

Issue 15.1 From the Editors

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Welcome to *Programmatic Perspectives* 15.1! This issue signals the transition to our latest editorial team. We would like to thank outgoing Co-Editors Lora Anderson and Lee-Ann Kastman Breuch for their outstanding service and leadership, and we wish them well as they move to other scholarly work. We also thank Tim Ponce for his work as Book Review Editor for the past year. We know Tim will continue to serve our field well as an Associate Editor at *Technical Communication Quarterly*.

After considering the recent special issue on design thinking (14.2), the editorial team has revised the layout of the journal in ways that we hope will improve readability and accessibility. Titles and authors are now in Iowa Style, while the text is in Verdana. Margins now reflect a standard 8.5 x 11-inch layout that should benefit readers in both pdf and printed versions of the journal. We thank the CPTSC Executive Committee members for their feedback and suggestions during the revision process. And we offer a special thanks to Copyeditor Alex Evans for implementing these improvements.

In addition to the changes in design you will see in this issue, we include a special In Memoriam section to note the recent passing of three TPC scholars: Bill Hart-Davidson, Johndan Johnson-Eilola, and Halcyon Lawrence. The CPTSC and TPC communities have been shocked and saddened by these events. Our goal is to honor them, their lives and work, while also sending our most sincere condolences to their families and friends. We must acknowledge that words are never quite substantial enough to truly memorialize the profound and lasting effects these three people had on others they touched during their lives and their professional work. The people who agreed to write a memorial had a huge task to make some meaningful comments. We are grateful to them for sharing their memories and for their efforts in highlighting some of the contributions made by these colleagues who are gone too soon.

As we summarize for you the contents of this issue, we are proud to present research, ideas, and suggestions that everyone in TPC programs can find helpful

in some way. We begin with three research articles that address a spectrum of salient topics. In "TPC Program Administration in Small US Institutions: Recruitment and Assessment," Lynn Russell reports on the findings from interviews with 26 TPC program directors at small institutions. As noted, these programs in small institutions make up 37% of all TPC programs in the US and are currently understudied. Russell concludes with a series of reflective questions that should provide guidance to directors at programs of all sizes.

Morgan Banville's study, "Exploring a Case of Surveillance: Pedagogical and Programmatic Influences of Biometric Technology," uses data from research to argue for inclusion of topics related to biometric technology in upper-level TPC courses. Banville provides assignment examples and a case study of one assignment that will support students' understanding of surveillance.

Codi Renee Blackmon, in "On Developing a TPC Program Graduate Orientation," uses survey data from current and former students to describe the contexts, information, and support that incoming students need for graduate school success. The author identifies socialization and professional development as especially important dimensions.

We also have two excellent program showcases in this issue. In "Writing for Organizational Change: A Programmatic Assessment of an On-Campus Service-Learning Partnership," Jeffrey Bacha and Jaclyn Wells describe an ongoing effort between their TPC program and the university's writing center. The program addresses topics including the needs for sustainability and increased communication with clients.

Next, in "The Value and Use of the Advisory Board," Nick Carrington and Jennifer Wingerter provide details about their TPC program advisory board and recommendations for faculty and administrators who are developing their own boards.

In the Commentaries section, Krista Speicher Sarraf's "Engaging in Mutual Mentoring: A Heuristic to Transfer Knowledge as a Technical and Professional Communication Administrator" describes the importance of the scholarship in *Programmatic Perspectives* to new directors in small programs.

Another timely Commentary is "Leveraging Design Thinking and Generative AI to Transform Pedagogy," where Nadya Shalamova and Tammy Rice-Bailey provide examples of how teachers might use "generative AI technology, such as ChatGPT, to facilitate students' deeper understanding of the design thinking process. Our intent is to raise awareness of generative AI potential, stimulate further research, and improve opportunities in TPC pedagogy and programmatic development." Readers will glean ideas on how they can begin teaching students about generative AI and some ways to implement those ideas in their own classrooms.

We are also happy to present four FOCUS essays that draw readers' attention to a couple of salient topics for technical communication teachers and programs:

one a classic that has been a source of interest and engagement for teachers and practitioners of technical writing over time, and the other a topic that addresses new challenges and developments. In "Choice Reflection: Distinguishing Research from Human Subjects Research," Michael Salvo reflects on improvements in the IRB process during his career and summarizes his experiences when submitting research proposals for review. Scott Mogull in "Audience Personas: Audience Analysis Documentation for Rhetorical Technical Communications" and Daniel Hocutt, Nupoor Ranade, Jianfen Chen, and Katlynn Davis in "Data Analytics for TPC Curriculum" focus on the classic technical communication topic of audience and address the topic from different angles for producing a nuanced understanding of a challenging, complex, and foundational topic. Mogull's piece examines the topic of audience analysis in terms of personas and offers the Myers-Briggs Type Indicator for understanding audience. On the other hand, Hocutt et al., using current technologies for doing data analytics, present for us ideas for generating quantifiable data and, based on specific variables, make visible patterns in user behavior that will form a quantifiable basis for understanding audience. Their essay also offers insights for classroom application. Both approaches, with their explanatory powers from different approaches, offer a balanced and timely understanding of this foundational topic.

Timothy Ponce's essay "The Union of Theory and Skill: Using Micro-Credential Coursework as Class Supplement" touches on recent developments as the field addresses the need for technical communicators to be adept at learning new tools and skills while making connections with the theories that drive communication for which these new tools and skills are used. He has examined this topic with fresh eyes and argues that it would be beneficial if students, while taking technical writing courses, gain certification through LinkedIn. In doing so Ponce offers practical pedagogical insights for technical communication faculty to consider for keeping their courses technologically up to date while teaching students the theory underlying the communication these tools enable.

The book reviews section in this issue of *Programmatic Perspectives* highlights three recent publications that each, in their unique way, delve into the intricate layers of technical and professional communication, showcasing its depth, ethical dimensions, and interdisciplinary connections.

Keywords in Technical and Professional Communication, reviewed by Christina Davidson, examines the diverse and sometimes conflicting interpretations of central terms within the discipline. Through a rigorous selection process involving corpus analysis and surveys, the book provides historical and contemporary insights into these keywords, discusses critical debates, and contemplates their future use or reconsideration in the current environment.

UX Writing: Designing User-Centered Content, reviewed by Christopher Morris, offers a comprehensive guide to creating engaging and effective user experience (UX) content. By integrating principles from user-centered design, content strategy, artificial intelligence, and digital marketing, the book equips students and practitioners with the tools to merge writing and design, ultimately enhancing user engagement and meeting business objectives.

Augmentation Technologies and Artificial Intelligence in Technical Communication: Designing Ethical Futures, reviewed by Joe Schicke, explores the profound impact of emerging augmentation technologies and AI on human experience and identity. It addresses the technical, rhetorical, theoretical, and socio-ethical challenges associated with these technologies, providing a critical perspective on their benefits, risks, and implications for the future of technical communication.

Together, these books underscore the complexity and ethical considerations inherent in modern technical communication, offering valuable insights and methodologies for students, scholars, and professionals navigating this dynamic field. The reviewers effectively discuss how teachers and administrators can use these books to enhance their classrooms and programs.

Please enjoy the issue!