

The Council for Programs in Technical and Scientific Communication at 35 Years

A Sequel and Perspective

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Abstract. Building on the 1996 retrospective by Pearsall and Warren, the authors examine the decade that followed for the Council for Programs in Technical and Scientific Communication (CPTSC). As the world became more closely knitted together through trade agreements and advancements in communication technology, CPTSC took up its mission in response as it helped promote program growth internationally. During this period, the organization added many more members beyond the United States, as it hosted a series of roundtables in Europe and Canada, working to diversify the ethnic make-up of its membership through scholarships. As the global economy fostered development of high technology, CPTSC assisted in academic program growth and assessment and promoted research focused on programmatic issues by starting a research grant program and launching the scholarly journal *Programmatic Perspectives*.

Keywords. diversity, exchange, grant, international, journal, program, research, review, roundtable, summit

Twenty-two years after the founding of the Council for Programs in Scientific and Technical Communication (CPTSC), its first two presidents, Thomas E. Pearsall and Thomas L. Warren (1996), published a retrospective of the organization's history and accomplishments to date. In 2008, as CPTSC approached its 35th year and annual meeting, the editors of *Programmatic Perspectives* asked us, CPTSC'S 13th and 14th presidents, to write a sequel for the journal's inaugural issue, to provide a retrospective on the 13 years that followed.

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

1. To promote programs in technical and scientific communication;
2. To promote research in technical and scientific communication;
3. To develop opportunities for the exchange of ideas and information concerning programs, research, and career opportunities;
4. To assist in the development and evaluation of new programs in technical and scientific communication, if requested; and
5. To promote exchange of information between this organization and interested parties.

Just as in the Pearsall and Warren article, these five purposes serve as headings for the sections that follow.

CPTSC: A Retrospect

In 1973, Pearsall wrote a letter to directors of 20 academic technical communication programs that he identified to see if there was interest in meeting and organizing. He asked, "What elements make up a successful TC program? What balance do we need between specialized and generalized training? How much science and technology does a technical communicator need and what kind? How well do our graduates measure up to the standards of working professionals?" (Pearsall & Warren, 1996, p. 140). By examining the proceedings of the annual meetings, Pearsall and Warren reveal that these questions continued to be at the heart of discussions for the next 22 years. Indeed, an examination of the proceedings for the 13 years since, now posted at the organization's official website, reveals a similar interest in answering these questions.¹

However, by 1996, new questions had arisen: How can programs prepare graduates for an integrated global economy, workforce, and technical documentation flow? How can programs become more ethnically and racially diverse in their student populations and faculty composition, given the increasing diversity of the countries in which such programs find themselves? The growth of programs in technical and scientific communication has been significant, and with that growth come questions about preparing faculty to administer these programs, develop curricula, and promote research to understand these significant changes. These questions, and attempts to answer

¹ Each year's proceedings are available at <http://www.cptsc.org/proceedings.html>.

them in the sessions of annual meetings, distinguished the last 13 years from the 22 years that preceded them. Thus we turn to the ways CPTSC responded to these questions, in light of its five-point mission.

To Promote Programs in Technical and Scientific Communication

Recent years have seen significant growth in programs and therefore in initiatives to promote them. In addition to program growth, these years have seen change driven by internationalization, the need for diversity, new information technologies, and new ways to teach and learn given those technologies. We report in some detail in this article on internationalization and diversity issues, but CPTSC presidents have also pushed initiatives to establish a stronger Web presence, to provide more support for public school teachers, to strengthen program review practices, to recognize members through the Distinguished Service Award, and to question the role online education plays in the profession (Bernhardt, personal communication, July 12, 2008).

Growth and change have been significant. From the 20 programs Pearsall located in 1973, Pearsall and Warren (1996) reported that the number had grown to 190 by 1994. In 2008, our tally of programs posted on the Society for Technical Communication (STC) website² counted a nearly identical number, 187, in nine countries. This number includes all types, from bachelor's, master's, and doctoral programs to certificate, diploma, and minor programs. Because the list depends entirely on voluntary submissions and updates, the true number of programs is conceivably much larger than what appears on the STC site. Indeed, the growth in faculty positions reinforces the notion that program numbers have grown, but have not been reported to STC. Michigan State University's degree programs are not in this database, for instance. In addition, STC lists the bachelor of science program begun in 2000 at the University of Wisconsin–Stout (UW–Stout), but it does not list UW–Stout's technical writing minor or professional writing concentration, both of which have existed for over 25 years. Perhaps most notable for this sequel has been the growth in PhD programs. Now numbering 18 on the STC site, in 1996, PhD programs could be counted on one hand.

Likewise, in 1996, the number of nonwhite students and faculty members in technical and scientific communication was astonishingly low—indeed, nonexistent in most programs. At the 2003 annual business

² See <http://www.stc.org/academic/index.aspx>.

meeting at Clarkson University, a proposal from the floor recommended that CPTSC take a lead in addressing this dearth in diversity. In response, then-President Bruce Maylath appointed a 17-member committee to study the problem and draw up a plan of action. With Cynthia Selfe as chair, the committee included Tommy Barker, Linda Driskill, Dwedor Morais Ford, Tyanna Herrington, Margaret Hundleby, Amy Kimme Hea, Meg Morgan, Dan Riordan, Carolyn Rude, David Sapp, Gerald J. Savage, Heather Sehmel, Stuart Selber, Denise Tillery, Janice Tovey, and MaryRose Velasquez. In his charge to the committee, Maylath noted that their task would not be easy: CPTSC's membership was concentrated at the upper end of career paths, the majority of members being faculty members—often veterans—in administrative roles, directing programs or chairing departments.

Taking a year to complete its work, the committee submitted its report at the 2004 annual business meeting at Purdue University. The report opened with the following goals:

We want to promote attendance by as broad a range of faculty and graduate students as possible at CPTSC's annual meeting.

We want to promote diversity within CPTSC as an organization, our undergraduate and graduate programs in technical communication and within tech communication faculty.

We need to gather information on the current demographics of race within the profession of technical communication: in the workplace and in the academy. (Selfe et al., 2004)

The report's recommendations for action were many, including steps to encourage programs to recruit students. The report suggested several actions that CPTSC could take immediately, and the committee forwarded these suggestions to the 2004 meeting's program chair and the local arrangements chair early enough so that they could be considered at the same annual meeting where the report would be submitted. These suggestions included selecting a keynote speaker³ to address diversity issues in technical and scientific communication and inviting session topics on issues of diversity. In the call for proposals, the official conference theme for that year was "Pathways to Diversity." Presentations responded to the need to address diversity in many ways (e.g., in varieties of curricula and internships, recruitment strategies, and relationships). The session most directly focused on diversity in recruiting was "Programmatic Recognition of Diverse Cultures." At the end of the day's presentations, a forum on diversity was also held for the first time. As one out-

³ Purdue's Samantha Blackmon filled this role at the 2004 conference.

come of the forum, CPTSC established a scholarship for a graduate student from an underrepresented group to attend the annual meeting. By 2008, the annual scholarship of US \$350 was being sponsored by Bedford/St. Martin's Press. The committee also engaged in renewed and reinvigorated discussions in that year to realize the rest of its goals and recommendations.

These efforts to recognize diversity as a goal and concern reflect growth in the field and in the organization. Yet the challenge remains a significant one. If technical and scientific communication is to remain vibrant and relevant in an increasing number of organizational, technological, and cultural contexts, then these efforts to expand the field are mission critical. They are also more likely to succeed if understood as a long-term project that requires commitment, persistence, and resources. The identity and position of CPTSC is significant in this regard. As an organization of institutions, CPTSC is positioned well to support long-term efforts.

To Promote Research in Technical and Scientific Communication

The Proceedings from 1996 to 2007 reveal that conference-goers used the annual meeting to present research in technical and scientific communication, much of which could guide programs, particularly in such areas as curriculum development and establishing and conducting internship programs. For program administrators, the findings from research can be critical in understanding job market trends and the efficacy of curricular innovations and programmatic models.

The conference became particularly attractive to increasing numbers of graduate students, who could see advantages in presenting findings from their dissertations to prospective employers within an audience of program administrators. (Graduate students, like many long-term members, quickly grew to value the intimacy of CPTSC meetings and the relationship-building they afforded. However, the growing presence of graduate students eventually became a point of contention, which we examine later in this article.)

To Promote Research Specifically Connected to the Development and Improvement of Academic Programs

CPTSC implemented a research grant program (with resulting journal articles) and a new journal, *Programmatic Perspectives*. The grants program is a significant development in this regard because it represents a change in the way CPTSC implements its mission to promote research. The grants program unfolded over several years as the product of the organization's long-standing

interest in programmatic research and culminated with the first awards presented in 2003. The grants program, it should be noted, was also possible due to the effective fiscal management of the organization, which allowed CPTSC the resources to invest in its membership. To be sure, even \$500 provided necessary supplies and services for research, but the initial resources provided by the grants program—\$500—had as much symbolic value as material value. In 2008, the value of the grant was increased to \$1,500 in an effort to support programmatic research more effectively.

The grants program was productive. The list of grant winners (see Table 1) demonstrates the breadth of programmatic research and speaks to the relevance of research for programs and program administration, covering issues related to the job market, certificate programs, and a range of issues related to diversity and internationalization. This research is now part of the annual meeting, providing space on the program to those who receive funding from CPTSC. It is important to note that this program has been productive as a scholarly enterprise as well; a number of these projects have produced manuscripts published in the field's journals.

Table 1: CPTSC Research Grant Winners

2008	<p>Susan Popham, <i>African-American Women in a Technical Writing Program</i></p> <p>Karl Stolley, Freddrick Logan, and Mathew Ephraim, <i>Free and Open Source Software (FOSS) in Distance Education</i></p>
2007	<p>Ann Brady and Laurence José, <i>Linguistic and Cultural Diversity in Scientific and Technical Communication</i></p> <p>Ed Malone, <i>The Role of Historical Studies in Technical Communication Curricula</i></p> <p>Elizabeth Avery Gomez, <i>Towards a Lexicon for Diversity in Technical and Scientific Communication Programs: Strengthening the Message in Academic Programs and Professional Organizations</i></p>
2006	<p>Carolyn Rude and Kelli Cargile Cook, <i>The Academic Job Market in Technical Communication, 2005–2006</i></p> <p>Jim Nugent, <i>Technical Communication Certificate Program Instructors: Their Situation and Professional Status</i></p> <p>Nancy Coppola and Norbert Elliot, <i>A Community Research Model for Assessment of Programs in Technical and Scientific Communication</i></p>

2005	<p>Kirk St. Amant, <i>Expanding CPTSC Program Review Activities: Creating a Reviewer Network</i></p> <p>Stevens Amidon and Stuart Blythe, <i>Economics, Technology, and the Management of Technical Communication</i></p>
2004	<p>Kenneth T. Rainey and Roy K. Turner, <i>STC Management Interviews</i></p> <p>Doreen Stärke-Meyerring and Ann Hill Duin, <i>Global Program Partnerships in Technical Communication</i></p> <p>Sandra Harner, <i>Trends in Undergraduate Curricula in Technical and Scientific Communication Programs</i></p>
2003	<p>Charlotte Thralls, Mark Zachry, and Kelli Cargile Cook, <i>A Profile of Doctoral Graduates in Professional, Technical, and Scientific Communication, 1995–2000</i></p>

The most recent development for promotion of research is approval for a new journal of CPTSC, *Programmatic Perspectives*. Conceived by Tracy Bridgeford (University of Nebraska at Omaha), Karla Saari Kitalong (Michigan Technological University), and Bill Williamson (Saginaw Valley State University), the journal seeks to provide a venue for publishing research relevant to programmatic and administrative issues associated with academic programs. In their proposal, Bridgeford, Kitalong, and Williamson (2007) note the significant gap in the field's scholarly literature devoted to programmatic and administrative issues. Although often present in edited collections, spaces devoted to programmatic issues are relatively small, despite a rapid growth in programs and need for scholarship of programmatic and administrative issues with respect to technical and scientific programs. Indeed, they note that rhetoric and composition's program administration journal, *WPA: Writing Program Administration, Journal of the Council of Writing Program Administrators*, does not account for programmatic and administrative issues in technical and scientific communication. Most important, Bridgeford, Kitalong, and Williamson's proposal for *Programmatic Perspectives* links its mission with CPTSC's mission, arguing that a scholarly journal is a necessary next step in the organization's growth and ability to meet its mission to promote research, programs, and the exchange of information. Indeed, it could be argued that although promoting research has always been part of CPTSC's mission, it has only been during the last eight years that membership has made significant moves to promote programmatic research. Thus its value has increased significantly, as investigations of job market trends, curricular innovations, and programmatic models all serve to make programmatic work scholarly, visible, and actionable in many ways—from promotion and tenure to the evidence necessary to drive local decisions. Therefore the active steps CPTSC has taken

to promote research are notable improvements to the organization's efforts to implement its mission and make research and its value more visible.

To Develop Opportunities for the Exchange of Ideas and Information Concerning Programs, Research, and Career Opportunities

Another significant new exchange of ideas and information for CPTSC came with its efforts to include voices from programs beyond the USA. As Pearsall and Warren (1996) pointed out, CPTSC had long included a few members from English-speaking nations besides the USA, namely Australia, Canada, and the United Kingdom. However, with the massive growth in technical communication fueled by the passage of two international trade treaties, the North American Free Trade Association (NAFTA) and the World Trade Organization (WTO), academics in the field began producing a spate of research and publications addressing international issues (e.g., Andrews, 1996; Hoft, 1995; Seguinot, 1994; Tippens, 1993; Weiss, 1995).

A watershed moment for CPTSC occurred at the 1996 annual business meeting at Miami University of Ohio, when Deborah Andrews proposed that a future annual meeting be held outside of North America.⁴ Andrews offered to host such a meeting at the University of Delaware's London Centre. Much debate followed, with about half in attendance expressing enthusiasm for the proposal and half voicing reservations, mainly out of fear that attendance and membership would falter if North American participants were forced to find funds to travel overseas. As an alternative, Andrews proposed hosting a CPTSC-sponsored educators' roundtable in conjunction with the next INTECOM FORUM, scheduled for London in July 2000. Having attended the previous FORUM the year before in Dortmund, Germany, Andrews noted that CPTSC was a member of INTECOM, an umbrella organization for various technical communication organizations, including STC, and that many technical communication educators from around the world attend FORUMs. CPTSC could sponsor a one-day roundtable just prior to the FORUM and attract participants already coming to London. In many ways, the one-day roundtable model at international meetings was a return to CPTSC's roots, when the meetings were small and could be structured by roundtable discussions among program directors.

⁴ Deborah Andrews (personal communication, July 7, 2008) reports that the membership greeted the London-annual-meeting idea with a bit of reluctance, yet clearly accepted this proposal. And much to her delight, they accepted her offer for the 1998 25th annual meeting to be in Lewes, Delaware.

The London2000 Roundtable, with CPTSC and the Association of Teachers of Technical Writing (ATTW) International Committee as co-sponsors, drew 24 participants from seven nations: China, Denmark, France, Germany, the Netherlands, the United Kingdom, and the United States. In future years, several attendees participated in CPTSC annual meetings held in the US. Most notably, Jacqui Bleetman of the United Kingdom's Coventry University was a member of the 2004 plenary panel, where she presented "3 Es in England: Education, Experience and Entrepreneurship." The Roundtable in London was such a success that it became an organizational practice: a one-day Roundtable in Milan, Italy, in 2003, alongside another FORUM; and evening Roundtables in Limerick, Ireland, in 2005 and Montréal, Canada, in 2008, both scheduled alongside IEEE's International Professional Communication Conferences. The goals of the Roundtables were to help technical communication educators on different continents exchange ideas and information common on one continent, but in short supply on another. As Bruce Maylath (2002) phrased it in the announcements and calls for papers:

Technical communication programs in Europe and North America differ in interesting but complementary ways. While programs at some North American universities have a history of several decades, programs at European universities have often been submerged in business schools and are only now emerging as clear-cut programs, with varying levels of autonomy. Conversely, while European programs have long dealt with translation issues and international communication in their instruction, most programs in North America are only now becoming aware of the importance of including such matters in their program design and teaching. The Milan meeting presents a timely opportunity for trading know-how and arranging further contacts.

The Roundtable in Milan prompted discussion about the merits of forming a CPTSC auxiliary unit or chapter in Europe, perhaps with its own meetings. The discussion continued at the CPTSC annual business meeting, later that year. As president, Maylath appointed a committee to examine the matter and consider what would be necessary under the CPTSC constitution. The committee conducted its discussions by email over the following year. At the 2004 annual meeting, the committee reported that the European members wished to be included simply as regular CPTSC members, but with their own email list for announcements and discussions. Bleetman volunteered to be the coordinator for the email list and continues to serve in that role.

Andrews' vision of holding a regular CPTSC annual meeting outside North America will soon be realized, with the European members serving as hosts. At its 2007 annual business meeting at East Carolina University, the membership voted to slate its 36th meeting for August 2009 at Aarhus University's School of Business in Denmark, in conjunction with the larger European Symposium on Language for Specific Purposes.

The same year that Pearsall and Warren (1996) published their retrospective, CPTSC changed the way it organized and conducted its meetings. Until 1996, only one session took place at a time, with all attendees participating. CPTSC has always distinguished itself from other conferences by making papers available for participants to read before the conference, then limiting presenters to five-minute oral amplifications or addenda to their papers, followed by 40–45 minutes for the audience to discuss the papers' points. However, the popularity of CPTSC meetings kept increasing, driven by growth in both undergraduate and graduate programs with graduate students as new attendees as previously mentioned, to the point that the program chair for the Miami University of Ohio meeting decided to run two strands of concurrent sessions throughout the day. Many veterans commented on their disappointment in having to choose between two attractive sessions, but they also acknowledged the unwieldiness (not to mention space limitations) in continuing to expand the single-session format.

To this point, the meetings had kept the flavor of the first CPTSC meetings. They were essentially wide-ranging conversations, though maintaining an agenda with five-minute position papers followed by discussion, with program administrators raising whatever concerns the presentations called to mind to help them grapple with the growth and development of their programs. (The format of five-minute papers, with the bulk of session time reserved for discussion afterward, dates back to CPTSC's early innovation and remains a hallmark and attractive draw for conference-goers.) However, with the sundering of the single-session format, the meetings necessarily changed. Newcomers saw concurrent sessions as resembling other conferences with which they were already familiar and featuring extended presentations by a panel of speakers, although CPTSC has maintained its focus on very short elaborations followed by significant conversation. Thus the annual meetings have garnered still more proposals, but program chairs have had to attend to topics proposed that are sometimes less clearly focused on program matters and instead focus more on individual presenters' research and interests.

Some long-time CPTSC members began attending less frequently, saying that their concerns as program administrators were no longer specifically ad-

dressed and that the sessions now seemed more of a place for graduate students to present their dissertation research, which might have only a distant bearing on program administration. Others in the organization wanted more research-based presentations, arguing that program administration could not be done effectively absent theories of writing and evidence relevant to the work that writing programs made possible. During the early 2000s, then, CPTSC wrestled with a set of issues that spoke to the mission and identity of the organization, a task that strikes us as normal, expected, and ultimately healthy. The issue of the character of CPTSC meetings and its relationship to research-based presentations crystallized for Maylath, when, during his term as president, a veteran CPTSC member approached him at the 2003 FORUM in Milan to suggest that a new organization be created for program administrators. A department chair of a leading technical communication department, this member echoed what other members had been telling Maylath. His immediate response was, "That is what CPTSC was created for." Upon returning to the USA, he continued to emphasize CPTSC's *raison d'être* to conference program chairs and to recommend the addition of an hour-long administrators' roundtable immediately following the day's concurrent sessions at annual meetings. He organized and moderated the first such roundtable at the 2005 annual meeting and has continued to do so at all subsequent meetings, a role he hopes to hand over to immediate past presidents. Despite taking place at the end of a long day, the roundtables have drawn a majority of conference participants each time, requiring a very large table and room.

To Assist in the Development and Evaluation of New Programs in Technical and Scientific Communication, If Requested

CPTSC has long offered external program review as a service to technical and scientific communication programs, although in practice this service has not often been requested of the organization. Anecdotally and from experience with our programs, we are aware that many programs use CPTSC's self-study guidelines. Moreover, information essential to program maintenance and change has been shared in many of the ways Pearsall and Warren identified in 1996: the experience of program directors shared at the meeting, in the proceedings, and in formal and informal individual consulting.

Beginning in 2007, the organization began exploring its program review practices. Led by Kirk St. Amant from East Carolina University, a newly appointed program review committee started to research the program review process to establish a scholarly context and baseline for this form of intellec-

tual work. The goal was and continues to be to revise CPTSC's program review materials. The committee's work is currently underway with the following actions:

1. Publishing a special issue of the journal *Technical Communication* on the process of program assessment and program review;
2. Sponsoring a panel presentation on program review and program assessment at the 2008 CPTSC conference, with the panel composed of the contributors to the *Technical Communication Quarterly* special issue;
3. Compiling an annotated bibliography of sources on the topic of program review and program assessment in technical communication for the CPTSC Website, ideally in Wiki format to allow regular updating; and
4. Promoting program assessment through a portal and related software developed by Nancy Coppola⁵ and unveiled at the 2008 CPTSC annual meeting.

To Promote Exchange of Information Between This Organization and Interested Parties

A particular feature of the time period covered by CPTSC's history is the emergence (and then disappearance) of "summit" meetings, typically involving representatives from CPTSC, Association of Teachers of Technical Writing (ATTW), IEEE Professional Communication Society (PCS), Association for Computing Machinery (ACM), and the Society for Technical Communication (STC). Understanding these summit meetings is a bit difficult given the small number of attendees and their ad hoc nature. But we do have recollections from Stephen Bernhardt (personal communication, July 12, 2008) and meeting notes from Stuart Selber (personal communication, July 7, 2008) for the summits in 1997 and 1998 and the two summits in 1999.

The first summit took place at Snowbird, Utah, USA, at a joint meeting of the ACM–SIGDOC and IEEE–PCS on October 22, 1997. Bernhardt reports that it was billed as a meeting of leaders from five technical communication organizations—CPTSC, ACM–SIGDOC, IEEE–PCS, STC, and ATTW—to map current issues and shape strategy for the development of education within the profession. The summit in Snowbird opened with participants

⁵ For more information about Nancy Coppola's (with Norbert Elliot) research assessment project, go to <http://assessment-cptsc.njit.edu/index.html>.

agreeing that the “five organizations want to create a culture of mutual respect, recognized interdependence, and active collaboration among groups that shape and serve the field of technical communication.”⁶ An ethos of sharing and interdependence marks the notes from each summit, as does the work on shared projects.⁷

In terms of shared work, participants at the 1998 meeting identified (a) the need to develop a comprehensive citation database, (b) the need to survey conference demographics, (c) the need for a comprehensive review of research in the field, and (d) the idea of supporting a project focused on “the right to clear information.”⁸ Over the course of the summits in 1998 and 1999, the project to create a comprehensive review of research and the right to clear information initiative are the only persistent items discussed.

In his July 12, 2008, communication to us, Bernhardt wrote, “I think the major outcomes had to do with clarifying the identities and purposes of the individual organizations, including establishing why it made sense to maintain separate conferences to serve members with differing purposes.” From notes and reports, it seems clear that although the shared projects may not have matured as shared organizational work, the goal of communicating clearly across organizational boundaries was achieved.

Since 1996, the use of Web-based technologies for exchanging information has changed significantly. The organization has had to add an officer charged with paying attention to its Web presence, and in 2004–2005, the organization began using a content management system (CMS) to run its website and organize the organization’s digital content. CPTSC was early to this transition to content management systems environments. The promise of the writing environment was that it could distribute writing tasks across the organization. This promise has been difficult to achieve, but the new system has given the organization more tools for creating and exchanging information, both within and outside the organization.

Like the summits between organizations, the last few years have seen new ways to maintain organizational memory within CPTSC. One annual exchange of information has been established on an institutional, face-to-face basis: Starting with the 2004 Conference on College Composition and Communication (CCCC) in San Antonio, Texas, the presidents of CPTSC and ATTW have held presidential summits. This practice, initiated by CPTSC’s Maylath

⁶ Notes for summit meetings were provided to us by Stuart Selber and Stephen Bernhardt.

⁷ At the 1998 summit, participants established a two-part purpose for meeting: to share information and to identify worthy shared projects.

⁸ It is not clear from the meeting notes what the “right to clear information” project was or what happened to it.

and ATTW's Jo Allen, was continued by Jeffrey Grabill and Bill Karis. Then, with Maylath's predecessor, Stuart Selber, taking on the role of ATTW president in 2007 and Grabill's successor, Kelli Cargile Cook, simultaneously serving as ATTW vice president, the exchange expanded beyond yearly summits. We hope that the information exchange between the two organizations will continue to be commonplace in the future because their missions are so clearly intertwined.

An Expanded Role for CPTSC

The activities of CPTSC have expanded significantly during the past decade; however, they have done so in full keeping with the organization's five-prong mission, as recorded in its constitution. As Pearsall and Warren did in 1996, we hearken back to then-President Virginia Book's admonition in the 1982 Proceedings: "It is important that we keep in mind the reasons for which the council was organized, that we not stray too far afield and duplicate information available through other organizations" (p. vii). CPTSC is well poised in its 35th year to keep growing and evolving as it helps cultivate academic programs in technical and scientific communication. We foresee our successors steering the organization toward further internationalization, research, and program growth as the global economy develops with future leaps in high technology innovations.

We end with an update of Pearsall and Warren's table displaying CPTSC presidents and host schools/annual meeting locations (see Table 2).

Table 2: CPTSC Presidents and Host Schools

Year	President	Host school
1997	Stephen A. Bernhardt	Austin (TX)*
1998	Stephen A. Bernhardt	University of Delaware‡
1999	Deborah C. Andrews	Santa Fe (NM)†
2000	Deborah C. Andrews	University of Wisconsin—Stout
2001	Stuart A. Selber	Carnegie Mellon University**
2002	Stuart A. Selber	Utah State University
2003	Bruce Maylath	Clarkson University
2004	Bruce Maylath	Purdue University
2005	Jeff Grabill	Texas Tech University
2006	Jeff Grabill	San Francisco State University

2007	Kelli Cargile Cook	East Carolina University
2008	Kelli Cargile Cook	University of Minnesota

- * The conference in Austin was held at a downtown hotel and hosted jointly by Austin Community College, Dell Computer Corporation, Texas A&M University, Texas Tech University, the University of Houston—Downtown, and the University of North Texas
- ‡ The conference was held at the College of Marine and Earth Studies' Hugh R. Sharp campus and research station in Lewes, Delaware, next to Delaware Bay.
- † The conference was held at the Plaza Resolana Conference Center in Santa Fe, New Mexico, with New Mexico Institute of Mining and Technology and New Mexico State University serving as co-hosts.
- ** The conference was held at the University Club of Pittsburgh across from the University of Pittsburgh campus.

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