

Call for Proposals

Special Issue of *Programmatic Perspectives* (13.2, Fall 2022)

Title: “Collaboration Models for Programmatic Development: Stakeholder Engagement in Program Design, Growth, and Assessment”

GUEST EDITORS

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SPECIAL ISSUE DESCRIPTION

This special issue of *Programmatic Perspectives* celebrates and highlights the unique stakeholder collaborations our programs foster and embrace. Specifically, we call for research and program showcase articles that illustrate collaboration models with stakeholders for various programmatic development.

Rationale

Recent publications in *Programmatic Perspectives* have highlighted our field’s need to collaborate widely with stakeholders for programmatic purposes. In fact, the word “stakeholder” appears over 450 times—in every archived issue of *Programmatic Perspectives* since 2009, with 80% of references since 2015. This increasing focus on stakeholder collaboration draws attention to our field’s unique and growing perspectives to engage with people in and affected by our programs.

Technical, scientific, and professional communication programs engage in stakeholder collaboration, perhaps considerably more than other university programs due to the interdisciplinary nature of our field. Our programs serve across universities, and we engage with industry advisory boards, accreditation bodies, industry research partners, industry sponsors of program labs, internship/externships partners, experiential learning partners, and diverse student populations. Despite our field’s years of stakeholder collaborations and the growing focus on such practices, our primary journals have not published a special issue dedicated to stakeholder collaborations, although we do see related special-issue topics on entrepreneurship in TC programs in *Journal of Business and Technical Communication* (Fraiberg, 2021; Spinuzzi, 2017) and *IEEE Transactions on Professional Communication* (Spinuzzi, 2016).

Representative Literature

Existing literature on stakeholder collaborations certainly do exist, and they emphasize how our programs engage with stakeholders, but collaboration models specifically are not the focus. Articles from *Programmatic Perspectives* have focused on collaboration with stakeholders to

develop technical, scientific, and professional communication programs at both the undergraduate and graduate levels (Balzhiser, Sawyer, Womack-Smith, Smith, 2015; McKee, 2016; Seigel & Brady, 2020; Steiner, McCracken, & Moeller, 2020). We also see articles on stakeholder collaboration in specialized areas such as program assessment (Coppola, Elliot, & Newsham, 2016; Say, 2015; Vealey & Hyde, 2015); internship coordination (Kramer-Simpson, 2018a; Sides, 2015); usability/media lab and workspace design and sponsorship (Ferguson Nardone, Strubberg, & Blackburne, 2020; Howard, 2015; Kowalewski & Williamson, 2016); industry advisory boards (Spartz & Watts, 2016); service course curriculum (Ballard, 2018; Schreiber, Carrion, & Lauer, 2018); international partnerships (Ding, 2020); and reflective and responsive program and curricular changes to social needs, to name a few (e.g., social justice by Walton, Colton, Wheatley-Boxx, & Gurko, 2016; social media by Lam, Hannah, & Friess, 2016; implications of the year 2020 by Eisenhart & Gulbrandsen, 2020; Coffey, Glotfelter, & Simmons, 2020; digital literacy pedagogy, Burnham & Tham, 2021).

In the past 10 years, other publications on technical, scientific, and professional communication program development echo many of these topics. Our field's scholarship emphasizes stakeholder involvement in designing client-based projects and partnerships (Getto & Beecher, 2016; Lancaster & Yeats, 2016; Kramer-Simpson, Newmark, & Ford, 2015); curriculum and course materials (Carnegie & Crane, 2019; Oswal & Melonçon, 2017); internships (Bourelle, 2014; Kramer-Simpson, 2018b); program learning outcomes and assessment strategies (Clegg, Lauer, Phelps & Melonçon, 2021; Kinash, McGillivray & Crane, 2017); and research (Melonçon, Rosselot-Merritt, & St. Amant, 2020). A recent book dedicated to industry-academic partnerships (Bridgeford & St. Amant, 2017) also highlights related topics: program development (Nugent & José, 2017; Spartz & Weber, 2017), internships, mentorships, and professional partnerships (Katz, 2017; Smith, 2017), usability labs and collaborative spaces (Howard, 2017), and research partnerships (Bernhardt, 2017), to name a few.

Special Issue Focus

This special issue focuses on collaboration models (i.e., passive/active models, user-centered models, team/community/network models, process/outcomes models, etc.) used to engage and design with stakeholders of our programs. In academia, we see “design” as a fundamental aspect to all areas of programmatic development: curriculum design, assessment, growth and sustainability (recruitment and retention of faculty and students), job-readiness, and student experience.

We seek original research or literature review articles and program showcase studies with focus on collaboration models and stakeholder involvement on topics listed in [the CPTSC Submission Guidelines](#).

Questions to Consider

Proposed articles should answer one or more of the following questions:

- How do program administrators and faculty in technical, scientific, professional communication collaborate with stakeholders to design, grow, and assess their programs?
- What collaboration models are used to represent stakeholders' voices in programmatic development? How successful or unsuccessful have such models been to achieve co-creation/co-ownership of programs, curricula, and the student experience?
- How do program administrators achieve balance in decision making (or prioritize decisions) that represents the broad, and often competing, stakeholder needs?
- How have faculty collaborated with stakeholders to develop new curricula in response to society and industry needs?
- What new or innovative approaches exist to leverage the value of stakeholder involvement?
- What barriers and/or limitations exist that pose challenges to stakeholder collaborations in programmatic development?

SUBMISSION PROCEDURES

Construct a cover page with author name(s), institutional affiliation(s), and email address(es) and a separate document with a 500-word proposal. (References do not count towards the word count.) File types accepted include DOCX, DOC, or RTF. (No PDFs please.)

Submit proposal via email as attachment with subject line "Proposal: Collaboration Models for Programmatic Development: Stakeholder Engagement in Program Design, Growth, and Assessment" to lead Co-editor at both Amber.Lancaster@OIT.edu and dr.amberlancaster@gmail.com by February 25, 2022, 11:59 pm PST.

Submissions should conform to the [Programmatic Perspectives Style Guide](#).

TIMELINE

- February 25, 2022 – 500-word proposal abstracts due
- March 15, 2022 – Decisions on proposals sent to submitters
- April 30, 2022 – Initial manuscripts due
- May 30, 2022 – Blind reviewer comments sent to authors
- July 15, 2022 – Revised manuscripts due
- August 1, 2022 – Editorial feedback to contributors
- October 1, 2022 – Final manuscripts due
- November 30, 2022 – Publication of special issue

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GUEST EDITORS' BIOGRAPHIES

Dr. Amber Lancaster is an Associate Professor of Communication and Director of Professional Writing (PWR) at Oregon Tech. Amber leads a variety of program tasks including program marketing efforts, student recruitment, industry partnerships, internship coordinator, and usability lab administration. Her publications include manuscripts on usability/UX, transdisciplinary research models in UX, and ethics. Her research focuses on the intersections of user centered design (UCD), ethics, and social issues as well as on technology and writing pedagogy. Current research includes a grant-funded project for programmatic development; engagement with professional writing students to co-create/co-design media messages for diverse stakeholders; and usability testing media messages for diversity, equity, and inclusion.

Dr. Susan Rauch is an Assistant Professor of Humanities and Communication at Embry-Riddle Aeronautical University in Prescott, Arizona. Susan oversees the technical report writing course workgroup at ERAU, which evaluates the equivalency and equity of course teaching materials and curriculum. She serves on several committees for Writing Center Program development and the ERAU Writing Matters initiative Quality Enhancement Plan (QEP) to meet SACSCOC accreditation. She is also a former program and curriculum coordinator for the first-year Science Communication program and course across two campuses at Massey University in New Zealand, and as an instructor at Texas Tech University, she participated in the programmatic assessment of the second-year technical writing course. Current research includes grant-funded projects for programmatic development and for user tests multimodal online storytelling platforms as interactive reporting tools in health and science communication as well as the development of OER course curriculum in technical writing.

Dr. Carie S. T. King is a Clinical Professor and Associate Director of Rhetoric at The University of Texas at Dallas. In addition to the first-year writing program, Carie leads the University's Committee for Academic Integrity. Last year, she was Co-I of UT System Innovative Curriculum Development Grant, which supported programs and funded the collaborative creation (for UT Dallas and UT Arlington) of a simulated learning experience in core technical-communication courses. Her teaching covers PTC in engineering as well as communication, ethics, and STEM writing, and her research focuses on pedagogy and intercultural communication. Her publications include a monograph, *The Rhetoric of Breast Cancer*, and collaborative works in communication and pedagogy. She is Co-founder and VP of a communication consulting firm.