

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.**

FOR OFFICE
USE ONLY

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

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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

nontenurable 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 president's scholarship and experience, particularly as they directly relate to the session topic

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Steven Mailloux, President's Professor of Rhetoric, Loyola Marymount University, is the co-editor of *Interpreting Law and Literature* (1988) and editor of *Rhetoric, Sophistry, Pragmatism* (1995) as well as the author of *Interpretive Conventions: The Reader in the Study of American Fiction* (1982), *Rhetorical Power* (1989), *Reception Histories: Rhetoric, Pragmatism, and American Cultural Politics* (1998), and *Disciplinary Identities: Rhetorical Paths of English, Speech, and Composition* (2006). Mailloux teaches courses in rhetoric, critical theory, political theology, and U.S. cultural studies.

Eileen Schell, Chair and Director of the Writing Program, Director of the Composition and Cultural Rhetoric Doctoral Program, Syracuse University. Books include: *Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies*, edited collection with K.J. Rawson. University of Pittsburgh Press, 2010; *Rural Literacies*, a coauthored book with Charlotte Hogg and Kim Donehower. Southern Illinois University Press, *Studies in Rhetoric and Writing Series*, 2007; *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. Ed. Eileen E. Schell and Patricia Lambert Stock.

NCTE, 2000 (Awarded the 2003 Conference on College Composition and Communication Best Book Award); *Gypsy Academics and Mother-teachers: Gender, Contingent Labor, and Writing Instruction*. Portsmouth, New Hampshire: Heinemann-Boynton/Cook, 1998.

Patricia Roberts-Miller, Associate Professor, Rhetoric and Writing, U Texas, Austin. Books include: *Fanatical Schemes: Proslavery Rhetoric and the Tragedy of Consensus*. University of Alabama Press, 2009; *Deliberate Conflict: Composition Classes and Political Spaces*. Southern Illinois University Press, 2004; *Voices in the Wilderness: The Paradox of the Puritan Public Sphere*. University of Alabama Press, 1999; Editor. *The Harcourt Brace Sourcebook for Teachers of Writing*. Harcourt, Brace & Company, 1998.

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, 2001; *Resisting 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:

For copies of <u>papers</u>	, visit <u>marcbousquet.net</u>	after 15 <u>Dec</u>	
type of material	Web site, URL or e-mail address	Deadline	

1.

Strickland Donna University
Last name First of

name Missouri
Affiliation

2.

Owens Derek John's
Last name First name Affiliation
St
U

3.

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

4.

Mountford Roxanne Univ. of
Last name First name Affiliation
Kentucky

5.

Bousquet Marc Santa
Last name First name Affiliation
Clara
Univ.

6.

Schell Eileen Syracuse
Last name First name Affiliation
University

7.

Roberts Patricia Univ. of
Last name First name Affiliation
Texas,
Austin
Miller

Respondent (optional)

Affiliation

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[CPRO].

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.

Name

Marc

Bousquet

Affiliation

Santa Clara
U

Current mailing address

18201 Overlook Road

Los Gatos, CA 95030 US

Primary phone **Alternate phone** **E-mail**
408-402-2185 4084022184 pmbousquet@gmail.com

Alternate e-mail **Start and end dates of summer contact information**
pmbousquet@scu.edu

Primary summer phone **Alternate summer phone** **Summer e-mail**

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
- Large-print handouts
- Papers in advance
- Real-time captioning
- Ramps and space for wheelchair access at head table

Other (please detail) _____

Contact information

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