

## **Abstract**

Preparedness for Flu Pandemics in Edmonton, Alberta, Canada.

The purpose of the proposed leave is to conduct research in public health crisis risk communication: specifically, emergency preparedness for flu pandemics and to answer the question: “What is the nature of public participation in health emergency preparedness?” Research activities will consist of interviews with members of the public who comprise the audience for pandemic emergency preparedness documents created by the Office of Emergency Preparedness of Capital Health in Edmonton, Alberta, Canada. The research plan for this exceptional opportunity is to participate as an invited researcher in OEP public informational meetings and presentations, and to interview members of the public who attend these meetings. Objectives of the research are, first, to describe and analyze the element of public participation in emergency preparedness and risk communication, second, to build a model of public involvement in risk communication useful for communication design and event-specific analyses of health crises, and, third, to advance our knowledge of qualitative research methodologies in crisis risk communication.

## Project Proposal

With the outbreak of Avian influenza (H5N1) in 2004, the World Health Organization and other public health agencies worldwide became alerted to the threat of an influenza pandemic and the public health risk communication challenges such a disaster would present. According to President George Bush, while the government will do much to prepare for a pandemic, "...individual action and individual responsibility are necessary for the success of any measures." Often crisis risk communication materials (brochures, reports, and planning documents) designed to assist the public and manage emergency preparedness are written with little follow-up as to their effectiveness with real people. (<http://www.whitehouse.gov/homeland/pandemic-influenza.html>). As Deborah Glik points out in an article entitled "Risk Communication for Public Health Emergencies," (2007), the field of risk communication for emergency preparedness "still lacks in-depth evaluation of the effectiveness of event-specific crisis risk communication efforts."

Further evidence of the need for research in emergency preparedness communication comes from research documenting wide variations in the quality of preparedness in local health districts. Part of the problem lies in the difficulty of researching event-specific occurrences, and in the lack of an overall model of the kind of individual action and responsibility that occur during a public health crisis. This study hopes to contribute to that model by asking the question: "What is the role of the public in a public health crisis?"

### Objectives

1. Describe patterns of public perception of health emergencies, emergency preparedness, and response to emergencies across social sectors

*Strategy: Interview persons who have received emergency preparedness information*

*Strategy: Interview communicators who write risk communication documents and coordinate emergency preparedness*

*Strategy: Analyze risk communication documents*

2. Build a model of individual action and responsibility to health emergencies across social sectors

*Strategy: Analyze interview transcriptions for cultural and contextually meaningful content*

*Strategy: Analyze the social and economic context surrounding public health emergencies*

*Strategy: Establish theoretical guidelines for shaping the interaction of institutional objectives and public objectives*

3. Establish methodologies for crisis risk communication research

*Strategy: Adapt proven activity modeling methodologies for information design to measure effective crisis risk communication to the public*

The proposed project consists of two phases: data gathering/field research (Fall, 2008) and data analysis and interpretation (Spring, 2009). The data gathering/field research will consist of document analysis of artifacts (genres) relating to the activity system of pandemic flu readiness in the Edmonton area, a series of recorded interviews in conjunction with public education events sponsored by the EPO, and one or more recorded focus groups (using volunteers recruited from the interviews).

My plan is to attend, as invited researcher, informational meetings by members of the EPO. I will then invite members of the audience, having just learned about the risk, for interviews. Similar to focus groups, these interviews will follow up by inquiring about preparedness from the public's point of view. I will use an activity-based interview schedule (Spinuzzi, 2003) to identify key elements of collaborators, instruments, objectives, outcomes, domain knowledge, community, and division of labor, all of which comprise the emergency preparedness activity system.

The data analysis and interpretation will consist of transcribing, content analysis, and interpretation. This important stage of research will uncover examples at the activity, action, and operational levels of the system, and reveal what is called an "integrated level of scope" analysis. This analysis shows the relationships of innovation at all levels (sociocultural, task and goal activity, and skill and training response.) The resulting model will shed light on how individual innovations, at all levels, interact to create a system of emergency response. This model will be useful for enhanced

communication design, and as an investigation of research methodologies in crisis risk communication.

### **Available Public Materials**

The Edmonton Social Planning Council (ESPC) recently published an important study entitled, *Tracking the Trends: Social Health in Edmonton, 2007* (<http://www.edmspc.com/publications.aspx>). This research-based publication contains information grouped into 6 main areas: demographics, education and employment, cost of living and housing trends, income and wealth, poverty, and income supports. It contains detailed information about social factors that impact people's health and well-being. One of the intended uses of *Tracking Trends* is as a research tool. The introduction states that it is "A Tool for Social Organizations and Researchers".

Much like decision-makers, the work of organizations involved in social development activities must be informed by the current and historical social contexts. The information in *Tracking the Trends* may prove useful for program planning, organizational strategy building, as well as any other community development activities. *Tracking the Trends, 2007.*

*Tracking the Trends will be an important background document for analyzing the social and economic context of the emergency preparedness system.*

### **Capital Health**

The research site was selected because of its academic orientation and readiness to work with researchers. Eric Bone, *Regional Director, Office of Emergency Preparedness* has agreed to allow me to accompany the OEP in public outreach activities during the Fall, 2008. This will give me valuable contact with segments of the public who have a) learned about pandemic preparedness through the outreach activity, and b) may be willing to participate in my study as interview subject and focus group participant.

- Capital Health is responsive to research interests in regards to all its operations, including emergency preparedness. "As an academic-based health system, we work closely with the University of Alberta and other post-secondary institutions to train and prepare the next generation of health professionals." *This is important for the proposed research because it shows a willingness for*

*administrators and risk communicators to respond to research-based models of public risk communication.*

- Capital Health is an “integrated health region,” which means that their programs are integrated with national, provincial, regional, and local (towns and cities) areas. *This is important to the proposed research because it will facilitate the system-wide approach (using cultural, organizational, and institutional variables) that are required to build a comprehensive model of emergency preparedness.*
- Capital Health is one of the few, large health systems with an office of Emergency Preparedness. Capital Health Office of Emergency Preparedness is responsible for creating emergency response plans, coordinating with provincial and municipal authorities, educating health care workers, developing emergency plans and communicating plans to external partners, identifying threats, and deploying and coordinating resources in response to threats.

The Office of Emergency Preparedness is prepared to form partnerships with research institutions. “Management of [public health emergency] events requires partnerships between healthcare, municipalities, businesses and other community groups.” (OEP web site) Capital Health lists 8 organizations (including the World Health Organization, Safe Canada, and so on) with which it currently partners in the area of public health and risk communication. *These partnerships are important to the proposed research because they comprise the context of risk communication within which the focus documents will be analyzed.*

### **General Focus**

The Capital Health Office of Emergency Preparedness has produced, or makes available, a number of public health emergency documents that will constitute the background for this research.

- ***Avian influenza: assessing the pandemic threat***
- *Cover Your Cough / Handwashing*
- *Emergency Preparedness - Planning on the Home Front*
- ***Pandemic Influenza - Information for Businesses***
- ***Pandemic Influenza - Information for Families and Individuals***
- *Personal and Family Disaster Preparedness Handbook*

- *Regional Emergency Coordination Plan*

### **Specific Focus**

While all these documents will provide useful models of health-risk communication, the focus of the proposed research will be on the three documents (above in bold-face) that address the threat of pandemic influenza. The focus documents address the topic of pandemic influenza. This focus was chosen, in part, because of its timeliness, and its potential to have affects across economic and social sectors.

### **Project Personnel Other Than the Applicant**

The project requires that the PI perform the first phase(Fall, 2008) of data collection. The second phase (Spring, 2009) will require the assistant of a half-time graduate assistant (10 hours per week) for transcribing interview and focus group, and analysis (10 hours per week) by the PI.

**FALL 2007 RESEARCH ENRICHMENT FUND BUDGET**

Please note that summary figures from the yellow highlighted cells below will additionally be requested for the online form completed during the proposal submission process. The "Q#" corresponds to a numbered question on the online upload form.

TTU LEAD PI NAME (last name, first name):

PROPOSAL TITLE:

	FY2008 (01/01/08- 08/31/08, 8 mos.)	FY2009 (09/01/08- 08/31/09, 12 mos.)	TOTALS
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**EQUIPMENT**

- 1.
- 2.
- 3.
- 4.
- 5.

**TOTAL EQUIPMENT REQUEST:**

Q1.

**MATERIALS AND SUPPLIES (e.g. research participant fees)**

FY2008

FY2009

**TOTAL REQUESTED PER FISCAL YEAR:**

Q2.

**TRAVEL:**

FY2008

FY2009

- In-State
- Out-of-State
- International (maximum request of \$1,200)

**TOTAL TRAVEL REQUEST:**

Q3.

**GRADUATE STUDENT SALARIES \***

FY2008--8 mos.

FY2009--12 mos.

**TOTAL REQUEST, SALARY ONLY:**

Q4.

**RESEARCH SALARIES -- FACULTY \***

FY2008--8 mos.

FY2009--12 mos.

- 1.
- 2.
- 3.
- 4.
- 5.

**Total FACULTY SALARY Request:**

Q5.

**RESEARCH SALARIES -- STAFF \***

FY2008--8 mos.

FY2009--12 mos.

- 1.
- 2.
- 3.
- 4.
- 5.

**Total STAFF SALARY Request:**

Q6.

	FY2008	FY2009	TOTAL
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**TOTAL PROPOSAL BUDGET NOT TO EXCEED \$35k:**

Q7.

Q8.

Q9.

\* Salaries only -- any eligible tuition/fee waivers and fringe benefits will be contributed through the state pool and not estimated here.

## Budget Justification

Category	Amount	Period	Justification
Equipment	\$300.00	FY2009	<p>M-Audio MicroTrack 24/96 2-Channel Mobile Digital Recorder</p> <p>Specifications:</p> <ul style="list-style-type: none"> <li>• MP3 recording: 96 to 320kbps at 32, 44.1 or 48kHz</li> <li>• PCM recording: 16 or 24-bit at 32, 44.1, 48, 88.2, or 96kHz</li> <li>• Battery life before recharge: 7 hours playback; 4-5 hours recording via line in or dynamic mic; 3 hours recording with phantom power engaged</li> <li>• Compatibility: WAV, MP3</li> <li>• PC requirements: Windows 2000, XP; USB 1.1 or 2.0 port</li> <li>• 2-7/16"W x 4-1/3"H x 1-1/8"D</li> <li>• 4-13/16 oz. without card; 5-1/4 oz. with card</li> </ul> <p>This equipment will allow me to make accurate, high quality recordings of interviews and focus group meetings for subsequent transcription.</p>
Material sand Supplies	\$1,500	FY2009 (Fall, 2008 semester)	This amount is will pay \$100 each for 15 participant in follow-up focus groups. The amount is incentive and compensation for a 2-hour intensive investigation of public perceptions of and involvement in health risk preparedness.
Travel	\$1,200	FY2009 (Fall, 2008 semester)	This amount is for travel to and from Edmonton, Alberta, Canada during the period of Faculty Development Leave (a pending proposal.)
Graduate Student Salaries	\$2,500	FY2009 (Spring, 2009 semester)	This amount is for 10 hours per week for a graduate assistant to transcribe interview data from audio files.
Research Salaries	\$10,487.32	FY 2009 (Spring, 2009 semester)	This amount is for one course compensation during the semester after I return from Edmonton to do data analysis and interpretation.



**CURRENT AND PENDING SOURCES OF SUPPORT  
THAT INVOLVE THE PROPOSING PI AND ALL CO-PIs**

Information must be provided for all active and pending projects and proposals that involve the proposing PI and all Co-PI. Specifically, for the PI and any Co-PIs who are proposed to perform the proposed work, provide the following information for each project and activities:

Title of award or project title	Name of PI on award	Program name (if appropriate) and sponsoring agency or organization	Project period	Total \$ Amount	% of time committed by PI or Co-PI	Status: <b>A</b> (Active) or <b>P</b> (Pending)
Modeling Public Participation in Health Risk Communication: Emergency Preparedness for Flu Pandemics in Edmonton, Alberta, Canada.	Thomas Barker	TTU Faculty Development Leave	Fall, 2008	30545.61	100	P

# Cover Sheet for Human Subjects Proposal

## Texas Tech University Protection of Human Subjects Committee (IRB)

**Title:** Modeling Public Participation in Health Risk Communication: Emergency Preparedness for Flu Pandemics in Edmonton, Alberta, Canada.

**Date:** 10/10/07

- Human subjects proposals can be approved only for TTU faculty
- Students are to be listed as Co-PIs and must have a faculty PI
- Use additional sheets if necessary

Faculty PI Thomas Barker

Co PI \_\_\_\_\_

Co PI \_\_\_\_\_

Department English

Phone 806 742-2500

Mail Stop 43091


E-mail thomas.barker@ttu.edu

**Signatures:**



\_\_\_\_\_  
Faculty PI

\_\_\_\_\_  
Co-PI (use additional sheets if necessary)

  
\_\_\_\_\_  
Department Chair or Dean

**Checklist** (Include all the following items)

- Cover Sheet (this form)
- { Claim of Exemption **OR**  
Expedited Form **OR**  
Full Board Summary
- Proposal (items I through V)
- { Proofread Consent/Assent Form or  
Consent Waiver Form
- Recruiting Materials
- Questionnaire(s)/Surveys
- Sponsored projects information\*
- Other (misc. items that need to be included)

**Requested Review:**

- Exemption Claim
- Expedited Review
- Full Board Review

**Proposal involves:**

- Minors
- Prisoners
- Pregnant Women/Fetuses
- Institutionalized Individuals
- Mentally Handicapped
- Other

**Submission:**

Please submit to:

[Donna Peters](#) (742-3884)

Institutional Review Board for the Protection of Human Subjects

Texas Tech University, Office of Research Services

203 Holden Hall \* MS 1035

**Sponsored Project:**

- \*If this HS protocol is to be used with a sponsored project:**

Include a copy of the technical part of the sponsored project proposal (if multi-task proposal, only relevant sections are needed)

**Please allow 10 working days for approval of this request.**

**Reviewer Approval:**

**Project Title: Modeling Public Participation in Health Risk Communication: Emergency Preparedness for Flu Pandemics in Edmonton, Alberta, Canada.**

**Principal Investigator:** Thomas Barker, Texas Tech University

**I. Rationale:**

The purpose of the proposed leave is to conduct research in public health crisis risk communication: specifically, emergency preparedness for flu pandemics and to answer the question: “What is the nature of public participation in health emergency preparedness?” Research activities will consist of interviews with members of the public who comprise the audience for pandemic emergency preparedness documents created by the Office of Emergency Preparedness of Capital Health in Edmonton, Alberta, Canada. The research plan is to participate as an invited researcher in OEP public informational meetings and presentations, and to interview members of the public who attend these meetings. Objectives of the research are, first, to describe and analyze the element of public participation in emergency preparedness and risk communication, second, to build a model of public involvement in risk communication useful for communication design and event-specific analyses of health crises, and, third, to advance our knowledge of qualitative research methodologies in crisis risk communication.

The specific potential benefit to the subjects is that emergency preparedness communicators will have a clearer picture of the contribution of the public in public health communication documents and overall readiness.

**II. Subjects:** Describe (a) the specific population of human subject involved (e.g., patients referred by local cardiologists, students enrolled in introductory Sociology classes, volunteers from First Baptist Church, etc.) including inclusion/exclusion criteria and (b) how they will be recruited (e.g., by letter, oral presentation, advertising). For research offering course credit to students, describe equivalent non-research alternatives available or refer to approved subject pool procedures. Submit as attachments the following as relevant: Scripts for person-to-person solicitation, and/or copies of newspaper ads, fliers, notices, etc.

a. Specific population

The population to be studied are citizens of Edmonton, Alberta, Canada, who are served by the Capital Health System. Edmonton, Alberta, Canada was selected as the research site partly because it is a growing region. “Edmonton’s economy is expected to grow by 3.7 per cent. [Edmonton is] riding strong growth in the energy sector, but sectors such as non-residential construction and retail sales are also performing very well.” (*Metropolitan Outlook*, 2007) However, the primary reason for selecting Edmonton is the presence of an abundance of information about social health (rates of income, poverty levels, social diversity, cost of living, mental health, and so on). This information is made available to the public through the Edmonton Social Planning Council. The second reason for selecting Edmonton is the presence of one of the few innovative, system-wide

emergency preparedness organizations in North America. The Emergency Preparedness Office, of Capital Health (a provincial health-care provider system) serves this diverse and well documented population.

The Edmonton Social Planning Council (ESPC) recently published an important study entitled, *Tracking the Trends: Social Health in Edmonton, 2007* (<http://www.edmspc.com/publications.aspx>). This research-based publication contains information grouped into 6 main areas: demographics, education and employment, cost of living and housing trends, income and wealth, poverty, and income supports. It contains detailed information about social factors that impact people's health and well-being. One of the intended uses of *Tracking Trends* is as a research tool. The introduction states that it is "A Tool for Social Organizations and Researchers".

Much like decision-makers, the work of organizations involved in social development activities must be informed by the current and historical social contexts. The information in *Tracking the Trends* may prove useful for program planning, organizational strategy building, as well as any other community development activities. *Tracking the Trends, 2007*

*Tracking the Trends will be an important background document for analyzing the social and economic context of the emergency preparedness system.*

b. How they will be recruited

My plan is to attend, as invited researcher, informational meetings by members of the EPO. I will then invite members of the audience, having just learned about the risk, for interviews. Similar to focus groups, these interviews will follow up by inquiring about preparedness from the public's point of view.

**III. Procedures:**

a. Procedures involving these subjects

I will use an activity-based interview schedule (Spinuzzi, 2003) to identify key elements of collaborators, instruments, objectives, outcomes, domain knowledge, community, and division of labor, all of which comprise the emergency preparedness activity system. I anticipate interviewing 6 groups of people, with a range of 5 to 50 persons per group. These interviews will be "town hall" style interviews. Participants will be invited to stay after the informational meeting for this 30-60 minute event.

I then will ask members to provide me with their names on a volunteer basis to be possibly selected for a follow up focus group to be organized after these first interviews have taken place. I anticipate 3 focus groups of 5 persons that will result in my contacting people who volunteered their names and willingness for follow up.

#### b. Potential risks

There is a potential risk to privacy with these individuals. I will not know their names during the interview, but they may know one another and I will make it clear to them that their opinions and ideas will be recorded, but their names will not be used to link their ideas to their identity. They will remain anonymous in the results.

The 3 follow-up focus groups will consist of a subset of the persons who attended the impromptu sessions, and will allow the investigator to go into greater detail about the topic areas (collaborators, instruments, objectives, outcomes, domain knowledge, community, and division of labor). This data will be used to create explanatory scenarios for each of the topic areas and contribute to the validation of the model that will eventually result from the research.

In these follow up groups, I plan to use pseudonyms to refer to the ideas used as evidence in the final report. No true names will be used to connect the identity of the respondent to the information or data in the final report.

#### c. Benefits to the subjects

I plan to offer a \$100.00 incentive to the persons in the 3 follow up focus groups. The incentive is to encourage them to participate and to validate, by means of a small stipend, their efforts.

#### **IV. Adverse events and liability**

I do not anticipate risks for subjects more than the minimal ones described above. No specific plan is offered to deal with unexpected adverse events, should they occur.

#### **V. Consent form** (See next page.)

**Consent Form for  
The Public Voice in Health Risk Communication: A Study**

We are asking you to be a subject in a research project called “Modeling Public Participation in Health Risk Communication: Emergency Preparedness for Flu Pandemics in Edmonton, Alberta, Canada”. Dr. Thomas Barker of the Technical Communication Program at Texas Tech University is in charge of the study. His phone number is 806 773-3318.

The purpose of this project is to see what you think about emergency preparedness for flu pandemics. If you agree to be a subject, you will be asked to participate in a focus group in which you will be asked questions about how you would react if a real pandemic were to occur. You will be asked to say your ideas, and they will be recorded, but you will not be identified in any way, either by your voice or your ideas.

There are roughly 5 topics to discuss, and the group interview will take about 30-60 minutes. You will not be asked any questions that will harm you, and you are not required to answer any questions.

Your reward for participation in this focus group is your chance to think about and discuss your ideas about health risks, and to interact with and hear the ideas of others. Your answers will be recorded, but the recording will be protected by Dr. Barker and will be locked in his password-protected computer. They will be shared with no one, and your name will not be used in them.

Doing these surveys is completely up to you. No one can force you to do them and you won't lose anything if you don't do them. Also, you can quit anytime you want and you won't lose anything.

Dr. Barker will answer any questions you have about the study. For questions about your rights as a subject or about injuries caused by this research, contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects, Office of Research Services, Texas Tech University, Lubbock, Texas 79409. Or you can call (806) 742-3884.

If you sign this sheet, it means that you read this form and that all of your questions were answered.

\_\_\_\_\_  
Signature of Subject Date

This consent form is not valid after \_\_\_\_\_.

October 11, 2007

ABBREVIATED CURRICULUM VITA OF  
**THOMAS TRAVIS BARKER**

**GENERAL INFORMATION**

Department of English  
Texas Tech University  
Lubbock, TX 79409  
thomas.barker@ttu.edu

2708 23rd Street  
Lubbock, TX 79410  
(806) 747-4492  
(806) 742-2500 x279

**CURRENT APPOINTMENT**

Professor of English, Texas Tech University, Lubbock, TX

**EDUCATION**

Ph. D., American Literature, The University of Texas at Austin (1980)  
M.A., English Literature, The University of Texas at Austin (1973)  
B.A., English Literature, The University of Texas at Austin (1971)

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

The Society for Technical Communication, Associate Fellow Member (1991 to present)  
Academic Community of the STC, Manager, 2005 – present  
Environmental Health and Safety Special Interest Group, STC (2007 to present)  
Consultant's & Independent Contractor's Special Interest Group, STC (Manager, 1997-2004)  
Association of Teachers of Technical Writing, Member  
Writing Program Administrator, Member  
Association for Computing Machinery SIGDOC, Member  
Council of Programs in Scientific and Technical Communication, Member, Executive Committee member (2005 to present)

**AWARDS**

J. R. Gould Award for Excellence in Teaching, STC, 2005  
Distinguished SIG Service Award, 2005  
Associate Fellow Award, STC 2003  
Distinguished Chapter Service Award, STC, 1997

**ADMINISTRATIVE EXPERIENCE**

Director of Technical Communication and Rhetoric, Texas Tech University, Department of English, 2003 to present.  
Director of Undergraduate Studies in Technical Communication, Texas Tech University, Department of English, 2002 to 2003.  
Coordinator of Undergraduate Research, Texas Tech University, Department of English, 2004 to present  
University Interscholastic League, Ready Writing Contest Director, 1999 – present.

**GRADUATE TEACHING** (since 2005)

Chair, Joel Kline, Ph. D. Dissertation Committee  
Chair, Anna Sallee, Ph. D. Dissertation Committee  
Chair, Laura Palmer, Ph. D. Dissertation Committee  
Russell Willerton, Ph. D. Dissertation Committee, Member  
Chair, Natasha Matveeva, Ph. D. Dissertation Committee, successful defense, October, 2006, Title: *Teaching Intercultural Communication in a Service Technical Writing Course*  
Miriam Williams, Ph. D. Dissertation Committee, successful defense, March 2005, Title: *Culture and Context: Invention and Style in Historical and Contemporary Regulations*

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**BOOKS**

*Writing Software Documentation: A Task-Oriented Approach*, second edition Allyn & Bacon, Publishers, 2003. (With accompanying instructor's manual by the author.)

*Getting Started in Consulting and Independent Contracting*, World Wide Web publication, <http://english.ttu.edu/gscic>, 1997, edited with Karen Steele

Thomas T. Barker, ed. *Perspectives on Software Documentation: Inquiries and Innovations*, Amityville, NY: Baywood Publishing Co., Inc., 1991.

**ARTICLES** (Since 2003)

"Trends in Academic Technical Communication: A Complex Picture," *Intercom*, January 2007, pp. 25-28.

"Teaching Intercultural Communication in a Technical Writing Service Course: Real Instructors' Practices and Suggestions for Textbook Selection," with Natalia Matveeva, *Technical Communication Quarterly*, 15 (2), 2006, 191-214.

"Keeping Up in Down Economic Times," *Intercom*, February 2003, pp. 2-5.

**PAPERS DELIVERED** (since 2004)

"Results of the Industry Involvement Survey," Chair, Academic-Industry Connections Committee, STC Academic-Industry Leaders Summit, Houston, October, 2007

"Strategies for Integrating Curriculum and Instruction in Intercultural Communication," Canadian Association for the Teaching of Technical Writing, Saskatoon, SK, Canada, May, 2007

"Outcomes and Assessments: Making Sense of Curriculum Design," The Society for Technical Communication, Minneapolis, MN, May, 2007

"CPTSC Assessment: A Community Research Model," CPTSC Conference, Lubbock, TX, October, 2006.

"The STC Academic Community: Bringing Practitioners into Programs," CPTSC Conference, Lubbock, TX, October, 2005.

"Planning for Leadership Succession and Electing Officers in Virtual Communities," The Society for Technical Communication, Seattle, Washington, May, 2005.

"STC Academic Community Issues: Part I--Education STC Academic Community Issues: Part I--Research," The Society for Technical Communication, Seattle, Washington, May, 2005.

"Multicultural Readers & the Technical Communication Service Course", with Natalie Matveeva, Association of Teachers of Technical Writing Conference, New York, 2005.

"Using Posters in a Technical Writing Service Course," Southwest Popular Culture Conference, Albuquerque, NM, February, 2005.

"'College Club': Using Service-Learning in a TC Program to Encourage Awareness of Diversity," CPTSC Conference, West Lafayette, IN, October, 2004.

CICSIG Progression: "Keeping Up in a Down Economy," The Society for Technical Communication, Baltimore, MD, May, 2004.

**GRANTS**

International Travel and Research Grant, Office of Research Services, Texas Tech University, Summer, 2007. Amount: \$1200.

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