grey whale will migrate into the bay,” she says.

She also has some modest travel plans. No longer will she have to grade papers while her friends, many now retired, go on trips.

As for writing, Discovery Bay itself may offer an interesting subject, one that is closely connected with nature. And eventually, she may continue her study of the rhetorical aspects of Handal documents related to the Manhattan Project.

Besides taking some time off, Mary plans to come back next year as a Professor Emerita—a position granted only by the vote of one’s peers that will allow her to teach while earning up to 40 percent of her present salary for as many as five years.

“It’s going to be my job to convince her to come back each year to teach a couple of courses,” says Judy Ramey, TC department chair. Professor Dave Farhan also has “among hopes that Mary will stay very active in the department.”

Looking back, Mary never thought she was busy, and given the success of her two sisters—one a surgeon, the other the founder and director of a school—she always considered herself “somewhat of a slouch.” “Not so,” say her peers, pointing to her long record of achievement.

Mary recalls that her thoughts of retirement go as far back as three years ago. Then she was working half time for the Faculty Senate; consequently, the university was already covering half of her compensation. After negotiating with the university, she was able to announce her retirement ahead of time to open up a new assured track position in the TC department.

In the end, Mary noted that, “the (Mary B. Coney) Endowment has been a very nice way to leave.” But before she does, there is one last stack of papers.

by Tyler Simonson

"I'm going to try to convince her to come back each year to teach a couple of courses," says Judy Ramey, TC department chair.
JENNIFER TURNS TO JOIN FACULTY

The TC department welcomes a new member to the faculty. Dr. Jennifer Turner has been appointed as our newest professor in Technical Communication. She applied for this position after teaching various courses in the department last year.

Dr. Turner has a degree in Industrial Engineering from Georgia Institute of Technology, where she became interested in teaching. While other students in her classes were redesigning cockpits for future aircraft, Dr. Turner focused her education on human cognition in an educational setting.

After Georgia Tech, Dr. Turner moved from Georgia to Seattle to take a Postdoctoral and to work as a research scientist at the Program for Educational Transformation Through Technology (PETTT). She then began working for the TC department right here at the University of Washington and, at a year applied for the professorial position in the TC department.

Dr. Turner noted that before her involvement with TC she had very little knowledge of the diversity that the TC department and its students bring to the field of engineering. She treats teaching as an everyday learning experience in which she can learn from both the other faculty and the students she teaches.

Dr. Turner has enjoyed her experience here in the TC Department and praises the students she teaches. "TC students think more out of the box," she said, reflecting over some of her past students. "The diverse backgrounds of the students and wide range of interests help keep the classes interesting as well as educational!"

Congratulations to Dr. Turner on her new position in the TC department. You can catch her either in her office or during one of the many classes she teaches.

PH.D. PROGRAM TO LAUNCH IN FALL 2002

With top-notch faculty, a solid curriculum, and a history of award-winning research, it's only fitting that the TC department should start a Ph.D. program to train the next generation of academics and industry leaders, says a UW review committee.

Towards that end, the TC department's Ph.D. program has now been officially approved by the UW Graduate School's Graduate Council. Final approval is expected this summer, allowing applicants to begin doctoral study as early as Fall 2002.

"The Technical Communication department is in an excellent position to create a Ph.D. program that will be one of the leading programs in the U.S., and possibly the best," says the report from a review committee released this April.

Many students and faculty across campus have been waiting this program for several years. With a long-term vision, the TC department has already collaborated with other departments to create three interdisciplinary concentrations in communication for those pursuing a doctoral degree in another field.

"If anything the proposed program is long overdue," the report says to express the university's strong desire for implementing this program.

The Ph.D. program is expected to recruit students new to the department, as well as some of the current master's degree students. Thus, total graduate enrollment in the department is expected to remain the same, at about 35.

Although the Society for Technical Communication lists 231 programs in technical communication internationally, there are only a few Ph.D. programs similar to UWTC's up-and-coming program. The UW will be the first university in the Northwest to offer doctoral-level education in technical communication.

Some argue that the TC department is among the top five to six programs of its kind in the country, and, says department chair Judy Ramsey, "We're going to make it number one!"
OUR STUDENTS ABROAD

For some TC students, travel means communication is too exciting to keep to themselves—so much so that several of the TC department’s students are currently abroad in other countries practicing communication skills in internships and sampling foreign culture. Via email, six of them have sent us stories and personal reflections that we are pleased to present below.

Allison St. Schletzbaum
Allison is currently studying International Nutrition and Spanish at Universidad Latina de America (UNLA) in Morelia, Michoacan, Mexico.

In one class, her student team is comparing the nutritional status of Mexican-Americans in the Yaxima area to those living in Mexico. She is using her TC skills to distill this information into a usable, ten-page synopsis and to create an informational website.

“I am enjoying my time in Mexico and look forward to bringing back interesting information to the TC department, such as working with printing facilities and computer technologies in a less developed area.”

Katy Sible
Katy is attending Paul Valery, Universite de Montpellier III, in the city of Montpellier, France.

At the university, basic computer knowledge—such as how to type, turn on a computer, or save a file—isn’t nearly as widespread as it is in the U.S. Katy is learning to work with and educate persons who lack these skills.

“There are so many cultural differences when it comes to technology because every country is developing at a different rate, and with the European Union, there is more intellectual and technological exchange than ever.”

Carly Howard
During her Spring stay at the University of Twente in the Netherlands, Carly took two classes with an international focus. One is an independent study of UWTC Professor Phil Bereano’s class on policy dimensions of genetic engineering. Her other class, taught by Theo van der Geest (see p.3), discussed the multicultural aspects of websites.

She also attended an international conference held by the Convention on Biodiversity in Den Hague, Netherlands, where she observed how committed activists, scientists, lawyers, and organic farmers are working towards ratifying the Cartagena Protocol on Biosafety.

“Besides my classes, I’ve been busy mixing with Dutch students, taking excursions to London, Amsterdam, Berlin, Copenhagen, and Sweden. The campus international organization, SMT, has provided me with many organized cultural events and socializing.”

Matthew Tevani
Matthew is half-way through his time at the University of Twente in the Netherlands, where he is studying in the Department of Applied Communication Studies. It’s easy to get to know Dutch students, since there’s a big emphasis on group work, he says.

Matthew is taking courses on communication design, communication model design, and communication research—a course taught by Menno de Jong (see p.8).

“The research methods I learned in TC are helping tremendously both for studies I will be conducting and papers I will be writing.

Andrew Winner
With his life flashing before his eyes, he felt the city bus while past his nose, missing by centimeters. It was during his second day at Twente that he knew things were a bit different over in the Netherlands—including the metric system.

And of course, he has been introduced to the world of communication research methodology and its applications. He is currently in the process of conducting his first two studies, with a third to come later in the term.
GLOBAL ROAMING

by Nathan Moore

This year the TC department hosted six visitors from the Netherlands. Professors Menno de Jong and Thea van der Geest came as part of an international exchange between faculty at UWTC and at the University of Twente in the Netherlands. Also joining them was Clarine Verhage—a medical biology student from Vrije Universiteit in Amsterdam—and three students at the University of Twente. Many of our students from UW have also traveled abroad for internships and student exchanges. The following articles summarize many of these fine experiences.

Faculty Exchange

The TC department’s faculty exchange is part of an international effort to develop a cross-cultural understanding of technical communication.

"I would be very glad to continue what we have," says Menno, who taught and conducted research in the TC department last Fall. “Both departments benefit quite a bit from each other.”

Understanding the cultural differences in technical communication is particularly important for those who design websites that reach international audiences. Visiting faculty provide insight into these differences, as well as fresh perspectives on many common issues. Both Menno and Thea van der Geest (next story) taught classes at UWTC that addressed these important differences.

For visitors, UWTC offers state-of-the-art facilities, including the Laboratory for Usability Testing Evaluation (see p.10) and an eye-tracking system recently acquired from ERICA, Inc. (see p.14). Visitors are also able to interact with a renowned group of faculty, who are on the cutting edges of their research fields. “Many very good articles come from UWTC,” says Menno.

Visitors to UWTC also improve their English—the language in which many European research journals now require articles to be written.

Besides enjoying the research and faculty interaction, both faculty visitors like living in Seattle. Not only is the winter much milder than in the Netherlands, but Seattle’s ubiquitous greenery and relative openness make living in Seattle a highlight for them and for their families.

Faculty Profile: Menno de Jong

"There are many students here with much experience writing websites," says Menno de Jong about the TC department. To capture some of this innovation, Menno worked with UWTC faculty on several research projects during the Fall 2001 quarter.

His visit came at a good time. In the last few years Menno has been shifting his research focus from paper to online documents. While here, Menno conducted usability testing on heuristics used to evaluate websites. Drawing participants from UWTC’s many talented students, he studied how students use heuristics and how using heuristics compares to using experiential knowledge.

Menno also taught a class on how to assess communication technologies. In covering the wide range of evaluation methods—everything from usability testing to functional analysis—Menno showed the students how to link techniques together. “It was very interesting to see how the students worked with and reacted to the materials we studied and the tools we investigated,” he says.
"Understanding the cultural differences in technical communication is important..."

He also designed a first round of experiments for the TC department's new eye-tracking system.

Faculty Profile: Thea van der Geest

Succeeding Menno as the TC department's international faculty guest is Thea van der Geest, also a professor from University of Twente. After already spending six months at UWTC during her sabbatical in 1997, she jumped at the chance to come again. She worked with the TC department from January through June.

Like the faculty here, she also prefers a user-centered design approach. Her research, which focuses on new media and information design, has centered on how users perceive and use information structures.

While here she's been teaching three graduate courses, including a distance learning course on International and Intercultural Aspects of TC on Webs, which is a special topics course that teams students from both universities. The students from UW are designing guidelines for addressing international audiences on websites. Their guidelines will then be tested using empirical studies conducted by students at the University of Twente.

Thea enjoys teaching here because of the "real-world" experience of many TC graduate students, while students at the University of Twente tend to take a more theoretical approach to their studies. The benefit is that many of their students graduate with strong research skills. On the other hand, the professional-education emphasis at UW benefits students with skills that will be practical in a variety of job settings.

By exchanging students and faculty, the two universities learn much from each other in merging these two viewpoints, particularly in researching user-centered design principles. "I think it is important that we address problems not just theoretical, but also those that are out there," she says.

Thea's recently completed book, Website Design is Communication Design, utilizes a series of case studies to guide the practitioner from a website's initial idea to site maintenance to its redesign.

Student Profile: Clarine Verhoog

Clarine Verhoog studied in the TC department from November through March and found the experience to be fully rewarding. Thanks to the guidance of UWTC Professor Phil Bereano, she has been able to follow her interests in learning how to reconcile the social and political challenges of implementing technology. Specifically, she has been researching the extent that international treaties harmonize on issues regarding genetically modified foods and crops.

Ironically, studying abroad has helped her understand her own culture better: "You’re looking at a distance towards the Netherlands," she says. "Being here has really broadened my horizons."

Welcome to UWTC

by Thomas Lin

During spring quarter of 2002, three exchange students from the University of Twente in The Netherlands visited the TC department during a three-month exchange program. The three students, Helga Steineit, Mariska Vierstra, and Patricia Vanderbeck, were very excited to study technical communication at UW. They are taking upper-division classes to complement their coursework in Twente.

There is a lot of interaction between students and teachers.

-Mariska

For the past four years, the TC department has established a strong relationship with the University of Twente through student and faculty exchanges, conferences, and joint research. Many Dutch students have made the journey to study here at the UW while our students have also made the trip to study in the Netherlands.
LUTE lab gets new equipment

by Nathan Moore

The Laboratory for Usability Testing and Evaluation (LUTE) is expanding its capabilities, thanks to a $31,000 grant from UW's Student Technology Fee (STF) and an in-kind gift from Usability Systems, Inc. (USI) to cover the balance of the cost of the USI integrated system for data logging in a usability test.

The new system will help the department meet the growing student demand for usability-testing experience. About one third of UWTC students already use the facility for learning how to conduct usability testing and in collaborating with faculty on research projects.

The improvements include an all-digital video monitoring and editing suite to allow students to analyze and archive sessions more rapidly. It will replace the lab's eleven-year-old equipment, which many students find difficult to use. Incoming students should now be able to learn how to use the lab in less than an hour, without having to read a forty-page manual just to understand how to turn on the equipment.

"This matching gift from USI enables LUTE to offer students the opportunity to learn a cutting edge professional usability testing system as part of their education in user-centered design," says Judy Ramsey, TC department chair. "The USI system adds another critical piece to our growing research and teaching infrastructure."

USI's Jimmy Ginn, Vice President, agrees. "University programs such as LUTE have helped to train students in this practice so they become able to implement the knowledge into technology-driven corporations. Usability Systems, Inc. has continually engaged in opportunities to empower the 'usability professionals of tomorrow' through equipping academic programs with the latest technology for conducting user research."

Through their gift and partnership, USI has earned the rank of "Affiliate" with the TC department, as have ERICA, Inc., and many others (see p.11)."We are honored to be affiliated with a program with the depth of LUTE and look forward to many years of uncovering the varying human perceptions of product interfaces," says Ginn. (For more information about Usability Systems, Inc., visit their website at: www.UsabilityLabs.com.)

The upgrades are scheduled for this summer and, if the administrative process moves smoothly, students should be able to start using the new equipment by Fall 2002. Besides streamlining the work, the availability of modern equipment will allow more students to practice this "important component of professional-quality user-centered design in all of their design efforts (for individual projects as well as senior-study projects and the like)," says the STF proposal.

The new equipment will also serve the increasing number of students who are using the TC department's new eye-tracking device (see p.14). "They're doing some amazing work right now," says one excited student in support of the upgrades.

Other enhancements in recent years include an extensive remodel in 1998 and the adoption this year of a web-based scheduling tool to allow students and others easier access to the facility. The lab's website is also undergoing an extensive revision this summer.

STF funds excellence in

Thanks to UW's Student Technology Fee (STF) program, the TC department received just over $70,000 to continue our excellence in student training and research. Our proposal to STF requested funding to support six main initiatives: (1) maintaining the current level of excellence of the TC student computer facilities; (2) providing tools for professional-quality content creation; (3) continuing our leading-edge education in content management; (4) enhancing students' abilities to perform usability studies and other research into human-computer interaction; (5) advancing the tools available for the growing number of students in the Tech
TC AFFILIATES PROGRAM

BENEFITS ALL

by Yina Shin

The TC department is enhancing its interactions with corporate and other organizations, thanks in part to the TC Affiliates Program.

Over the last six years, our department has been plagued by university-wide budget cuts. To continue the success of the department's outstanding program, the department has needed to make a permanent shift, moving away from relying on state funding and moving toward developing private sources of revenue. "We are making this situation constructive by mutually building advantageous relationships with companies and organizations," says Judy Ramey, chair.

To the Affiliates, we offer (1) access to the best students in the world—undergraduates, Master's level, and starting now, Ph.D. level; and (2) access to new knowledge/research and participation in creating new knowledge to solve real communication design problems.

In return, we gain numerous benefits from working with our Affiliates. They advise us so that we can continue to offer cutting-edge professional education, and provide class projects, internships, co-ops, and joint research. We have previously worked closely with IBM, Microsoft, Intel Win Writers, NCR, and other Affiliates. This year, ERICA, Inc., and Usability Systems, Inc. have generously donated equipment to assist empirical research and have joined the ranks of our Affiliates.

The department expects to enlarge the number and diversity of our Affiliates in the coming year. For information about becoming an Affiliate, email jramey@u.washington.edu.

SciScape cultivates future scientists

by Nathan Moore

The future careers of children are at the heart of Northwest Science & Technology's (NWSciT) latest feature—SciScape—a colorful four-page pullout designed to encourage "reading for fun," says editor and TC professor Deborah Ilman.

The pullout, which is being sent to all middle-school science teachers in the Northwest, derived from a need to cultivate lifelong readership of science news. Each SciScape includes an article about a science topic and a "meet the scientist" page, plus fun facts, puzzles, and experiments you can try at home.

One year and eighty gigabytes ago, five TC undergraduates began filming the first-ever documentary about the TC department, titled "Exploring Technical Communication." What started as a senior project for this visionary quintet has become a monument to the success and vision of the TC department.

The twenty-eight-minute video principally answers the question, "What is technical communication?" and showcases the department as an example of a successful program in the field. From an interview with one of the department's founders, Dr. Mike White, to interviews with current TC faculty, staff, and students, the video captures the history of the department and the rapid growth of the field.

For Mick Garrett, the project's director, assembling the development team took a little ingenuity and an eye for talent. He quickly grabbed Bob Frantz's direction, Paul Foy's handle of technical aspects, and Charlie Selk to design special effects. But he still needed a narrator. So when he overheard Erik Willis speaking in the computer lab, he decided, "We'll let him do it."

Erik's articulate voice and the film's driving music add a bit of drama to the documentary.

The project was advised by TC Professor Geotroy Sauve.
A WORD FROM OUR GRADUATES

This year the TC department graduated the largest class in the department's history. Despite our state's economic slump, our graduates are still able to find internships and jobs after they graduate. A survey sent to all graduating seniors and master's degree students reflects some of their experiences in the TC department. Of the 76 graduating students, 27 replied.

What aspect of TC will you take with you upon graduating?

"The skills I learned here are invaluable, but I also value the confidence that I can contribute positively to the field."

"An ability to understand how and why people perceive technical information as they do."

"I will always remember the friends I have made with the faculty and my classmates."

"TC gave me a huge amount of experience with professional tools and my portfolio is rich with diverse examples of work."

What field of TC did you go into?

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<td>Web Development</td>
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<td>Documentation</td>
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<td>Science Writing</td>
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<td>Technical Japanese</td>
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What did you like most about the TC Department?

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<td>Comradery</td>
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<tr>
<td>11%</td>
<td>Availability of Resources</td>
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<td>International Opportunities</td>
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Congratulations to the class of 2002...

Undergraduate Program

Kathryn Agnusini
Laura Allen
Natalie Brockway
John Burns
Sara Caucy
Crystal Chinn
Clifford Chinn
Raymond Choi
Rajbiree Dhatt
David Drey
Kyle Fletcher
Raymond Flynn
Paul Foy
Robert Frantzen
Jessica Gibbon
Marita Graube
Amy Guenther
Joel Hamill
Laeld Henry
Lauren Hoenlein
Linda Holbrook
Kristopher Hovinghead
Saman Howard
Michael Lassere
Thomas Lin
Shawna McClimans
Nathan Moore
Christopher Mulligan
Kristina Peterson
Paula Roberts
Sharon Setser
Charles Selk
Megan Shia
Yina Shin
Tyler Shin
Brandon Skinner
MiKi Tanimura
Tanner Taylar
Tiffany Thibodeaux
Brian Voig
Natalie Wang
James Wells
Karl Wiegand
Fred Willis
Richard Yia
Derek Young

Day Master's Degree Program

Dell Burner
Laura Carbone
Matthew Efros
Krisandra Freeman
Michael Garrett
Christopher Holstrom
Mary Ann Krag
Robin Maberry
Connie Massimer
Kathryn Mcbride
Jamee Proser
Holli Riebbeck
Emma Rose
Laura Schultze
Matthew Tevenan
Laurel Teveling
Carolyn Wei

Evening Master's Degree Program

Heidi Adkisson
Colin Bing
Daryl Chinn
Timothy Dereg
Denise Fulton
Taryn Gerhardt
Lynne Gensich
Timothy Greaves
Andrew Hinkelma
Susan Kallinbach
Miriam Kennedy
Lily Sun
Kathleen Whitehead
Imagine being kidnapped inside an office cubicle to only by the cool glow of a computer monitor. Bound and gagged, it might be impossible to escape. But if you’re lucky, the computer will be equipped with eye-tracking technology, allowing you to email a Request for Help (RFH) to the FBI with just a little eye dancing. You’re saved!

What ten years ago would have sounded like science fiction has become a reality for many students with disabilities who cannot use a keyboard or mouse. The TC department is using this same technology to investigate many of the important issues facing graphic designers.

Last year the TC department received a grant from the Society for Technical Communication (STC) and a matching gift from ERICA, Inc., who manufactures the GazeTracker™ system. This device uses a low-power laser to track the eye movements of a computer user. An accompanying software package records this movement, allowing researchers to study how people look at webpages, scanned documents, and other visuals.

Where on the screen do people first look when viewing a webpage? Does a company’s logo attract attention?

“There is no limit to the research questions that can be asked,” says Professor Tom Williams, the grant recipient and research coordinator for the device. With his guidance, students in the TC department are using the eye tracker to answer many fundamental questions about visual communication.

This year a group of students have taken the eye tracker on its maiden voyage by using it to evaluate well-published metrics of typographic design. For example, some journals recommend that the same guidelines be followed for both on-screen publications and print publications, while others advocate differing the amount of leading. The eye tracker will provide insight into these and other debated ideas.

Preliminary results from this study are available and will be presented next Fall at the Society for Technical Communication’s Region 7 conference in Vancouver, B.C.

Another group of students is using the eye tracker to study the extent that isolated visual elements draw attention to themselves. The tests for this research will be completed in the Spring of 2002.

Altogether, about ten students have tried their hands at research using the eye tracker, and plans are underway to provide more opportunities for student research.

“I personally think everybody should be involved in some form of undergraduate research,” says Chris Mulligan, who tested the majority of the participants for the leading study. Participating in undergraduate research provides unique opportunities to test theories learned in the classroom, he says. Chris has also assisted in reviewing relevant literature and analyzing data from the study.

To allow other students to obtain the same benefits, the TC department has created a permanent course titled “Directed Research in Technical Communication,” which allows students to receive academic credit for participating in these investigations. Students taking the course work in teams to formulate research questions, design and conduct studies, and present their results in publication-quality papers or at professional conferences.

The eye tracker has also caught international attention. Last Fall Memno de Jong, a visiting faculty member from the University of Twente, designed a series of experiments for the device (see p.XX). And this Spring, Matt Melenhorst, a student from the same university, is using the device to investigate how people read large online documents.
**TCAA discusses Content Management**

This year’s Spring event for the Technical Communication Alumni Association (TCAA) took place in the Waterfront Activities Center, on the shore of Lake Washington. Here, a panel of industry experts talked to nearly 150 people about how they use Content Management (CM). TCAA alumni, staff and students were on hand to listen as the experts spoke individually and answered questions in an open forum.

The first presenter, lecturer in the UW Information School (ISchool) and author of “The Content Management Bible,” Bob Boiko, posed the question—“What is Content Management?”

“It’s an industry,” said Boiko. There are companies today that offer solutions to every problem. Some companies will tell you, “Yeah, we do that.” Others can offer real solutions to real problems. For instance, Boiko noted several needs: “My website is too big,” or, “I have too much information.”

“It’s a balance of forces,” said Boiko. There are goals, authors, organizations, publications, acquisition services, staff, etc., all needing to access the information.

The next presenter, Kate Harper, manages the Home Imaging and Publishing User Assistance team (HIP team) at Microsoft. In the user assistance world at Microsoft, there are many processes and deliverables that rely on CM solutions. In Harper’s group, the deliverables range in length from 300 to 600 topics, all of which must be readied for localization. CM strategies are used to track evolving help topics in a database and to quickly pull topics from the database.

Another Microsoft expert, Thom Randolph, discussed CM in a similar fashion as Harper. In Thom’s group, CM is used to manage a “revision controlled repository.” Like Harper, Randolph also uses CM to manage large products that have multiple destinations. One notable use of the revision controlled repository is to backup parts of your system. Randolph noted that if you are developing with specific tools and the system goes down, you want to be able to get the same version of the tool back. Storing development tools can save a lot of time and frustration.

The final presenter, Karen Kasnic, is a lecturer in the TC department, where she recently completed her graduate studies. Kasnic explained the history of CM in the TC department. It began with roots in a class taught by Boiko in the fall of the year 2000 and has since become a full-time course (TC 433 has been recently approved).

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**Beth Kolko — Assistive Technologies**

Last summer, Beth Kolko coordinated a workshop with the UW DO IT program (Disabilities, Opportunities, Internetworking & Technology) to introduce high school students with disabilities to usability testing. Microsoft sponsored the summer workshop by donating pre-release copies of Windows XP. The students who took part designed and conducted a usability test of the operating system and found several problems with XP that hampered its use by people with disabilities. The students presented their findings at the end of the workshop.

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Beth Kolko

Not many people are trained to detect accessibility faults in software and websites. As architects of information design, TC students benefit by being informed on this subject. Next year, TC students will be able to learn about accessibility through a special topics course, which Beth will teach.
BEREANO ADVANCES SOCIETY & TECHNOLOGY EDUCATION

Modern technologies like talking cars and automated teller machines ought to make our lives better. But do they? And how would we know?

According to TC Professor Phil Bereano, there are ways to analyze such issues. Thanks to his leadership, students in the TC department are learning new ways to evaluate the business and institutional claims about advantages of new technologies.

Although all UW engineering students (including TC students) are required to take several courses from humanities departments, few of these courses teach students how to reconcile social values with the practical goals of businesses and institutions. "They don't deal with the interactions," Bereano says.

To counter this trend, he offers several TC courses on the mutual interactions between technologies and society. "There's no rational way to justify not teaching these courses to our engineering students," says Bereano, who aims to help students think critically about these issues.

Towards this end, Bereano has collaborated with multiple UW departments to help establish a Ph.D. concentration in Technology & Society, a program emphasizing how various technologies and societal forces interact.

Just two years ago he established a new course on Policy Dimensions of Genetic Engineering, which introduces students to the contemporary questions facing this growing industry. This year he hosted Clarine Verhoog from the Free University of Amsterdam who assisted in some of this research (see p.9).

Besides teaching at UW, Phil Bereano has been exporting his expertise to other international audiences. Recently he participated in a variety of international negotiations, sponsored by the United Nations, about genetically engineered organisms in food. As an expert in risk analysis under the UN's Biosafety Protocol, he will be assisting countries in evaluating the risks of importing engineered food products. This year Bereano attended UN meetings in Yokohama, Paris, and the Hague.

As a participant in the Biosafety negotiation process and as an "Expert" inscribed on the Secretariat's Roster of Experts, he participated in a meeting of the Intergovernmental Committee for the Cartagena Safety Protocol in Cuba, which was designed to come up with ways that Third World countries and eastern Europe can develop their capacities to assess genetically engineered organisms that another country (or corporation) wants to import into their territory. This work included the creation of a major Web site (the "Biosafety Clearing House", see http://www.bioid.org), the raising of money to utilize various expertise, and training of local people.

Bereano also applied his expertise to advise the Henry Art Gallery for a major show and symposium, called "Gene-A-Rama," an artistic representation of the issues involved in genetic engineering, which opened in April.

* Helen Kibbeck (postComm 2001) and Phil Bereano also contributed to this profile.

NEW DISTANCE LEARNING PROGRAM

This year the TC department introduced two new distance learning programs to allow students greater access to teaching resources.

The department introduced TC 498B in the winter quarter, an undergraduate special topics course on International & Intercultural Aspects of Websites, and TC 521 in spring, a graduate-level speakers' seminar titled "Current Issues in Technical Communication."

The undergraduate course was directed by Thea van der Geest, a professor from the University of Twente (see p.9). The course was jointly offered with a course at her home university in the Netherlands. Through a course website, students interacted with each other and sometimes held chat sessions as part of class discussions. Students taking this class agreed that this new experience helped them learn many real-world aspects of international websites.

In TC 521, the speakers' seminar, one of ten different speakers presented during each Friday session. The speaker series...
FIRST GRADUATING CLASS:
Evening Masters degree program

Congratulations to the first graduating class of the evening master's program in Technical Communication here at the University of Washington!

Offered through UW Educational Outreach and taught by the regular faculty of the TC department, the evening master's program is a new educational option for those unable to take the master's program during the day. The evening program strictly adheres to the standards of quality already in place with the day master's program, but focuses on communication design for new media.

The program can be completed in just two years with a total of 36-48 credits over six quarters. The first class to complete this exciting new program is the start of a proud tradition we hope to continue!

FARKAS & FARKAS COAUTHOR
PRINCIPLES OF WEB DESIGN

by Dave Farkas & Jean Farkas

When Longman, a major textbook publisher, asked Professor Dave Farkas to write a book on website design, he decided to team up with a co-author and didn’t have far to look to find a good match. His wife, Jean Farkas, had extensive experience creating websites, hypermedia tutorials, and online help systems. After two years of work, their book, Principles of Web Design, was published early in 2002 as part of the Allyn & Bacon Series in Technical Communication. “If you really want to test a relationship,” said Dave with an enigmatic smile, “try writing a book with your significant other.”

When asked what is distinctive about the book, Dave explained: “Most books on Web design contain lots of good information, but are mere collections of tips. In our book, the principles and recommendations fit together to make a coherent whole. For example, the reader sees how principles for organizing a website also apply to designing the navigational interface and then to writing for a non-linear medium.” To learn more about Principles of Web Design, visit www.uwtc.washington.edu/pwd.

was broadcast over the web by UW’s Education at a Distance for Growth and Excellence (EDGE) program. The series was scheduled so that local evening master's degree students could "tune in" to the speakers' series, while people around the country could view it at their own convenience.

Anyone can sign up to take the distance-learning version of TC 521 through the UWTC website at: http://www.uwtc.washington.edu/courses_and_programs/grad_program/evening/single_course.htm. The course fee for the ten sessions is $400.

Jean and Professor Dave Farkas taking a break.

Congratulations to...
Heidi Adkisson
Colin Birge
Timothy Derrg
Darryl Chinn
Denise Fulton
Taryn Gerhardt
Lynn Gottlieb
Timothy Greenzweig
Andrew Hinkelmann
Susan Kalterbach
Miriam Kennedy
Lily Sun
Kathleen Whitehead
MANAGING COMPLEXITY

If our communication-driven world is like a garden, how does one tend it? That is the question that UWTC Professor Mark Haselkorn and four TC undergraduates are asking in response to a growing need for information management. Large agencies, such as the Washington State Department of Transportation (WSDOT), are seeking Haselkorn’s guidance in how to cultivate an information access structure that optimizes information flow throughout their organization.

“It’s like turning technical communication on its head,” says Haselkorn, whose students are analyzing WSDOT’s communication systems from the top down rather than from the bottom up. Instead of engineering documents to meet specific objectives, students start by analyzing the social, political, and institutional complexities found in industries and institutions. Understanding this rich climate is critical to choosing technological solutions for these complex organizations, says Haselkorn.

“You don’t solve complexity,” he says, “You manage complexity.” Haselkorn hopes that his students will learn the broad thinking that is typically required of chief information officers (CIOs). He is using the students’ experiences as a “test bed” for an undergraduate course on Information Management. Such work could lead to an Information Management pathway in the TC Department and could qualify TC graduates for positions as CIOs.

ENGINEERING WRITING CENTER PARTNERS WITH THE iSCHOOL

In November of 2001, Bridget Warington, assistant director for the UW Information School (iSchool), sent an email to the UW Advisers and Graduate Program Coordinators’ listserv requesting information on procedures for creating a writing center. Carolyn Plumb, the director of the TC department’s Engineering Writing Center, invited her to a meeting to discuss how the Engineering Writing Center was formed. During that meeting they both agreed that collaboration would be “a powerful way to expand the capacity of both units’ writing center resources.”

The goal of this collaboration is to give undergraduates and graduate students from the iSchool, TC, and other departments in the College of Engineering another resource to aid in writing. Previously, the engineering writing center was available only to undergraduates, but the School wanted to provide writing assistance to graduate students as well.

The iSchool’s faculty will also benefit from this partnership by receiving advice from Carolyn Plumb on designing effective writing assignments to improve their students’ writing skills. The iSchool will have a fully operational writing center from day one, rather than having to go through the pains of starting from scratch.

This project will help TC advisors better understand the iSchool curriculum so that they can better advise students choosing courses in the two departments.

Karen Kacsonic will take the helm of the writing center by managing the day-to-day activities. Two graduate assistants will also be hired—one from each department—to lead the group of student tutors.
**UPDATE: TECHNICAL JAPANESE PROGRAM**

This year, the Technical Japanese Program (TJP) reached another milestone by establishing a minor for undergraduates at the College of Engineering. Prior to this year, the TJP program offered only a graduate degree in technical Japanese. The new minor accommodates the wide range of students who want to take their courses.

To establish the minor, the program drafted a proposal that was sent to review committees at the College and University levels. After successful reviews, the minor became official last fall.

Three are three steps to creating a minor at the UW. First, a proposal is drafted and sent to review by members of the department. Once the department approves the proposal, the college review committee must also approve it. In the case of TJP, members of the engineering department reviewed the proposal at the college level. Finally, the proposal is reviewed at the University level. Once the university review committee approves it, a minor becomes official and is implemented the following quarter.

Michio Tsutsui

This year, Michio Tsutsui spent a great deal of time expanding the Technical Japanese Program here at the University of Washington (UW TJP). Tsutsui sensed—as he is more commonly called—drafted the proposal to establish the minor in Technical Japanese.

He also expanded TJP’s international internship program by establishing a new relationship with the Hyogo Prefecture, and by reaching students beyond the College of Engineering.

As his main research project, Tsutsui was in charge of developing a software program used to review and evaluate taped performances of Japanese speech. The software helps students identify mistakes and other problems in speaking the language. From listening to an oral presentation in his second-year Technical Japanese class, Tsutsui is able to insert comments into the video where grammatical and pronunciation errors occur. Students then review the video using LE to discover where mistakes occurred. At the end of the video, the student can then choose to view all the mistakes to compare answer keys.

According to Tsutsui, the process of self-discovery is very important. Tsutsui notes that although this software has been developed for second-language learning, it can be used to review other kinds of performances, including presentations, music performances, acting and sports.

Tsutsui also redesigned the second-year TJP class to accommodate students who are pursuing the highest level of Japanese at the UW. The class was originally designed in such a way that students could choose the materials that they wanted to study. Because students wanted more structure in the course, Tsutsui redesigned the curriculum using his own reading materials. Students still choose one on which they give an oral presentation at the end of every quarter.

The second-year TJP class was expanded this year from two four-credit classes offered in Winter and Spring to three-credit classes offered over three quarters of the academic year.

This schedule, which was previously designed to accommodate students finishing internships during Fall quarter, has been revised to allow more students to take the courses.

**Masashi Kato**

Masashi Kato currently teaches all the classes for the first-year TJP program, which includes the TC460 series (Reading in Technical Japanese), and TC470 series (Oral Communication in Japanese Technical and Business Settings). Since the Technical Japanese Program opened its door to undergraduate students and graduate students in other disciplines during Autumn 2000, each class has been filled with more than 20 students.

(continued on next page)
Kato constantly uses technologies to teach both classes. During the past year, he has been researching the effectiveness of using Language Partner (LP) software he and his colleagues developed for second language learning. He started conducting his research during Winter quarter 2002 by dividing his class into two groups. One group would regularly use LP to practice Japanese while the other half wouldn't. Although the experiment is still ongoing, Kato believes that there will be interesting results.

Kato has also started a project on the distance-learning Japanese oral communication course. The experiment will start from Autumn quarter 2002. This will be the first true distance-learning program that trains students in oral communication.

Joseph Kim

Joseph Kim developed Language Partner (LP) and Language Evaluator (LE) for the technical Japanese program. He joined the program in 1999 as a Senior Computer Specialist, and as the computer guy he handles all computer related tasks for TJP.

Language partner was the first software program developed by TJP. It was originally coded for the Macintosh platform by Joe's predecessor using SuperCard, but Joe recoded it from scratch, using Macromedia Authorware, for both Macs and PCs.

"...the process of self-discovery is very important."

— Michio Tsutsui

According to Joe, the most difficult parts of developing LP were writing it to be cross-platform compatible and working with double-byte languages. Because Japanese borrows Chinese characters, displaying and inputting the characters in LP was a big problem that Joe had to deal with. The platform problem was eventually resolved after TJP decided to drop the Macintosh platform, since most computer labs have migrated to PCs. Joe is now developing an online version of LP using Macromedia Shockwave.

Joe recently developed Language Evaluator (LE) for Tsutsui sensei so he could evaluate his student's oral performances. This is pretty amazing considering that Joe was an English major and had no formal training in computer science or engineering. Computers were always a hobby for him; he started using them at an early age. His first computer was the Commodore Vic20 with a staggering 16K of memory and an audio cassette drive. After graduating from college, Joe worked as a technical writer, technical and support person, network manager and then moved on to the gaming industry where he worked as an Asset Wrangler managing and processing the files that would fit on the seven-CD X-Files game. During the project, he also learned some programming and assisted in video game authoring. After coming to the UW, Joe starting doing more intensive programming, which was both challenging and fun for him. Joe will be leaving the program during spring quarter 2003, but he will continue his work from his new home in Portland under a consulting agreement.

Raye Westad

At the end of the first year technical Japanese series, students can opt to do an internship in Japan. For students in the TJP masters program, the internship is mandatory. Those students talk to Raye Westad, the TJP program coordinator, who is in charge of setting up the internships for TJP students. She has been working at the UW for many years now and was transferred to the TJP program in 1995. The internships are coordinated through Japanese External Trade Organization (JETRO) as UWJ students compete with students from other Universities in the U.S., Canada, and the U.K. Raye insists that our students consistently have high placement rates because they are highly proficient in Japanese and have advanced technical skills. Besides acting as a liaison between UW JETRO, and other universities, Raye also works to help students who are having difficulties during their internships. Currently she is wrapping up the paperwork for the next crop of interns going to Japan.
This year, two undergraduates and one Technical Japanese master's student have returned from internships abroad. Ben Keim, Jason Gettys, and Thomas Lin, who each worked for different industries in different parts of Japan. All three students are studying Technical Japanese, a program within the TC department. Besides enhancing their educations, their international experiences have shown them the side of Japan that many tourists never see.

While working in Japan, the three interns had many common experiences, such as difficulties in communicating, periods of time at work with nothing to do, and the impossible task of explaining TC in another language. Although there is a chapter of STC in Tokyo, Japan, TC as an academic discipline is still quite new and unfamiliar to the Japanese. They also had many fun experiences such as visiting famous landmarks in Japan, drinking with co-workers, and improving their Japanese.

All three interns believe that the opportunities provided to them through the Japan External Trade Organization (JETRO) were very rewarding and opened their eyes to the realities of working in Japan.

Ben Keim

Ben Keim worked for a company called The Chemo-Sero Therapeutic Research Institute in the city of Kikuchi. (Kikuchi is located in Kumamoto Prefecture in the southern island of Kyushu.) His internship lasted six months, from June to December of 2001. Under the supervision of a senior researcher, Ben worked in a laboratory making genetic recombinant chicken vaccines. He also translated and edited documents for his Japanese coworkers.

Jason Gettys

Jason Gettys worked for an IT consulting firm called D Knowledge Inc. located near Tokyo. His internship lasted from July 2000 to October 2001. During the first several months, he contributed to a project for recreating a dynamic database for JR East, a Japanese railroad company. He used HTML, ASP, and SQL to interact with a database in the company's SQL Server. The contents in the database were dynamically displayed on the website according to the user's actions. For the last six months of his internship, Jason worked onsite at Pfizer Pharmaceuticals of Japan, where he coordinated and supported the usage of current and new computer equipment for executives. This exercised both his English and Japanese skills, as some of the executives did not speak much Japanese.

Thomas Lin

Thomas Lin worked for Yokohama Rubber Co., Ltd. located in Hirasaka city, two hours south of Tokyo. His internship lasted six months, from July to December of 2001. During that time, he researched rubber compounds and patent information from online databases. Analyzing the different compounds developed by other tire companies, Thomas was able to identify the number of compounds each company used for each part of the tire. As a special project, Thomas designed and created a colored tire, the first of its kind to have most of its tread and sidewall completely yellow color. He also edited and translated documents from English to Japanese and vice versa.
"Best of Show" is becoming a household word for Northwest Science & Technology (NWSciT), thanks to a winning streak that has lasted three years. This January, the magazine awarded another "Best of Show" for an article written by UW graduate student Jennie Dorman. Her article, "How Did the Leopard Get Its Spots?", won the award at a regional competition among technical publications, an event sponsored by the Puget Sound Chapter of the Society for Technical Communication (STC).

"This is a true honor for us to be recognized by STC in this way," says Deborah Illman, editor of NWSciT and associate professor in the TC department. Dorman's article won the "Distinguished" (1st Place) award in the Trade News Articles category before advancing to win "Best of Show" in the Technical Publications category.

The magazine, which is written mostly by UW students, has won nine awards in the last three years of competition, including "Best of Show" in the International STC Competition held last year.

"It's a wonderful recognition of the high quality of our student work," says Illman, whose classes on science news writing train students to translate scientific advances for the public. Students' articles, which feature achievements in the Northwest, become eligible for publication in NWSciT. Articles published in the magazine provide glossy clips to ornament students' portfolios—a valuable asset for those beginning a career in science writing.

JAN SPYRIDAKIS INDULGES IN WEB RESEARCH

Professor Jan Spyridakis' endeavors in research and article writing have continued from last year. Also she will be attending the International Professional Communication Conference (IPCC) this September with three students she worked with on a study of web-based research.

Some of the projects Jan is involved in include studies on online methodologies, concreteness of navigational links, effectiveness of heading frequency, web page credibility, and internet adaptation. All of these projects are centrally focused on information portrayed through the internet and the way web based research is taking over from hard copy based research previously done.

Jan has also written an article for the Institute of Electrical and Electronics Engineers, Inc Professional Communication Society (IEEE PCS) titled "Effect of Text Organization and Culture on Comprehension."

Besides taking on numerous projects and writing articles, Jan teaches TC512, a course on International Technical Communication. This new course focuses on internationalization and localization of web and text documents with respect to different cultures and countries.

Carolyn Plumb, Senior Lecturer, has been consulting for the engineering writing curriculum at Montana State University while on sabbatical since mid-December. She was invited by the Dean of Engineering, Robert Marley, to strengthen the communication skills of engineering students passing through their departments. She has spent her time interviewing, surveying, and facilitating discussion to help each department focus on what they want their students to know in regard to technical writing.

The idea for her sabbatical came during a conference held in Bozeman, Montana, by the American Society of Engineering Education. It was there that she met Robert Marley, who invited her to help with MSU's engineering writing curriculum and assessment. Since Carolyn had already been doing writing assessment work here at UW, she gladly accepted the opportunity to exercise her skills in a new environment.

Carolyn will return to Seattle on June 22, 2002, with a fresh look at technical communication invigorated by her stay in Bozeman. Though she said that she doesn't miss the "Seattle drizzle," she has missed her fellow colleagues and TC students and looks forward to arriving back home.
Scholarships

Mary Ann Krug (grad) won the Souther/White Scholarship given by the Society for Technical Communication.

Crystal Chin (ugrad), who is doing a double degree with Geology & TC, won the Crooks Scholarship, which is given for high academic achievement in the Geology department.

Mary Nystrom (abnorm-grad) won an STC scholarship to attend the Institute for Technical Communication (ITC). This award was for June 2001 and was given to high school teachers who will attend ITC.

Li (Edward) Cao (grad) and Elhoo McKinney (ugrad) have each won STC Scholarships for $2000 for 2002-03.

Jay Barker (ugrad) was nominated for 2002-03 College of Engineering Scholarship.

Grants

Emma Rose (grad) was given $1000 by the TC department to attend last year’s international workshop in Germany.

Marita Graube (ugrad) was awarded the Boeing Science & Technology Writing Fellowship through the TC department for winter 2002. This is a $2500 award to support herself while she develops science writing skills.

National

Laura Carsten (grad) was selected by the nationally acclaimed Discover magazine for a science writing internship.

Karon Kasonic (abnorm-grad) received Honorable Mention for the College of Engineering’s Outstanding TA award.

Deborah Illman (faculty) won “Best in Show” for Northwest Science & Technology in the International Technical Publications Competition.

Jan Spyridakis and Thea van der Geest won a Distinguished Technical Communication award from STC.

Karen Kasonic & Rebecca Bryson were elected to the Sigma Tau Chi student honor fraternity at the S7C board of Directors meeting.

Holli Riebeck won the national competition for the first-ever Technology Journalism Internship from the Institute of Electrical and Electronics Engineers (IEEE) Foundation.

Dean’s List

Summer 2001

Paul Foy
Rob Frantzen
Mick Garret
Jason Gettys
Joel Hamill
Trina Himmelman
Shawnda McClimans
Craig Nisperos
Tiffany Thibodeaux
Shirly Tran
Derek Young

Winter 2002

Jay Barker
Collie Blair
Natalie Brockway
Cat Chien
Raymond Flynn
Paul Foy
Martha Graube
Joel Hamill
Trina Himmelman
Reece King
Shawndra McClimans
Nathan Moore
Nicholas Murray
Craig Nisperos
Shannon Safari
Allison Schelzbach
Sharon Sears
Natalie Speake
Miki Tanamura
Tanner Taylor
Tiffany Thibodeaux
Shirly Tran
Derek Young
IN THE REAL WORLD

compiled by Natalie Brockway

As always, "In the Real World" provides an opportunity to find out what former classmates are currently doing. This year, we asked our participants to reflect, if they cared to, on the aspects of formal TC training they continue to use.

Mark Alway (1999)

"Usability engineering is key. Software is just a tool and unless you can use it, it's worthless. The entire scope of usability design has been a huge factor in my software's success—this includes focus groups, needs assessments, mock-up tests, usability tests, formal reviews, and good customer service once a product is released."

Mark works as a Lead Software Developer for the Catalyst Project and Educational Technology Development Group at the University of Washington. He develops campus-wide technology for teaching and learning. He is also a faculty member of the UW Education Outreach, where he teaches CGI Programming, for the Internet Programming Certificate Program. When he is not developing software or teaching at the UW, he teaches Advanced Web Page Scripting at the Art Institute of Seattle.

Cathy Anderson (1995)
cathy@thesics.com

Cathy is a technical editor for Microsoft Exchange Software Development Kit.

Autumn Arbury (2000)
autumn@isogen.com

"In my job as a technical instructor of all types of audiences, the skill I use most that I learned as a TC student is audience analysis. While listening to students ask questions and respond to my questions and exercises, I have to figure out what technical level they are at and cater my teaching to their level of learning. Almost every course I teach as a TC student emphasizes audience analysis, and that was most often for the purposes of writing, but the basic techniques I learned carry over to teaching as well."

Autumn works at a consulting and training business called ISogen International, LLC, as a Standards Instructor teaching XML courses. Her role as an instructor keeps her traveling two weeks of every month. In addition to her rewarding career, she spends Sundays building dogs at the Human Society in Eastgate. If anyone is looking to adopt a great animal, send her an email and she can help you find your ideal pet.

Dana Armstrong (1989)
dakar@eudoramail.com

"I learned basic desktop publishing skills and had my first exposure to the killer tool Word for Windows. Knowing basic principles of white space and font use has definitely come in handy, as did the printing terminology and concepts I learned. My internship through the department was very valuable as it gave me contacts in the software industry and real-world experience that I would have had trouble getting on my own."

Dana contracts in the software industry as a Technical Writer on small print and Help projects.

Her professional experience is in developing the documentation for Windows client applications and for computer games.

Jenny Blackburn (2000)
jenblackburn@hotmail.com

"In my job, I evaluate the usability of our website by observing customers using it. The TC classes that I took in usability testing, user interface design, and visual communication provided me with the foundation that I needed to perform user research. Other classes were also valuable—technical writing and editing taught me to write with clear organization and appropriate style. I use these skills in documenting usability results, as well as in all email and business communication."

Jenny is a Usability Engineer at Getty Images, which offers portables, pictures, fonts, and movies to enhance business materials on the Web and in print.

Eve Bakemore (2001)
evbe@hotmail.com

"My final project in the Computer Documentation course was an online user's guide for a database that I use at work. When people have questions about how to use the database today, all I need to do is forward a link to the documentation. This program gave me the skills I needed to create a simple solution for a real-world problem."

Eve is a Web Producer at Microsoft Corporation. She drives the
daily publishing of a major product site on Microsoft.com. In her current role, she works closely with marketing managers, program managers, editors, designers, and developers to manage release schedules that include frequent content updates and functionally upgrades to the website.

Ted Boren (1999)
tboren@microsoft.com

"In TC I learned: (1) how to win friends and influence people, or at least interface designs; (2) that to influence a design, starting earlier is better than starting later (but starting later is better than never starting at all); (3) that statistics never lie, but statisticians often do (therefore, don't be a statistician); (4) be a faithful observer—storyteller who has some numbers to back up claims; and (5) the less is more."

Ted is in his fourth year as a Usability Engineer for Microsoft Corporation's MapPoint Business Unit. In addition, his fifth child, a baby girl named Kate, was born on March 6, 2002.

Jared Brockway (1995)
brockway@covesant.com
www.covesant.com

"Being able to organize information and present it clearly and effectively is important. There is a lot of data that comes out of the assessment process. I need to present the results concisely and still retain all the important information."

Jared is an organizational improvement consultant to software companies. His job description is a blend of organizational development and software engineering. He uses surveys and ethnographic interviews to research the problems that people face in their work and to help the company leaders find ways to resolve them.

Scott Bush (2001)
shush@echospace.com

"All of my TC education was valuable, but Professor Farkas' advice to 'leave your ego at the door' when writing for your job has proven invaluable. There are simply too many corrections, revisions, and alterations to your work to take each change personally. Clearly separating 'my' writing from 'work' writing has saved me a lot of grief. It's not an easy skill to put into practice, but well worth it."

Scott is in his second year at Echospace, an Internet company in Lynnwood, Washington. Two UW graduates founded Echospace in 1999. The majority of the staff members are also former Huskies. As one of only thirteen Echospace employees, Scott is able to wear many hats. His duties include writing online Help systems for Web applications, documenting internal software development, editing and laying out business letters, marketing flyers, and advertisements, writing content for the Echospace homepage, developing product specifications for potential clients, and consulting with clients.

Carl Charlefeid (1995)
carlch@microsoft.com

"In my current work, I find myself returning to the author-reader interaction models that introduced me to TC 501 several years ago. Personas, user archetypes and the like are all the rage in audience analysis these days, but when you get right down to it, it's just plain old rhetorical analysis."

Carl works as a Documentation Manager in the User Experience Group, Business Tools Division, at Microsoft Corporation. In addition, he is updating his book, "Microsoft Project Step by Step," for 2002. Carl continues his involvement with the TC Department by teaching TC 407, Computer Documentation, for the certificate program. He has two sons, ages one and five. In addition, his family is in the process of adopting a four-year-old girl from China.

Minna Choe (1996)
mechoe@adobe.com

Minna is a Quality Engineer at Adobe Systems, Inc., in the Core Technology Department. She works on font display and printing in all of their major software products, including InDesign, Photoshop, Illustrator, and Acrobat.

Josh Cohen (2001)
posiwa@u.washington.edu

"The answer is always 'E.'" Josh is a Programming Writer at Microsoft Corporation.
Kimberly Feldman (2001)  
sandyaz@gte.net  

"Most of my job requires dissecting and rewriting sentences to make them e-clear. The format and page layout concepts taught during the last quarter have helped me design a clearer document as well. The Web concepts covered in one class came in handy while designing our upgrade and will help when we put the finishing touches on it before implementation in June."

At The Boeing Company, Kimberly works as an Editor for the internal processes and procedures of the Manufacturing Engineering organization. She also worked on designing an upgrade to the current website, which she plans to implement in June.

Stacie (Murphy) Finnelly (1987)  
stacief@interlingu.com  

"The industry has substantially changed since I attended the UW, but the TC program provided me with a strong foundation. I believe all of the courses have in some way been put to use, although white enlisted I never would have guessed that. (Shh, don’t tell Professor White that I actually use information from his Management class, or that the crash of 1987 in Professor Farkas’ Computer Docs class taught me a lesson or two.)"

Stacie serves as Director of Documentation at INTERLINGU Software Corporation.

Kathy Galvin (1998)  

"...information architecture and information design. It’s the first thing I look for in hiring, also."

Kathy is a Systems Manager for Technical Communication at SAFECO Insurance Company.

Linda McCoy Gobesi (1998)  
linda.gobesi@woolpert.com  

Linda works at Woolpert LLP, a Dayton, Ohio-based engineering consulting firm. She is a Documentation Specialist in the Geographic Information Systems Department.

Lynn Gottlieb (1997)  
lynn.gottlieb@boeing.com  

"I use the audience analysis, editing, and usability skills I learned while I was a TC student."

Lynn is currently in her second year in the evening MSTC program and will graduate in June 2002. She is doing some technical writing, but most of her energy is spent in heading up the process improvement effort using the Capability Maturity Model (CMM) created by the Software Engineering Institute (SEI) at a part of Carnegie Mellon University.

Marita Graube (2001)  
magraube@hotmail.com  

Marita is working on a science writing fellowship through the UW’s Northwest Science and Technology magazine.

Jason D. Grose (1997)  
jdgrose115@bigfoot.com  

"My undergraduate work in TC prepared me well for administrative duties in the Marine Corps. The skills I learned enabled me to expand the duties normally associated with administration and provided a much more extensive toolbox to accomplish my duties. Those same skills benefit me in my pursuit of a master’s degree in information technology. The breadth of skills I received from UWTC proved to be a valuable asset to my career and academic goals."

Since graduating in 1997, Jason served as an Adjunct for a Tank Battalion in the Marine Corps. He was then promoted to the rank of Captain, and was selected to pursue a Master’s degree in Information Technology Systems from a military college in Monterey, California.

Joanne Harvey (2000)  

"I have learned that when editing, it is helpful to read through a document several times—looking for different things each time. The technical skills I gained through the program have helped me to lead a conversion from Doc-to-Help to FrameMaker and rely on RoboHelp for all my online Help productions."

Joanne is a Technical Writer for Dexter & Chaney, producers of accounting software.

chet@xyzu.net  
www.xyzu.net  

"Much TC wisdom is directly applicable to Instructional Technology (IT). Of critical importance..."
tance are psychological theories and research on elements of text readability, screen and multimedia design, visual and auditory perception and processing, and graphics and text design for instructional manuals and tutorials. But the methods and apparatus employed in research on usability were the foundation of my automated qualitative studies of problem-based learning."

Chen is currently applying for a faculty position, expanding upon his doctoral research, and writing articles and a book.

Jack Huang (1998)
jackhu@microwave.com

"I think all TC undergraduate classes got me where I am today. Especially, the technical writing, project management, and the Web Design classes helped me tremendously. I would encourage all undergraduates to start their internships early, because it’s quite competitive out here in the real world.

Jack is working for Microsoft Corporation as a Localization Program Manager in the Windows Division. He is currently working on the next version of Windows XP.

Rachel Jackman (2000)
racheljackman@hotmail.com

"...focusing on the user’s experience, managing the delicate writer-editor relationship, and following the relevant style guide..."

Rachel works for an application development company and plans to relocate to Kansas City. There, she will continue working in software development.

Randy Jackson (1995)
ranjacke@u.washington.edu

"I apply what I learned in Judy Ramsey’s user interface design/ testing courses all of the time.

Randy finished his Ph.D. in Educational Technology at the UW in 2000. Since then, he has continued his involvement with the UW by working for Classroom Support Services. One of his tasks is to carry on the brilliant work of former fellow TC student Anita Salem in designing user interfaces for touch-panel display control systems in technology-based classrooms.

Cindy King (1995)
elking@u.washington.edu

"...teaching and working with Carolyn Plumb. My teaching skills have served me not only in the pursuit of my Ph.D., but also in industry. Knowing how to explain the unfamiliar in a way that is engaging has proved to be invaluable to me, whether I’m doing technical, sales, management, or communication training.

Cindy is working on her dissertation, which focuses on the connection between language and social interaction in the TAU, which is controversial at the University of Washington. She will receive her Ph.D. in June of 2003. In her spare time, she is building a cabin on the Olympic Peninsula with her partner, Anita Salem, golfing, and celebrating Anita’s 50th birthday year!

Marie Kotowski (1995)
mkotowski@u.washington.edu

"On the technical writing side, although I’d been doing it for a dozen years, I developed the theoretical basis for better explaining my actions. I learned instructional design and Web User Interface Design, which I now do for a living.

Marie works on instructional design for UW’s Center on Human Development and Disabilities.

David Kowalski (2001)
v-dave@windows.microsoft.com

"The main skills I use now that I learned as a TC student include improved writing and communication.

David is a Software Engineer for NEC Systems, Inc. On the main Microsoft Corporation campus in Redmond, he works on the Japanese and US versions of the not yet released Microsoft Windows .NET Server OS. In the future, he expects to be involved in some technical writing projects for NEC also.

Annette K. Kovite (2000)

"...planning, outlining, formatting, graphics and design, and confidence as a professional."

Annette is a Regulatory Writer/Editor for the Federal Aviation Administration in Renton, Washington.
Susan Krala (1987)
skrala@pacificwest.uncg.edu

Susan was recalled to active duty in the U.S. Coast Guard on September 11, 2001. She is currently writing contingency plans related to Homeland Security. The entire Homeland Security Branch is staffed by Reserve officers. She expects to be involved for at least three years. Before she was recalled, she was in her 13th year at Microsoft Corporation. The last project that she worked on was Office XP.

Chris Kuperstein (2001)
ckuper@alumni.washington.edu

“Every course has been helpful in shaping how I think about cross-cultural communication. At this stage, I am asking lots of questions to help me understand how to best communicate spiritual issues to Japanese college students in a culturally sensitive fashion. Soon, I will be using these same skills to compose brochures and pamphlets to advertise out club to students on the campus.”

Chris lives in Osaka, Japan where he is a staff intern with Campus Crusade for the Christ on Handai University campus.

Chuck LaPorte (1997)
chucklafort@hotmail.com

“Modular design and information mapping: Be cognizant of how you intend to chunk and distribute document content and responsibilities rarely does one work alone. Credibility: Your job is dependent on your subject matter experts. Build these relationships! Make the extra effort to... buy a book, attend a class, crash a meeting, etc. Convince these experts that you are credible and prepared and they’ll love working with you.”

Chuck contracts as a Technical Writer for the Boeing Commercial Airplane’s Portal Initiative. Similar to consumer portals such as MyYahoo! or MyCNN, the BCA Portal enables Boeing employees, customers, and suppliers to personalize their information needs. He publishes user, developer, and administrator manuals, drives information architecture and taxonomy standards, and proposes portal solutions to internal business groups. Since graduating, Chuck has traveled to Nicaragua, Singapore, Spain, Portugal, and Alaska. He still plays ultimate frisbee and plans to attend at least ten tournaments this year.

Jenny Lai (1996)
jennylai@att.net

Jenny Lai is a Senior User Interface Designer with AOL. Anywhere in Seattle.

Michael Lamar (1991)
mike@born2ride.com

“The best-skills that I learned as a TC student are those that allow me to convey complex technical information in laymen terms. Never try to impress with complicated sentences; complex language will quickly make a manual unusable.”

When Michael is not working on his eight-acre ranch in Raleigh, North Carolina, he contracts as a Technical Writer. He contracts with various technology companies in Research Triangle Park, a 7,000-acre research & development center that is positioned between three major research universities: Duke University, North Carolina State University, and University of North Carolina.

Joy (Tollman) Lashey (1992)
joy_lashey@sas.com

“I have used skills that I learned in my undergraduate and graduate TC courses. I would have to say that the skills I use most are project management skills, especially since I work on more than one documentation project for a software release. Good project management skills are essential. Occasionally, I have the opportunity to participate in usability tests or customer surveys. During those projects, it’s been helpful to have the skills that I learned in usability classes.”

Joy lives with her husband, Michael, in Cary, North Carolina. When they are not traveling, she works as a Technical Writer for SAS, a privately-held software company. She writes Web-based and online Help for three different SAS software products. In her spare time, she volunteers with her sorority, Alpha Omicron Pi. In June 2001, the sorority honored her with a Rose Award, which recognizes the service and dedication of alumnae members. Her volunteer duties include serving as an Alumnae Network Specialist for eleven Alpha Omicron Pi alumnae chapters in the southeast.
LeAnne Lay (1996, 2000)
locsita@atthi.com

"I learned so many things as a TC student that I incorporate into my daily work. I would say that the most important skill that I learned while being a TC student is analytical thinking—the ability to break tasks down into manageable "chunks" and the ability to analyze those "chunks" and understand how to best communicate them to my varying audiences."

LeAnne is a communication analyst for AT&T Wireless. She currently documents architecture with the Enterprise Architecture Team. This documentation includes Web development components that are integral business documents for other departments.

Barbara Lewton (1990)

"I learned that I could get more money with this degree than without it. I'm joking! Actually, this statement has been true for me. But the real truth is that my experience at the UW helped me discover a lot about myself: my strengths and weaknesses. I learned that I could jump through those hoops (and some of them seemed really stupid at the time) and come out the other side with that degree."

Barbara is a Staff Writer at Fred Meyer, Inc.

Tina Loucks (1999)
tinaloucks@hotmail.com

"There probably isn't a single skill learned as a TC graduate student that I haven't used at one time or another since graduation. Document layout and organization, audience analysis, and editing are skills I use on a daily basis."

Since graduating, Tina has worked for an environmental consulting firm in Ballard. She conducts research and writes environmental documents such as Environmental Impact Statements. She also assists clients with permits and other regulatory issues. In addition to hiking, camping, and cross-country skiing, she spends time creating habitat for local birds and squirrels in her new home with her boyfriend.

Bill Moyer (1997)
whmoyer@erthlink.net

"...ensuring a consistent style throughout a document by adhering to a style guide. The grammar and punctuation refreshers were a big help, too."

Bill is a power plant operations Training Specialist for TRAX Corporation in Lynchburg, Virginia. He spends 60-70% of his time at writing technical documents, so his TC knowledge is put to good use.

Bill Muse (1984)
billg@bilmuse.com

"Procrastinating yields pithy prose because deadline pressure enforces the discipline of economical language use."

Bill is enjoying retirement.

Jamie Myster (2000)
jamie_myster@hotmail.com

"The most important skills are the ones I learned by teaching TC 231. They are the skills that help my own writing the most, and allow me to help others improve their writing. Those skills include the following: teaching the fundamentals of writing, presenting information to a group, giving feedback in an order of importance that will have the most impact on the writing, thinking on the fly, editing in different ways (developmental, outline, copy, production), providing positive feedback in addition to constructive criticism, understanding and explaining grammar (especially modifiers and ambiguity), explaining how to put the main idea of a sentence in the subject and verb positions, assessing grades fairly, being firm when necessary and refusing to give in when pushed, and seeing the value of doing things in different ways."

Jamie contracts and consults documentation projects through his own company. His most recent project was at WinGears in Redmond, Washington. WinGears develops telematics applications. Telematics uses voice-activated devices to provide data from internal vehicle electronics, wireless communications, and information technology to automobile drivers.
IN THE REAL WORLD

(continued)

Michel "Allile" Nash (1999)
nichelnash@hotmail.com

"TC skills are especially important when trying to decipher military acronyms and terms to people who have never been aboard a ship or to family members new to the Navy way of life."

Currently, Michel works as a Training Officer in the Navy on the USS VELLA GULF, which is on deployment in the North Arabian Sea in support of Operation Enduring Freedom. She manages the Training Division that is responsible for scheduling training and schools for the whole ship. The training indoctrinates new personnel into basic responsibilities and requirements of shipboard life. VELLA GULF’s training program was recently featured in Surface Warfare magazine.

Tysan Nevil (2001)

Tysan is currently a Knowledge Base Editor at RealNetworks, Inc.

Mary E. Nystrom (2000)

"I teach TC concepts within traditional K-12 English curricula. I teach a few TC applications within vocational/multimedia curricula. I’m working with OSPI to develop TC competencies to make TC a strand within the IT pathway. I am working on National Board Certification for Vocational Arts and Communication. (TC doesn’t exist as a certification area.) I need working professionals to positively expose high school students and teachers to TC as a discipline and vocation."

Mary teaches English and Technology at Anacortes High School.

Douglas Pyle (1998)
doupguy@microsoft.com

"Know thy users, and be excellent at communicating on their behalf."

Douglas is a Usability Lead in the Content Development & Delivery Group at Microsoft Corporation. He manages a team of usability engineers, who focus on creating a usable and useful experience on www.microsoft.com, as well as ensuring the usability of Microsoft Press, Training & Certification, MSDN, and TechNet.

Joe L. Rhodes (1996)
evergreen5@compuserve.com

"The TC staff are great folks. They knew what’s required to be taught."

After 29 years, Joe retired from his technical writing position with the federal government. He sold his home in North Seattle, purchased a larger home in King County, and contracts as a Technical Writer on the side.

Paula G. Roberts (2001)
roberts.p@atthi.com

"Unlike many TC students, I am able to transfer previous job and life experience to my new career. However, Mary Conney's Style class gave me the expertise to support my editorial recommendations with theory. I also draw information from Carolyn Plam's Project Management class when I'm working with colleagues and management. Because I'm the only person in the company with my particular blend of skills, my colleagues look to me to set a standard for writing and document design."

Paula telecommutes for an engineering firm in Richland, Washington. Her job title is Engineering Specialist, but she functions mostly as a technical editor. She is currently writing a style guide and creating document templates for the office. Her unique skills have helped shape workflow within the office and helped the engineers become better writers.

Carol Robinson (1985, 1992)

"...writing style, usability testing, usability research methods, thinking critically..."

Carol continues to do usability and design work for the UW.

Tristan Robinson (2001)
tristan_robinson@yahoo.com

"Usability testing, contextual inquiry, and rhetoric are probably the most useful tools in my job. Also, TC taught me new ways to conduct research that allows me to grow my knowledge in areas where I need it."

Tristan is a Usability Engineer for software-based test and measurement equipment.

Ingrid Salmon (2001)

Ingrid is a Compliance Manager at Washington State Department of Health.

Paul Samek (1983)

"Most useful/used skills learned: write in a clear, straightforward manner, support your text with illustrations whenever
possible, listen to and heed the feedback from your audiences."

Paul maintains the operations and service maintenance documentation for heavy-duty vehicles manufactured by the Peterbilt Motors Company Division of PACCAR.

Amy J. Scott (1998)

"The most important aspect of my TC education that I draw on daily in the field is to recognize that I am, in fact, in a field! I love technical communication because it branches so broadly into many interesting and different areas, but most of all I love seeing how all those pieces fit together into a comprehensive body of knowledge. My UWTC education allows me to see the larger whole."

Amy is an e-learning Consultant for Deloitte Consulting. Since graduating, she has completed seven projects in a variety of industries. Her clients have included Internex, Microsoft Corporation, Immuneus, Montana Power Company, Johnson & Johnson, and Chevron. Mostly, she develops learning solutions related to large-scale software implementations, such as SAP and Performaworks.

Karen Sharkey (1999)

ksharkey@vista-control.com

"My experience so far has been mainly editing, but I have also used some skills I learned as a TC student that I never expected I would: Web design, web implementation and online Help."

Karen heads up all of the technical writing needs for Vista Control Systems, Inc., a software development company. She handles computer documentation, indexing, Web design and maintenance, a newsletter, brochures, and internal procedures. She will also be designing a wizard for the process control software. In addition to her technical writing work, she taught Introductory and Advanced Technical Writing at the University of New Mexico Los Alamos. In the fall, she will be teaching Editing and Grammar. When not writing or teaching, Karen is settling into her new home and enjoying the cuisine of the Southwest.

Sharon Slade (2001)

sslade@microsoft.com

"The project management class has proven invaluable to my career at Microsoft Corporation. I juggle around four to five documentation projects at any one time, so it is necessary to understand how quality, resources, and time can be manipulated to produce a final product. Daily, I am using the skills I learned in this class to manage my direct reports, my virtual team, and my product team."

Sharon serves as the Documentation Lead for Internet Information Services (IIS) at Microsoft Corporation. She manages the writers and editors who produce the IIS product documentation, the IIS SDK, and the IIS Resource Kit. Part of her job is to review test that appears in the product, ensuring that appropriate style and language is used.

Michael Stivers (1997)

mike.stivers@opnwave.com

"I learned many useful skills in the program, but more important was learning how to think critically and creatively about technical communication processes."

Michael manages the technical publications at Openwave Systems, Inc. He lives in San Jose, California, with baby girl Louise Marie (born on Valentine's Day 2002), John (4), Alexander (2), and Michelle, hardworking mom and dentist.

William Stull (1999)

billst@synrad.com

"My career has changed dramatically as a result of taking TC classes at the University of Washington. Coursework in Usability Testing led me to become involved in testing software and Project Management instruction trained me to better organize my work. Because of these skills, I was recently promoted and am new responsible for my company's technical documentation as well as technical support and customer training for our laser marking software and hardware."

Bill was hired as the lone Technical Writer at Synrad, Inc. before his coursework at UW. He continues to work at Synrad, Inc. and is responsible for producing all of the technical documentation for a line of CO2 laser-based galvanometer-driven marking heads. Last year, Bill won a Merit Award for his FJ series Marking Head Operator's Manual at the Society for Technical Communication (STC) Technical Publications Competition.
IN THE REAL WORLD (continued)

Megan Taylor (1999)
megant4@yahoo.com
Megan serves as the Assistant Editor of a trade newspaper.

Alexander Thayer (2000)
arhythm@yahoo.com

"The skill that I learned as a TC student and that I use most often in the field can be summarized in a single word: disambiguation. I spend most of my time attempting to disambiguate content that software developers create."
Currently, Alex works for S&T Consulting, a division of Salson & Taylor, which was founded by TC alumnus Donna Salson.

Justia Vamenta (2000)
jvamenta@hotmail.com

"My job works closely with Information Architects, Designers, Marketers, Usability specialists, and Project Managers. It's important for me to understand their needs and translate that into effective Web solutions. I think that having a TC degree helps in identifying audience-specific issues, communicating ideas, and delivering answers. I rely most on my classes in multimedia design, human factors, information design, and editing. I encourage current TC students to consider Usability as a potential career path."

Justin is a Web Developer at Seattle University.

Sharon@taylororassoc.net

"I also use my writing and editing skills on a daily basis. I also apply my organization skills when developing new or editing existing material."
Sharon consults in the field of freshwater sciences.

Rita Warren (1995)
rita@zlaccontent.com
www.zlaccontent.com

"I can't think of a TC class that didn't provide skills that I have used over the past seven years. In particular, the instructional design and usability concepts were invaluable on several projects. I now use the standard editor's marks, instead of my own. I am no longer intimidated by Microsoft Project. I trust my judgment on what is good layout and design. And, although I may not always be politically correct, thanks to TC I am usually grammatically correct!"

Rita works under the business name ZiaContent as an independent contractor and consultant specializing in information architecture and content management. For variety, she takes on smaller writing, editing, and website design projects. She recently served as the technical editor on the Content Management Bible by Bob Boiko. She is also working on a number of projects and workshops in the area of content management.

Dale Washburn (1988)
dale@overdraft.com

"One specific skill I credit to the program is the ability to accurately estimate a project. Professor Farkas required us to track estimated/actual hours on every project, and this proved to be an invaluable exercise."

Dale is President of Washburn Communication, Inc., a growing technical marketing firm with offices in Redmond and clients around the world.

Jeremy Watts (1998)
"Technical writing style, research methods, to analyze database design and appropriate fit of data, information design, usability testing, to assess customer interaction with Web applications, visual media, to evaluate utility of diagrams/text groupings, and teaching assistance."

Jeremy develops Web applications.

dwieringa@spamcop.net

"I think that the real-world focus of the program has been valuable."

Doug works for Knowledge Anywhere, which provides online training to corporate clients.

Elaine C. Zapata (2001)
cezapata97@yahoo.com

"The skills I use that I learned from the department include writing, editing, working on a Help system, and way too many other things to list. A day doesn't go by that I don't use some skill I learned from the department." Elaine's internship with IDX turned into a full time position as Associate Technical Writer in January 2002."
TC ALUMNI WEBSITE:
IT'S OUT — BELIEVE IT OR NOT!

Visit the UWTC alumni website at:

http://www.uwtcaa.org

TC DESIGNER WEAR:
SWEATSHIRTS AND LONGSLEEVE T'S

Proud to be alumni of the Technical Communications Department at the U-dub? Show your school and department pride by purchasing a sweatshirt, longsleeve T, or even both!

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Box 35216
Seattle, Washington 98195

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TC GRADUATES WIN AT 2001-2002 STC COMPETITION

Every year, the Society for Technical Communication’s (STC) Region 7, which includes the Puget Sound Chapter, conducts the Technical Publications, Technical Art, & Online Communications Competition. In January of 2002, STC awarded 125 Merit, Excellence, and Distinguished awards. The TC Department is proud to announce that many of our graduates were recipients of these awards. (If we missed you, our apologies! Email us and we’ll post the correction on the website.)

Technical Publications Merit Award Winners (highest award)
Kathy Whitehead
2100 Radio Upgrade Instructions

Elizabeth Reese
Course 2087A: Implementing Microsoft Windows 2000 Clustering

Sandra Haynes
Microsoft Outlook Version 2002 Inside Out

Technical Publications Excellence Award Winners
Gregg Lance
Computer Documentation Style Guide

Karen Deinhard
Microsoft Windows XP Professional Start Here Guide
Microsoft Windows XP Home Edition Start Here Guide

Rolando Ramos
Installing Callixpress Version 6.0

Technical Publications Distinguished Award Winners
Jessica Heinrich
N2H2 Internet Filtering for Check Point Firewall+1 Administrator’s Guide

Online Communications Merit Award Winners
Jessica Heinrich
N2H2 Internet Filtering for Sun Solaris Help
N2H2 Internet Filtering for Microsoft ISA Help

Barbara Nordin
Allegiance Converters 101

Karen Deinhard
Microsoft Internet Explorer 6 Resource Kit eBook

Online Communications Excellence Award Winners
Karin Kelley
Microsoft Internet Explorer 6 Administration Kit Help

Sandy Herold
Help and Support Center

Online Communications Distinguished Award Winners
Jamie Myxter
DataChannel Server Online Help

Katie Aldrich
DataChannel Server Online Help

Kevin Macduff
DataChannel Server Online Help

Jessica Heinrich
N2H2 Internet Filtering for Microsoft Proxy Server 2.0 Administrator’s Guide

Michael Meulemans (PM lead)
Microsoft Windows XP Help and Support Center
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Derrins, Mary

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Kasomie, John F.
Kawaguchi, Karina Alvarez
Kelhce, Melissa
Kenna, Michael & Patricia
Kerr, Amy
Klinck, Robert D.
Laferne, Charles A.
Lai, Sports M.
Lashley, Joy T.
Leppa & Miller, Carol J. &
Connie
Lipson, Edward & Carol
Lockyer, Kitty G.
Michalski & Stuart, Susan M. &
Keddrick
Miller, Carolyn Rae
Moblard, Lalls & Kate
Moila, Katrine A.
Moore, A. Doyle
Mulligan, Christopher
Niemi, Janice
Olney, Patrick & Anette
Overy, David P.
Overy, Patricia

Personal Gifts
Paton, Dorothy R.
Perri, Monica C.
Phillips, Gerry F. & Marie
Pickett, Nell Ann
Pieratti, Denise
Porter, Margaret Nora
Potter, Thomas & Carol
Prebeges, James
Pyle, Douglas M.
Ramey, Judith
Redish & Associates, Inc.
Ric, Amy De
Riordan, Dan & Mary
Robinson, Carol
Robinson, Tristan
Rude, Donald W. & Carolyn
Saksen, Donna M.
Sale, Roger & Dorothy Young
Samek, Paul N. & Pamela R.
Sanders, Scott
Safer, Geoff
Sayer, Teresa L.
Shaltz, Laura
Scott, Amy J.
Selzer, John & Linda
Shebe, Matthew
Siegel, Peter J.
Skeels, Janet
Smith, Jim & Kay
Stineoff, Jennifer A.
Stivers, Michael & Michelle
Stout, Sherry
Swanson, Kristen M.
Talley, William E. & Judith Way
Thompson, L. Hunter & Carol A.
Thorns, Jerry & Ernaee
Tolbi, Rae
Uahir, Joshua J.
Uahir, Annie Musselman
Uahir, Jane K.
Whitham, Merrill
Wild, Pamela
Wilson, Thomas
Young, Anhur P.
Zapp, James P.

Did we overlook you? If so, our sincere apologies: please email us and we will post an updated list on the TCAW Web site.