

2008

CONSORTIUM ORGANIZATIONAL ROLES

Executive Committee: Revolving Roles and Continuing Roles

Revolving Roles & Duties (2 years each)

1. Chair (2006-8 Gail Hawisher)
 - CCCC Meetings
 - Executive Committee Luncheon Meeting (Wednesday 11:30)
 - Program Submissions
 - Wednesday's Special Events (Wednesday 1:30—5:00)
 - Consortium Meeting and Workshop
 - Business Meeting
 - Session(s) during the Conference
 - Point person/ Spokesperson for the Consortium
 - Liaison to the CCCC
2. Associate Chair (2006-8 John Ackerman)
 - Secretary/ Minutes of Meetings
 - Conversations with Graduate Students Group
3. Assistant Chair (2006-8 Hugh Burns)
 - Liaison with MA Programs
 - Newcomers' Table (CCCC)
 - Liaison to Graduate Students (Canon 5 Visibility Project)

Continuing Roles & Duties

1. Membership/ Treasurer (Stuart Brown)
 - Updating Lists
 - Dues
2. Website Co-ordinator (Malea Powell)
3. Visibility Efforts (Louise Phelps)
 - NRC
4. Archivist (Janice Lauer)
 - Historical records
 - Current Records
 - Nomination Process
5. Assessment
 - Gathering Institutional Data
 - Job Statistics (Academia, Outside Academia, Our Graduates)

Ex Officio Role

Assistant Chair of CCCC (2007-8 Charles Bazerman)

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION 2008

University of Alabama
University of Arizona
Arizona State University
Ball State University
Bowling Green State University
University of California, Santa Barbara
University of California, San Diego
Carnegie Mellon University
Case Western Reserve University
University of Central Florida
Clemson University
University of Connecticut
University of Denver
East Carolina University
Florida State University
Georgia State University
Illinois State University
University of Illinois, Chicago
University of Illinois, Urbana- Champaign
Indiana University
Indiana University of Pennsylvania
Iowa State University
University of Kansas
Kent State University
University of Louisiana, Lafayette
Louisiana State University
University of Louisville
University of Maryland, College Park
University of Massachusetts, Amherst
Miami University, Ohio
University of Michigan
Michigan State University
Michigan Tech University
University of Minnesota
University of Mississippi
University of Missouri, Columbia
University of Nebraska
University of Nevada, Reno
University of New Hampshire
University of New Mexico
New Mexico State University
City University of New York
SUNY, Albany
SUNY, Stony Brook
University of North Carolina, Chapel Hill

- University of North Carolina, Greensboro
- North Carolina State University
- Northern Illinois University
- Ohio State University - ?
- Ohio University
- Old Dominion University
- University of Oklahoma - *in the name*
- Oklahoma State University
- Penn State University
- University of Pittsburgh
- Purdue University
- Rensselaer Polytechnic Institute
- University of Rhode Island - *likely the same*
- Rowan University
- University of South Carolina
- University of South Florida
- Southern Illinois University
- Syracuse University
- University of Tennessee
- Texas A & M University, College Station
- Texas A & M University, Commerce - *Rich 2005*
- Texas Christian University - ?
- University of Texas, Austin - ?
- University of Texas, El Paso
- Texas Tech University
- Texas Woman's University
- University of Utah
- Virginia Tech
- University of Washington - *Gayle Stearns*
- Washington State University -
- Wayne State University
- University of Wisconsin, Madison
- University of Wisconsin, Milwaukee *Total institutions: 78*

Subject: [RC Consortium] Help for task force

From: Louise Wetherbee Phelps <lwphelps@syr.edu>

Date: Sun, 02 Mar 2008 13:49:25 -0500

To: consortium RC <consortium@dwc.wide.msu.edu>

I just sent the following message to the WPA list. I'd like to ask you to provide any information you can on doctoral programs not presently on the Consortium list. I am attaching my most recent list (from last year) and will also download the most up to date list from the Consortium website. These lists have never quite coincided. I'm sure the Consortium will be working to sort this out (and collect dues) after this year's meeting. In addition, I'd be glad to hear from any of you with information we are seeking on Masters programs or majors. Please email me off list.

I hope to see many of you at the Consortium workshop and business meeting Wed. afternoon at 4Cs.

Louise

Hi--I am chairing a 4Cs task force that was charged to develop a proposal to the folks at the National Center for Educational Statistics who are supposed to be revising the codes for classifying instructional programs (CIP), which is used for IPEDS (data base for information on all degree programs in the US). We have developed plans for detailed analysis of our undergraduate and graduate programs in order to develop a proposal for new codes at all levels. (Right now, because there are no appropriate codes and descriptions, our programs are either being misclassified or thrown into "other" categories.)

We've run into some major problems getting access to the responsible parties in order to submit a proposal. While we are working on trying to change that, it has made our effort to gather data much more urgent. We plan to submit something initially through our campuses (the deadline is March 14, less then a month from when the campuses were notified), while pressing the case for direct consultation with the disciplines that would allow us to present a more detailed proposal.

We will be asking for help from different sources to make sure we have accurate information on our programs at all levels. On anything mentioned below, please contact me off list at lwphelps@syr.edu, as soon as possible.

We have fairly good information on new undergraduate majors and on doctoral programs. We can get data on majors through the 4Cs committee that has been working on that. We have a list of doctoral programs in the Consortium of Doctoral Programs in Rhetoric and Composition, although I am not confident it is up to date (and would like to hear from anyone who knows of a doctoral program that has not already been listed as a member of the Consortium, including those currently in planning.)

But we have nothing on master's programs. If anyone on the list is connected with the efforts to start a Consortium on master's programs (in rhetoric, composition, writing, tech/professional communication, etc.), or if you are otherwise knowledgeable about such programs, please contact me off list on information you might have or could work with others to get.

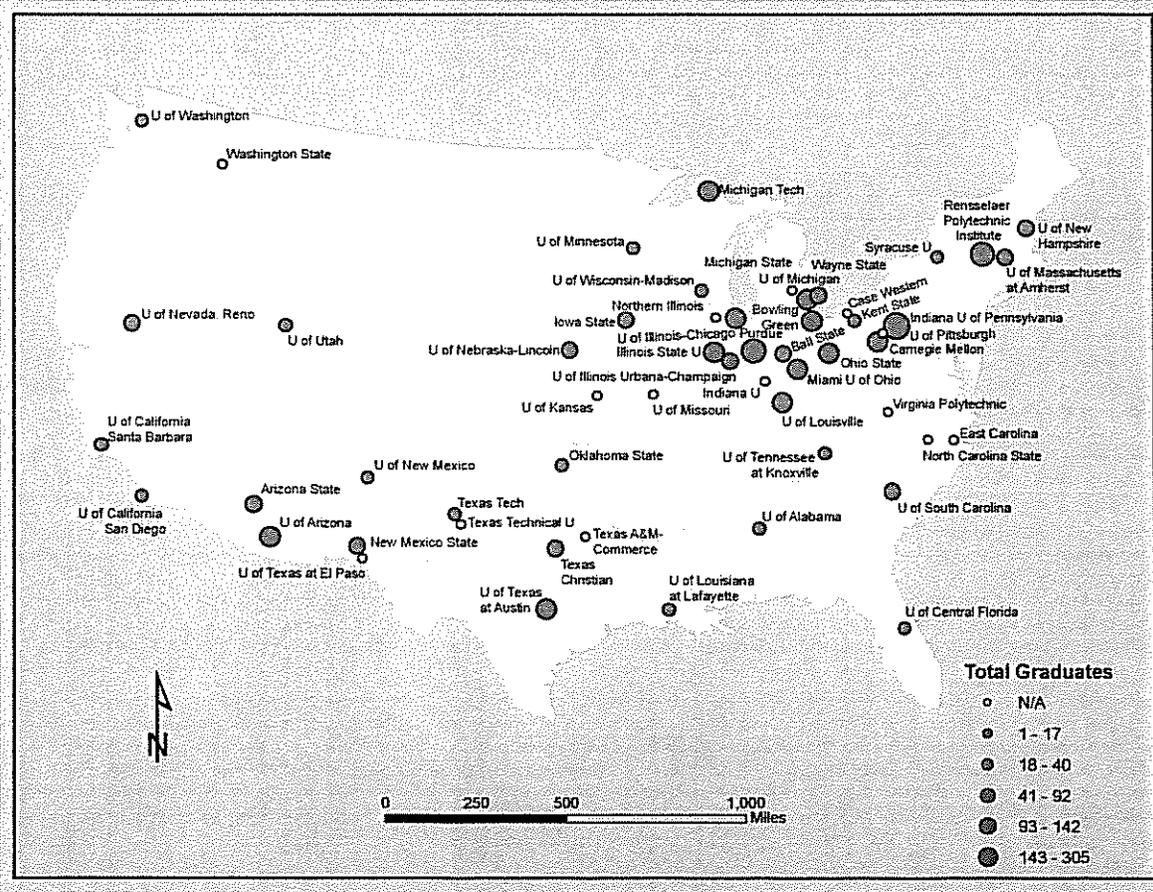
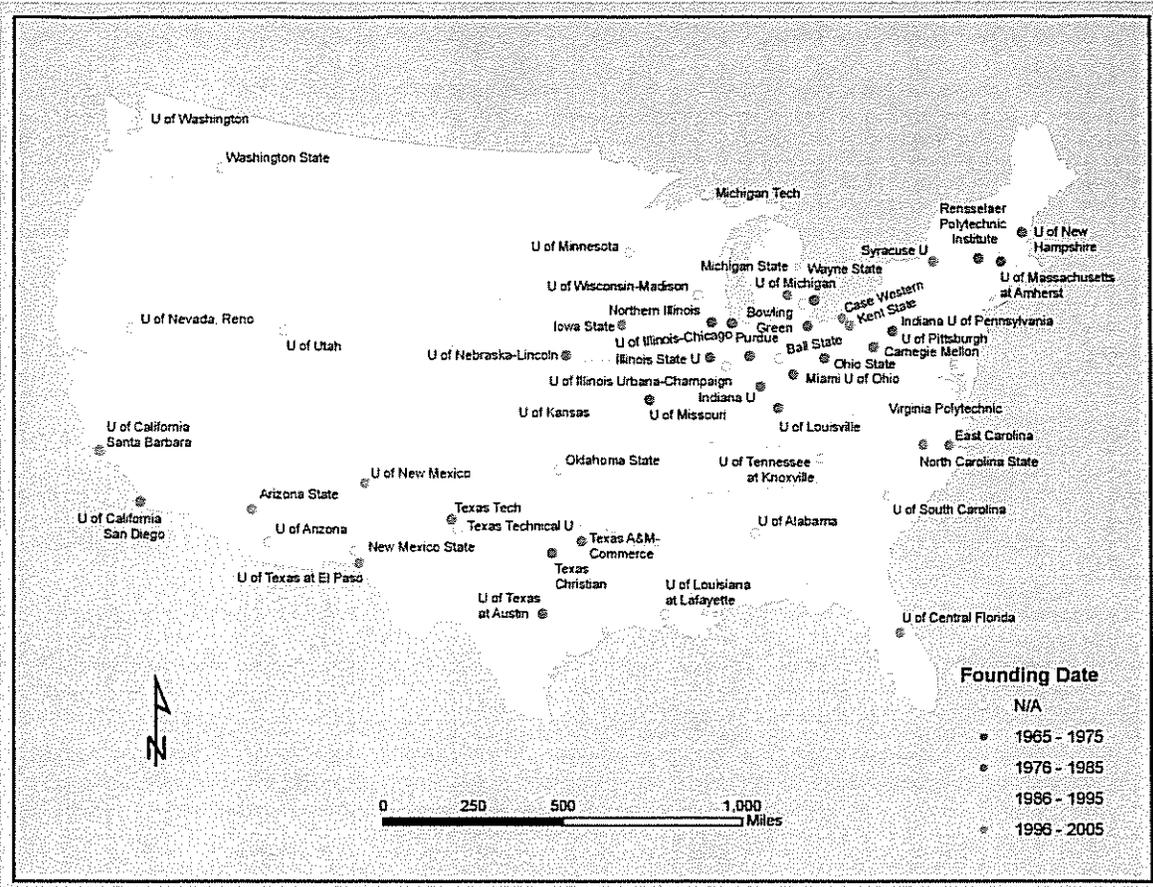
Our disciplinary definition of a program is rather broad in most of these contexts. CIP codes are used to classify programs that grant degrees (undergrad or grad). However, we have yet to investigate exactly how a program qualifies in that sense (i.e., the status of tracks). So for the moment, we welcome any information we can get on programs at all three levels.

Thanks for your help.

Louise

Louise Wetherbee Phelps
Professor of Writing and Rhetoric
Syracuse University

consortium mailing list
consortium@dwc.wide.msu.edu
<http://dwc.wide.msu.edu/cgi-bin/mailman/listinfo/consortium>



Subject: Re: <no subject>

From: "Gail E. Hawisher" <hawisher@uiuc.edu>

Date: Wed, 5 Mar 2008 22:11:40 -0600

To: Louise Wetherbee Phelps <lwphelps@syr.edu>, "Gail E. Hawisher" <hawisher@uiuc.edu>

CC: Janice Lauer <jmlauer@purdue.edu>

Louise --

I could write those representatives. That could be my very small way of helping out while you work on that proposal. Are the people I should write those who are underlined with the names and email addresses (Little Rock, ISU, UIC, KU, OU, Oklahoma State, and UW-M)?

Can I go ahead tomorrow and ask the Illinois Associate Provost to request a CIP for Rhetoric and Composition/Writing Studies and say that we'll be submitting a draft proposal by March 14th?

And finally here's our line-up for the Research component of our Wednesday program:

John Ackerman (will talk about the importance of implicating ourselves in local and regional economies)

Stuart Brown (will give some results from his survey research on doctoral programs)

Christina Haas (will talk of needed research in the field)

Cynthia Selfe (will show a video demonstrating needed research)

Doug Hesse (still checking on his schedule)

Louise Phelps (will sum up recent visibility efforts)

Chuck Bazerman (will try to stop by)

We had a good turnout last year, and I'm hopeful will have a similar positive response in New Orleans.

Gail

At 8:00 PM -0500 3/5/08, Louise Wetherbee Phelps wrote:

Gail--now that we have the updates on the schools in the Consortium, thanks to Kay's assistant, I am wondering if you and Janice think I should write those reps whose schools are not listed on the website and ask them to join formally and put there information there. I could urge them to send a rep to the meeting, too. We really need to get better attendance at the meeting.

BTW, I am including U of Arkansas Little Rock on the list because someone from there has asked to join--they are starting a PhD.

And then you could send a reminder to the Consortium list as well. Hopefully, all the reps listed on the website are actually on the listserv.

Also wanted you to know that I've been asked to meet with the Research Committee (4Cs) as a representative of the Consortium re suggestions for beefing up research at 4Cs. I am to meet with them at 11 oclock Sat. I thought it would be good if someone else from the Consortium could also come, maybe someone who speaks at the meeting on research?

Louise

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION 2008

University of Alabama
University of Arizona
Arizona State University
University of Arkansas, Little Rock
Ball State University
Bowling Green State University
University of California, Santa Barbara
University of California, San Diego
Carnegie Mellon University
Case Western Reserve University
University of Central Florida
Clemson University
University of Connecticut
East Carolina University
Florida State University
Georgia State University
Illinois State University
University of Illinois, Chicago
University of Illinois, Urbana- Champaign
Indiana University
Indiana University of Pennsylvania
Iowa State University
University of Kansas
Kent State University
University of Louisiana, Lafayette
Louisiana State University
University of Louisville
University of Maryland, College Park
University of Massachusetts, Amherst
Miami University, Ohio
University of Michigan
Michigan State University
Michigan Tech University
University of Minnesota
University of Mississippi
University of Missouri, Columbia
University of Nebraska
University of Nevada, Reno
University of New Hampshire
University of New Mexico
New Mexico State University
City University of New York
SUNY, Albany
SUNY, Stony Brook
University of North Carolina, Chapel Hill

University of North Carolina, Greensboro
North Carolina State University
Northern Illinois University
Ohio State University
Ohio University
Old Dominion University
University of Oklahoma
Oklahoma State University
Penn State University
University of Pittsburgh
Purdue University
Rensselaer Polytechnic Institute
University of Rhode Island
Rowan University
University of South Carolina
University of South Florida
Southern Illinois University
Syracuse University
University of Tennessee
Texas A & M University, College Station
Texas A & M University, Commerce
Texas Christian University
University of Texas, Austin
University of Texas, El Paso
Texas Tech University
Texas Woman's University
University of Utah
Virginia Tech
University of Washington
Washington State University
Wayne State University
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
Total institutions: 78

LISTSERV: consortium@dwc.wide.msu.edu
HOME PAGE: http://www.rhetoric.msu.edu/rc_consortium/

- [Home](#)
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Future Members

If your college or department offers doctoral studies in Rhetoric and Composition, you are invited to enroll your program in the Consortium of Doctoral Programs in Rhetoric and Composition. If interested, please complete the [membership form](#) and send it to Janice Lauer at:

Janice Lauer
 Department of English
 Purdue University
 W. Lafayette, IN 47906
jmlauer@purdue.edu

Current Members

To update your institution's information, please contact [Sue Webb](#).

[University of Alabama](#)

PhD in Composition, Rhetoric, & English Studies

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 Tuscaloosa, AL 35487

Representative: [Ralph Voss](#)

[Arizona State University](#)

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 Representative: [Maureen Daly Goggin](#)

[University of Arizona](#)

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 445 Modern Language Building
 Tucson, AZ 85721

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Helen Ewald

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Carole Papper

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Janice Lauer

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Debra Journet

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Fax: 517.353.5250
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Dennis Lynch

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Representative: Gail Stygall Representative:
George Dillon

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Representative: Deborah Brandt

Top ^

This site is maintained by the Graduate Program in Rhetoric & Writing at Michigan State University.

Report from Task Force on Composition and Rhetoric Databases
Louise Wetherbee Phelps, Chair
March 13, 2008

Since the Task Force was appointed, there have been many surprising twists and turns regarding the project to propose revisions to the Classification of Instructional Programs (CIP) codes applying to our field. During January, we had organized ourselves, garnered information, and made considerable progress on a plan to develop the proposal, but in late February discovered to our shock that a **March 14** deadline had been set by NCES for submitting a proposal—and only through "keyholders" who handle IPEDs data on campuses.*

As I report below, we have met this deadline and submitted a request for a new 2-digit [top level] CIP code,** and are preparing for the next stages of the project, despite considerable resistance from the group that is conducting the CIP revision project. Our plans keep changing to respond to new developments, as we eke out information and gain (limited) access to people with some knowledge or influence.

I originally imagined this work would get started in earnest at 4Cs in April. It was very fortunate that the Executive Committee funded the January meeting, because it was only this early start that allowed us to submit a proposal at all.

Rather than just a brief summary of our meetings, decisions, and actions, I'd like to provide a narrative of this saga, because so few people understand what we are up against.

Meeting in January

Following appointment of members of the Task Force, I organized a joint meeting between members of our Task Force (Kris Ratcliffe, Doug Hesse, and me) and of the task force that had been established by NSA to deal with Communication (Betsy Wackernagel Bach, Lynn Disbrow, and Richard West, Chair), along with Paul Bodner from NCTE and Roger Smitter from NCA. The meeting, hosted by NCTE, took place in Alexandria, VA on Jan. 27. It was extremely productive.

Up to this point, my inquiries had yielded only minimal information about the principles of the CIP taxonomy itself and the process that would be followed in revising it. Michelle Coon, who responded to queries about the project, emailed me in June 2007 that we would be informed when the process began and would be consulted, as a disciplinary organization, at that point. Until then, she would not communicate with us.

In January, I wrote to her before the joint meeting of the task forces to again request information on the process. Her reply floored me: without explanation, she announced (contradicting her earlier statement) that proposals would only be accepted from institutional "keyholders" on campuses; in other words, there

* NCES (National Center for Educational Statistics, U.S. Department of Education) is responsible for the CIP updating project, which is being conducted by the National Postsecondary Education Cooperative (see <http://nces.ed.gov/npec/>). The brief description on the NPEC website (not on the main NCES website) is the only public announcement of the project I could find. The secrecy surrounding the project suggests the idea was to keep it so quiet and do it so fast that most people and organizations wouldn't even know about it before it was over.

** The CIP taxonomy has three levels of code, which are roughly equivalent to field; general or specialized programs within field; and specific program (type). These are represented by the 2-digit series (most general groupings of related programs); 4-digit series (intermediate groupings of programs); and 6-digit program level. Thus, the English Composition code (under English Language and Literature/Letters) is 23.0401. For the full 2000 CIP report and codes, see <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>.

would be no consultation with disciplinary organizations. She indicated that we could ask keyholders on our individual campuses to submit our suggestions. She mentioned no deadline (nor guidelines of any kind).

Obviously, this became a major issue at our meeting. The refusal to consult disciplinary organizations made no sense to us. Such a distributed process would be far more difficult for us and less efficient for NCES than a single proposal.

At the meeting we shared the goals of each group and brainstormed ideas and strategies for accomplishing them, including the logistics of trying to submit a proposal through keyholders. The Communication task force members, as well as the two staff representatives, were helpful about historical information and possible contacts. We learned that there had been a revision of the CIP in 2000, during which Communication had directly negotiated about many code changes. Therefore, the Communication task force members were concerned now only with one potential change, moving Speech and Rhetorical Studies from the English code series to the Communication code series. In contrast, we needed to make a complex proposal involving new codes at several levels and changes to existing codes. The two task forces agreed to proceed independently but to share information and maintain a liaison to make sure our proposals were compatible.

Planning and Information Gathering

Based on this useful meeting, we worked toward developing a proposal, which we determined would be based primarily on data about undergraduate and graduate programs that constitutes evidence for what codes are needed, as well as understanding of how the CIP code works and what it is used for. We began trying to contact people in other disciplinary organizations who could provide information and perhaps support the proposal. I located the 2000 CIP report, which provided full information on the CIP coding system, changes made in 2000, and the bases for decisions on changes. It also constituted a precedent for consulting with disciplinary organizations and authorities as well as users of the database. Such consultations were extensive and used to justify the 2000 changes; in fact, the report states that consultation with users is required by law.

Task Force members contacted their keyholders and began to try to find out how programs on their own campuses had been coded and who made the decisions. The picture that began to unfold was complex, variable, inconsistent, and murky. For example, on my campus (where our new undergraduate major in a writing department has been coded as "Creative Writing" in English and our doctoral program is reported as "Philosophy and Religious Studies, Other"), no one (including our keyholder) knew who had decided on these codes, which were assigned without consultation with departments. It turned out that the codes were automatically assigned by the Registrar to correspond to a state database, meaning I will need to follow up with state officials and also find out how other states handle this relationship. For example, Pennsylvania apparently approves decisions on a program's CIP codes, submitted by institutions to the state. In addition, we are still trying to find out whether the many full-scale R/C programs that are defined as concentrations, tracks, emphases, etc. can be and are (ever) on some campuses assigned a separate code for the purpose for data gathering and data analysis purposes, which include but are not limited to submitting enrollment information to NCES for IPEDs. Again, on my own campus, "concentration" seems to mean different things from one school or college to another. This is just a sample of the complexities and confusions we are finding in our investigation.

We planned a meeting at 4Cs of the whole task force and a possible follow-up meeting at RSA in May of a subset of the task force. At this point we intended to follow two parallel tracks: 1) submit a brief proposal through keyholders, as a placeholder; and 2) try to gain access to decision makers and

information sources, to learn more about the process and to lobby for the opportunity to submit a full proposal. Meanwhile, we were trying to identify sources of data about our programs.

An Unexpected Development

In late February I called my keyholder again and found out to my shock that on Feb. 7 (with no notice to us from Michelle) the process had begun: keyholders were invited to submit proposals. . . with a deadline of March 14! My keyholder scanned the form (unavailable without a keyholder password) and sent it to me. He wrote to Michelle to protest that the process was hasty, inefficient, inappropriately directed to keyholders, and unlikely to produce results. Keyholders simply report and use data; they don't have the means or channels of information to determine what changes are needed, especially in such a restrictive time frame.

Although we were obviously not prepared to put forward a complete, well-developed proposal, the Task Force members agreed we had to submit something by the deadline, which we later learned (through my own keyholder's contacts with NCES) could be considered a "draft proposal."*** We rapidly came to an agreement that we should focus on requesting a 2-digit code, parallel to English Language and Literature/Letters, or Communication, Journalism, and Related Programs, submitting it as a draft proposal that in its full form would include subcodes and changes in existing codes. We needed to develop an extremely brief "description" to characterize instructional programs at the field level (i.e., to cover every undergraduate and graduate program that we would want to be classified under our code). Ostensibly, the CIP is applied only to degree programs or "academic plans" in which students enroll: we are still unclear as to whether sometimes that includes "concentrations," "emphases," etc., but it does include certificates. However, we also believe that on some campuses they link CIP codes (not for IPEDs, but for other data-analysis purposes) to individual courses, minors, and even instructors.

Originally, we were stymied by the highly restrictive online form that keyholders would fill out, which did not seem to allow submission of a 2-digit code proposal or any other changes that would follow from it. But we decided, and were later authorized (again through correspondence between Michelle and my keyholder), to refer the readers to an attached letter, which we would ask our keyholders to submit.

Until March 12, two days before the deadline, the draft letter indicated our intention to follow up with a more detailed proposal for 4-digit codes and 6-digit codes and comments on related changes in existing codes (the reason we were working with the Communication task force and planned to consult other groups). The draft asked for the Task Force to be consulted and have input to all these decisions. However, we had to modify the letter to fit last-minute information.

Communication with NCES

Pursuing the second track, I met with Paul Bodmer in Alexandria in February and discussed how to affect the decisions about consultation. He had been trying to gather information from various sources. Following the meeting, he talked directly by phone with Tom Weko, Michelle's boss, and then with Michelle, with little result except to confirm that everything had to go through keyholders and meet the March 14 deadline. Michelle did supply the names of keyholders for members of the task force, but it was unclear (and still is) how much it matters whether a proposal is submitted by one keyholder, six, or fifty.

*** When I heard of the deadline, I communicated to Roger West, chair of the Communication task force, our intention to submit a proposal. He responded that the Communication task force had decided not to make any proposal. However, if our proposal is seriously considered, it might have some impact on the classification of Speech and Rhetorical Studies, depending on how overlaps are handled.

It was also unclear whether keyholders would submit proposals simply on our request, or only if they felt the proposals fit their campus or were otherwise worthy.

At the same time, I wrote to Jan Plotczyk at IPEDs (a previously helpful correspondent) to complain about the process and argue for consultation. I received no direct response, but on March 12, as we were completing work on our description, I got an email from Tom Weko, giving me a brief explanation of the process. From this and a second email in response to my follow-up questions, we learned two important pieces of information: 1) we would be allowed to submit a follow-up proposal, also through keyholders, for 4-digit codes, **due by April 15**, but would not be allowed to submit any 6-digit (program-level) code proposal; and 2) we would have no further opportunity for discussions or input after submitting our requests. We modified the letter accordingly. We also found out that in June CIP proposals will be submitted to an external review panel.

Future Plans

I have attached the form and the letter submitted to NCES through 6 campus keyholders on March 13, and we will be developing next the 4-digit codes proposal.

We have planned a two-hour meeting on Friday at 4Cs. I have also arranged various other meetings and discussions in New Orleans aimed at gathering information about our programs (and encouraging more systematic research about them).

Besides developing the 4-digit codes proposal by April 15, we will need to decide how much else we can and should do, either to gather information to support our requests or to attempt to influence the decision. At the least, I plan some follow-up phone calls to the officials who have been identified in these latest emails (I am concerned, for example, that the expert panel will be stacked in favor of the status quo). I will report again after April 15, including recommendations for addressing the broader issues raised by this project.

I would like to express the gratitude of the Task Force for the invaluable help and support that has been provided by Paul Bodmer in our efforts to get this difficult work accomplished.

Report to CCCC Executive Committee from Task Force on Composition and Rhetoric Databases
Louise Wetherbee Phelps, Chair

Sept. 30, 2008

The CIP code saga continues!

First, the good news is that we have gotten codes for Rhetoric and Composition in the proposed (draft) CIP code revision. They are not ideal, but largely satisfactory. However, there are two codes with problems I considered important enough to oppose and to argue for changes. Therefore, I have just completed, in consultation with members of the task force, a response including the CCCC-proposed final version of the code with arguments and evidence in each case.

It is no longer a surprise that we would not have known about the published draft if it were not for my Syracuse keyholder, who alerted me to it on Sept. 8. Responses were due Oct. 1. As I report below, we have met this deadline. I think our arguments are excellent and our evidence convincing, but they are based on many guesses and inferences regarding the audience, both of the response and also of the CIP code itself.

Prologue to the Response

First, I want to mention that subsequent to the previous report I made considerable efforts to influence the results by trying to locate and talk to a member of the committee that would review the submitted requests for changes and weigh in on the recommendations. Through sources other than NCES, I was able to discover when the meeting would be held and some limited information about the kinds of people who would evaluate the requests. Eventually, with help from Paul Bodmer, in June, just before the meeting, I was able to talk by phone with Carol Fuller, a member of the review committee, who was refreshingly candid. (She was quite surprised to discover how secretive NCES was about basic information on the process, declaring that the agency is federal, therefore everything is public to the taxpayers!) She is a former institutional researcher, retired, who gave me useful insights into the keyholders on campus who transmit and analyze data and, on some campuses, do assign codes to programs as well as submit suggestions for revision of the CIP code. It is obvious that much of what we are concerned about falls below their radar, since they analyze information at a much higher level than individual departments and disciplines. As far as I could tell, most of the committee members are of this type or are NCES staff/researchers. I did discover that Tom Weko (the person who designed the process) would be one of the reviewers reading the group including our proposal. Although we had clashed with him about their secrecy, I tried to smooth the waters with an email at the time of our submission.

I originally imagined that we might try to mount a campaign across many campuses for keyholder support at the time that comments were to be solicited (supposedly August). However, that was probably beyond the capabilities of our task force and members of the field at that very busy time even if I had received the CIP draft in August rather than early September. (It was difficult enough to come up with the response by the deadline of Oct. 1.) My keyholder found it accidentally on Sept. 8 on “an obscure help screen” of IPEDs on a password-protected site (saying he was not sure how long it had been posted) and sent me the posted draft of new and revised codes, along with information on the deadline. At that time he also informed me that in this case the response was to be directed to a generic email address and, he thought, could be sent directly rather than through keyholders.

As one might expect, that turned out to be wrong. Tom Weko replied immediately to my submission of the response that NCES would accept comments on the draft only from keyholders. Anticipating this problem, I had already asked my keyholder to send a duplicate of our response with a supportive note,

and suggested that other members of the task force do the same. After hearing from Weko, I reinforced that recommendation strongly, since I have no way of knowing whether additional support from keyholders makes any difference. In my original message with the response, I asked to be informed when the decisions were made and how to find the results online. Weko said such information would go (only) to keyholders. My keyholder has promised to try to hold him to that, since he heard nothing after our original submission.

Finally, I did email the Communication task force early on to let them know about the CIP code proposal, which included some unexpected changes in their own codes. I had no reply, not even an acknowledgment of the email. But I also wrote David Zarefsky, who wrote me apologetically that he was sorry his colleagues had not been more interested in collaboration.

The Posted CIP Proposal for Changes

I am attaching the NCES draft of the CIP code changes for anyone who might like to see what it looks like. The codes applying to us are listed under 23.12, which is a new 4-digit code for “Rhetoric and Composition/Writing Studies” that they have placed under the 23 (2-digit, top-level) series for “English Language and Literature/Letters.” Codes for Communication are found under 09; see especially 09.0908 (new), Technical and Scientific Communication, and 09.0101, revised to read “Speech Communication and Rhetoric” (there is no longer a code for “speech and rhetorical studies” under 23).

You have our original proposal and can compare it with these proposed codes. I will remark on only the most important changes.

1. The most obvious difference is the NCES decision to list Rhetoric and Composition under English (23 series) rather than assign it a 2-digit code of its own. I am disappointed, but not surprised—this was worth trying for, but unlikely to happen. It is a major decision to give a field its own 2-digit code, and I imagine they would argue that we are too small and not ramified enough into multiple internal specializations, which often amount to disciplines (compare Communication). I think they do have a case on those grounds. In addition, it probably didn’t help that the National Research Council, while recognizing us as an independent discipline, did also place us under English.

We accepted this decision without endorsing it.

2. The second, somewhat shocking decision was to place Creative Writing under the 23.12 (Rhetoric and Composition) code. Again, although most Creative Writing folks would deny they are part of our “discipline,” I can see the point from the NCES perspective. We convinced NCES that ours is the series code for “Writing Studies,” and NCES thinks “writing” is “writing.” You do need to remember that a 2-digit series code is not truly equivalent either to a discipline or a department. It is a way of gathering together in a taxonomy programs that are more or less closely related to one another as types.

We simply did not comment on this decision, implicitly accepting it.

3. The most complex problem surprisingly has to do with code 12.1203, which we proposed as “Professional, Technical, and Scientific Writing/Communication,” a revision of the old code and description for Technical and Business Writing.

a. The NCES proposal for the code title drops “Communication” (we assume on grounds of conflict with a parallel new code in Communication: see below). The description, lightly edited from the old one, is totally outdated and unacceptably limited.

b. NCES added a new code under 09 (09.0908) for Technical and Scientific Communication. The description for this code appears to be (independently) very similar in content to our own proposed description. In fact, David Russell and Gail Hawisher thought it was good enough that we discussed various strategies for cross-listing ours under the same description. However, closer analysis showed there were some important distinctions and, in any case, we had the prior claim (the pre-existing code and multiple longstanding programs, many of them using the terms “technical” and “scientific” and “communication”) and wanted our argument to reflect that fact.

We made an argument for retaining “Communication” (accepting the existence of parallel codes) and a much stronger argument for a better description. We revised our own description to be much more distinct from that for the 09 code. I think it is substantially improved.

4. NCES used our description for Rhetoric and Composition (23.1204), but edited out all references to teaching or pedagogy.

We argued strongly that the deleted terms should be restored.

I have attached our submission, which includes the argument and appendices.

CIP Timeline

David Russell’s keyholder was kind enough to send us the new timeline for completing the CIP Update:

Feb 2008: Proposals for new CIP Codes were solicited from IPEDS keyholders and coordinators

June 2008: TRP met to review proposals for new CIP codes and made recommendations

Fall 2008: List of recommended changes will be posted to the IPEDS website and IPEDS keyholders and coordinators will be asked for comment

Dec 2008: NCES staff will review data from IPEDS Completions Survey for additional programs of study

March 2008: List of recommended changes and comments on changes will be submitted to NCES Commissioner for consideration

April 2008: NCES Commissioner will give final decision on changes to the CIP

June 2009: Updated CIP will be published on NCES website

They indicated that these dates are approximate and subject to change.

Next Steps

First, it is clear that no matter how they act on this response, we have already won the major battle for our own codes. **This means that keyholders on campuses will need to revise the coding of all our undergraduate and graduate programs.** According to the posting, “Any changes adopted will be available for use in the Fall 2010 IPEDS collection, for reporting program completions from July 1, 2009 through June 30, 2010.” My keyholder has said he will start talking to the Registrar about this soon, so I think that means it takes quite awhile to make the changes. On many campuses, it requires interaction

with, if not approval from, the state bureaucracy. I suspect that for the most part such recoding will not happen unless we push for it directly on our campuses.

I think it will be important to do everything we can to publicize this fact to the profession. Based on the final result, I plan to work with John Ackerman on a long-planned essay on these codes and their implications, which we are hoping will be published in CCC on an expedited basis. Following the posting of the new CIP code, it would be desirable to publicize the changes as quickly as possible to all department chairs (in English and Writing/Rhetoric departments) and to program directors. However, at the moment that is not easy to accomplish. Although I recommended to Paul Bodmer that NCTE work on collecting information on programs, including their directors and department chairs, and creating distribution lists for communicating with them, I imagine that will take a long time even if NCTE decides to do it. We can certainly try to publicize the anticipated changes at 4Cs in San Francisco. When the final revised code is posted, the task force can distribute this information to the Consortium of Doctoral Programs in Rhetoric and Composition and the comparable organizations for Masters programs and undergraduate majors (through their listservs and websites) and send it out to disciplinary listservs. Perhaps the news can also be posted on the NCTE website. Once we have done our best to communicate the results that come out in June, I think the task force will have accomplished its mission and should disband.

The Executive Committee, however, may want to consider making the issue of code representation (not limited to those databases we have already addressed) a responsibility of an appropriate standing CCCC Committee. We need to keep searching for codes and databases that don't represent the field appropriately or at all, and request changes. This will become a great deal easier once we can refer to the IPEDS codes, which are key to most of the rest, and to the NRC listing of Rhetoric and Composition.

I personally will make one more effort to get codes for Rhetoric and Composition dissertations in the Survey of Earned Doctorates. I have had email exchanges on this subject with Susan Hill for several years, but no action has resulted. I believe the new codes in IPEDs may help, since she told me that the SED follows the CIP code in general.