

Introduction

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This is a year of growth and change at *Programmatic Perspectives*. We are excited to share that *Programmatic Perspectives* has fully integrated our production process into our new Open Journal System interface, found at programmaticallyperspectives.cptsc.org. We express our deep gratitude to the CPTSC Executive Board for investing in this change, and we sincerely hope readers and contributors find our new journal site engaging and inviting. We also are grateful for our stellar editorial team, including co-editors Lora Anderson, Lee-Ann Kastman Breuch, FOCUS editor Joseph Jeyaraj, Book Review Editor Russell Kirkscey, and our copyeditor Alexander Evans. As you may have seen elsewhere, we are preparing for an editorial change, and we have issued a call for editor with the goal of a new editor starting in January 2024. We have enjoyed working together over the last three years to transition to the journal's new future.

In this issue, we are pleased to share publications that reinforce our unique focus on academic technical and scientific programs. This issue includes three research publications and one program showcase that highlight current topics such as integration of open educational resources, voices of contingent laborers, innovative curricular revision approaches, and ethical and informative integration of advisory boards.

In “Looking Back, Looking Ahead: A ‘Layered Literacies’ Approach to Program Change,” Diana L. Awad Scrocco and Jay L. Gordon describe the process of redesigning their decades-old professional writing program using a framework of layered literacies and social justice. Their inspiring account shows how a redesign can create opportunities to re-engage with curriculum, faculty, students, and a program’s mission.

Recipients of a CPTSC Research Grant, Katie Rieger, Christina Lane, Sarah Lonelodge, and Lydia Welker share results of an IRB-approved comprehensive national survey of over 250 academic contingent laborers in technical communication and writing fields. This groundbreaking study voices concerns, stories, and frustrations involving resources, compensation, and support among contingent laborers. The authors share important implications that can apply across individual, department, and institutional levels.

In “Perspectives from a Departmental Adoption of an Open Technical Communication Textbook,” Tiffani Tijerina and Jonathan Arnett describe results of an evaluative study of a recent adoption of an open educational resource (OER) that became a required text for their multi-section technical communication course. The authors share perceptions about the use of the OER across various course sections and offer insights from participating students and faculty that might inform others considering the adoption of OERs at their institutions.

In “Developing Sustainable Industry-University Partnerships: Accountability as a Model for Program Development,” Heidi Y. Lawrence, Lourdes Fernandez, Veronica Garrison-Joyner, Mae Bonem, Doug Eyman, Rachael Graham Lussos, and Luana Shafer share results of a qualitative study about advisory boards in technical communication programs. They describe how focus groups and iterative research practices showed ways to strengthen and integrate industry-university collaborations and develop ethical interventions in technical communication programs.

We are also pleased to include two articles that are part of our new FOCUS section that includes short and timely articles on current or emerging issues of interest. This edition of FOCUS offers two essays that offer a balance between theory and practice as it relates to social justice. In “Diversity, Equity, and Inclusion in TPC: Antiracist Pedagogy and Becoming an Antiracist Educator,” Raquel DeLeon shares insights on ways to deepen a commitment to antiracist pedagogy in TPC. DeLeon’s piece offers a detailed exposition of social justice scholarship and approaches to social justice-related matters with recommendations of specific scholarship for readers’ consideration. In “Designing ‘Writing for Health and Medicine’: Course Arcs, Anchors, and Action,” Elizabeth

Angeli demonstrates an application of ideas for including social justice pedagogical components in a course on health and medicine from the exciting field of health communication. Both FOCUS pieces reflect the continuing interest in social justice among scholars and students in the field of professional and technical communication.

Issue 14.1 also includes book reviews of new texts. Jagadish Paudel reviews *Equipping Technical Communicators for Social Justice Work: Theories, Methodologies and Pedagogies* (2021), edited by Rebecca Walton and Godwin Y. Agboka. Priyanka Ganguly reviews *Teaching Business, Technical and Academic Writing Online and Onsite: A Writing Pedagogy Sourcebook* (2021) by Sarbani Sen Vengadasalam, and Myrna Moss reviews Joanna Schreiber and Lisa Melonçon's edited collection *Assembling Critical Components: A Framework for Sustaining Technical and Professional Communication* (2022).

We hope you are as inspired as we are by contributions to this issue. Thank you and read on!