

Subject: Consortium matters

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

Date: Sat, 28 Feb 2009 12:35:48 -0500

To: Janice Lauer <jmlauer@purdue.edu>, Louise Wetherbee Phelps <lwphelps@syr.edu>, Cynthia Selfe <selfe.2@osu.edu>, "Foster, Helen" <hfoster@utep.edu>, Joyce Neff <jneff@odu.edu>, "SHARERW@mail.ecu.edu" <SHARERW@mail.ecu.edu>, "abuck2@uiuc.edu" <abuck2@uiuc.edu>, "john.ackerman@Colorado.EDU" <john.ackerman@Colorado.EDU>

HI all:

I'm just starting to get ready for 4Cs during a hectic semester (as I mentioned, we are retiring and moving, and in the middle of all this my husband is about to have knee replacement surgery April 3). So I may have several messages as I catch up with things.

First, I wanted to send you (not for distribution) the 2 reports I sent to the 4Cs Exec. Committee on the CIP project, minus all the appendices, plus what I currently believe will be the end result of our efforts to get codes. I am waiting for the official announcement-- no word when this will come, but I think before July--of the decisions and the new CIP code. Heaven knows if there is any politicking that will lead the commissioners not to approve this recommendation (which I have constructed from emails sent to keyholders.) I am not sending you our proposals/arguments to NCES, but if anyone wants to see them, I will. (John, you will probably need them when we do the Visibility article. . . Yes, it is still on my list, once we get the CIP code results, which I consider as important, or maybe more, than the NRC.)

I can report briefly at the meeting on the codes we think we have gotten and the need, once we know what they are, for 4Cs to plan a campaign to get the codes changed for all our programs. The exec committee will ultimately need to work on organizing this campaign, not just expecting me to do it (or the task force). Among other things, that will require contacting keyholders at all institutions with either grad or undergrad programs that fit under the new codes. So one thing I thought we could do is ask all programs in the Consortium to find out the keyholder's name and email address on their campuses and compile a list. This will still not deal with the undergrad and masters programs. . Alternately, we could try to send the list of all Consortium institutions to NCES and get keyholders' names, but they haven't been very cooperative. I may try later. Even so, it is a good thing for every rep to the Consortium to know who the keyholder is who channels reporting of data on that program.

On the National Research Council survey of doctoral programs: I was disturbed to look at the list of programs participating in the doctoral survey and not immediately find names of programs I know participated as emerging disciplines programs, like Syracuse's. I need to look into this and what it means, but haven't had time.

The next thing I plan to do is follow up my previous efforts to get the Survey of Earned Doctorates to give us a code or codes. I will do that as soon as I have official word on the CIP codes, because they claim that is what determines their decision.

In support of various projects, I would like to gather info at 4Cs to update my knowledge about all our programs. To that end, I have just printed out the new membership list from the new RC website. [I will send CIP code info to be posted there once it is available.] After 4Cs I would like to update the membership list I maintained for circulation (just a list of the institutions, not the programs and reps and all that)--Helen, could you help me with that? They are usually not quite in sync, and I am esp interested in adding any new programs/institutions with doctoral studies. I would be

interested to know if anyone has a sense of how many new programs have started up in the last 5 years and how many are in planning right now. Esp., are there new international ones? Hopefully, too, we can recruit all the new ones to join the Consortium.

FYI, I also will try to get updated info on undergrad majors and also masters programs as represented in the new Consortium.

Louise

Content-Description: newCIPcodes.doc
newCIPcodes.doc Content-Type: application/msword
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TF_datab_March.doc Content-Type: application/msword
Content-Encoding: base64

Content-Description: TF_datab_9-08.doc
TF_datab_9-08.doc Content-Type: application/msword
Content-Encoding: base64

New codes (yet to be officially posted, and must be approved by Associate Commissioner and Commissioner of NCES. TO BE APPLIED to the classification of all instructional programs (supposedly) starting JULY 2009!

23 [*top level of code—often covers multiples disciplines or research specializations*]. **English Language and Literature/Letters**

23.01 [*sets of programs, corresponding roughly to discipline*] **Rhetoric and Composition/Writing Studies**

23.1201 through 23.1204 our subcodes [*specific types of programs, corresponds roughly to either generalist programs or specializations within the broad discipline*]

INCLUDES:

23.1201 **Writing, General.** A program that focuses on writing, for applied and liberal arts purposes. Includes instruction in writing and document design in multiple genres, modes, and media; writing technologies; research, evaluation, and use of information; editing and publishing; theories and processes of composing, rhetorical theories, traditions, and analysis; communication across audiences, contexts, and cultures; and practical applications for professional, technical, organizational, academic, and public settings.

23.1202 **Creative Writing.** [*Yes!! Moved here. Note it is often one of the tracks in a writing major*] A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts.

23.1203 **Professional, Technical, Business, and Scientific Writing.** A program that focuses on professional, technical, business, and scientific writing and multimodal communication; and that prepares individuals for academic positions or for professional careers as writers, editors, researchers, and related careers as communication managers in business, government, non-profits, and the professions. Includes instruction in theories of rhetoric, writing, communication technologies, and digital literacy; document design, production, and management; visual rhetoric and multimedia composition; documentation development; usability testing; web writing and design; and publishing in print and electronic media.

[*Example will be stated as “Professional, Technical, and Scientific Writing/Communication,” our original preferred title, so that a full search on any of these terms will show this code as an available option.*]

23.1204 Rhetoric and Composition. A program that focuses on the humanistic and scientific study of rhetoric, composition, literacy, and language/linguistics theories and their practical and pedagogical applications. Includes instruction in historical and contemporary rhetoric/composition theories; composition and criticism of written, visual, and mixed-media texts; analysis of literacy practices in cultural and cross-cultural contexts; and teaching of writing, including curriculum, pedagogy, and writing program administration.

23.1299 Rhetoric and Composition/Writing Studies, Other. Any instructional program in rhetoric and composition/writing studies no listed above.

The Classification of Instructional Programs (CIP)

Working with NCES, NPEC is updating the Classification of Instructional Programs (CIP). The CIP is a taxonomic coding scheme of instructional programs that is intended to facilitate the organization, collection, and reporting of program completions data using classifications that capture the majority of reportable program completion activity. The CIP was first established in 1980 and was updated in 1985, 1990 and 2000. The outcomes of this project will include a process for updating the CIP on a biennial basis, an updated electronic version of the CIP, and a website that enables users to search for current and past CIP codes, to identify instructional programs that have been added, deleted or moved since the 2000 edition of the CIP, and to cross walk 2000 CIP Codes with 2009 CIP codes. The audiences for this project include postsecondary institutions, state and federal agencies, and federal data users. The 2000 CIP can be accessed at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>

What Is NCES?

The purpose of the National Center for Education Statistics' website is to provide clear, complete information about NCES' mission and activities, and to serve the research, education and other interested communities. NCES values your comments and suggestions for improving the usability of this site. To provide comments or suggestions, or to seek further assistance, contact the NCES webmaster at NCESwebmaster@ed.gov.

The National Center for Education Statistics (NCES) (see Organizational Chart) is the primary federal entity for collecting and analyzing data related to education in the U.S.

Louise Wetherbee Phelps Feb. 28, 2009

and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

Minutes of the Topical Consortium Meeting, (11 March 2009, San Francisco Hilton)

John Ackerman, Chair, called for members to introduce themselves and introduced the topical theme of the meeting: institutional responses to the current economic down turn. The following people were in attendance:

John Dunn	Eastern Michigan University	jdunnjr@emich.edu
Amber Buck	University of Illinois	abuck2@illinois.edu
Gail Hawisher	University of Illinois	hawisher@illinois.edu
Louise Phelps	Syracuse University	lwphelps@svr.edu
Doug Day	W. W. Norton	dday@wwnorton.com
Joyce Neff	Old Dominion University	jneff@odu.edu
Mike Williamson	Indiana University – Pennsylvania	mmwimson@iup.edu
Julie Mullebrouck	CU-Colorado Springs	jmullebr@uccs.edu
Robin Evans	Oklahoma State U. (student)	revans@wilberforce.edu
Ed White	University of Arizona (retired)	
John Warnock	University of Arizona	johnw@u.arizona.edu
Polina Chemishanova	New Mexico State University	polina@nmsu.edu
Stuart Brown	New Mexico State University	sbrown@nmsu.edu
Janice Lauer	Purdue University	jmlauer@purdue.edu
Joanna Wolfe	University of Louisville	joanna.wolfe@louisville.edu
Morris Young	University of Wisconsin	msyoung4@wisc.edu
Cheryl Geisler	RPI	geislc@rpi.edu
Wen Ma	Le Moyne	maw@lemoyne.edu
David Jolliffe	University of Arkansas	djollif@uark.edu
Carl Whithaus	UC-Davis	cwwhithaus@ucdavis.edu

Cheryl Geisler, RPI, talked about the revenue streams in the Department of Language, Literature, and Communication at RPI: individually secured grants, collaboratively secured grants (intra and inter university, extra university), opportunity-driven grants, partnership-driven grants, project-driven grants.

John Warnock, University of Arizona, talked about the importance of community involvement programs at the University of Arizona, which aspires to be a Hispanic Serving Institution: graduate student and faculty outreach efforts in schools in Sonora, the Community Literacy Journal, Gear Up, Voices (community research and writing by students after school), film documentaries set along the border. Noted that the economic downturn, very serious in Arizona, could present unique opportunities for community outreach.

Joanna Wolfe, University of Louisville, talked about pursuing revenue streams for research activities and helping graduate students learn how to do so. She mentioned NSF (especially Human Resources area), Spencer Research Foundation, and the National Institute of Health. Called for more training for graduate students who want to get funding for research studies, especially for replications of important studies. She, encouraged the Doctoral Consortium to identify the skills graduate students needed to become effective researchers.

Ed White noted that searching for grant funding placed an enormous additional burden on the time of graduate faculty.

Cheryl Geisler noted that the AAUP was exploring multiple places where the graduate studies in the humanities was under stress: graduate student training and funding, state funding for programs, employability for graduate students, percentage of students entering the professoriate, the aging professoriate, gender imbalances,.

Mike Williams noted that business and industry competition might contribute to the shrinking percentage of graduate students who eventually enter the professoriate.

David Jolliffe, University of Arkansas, talked about the outreach work he was conducting at the University of Arkansas: the Arkansas Delta Oral History Project, Community Literacy Advocacy Program (see attached handout).

Cindy Selfe, Ohio State University, invited Consortium member organizations to take advantage of the Digital Archives of Literacy Narratives (DALN) <<http://daln.osu.edu>> as a venue for conducting research on literacy and for story the literacy narratives collected in community literacy projects. She also invited Consortium members to consider the Computers and Composition Digital Press (CCDP) <<http://ccdigitalpress.org>>

Stuart Brown, New Mexico State University, encouraged the Consortium members to attend to the needs of international students and to seek out their involvement at the local levels. He is requesting that members call the attention of international students to the International Student survey. He will resubmit the following information to the doctoral consortium listserv.

----- Original Message -----

From: sbrown@nmsu.edu

Date: Tuesday, March 17, 2009 4:15 pm

Subject: Re: Survey of International Students in Doctoral Rhetoric and Composition Programs]

To: CONSORTIUM@LIST.MSU.EDU

We are conducting a research study designed to gather and present information regarding the experience of international graduate students in Rhetoric and Composition doctoral programs. The purpose of the research is to uncover and address the challenges, assumptions, perceptions, and (mis)conceptions that surround international graduate students in doctoral programs in rhetorical and composition. The research should yield insight as to what doctoral programs in rhetoric and composition and the field of rhetoric and composition in general can do to recruit, retain, and better serve international doctoral students.

We are seeking international students or permanent residents enrolled in a doctoral program in rhetoric and composition. If you are or were an international student based on your immigration status in the States and you are enrolled in such a program, you are eligible to participate in the survey. In addition, if you know an international student who is eligible, please convey this survey information to him/her as well.

The survey will take approximately 20 minutes to complete. You can access the survey at

<http://www.surveymonkey.com/s.aspx?sm=olloio1Ma072Z_2b56_2fEMESQ_3d_3d>

If you are unable to complete it at that time, you may resume where you left off. Please do not begin a new survey.

By completing this survey, you are providing informed consent to participate in this research. You may respond to as many of the questions as you wish, and you may exit the survey at any time. You must be 18 years of age to participate. Completion and submission of this survey indicates your agreement to participate in this research study.

Only the researchers will have access to the information you provide. In order to maintain your confidentiality, your name or any revealing information will not be presented in the reports of this project. If you have any questions about this research or your rights as a participant, please contact the researchers at their email addresses below or 575-646-3931 or New Mexico State University Institutional Review Board (Reference #6753) at 575-646-7177.

Thank you for your contribution.

Stuart C. Brown
New Mexico State University
sbrown@nmsu.edu

Polina Chemishanova
New Mexico State University
polina@nmsu.edu

Lisa Ramirez
New Mexico State University
lisamae@nmsu.edu

Nasezhda Shalamova
Milwaukee School of Engineering
shalamova@msoe.edu

Consortium Business Meeting

Gail Hawisher introduced Amber Buck, the Doctoral Consortium Web Site Coordinator. Buck invited members to send her announcements to post on the Consortium web site.

John Ackerman introduced Louise Phelps who reported on her ongoing efforts as Visibility Coordinator (see attached handouts) [**Louise, we need an Project Visibility Overview handout from you**]. Phelps is coordinating efforts to make composition and rhetoric visible in national databases and classification systems: NRC, National Center for Educational Statistics (IPEDs Classification of Instructional Programs), and the Survey of Earned Doctorates.

The Consortium members decided to elect an At-large member with a term of two years to be identified from the ranked list of individuals.

The Consortium members decided to appoint a Graduate Student member (1 year term, beginning with Amber Buck who assumes her duties the day after the CCCC 2009 ends)

The Consortium members decided to invite member institutions who wish to do so to identify an Alternate Representative.

Election ranked (pending agreement of elected participants)

(Elected participants will be approached by the Chair to see if they will serve as the Incoming Assistant Chair. The next highest vote getter will be approached to see if they will serve as At-Large Representative)

Kristine Blair
Carl Whithaus
Mike Williamson
Malea Powell
Maureen Goggins

Mike Williamson will propose a Roundtable or Workshop focusing on opportunities for empirical research and funding opportunities of various kinds. We'd like at least one international example.

Topical focus for the Consortium meeting in 2010 will be the implications of funded research for doctoral education: training and preparation, curriculum, field projects. Possibilities: Paul Prior, Bill Hart Davidson, University of Zurich (Carl Whithaus), Karen Lunsford, Steve Bernhardt, Barry Thatcher.

Meeting adjourned.

Informal Notes from meeting with Chuck Bazerman and other members of non-CCCC stakeholder groups with an interest in writing

Cynthia Selfe and Louise Phelps attended this meeting. Other attendees included

Joe Janangelo	WPA
Pete Vandenberg	Masters Consortium
Richard Selfe	College Forum
?	National Writing Project [Louise, do you remember her name?]
Louise Phelps	Doctoral Consortium
Cindy Selfe	Doctoral Consortium
Charles Bazerman	CCCC Assistant Chair
Kristin Suchor	CCCC Assistant

Chuck Bazerman talked about whether we needed to coordinate the efforts of and/or the communications among non-CCCC stakeholder groups with an interest in writing.

The consensus seemed to be that we might all benefit from an annual meeting of representatives at the CCCCs and a cross-group wiki on which we could announce projects of interest that might benefit from the involvement of multiple stakeholder groups.

Bazerman will coordinate.

Doctoral Consortium / Rhetoric and Composition
San Francisco Hilton
Union Square Rooms 3 & 4 – 4th Floor

CCCC
03.11.09
1:30 – 5:00

- 11:30** **Executive Meeting** Urban Tavern, San Francisco Hilton
1:30 **General Meeting**
- Welcome John Ackerman, University of Colorado ~ Boulder
- Topic From Visibility to Viability:
Economic Futures and Policy Partners
- Presenters: Cheryl Geisler, Rensselaer Polytechnic Institute
John Warnock, University of Arizona
Joanna Wolfe, University of Louisville
David Jolliffe, University of Arkansas
- Open Discussion Doctoral Study in Rhetoric and Composition
In Times of Economic, Climate and Cultural Crisis
- 3:00** **Break**
3:15 **Business Meeting**
- Announcements Masters Degree Consortium – 6:30 Continental Ballroom 3
Rhetoric Society of America
Meeting of R/C Organizations
- Web/List CONSORTIUM@LIST.MSU.EDU
http://www.cws.illinois.edu/rc_consortium/index.html
- Louise Phelps Classification of Instructional Programs
NRC Survey
Survey of Earned Doctorates
- Offices Rotating Chair, John Ackerman
Associate Chair, Cindy Selfe
Assistant. Chair, Joyce Neff
- Continuing Treasurer/Membership: Helen Foster (hfoster@utep.edu)
Assessment: Wendy Sharer
Archivist, Janice Lauer
Visibility, Louise Phelps
Web Site & Listserv:
Gail Hawisher & Amber Buck (abuck2@uiuc.edu)
- 2010 Agenda Louisville, KY March 17 – 20
- 5:00** **Adjournment**



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David A. Jolliffe
Professor of English, Professor of Curriculum and Instruction
Brown Chair in English Literacy
479-575-2289, djollif@uark.edu, www.uark.edu/literacy

Two Literacy Outreach Projects from the Brown Chair Initiative

The Arkansas Delta Oral History Project is a service-learning project directed by David Jolliffe, Anne Raines, Krista Jones, Catherine Roth-Baker, and Laine Gates. Now in its third year, the ADOHP will involve students from the University of Arkansas working collaboratively with students from four high schools--Augusta, Brinkley, Crossett, and El Dorado--as they plan, conduct, and transcribe an oral history interview and write a substantial final project (a story, a play, a video, etc.) about their topic. All participating students meet for an orientation in Helena in January, travel to Fayetteville for working weekend in March, and return to Helena for a closing celebration and performance in late April.

Community Literacy Advocacy Projects involve towns and cities throughout Arkansas that want to engage the services of a **Community Literacy Advocate**, a person who would be charged specifically with establishing literacy-rich connections between and among schools, community colleges and universities, Adult Basic Education centers, local literacy councils, public libraries, and local economic development councils.

The town of **Augusta, Arkansas**, has become the initial site of the **Community Literacy Advocacy Program**, developed by the Office of the Brown Chair in English Literacy at the University of Arkansas. In Augusta, the Community Literacy Advocate is sponsored by the White River Rural Health Center. The Advocate, former public school teacher and literacy specialist Joy Lynn Bowen, is establishing "literacy connections" and developing programs involving organizations that work to improve reading and writing in the community but have not necessarily worked together in the past. Young parents are working on building a literate environment for their pre-school children. Elementary students are creating literacy projects based on popular music. High school students are writing oral history essays and stories. Adults are writing essays and stories about military veterans as part of a veterans' memorial project. Ministers are building reading and writing into their churches' activities. Librarians are learning about community arts and literacy activities. In short, the whole town has turned its attention to reading and writing.

New sites of the Community Literacy Advocacy Program are under development in Brinkley, Helena/West Helena, and Pine Bluff, Arkansas.

Key person - "The Advocate"

Subject: CIP codes announced

From: Louise Wetherbee Phelps <lwphelps@SYR.EDU>

Date: Fri, 26 Jun 2009 07:30:30 -0400

To: CONSORTIUM@LIST.MSU.EDU

NCEC has announced release of the 2010 CIP code, which is used to classify all instructional programs in the U.S. Due to the work of a 4Cs task force, Rhetoric and Composition/Writing Studies now has a series of codes (under 23.13, if you want to search for it). Here is the website:
<http://nces.ed.gov/ipeds/cip2010>

I've copied the announcement below. As you see, all degrees after July 1, 2009 fall under the new CIP codes. That means that we should be requesting reclassification of all undergrad and grad programs in rhetoric and composition, writing studies, and/or professional/tech communication. And new programs should be classified under these codes.

This work is the responsibility of "keyholders" on your campus, whom you will have to track down (try registrar's office, institutional research, provost's office, and/or grad school). Unfortunately, many R/C/WS programs may not be eligible to be reclassified since they are not recognized as a discrete "degree." (This is not easy to find out; check with Registrar's Office.) So we still have a challenge in getting these degrees recognized and ultimately counted.

[One of the most important consequences of getting these codes is that from now on degrees in our field, if they are classified properly, will be counted nationally and recorded in government databases.]

For classifying our undergraduate and graduate programs, we have these codes:

Writing, General. [Suitable for many undergrad writing/rhetoric majors, including those that combine disciplines or tracks in creative writing, professional writing, etc.; ,and some grad programs.]

Professional, Technical, Business, and Scientific Writing.

Rhetoric and Composition. [Suitable for most doctoral programs and many Masters.]

Rhetoric and Composition/Writing Studies, Other. [For specialized or unusual programs that don't fit under the other classifications.]

This is really significant progress. . . It points out the importance of trying to get departments and institutions to recognize degrees in our field as such. They often call them "major" or "MA" or "PhD" in rhetoric and composition or writing studies, yet do not formally grant them degree status, continuing to obscure them as tracks within broad degrees when reporting degree completion.

By the way, I am retired from Syracuse and will be moving to Virginia in the fall.

Louise

Louise Wetherbee Phelps
Professor Emeritus of Writing and Rhetoric
Syracuse University
Visiting Scholar of Rhetoric and Writing, Old Dominion University

1) NCES is pleased to announce the release of the 2010 Classification of Instructional Programs (CIP).

The Classification of Instructional Programs is a list of instructional programs used by postsecondary institutions when reporting on completions by field of study. The 2010 CIP Website can be accessed online at <http://nces.ed.gov/ipeds/cip2010>.

The CIP website consists of three modules: the CIP Homepage, the CIP Wizard, and the CIP Selector. The CIP Homepage allows users to browse the 2010 CIP, search for CIP codes using keywords, view a list of codes that have been added, deleted or moved, crosswalk the 2000 and 2010 CIP, and access current and previous electronic versions of the CIP. The CIP Wizard provides users with a list of CIP codes previously reported by institutions for their last three years of completions data and maps these codes on to the 2010 CIP. The CIP Selector helps users to select a CIP code which best describes their instructional program.

When developing the 2010 CIP, NCES focused on adding new instructional programs; CIP codes were only deleted in order to avoid duplication with newly added codes. The 2010 CIP contains approximately 350 new 6-digit CIP codes and 50 new 4-digit CIP codes. No new 2-digit CIP codes were added.

IPEDS keyholders and coordinators will begin using the 2010 CIP for the Completions survey in Fall 2010, which will collect awards and degrees conferred between July 1, 2009 and June 30, 2010. Fall 2010 enrollment for the 9 special fields of study reported by 4-year institutions will also use CIP 2010.

For questions about the 2010 CIP or CIP Website, please call the IPEDS Help Desk at 1-877-225-2568 or email CIP@ed.gov.