

## Editors' Introduction to Issue 16.1

**Rhonda Stanton**

*Missouri State University*

**Russell Kirkscey**

*Penn State Harrisburg*

**Beth Shirley**

*Montana State University*

**W**elcome to Issue 16.1 of *Programmatic Perspectives*. In this issue, we have five timely and relevant research articles from excellent scholars; we have one interesting and helpful program showcase, and four book reviews that may help you decide your next book selection.

### **Research Articles**

With recruitment strategies becoming more and more important in today's higher education climate, the information Angela Crow and Jen Almjeld share in their case study, "Story Versus Search: Writing Studies Graduate Recruitment Lessons Learned," could be helpful to program directors who need fresh ideas on how to best recruit students into their programs.

In "Understanding and Developing Programmatic Support for Doctoral Students," Mina Bikmohammadi and Erin Clark report on "29 doctoral programs in TPC and related disciplines" and offer their "recommendations for program directors to strengthen mentorship, resource allocation, and program visibility."

Turning to broader curriculum goals, R. Elle Smith and Chen Chen in "From Policy to Practice: Trauma-Informed Approaches to Student Attendance" explore how trauma-informed pedagogical (TIP) principles can support more inclusive classroom attendance policies by treating instructors as technical communicators. The study highlights the tensions between flexibility and accountability and offers TIP-based strategies to foster inclusivity in both classroom practice and broader institutional policy.

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Josephine Walwema, Jennifer Sano-Franchini, Jessica R. Edwards, and Sweta Baniya in "Social Justice and Intercultural Issues in Service-Learning Pedagogy: An Empirical Study" present findings from focus groups with TPC scholars and instructors who integrate service-learning or community engagement into their pedagogy. It explores how these educators translate concepts of social justice and intercultural communication into course design to address real-world inequities. The study offers empirical evidence supporting the value of social justice-oriented service learning in advancing inclusive programmatic goals and equipping students with meaningful, career-relevant skills.

Jason Tham and Shannon Samson, in "Enhancing University Honors Students' Experience with Technical Communication and User Experience Projects," provide insight into another curriculum area that program directors can use to increase participation in an important student population. The authors report on a case study of this course and highlight the plan's development, instructor and student experiences, and how institutional goals can align with disciplinary teaching strategies.

### **Program Showcase**

In the program showcase, "The Synergy of 'Design Thinking and Communication' and its New Faculty Mentoring Program," Michele Zugnoni shares about an innovative "interdisciplinary university program designed primarily for first-year engineering students at Northwestern University." The program has "two courses that combine instruction in communication with instruction in engineering design and are taught jointly by an instructor from each discipline. This creates a rich and diverse learning experience for students and a powerful pedagogical experience for faculty."

### **Book Reviews**

The book reviews in this issue include a review of an edited collection *Keywords in Technical Communications*, a collection of 39 essays edited by Han Yu and Jonathan Buehl, reviewed by D-Jay Bidwell. Douglas Walls reviews *Rewriting Work*, edited by Lora Anderson, a collection that looks at how TPC has changed over the last 20 years with a focus on "place," particularly the workplace. Kristopher Purzycki reviews Erin Clark's book *Feminist Technical Communication: Apparent Feminisms, Slow Crisis, and the Deepwater Horizon Disaster*, a case study of disaster communications through an apparent feminist lens. Emanuella Afimaa reviews a book from Stephen Carradini and Jason Swarts, *Text at Scale: Corpus Analysis in Technical Communication*, in which the authors "provid[e] readers with a robust understanding of the method, its functionality, and possible applications in technical communication practice, pedagogy and research."