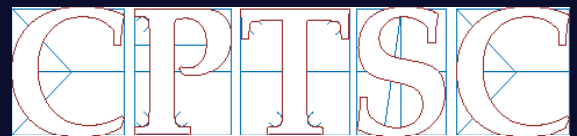35
Where CPTSC Began
CPTSC

October 2-4, 2008
Minneapolis, MN

35th Annual Conference

Programs in Context:
Past, Present, and Future

CPTSC

Council for Programs in Technical and Scientific Communication

Schedule of Events & Program Details

Thursday, October 2

4:00-7:00 *West Lobby*	**Registration**
5:30-7:00	**Reception**
7:00-9:30 *Humphrey*	**Opening Welcome** *Kelli Cargile Cook, CPTSC President* **Welcome** *Laura Gurak and Donald Ross, University of Minnesota* **Around the Table: A History** *Tracy Bridgeford, University of Nebraska at Omaha* **Remembering Victoria Mikelonis** *Moderator: Constance Kampf, Aarhus School of Business* **Keynote: Introduction** *Gerald Savage, Illinois State University* **Keynote: Programs in Context: Past, Present, and Future** *Karen Schnakenberg, Carnegie Mellon University*

Friday, October 3

7:30-2:30 *West Lobby*	**Registration**
7:30-8:30 *Humphrey*	**Breakfast**
8:30-10:00 *Humphrey*	**Plenary Session** *Moderator: Gerald Savage, Illinois State University*
	Create a Culture of Learning: From Curiosity to Integration *Dan Riordan, University of Wisconsin-Stout* **Proceeding from the Proceedings** *Stuart Blythe, Indiana University-Purdue University Fort Wayne* **Contextualizing Technical Communication's Programmatic Future** *Adrienne Lamberti, University of Northern Iowa* **Announcement about Program Review** *Nancy Coppola and Norbert Elliot, New Jersey Institute of Technology*
10:00-10:15 *Humphrey*	**Break** *Our publisher-sponsors will be in the Nolte Room all day, along with the posters. Please stop by for coffee, visit with the publisher representatives, and look at the posters..*

10:15-11:15	**CONCURRENT SESSION 1**
Panel A *Campus*	**Online Media and Technical Communication Education** *Moderator: Sandra Hill, University of Louisiana at Monroe*

	Positioned for Leadership: **Reaching Out to Meet Broader Institutional Needs in Online Education** . . . . 9 *Laura Vernon and Kelli Cargile Cook, Utah State University* **TSC Programs Must Accommodate Dynamic,** **Decentralized Genres in Cyberscience** . . . . 9 *Christian F. Casper, North Carolina State University*

Panel B *Coffman*	**Research in Technical Communication** *Moderator: Victoria Sadler, Metropolitan State University*

Panel C *Northrop*	**Globalizing Technical Communication Programs: Visions, Challenges, and Emerging Directions** *Moderator: Doreen Starke-Meyerring, McGill University*

Panel D *Humphrey*	**Challenges, Complexities, and Strategies: A Conversation with Leaders in Technical Communication Program Review and Assessment** *Moderator: Michael J. Salvo, Purdue University*

	A Stakeholder Perspective to the Program Review Process: **Bringing Industry and Academia Together** *Kirk St.Amant, East Carolina University* **Participatory Program Assessment: A Conceptualization** *Jingfang Ren, Michigan Technological University*
11:15-11:30 *Nolte*	**Break** *Our publisher-sponsors will be in the Nolte Room all day, along with the posters. Please stop by for coffee, visit with the publisher representatives, and look at the posters.*

11:30-12:30	**CONCURRENT SESSION 2**
Panel A *Campus*	**Engagement, Outreach, and Service Learning** *Moderator: Joe Weinberg, University of Minnesota, Twin Cities*
	Sustaining Engagement: Integrating Service Learning into Local Culture *Michael J. Salvo and Karen Kaiser-Lee, Purdue University* **Collaboration and Iteration 101: Lessons Learned from Industry** *Liza Potts, Old Dominion University, and Clare Cotugno, Electronic Ink* **Putting the Community into the College: The Impact of Service Area and Community** **Needs on Technical Communication Programs—A Case Study** *Ritu Raju, Houston Community College* **The Land Ethic in Scientific and Technical Communication** *Richard Johnson-Sheehan, Purdue University*
Panel B *Coffman*	**Programmatic Issues in Student Recruitment, Retention, and Placement** *Moderator: James A. Rudkin, Michigan Technological University*
	Recruiting Technical Communication Students from First-Year Composition *Tim Giles, Georgia Southern University* **The PhD Program: Challenges and Implications of Funding Resources** *Janice Tovey and Trish Capansky, East Carolina University* **Negotiating Their Way into the Field: Theoretical and Pedagogical** **Deliberations by Graduate Students New to Teaching Technical** **and Professional Communication** *Jennifer Sheppard, New Mexico State University* **Interdisciplinarity, Multidisciplinarity, and the Future of Embedded Programs in** **Technical Communication** *Alan Chong, University of Toronto*
Panel C *Northrop*	**How Changing Industry Contexts are Shaping Technical and Scientific Communication:** **Perspectives on Preparing Future Practitioners** *Co-Moderators: Grace Coggio and Merry Rendahl, University of Minnesota, Twin Cities*
	Optimizing Industry Contacts for Programmatic Excellence *Laura Gurak, University of Minnesota, Twin Cities* **Preparing Students for Scientific and Technical Communication Roles in** **Global Organizations** *Jim Romano, Prisma International, Inc.* **Craft Model versus Manufacturing Model—Do We Have to Choose? Repercussions** **of Industry Trends for Technical and Scientific Communication Programs** *Daphne Walmer, Medtronic*

Panel D Humphrey	**Diversity in Technical Communication Programs: What Does It Mean and What is Its Current Status?** *Moderator: Nancy Allen, Eastern Michigan University*
	Addressing Diversity Representation Among Students and Faculty in Technical Communication Programs . . . . 27 *Kyle Mattson, Illinois State University*
	Perceptions of Diversity in Technical Communication Programs and How Diversity is Addressed in Curriculum Design . . . . 27 *Gerald Savage, Illinois State University*
	Alternative Forms of Technical Communication in China: Localized Programs and New Developments . . . . 27 *Huiling Ding, Clemson University*
	Designing Scientific and Technical Communication Curricula in a Global Context: An Ongoing Conversation… . . . . .28 *Laurence José, Michigan Technological University*
12:30-1:30	**Lunch (at a restaurant in or very near the hotel in Stadium Village)** *See suggestions: http://www.unomaha.edu/cptsc2008/res.htm*
1:30-2:30	**Walking Tour of Campus Highlights** *Meet in the lobby of the Radisson Hotel. Destinations include the Active Learning Classroom, Charles Babbage Institute (archival collection on the history of computing), Usability Lab, and Center for Writing.*

2:30-3:30	**Concurrent Session 3**
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	Strategies for a New Context: Technical Writing in the Disciplines . . . . 31 *Carroll Ferguson Nardone, Sam Houston State University*
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	The Council for Programs in Technical and Scientific Communication at 35 Years: A Sequel and Perspective . . . . 32 *Bruce Maylath, North Dakota State University, and Jeff Grabill, Michigan State University*
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		Reaching Beyond Local Contingencies and into the International Context: An Ongoing Study of Technical Communication in China *Han Yu, Kansas State University*
		Balancing Opportunities and Constraints: Program Development in the Evolving Field of Medical Writing *Lili Fox Vélez, Towson University*
		Programmatic IP Issues: The Why and How of Addressing Copyright in Students' Development of Professional Portfolios *Shaun Slattery, DePaul University*
Panel D *Humphrey*		**Vickie Mikelonis' Work Through the Eyes of her Graduate Students** *Co-Moderators: Constance Kampf, Aarhus School of Business, and Tim Giles, Georgia Southern University*
		On Appreciating the Talents and Supporting the Needs of International Students *Marianallet Mendez, St. John's University*
		On Service Learning and Inspiring Students with Industry Backgrounds *Aimee Whiteside, University of Minnesota, Twin Cities*
		The Role that Faculty Play in Mentoring Students in Grantseeking *Jeremy Miner, St. Norbert College*
		On Mentoring Through Sharing the Classroom *Constance Kampf, Aarhus School of Business*
2:30-3:30 *Humphrey*		**Editors' Rountable** *Open meeting to discuss book and article ideas with editors*
		IEEE *Transactions on Professional Communication* *Jo Mackiewicz, Editor-in-Chief* ***Programmatic Perspectives*** *Tracy Bridgeford, Karla Saari Kitalong, Bill Williamson, Editors* **Texas Tech University Press Series in Technical Communication and Rhetoric** *Kirk St. Amant, Series Editor*
3:30-3:45 *Humphrey*		**Break**
3:45-4:45		**Concurrent Session 4**
Panel A *Campus*		**Forces Affecting Curricular Change** *Moderator: James P. Zappen, Rensselaer Polytechnic Institute*
		Teaching Standards in Technical Communication Programs *Bradley Dilger, Western Illinois University*
		Balancing Technological with Rhetorical Instruction *Jason Swarts, North Carolina State University*
		Technical Communication in IT *Gretchen Perbix, Minnesota State University*

Panel B Coffman	**Considering Contexts of Curricula** *Moderator: Quan Zhou, University of Wisconsin—Stout*
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	How Comprehensive Can We Be? Delivering Professional **Writing Education at a Rural Master's Institution** . . . . 4e *Amy M. Patrick, Western Illinois University*
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	Adapting Program Assessment Instruments to Changing Contexts: **Preliminary Observations from a Self Study** *Marjorie Rush Hovde, Indiana University-Purdue University Indianapolis*
	Forging One Whole From Two Separates: How to Design a **Rhetoric-Based Graduate Program in Technical Communication** *Pavel Zemliansky, James Madison University*
Panel D Humphrey	**The Politics and Ethics of Doing More in Times of Less** *Moderator: Julie M. Staggers, University of Nevada-Las Vegas*
	Technology and the Temptation to Do More in Times of Less *Julie M. Staggers, University of Nevada, Las Vegas*
	Doing More for Majors With Less *Meredith W. Zoetewey, University of South Florida*
	The 10-Hour-a-Week Commitment: Giving More for Less *Ed Nagelhout, University of Nevada, Las Vegas*
	TSC Programs and the Service Learning Commitment *Mark A. Hannah, Purdue University*
3:45-4:45 Nolte	**Poster Sessions** *Moderator: Elizabeth Monkse, Northern Michigan University*
	Teaching Wordless Instructions in a Technical Writing Course: **Suggested Resources and Projects** *Natalia Matveeva, University of Houston—Downtown*
	How Do Service-area Populations Shape Program Design and Delivery? *Susan Feinberg and Laura Batson, Illinois Institute of Technology*
	Report of CPTSC-Sponsored Research on **Certificate Programs in Technical Communication** *Jim Nugent, Oakland University*

	Around the Table: 35 Years of CPTSC Proceedings *Tracy Bridgeford, University of Nebraska at Omaha* ***Programmatic Perspectives*: An Interactive Community Engagement** *Karla Saari Kitalong, Michigan Technological University, and Bill Williamson, Saginaw Valley State University*	
5:00-6:00 *Nolte*	**Administrators' Roundtable** *Moderators: Bruce Maylath, North Dakota State University, and Jeff Grabill, Michigan State University*	
6:30-7:30 *Humphrey*	**Cocktail Hour**	
7:30-9:30 *Humphrey*	**Banquet Dinner**	
	Distinguished Service Award Presentation *Jeff Grabill, Michigan State University* **Bedford-St. Martin's Diversity Scholarship Award Presentation** *Jerry Savage, Illinois State University*	

Saturday, October 3

8:00-9:00 *Humphrey*	**Breakfast**
9:00-11:30 *Humphrey*	**Annual Business Meeting** *Moderator: Kelli Cargile Cook, Utah State University*
11:30-12:30 *Humphrey*	**Box lunches distributed**
12:30 *In front of* *Radisson*	**Board Buses for Excursion** *The bus will leave in front of the Radisson Hotel. It will stop at the Walker Art Center and at the Mill City Museum in downtown Minneapolis. It will then pick up people at those locations around 5:00 p.m. other attractions and many places to eat are near both locations. If participants want to return earlier than the return bus is scheduled, it would be a short cab or bus ride back to the hotel in the evening.*

A CPTSC MOMENT

Thomas Pearsall
University of Minnesota
CPTSC Founder

"I'm a great believer in serendipty." (1974)

About CPTSC

The Council for Programs in Technical and Scientific Communication (CPTSC) was founded in 1973 to promote programs in technical and scientific communication, promote research in technical and scientific communication, develop opportunities for the exchange of ideas and information concerning programs, research, and career opportunities, assist in the development and evaluation of new programs in technical and scientific communication, if requested, and promote exchange of information between this organization and interested parties.

Annual Conference

CPTSC holds an annual conference featuring roundtable discussions of position papers submitted by members. The proceedings include the position papers. Authors have the option of developing their papers after the meeting into more detailed versions.

Program Reviews

CPTSC offers program reviews. The reviews involve intensive self-study, as well as site visits by external reviewers. Information is available at the CPTSC website.

Website

CPTSC maintains a Web site at: http://www.cptsc.org. This site includes the constitution, information on conferences and membership, a forum for discussion of distance education, and other organizational and program information.

Listserv: CPTSC's listserv is CPTSC-L. To subscribe, send an email message to https://lists.unomaha.edu/mailman/listinfo/cptsc. Complete the online form as directed.

CPTSC Officers (dates of service)

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Kelli Cargile Cook, Utah State University

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Gerald Savage, Illinois State University

Kirk St. Amant, East Carolina University

The 35th Annual conference was held at East Carolina University, Greenville, North Carolina.

Panel A

Positioned for Leadership: Reaching Out to Meet Broader Institutional Needs in Online Education

Laura Vernon, Utah State University

Kelli Cargile Cook, Utah State University

When looking to provide web-based training for faculty, university administrators may not realize that significant knowledge and expertise reside in their own backyard within technical communication programs. The trend toward more online education means new opportunities for technical communication faculty and graduate students to work beyond their local programs to meet broader institutional needs. As Marjorie T. Davis pointed out in Online Education: Global Questions, Local Answers, technical communication programs are ideally positioned to provide the leadership universities need to develop instruction for online delivery. And, as technical communicators, we should accept the challenge to apply what we know about online education to have a more far-reaching impact.

About 18 months ago, we were called upon to apply what we know about online education to develop a web-based training program for university-wide faculty hiring search committees. By accepting this opportunity, we were able to provide training for others in the institution while providing doctoral education in web-based training development and administration. This opportunity also allowed us to work with another faculty member and students in business information systems as well as with on-campus instructional and information technology experts and their students, resulting in an innovative solutions-based interdisciplinary approach to online training. Finally, we were able to showcase a major strength of technical communication programs: usability testing. At first our business and IT partners were not aware of usability testing but, by conducting a test with this project, we were able to demonstrate its benefits and encourage our partners to use similar testing methods in their own disciplines.

In this position paper, we will argue that when we reach out and accept opportunities to meet broader institutional needs, we can build the reputation of our programs and the profession, and develop trusting relationships at all levels (from students all the way up to university administrators) that can potentially launch other opportunities. We can also build and strengthen education for students, especially doctoral students, by cross-pollinating skills, abilities, and knowledge with other departments and on-campus services. Building those connections is a prodigious challenge for new doctoral programs like the ones at Utah State University and elsewhere, especially when educating a changing student base means more experience with online media. Reaching out in the broader context of online education is one way programs can meet this challenge.

We agree with Marjorie T. Davis: What we as technical communicators bring to the table, in terms of theory (especially rhetorical theory), background, strategies, and skills, makes us strong contributors to the future success of online education at our institutions. Our experience is a good model to help other technical communication programs reach out to their universities, provide leadership, and have a far greater impact. ∎

TSC Programs Must Accommodate Dynamic, Decentralized Genres in Cyberscience

Christian F. Casper, North Carolina State University

Recent work in rhetorical genre theory by scholars of Technical and Scientific Communication (TSC) such as Clay Spinuzzi and Mark Zachry (e.g., 2000) characterized genres in ecological terms, arguing that they exhibit contingency, decentralization, and only relative stability, and has brought increased attention to the dynamic "unofficial" genres that operate in the interstices between higher-profile "official" genres. These new theories of genre assemblages are particularly useful in studying and teaching what has been called "cyberscience," as many online journals enable and encourage post-publication review of

published articles and some researchers use personal or professional blogs to discuss work in progress, creating new professional contexts that TSC programs must recognize. In this position paper I want to sketch out some possible implications for TSC programs of the rise of cyberscience and the increasing importance of unofficial—or at least non-traditional—dynamic genres.

I'm hardly the first to argue that online interaction should be an integral and rewarded part of our pedagogy and mentoring relationships, but I will emphasize in this paper that these online interactions should reflect the less formal and often times more agonistic kinds of discourse that one finds in forums like the ones mentioned above. TSC students need to be able to not only collaborate on projects in the traditional conception of collaboration but also learn to contest each other and to respond appropriately to contestation. While electronic media have enabled and familiarized various forms of contest in chat rooms and personal blogs (especially in comments sections), and students are well versed in online social networking, TSC pedagogies for electronic discussion, collaboration, co-authoring, and critique have yet to define professional methods or standards for such activities, which may be quite different from similar activities in the genres that are already familiar to students.

Admittedly, such objectives don't always mesh well with curriculum standards that specify a certain number of pages that students are expected to write during the semester, how many group projects are required, or how many oral presentations should be made. Let me be clear: I'm not for abolishing these standards, but I do think that there are times when they're worth rethinking, such as when they inhibit the flexibility that faculty need to respond to developments in communication technology and communicative practices. I will argue that as TSC becomes more fluid and less formalized, so must our teaching and administering of programs in the field. Our increasing understanding of the contingency and decentralization of genres, especially in online environments, encourages an approach to TSC program administration that allows for sufficient attention to emergent genres that may be less formal and more dynamic than those that we traditionally teach. ∎

Mixing and Casting Our Roots and Our Future: The Place of Podcasting in Our Programs

Jennifer Bowie, Georgia State University

While podcasting has moved beyond an "emerging" technology, it has not moved into many technical communication programs. However podcasting is popping up everywhere else. Predictions of people listening to podcasts ranged from 17 to 28 million in 2008. Approximately 30% of Fortune 500 companies have podcasts as do other companies and organizations such as Planned Parenthood. As podcasts become a normal—possibly required—publication in industry, students will require the skills to write scripts and fully create and produce podcasts as part of their jobs.

In this position paper presentation, I will discuss why we should be integrating podcasting into our technical communication programs. Podcasting uniquely fits into technical communication—from the ancient past to the new media future. Podcasting, when done well, should heavily draw on ideas from our ancient rhetorical roots especially in ways print-based media cannot. For example, podcasting brings back delivery as the classic rhetoricians meant it, while also allowing new variations on delivery (the classic rhetoricians, for example, didn't often have CC licensed music to set the tone). In addition, podcasting is a form of "writing" and media, and thus is part of the technological literacy that is already a strong goal and component of many programs. To fulfill the development of technological literacy in our students, we should

incorporate podcasting into our programs.

In this five minute presentation, I intend to touch on several issues to foster discussion:

The fit of podcasting within technical communication;

The need for podcasting in our programs;

The advantages I have found through the incorporation of podcasting in my graduate and undergraduate courses;

The accessibility issues with podcasting, including the accessibility advantages;

Ideas for the incorporation into programs and classes, including assignment ideas;

Issues and thoughts on iTunes University as a publication distributor for the podcasts; and

The pros and cons of doing a programmatic podcast.

During the presentation I will introduce these issues, and if I have time, focus on a few audience favorites. The discussion time can be used to further examine the ideas and provide any additional information the audience needs. ■

A Second Life for Growing Technical and Scientific Communication Programs: Using Virtual Worlds to Recruit, Retain, and Inform Students

Rick Mott, Eastern Kentucky University

Virtual worlds—user-defined multiverses where people interact, play, do business, and otherwise communicate—began simply as massive multiplayer online virtual game environments, but have become ever more important in the world of business, technical communication, and education. Participants in these virtual worlds—whether they are business professionals, academic administrators, college students, or the general public—are free to explore new modes of interaction and communication, unbounded by geographical constraints.

Besides the entertainment value for which they were originally designed, virtual worlds facilitate previously impossible communication opportunities: business professionals can attend virtual meetings where teams from around the globe interact as if in one location; students from different campuses can engage in online collaboration by designing, documenting, and sharing real-world assignments; and the general public can attend training sessions where they can learn things like new home remodeling techniques by watching virtual demonstrations.

But where do technical and scientific writing program administrators fit into this picture? Beyond the rich possibilities for online classroom participation, how do we administrators use virtual worlds to recruit new students, retain current ones, and keep both groups adequately informed? In terms of the 2008 CPTSC conference focus, how can program administrators best take advantage of the opportunities afforded by this evolving context of technical capabilities?

For my five-minute presentation, I intend first to summarize briefly the programmatic advantages of using virtual worlds like Second Life not only to interact with potential students, but also to keep in touch with current students and to hold meetings that are more widely attended for their ease of access. More interestingly, perhaps, I also intend to share my program's experiences in overcoming the logistical, philosophical, and administrative roadblocks to getting students and faculty ready, willing, and able to participate in this new online community. ■

Panel B: Research in Technical Communication
Moderator: Victoria Sadler, Metropolitan State University

African-American Women in Technical Communication: Interviews on Their Experiences
Susan L. Popham, University of Memphis

Keywords: African-American community, enrollment, needs

Despite the fact that graduate technical writing programs are increasing in number across the nation, seemingly few students applying for and enrolling in technical writing programs are African American. As reported by Rachel Spilka at 2006 Conference on College Composition and Communication, few African-American students enroll in technical writing programs and even fewer in such graduate programs. Across the nation, the lack of African-American participation in technical writing programs is a serious issue, suggesting a field with narrow interests and a career path that may overlook the interests of the African-American community. Moreover published research about African-American participation in technical writing programs is near non-existence. Nevertheless some programs, especially ours at the University of Memphis, have larger than average enrollment of African American students. To meet the complex realities of our contemporary society, technical writing programs should examine diligently the current lack of African-American participation and explore possible ways in which programs may be marketed, revised, and shaped to meet the expectations and needs of possible African-American students.

This study will present the findings from interviewing five current African-American women in the Technical Writing Graduate Program. The interviews ask these women about their reasons for choosing such an academic path, the problems they encountered along the way, their perception of the program, and the reasons for which they were successful in their academic pursuits. The presentation will explore the perceptions of African-American women in our Technical Writing Program to determine if we can or need to reshape our program and the larger field of technical writing to better suit their needs. ∎

Free and Open Source Software (FOSS) in Distance Education
Karl Stolley, Ilinois Institute of Technology

Keywords: software, digital literacies, FOSS

In this CPTSC-funded project, my graduate students and I are creating the core of a publicly available and editable library of instructional modules that support and encourage the use of free and open source software (FOSS) in technical communication distance learning classes.

Software access is a crucial, if under-explored, programmatic issue and contextual factor in technical communication, for both physical classrooms and distance learning: simply stated, software has become an integral part of most, if not all, courses in technical communication (representing shifts in industry, to be sure). Whether programmatic decisions regarding software take the shape of budgeting for computer labs at the departmental or institutional level, or requiring the use of a specific software package for a particular course (e.g., INDESIGN for document design; DREAMWEAVER for Web design), software access is a thorny programmatic issue that our field can neither ignore nor leave to chance.

It is essential that technical communication programs (and indeed the entire field) begin questioning and responding to how the digital literacies that students develop prepare them for professional settings where there are not only many varieties of software packages organized around the same communication activities, but also a proliferation of versions (and the variations in tasks these versions introduce) across even the same piece of software.

The modules that make up this project are not just another set of software tutorials; they are geared for helping students use whatever software is available to solve particular, contextualized technical communication challenges (as opposed to exploiting features of specific software). That is, the modules help students to establish a rhetorically grounded (rather than software-specific) digital literacy for use in professional and in-class contexts.

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The project emphasizes digital literacy across software of a given type (word processor, image editing, Web authoring) rather than literacy (or proficiency) tied to a specific piece or brand of software. FOSS is only a vehicle for establishing digital literacy, and not merely a free alternative to expensive software. In other words, we hope to help technical communication students challenge not just the economic dimensions of access, but the rhetorical/literate—and therefore programmatic—dimensions as well. That is why we intend to publicize and make available these modules to the entire field, instead of keeping them cloistered at our own institution.

The modules in our library are designed in such a way as to enable students to learn to work with MICROSOFT WORD or MAC PAGES just as effectively as FOSS like OPENOFFICE, which we believe is an important professional, rhetorical, and programmatic goal. We believe that these modules and their emphasis on FOSS will eventually help technical communication program administrators to better understand the complex dynamic of software as it operates in technical communication and to make better-informed programmatic software decisions. ∎

Institutional Review Boards & Historic Context: What Should Programs in Technical and Scientific Communications Know?

Michelle F. Eble, East Carolina University

As we meet to celebrate the past, present, and future iterations of our technical and scientific programs, I want to advocate for programmatic responsibility in fostering productive relationships between our programs and our Institutional Review Boards (IRBs). Issues related to research ethics and compliance, publication, risk, classroom projects, and IRBs are numerous and university/college contexts affect the way this process unfolds (or doesn't unfold). While IRBs are often seen as one more bureaucratic step you have to go through to conduct your research or teach others how to conduct research, often times, a misunderstanding about the IRB process or its purpose becomes the communicative glitch. In addition, many people have stories about their disappointing interactions with their IRBs. Some might call questions asked by IRB members or boards about our research "IRB creep." As a five year member of two IRBs, I am convinced that the IRB process that includes writing a plan and consent documents, articulating the risk/benefit ratio, and justifying the study design, make for more effective and rhetorical savvy research.

The following position paper outlines what programs in technical and scientific communication need to know about IRBs and research practices. An understanding of IRBs in their historical context might help scholars, teachers, and researchers navigate "human participant protections."

IRBs were established by the Department of Health, Education and Welfare (known now as Department of Health and Human Services) in 1974 to help protect human subjects.

IRBs must document that researchers plan to conduct research that protects human participants from any harm.

Certain types of research activities are exempt from IRB review and approval although the IRB has to be the one to determine if this is the case. Most other research in our field is minimal risk and expedited by the chair of the IRB.

The Code of Federal Regulations, which governs the IRB process, does not address publication of research results or student projects.

Individual universities deal with these review types and interpret regulations in a wide variety of inconsistent ways.

Given the historical context of IRBs and the important work they do, our programs should be taking active roles in supporting them. Programs, not

just courses, should be emphasizing education pertaining to ethical research including the process of asking research questions and planning research projects. I look forward to discussing the history of IRBs and how research practices in our field continue to change as the political and social culture as well as regulations change. ■

Bored? Broke? Start a Research Group!

Clinton R. Lanier, New Mexico Institute of Mining and Technology

Julie Dyke Ford, New Mexico Institute of Mining and Technology

Keywords: research groups, collaboration, funding

Technical Communication programs face many obstacles to growth and expansion in the current belt-tightening environment at most universities. Especially for programs that are housed in departments where teaching and research emphases revolve around liberal arts, it can be challenging for technical communication faculty to either gain economic resources and/or find outlets for funded studies. Unlike scientific or engineering disciplines where applications are clear, outsiders to technical communication often do not understand the potential for application of our discipline's research.

A possible solution to this problem is for technical communication faculty to create formal research groups at their institutions. Such groups, created with a formal funding structure and research trajectory (whether that direction is applied or otherwise)—can potentially create an autonomous space for technical communication faculty allowing them to pursue their own interests and collaborate on projects. At our university, we have taken initial steps to garner our administration's support and create such a research group. We plan to market it first to colleagues in more well-established and funded research centers already in existence on our campus, and then—once more resources have been gained—achieve funded research through grants and corporate consulting.

Our brief presentation will generate discussion about the potential for such research groups, pitfalls in their creation and maintenance, and outlets or tips for gaining resources and funding. ■

Panel C: Globalizing Technical Communication Programs: Visitors, Challenges, and Emerging Directions
Doreen Starke-Meyerring, McGill University

Overview: Key Pillars of Globally Networked Program Development
Doreen Starke-Meyerring, McGill University

Keywords: global partnership, cross-boundary knowledge, program development

Technical communication program administrators and faculty face growing pressures to position their programs and courses in "global markets" and to prepare students for global work and citizenship. These pressures raise urgent questions: What might technical communication programs look like in a globally networked world? Do traditional institutionally bounded programs and curricula suffice, or what new visions are emerging for technical communication program development in a globally networked world? And what does it take to implement and sustain these visions?

To address these questions, this panel offers updates on case studies of technical communication program and curriculum development around robust partnerships for globally networked learning environments, drawing on chapters written by panelists for a forthcoming book. The panel shows how these programs have worked to connect students with peers, instructors, communities, and professionals across traditional institutional, national, and linguistic boundaries both locally and globally to facilitate the kind of cross-boundary knowledge making that technical communication students will need as professionals and citizens in globally networked workplaces and communities. Panelists will share their visions for these programs, the challenges they face, and the new directions they see emerging for technical communication program development in a globally networked world. The purpose of the panel is to illustrate the richly diverse visions of globally networked learning that are emerging in technical communication programs and to facilitate discussion around shaping and sustaining such visions.

Doreen Starke-Meyerring will provide a brief introduction into issues of global partnership development based on a CPTSC supported study of such partnerships initiated by early innovators in technical communication programs that have begun to develop strategies for globalization. Drawing on a range of examples from the study, she will briefly introduce the key pillars of such program development—robust partnerships, innovative institutional policies, and networked pedagogies—and illustrate the implications of these pillars for technical communication programs. ■

Local/Global Partnerships and Civic Engagement

Jim Dubinsky, Virginia Tech

Keywords: local community partnerships, "glocal", sustainability

Jim Dubinsky, author of a chapter on a partnership between the Professional Communication program at Virginia Tech and the local YMCA, will illustrate a strategy and rationale for integrating local community partnerships into program design. His case study described benefits of building partnerships with local organizations to address difficulties international students/immigrants and their families face. These local partnerships, often the result or extension of service-learning courses, bring people from many cultures together and help people find a sense of place. Thus the global and local join to become "glocal." In this presentation Jim will outline principles guiding the development of a "glocal" partnership and some of its challenges to include the issue of sustainability. Program administrators interested in enhancing or expanding the social component of their programs may find these partnerships facilitate both public awareness and public action. ■

Partnership Development in the Global Classroom Project

TyAnna Herrington, Georgia Institute of Technology

Keywords: global partners, develop, benefit

TyAnna Herrington, author of a chapter treating multiple kinds of relationships among global partners, will describe the experiences of her partners and herself in balancing their needs, desires, and limitations in their international teaching and research project. She will highlight what she and her global partners have learned to be necessary bases for partnering and will also describe their experiences in facing difficulties, noting the responses they implemented for treating them. She will list a series of partnering choices that she and her global partners have concluded consistently lead to success as well as those that consistently lead to failure. The overall intention of the presentation will be to describe lessons learned in developing an international program beneficial to all participants and to pose questions to attending CPTSC members to lead to discussion that could generate ideas for creative means to balance international partner agendas. ■

The Trans-Atlantic Project

Birthe Mousten, Aarhus University

Sonia Vandepitte, University College Ghent and University of Ghent

Keywords: guidelines, collaborative projects, awareness

Bruce Maylath, Birthe Mousten, and Sonia Vandepitte, co-authors of two chapters on what they call the Trans-Atlantic Project, will describe the programmatic framework for establishing the collaborative partnerships in which students studying technical writing in the U.S. collaborate with students studying translation in Europe to create procedural documents in Danish, Dutch, English, French, German, and/or Italian. They will provide guidelines for how international partnerships of this kind can be established between technical communication programs and translation programs anywhere, even in the absence of any sort of written institutional agreements and with minimal technology. Drawing on pedagogical and communication theories, such as Freinet and Steehouder and van der Meij, to facilitate student learning, the presenters will illustrate how international collaborative projects on technical documents help achieve common program objectives, particularly in regard to intercultural negotiation and mediation processes. In addition they will describe how they met course-specific objectives. For the technical writing course, such objectives included broadening student awareness of the needs of readers highly dependent on text understandability. For the translation

course, such objectives included a sharpened awareness of the revision and editing processes through theoretical and practical training sessions as well as a more stringent translation process. The combination of the revision, editing and translation process was used as preparation to meet the requirements for professional work processes and quality assurance as set out in the new European standard for translation, EN 15038. ■

Shifting Priorities in the Development of an Institutional Partnership

David Alan Sapp, Fairfield University

Keywords: shifting priorities, collaborations, study abroad

Sapp, one of four co-authors of the chapter "Realizing the University Mission in Partnership with Nicaragua: Internationalization, Diversity, and Social Justice," will discuss shifting priorities in his university's institutional partnership with the Universidad Centroamericana de Nicaragua (UCA). Critical influences on the partnership between communication and writing faculty at both institutions have come from changes in upper-administration, restructuring of departments and programs, resources and energy being distributed to other initiatives within the partnership, migration of participating faculty to other institutions or positions, and new political pressures external to the universities. During the last decade, the UCA has modernized its facilities and professionalized many of its academic programs. Many of these advancements have credited collaborations of UCA's faculty, staff, and students with its institutional partners in the U.S. As the 5 year point in our institutional partnership approaches, these changes continue. While anticipated collaboration with faculty in the communication program has slowed due to the many changes in priorities, other aspects of the partnership have flourished. For example, the undergraduate study abroad program has expanded greatly with more U.S. students traveling to Nicaragua, and at least one UCA student studying at Fairfield University each semester (on full scholarship, funded by the U.S. institution). There is also increased interest in the partnership from faculty at both institutions who share research and teaching interests on topics related to the environment, and both institutions are committed to advancing the UCA's electronic networking capability so that more collaborative courses can be developed using distance education technology. In sum, both institutions remain committed to the institutional partnership despite some challenges and remain convinced that its focus on social justice and shared mission will help the partnership remain sustainable and continue to benefit both students and faculty at both institutions. ■

Steps and Missteps in Facilitating the Emergence of a Hybrid Learning Culture

Herb Smith, Southern Polytechnic State University

Keywords: Chinese students, SPSU, collaborative program

Herb Smith, one of three co-authors of a chapter on a technical communication program partnership, will describe a global partnership, a 2+2 undergraduate degree program in Technical Communication between Northeast Normal University (China) and Southern Polytechnic State University (SPSU, United States), now in its fifth year. As a part of the program, Chinese students complete the first two years of study in China and come to SPSU to complete the remaining two years of their program. He will first describe the nature and structure of the partnership before moving to a discussion of some of the lessons learned from implementing this collaborative program. Finally, he will offer some guidelines for technical communication programs desiring to set up similar partnerships. ■

Panel D: Challenges, Complexities, and Strategies: A Conversation with Leaders in Technical Communication Program Review and Assessment

Moderator: Michael Salvo, Purdue University

Technical communication program directors and faculty are no strangers to the challenges and complexities of program review and assessment. In assessing learning outcomes for our programs, we might employ a process that is local (one or more students mastering concepts or skills) or global (degree programs preparing students to become technical communication practitioners or graduate students), internal (conducted by the program administrators and

Assessing Core Competencies with ePortfolios

Nancy W. Coppola, New Jersey Institute of Technology

Teamwork Skills: How Are They Taught? Assessed? Reviewed Programmatically?

Cindy Nahrwold, University of Arkansas at Little Rock

Understanding How Context Shapes Assessment

Teena Carnegie, Eastern Washington University

Skills and Literacies for the 21st Century

Becky Jo McShane, Weber State University

A Stakeholder Perspective to the Program Review Process: Bringing Industry and Academia Together

Kirk S. Amant, East Carolina University

Participatory Program Assessment: A Conceptualization

Jingfang Ren, Michigan Technological University

Keywords: program review and assessment, program performance indicators, dialogue with contributors

CONCURRENT SESSION 2

Panel A: Engagement, Outreach, and Service Learning

Moderator: Joe Weinberg, University of Minnesota, Twin Cities

Sustaining Engagement: Integrating Service Learning into Local Culture

Michael J. Salvo, Purdue University

Karen Kaiser-Lee, Purdue University

Keywords: service learning, engagement, Semester @ SEA

stakeholders) or external (conducted by a person outside the program), and mandated (required by the program institution) or voluntary (instituted by the program stakeholders). Reviews may be based on program performance indicators, such as student demographics, faculty qualifications, retention and graduation rates, and on student performance indicators, such as demonstration of core competencies in student portfolios. With the diverse nature of academic programs, the complexities of the field, and the changing nature of education, how is the program administrator supposed to know which approach is best? This session will provide opportunities for dialogue with contributors to the special issue of Technical Communication on academic program review and assessment that include skills and literacies, participator assessment, informal and formal strategies, integrating context, a technology transfer model, assessment of online courses, and self-standing program assessment. ∎

As programs in technical and professional writing become established community partners, expectations for reliable and sustainable outcomes from service learning projects rise. This presentation narrates programmatic innovations intended to better fulfill community expectations that have been built over two decades of service and engagement. We ask a number of related questions:

> How do community expectations impact the structure of service learning programs?

> How does a program's history impact its future and how do current faculty members contend with programmatic legacies?

> How do local client expectations impact programmatic planning?

> What futures are made possible? What seems impossible? On what are these expectations based?

> Can a twenty-year-old commitment to community-based service learning be made new again? How?

Over two decades of community-involved service learning, the Professional and Technical Writing program had harvested low-hanging fruit and some creative thinking was needed in order to fulfill growing expectations of community partners for service and engagement.

Rather than search for new local businesses and non-profit center organizations that had unmet needs, we instead sought to build a sustainable collaboration with a local non-profit organization with a number of perennial

and complex writing needs that could be translated into persistent engagement opportunities. On one hand, program administrators wanted to provide students with realistic writing experiences and exposure to client demands and expectations. This is the hope for many service learning programs: to create writing environments that were less about artificial classroom constraints and more about situated rhetorical situations with palpable consequences. On the other hand, these administrators recognized that some community partners had grown weary of engagement programs in which students continued to work to classroom expectations, often abandoning projects before they had met client organization needs. These client organizations expressed concern that they were not receiving the high-quality documents that they were expecting. In some ways this was the harvest of our own success: over time; expectations may have become unrealistically high. Still, something had to be done so client expectation matched student accomplishment and the constraints of the campus calendar.

One solution was to create a "branch office" of the local historical association on campus. During my class twice a week, the Advanced Professional Writing class became the branch office of the Tippecanoe County Historical Association. The core issue facing this localized think-tank was to articulate and build a 21st century mission statement and advertising campaign that would appeal to younger residents of the county.

The structure we created lessened the pressure exerted on the partner organization to create work for many more interns than they were capable of supervising. At the same time, students were relieved of the burden of creating an entire engagement project. Instead, some students took the lead on service projects. Others contributed work and diligently contributed to the projects. Meanwhile, hesitant and under-prepared students were not working directly with clients. Community perception was more aligned with their expectations.

There were costs: most striking, students who would have benefited from client pressure did not have the kind of immersive writing experience that service learning promises. And scheduled time more closely resembled the structures and flows of a writing classroom. Yet clients and students both reported, both formally and informally, a greater level of satisfaction with the service learning experience than in previous semesters.

Classroom discussion was enriched and students spent a great deal of time discussing potential solutions to systemic problems rather than reacting to short-term client needs;to separate what was important from what was merely urgent. We were preparing documents that the organization had hoped to have available: grant research, marketing plans, mission statements, and online museum displays. Concerned with daily operations, the organization did not have the resources or personnel to realize its longer-term goals. Our collaboration, which we titled the Student Engagement and Activism Program, or @ SEA Program, had an overarching theme: to prepare the historical organization with a 21st century mission and identity. Students researched grants, technologies, and historical texts to learn about local history as well as the client's own community engagement and partnership with the University. Students developed expertise in podcasting, web design, and multimedia, ultimately presenting a suite of resources that are being put to use.

The Semester @ SEA emulates elements of a study abroad semester and of a service learning project. Like study abroad, the students work with others in their major, taking a set of intensive thematically linked classes. Following the

model of service learning initiatives, the students work locally, engaged with a community organization. The Semester @ SEA offers coordinated Professional Writing classes that provide up to nine credit hours, a senior experience that contributes to graduates' accomplishments and maturity. For our inaugural project, we worked directly with the Tippecanoe County Historical Association to retain it as a vital site of learning and exploration for visitors and scholars in the 21st century. [http://tippecanoehistory.org/] Professional Writing majors co-register for two or more classes simultaneously, including a professional writing internship class, in order to foster student engagement in an extended community partnership. Students attended meals and seminars, went on field trips, and prepared documents for use by a community organization in order to both engage the Lafayette Community and extend their learning experience beyond formal classroom time. ∎

Collaboration and Iteration 101: Lessons Learned from Industry

Liza Potts, Old Dominion University

Clare Cotugno, Electronic Ink Position

Keywords: collaboration, iteration, presentations

Position

Technical Communications programs should devote more curricula to training students for the exigencies of communication in industry. Students should emerge from their programs with the social knowledge to move comfortably within a variety of business cultures. Furthermore they must be willing and able to collaborate and iterate, as well as to create products whose form and function respond to the needs of stakeholders.

As members of an industry research team in a consultancy and veteran college-level writing instructors, we spend most of our time identifying and resolving problems in business processes and information technology. Alongside our interdisciplinary team of project managers, developers, usability experts, and designers, we design solutions using the user-centered design methodology. Those trained in technical communication—experts in turning data into information—are integral to every phase of our process, from kickoff through final delivery.

Susan Klieman (1994) pointed out that "collaborative environments" work best for many writers (Sullivan 115). However new graduates are not entering the industry adept at the collaborative and iterative processes they and their employers need to succeed. With adjustments to curriculum, technical communication programs can improve in training students to become fully valued team members in industry.

Process: Collaboration and Iteration

Our work begins by talking with stakeholders and continues through research, development, testing, and delivery. It can be frustratingly incremental, and involve stakeholders resistant to collaboration. Like the other professionals on the team, our communicators must possess the "social knowledge" (Sullivan 116-118) to negotiate such settings. With practice, and with rigorous, helpful feedback from professors, technical communicators could emerge from their academic programs with stronger basic skills.

Products: Appropriate and Useful

Our technical communicators must be disciplined and nimble. Long reports and big reveals, the underpinnings of a semester's work at school, are anathema in most business situations. Business demands the capacity to craft a range of documents—preliminary and interim reports; requirements and specifications; use cases and personae; executive summaries and appendices—that are short and friendly to the layman. It takes training and practice to learn how

to best read a situation and select the most effective document for the audience, project goal, and timeline. Furthermore even the novice technical communicator should come to us knowing that a useful presentation is short and sweet: between ten and forty minutes—including ample time for questions and answers. Before they reach the job market, technical communicators need more practice designing and facilitating worthwhile presentations.

By adjusting assignments to require iterative and collaborative work, and by holding students to the same tight deadlines and product excellence as would business stakeholders, professors can foster good professional and social judgment, range of tactics, grace under pressure, and team building skills among technical communication students.

In our five-minute presentation, we will offer this position, hoping to spark a lively debate among both supporters and skeptics. What obstacles or liabilities do our colleagues see in this position? Would programs have to make significant sacrifices in resources, subject matter, or academic principles to accommodate some of these suggestions?

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Putting the Community into the College: The Impact of Service Area and Community Needs on Technical Communication Programs—A Case Study

Ritu Raju, Houston Community College

While Technical Communication programs have seen remarkable growth in recent years, most of these programs have been situated in four-year universities. In fact, a study of the STC academic database shows that only seven community colleges offer noncredit certificate programs in Technical Communication (TC), while a mere four offer an Associate's degree in TC. This low number is surprising considering that community colleges are well suited to offer Technical Communication programs since they have great flexibility in tailoring the program (or any program) to the needs of their specific service area.

My own experience as the coordinator of the new Technical Communication program at Houston Community College (Northwest) demonstrates the significance of service area needs and the importance of aligning any prospective program to the characteristics and requirements of its service-area. In this presentation I will discuss the distinctive requirements of the West Houston area and the challenges of customizing a program based on the needs of the community. This area has three distinct functional areas:

The oil and gas industry;

The healthcare industry; and

The service industry—including travel, banking, IT, and financial services.

One of the challenges in developing the program is to take into account the needs of these three sectors while designing the curriculum. The other challenge is to offer a broad-based curriculum that provides students with a strong, multi-faceted foundation while giving them sufficient exposure in the elective area. The other major challenge is to serve the general needs of the community while designing courses to serve the needs of specific employers. In all, the ultimate challenge is adapting programs to suit the abilities and competencies of students and achieving a blend of rigor, retention, and student engagement.

In addition to program design, another area of deliberation is course delivery. Some concerns in this area include the fact that students represent a broad

continuum in terms of technological know-how. Further, content needs to offer the right mix of comfort and challenge to keep students engaged and motivated. Finally, program delivery needs to attain an optimum balance between theory and praxis.

In my presentation I will discuss these challenges and our responses to them. For instance, the presence of a strong oil and gas sector in our service area has led me to propose a class on Terminology for the Oil and Gas industry, while the requirements of the healthcare industry have led me to offer classes in medical terminology, writing reports for the medical field, etc. In addition, I will seek feedback from colleagues in CPTSC regarding further directions and programmatic perspectives. ∎

The Land Ethic in Scientific and Technical Communication

Richard Johnson-Sheehan, Purdue University

Keywords: land-ethic, environmental ethics, teaching strategies

In his book, A Sand County Almanac, Aldo Leopold (1966) called on humans to develop a "land ethic" in which members of the "biotic community" are afforded rights of their own. He wrote, "In short, a land ethic changes the role of Homo sapiens from conqueror of the land-community to plain member and citizen of it. It implies respect for his fellow-members, and also respect for the community as such." (p. 240). Later, Leopold wrote, "The 'key-log' which must be moved to release the evolutionary process for an ethic is simply this: quit thinking about decent land-use as solely an economic problem. Examine each question in terms of what is ethically and esthetically right, as well as what is economically expedient. A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise" (p. 262).

As administrators of Technical Communication programs, we are in a unique position to help students develop this kind of "land ethic," which should inform all their decisions about how they interact with the ecosystems in which they are immersed. As entrants into fields of science and technology, students have the ability to do great harm to the environment—but they are also our best hope for developing solutions to the environmental problems such as climate change and pollution that are upon us. What would such an environmental ethic contain and how would

When entering a graduate program in Technical and Professional Communication (TPC), Composition, or Rhetoric, many new students are given the opportunity to teach first-year writing. Generally they are provided with intensive and ongoing training in the theory and pedagogy of Composition learning how to support their students in developing academic discourse. Far fewer of these students, however, receive the same degree of specialized training for teaching TPC. As a result, when these graduate students are later assigned to teach TPC courses, most undergo a significant transition from the disciplinary expectations of Composition and its focus on academic writing to the more applied communicative and rhetorical conventions required of professional discourse (Hart-Davidson, 2001; Allen & Benninghoff, 2004). Along with this shift in communicative purpose and context, new teachers must grapple with how the field has evolved from a grammar and remediation course focused on engineering students (Connors, 1982) to a diverse curriculum supporting development of rhetorical, sociocultural, multimodal, and technological literacies for students from a wide variety of disciplines (Cargile Cook, 2002; Dubinsky, 2004; Kalmbach, 2006; Selfe, 2006). These shifts require new teachers to rethink their assumptions, goals and approaches in the classroom.

This poster presentation will report on the negotiations that new teachers of TPC experienced in a seminar on TPC theory and pedagogy at New Mexico

State University. The seminar was designed to engage graduate students in understanding the evolution and complexities of TPC and to support them as they negotiated their way into teaching in the field. As part of this process, students in the seminar deliberated over significant questions including the following:

How do instructors choose which of the many relevant genres, rhetorical practices and technological literacies to incorporate into their curricula?

In what ways do instructors attend to the diversity of communicative demands students will face in workplace contexts following graduation?

What motivates instructor choices about whether to use service learning, client-based projects, or other situated approaches and how do they plan for the practical complications of supporting these?

How do the varieties of disciplinary backgrounds of undergraduate students in TPC courses impact the subject matter, genres, and assignments that are used?

What pedagogical practices do graduate teaching assistants draw on from their training in Composition and in what ways do these practices diverge?

This poster presentation will present key issues related to students deliberations and will prompt discussion about programmatic needs for teacher training and the challenges faced by instructors new to teaching TPC. As the job market for instructors with expertise in teaching TPC and related courses continues to grow, graduate programs would benefit their students by attending more intensively to these negotiations, better preparing them both theoretically and pedagogically to teach in and contribute to the field. ∎

Panel B: Programmatic Issues in Student Recruitment, Retention, and Placement
Moderator: James A. Rudkin, Michigan Technological University

Recruiting Technical Communication Students from First-year Composition
Tim Giles, Georgia Southern University

Keywords: students, Technical Communication, recruit

Development is a continually pressing issue for technical communication programs, and one that can be viewed in a variety of ways. Certainly, technical communication programs want to keep pace with industry and with the latest software applications, but we must also think of program development in terms of the students who leave our institutions to become technical communicators. Those students who will be the best representatives are those who have been recruited to be technical communicators.

Many technical communication programs are situated in English Departments where they began as services courses taught for business and engineering programs. Often technical communication students are English majors who are not interested in teaching, but instead want to write professionally after graduation. While such students have been the mainstay of technical communication programs, we need to work harder to recruit students who want to be technical communicators and who conceivably have more diverse technical and scientific interests than the typical English major. Doing so will enrich and strengthen the field and make technical communication programs more competitive.

Our particular situation is that we are offering a free-standing degree in Writing with a track in technical communication. Though a past department chair thought that being able to offer a degree in Technical Communication would attract more students, they tend to be more interested in Creative Writing, another option for our BA in Writing and Linguistics. As a result, we are working on recruiting Technical Communication students so that we can offer a more robust program.

This presentation will discuss planned and ongoing strategies to recruit students from the diverse pool of first-year composition, where students are

more likely to have not yet decided upon a major, or at least be in a point in their academic career where their commitment to a major and ability to change majors is more fluid. The question here is: How do we as Technical Communication faculty say "technical communication" to students in an engaging way, beyond what they can expect in terms of average salaries? How can our first-year composition courses and pedagogy communicate to students what an exciting and engaging field Technical Communication can be, and how it is a major appropriate for the 21st century, one that includes traditional humanities concerns while simultaneously applying them to new communication technologies? We are addressing these questions by creating first-year composition courses that deal with the subject matter of technical communication without using the typical service course genres as writing assignments. Instead we are creating courses that are focused on themes such as "Internet Studies," where the internet becomes the text for the course. We are also working with a National Science Foundation grant to teach first-year composition to students interested in various science disciplines, which could also conceivably draw students as minors. Further discussion of this topic could yield valuable ways that programs can view themselves. ∎

The PhD Program: Challenges and Implications of Funding Resources

Janice Tovey, East Carolina University

Trish Capansky, East Carolina University

At the CPTSC conference in Lubbock, Texas in 2005, I reported on our new PhD program and the issues and concerns we had as we began this new program in Technical and Professional Discourse. We saw this program as helping to meet the growing needs in our discipline while offering a connection to research in rhetoric and discourse studies, creating new opportunities for educators and researchers.

As we continue to grow and develop the PhD in Technical and Professional Discourse, our location in a regional university forces us to face many challenges in funding resources. We have been limited by our ability to offer competitive packages to potential students, due in part to silly and inflexible rules imposed by a bureaucracy—both at the system level and the university level—with no thought attributed to differences and needs among the programs, the university, and the system support.

The Graduate School just recently began to offer health insurance to graduate students in a very generous package. At the same time, the number of tuition remissions for both MA and PhD students is limited by availability. In terms of funding and resources, our university's priorities are considered after those of the state's research institution and land grant institution, leaving some gaps in our abilities to offer packages to our PhD applicants. Travel funding for PhD students is limited, especially in light of a new policy written by the legislature which denied the use of state funds for supporting student travel to conferences.

In spite of these difficulties we have a viable and dynamic program with excellent students. But additional, guaranteed support would make it an even stronger program. There is much the department and the faculty need to do to make up for the lack of institutional support. This presentation will address the implications of the lack of funding resources on the program itself and on the graduate students who accept and attend the university as well as how our department has responded to the difficulties. ∎

Negotiating Their Way into the Field: Theoretical and Pedagogical Deliberations by Graduate Students New to Teaching Technical and Professional Communication

Jennifer Sheppard, New Mexico State University

Keywords: academic discourse, professional discourse, graduate teaching assistants

When entering a graduate program in Technical and Professional Communication (TPC), Composition, or Rhetoric, many new students are given the opportunity to teach first-year writing. Generally they are provided with intensive and ongoing training in the theory and pedagogy of Composition learning how to support their students in developing academic discourse. Far fewer of these students, however, receive the same degree of specialized training for teaching TPC. As a result, when these graduate students are later assigned to teach TPC courses, most undergo a significant transition from the disciplinary expectations of Composition and its focus on academic writing to the more applied communicative and rhetorical conventions required of professional discourse (Hart-Davidson, 2001; Allen & Benninghoff, 2004). Along with this shift in communicative purpose and context, new teachers must grapple with how the field has evolved from a grammar and remediation course focused on engineering students (Connors, 1982) to a diverse curriculum supporting development of rhetorical, sociocultural, multimodal, and technological literacies for students from a wide variety of disciplines (Cargile Cook, 2002; Dubinsky, 2004; Kalmbach, 2006; Selfe, 2006). These shifts require new teachers to rethink their assumptions, goals and approaches in the classroom.

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> In what ways do instructors attend to the diversity of communicative demands students will face in workplace contexts following graduation?

> What motivates instructor choices about whether to use service learning, client-based projects, or other situated approaches and how do they plan for the practical complications of supporting these?

> How do the varieties of disciplinary backgrounds of undergraduate students in TPC courses impact the subject matter, genres, and assignments that are used?

> What pedagogical practices do graduate teaching assistants draw on from their training in Composition and in what ways do these practices diverge?

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Interdisciplinarity, Multidisciplinarity, and the Future of Embedded Programs in Technical Communication

Alan Chong, University of Toronto

A major responsibility of technical communication programs involves designing, implementing, and teaching writing courses to students in a wide variety of majors, including everything from business to engineering, the hard sciences, and even mathematics. As these collaborations with multiple disciplines expand, moving us from generic to discipline specific courses, a strong need for disciplinary knowledge—beyond our traditional fields of expertise in rhetoric and communication—emerges. Furthermore, as communication practices begin to be positioned as gateways to disciplinary knowledge and as our courses become student's points of entry into discipline specific discourse communities, this demand becomes acute.

For technical communication programs embedded within other departments, this demand has presented a significant challenge to staffing, curriculum planning, and instructional design. In the Engineering Communication Program at the University of Toronto, for example, our collaborations have led us:

First, through participation in written assignments for core courses, requiring subject knowledge in over 50 courses across the engineering curriculum;

To our own independent communication course connected to third year, highly technical courses in advanced physics, cellular and molecular bioengineering, and structural analysis of bridges, among others;

And finally, to discipline specific team taught courses—taught in conjunction with engineering faculty—in which the communication content is delivered in line with the technical content.

As the kinds and numbers of collaborations with engineering fields and specialists grow, so does the demand for a high level of interdisciplinary and multidisciplinary expertise. Even within the field of "engineering," the variations in disciplinary discourses—for example, between mineral and electrical engineering—are significant. Furthermore, as both Winsor [1] and Smith [2] noted, disciplinary knowledge is key to achieving student buy-in for communication instruction and to enabling communication instructors to be confident in the feedback they provide.

Disciplinary specialization is becoming increasingly necessary in order to effectively teach, comment on, and evaluate the products of communication across a wide variety of technical subjects and fields. As technical communication programs, especially embedded ones, evolve and grow into their collaborations, we face several important questions, such as:

How do communication instructors acquire disciplinary knowledge efficiently, and how much disciplinary expertise is necessary?

How do we balance the need for interdisciplinary specialization with the ability to work across multiple disciplines?

Are we responsible for teaching students only the discourse of their discipline, or do we need to develop the ability to negotiate a variety of discourse communities?

And, as we add and make use of our disciplinary expertise in our teaching and feedback, what, if anything, do we and our students lose?

Without posing concrete answers to these problems, this paper argues that the demand for interdisciplinary and multidisciplinary expertise will help to shape the future of embedded programs in technical communication. ∎

Panel C: How Changing Industry Contexts are Shaping Technical and Scientific Communication: Perspectives on Preparing Future Practitioners

Co-Moderators: Grace Coggio, STC-UMN Student Chapter President, PhD Candidate

Merry Rendahl, CPTSC Local Committee Assistant Chair, PhD Candidate
Department of Writing Studies, University of Minnesota Twin Cities

Keywords: information technologies, skills and aptitudes, specialized technical knowledge

This panel brings together leaders in industry and academia to comment on the unprecedented changes that globalization and the expanding scope of information technologies are bringing to the field of Technical and Scientific Communication. The panel discussion focuses on how technical and scientific communication programs can best prepare students for these shifting contexts.

Academic programs in technical and scientific communication strive to produce graduates that stand out as desirable candidates for the most prestigious and challenging jobs in the field; however the ever-changing nature of the profession makes it difficult to keep up with the most desirable skills and aptitudes that graduates will need to be successful. In addition to mastering evolving tools and acquiring specialized technical knowledge, today's technical communicators must navigate the broader societal implications of how we transform and ultimately understand information.

This panel will discuss a variety of perspectives on preparing technical communicators for the 21st century and beyond. ∎

Optimizing Industry Contacts for Programmatic Excellence

Laura Gurak, University of Minnesota Twin Cities

Keywords: programmatic benefits, industry internships, theoretical examinations

The world of technical communication changes quickly; academia changes slowly. Our Industrial Affiliates Program has allowed UMN to stay nimble and to develop its RSTC program with connections to practitioners and new developments in the workplace. These partnerships have brought programmatic benefits to both industry and academia. Benefits to our students include industry internships and research opportunities. Our industry partners benefit from theoretical examinations and groundings for their projects as well as access to exceptional graduates. ∎

Preparing Students for Scientific and Technical Communication Roles in Global Organizations

Jim Romano, Prisma International, Inc.

Keywords: global arena, localization, multilingual information architectures

A candid look at technical communications in the global arena. This panelist, a consultant who helps major corporations address international communication issues, will speak about the skills needed for effective communication in a global market. He will discuss the influences of localization, internationalization, multilingual information architectures, and emerging roles for technical communicators (e.g. translation coordinator). Jim Romano is a regional officer of the Society for Technical Communication and a former member of the Board of Directors for the global STC. ∎

Craft Model Versus Manufacturing Model—Do We Have to Choose? Repercussions of Industry Trends for Technical and Scientific Communication Programs

Daphne Walmer, Medtronic

Keywords: single-source systems, production or manufacturing model, multiple levels of abstraction

Single-source content management systems have significantly changed the role of the technical communicator. Some have described this new way of writing as a production or manufacturing model, in contrast to the more traditional craftsmanship model of writing. This panelist compares writing for single-source systems to playing 3-dimensional chess, and suggests that successful contributors in this environment manage multiple levels of abstraction that require an ability to see complex connections and work with a variety of people and topics. Daphne Walmer serves on the Technical Communication Body of Knowledge Task Force, sponsored by the Society for Technical Communication (STC), which is working to define the skills and scope that define the field of technical communication and its practitioners. ∎

Panel D: Diversity in Technical Communication Programs: What Does It Mean and What is Its Current Status?

Moderator: Nancy Allen, Eastern Michigan University

Addressing Diversity Representation among Students and Faculty in Technical Communication Programs

Kyle Mattson, Illinois State University

Keywords: student enrollment, faculty hires, diversity efforts

In this presentation, I will briefly discuss the methodology of our study and summarize the findings from the survey. Our survey asked for responses to ten questions. We asked what categories of diversity the program has particular concerns for, including gender and sexual orientation, disabilities, race, ethnicity, and nationality. We asked about these concerns in relation to student enrollments and faculty hires. Some studies have suggested that diversity concerns may not be effectively addressed at the program level alone. Therefore we asked in what ways diversity efforts are supported by the institution in which the program resides. ∎

Perceptions of Diversity in Technical Communication Programs and How Diversity Is Addressed in Curriculum Design

Gerald Savage, Illinois State University

Keywords: , national diversity needs, diversification of faculty, student demographics

A current assumption in CPTSC discussions appears to be that diversity concerns are focused mainly on underrepresented racial and ethnic groups. These discussions made us aware, however, that we do not currently know whether other groups may be underrepresented in technical communication programs. In order to get a more comprehensive sense of how diversity is regarded among program directors, we asked how the respondents perceive national diversity needs for the technical communication field. We have also begun to recognize that diversity concerns may not be adequately addressed only by diversification of faculty and student demographics. Therefore, we asked how diversity is addressed in the curriculum of the program. ∎

Alternative Forms of Technical Communication in China: Localized Programs and New Developments

Huiling Ding, Clemson University

Keywords: ERCD, ESP, ESL

Existing research shows that Technical Communication (TC) has yet to become a regular part of the college curricula or a profession in China. However one thing that has been ignored is the growing existence of English Related to Certain Discipline programs (ERCD) in English Departments in Chinese universities, which clearly reflects the impacts of local cultural contexts on the shapes and structures of TC programs. I argue that ERCD may function as an early, localized and alternative type of technical communication in China and can serve as the site of collaboration between TC programs in the United States and those interested in developing TC majors in China.

I hasten to add that the ERCD programs I mention here differ from English for Specific (ESP) courses in the United States or those discussed in the English as a Second/Foreign Language (ESL/EFL) literature. Offered to advanced undergraduate students, most ESP courses discussed in the ESL literature share similarity with service courses of technical/business writing in American colleges and stress writing rather than speaking, listening, or reading.

The situation is very different in China. Usually taught as service courses to non English majors, ESP courses are called Disciplinary English in Chinese and sometimes translate as Major-Related English or Specialized English. Before taking such courses, students are required to finish Intensive English courses and introductory content-area courses in their first two years in college. Often offered as Specialized English Reading, such courses stress reading and vocabulary acquisition to help students read and translate materials in their discipline.

Presenting a completely different story, the ERCD programs are usually housed in the English Department in universities with focuses on engineering, science, or medicine. These programs aim to train undergraduate English majors as teachers, translators, interpreters and editors for specialized fields such as electronics, engineering, science, or medicine. Below is an incomplete list of universities with ERCD programs:

> Scientific English—Tianjin University, Xi'an Jiaotong University, Institute of Science and Technology in China, Xi'an University of Electronics and Science, Zhenzhou University.

Medical English - Huaxi/Xi'an/Nanjing Medical University, Nanjing/Shanxi Chinese Medicine University.

Although ERCD curricula stress translation rather than writing to meet local needs and exchange information with foreign countries, I would argue that ERCD programs can be seen as the early, localized, and alternative form of TC in China. However with more foreign-invested high-tech and with the increase in the export of high-tech products produced by China, the market for technical communicators will be growing rapidly. Therefore, to influence the way TC is taught in China, we should collaborate with existing ERCD programs by establishing exchange programs, summer institutes, or distance learning courses. Such exchanges can also serve as rich sites for research and teaching by revealing issues encountered in the localization and translation processes as well as cultural expectations and values for technical documents. ■

Designing Scientific and Technical Communication Curricula in a Global Context: An Ongoing Conversation…

Laurence José, Michigan Technological University

Keywords: cultural dimension of communication, dialogical perspective, cultural and linguistic diversity

In 2007, the Council generously sponsored "Linguistic and Cultural Diversity in Scientific and Technical Communication: Designing International Curricula." This research was performed by Dr. Ann Brady, Director of the Undergraduate Scientific and Technical Communication (STC) program at Michigan Technological University (MTU) and myself, an international graduate student from France. We presented some preliminary results of this research at the CPTSC conference in Greenville, North Carolina last fall. Since then, however, the research has made significant progress and has led us to define some new and constructive ways for incorporating linguistic and cultural diversity into our curriculum. In this position paper presentation, I will discuss some of the more promising implications of this research for program design.

In attempt to reinforce student sensitivity to the cultural dimension of communication (from a linguistic but also visual perspective), we have developed an assignment for which students compose instruction manuals in English for an audience of international students at MTU. These manuals are intended to facilitate international students' cultural transition into the university. This assignment was piloted in the introductory technical communication service class (HU3120), which is required of all STC students and is a popular elective for students majoring in Business, Engineering, and Technology. Through the use of baseline and follow-up surveys, we have been able to assess the effectiveness of the assignment in meeting its curricular objectives.

One of the latest developments in this research has been the gathering of data directly from the instructors of HU 3120. Our effort to incorporate more linguistic and cultural diversity in the STC program has prompted a great deal of discussion and raised very interesting questions among our instructors about the methods for teaching international technical communication. Hence since the end of spring 2008, I have begun to interview instructors who have used our assignment in their classroom in order to determine the impact and demands of globalization from a pedagogical point of view. For some of the interviewees, this assignment was their first opportunity to incorporate international and intercultural issues in their classroom. The endeavor to involve other instructors of the program has enacted a dialogical perspective on what it means to be an instructor of scientific and technical communication in a global context, and it offers interesting perspectives on the programmatic consequences of the cultural and linguistic diversity of the workplace.

In this presentation, I will pose the following questions:

How can programs develop a coherent approach to international technical communication grounded in ethics and social justice?

What are the possibilities in transitioning from international technical communication at a pedagogical level to a curricular level?

What are the potential roadblocks to implementing an international curriculum? ∎

CONCURRENT SESSION 3

Panel A: Cross-curricular Perspectives and Approaches

Moderator: Lee-Ann Kastman Breuch, University of Minnesota, Twin Cities

Keeping English Relevant in a Scientific Environment: Developing a Program in Professional and Technical Writing with a Core Group of Sciences and Business Students

Nicole St. Germaine-Madison, Angelo State University

Keywords: Professional Writing, business and science, humanities

Angelo State University is a small, regional university located in West-Central Texas with a student population of approximately 6,300 as of the fall of 2007. However ASU is not an unknown quantity in the science and the business fields. Strong programs in physics, pre-medical studies, biology, and management and marketing have contributed to Angelo State University's ranking as one of the top ten, up and coming, regional universities by U.S. News and World Report. Further, students at Angelo State University have historically earned one of the highest acceptance rates among all universities in Texas for admission to law, medical, and professional schools.

The strong emphasis on science and business has put programs in the humanities at a distinct disadvantage in the allocation of resources. The Department of English, for example, has had to fight the image of being a service-oriented department at the university, rather than its more deserved image of a growing program offering three majors and a master's degree. In order to maintain its relevance in a strongly science and business-oriented environment, the Department of English has developed a program in Professional Writing. But here lay further challenges: with the proximity of strong undergraduate programs in Technical Communication at Texas Tech and Baylor, a new, competing program is not guaranteed to be a success.

As a result of these circumstances, the Professional Writing Program at Angelo State University has sought to develop its student base in the program by recruiting students in the business and science majors to register for a minor in Professional Writing. In this way, rather than taking only the required technical and business writing courses, the students become actively involved in the field of professional and technical writing, which in turn will help attract new majors. This effort has been largely successful with 28 new registrants for the minor program and 4 new registrants for the Professional Writing major in the first two months of the program's inception.

If given the opportunity, I would like to discuss Angelo State's approach to develop a Professional Writing Program in an environment that has historically marginalized the humanities. The feedback from other program administrators and technical and professional writing specialists would be especially welcome. In addition to the scenario outlined above, topics for discussion would include our unique approach of using the expertise of our marketing and management majors to advertise the program on campus as well as our five year plan for recruiting Professional Writing majors. ∎

Relationships Between Management Education and Programs in Professional and Technical Communication

Stevens Amidon, Indiana University–Purdue University Fort Wayne

Keywords: managers, project management, communication groups

People responsible for Professional and Technical Communication (PTC) curricula ought to build stronger connections with colleagues in management so that both groups may learn from each other. We hold this position for several reasons.

First, management is an inevitable and powerful fact of most people's work lives. Economist John Kenneth Galbraith (2004) wrote that corporations play "the dominant role in … modern economic society" and that power in those corporations has passed from stockholders to management (p. x). That is,

managers are now the dominant players in the dominant institutions in modern economic society. Even if some students never become managers, they will have to work with these powerful agents. We must prepare them for that.

Second, managers of communication groups (such as documentation groups or consulting firms) face issues that differ from what other managers face. For example, communication departments within larger organizations are often seen as "service" groups and may lack the prestige and power of other groups such as engineering, accounting, or manufacturing. (We will argue later that the common view of communication groups as service groups extends from an outdated theory of communication that is taught in most management programs.) Because communication groups often lack the economic power or prestige of other groups, what counts as good management practice for communication groups may differ from what counts as good practice for others. Students need to understand the difference.

Third, some students will become managers and our programs ought to prepare them for that. In the 2006 STC Salary Survey, 27% of STC members reported they worked in management positions, and the STC Management Special Interest Group (Management SIG) is an active group with "1484 members in 29 countries" (Lufkin & Bradwell, 2006, p. 1).

Granted, many PTC programs teach project management, but a focus on project management privileges short-term, project-by-project issues over crucial, long-term management issues, such as ensuring the continued success of the group one manages. As we discovered during our study of managers of communication groups, those who focused on long-term issues enjoyed greater success and expressed greater job satisfaction than those who focused simply on short-term issues. A subsequent and ongoing study of management textbooks suggests to us that management curriculum does a better job of teaching long-term strategies.

Although we believe that those of us in PTC programs can benefit from interacting with management education, we also believe that PTC has something critical to offer to management educators. If management textbooks are any gauge, management programs operate from an outdated set of assumptions regarding communication—assumptions that are likely to marginalize communication groups within larger organizations.

During our presentation, we will explain why we believe management programs do a better job of teaching long-term issues than do PTC programs and how outdated theories of communication may lead managers to underestimate the value of communication groups. We will base this discussion on our previous research (Amidon & Blythe, 2008) and on an ongoing study of management textbooks. We will end the presentation by inviting participants to discuss the following questions: How have some PTC programs reached out to their management counterparts? How might that be done? How might we in PTC learn more about long-term management? How might we better prepare PTC students to understand long-term as well as short-term management issues? How might we convince our colleagues in management education to adopt a different theory of communication, one that is more likely to empower people in communication groups?

We hope that participants will walk away from our panel with (1) a greater sense of the need for a long-term approach to management and (2) ideas for making connections to management programs. ∎

STC Programs Enacting Interdisciplinarity

Ann Brady, Michigan Technological University

Keywords: interdisciplinary work, programmatic support, local and global appreciation

"STC Programs Enacting Interdisciplinarity" offers practical ways to make more visible the field's commitment to interdisciplinarity. Establishing ventures that encourage such work and locate STC students at the heart of it encourages them to see the value of their skills and abilities while positioning programs for future growth and greater influence.

While the field of STC is characterized as interdisciplinary, the term is often taken for granted: it is used to indicate that working with other disciplines is central to technical communication but with little examination of how it might be supported programmatically (Brady, Johnson, and Wallace). Alliances have been forged at universities, such as Michigan Tech, to embed technical communication theory and practice into the pedagogy of other fields, thus opening pathways between disciplines and making students more aware of them (Brady, Seigel, Wallace, and Vosecky). How programs might encourage their students to engage in this work and how it might benefit programs, however, remains to be fully explored.

MTU's STC program designed and supports one venture that advances the practical nature of interdisciplinary work on both local and global levels. This position paper profiles the "Partnering with Senior International Design" project that places STC students as teachers, communication and usability specialists, and user advocates on Environmental Engineering teams traveling to South America to improve sanitation conditions. ∎

Strategies for a New Context: Technical Writing in the Discipline

Carroll Ferguson Nardone, Sam Houston State University

Keywords: Writing in the Disciplines (WID), context-specific definition, techne

Technical writing programs have a long history of defining themselves based on their contexts. Consider the varied responses to the question, "What is technical writing, anyway?" To answer that, most of us would define our program by how we affect or are affected by the circumstances of our local environments. Those programs housed in engineering, for example, define themselves quite differently and articulate their missions quite differently from those housed in the humanities. But we would never presume to say that only the engineering-based programs are truly technical writing programs; nor could anybody objectively state that a BA in technical writing is less desirable than a BS in technical writing, devoid of context. Part of what has made our field as exciting and dynamic as it has been is its diversity and the inability of any one set of courses or degree plans to define what it means to be a program in technical, scientific, or professional communication. It is exactly this inability to define a set structure that will sustain our programs as we refine our missions in these economically troubled times. Just as Jo Allen argued nearly twenty years ago against any definition of technical writing, we must argue against any set definition of technical writing programs and find more ways that our programs can develop themselves based on local contexts and needs.

One such way that we can find locations for the work we do is to situate our all-encompassing definition as part of a Writing in the Disciplines (WID) initiative. This paper presentation will discuss how using WID strategies can help pro-grams find new audiences for courses in our departments and other disciplines. If we put the emphasis on the writing aspect of what we do, then it seems logical that writing within any discipline is our domain. We can grow a program by asking others into our own college homes and by placing ourselves in other areas. Why shouldn't efforts to teach the discourse of any profession be linked through a technical writing perspective? A quick inventory of member pro grams in CPTSC shows that one size or location does not fit all; thus the tenets of technical professional communication could be adapted to a discipline's needs. Rather than a lack of definition being considered a problem, a broad, yet con-

text-specific definition is an opportunity to find places where our philosophical approaches will extend and supplement disciplinary knowledge.

Ultimately, our history of teaching writing through a rhetorical perspective, as well as the notion that the etymology of "technical" is the Greek techne, allows us the latitude to decide where we work. The more we see our mission as one that has to do with disciplinary knowledge—its creation and management linked to a particular discourse community—the more likely we are to find ways that will sustain our programs and grow them in ways we hadn't previously considered. ∎

Panel B: Perspectives for Curricular Change, Part 1
Moderator: Erik A. Hayenga, Michigan Technological University

The Council for Programs in Technical and Scientific Communication at 35 Years: A Sequel and Perspective
Bruce Maylath, North Dakota State University

Jeff Grabill, Michigan State University

Keywords: Pearsall, Warren, constitution, purpose

Twenty-two years after the founding of CPTSC, its first two presidents, Thomas E. Pearsall and Thomas L. Warren, published a retrospective of the organization's history and accomplishments to date (1996). In 2008, as CPTSC celebrates its 35th annual meeting, CPTSC'S 13th and 14th presidents will present a sequel examining the subsequent 13 years by previewing an article that they have written for CPTSC's inaugural issue of its journal, Programmatic Perspectives.

To do so, we return to the lens that Pearsall & Warren used, namely by focusing on CPTSC's purposes, as spelled out in Article I of the organization's constitution:

To promote programs in technical and scientific communication;

To promote research in technical and scientific communication;

To develop opportunities for the exchange of ideas and information concerning programs, research, and career opportunities;

To assist in the development and evaluation of new programs in technical and scientific communication, if requested.

To promote exchange of information between this organization and interested parties

Examining each purpose, we make the following points:

program growth has been significant during this period, most notably in the number of new PhD programs;

research efforts have increased with the implementation of CPTSC's grants for program research and the launch of its journal to address program issues;

opportunities for exchange have increased dramatically with the expansion of CPTSC's annual meeting; the implementation, starting in 2000, of its international Roundtable series; and the expansion of its membership representation, growing from three English-speaking countries to as many as seven countries of many languages, stretching from Asia to Europe and North America;

programs have further developed and been evaluated through the implementation of the program administrators' roundtable at annual meetings and the updating of program review criteria by a new committee for program review; and

information available to other parties has grown considerably through the implementation and subsequent expansion of the CPTSC Website and with a series of summit meetings of the CPTSC and ATTW presidents.

During the discussion period, we will invite attendees to contribute their own observations about CPTSC's history and accomplishments. ∎

Improving Program Visibility and Impact within Our University: The Case for a General Education Offering

Lu Rehling, San Francisco State University

An article published last year by the Society for Technical Communication deplored that "technical communication is, to this day, not considered a humanities course to count for general degree requirements, in any undergraduate program in North America." However in the same month that article was published, our Technical and Professional Writing Program began offering a new General Education course: an elective within the Humanities and Creative Arts area, from which every SF State student earning a bachelor's degree must choose at least one course.

Our path-breaking course speaks to the future of programs in this field, offering both immediate, practical results and also more long-term and high-minded benefits, as my discussion of our rationales for the course and the outcomes to date should explain.

Beginning with the most tangible reasons for developing our new General Education course, one was to recruit potential new majors and minors. Ours is a specialized, career-oriented, independently housed program that had offered only upper-division courses before we introduced our new lower-division General Education offering. As a result, despite a variety of outreach and promotional efforts, our program often seemed to fly under the radar. Nothing has been more frustrating over the years than meeting students who bemoaned the fact that they "never heard of" our program and "didn't know it existed" until they were too far along on their paths to graduation to make Technical & Professional Writing a focus of study. And nothing has been more worrisome than the low enrollments that have now and again plagued some of our courses (especially in response to external economic factors, such as the dotcom bust). These have challenged the supportive intentions of our dean, who has struggled with tough decisions about how to allocate resources college-wide and, in the past, needed to justify special accommodations for our program. Fortunately, having now offered our new course for three semesters, we are already seeing this hoped-for benefit: Every section of the course has led directly to new students joining our program.

Another reason for developing our new General Education course was to take some enrollment pressure off of our existing course offerings, some of which we could never expect would enroll a high number of students (because of course prerequisites, technical content, lab requirements, grading/feedback expectations, and so on). By designing a course for General Education that could be about workplace writing, without emphasizing basic instruction in how to write, we could set the prerequisite bar lower and the enrollment ceiling higher, attracting and enrolling more students. Having improved the overall student-faculty ratios for our program already has provided an argument for protecting our other under-enrolled classes.

There also is a pragmatic benefit to faculty in having one course in our curriculum not require as much intensive grading and feedback as our other courses do. It is also a benefit to our faculty to teach a course with students earning degrees in other departments. Because our program does not offer a technical writing service course, our new General Education offering provides the only opportunity for our program faculty to teach non-majors, which is refreshing. Even those students who may never take another Technical and Professional Writing class often express their appreciation for how our General Education offering helps them to understand the importance of writing for their own professional futures; their enthusiasm and interest are invigorating.

Complementing these positive and easily identifiable outcomes for students, program, and faculty are other benefits of our new General Education course that accrue from improving the visibility and impact of our program: the academic status and recognition that derive from positioning our new course within the Arts and Sciences Core that is a major component of General Education at SF State. Because our field is career-oriented, with close connections to business and industry (as well as non-profit organizations and government agencies), others in our college and on our campus have sometimes misunderstood it as limited to training, not understanding the humanistic foundations of our practice, teaching, and research. I must admit that obtaining approval for our new course as a General Education Humanities elective was challenging, requiring some persuasive rhetoric to cultivate support. But, while the favorable decision of the responsible interdisciplinary university-wide committee was not unanimous, the discussion helped to open understandings.

As a result, I recommend the effort of developing and championing a General Education course to others. Expanding our mission from serving self-selected students already interested in our field to also exposing new students and faculty colleagues to our methods and concerns has proved worthwhile. Our field merits having our campus colleagues learn to view it as a legitimate, rich, and interesting area of study. The future success of our programs may rely, in part, upon extending our reach and improving understanding of what we know and do. Based on our experience at SF State, a well-designed General Education offering can help to accomplish that goal. ∎

Positioning a Program's Curriculum through a General Education Course: Using Narrative to Teach Humanistic Aspects of Our Field

Neil Lindeman, San Francisco State University

When we in the Technical and Professional Writing Program at SF State proposed a new General Education elective, we faced a curriculum design challenge we believe is vital to the future of programs in our field: How to position knowledge about technical and professional writing in a way that emphasizes its humanistic approaches and demonstrates its value to a broad audience.

More specifically, our course faced an approval process with three imperatives: (1) it had to be appropriate for a high student enrollment (as many as 50 students in a section); (2) it had to clearly fit the mission of the Humanities and Creative Arts area; and (3) it had to be suitable for lower-division students from a variety of majors. To address the first imperative, we decided to emphasize concepts, not composition—instead of focusing primarily on teaching writing skills, we focused on how and why people use writing to get professional work done. To address the second imperative, we chose weekly class topics that introduced fundamental methods and issues in our field: close reading, rhetorical strategies, ethical assessment, genre studies, communication channels, cultural analysis, and so on. And to address the third imperative of making the course material broadly accessible and interesting, we relied on the power of narrative, identifying for each weekly class topic multiple stories from a range of workplaces, professions, and publication venues that would both expose and elucidate the issues and ideas that we hoped to teach.

Our narrative-based course design has proven to be critical to the success of the course. The two of us who designed and now co-teach this course, "Writing Practices in Professional Contexts," were inspired by research in our field and wanted to share it with the students, so we picked 35 or so journal articles and book chapters that contained narratives we could use to illustrate the concepts and ideas of the course and then presented these in class in a way that was accessible to the students. This approach has made it easier for us to

keep students engaged in a largely lecture-based class and make the course material appealing and relevant to students from many different majors. The narratives also work effectively with the conceptual focus of the course and lend themselves to course assignments. Our students do frequent, informal writing assignments that respond directly to narrative material, and are asked to refer back to narratives in exam questions. The narratives also prepare students for the scenario-based formal writing assignments they do for the course.

Based on our experience, designing a General Education course around narratives that teach humanistic concepts and methods can be an effective way to position technical and professional writing in the overall curriculum of a university, an outcome that extends programmatic reputation, reach, and viability. ∎

Panel C: Context Creating Change

Reaching Beyond Local Contingencies and into the International Context: An Ongoing Study of Technical Communication in China

Han Yu, Kansas State University
Keywords: relevance, influence, proficiencies

As we step into the 21st century, Technical Communication (TC) programs need to reach beyond local contingencies to succeed in the international context. From communicating with an international audience, working with colleagues across cultures and borders, to teaching non-native English speaking students, we need to reconsider, in fundamental ways, the way we teach, research, and practice TC. To participate in these efforts, I am conducting a research project in China where I examine the relevance of TC to China's universities and workplaces, the possibilities of establishing TC education/training in China, and whether/how the changed and changing Chinese context may influence how we approach TC in the United States.

I visit two Chinese universities: University of Shanghai for Science and Technology, and Beijing Forestry University. At these universities, I give lectures introducing the basic TC concepts, skills, standards, and selected topics (for instance, ethics and document design) to teachers and students in the English department. I then interview teachers and survey students seeking their opinions on the relevance of TC to China's university education. So far, the feedback has been positive: teachers and students alike are interested in the topic of TC. But at the same time, teachers have concerns such as how to fit TC into existing English curricula or how to recruit qualified TC teachers, while the many other routes and needs of learning English compete for student attention, notably, preparing for various qualification tests such as GRE (Graduate Record Examination).

In addition to these research efforts in the universities, I interview Chinese professionals who work at multinational corporations where English is the working language. With these interviews, I intend to find out what kinds of English training are needed in China's workplaces and whether TC training can satisfy these needs. The participants, so far, generally see the usefulness of TC training, but their perceptions and acceptance of TC are complicated. Treating English as a practical tool, they are not interested in learning all the concepts and skills TC has to offer and only those that directly relate to their everyday work. In addition, because of their different education and work experience, English proficiencies differ among the participants. Those with more rigorous English training (for instance, through MBA programs that are taught in English) have very different opinions on what English training they need than participants who do not have similar experience.

After completing my study in late June, I will more systematically analyze and reflect on all the data collected. The programmatic points of discussion will include, but may not be limited to, the following: whether/how TC programs in the U.S. may collaborate with English departments in Chinese universities

to pilot TC courses in China, what teacher/student exchange programs may be established, whether/how Chinese students may take online TC courses taught in the U.S., and whether/how TC training may be offered to China's working professionals. I will share some of these key findings and points of discussion at the CPTSC conference. ∎

Balancing Opportunities and Constraints: Program Development in the Evolving Field of Medical Writing

Lili Fox Vélez, Townson University

Keywords: unfavorable publicity, competitive pressures, AMWA, specialty tracks

Over the last year, three factors have changed the disciplinary/cultural/economic conditions for medical writers, which, in turn, will change the needs of the field and the appropriate ways for programs to meet those needs. I would like to discuss them and how they may affect the development of courses and programs in medical communications:

Unfavorable publicity for medical writers, stemming in part from conflicts of interest, research improprieties at major pharmaceutical companies, and specialized definitions of authorship—many writers distanced themselves from the idea of ghostwriting to the point that they sometimes seemed to deny they were doing any actual writing at all; others began defending their craft in print, under their own names, for the first tim;

Calls for changes in who is allowed to produce continuing medical education materials, potentially excluding all for-profit companies from involvement would eliminate jobs and probably change the amount writers could earn doing this kind of work. The economic downturn combined with empty product pipelines and trends in outsourcing further reduce availability of writing work, putting competitive pressures on the traditional collegiality among medical writers;

Changes in the national organization, the American Medical Writers' Association (AMWA) such that the executive board is finally ready to begin endorsing academic coursework through pilot alliance with Towson University;

The fourth of these factors is the most hopeful for technical writing programs interested in adding classes in medical communications or building new specialty tracks, since it could represent a switch from AMWA seeing itself as the main source of medical writing education, to seeing itself as part of the continuing education of medical writers who may earn academic credentials elsewhere.

The first three factors are likely to change the goals of people seeking education in medical writing and perhaps change how these people will be paying for their coursework [a significant portion of students in the past have used education funding from their employers]. These challenges in self-definition, employability, and collegiality will shape medical communication for years to come. They also offer opportunities to learn from other branches of technical communication and knowledge management that should shape our programs and improve professional practice in all settings. ∎

Programmatic IP Issues: The Why and How of Addressing Copyright in Students' Development of Professional Portfolios

Shaun Slattery, DePaul University

Keywords: target, copyright, target skill

Students graduating from technical communication programs typically produce a portfolio of their work as part of a capstone course or as part of their job hunting process. For these portfolios, students rely on projects they've produced throughout a program to demonstrate their professional skills.
The means by which individual course projects are completed sometimes include ready-at-hand materials. Students might improve upon "bad" instructions, include Google images in documents and PowerPoint presentations, or modify an existing image to make a different argument – all legitimate, "fair" uses of material for academic practice with a limited audience of the instructor and possi-

bly class peers. However when students choose to circulate these projects more widely or host them online, the context and legality shift, potentially raising questions about student awareness of copyright and ethical decision-making. This situation is exacerbated by the confluence of technological change, evolving "copynorms" (Schultz, 2006), new laws and lawsuits, and what John Tehranian has called the increased "copyright consciousness" (2007, p. 540) of the public. In this paper, I will reflect on three sets of experiences that have informed my understanding of programmatic IP issues:

Teaching graduate and undergraduate technical writing classes whose projects have included "redesigns" and use of others' intellectual property;

Directing a graduate "New Media Studies" program that includes a digital portfolio-based capstone course; and

Creating "Writing and Intellectual Property in the Digital Age"—a graduate course for writers and "new media" designers that examined practices of knowledge production, dissemination, use, and protection in the age of digital technology and culture of remix.

Based on these experiences, I will discuss ways programs can address IP issues by the following:

Informing students of these differing audiences and purposes for projects,

Educating students (and faculty) about copyright, its exceptions (fair use, permissions, Creative Commons), and strategies for avoiding infringement,

Creating course projects that teach the target skill while maintaining legal and ethical use of material, and

Guiding the planning and production of portfolios with an eye toward copyright issues. ∎

Panel D: Victoria Mikelonis' Work through the Eyes of her Graduate Students

Co-Chairs: Constance Kampf, Aarhus School of Business

Tim Giles, Georgia Southern University

This proposed panel would examine the work of the late Victoria (Vickie) Mikelonis as viewed through the eyes of graduates students who studied with her. Panel members found that her dedication and interest in both the subject matter and our development as scholars was inspiring. The panel addresses the broad scope of contributions that Vickie made to the technical communication education and program administration in the areas of culture, service learning, grant-seeking and mentoring. As her former students, panel members will tell part of her story through our eyes, experiences, and the learning opportunities she gave us. Our hope is that this panel will give the audience a reminder of the broad perspective and multiple talents Vickie had, and show how she used them to encourage us and help us grow as scholars offering the opportunity for a discussion focused on the connection between the past, present and future of CPTSC through interaction between faculty and graduate students. ∎

On Appreciating the Talents and Supporting the Needs of International Students

Marianallet Mendez, St. John's University

Keywords: international students, faculty, opportunity

Much of graduate education in technical and scientific communication is implicit and filled with cultural assumptions not shared across educational systems in different countries. Thus, international students often bring different perspectives which seem to challenge the status quo. Working through the differences is an opportunity for faculty to develop and enhance global perspectives in the classroom as well as in research and programs. This presentation focuses on the ways in which Vickie Mikelonis appreciated my differences in perspective and approach to graduate work and helped me with the unique needs I had as a PhD student in Rhetoric & Scientific and Technical Communication. Questions for discussion include;

How do we recognize unique needs of international students?

How do we appreciate what international students bring?

How can faculty open themselves to the opportunity for transformation

that this cross cultural experience provides? ■

On Service Learning and Inspiring Students with Industry Backgrounds
Aimee Whiteside, University of Minnesota

My first encounter with Vickie Mikelonis was in her service learning class on grant-seeking. The course was connected to non-profit organizations in the community, and students had the opportunity to write grants that would be submitted on behalf of the local organization. The applied nature of the course served as a bridge from the workplace to academia, and inspired me to move from the workplace to academia. Questions for discussion include:

> What is the role of service learning in scientific and technical communication programs?

> How can service learning recruit students connected to industry in ways that enrich our programs? ■

The Role that Faculty Play in Mentoring Students in Grant-seeking
Jeremy Miner, St. Norbert College

What strategies have programs developed for sustaining and extending their mission in times of budget troubles and economic downturns? Grant seeking is a part of scientific and technical communication training which offers potential employment in the non-profit world. With grantseeking training, after graduation, students are prepared to develop programs of their own in the nonprofit world. Questions for discussion include:

> What is the place for grant-seeking training in the scientific and technical communication curriculum?

> And how can scientific and technical communication programs benefit from grantseeking within their programs? ■

On Mentoring Through Sharing the Classroom
Constance Kampf, Aarhus School of Business

Working with Vickie from 1998–2005 was the richest mentoring experience of my life. Our work together developed over time, ironically starting with a misunderstanding on my part. In 1999, Vickie invited me to come to her grant-seeking class. So I showed up twice a week for the entire semester. By the third class, she began engaging me in co-teaching which eventually led to my part in the grant-seeking book and six years of shared time in the class room. Only later did she let me know that she really only asked me to come to a single class, and was surprised that I kept showing up, so she decided to put me to work. Sharing her classroom became a regular part of my schedule throughout my time as a graduate student. Questions for discussion include:

> How can scientific and technical communication programs offer opportunities for mentorship?

> How can sharing the classroom with experienced faculty help graduate students develop their course portfolios? ■

CONCURRENT SESSION 4

Panel A: Forces Affecting Curricular Change
Moderator: James P. Zappen, Rensselaer Polytechnic Institute

Teaching Standards in Technical Communication Programs
Bradley Dilger, Western Illinois University

Keywords: standards, development, application, integration

Electronic communication and a more global economy have increased the demand for autonomous forms of collaboration. For many kinds of organizations, it's neither feasible nor desirable to seek centralized control of communication, production, and even collaboration itself. The use of standards provides a way to retain a level of control and influence while allowing decentralization. Because of the rising importance of standards in academic and professional discourse and work, I argue that Technical Communication programs need to include standards as a core form, teaching students how to read, write, integrate, and apply various kinds of standards as part of everyday activities.

The relevance of standards is clearly demonstrated by recent work in the field:

> The World Wide Web Consortium's technical standards for markup, as evangelized by the Web Standards Project (WaSP) and others, have

profoundly shaped both browser technology and common methodologies for creating and maintaining web pages. At CPTSC 2007, Karl Stolley argued that these standards should provide the foundation for a comprehensive and sustainable web curriculum in Technical Communication.

Universities are among the many organizations who have published visual identity guidelines, design standards which allow stakeholders to create communications which share the consistent "look and feel" of professionally produced materials. Among others, Annette van den Bosch has shown the broad influence of these standards, both internally and among the general public.

Educational policies are quite often shaped by standards published by professional organizations (such as the Council of Writing Program Administrators' outcomes statement for first-year composition) or state and federal governments. While the particulars of "standards-based accountability" remain fluid, and individual standards vary even more radically, there is little doubt that standards-based approaches will be the principal method in both elementary and higher education.

"No Child Left Behind" has been widely criticized for an inflexible "one size fits all" approach to education. I believe part of the problem is a lack of familiarity with standards. All involved—the government employees and educational professionals who wrote the standards, as well as the principals, teachers, parents, and other stakeholders who have to comply with them—need a better grasp of the way standards can and should function.

Technical Communication educators should focus education about standards on three areas:

Development—Standards are often developed by processes which include calls for feedback, suggested revision, and other public involvement. Technical communicators need to understand common processes for developing standards so they can participate and effectively influence their development.

Application—Technical communicators should be able to read and apply a wide variety of standards. Certainly, increased knowledge of standards would empower students to help others do the same, by serving as "expert readers" who could help interpret standards.

Integration—Communicators need to understand when a particular project would benefit from the use of standards. Some technical communication textbooks address this area when dealing with requests for proposals and other documents, but not enough attention is given to determining when standards are beneficial, how communicators can develop them effectively, and why they should be integrated into certain kinds of projects.

In summary, my presentation briefly defines standards and shows their importance for technical communication (relying on a handout rather than a long explanation), then discusses ways that technical communication programs can ensure students are better equipped to deal with them. ■

Balancing Technological with Rhetorical Instruction

Jason Swarts, North Carolina State University

Keywords: technological instruction, rhetorical instruction, curricula

This position paper will address a perennial programmatic problem: how to provide instruction in technical communication that meets student demand for training on industry-standard technologies without, subsequently, reducing the amount of rhetorical instruction they receive. I contend that to see technological and rhetorical knowledge as opposing weights on a curricular balance overlooks how technological literacy necessarily entails rhetorical knowledge. To support this position, I will present the results of interviews with current and former students of North Carolina State University's Masters of Technical Communication program. In those interviews, students and alumni discuss what is rhetorical about their technological proficiencies, whether they see it that way or not.

Before leading into the results, I will first position the discussion of technological versus rhetorical instruction in published research suggesting that in many workplace contexts, skilled use of technology is characterized as rhetorical knowledge that supersedes mere functional proficiency. Yet from the vantage point of inexperience, students entering graduate and undergraduate programs in technical communication too often operationalize technological literacy as functional proficiency. At the same time, some curricula, NC State's included, reinforce this misperception by forcing a wedge between courses focused on technological instruction (i.e., "practice" courses) and courses focused on rhetorical instruction (i.e., "theory" courses). This distinction can be profitably dismantled, but not without addressing some fundamental programmatic issues such as curriculum design, course development, and perhaps hiring.

The primary aim of this short position paper is to encourage a conversation about how programs in technical communication plan for technology instruction and plan ways to integrate such training into courses that are more traditionally focused on rhetorical knowledge. Additionally, I will encourage discussion of the ways that we conceptualize our graduate and undergraduate programs. If we see technological and rhetorical knowledge as being intertwined, is it to the benefit of the students to draw sharp distinctions, as some programs do, between "theory" and "practice" courses and require them to take some of each? Assuming not, what would curricula look like that was built around the assumption that technological knowledge entails rhetorical knowledge? What would courses and assignments look like? What kinds of faculty would these programs seek to hire? ■

Technical Communication in IT

Gretchen Perbix, Minnesota State University

Keywords: creation, technical skills, communication skills

In 2001, William Hart-Davidson estimated that upwards of 60% of technical communicators were employed by the IT industry, yet current conceptions of these technical communicators often limit their responsibilities to support or service roles. In Giammona's 2004 study of technical communication professionals, it was clearly pointed out that the future of the discipline requires professionals who take part in and add explicit value to IT processes. I propose that graduates currently have the ability to work within the software development lifecycle doing work that supports the creation of software, but this ability needs to be better understood and marketed.

The catalyst for this belief lies in the changing nature of information technology practices in general, and software engineering more specifically. At one time, these professions were focused almost entirely on their technical aspects, but changing trends demand a focus on communication skills. In fact, there are a number of communication-focused products that are intermediate deliverables within the software development process: business requirements,

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system specifications, test plans, bugs, status reports, strategy documents, and additional internal documentation. Each of these information units require the skills commonly developed in technical communication programs such as persuasive writing, audience analysis, critical thinking, and project management. Thus I believe that technical Communication graduates are well suited to work within IT development as business analysts, designers, usability consultants, quality assurance analysts, and project managers.

I wish to discuss two questions with the audience of this presentation: Should we prepare and market students for these types of roles or are computer science and software engineering students better prepared for them?

What types of curricular changes (or additions) would we need to make to better prepare students for these types of roles?

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Panel B: Considering Contexts of Curricula
Moderator: Quan Zhou, University of Wisconsin—Stout

The Service Program in Context
Susan M. Katz, North Carolina State University

Keywords: Professional Writing Program, context, grade distribution

At North Carolina State University, the service courses in technical, business, and scientific communication are housed in an umbrella program known as the Professional Writing Program (PWP). Serving more than 1500 students per year, these courses exist in several contexts in addition to the context of the PWP:

The contexts of the disciplines from which each course draws its students.

Communication for Engineering and Industry primarily serves students who major in some type of engineering (everything from Aerospace to Textile Engineering) or computer science.

Communication for Business and Management students are most likely to major in a field housed in the College of Management or in Textile and Apparel Management.

Communication for Science and Research students are typically from any of the hard sciences.

The context of a land-grant university, dedicated to serving its students and the people of the state of North Carolina.

The context of an English Department.

This presentation will focus on the effects of this last context, that of an English Department, on the PWP. Specifically I will describe how that context led to the creation of a task force, which I was asked to chair, to assess the PWP. The request for an assessment was primarily driven by two factors: a university initiative emphasizing assessment of all programs and, more importantly and more directly, a departmental concern about what was seen as grade inflation in the PWP courses relative to the grades of other courses offered by the Department.

This presentation will focus on the investigation into the concerns about grade distribution, which was based on the perception that a disproportionate and unreasonable number of A's and B's were being awarded to students in these courses. Our review of data pertaining to grade distribution revealed that these courses do tend to lean toward the high end of the scale with many students receiving A grades. However we were able to suggest a number of reasons why this may be occurring and to provide a rationale for why the grade distribution for courses in the PWP would differ from other courses offered by the Department.

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Our response to the Department had to be framed within the context of the values of an English Department, which are not always consonant with values of the PWP. For example, concepts of rigor and scholarship are highly valued by the Department, but the PWP also values relevance to a career or workplace situation—values not shared by all faculty within the Department. This presentation will share the results of our investigation, including some recommendations that we made, and describe how the assessment report was shaped by the context of the Department. ■

Steeping or Dipping? Blurring the Lines of Technical Communication Course Scheduling

Wanda L. Worley, Indiana University–Purdue University Indianapolis

Keywords: creative scheduling, traditional, intrusive courses

Is your school or program facing budgetary pressures? Being asked to be more productive? Working overtime…already? Being asked to be more creative in programmatic scheduling? Higher education is known for its "long" traditions. The 15–16 week semester, the summer 5–6 week session, the 50 and 75 minute classes are long traditions in higher education institutions; but is it time to start new traditions. Is it time to do some hardcore questioning of our long-held assumptions about how courses are scheduled?

Having just submitted the spring 2009 course schedule to the registrar, this topic is fresh on my mind. A few years ago, scheduling was simple; TCM offered the same courses every spring semester and the same every fall semester. Cliché, yes, but technology has changed our world. As reality changes, won't technical communication programs need to follow suit?

Many factors, not just technology, affect how we deliver our courses. For example, two years ago because of financial woes, in an attempt to increase enrollment and retention, the dean asked department chairs and program directors to try creative scheduling; I did. The TCM program has offered once-a-week sections for 15 weeks (each session running 2 hours/40 minutes), once-a-week sections for 8 weeks (each session running 5 hours/20 minutes), twice-a-week sections for 8 weeks (each session running 2 hours/40 minutes), a week-long intensive section (8:30 a.m.–5 p.m., with prior assignment and post assignment). Although we have not done research, anecdotal experience tells us some of these courses worked well; some did not. My session will go into more detail.

All of these sections are face-to-face courses, not online. The only shortened section of an online course is our summer courses that run both summer terms, so end up being 12 weeks instead of 15. Is it time for us to try an 8 week online section? Or what about offering courses that are yearlong or even two years long?

On insidehighered.com, Scott Jaschik (2008, March 28) reported briefly on a recent study conducted at the University of Texas at Austin on how students rated intensive courses. According to this study, students preferred intensive courses over the traditional 15 week semester courses. But as one person commented to the news item, "Not all courses are informational how-to's. In some, you must be steeped, not merely dipped." A lot more research needs to be conducted.

So I conclude with the question I started with, "Is it time to question our long-held assumptions about how courses are scheduled?" ■

How Liberal Are Our Arts? A Case for a Return to the Humanistic in Technical Communication Programs

Casey J. Rudkin, Michigan Technological University

Keywords: humanistic, liberal arts, "vocationalization"

In 1979, Carolyn Miller made a call to the humanistic value of technical writing in her seminal article "A Humanistic Rationale for Technical Writing." She emphasized the rhetorical nature of science and the need for students to be able to navigate the new, more philosophical waters of communication. Now, nearly thirty years later, the view from the field still looks more "windowpane" than enlightenment, despite our continuing association with the Humanities on many campuses. For example, at Michigan Tech, our STC program is rooted in the Humanities, while other departments are experimenting with their own "technical communication" courses specific to their own majors, such as CM 3410 Technical Communication for Chemical Engineering. This compartmentalizing suggests that each course needs to be tailored to its major to be of use to its major's students. However I would instead suggest that we, as teachers of technical communication, advocate for a return to a more humanistic approach, reinforcing our ties with Humanities and broadening the liberal arts aspects of a university education.

One person outside of our immediate field making a similar call for liberal education is Derek Bok, who has frequently criticized what he calls the "vocationalization" of American universities. His concern is that students spend so much time concentrating on their majors that they miss the benefits of the whole of a liberal education. This causes problems in the professional world. He says, "Although the traditional liberal arts curriculum may not automatically provide an adequate moral education, it undoubtedly helps in many ways to develop ethical awareness and moral reasoning" (82). One point of contact for students is a true Humanities-based technical communication course, one emphasizing ethical and humanistic components, as well as the forms and functions of technical writing.

Even T.A. Rickard considered the importance of a liberal education in his handbook A Guide to Technical Writing (   ), which came out in the early 20th century. About good writing he says, "If the geologists are ahead of the mining engineers and metallurgists in felicity of expression, it is largely due to the fact that most of them have undergone an academic training before taking a special course in science; consequently, they have acquired some feeling for the proper use of language and a command of words that practice has cultivated" (11–12). With so many calls for a humanistic, liberal approach to education, why is technical communication often considered the mastery of forms, when in fact it is so much more? And of great importance to our profession, what does this view mean for our programs? It is my hope that this position paper will give program creators and administrators a greater base for their own calls for a humanistic approach to technical communication, as well as underscoring of the importance of such a move. ■

How Comprehensive Can We Be? Delivering Professional Writing Education at a Rural Master's Institution

Amy M. Patrick, Western Illinois University

Keywords: internships, technology, community resources

Not unlike other comprehensive universities negotiating the tension of expanding programs to recruit students and generate revenue, Western Illinois University sees professional writing as a direction for growth. The professional writing minor in the WIU English and Journalism Department is adapting to new geographic and demographic contexts at both the program and course level. Our minor has extended to WIU's Quad Cities campus, located approximately 75 miles north of the main campus in Macomb. At the same time, two new degree programs have been developed to target the needs of the Quad Cities population—a bachelor's and a master's in Liberal Arts and Sciences. These programs allow students at the undergraduate and graduate levels to choose a concentration in professional writing. Until recently, our professional

writing offerings in the Quad Cities have been limited, requiring faculty to commute from Macomb to the Quad Cities. When we introduced Technical Communication as an online course, we increased our accessibility and gained yet another audience: the WIU Board of Trustees (BOT) major has incorporated it as their Writing in the Disciplines (WID) requirement. Like the Quad Cities students, these students are primarily nontraditional with interdisciplinary backgrounds. Additionally, they are located all around the country. We are navigating these and other contextual changes in the following ways:

Accommodating individual student experiences, knowledge bases, and learning styles by including more internships and experiential learning. By changing the structure of our program to include more internships and experiential learning, we are providing courses that retain relevant material and assignments to meet students' academic and professional needs, but allow flexibility for our diverse population. For example, we are networking with businesses across a larger region to establish internship connections feasible for nontraditional students in our growing service area.

Assessing the benefits and drawbacks of online, distance, and face-to-face delivery for individual courses. To meet new program needs in the Quad Cities, I developed an online version of Technical Communication and am in the process of modifying Professional Editing to be taught via distance learning technology—one section simultaneously in Macomb and in the Quad Cities. As we implement these changes, we need to ensure we are delivering education that is accessible and equitable across various formats. To this end, we are incorporating audio, video, and web technology to foster strong learning communities outside the physical classroom while teaching important communication skills unique to the virtual world.

Developing a recruitment strategy that targets students across our campuses whose career goals are well supported by a minor in professional writing. As BOT and other programs include Technical Communication as one of their WID options, we not only increase our offering of the course, but also recognize its potential to draw candidates to our program.

In this paper, I will discuss the recent changes our program has made to adapt to our evolving demographic, the preliminary results of those changes, and our recruitment strategy, and I will share the questions and challenges we are still addressing. Underscoring my position in this paper is the need to ensure that in adapting to the needs of our region, we do not compromise the quality of the education we deliver, but rather use our technological and community resources to enhance our programs and courses. ■

BUSINESS MEETING MINUTES

CPTSC 35th Annual Meeting

4 October 2008
University of Minnesota, Minneapolis, MN, USA

Kelli Cargile Cook called the meeting to order at 9:06 a.m. with 39 members in attendance.

1.   Approval Request: *Nancy Coppola asked for comments/corrections on email-distributed minutes of the 2007 business meeting. With no corrections, Tracy Bridgeford made motion to approve minutes; Jan Tovey seconded. Motion carried.*

2.   Standing Reports

   a.   **Secretary (Nancy Coppola):** *no additional report*

   b.   **Treasurer (Karen Schnakenberg):** *Karen Schnakenberg summarized 2007 treasurer's report and reported on financial standing. She indicated that she would be investigating possibilities for investing additional money in a money-market account.*

   c.   **Publications (Jan Tovey):** *Jan Tovey reported that 2006 proceedings are completed and edited and are with Tracy Bridgeford for formatting. Proceedings from 2007 will be available soon on the CPTSC website. The CPTSC newsletter will be published shortly. Jan requested 2008 conference submissions formatted with key words and citations added as well as conference discussions and results; no footnotes.*

   d.   **Program review (Nancy Coppola for Kirk St. Amant):** *Nancy Coppola summarized committee activities including publication of special issue of Technical Communication on program review. Kelli Cargile Cook questioned the need to continue a narrowly focused program review effort in light of CPTSC efforts on program assessment. Nancy asked for additional members for a committee more broadly focused on program assessment. Bill Williamson agreed to join the committee with a focus on stages, Becky Jo McShane will join with a focus on models, and Nancy Coppola will continue on the committee with a focus on outcomes. Kirk St. Amant, who chaired the Program Review Committee, has resigned as chair.*

   e.   **Web site (Tracy Bridgeford):** *Tracy Bridgeford reported that the CPTSC archives have been digitized and that future archives as well as Programmatic Perspectives will be saved on an external hard drive that the Executive Committee approved for purchase. Tracy now has PDF of all proceedings and has hired an assistant to annotate and index proceedings by author and subject. Tracy reported that only 37 people participated in the election survey. Nancy Coppola asked why CPTSC did not include narratives describing candidates for office. Tracy Bridgeford will remind immediate past president, Kelli Cargile Cook, about narratives prior to next year's election to post on website.*

   f.   **Distinguished service award (Jeff Grabill):** *Jeff Grabill reported that the DSA Awards process was successful.*

   g.   **Research Grants committee (Kelli Cargile Cook for Kathryn Northcut):** *Kelli Cargile Cook reported that the research grants committee selected two winners using a blind-review process. She introduced the winners and commented on the overall success of the grants, noting several published outcomes and deliverables.*

   h.   **Diversity report (Gerald Savage):** *Gerald Savage noted the committee's progress. He indicated he is willing to continue to chair the committee although he is no longer serving as a member of the Executive Committee. Jerry asked for committee volunteers to contact him.*

   i.   **Programmatic Perspectives (Tracy Bridgeford):** *Kelli Cargile Cook recognized the journal's three editors. Tracy asked for memorabilia and photos for archives and noted contents for first issue. Karla Kitalong announced a new co-editorial for first issue by Kelli Cargile Cook (outgoing president) and Jan Tovey (incoming president). Kelli asked for ideas for programmatic issues. The membership responded with these ideas:*
      1.   *Teena Carnegie -- innovations in recruitment of students and faculty*
      2.   *Molly Johnson – administrative issues such as negotiating resources*
      3.   *Marj Hovde – collaboration across departments*
      4.   *Elizabeth Pass – branding efforts*

5. *David Sapp – negotiating contracts*
6. *Kelli Cargile Cook – staffing issues*
7. *Steven Amiddon – Centers and laboratories connected within the university*
8. *Marj Hovde – global partnerships*
9. *Marj Hovde – mentoring and leadership training*
    i. *Bill Williamson – possible workshop for training leaders and administrators*
    ii. *Karla Kitalong – online workshop*
    iii. *Stuart Blythe – leadership workshops such as ACE*
    iv. *Jan Tovey – MLA summer workshops for new chairs*
    v. *Karla Kitalong – WPA workshop*
10. *Elizabeth Pass – budget issues*
11. *Marj Hovde – mew technology, updating lab space, software licenses*
12. *Kelli Cargile Cook – external review letters for tenure and promotion*
13. *Bill Williamson – vision beyond immediate needs*

3. Organizational Reports

a. **ATTW (Lu Rehling):** *Lu Rehling reminded attendees to come to San Franscisco for ATTW on March 11 and submit proposals.*

b. **CPTSC 2008 Roundtable at IPCC in Montreal (Bruce Maylath):** *Bruce Maylath reported on the successful International Roundtable held for first time in North America and with attendees from Switzerland and Mexico.*
   Approval Request: Bruce Maylath presented a formal proposal from Katherine O'Donell to establish an online international database with international programs, contact information, teaching materials, etc.
   Bruce Maylath made a motion to adopt the effort to develop an online international database.
   Ty Harrington seconded the motion.
   Kelli Cargile Cook opened the floor for discussion:
   Jim Dubinsky suggested making language generic so ABC might be able to partner with us.
   Bruce Maylath accepted the friendly amendment and rephrased the motion: Motion to adopt the effort to develop an online international database using generic language so ABC cam consider as a joint project.
   Motion carried.

c. **INTECOM (Bruce Maylath):** *Bruce Maylath recommended rejoining Intecom in order to be part of international conversations. Kelli Cargile Cook indicated that CPTSC cannot move without knowing fees. She asked for a sense from membership so Executive Committee may make email decision. Consensus of membership to go forward.*

d. **STC (Kelli Cargile Cook):** *Kelli Cargile Cook noted that Hilary Hart is the STC liaison and Nancy Coppola is Body of Knowledge representative.*

4. Future Conferences

Announcement: *Kelli Cargile Cook thanked University of Minnesota for a great conference and thanked the conference hosts, program chairs, and program reviewers.*

a. *Upcoming meeting sites*
   1. *2009 – University of Aarhus, Denmark*
   2. *2010 – Auburn University*

Kelli Cargile Cook stated that CPTSC does not have a host site for 2011 conference. Jim Dubinsky said that Virginia Tech would like to host 2011.

b. *Vote on 2009 meeting site – University of Aarhus, Denmark*
Kelli Cargile Cook asked for approval of the 2009 meeting site and dates of August 19 – 22 (Wednesday, August 19, is planned as a shared outing day with

symposium group). David Sapp moved the motion; Jerry Savage seconded. Motion carried.

c.   Invitation to 2009 Conference hosted by University of Aarhus
Bruce Maylath, Constance Kampf, and Birthe Mousten described the local arrangements and travel, noting an informative website to come.

5. Installation of New Officers
Kelli Cargile Cook noted installation of new officers:
President – Jan Tovey
Vice President – Elizabeth Pass
Secretary – Nancy Coppola
Treasurer – Karen Schnakenberg
Members at Large – Stuart Blythe, Teena Carnegie, Julie Dyke Ford, and Donna Kain

6. Adjournment: Meeting was adjourned at 10:56 a.m.

Respectfully submitted by Nancy Coppola, secretary, CPTSC