

**Consortium of Doctoral Programs in Rhetoric and Composition
Minutes from the Annual Caucus, March 21, 2012, at CCCC, St. Louis, MO**

The meeting of the Consortium of Doctoral Programs in Rhetoric and Composition was called to order by the Chair, Cindy Selfe, at 1:30 p.m. She introduced the Executive Committee, guest speakers, and the topic for discussion, "Responding Productively to International/Transnational/Multimodal/Global Trends."

David Russell, Iowa State University, and chair of the newly formed CCCC Committee on Globalization of Post-secondary Writing Instruction and Research, spoke first. Key points were:

(1) Changing consciousness for next generation of PhDs. Native speakers in workplaces in multinational organizations will soon be in the minority, and that will have an impact on writing standards. For example, when David published an article in a French journal, the editor tried not to erase his American French by making it sound like native French. David realized that editors of English journals must rethink publication procedures for non-native speakers.

(2) Forming alliances. The history of the term 'composition' is associated with music composition and school exercises. It doesn't translate well when we speak about writing in other countries. One solution is to build alliances with linguistic colleagues who understand English for Academic Purposes (EAP) and English for Special Purposes (EAP), which form the framework for colleagues in other countries. Students in different tracks such as those in applied linguistics and technology should be talking to one another. Another alliance can be made with Tech Comm, which has 10,000 members worldwide. In France, technical writing is aligning itself with classical rhetoric now that faculty are being evaluated on the number of students they teach. The International Society for Writing Research has grown to embrace a broad view of writing research, and the Consortium might consider broadening its connections.

Participants commented about understanding varied research traditions; handling international journal submissions by working with authors, reviewers, and copy editors in collaborative and respectful ways; publishing abstracts in English and in another language; recognizing differences between poor writing and second language issues; focusing on what gets in the way of meaning rather than on artifacts of a colonial past.

Bruce Horner, University of Louisville, then spoke about the distinction between ESL and non-ESL composition. He gave historical and theoretical background and encouraged us to find ways to make working across languages something we do more often in rhetoric/composition programs. Horner mentioned some exciting changes in the field and suggested slower, deeper changes. He cautioned us to beware of multilingualism that sustains monolingualism. Suggestions: developing seminars for faculty and students to collaborate in learning languages; using cross disciplinary channels such as ESL, linguistics, English, literature in translation; building on resources already available (including our students); making readings in

other languages topics of seminars; contesting the designation of ESL students as such; thinking of a plurality of fluctuating languages; doing more research, especially on grad students who will be directing undergrads shortly; asking for and honoring research in other languages; asking students to help us do this; working transnationally to study writing/composition in other parts of the world.

Participants commented about limited resources and admitting students who need additional resources; encouraging ESL TAs to tell their students they are lucky to have ESL instructors because of the resource of language learning they bring to the teaching of writing; having a conversation about what programmatic initiatives might be beneficial; remembering that the ordinary ways we understand language differences can be antithetical to each other – such as linguistic understanding in different departments. Mention was made of Computers and Composition digital press, which has published *Transnational Literate Lives in Digital Times*; the transnational SIG at CCCC; designing collaborative projects with ESL doctoral students; teaching students to ‘listen harder’ when others don’t speak as they do; remembering that multilingualism at the corporate level is increasing.

Paul Prior, University of Illinois, then spoke about intersections with European practices, which he became interested in in the early 2000s at a conference where U.S. reception was somewhat dismissive. Prior discussed the problems with not taking into account power issues of multiliteracies or being very conservative. A growing line of research is looking at literacies with a similar framework rather than at domain specific conversations. We should consider how we prepare grad students for a field that’s changing its centers of gravity from a 1998 center in the U.S. In 2010, the center is in UK and Europe where grad students are multilingual. Being limited to a single language is an increasing limitation for scholars. We should prepare people to operate in an international field. Also, funding issues and legal issues may make U.S. grads look outside the US for their professional lives; thus they should know how to operate in a global context and value multi-cultural practices. *RTE* is doing a special issue on global issues, but it is difficult to get UK and European scholars to be reviewers for these pieces. At the same time, US reviewers don’t see the value of work that’s valued in Europe.

Participants commented on not having the frame to see the value of work done in other countries; encouraging grad students to go to IWRAB; remembering that the global is already where we are; encouraging international panels at CCCC by using Skype to bring in scholars from other countries; using technologies creatively; providing context for reviewers of multilingual work; developing courses that teach global scholarship.

At 3:30 the business meeting began.

Sondra Perl explained Composing Genealogies, the writing registry and genealogy tree for rhetoric and writing studies. The Doctoral Consortium may be asked at some point to be the steward of this project, which is now at CUNY. Cindy Selfe

would like the Consortium to discuss where institutions and groups such as women scholars might fit. The link can be found at: Writingstudies.org

Jon Stone, graduate student at University of Illinois, explained the CDSRC website and listserv that he's working on. He will help in anyway. Members may email him. The site has a section for formal announcements, but members have to go through the University of Illinois to get on the listserv.

Wendy Sharer, East Carolina University, summarized her study of programmatic assessment. Fifty percent of the survey respondents have Student Learning Outcomes (SLOs), which Wendy categorized into 5 groups. Issues to consider are the number of programs without SLOs; whether there should be shared outcomes for doctoral programs; how the assessments actually happen; and how the Consortium might want to proceed. Assessment processes was suggested as topic of a future meeting. Janice Lauer asked that Wendy post the survey responses to the website and let listserv members know the survey can be reopened.

Louise Phelps, Syracuse University and Old Dominion University, reported on the Visibility Project which has been taken over by the Visibility Committee, chaired by Helen Foster, who reported there is now a specific Survey of Earned Doctorate codes (SED) for rhetoric/composition. It will be posted on the CDPRC website. It's important for graduates to list this code. One suggestion is to send Phelps' article in *CCC* to grads to remind them. Louise noted that Consortium members must check and reclassify the CIP codes at their individual universities.

Nominations were made for the member at large position on the CDPRC executive committee. Joyce Neff will prepare a ballot for members.

The incoming Chair of the CDPRC will ask a student from her institution to serve as the student representative on the Executive Committee.

Participants agreed that the theme for the 2013 CDPRC meeting at CCCC will be assessment.

The meeting adjourned at 5:00 p.m.

Respectfully submitted,
Joyce Neff, Associate Chair