Program copy for Future of the PhD in Postsecondary Teaching for Teaching as a Profession (Nonguaranteed Collaborative)

Division Final Program Copy
for the 2013 MLA Convention
Boston, 3–6 January

Proposals may be submitted electronically no later than 1 April 2012. Upon final submission of this form, you will be given the opportunity to submit a Request for Membership Waiver, if appropriate. Please print a copy of this form for your records before submitting.

Session title
Future of the PhD in Postsecondary Teaching

Name of division
Teaching as a Profession

Name of collaborative entity
the History and Theory of Rhetoric and Composition (not yet verified)

Presider
Steven Mailloux

Affiliation
Loyola Marymount Univ.

Main subject
The Profession

Main subsubject
General

Each year’s convention includes sessions related to the Presidential Theme. Please check the box below if you
wish to have your session considered for inclusion in this group.

Please consider this session as part of the 2013 presidential theme.

**Detailed description of session**

Please keep in mind that fifteen minutes must be left at the end of the session for discussion; therefore, the total session time before open discussion can be no more than one hour (including introductions). The Program Committee will reject proposals that do not appear to leave fifteen minutes for discussion.

The Future of the Doctorate in Postsecondary Teaching. This session is collaboratively proposed by the Division on Teaching as a Profession and the Division on the History and Theory of Rhetoric and Composition. A related book is being prepared for digital publication, possibly in advance of the session, or for release at the convention. Round-table format: Seven speakers will summarize their contributions in 6 minutes each; the remainder will be devoted to discussion.

The session organizer is the lead author of a 2010 AAUP report on Tenure and Teaching Intensive appointments, which observes that the proportion of faculty in the tenure stream has plummeted over four decades, and that this shift has been accomplished by converting teaching-intensive positions to nontenurable status:

"Before 1970, as today, most full-time faculty appointments were teaching-intensive, featuring teaching loads of nine hours or more per week. Nearly all of those fulltime teaching-intensive positions were on the tenure track. This meant that most faculty who spent most of their time teaching were also campus and professional citizens, with clear roles in shared governance and access to support for research or professional activity.

"Today, most faculty positions are still teaching intensive, and many of those teaching-intensive positions are still tenurable. However, the majority of teaching-intensive positions have been shunted outside of the tenure system. This has in most cases meant a dramatic shift from “teaching-intensive” appointments to “teaching- only” appointments, featuring a faculty with attenuated relationships to campus and disciplinary peers. This seismic shift from “teaching-intensive” faculty within the big tent of tenure to “teaching-only” faculty outside of it has had severe consequences for students as well as faculty themselves, producing lower levels of campus engagement across the board and a rising service burden for the shrinking core of tenurable faculty."

http://www.aaup.org/AAUP/comm/rep/teachertenure.htm

As teaching-intensive positions became more contingent, persons with sub-doctoral credentials filled a larger percentage of them. This change has had significant consequences for doctoral education in English Studies (including rhetoric, writing and digital composition).

For instance, at present the various doctoral programs in rhetoric, writing, and digital media primarily produce young scholars for research- and administrative- intensive appointment. By contrast many of the more traditional English PhD programs produce faculty for both research and teaching-intensive appointments. (One of the ways many such programs "produce" faculty for teaching-intensive...
nontenable appointments is by serving as failure factories: offering outmoded instruction, exploitative student-teaching loads, etc.)

Tenurable or not, faculty on teaching-intensive appointments doing a fair amount of writing instruction are likely to have studied in a traditional literature & cultural studies program. But as the output of doctorates in rhetoric, writing and digital composition grows, will that change? Will more such programs and more holders of their doctorates mean that increasingly the PhD in rhetoric, writing and digital composition is a teaching-intensive degree? Will those programs and graduates continue to capture more "market share" from traditional English programs? Or will doctoral programs in English adapt to a more inclusive preparation?

This panel addresses the relationship between curricular & disciplinary change, including the establishment of new programs and degrees, to credentialing and patterns of employment. It brings together some of the most prominent figures in academic labor, rhetoric, writing, and digital composition to address critical questions about the future of the doctorate(s) in English studies. These include:

* What is the appropriate terminal degree for those whose prefer teaching-intensive appointments?

* Does the growth of writing-related majors, minors, and concentrations suggest the importance of hiring more writing specialists with doctorates into the tenure stream?

* How has or should the digital-media-fueled epochal shift to an emphasis upon textual production affected doctoral education in pedagogy?

* Is there a reason to assume that teaching literature requires tenure and a research appointment and teaching writing does not?

* What credentials and preparation are appropriate to teaching first-year composition?

* How is research in rhetoric, writing, and digital composition shaping doctoral education in English?

Information on panelists' and presider's scholarship and experience, particularly as they directly relate to the session topic


Derek Owens, founding director, Institute for Writing Studies, St. John’s University, and Vice Provost since 2010. Books include: Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies series. Urbana, IL: National Council of Teachers of English Press, 2001Resisting Writings (and the Boundaries of Composition). Dallas, TX: Southern Methodist University Press, 1994. Started teaching at St. John’s University in 1994; before that taught in the Expository Writing Program at Harvard, the Experimental College at Tufts, and worked as an academic counselor in the Higher Education Opportunity Program at Siena College. His teaching and research interests include composition pedagogy; Writing Program administration; ecocomposition and sustainability; nonfiction prose; place-based pedagogy; future studies; and experimental and hybrid forms of writing.

Roxanne Mountford is the founding director of the Division of Writing, Rhetoric, and Digital Media and co-founder of the Composition and Communication Program. Previously, she was Director of Expository Writing and Assistant Professor of Rhetoric at Rensselaer Polytechnic Institute, and Associate Professor of English at the University of Arizona. She has served on the Editorial Board for Rhetoric Society Quarterly and Communication and Religion and is currently serving on the Board of Directors for the Rhetoric Society of America. She is author of The Gendered Pulpit: Preaching in American Protestant Spaces (Southern Illinois, 2003) and co-author (with Michelle Ballif and Diane Davis) of Women’s Ways of Making It in Rhetoric and Composition (Routledge, 2008) Her current projects include a study of Amy Semple McPherson and a history of efforts to integrate speaking and writing instruction in American colleges and universities in the twentieth century.

Marc Bousquet, associate professor of English at Santa Clara University. His book How the University Works: Higher Education and the Low-Wage Nation (NYU, 2008) is one of the most widely cited and favorably reviewed analyses of academic labor in English studies. He writes for the Chronicle of Higher Education's Brainstorm blog and maintains a Youtube channel focussed on academic labor issues. He has served on the national council of the American Association of University Professors (AAUP) and on the advisory board of several journals including AAUP’s Academe. He is at work on a book about education policy and participatory culture in the United States.

Donna Strickland, Associate Professor, Rhetoric and Composition, University of Missouri. Books include The Managerial Unconscious in the History of Composition Studies (SIUP, 2011); The Writing Program Interrupted: Making Space for Critical Discourse, eds Donna Strickland and Jeanne Gunner (Heinemann, 2009). Has published numerous articles and book chapters that examine the ideological leanings and managerial imperatives of composition as a field of study. Her work on managerial rhetorics and critical genealogies of composition studies has been published in College English, JAC, Composition Studies, Composition Forum, American Academic, and Works and Days. Most recently, her research has focused on affective rhetorics, tracing connections among cultural scripts that bind emotion, literacy, and labor.

Elizabeth Losh, Director of Academic Programs, Sixth College, U California, San Diego. Books include Virtualpolitik: An Electronic History of Government Media-Making in a Time of War, Scandal, Disaster, Miscommunication, and Mistakes; The War on Learning: Gaining Ground in the Digital University (in process); Understanding Rhetoric: A Graphic Guide to Composition (with Jonathan Alexander, Bedford, forthcoming). She writes about institutions as digital content-creators, the discourses of the "virtual state," the media literacy of policy makers and authority figures, and the rhetoric surrounding regulatory attempts to limit everyday digital practices. She believes the Internet and social media are redefining how
people write, and how they present themselves.

The Delegate Assembly has approved a policy that there must be a fifteen-minute discussion period at the end of each session; therefore, the Program Committee strongly recommends that there be no more than three principal papers in a session.

In the fields below, supply the titles of papers (if applicable) and the speakers' names and affiliations (as listed in the online membership database). Only one affiliation may be listed. Please specify campus for institutions that have several branches or city and state for nonaffiliated persons.

All participants must be MLA members by 7 April 2012. A member may participate as a speaker, respondent, or presider only twice at a single convention. (At the discretion of the executive director, waivers may be granted for nonscholars [e.g., creative writers, lawyers, etc.], scholars who work outside of the United States and Canada, and scholars in the United States and Canada who work in disciplines other than language and literature.) No more than two participants (including the session leader) may be from the same institution.

Meeting information

Expected attendance 100

(This information is important for allotting appropriately sized rooms for sessions.)

☐ Formal session (include speakers' names, affiliations, and paper titles; ideally three papers but no more than four)

or

☑ Roundtable (brief presentations and group discussion; include speakers' names and affiliations only; limited to 8 participants, including presiders and respondents)

☑ Informal discussion

☐ Interactive demonstrations

☐ Please check here if demonstrations are on digital projects.

or

☐ Workshop (intensive discussions led by a presider and emphasizing participation by all session attendees.)

The Program Committee encourages members to make papers or abstracts available on members' Web sites. To include in the program a notice that papers or related materials will be available before the convention, provide the following information:

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<tr>
<th>type of material</th>
<th>Web site, URL or e-mail address</th>
<th>Deadline</th>
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<tr>
<td>papers</td>
<td>marcbourquet.net</td>
<td>15 Dec</td>
</tr>
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</table>

1. Strickland Donna University

Last name First
2. St John's Derek Owens
   Last name: Derek
   First name: St
   Affiliation: Missouri

3. Univ. of California, San Diego Elizabeth Losh-Mathews
   Last name: Elizabeth
   First name: Losh-Mathews
   Affiliation: San Diego

4. Univ. of Kentucky Roxanne Mountford
   Last name: Roxanne
   First name: Mountford
   Affiliation: Kentucky

5. Univ. of Clara Marc Bousquet
   Last name: Clara
   First name: Marc
   Affiliation: Univer.

6. Syracuse University Eileen Schell
   Last name: Eileen
   First name: Schell
   Affiliation: Syracuse

7. Univ. of Texas, Austin Patricia Roberts-Miller
   Last name: Patricia
   First name: Roberts-Miller
   Affiliation: Austin
Session description to appear in the Program

What is the appropriate terminal degree for teaching-intensive appointments? Does the growth of writing-related majors, minors, and concentrations suggest the importance of hiring more writing specialists with doctorates? What credentials and preparation are appropriate to teaching first-year composition? How is research in writing and digital composition shaping doctoral education in English?

Audiovisual equipment

Requests for audiovisual equipment must be received by 1 April 2012. Session organizers should check with their participants about audiovisual needs and include any requests with this program copy form. Members are encouraged to use technology when it is essential for an effective presentation but are asked to bear in mind that the cost of audiovisual equipment increases every year. Please encourage your participants to consider using photocopies or still photographs when feasible and to share equipment when possible. Check the appropriate box below for the equipment you need, and indicate how each piece of equipment requested will be used and who will be using it. Cost may prevent the MLA from providing kinds of equipment other than what is listed below.

- Projection equipment for a computer. Presenters must bring their own computers and software.

Name of person using equipment:
Elizabeth Losh and others

How this equipment will be used:
Projection of powerpoint slides and playback of films.

Contact person

This is the person who is responsible for approving edited program copy in July and who can respond to queries at that time. Program copy will be made available for review electronically in July; please note that this is the only opportunity you will have to verify the accuracy of your program copy. If any of the contact information changes for the organizer to whom correspondence should be addressed, notify the convention office immediately.

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Request for funding
See www.mla.org/conv_procedures for guidelines on applying for these limited funds for nonmembers. MLA members and allied organizations are not eligible for funding. Requests must be on the MLA’s Request for Program Funds form and must be submitted electronically or postmarked by 15 April 2012.

Accessibility
Session organizers must contact their participants about accessibility needs. Please indicate what kind of assistance is needed.
- Sign language interpreters
- Real-time captioning
- Large-print handouts
- Papers in advance
- Ramps and space for wheelchair access at head table

Other (please detail)
Contact information

Click here to close the preview window.