

Consortium of Doctoral Programs in Rhetoric and Composition
20th Anniversary Meeting
Agenda for Wednesday, March 13, 2013
Conference on College Composition and Communication
Riviera Hotel, Grande Ballroom D, 1st floor
Las Vegas, Nevada

- 1:30 – 1:45 Welcome and Introductions
- 1:45 – 3:15 **Doctoral Program Assessment:** Presentations and discussion
Wendy Sharer, Associate Professor, Department of English, East Carolina University
Ken McAllister, Professor and Director of the Graduate Program in Rhetoric and Composition, University of Arizona
- 3:15 – 3:30 Writing Studies Tree: database of academic genealogies
Sondra Perl
- 3:45 – 5:00 Business Meeting
Brief reports
Treasurer - Helen Foster
Visibility Project Liaison - Louise Phelps
Consortium Assessment Survey - Wendy Sharer
Web Site and Listserv - Andrea Olinger
Other committee reports
Nominations for 2014
Assistant Chair (to assume duties at CCCC 2014)
Theme for 2014 Consortium Meeting and CCCC Panel ~~_____~~
New Business
- 5:00 – 6:00 **20th Anniversary Celebration!!** Grande Ballroom G, 1st floor
Join us in honoring our founders and wishing Janice Lauer the happiest of birthdays



Graduate Program Assessment in Rhetoric and Composition

An Introduction

(by way of the School of Hard Knocks)

Ken S. McAllister
Director of RCTE
University of Arizona
mesmer@u.arizona.edu

Mastery Grid for Rhetoric and Composition (University of Arizona)

<p>Beginner-1 Pre-RCTE</p>	<p>Intrigued about how language--broadly speaking--works as an expressive, communicative, and/or persuasive tool; expressed interest in learning how to use and better understand language; no understanding of methods and theories yet.</p>
<p>Beginner-2 Pre-RCTE</p>	<p>Has a passion and aptitude for rhetorical analysis and argumentation; skills are basic but discernable. Knows how to make an argument and is beginning to understand the role of theory and method in making defensible claims.</p>
<p>Emergent-1 Year 1</p>	<p>Has basic understanding of fundamental rhetorical principles and their origins. Has begun to learn the basic components of rhetorical methods, theories, and research processes (i.e., skills, history, general idea making). Can employ basic skills to express a clear idea that argues toward stated objectives. Begins to reflect on and critique own work and assess the work of others based on stated objectives.</p>
<p>Emergent-2 Year 2</p>	<p>Continues to expand their facility with the components of rhetorical history, theory, and analysis as applied to both assigned and self-selected texts and artifacts. Demonstrates improved facility with idea generation and expression. Demonstrates an emerging awareness of self as researcher/teacher, and begins to identify possible professional focal areas (rhetorico-cultural analysis, composition studies, WPA). Clearly understands basics of rhetorical analysis and research design. Explaining and assessing one's own and others' work remains conscious and effortful.</p>
<p>Novice Year 3</p>	<p>Commits to their area of professional focus as defined by the theories and methods of the discipline(s) it draws from. Begins to explore creative pathways that express unique responses and viewpoints to professional scholarship and collaborative interaction. Initiates new research and teaching prospects, while also continuing to deepen and broaden extant research and teaching skills--including those necessitating the development of self-assessment skills and professionalism.</p>

<p>Intermediate Year 3</p>	<p>Recognizes multiple processes of rhetoric and composition studies. Initiates and co-develops a collaborative academic project (e.g., symposium, special journal issue). Able to extend academic applications to community settings and integrate self-assessments.</p>
<p>Practitioner-1 Year 4</p>	<p>Possesses an understanding of many major and minor elements of rhetoric and composition research; successfully engages and completes a complex academic project from proposal through publication or release; demonstrated ability to provide effective leadership of a diverse group of people. Can assess own work for effective improvement.</p>
<p>Practitioner-2 Year 5-7</p>	<p>Has gained confidence and proficiency in research, teaching, and service, and has begun to integrate them as part of a scholarly identity. Demonstrates consistency in scholarly productivity across multiple, simultaneous projects. Meets (or appropriately adapts) institutional and collegial expectations within resource parameters and local practices. Consistently and accurately assesses work for effective improvement.</p>
<p>Expert</p>	<p>Significant experience in the profession shows evolved theories and methods that have become self-customized, unique and recognizable. Emerging confidence to experiment and self-activate a personal and professional aesthetic and vision. Sustained consistency in productivity that sometimes yields transformative experiences for collaborators and audiences.</p>
<p>Virtuoso</p>	<p>Leader and innovator in the field, has an original, unique voice and vision that consistently inspires collaborators and colleagues to go beyond the current cultural and societal expectations of the discipline. The virtuoso has vision; research, theory, and method are instinctive. Consistently produces a transformative experience for both collaborators and audiences.</p>

RCTE Program Outcomes

	First-Year Colloquium	Annual Review	Monitoring	Coursework	Teaching	Comprehensive Examination	Dissertation Proposal	Dissertation	Professional Preparation	Post-Graduation
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LEARNING OUTCOMES

Research Methodology

define a research question
 address a research problem with appropriate methodologies
 identify and critique the research methods of other scholars
 develop projects through a process of highly generative and imaginative inquiry
 create innovative research models such as websites, databases, new media, etc.

X		X		X			X	X		
				X			X	X		
				X	X		X	X		
				X	X		X	X		
				X	X		X	X		

Theoretical Perspectives

develop an interpretive vocabulary informed by related scholarship
 synthesize established theories into a coherent interpretive framework
 apply theory to the objects of study
 demonstrate an ability to iteratively develop theory from practice and practice from theory

X		X		X			X	X		
				X			X	X		
				X			X	X		
				X			X	X		
				X			X	X		

Historical Background

work closely with historical texts and contexts
 map broader socio-ideological trends
 develop a well-informed historiography

X		X		X				X		
				X				X		
				X				X		
				X				X		
				X				X		

Pedagogy

articulate a teaching philosophy
 draw on research and theories of teaching and education
 draw on relevant scholarship to characterize one's teaching style and values
 understand assessment at classroom and program levels

				X					X	
				X					X	
				X					X	
				X					X	
				X					X	

Teaching

develop curriculum that incorporates a scholarly way of knowing about teaching
 adapt to differing learning styles and cultural backgrounds
 demonstrate proficiency in multiple instructional modalities
 engage the world by bringing it into the classroom and the classroom to it
 implement reading, writing, and critical thinking strategies

				X					X	
				X					X	
				X					X	
				X					X	
				X					X	

Writing

draft and revise a professional quality article that is capable of entering appropriate scholarly conversations
 engage existing scholarship and make original contribution to related scholarship
 master conventions of academic writing and formats
 identify and submit scholarly writing and projects for appropriate publication venues

				X						
				X						
				X						
				X						
				X						

Professional Development

prepare and deliver quality academic talks at local, regional and national levels
 demonstrate practiced expertise in multiple types of presentation styles (e.g., standard talks, round-tables, poster sessions, demonstrations)
 engage in professional behavior (e.g., being respectfully candid, offer and receive constructive criticism, balancing work and personal life)
 conduct collaborative research in, for, or with a community

				X						
				X						
				X						
				X						
				X						

Civic Engagement

develop an ethics of the reciprocal nature of our work
 apply rhetorical principles to local, national, and transnational contexts
 serve in a leadership role in the institution or community
 exercise effective co-leadership in collaborative teaching, research, and administrative projects
 perform scholarly work in non-academic settings (e.g., NGO, community organizations, religious institutions, libraries, etc.)

				X						
				X						
				X						
				X						
				X						

Multidisciplinary

demonstrate academic skills (research, teaching, service, administration) requiring facility with multiple co-existing and emerging disciplines

				X						
				X						
				X						
				X						
				X						

Graduate Program Assessment Resources

- Allen, Mary J. *Assessing Academic Programs in Higher Education*. Indianapolis: Jossey-Bass, 2003. Print.
- Carnegie Mellon University--Eberly Center for Teaching Excellence. "How to Assess Departments and Programs." <http://www.cmu.edu/teaching/assessment/assessprogram/index.html>.
- Funk, K. and K.L. Klomparens. "Using the Assessment Process to Improve Doctoral Programs." In P.L. Maki & Borkowski, N.A. (Eds.), *The Assessment of Doctoral Education: Emerging Criteria and New Models for Improving Outcomes*. Sterling, VA: Stylus Publishing, 2006. 109-141. Print.
- Gottlieb, Margo and Diep Nguyen. *Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers*. Philadelphia: Caslon Publishing, 2007. Print.
- Haswell, Richard. *Beyond Outcomes: Assessment and Instruction Within a University Writing Program*. Westport, CT: Ablex, 2001. Print.
- Maher, Patricia A. "Graduate Program Assessment: Making the Most of the Data You Already Have." www.florida-air.org/patm03.ppt.
- Stony Brook University. "Assessment of the Graduate Program - an Innovation at Stony Brook." Student-driven program assessment project. <http://www.cfkeep.org/html/snapshot.php?id=7699645681027>.
- University of Arizona. "Institutional and Program Assessment at the University of Arizona--2010." http://assessment.arizona.edu/sites/default/files/UA%20Assessment_Plan_11-10_10.pdf.
- University of Washington. "Graduate School Assessment Phases." <http://www.gradschool.wsu.edu/facultystaff/assessment/Phases.aspx#Phase1>.
- Walvoord, Barbara E. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education*. Indianapolis: Jossey-Bass, 2010. Print.
- William, Dylan. "What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment." *Review of Research in Education* 34.1 (2010): 254-284. Print.

**Doctoral Consortium
Assessment Survey**

Results Report
March 2013

Completion rate

- Distributed to roughly 75 programs
- 43 complete responses (57% response rate)
- Not every completed survey included responses to each question.
- Partial responses are included in the response data.

Does your doctoral program have an outcomes statement or list of outcomes that is available to students?

Answer	% Responses
Yes	51%
No	34%
Don't know/not sure	15%

Themes in Student Outcomes

- Progression to degree
- Job preparation
 - Prepared for both faculty and non-academic positions
- Theoretical knowledge
- Historical knowledge
- Breadth of knowledge of related disciplines/sub-disciplines
- Technological knowledge/abilities

Themes in Student Outcomes (cont.)

- Research abilities
 - Conduct original, independent, long-term research
 - Use various research methodologies
 - Synthesize and critically review scholarship
- Communication abilities (academic genres prevalent)
 - Enter the scholarly/academic conversation
 - Write academic articles, essays, papers
 - Present at scholarly conferences
- Teaching abilities
 - Teach a variety of courses at a variety of levels in the discipline
 - Construct a teaching philosophy drawn on pedagogical theory

Themes in Student Outcomes (cont.)

- Professional attitudes/habits
 - Demonstrate awareness of responsibility to professional community
 - Participate in professional organizations
 - Display leadership abilities and professional behavior
- Professional skills (two schools only)
 - Participate in departmental governance/planning
 - Understand assessment at classroom and program levels

Does your doctoral program currently have programmatic assessment procedures in place?

Answer	% Responses
Yes	62%
No	26%
Don't know/not sure	12%

Who is most directly responsible for conducting assessment of your doctoral program?

Answer	Response	%
Department Graduate Director	15	33%
Program Director	12	26%
Department Graduate Committee	7	15%
Other, please specify	7	15%
Institutional Assessment Office	3	7%
Graduate School Dean	2	4%
Department Chair	0	0%

To whom are assessment findings/data reported? Check all that apply.

Answer	Response	%
Your institution's graduate school	19	63%
Department executive committee/governing body	14	47%
Department Chair/Head	12	40%
Current doctoral students	11	37%
All department faculty	10	33%
Doctoral program faculty	9	30%
Other, please specify	9	30%
Prospective doctoral students	7	23%

writingstudiesfree.org

At which stages of your doctoral program do you currently conduct programmatic assessment of student performance?

Answer	Response	%
Doctoral/candidacy examinations	27	87%
Job placement	26	84%
Coursework	18	58%
Dissertation defense	17	55%
Prospectus	14	45%
Dissertation	14	45%
Other, please specify	11	35%

Does your doctoral program currently conduct programmatic assessment of doctoral student performance in the following areas?

Answer	Response	%
Teaching abilities	23	79%
Research skills	17	59%
Writing abilities	14	48%
Oral presentation skills	7	24%
Other, please specify	5	17%
Administrative skills	3	10%

Does your program or your school currently gather data about doctoral student satisfaction with the following? Check all that apply.

Answer	Response	%
Coursework requirements/curriculum	22	85%
Job market preparation	19	73%
Advising/mentoring	18	69%
Qualifying exam procedures	15	62%
Professional development opportunities	15	62%
Sense of community in the program	15	62%
Assistantship experiences	14	54%
Dissertation process	14	54%
Intellectual climate of the program	14	54%
Availability of relevant technology	8	31%
Offices/facilities-- "personal work space"	7	27%
Availability of library resources	6	23%
Childcare options/availability	3	12%
Town/area surrounding the university	2	8%
Housing and living options	2	8%

Does your program or your school currently gather data about doctoral faculty satisfaction with the following? Check all that apply.

Answer	Response	%
Coursework requirements/curriculum	10	71%
Qualifying exam procedures	9	64%
Experiences supervising doctoral students on teaching assistantships, research assistantships, or other graduate assistantships	9	64%
Experiences advising/mentoring doctoral students	8	57%
Dissertation process	8	57%
Research support (release time for research, dept/university funding for research, etc.)	7	50%
Quality of students in the program	7	50%
Intellectual climate of the program	7	50%
Teaching loads	6	43%

What changes, if any, have been made to your doctoral program as a result of programmatic assessment? Check all that apply.

Answer	Response	%
Developed additional professional development opportunities for doctoral students	22	55%
Altered qualifying exam process	21	53%
Developed additional job search resources	19	48%
Altered required coursework	19	48%
Altered dissertation prospectus process	17	43%
Altered doctoral advising and/or mentoring processes	16	40%
Revised admission criteria/standards	7	18%
Other, please specify	6	15%
No changes	5	13%
Altered dissertation research and/or writing process	5	13%
Altered dissertation defense process	4	10%
Altered teaching loads/changed workloads for faculty	1	3%

How important do you think it is for a doctoral program to assess student performance in the following stages of the doctoral process?

Question	Not at all important	Somewhat Unimportant	Neutral	Somewhat Important	Extremely Important	Mean
Job search/ placement	0	0	1	9	34	4.75
Dissertation	0	0	0	12	31	4.72
Doctoral/ candidacy examinations	0	0	2	10	31	4.57
Coursework	0	0	1	15	27	4.60
Prospectus	0	0	8	17	19	4.25
Dissertation defense	2	0	8	16	16	4.05

How important do you think it is for a doctoral program to assess student performance in the following areas?

Question	Not at all Important	Somewhat Unimportant	Neutral	Somewhat Important	Extremely Important	Mean
Research	0	0	0	5	37	4.88
Teaching	0	0	0	7	36	4.84
Writing	0	0	0	12	30	4.71
Oral presentation	0	2	6	14	19	4.22
Administration	3	4	12	15	5	3.38

How important do you think it is for a doctoral program to measure student satisfaction with the following aspects of a doctoral program?

Question	Not at all	Somewhat Unimportant	Neutral	Somewhat Important	Extremely	Mean
Job market preparation	0	0	0	12	32	4.73
Advising/mentoring	1	1	1	19	22	4.36
Professional development opportunities	1	1	3	15	21	4.35
Intellectual climate of the program	1	0	3	19	21	4.34
Dissertation process	1	1	1	21	19	4.30

How important do you think it is for a doctoral program to measure student satisfaction with the following aspects of a doctoral program? (Cont.)

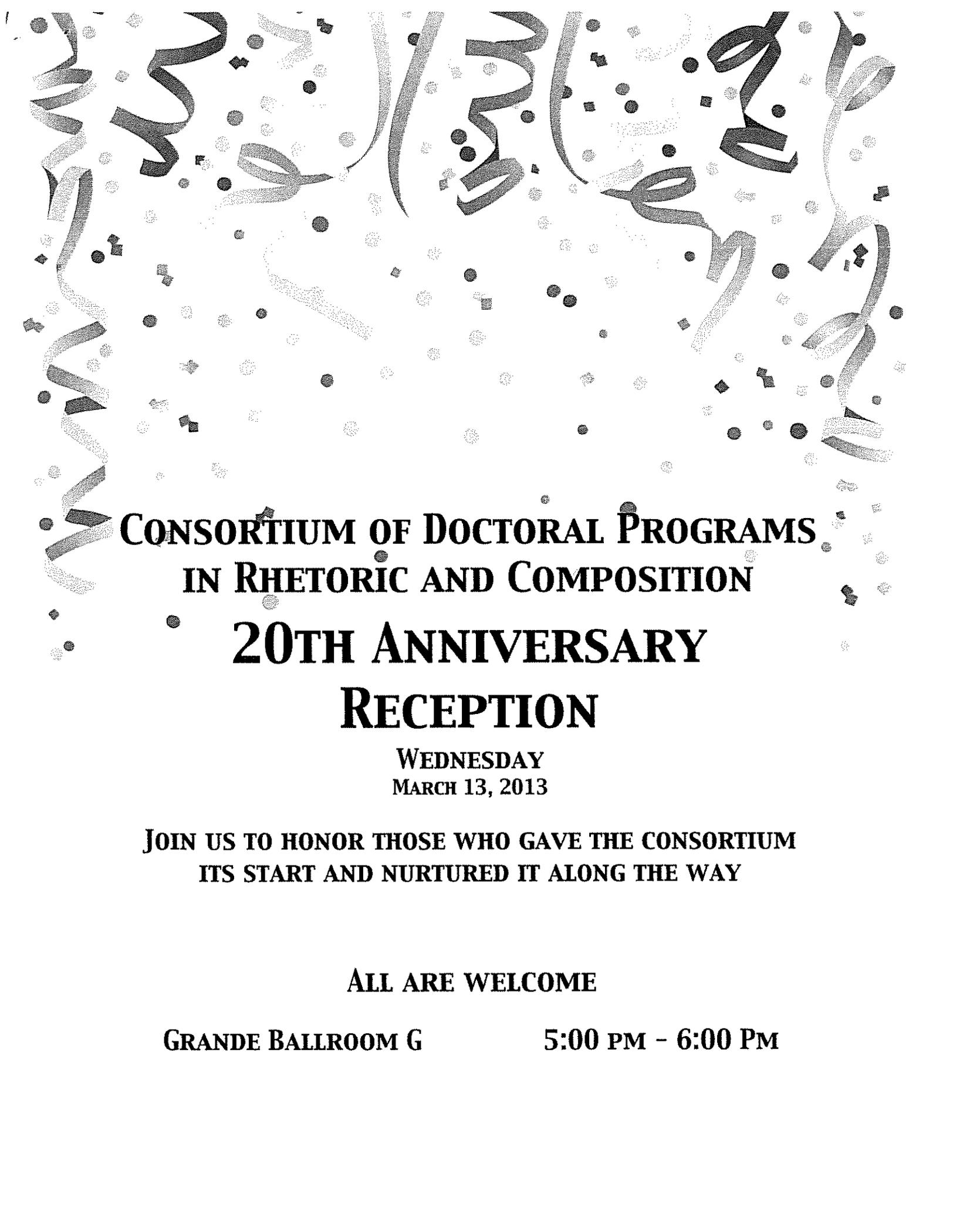
Question	Not at all	Somewhat Unimportant	Neutral	Somewhat Important	Extremely	Mean
Coursework	0	2	2	21	18	4.28
Sense of community in the program	2	1	2	17	22	4.27
Assistantship experiences	1	0	4	21	18	4.25
Qualifying exam procedures	0	1	5	21	16	4.21
Availability of library resources	1	0	9	19	14	4.05

How interested are you in having the Consortium of Doctoral Programs develop the following assessment resources?

Question	Very Interested	Somewhat Interested	Not Interested	Mean
A website with sample assessment procedures from a variety of doctoral programs	22	13	5	1.68
A position statement about best practices in assessment of doctoral programs.	20	18	3	1.89
A general "outcomes statement" for doctoral programs (similar to the WPA Outcomes Statement for first-year writing).	18	15	8	1.76
A general "outcomes statement" for doctoral programs (similar to the WPA Outcomes Statement for first-year writing).	18	15	8	1.76

How interested are you in having the Consortium of Doctoral Programs develop the following assessment resources? (Cont.)

Question	Very Interested	Somewhat Interested	Not Interested	Mean
Promotional materials to illustrate the value of good assessment to colleagues, students, etc.	10	17	13	2.08
Assessment workshop during the annual CCCC meeting	9	19	13	2.10
Full or half-day workshop before the annual CCCC	9	19	13	2.10
Assessment webinars/ online assessment workshops	9	14	17	2.20
Assessment consultants to assist with establishing and revising assessment procedures	8	14	19	2.27
An assessment conference, independent of the annual CCCC	3	14	23	2.50



**CONSORTIUM OF DOCTORAL PROGRAMS
IN RHETORIC AND COMPOSITION
20TH ANNIVERSARY
RECEPTION**

**WEDNESDAY
MARCH 13, 2013**

**JOIN US TO HONOR THOSE WHO GAVE THE CONSORTIUM
ITS START AND NURTURED IT ALONG THE WAY**

ALL ARE WELCOME

GRANDE BALLROOM G

5:00 PM - 6:00 PM

**CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION:
CELEBRATING OUR 20TH Year**

Grande Ballroom D, First Floor 1:30 p.m.–5:00 p.m.

Chair: Joyce Neff, Old Dominion University, Norfolk, VA

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), representing over 70 universities, celebrates its 20th anniversary in 2013. CDPRC links doctoral education with masters and undergraduate programs and with local and national assessment projects. Most recently, CDPRC has sponsored the Visibility Project, so that graduate education in Rhetoric and Composition is recognized by the National Research Council and other classification systems such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend and extend doctoral education in a variety of locales.

Our meeting opens with a panel titled **Assessing Graduate Programs: What do we need to know? How do we use what we find?** The presenters, Dr. Wendy Sharer and Dr. Ken McAllister, will discuss the types of data that programs collect, and will explain how stakeholders use data to address program quality, student support, and resource allocations. At 3:30 we will hold the annual business meeting, which includes planning for future initiatives.

This year's caucus will conclude with a **special reception** honoring the 20th anniversary of the Consortium and its founders. We welcome all CCCC members to stop by at any time during the afternoon and encourage everyone to join us for the reception at 5:00.

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Historical Highlights: Honoring our Founders

Original steering committees

1992 (Cincinnati):

Chuck Bazerman
Linda Flower
Dick Hayes
Janice Lauer
Louise Phelps
Barbara Walvoord.

1993 (San Diego):

Avon Crismore
Janice Lauer
Dick Hayes
Louise Phelps
Barbara Walvoord
Duane Roen
David Russell
Barbara Sitko
Ross Winterowd

Consortium Chairpersons:

Janice Lauer (1993-2002)
Patricia Sullivan & Stuart Brown (2002-06 co-chairs)
Gail Hawisher (2006-08)
John Ackerman (2008-10)
Cindy Selfe (2010-12)
Joyce Neff (2012-14)

Many thanks to those who sponsored the reception:

Howard Tinberg and CCCC
Bedford/St. Martin's
Rhetoric Society of America
Cynthia Selfe

Please add to our history by sending your memories to jneff@odu.edu or jmlauer@purdue.edu

Agenda for the Executive Committee
Consortium of Doctoral Programs in Rhetoric and Composition
Wednesday, March 13, 2013, Las Vegas, Nevada, 11:30-1:00
Maggiano's Las Vegas <http://www.maggianos.com/EN/Las-Vegas> Las-Vegas

Discussion of today's program

Reports: Treasurer (Helen Foster)
 Visibility Project Liaison (Louise Phelps)
 Consortium Assessment Survey (Wendy Sharer)
 Web Site and Listserv (Andrea Olinger)

Nominations for 2014: Assistant Chair (to assume duties at CCCC 2014)

Theme for 2014 CCCC's program and research panel

Review of the Consortium's mission and goals:

"The Consortium is a research-oriented coalition of doctoral programs in rhetoric and composition whose purposes are to:

- Facilitate the exchange of research by faculty and graduate students through online postings of dissertations and other research projects, including historical, theoretical, interpretive, and empirical studies
- Provide mutual support of each other's programs in terms of ideas, needs, and problem areas, e.g., developing graduate curricula, faculty resources, and library holdings; dealing with course and dissertation loads, promotion and tenure; admitting and supporting graduate students, both financially and academically; guiding students in job placement; building relationships within English departments and with other disciplines)
- Create a listserv and a website to enable online exchanges among members
- Establish rhetoric and composition categories in the DAI and inclusion of the discipline of Rhetoric and Composition in academic societies

"The consortium has

- Established a listserv and website
- Obtained a category in the DAI and a CIP code
- Promoted regional networking among doctoral programs
- Offered workshops and research sessions at conventions
- Conducted surveys of examination practices, course requirements, hiring practices, and graduate placement

"It is working on:

- Creating an archive of documents
- Creating a list of faculty willing to advise those starting programs
- Articulating criteria to guide program review"

New business