CCCC Task Force on Cross-Generational Connections

White Paper

Dates of Activity: May 2014–May 2018

Historical Overview: The Task Force on Cross-Generational Connections was created in 2014 as a joint initiative between the Retired and Retiring Faculty SIG and the CCCC Newcomers' Committee based on recommendations from a cross-generational session organized at the 2013 CCCC convention by Shelley Rodrigo and Louise Phelps. Its goal was to explore the different "generational" needs of graduate students through retirees and the benefits that can result from cross-generational connections. Such benefits include mentorship at all career stages, recognition of the need for differing levels of contribution to the field at different career stages, and preservation of knowledge from early generations.

Membership: Louise Phelps (co-chair, representing the Retired and Retiring Faculty SIG, now the SIG for Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies) and Christine Tulley (co-chair, representing the CCCC Newcomers' Committee); Kristine Blair, Patrick Berry, Derek Mueller, Alice Horning, Joe Janangelo, Stephanie Maenhardt, and Hugh Burns

Committee Charges:

> **Charge 1**: Inventory the current cross-generational activities and opportunities within CCCC, including activities associated with the Senior SIG (see Appendix I for this completed inventory).
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> **Charge 2**: Extend, expand, and consolidate this inventory as necessary to provide new and exciting cross-generational opportunities for the CCCC membership.
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> **Charge 3**: By the due date for documents for the 2018 CCCC convention, recommend to the Executive Committee a reasonable trajectory for the implementation of new cross-generational programs, activities, and opportunities, and ways to sustain these initiatives into the future (extended to June 1, 2018).

Summary of Task Force Activities:

Workshops at CCCC Conventions

The Task Force on Cross-Generational Activities proposed a workshop for the 2015, 2016, and 2017 conventions to develop new cross-generational connections at the CCCC convention.

For the 2015 CCCC convention, we proposed (and were accepted to present) a workshop on long-term career planning (see Appendix A) that was well attended with a diverse group of 33 participants consisting of some Task Force members and senior faculty as facilitators and a mix of graduate students, new faculty, and associate professors. As part of this workshop, we worked through cross-generational scenarios (see Appendix B) and provided participants a bibliography of cross-generational resources (see Appendix C).

For the 2016 CCCC convention, we proposed (and were accepted to present) a workshop on retirement planning (see Appendix D) that directly stemmed from our 2015 career trajectory workshop. As we completed career mapping projects in the workshop, the strategic importance of personal financial planning from early stages to late career and retirement was frequently mentioned. Because career choices are at least partially driven by attention to financial concerns, the Task Force proposed a half-day workshop that focused on these questions: Who can best help career-minded academics take action on personal financial matters? When does an academic professional plan for retirement, building a life beyond the academy?

Upon receiving notice of acceptance, we asked for financial assistance from CCCC to support honoraria for the retirement speakers so we could hire specific experts in this area. Because funding was denied, we withdrew the workshop.

For the 2017 convention, we proposed a workshop (and were accepted to present) on caregiving (see Appendix F). In the 2015 career trajectory workshop, caregiving issues were directly noted to impact career choices.

Most of the 17 participants who attended this workshop were focused on caregiving for an aging parent, a spouse or partner on disability, or a special needs child. It was noted in the workshop that while parents might find some support through CCCC (for example, onsite childcare), members with different caregiving issues have a tougher time making it possible to come. We worked through possible caregiving scenarios not currently addressed within CCCC (see Appendix G) and provided participants with a list of resources (see Appendix H). Some of the recommendations listed at the end of the document (developing a listserv for caregiving and working on a CCCC Policy Statement on Caregiving) are a direct result of this workshop).

Other Convention Activities

Keyword Searching: For the 2014 CCCC Convention, we asked for a keyword where proposers could mark their sessions as cross-generational to help attendees identify cross-generational spaces at the conference. Proposers marked their sessions XGEN.

Cross Generational Dialogue: At the 2015 convention, Joyce Locke Carter invited co-chairs Phelps and Tulley to facilitate a cross-generational dialogue featuring speakers Cheryl Glenn, Erika Lindemann, Donnie Sackey, and Renee Moreno. The description from this workshop noted that the dialogue “brings together CCCC members to share their perspectives on the historical and evolving nature of cross-generational networks, institutional and geographical contexts, and work-life balance for professional development and growth.” (see Appendix D for a list of questions asked, in addition to questions taken from the audience).

Additional Activities

Identification of Existing Cross-Generational Spaces across Rhetoric and Composition (See Appendix I): This list was completed during 2016–2017 and shared with the Executive Subcommittee on Mentoring and Membership in November 2017.

Scholar’s Bank Exploration: We explored the possibility of hosting a database at NCTE for scholars across generations to exchange their needs and availability for connections: for example, post research projects that needed feedback or participants, solicit guest speakers, connect mentors and mentees, and request technology help. While we joined other special interest groups, especially the Doctoral Consortium, in sensing a need for greater collaboration among CCCC members, the resources required for designing, developing, and maintaining such a significant database were found to be beyond the scope of our Task Force and, perhaps, the strategic plans within NCTE.

Caregiving List (4CSCAREGIVE – L): At the request of folks who attended our workshop at CCCC 2017, we developed an email list to exchange ideas and offer support for those who wanted to discuss caregiving issues.

Ongoing Connections between Senior SIG (Phelps as representative) **and Newcomers’ Committee** (Tulley as representative): In both subgroups, activities for the Task Force were publicized.

Survey of Academic Lifecycles and Retirement: The possibility of conducting a survey on perceptions and experiences of retirement and, more broadly, the career trajectory from graduate school through post-retirement, was discussed for several years in meetings of both the Senior SIG and the Task Force. A survey was drafted by Louise Phelps, who solicited feedback from the Task Force, SIG members, and experts in survey methodology. In 2017 the survey project was turned over to a research team, consisting of Lauren Marshall Bowen (principal investigator), Laurie Pinkert, Louise Phelps, and Rachel Street (co-investigators), who redesigned and distributed the survey of Academic Lifecycles and Retirement widely in early 2018. They reported on preliminary results in a session at CCCC 2018. When the investigators complete analysis of the survey results, they plan to publish them and to follow up with an interview project. Conclusions of the study should be helpful to the Senior SIG in determining future goals as well as to CCCC in developing strategies for cross-generational connections and support for members of the profession at different points in their career trajectories.

Findings from Task Force Activities:

Finding 1: There exists little to no career trajectory preparation within our CCCC structure, and there needs to be. There is particular need to provide support for transition points in careers throughout the academic life cycle, not just in the earliest stages (graduate students looking for jobs and junior faculty seeking tenure). This preparation should be inclusive of professionals in the field who are not tenure-track faculty: those who hold non-tenure-track appointments or staff positions, and those who work outside the academy for part or all of their careers. For CCCC to remain strong as an organization, members need to know how to get involved and what involvement looks like at various career points and how it can help tenure and promotion cases.

Finding 2: There exists sporadic and uneven connection between generations within the field of rhetoric and composition, both within the CCCC organizational structure and outside of it. In 2016, the Task Force identified possible cross-generational spaces for networking and mentoring (see Appendix D).

Finding 3: “Personal” issues such as financial planning and caregiving are understudied issues within the organization, yet they impact CCCC members and have a direct effect on how long someone stays in the field of rhetoric and writing as well as how and when members choose to belong to the organization.

At the CCCC Annual Convention

1). Offer half-day career-focused workshops regularly at CCCC conventions with the explicit focus of having representation from newcomers, mid-career faculty, and senior faculty (and retirees, when appropriate) similar to the workshop we offered in 2015.

2). Offer a half-day financial planning workshop every three years at the CCCC convention. For our organization to stand out as an organization that can offer members a holistic look at career trajectory, we should offer resources that help members plan for a career but also a post career. We argue that CCCC has a responsibility to adjunct and contingent labor, in particular, to provide this information they may not receive due to their uncertain status in the universities where they work.

3). Offer a designation of cross-generational interest for accepted proposals every year so attendees can identify these sessions in the program (in 2015, we used the marker XGEN).

4). Recognize the physical needs of our senior and retiring CCCC membership and disability studies community and put both affiliated Special Interest and Standing Groups in easily accessible meeting locations.

5). Offer a cross-generational reception to recognize senior leadership in the field prior to retirement. Beyond the Exemplar Award, there are very few avenues to recognize senior and retiring faculty and this would be a way to value all longtime members of CCCC.

Appendix A: CCCC 2015 Task Force on Cross Generational Activities Workshop Proposal

Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career from Graduate School to Post-Retirement

Recent research suggests that career planning and faculty development is largely absent in all fields once a faculty member reaches tenure (Austin & Sorcinelli, 2013). In addition, though institutionally arranged formal mentoring relationships between senior faculty and junior faculty do exist, there are few, if any, cross-generational conversations between faculty members where faculty at all career stages help each other (de Janasz & Sullivan, 2004).

Our field has mimicked these historical trends. The field of composition studies has concentrated attention on two periods, graduate school and the first six years of academic life, and two decision points, finding the first job and getting tenure, accounting for perhaps a quarter of a lifetime career of intellectual work in our field. Cross-generational mentoring within our field has essentially been top down, with senior WPAs mentoring junior WPAs through the Council of Writing Program Administrators mentoring program and Rhetoric Society of America’s senior mentorship program for associate professors. Like most fields, ours has not adequately supported preparation for growth and decision-making for the full span of the traditional career (tenure-line faculty). These processes have become more important for keeping late-career faculty members engaged, particularly as some choose to keep working past the traditional age of retirement in tough financial times and others keep working because they don't have newer faculty to replace them in their departments (Kemper, 2010).

Cross-generational mentorship is also important, as career paths in writing studies are changing. Many, if not most, careers will no longer fit a traditional tenure-track full-time model over such a long work span. As Goodburn, LeCourt, and Leverenz (2013) have already recognized, professional careers in our field already include many nontraditional options, i.e. faculty or staff positions outside the tenure system, professions outside the academy, hybrid careers in and out of the academy, and multiple career shifts. Existing mentoring options don't necessarily address these alternative careers in rhetoric and composition nor promote conversations among generations who have chosen these alternative routes.

To address these linked gaps in professional development, our workshop will address long-term career planning in this expanded context, complementing other offerings in the conference program that address and support professional (traditional faculty) development at specific career points. This workshop is sponsored by the CCCC Task Force on Cross-Generational Activities, which was formed in 2013 after a successful session at CCCC 2012 bringing together the generations to discuss cross-generational connections and communication. One of the most popular requests emerging from this session was for a cross-generational workshop to discuss personal career planning over the long span of professional lives in rhetoric and composition/writing studies. Such careers can be expected to span typically 40 years, in some cases as much as 60, and may encompass a variety of positions and even careers.

This half-day morning workshop (9:00 am–12:30 pm) is an opportunity for CCCC participants from different generations to engage with one another in personal career planning appropriate to any stage of their careers from graduate school to post-retirement, using the concepts of opportunity (*kairos*), reflection (*metanoia*), and tactical foresight (*pronoia*) (NOTE: These terms are drawn from an article which will be distributed to workshop participants in advance: Kelly A. Myers, "Metanoia and the Transformation of Opportunity," *Rhetoric Society Quarterly* 41.1 (2011): 1-18). These concepts allow participants to reflect on their careers to date and to anticipate and plan for future opportunities and challenges, sharing knowledge and ideas in both generational and cross-generational conversations. The workshop will particularly highlight planning for career shifts and (re)balancing personal and professional commitments at different points in a long career.

Four facilitators, coming from a range of generational perspectives and positions in the field (WPA, chair, retirement, mid-career, etc.) will introduce the workshop, present composite case studies, guide the career planning workshop activities, and serve as table facilitators in the activities described below.

The workshop will offer five specific activities:

<u>Introduction to the workshop [20 minutes]</u>: Leaders will introduce goals and concepts that frame the workshop; provide an agenda; and ask participants to introduce themselves and their motives/goals in taking the workshop.

<u>Case studies [40 minutes]</u>: Leaders will share four fictionalized case studies (both textually and visually) that illustrate the complexity of circumstances and choices that challenge participants in various career stages. These will be used to generate discussion of some of the issues that might arise in both academic and non-academic careers and frame the following table discussions. "Generations" are defined for purposes of our workshop as "early career," "mid-career," "late career," and "post-retirement."

The following table discussions will provide time for participants to generate personal career maps and discuss them with both their own generational cohort and those at other stages of their careers. Each table will have a workshop facilitator and note-taker.

<u>Table discussion</u> 1 [1 hour]: Participants will be broken into tables by generation (participants will self-identify and select a table.) Table leaders will facilitate a "decade mapping" activity that will create a participant's individual

career map. Participants at the table will share career maps (with the option to keep any aspects of these maps private) and discuss them within the framework of opportunity, reflection on past choices, and forecasting.

Table discussion 2 [45 minutes] After a 15 minute break, tables will be mixed up with participants from different generations sitting together with their career maps to stimulate discussion. We envision table members advising each other or discussing with each other the kinds of complexities, decision points, and underlying goals that affect a career as well how to maintain a personal/professional balance while pursuing goals and the ways the workplace (academic and nonacademic) does or doesn't support these goals. Participants will be asked to develop an action item list during the last fifteen minutes of this segment so they have a clear list of projects to work from in the future.

Windup: [30 minutes] The concluding activity will be a full-group discussion of insights gained from both the career mapping activity as well as the cross-generational discussion about the issues and projects revealed from the maps. Workshop leaders will also list for everyone the issues that repeatedly arose and advice/discussion points from groups will be shared at this time. Workshop leaders will supply a bibliography about many of the issues likely to stem from the career workshop so participants can follow up from their individual action item lists developed in the previous segment. Finally, the participants will be asked to complete a short questionnaire on how the Cross-Generational Task Force can help assist with career planning needs through cross-generational activities.

Appendix B: Workshop Scenarios for 2015 Career Trajectory Workshop

Representative Scenarios for Cross Generational Workshop

Scenario 1

Jane is a tenured professor as Western Community College, an institution she has worked at for nearly two decades. Having served as a writing program administrator and as a department chair for her small unit of eight English faculty, Jane has now been asked to apply for the position of Dean of the Division of Humanities, a post that promises professional and financial advancement. Although she is quite interested in and qualified for the position, Jane is hesitant. As a divorced mother of an adult son, she is also an only child responsible for the caretaking of her 82-year-old mother. Although Jane is used to long days at the office teaching and performing administrative tasks, she has been looking for more balance to be able to spend time with her mother, who has shown signs of early onset dementia and is still living on her own in the same state. If she applies for the position, will she have enough time and energy to see that her mother's needs are met, especially as her condition deteriorates? If she doesn't apply for the position, will she have enough financial resources to further help her mother with various medical expenses that insurance minimally covers?

Scenario 2

Tom is a pre-tenure faculty member at Midwest College of Liberal Arts, an institution that is nationally recognized for its community engagement initiatives. Because of his four-course load and the need to still maintain a research agenda via publication and presentation in national venues, Tom is struggling. The move to the rural Midwest has been hard on his family, including his partner who has not found a similar academic position in the area. Equally problematic is the request that Tom become the coordinator of service learning initiatives in English, an exciting but demanding role that his Chair expects him to assume without a course release or other form of financial compensation. Tom's Chair tells him that in tight budgetary times, English faculty need to "roll up their sleeves and work on behalf of the institution and its student-centered mission." Given his pre-tenure status, Tom is reluctant to say no to this request. Tom is considering a national job market search, but given the uncertainties of the market and the lack of a robust publication record, he has concerns about finding something better, or about "jumping from the frying pan into the fire." He decides to consult his former dissertation advisor for advice.

Scenario 3

Connie has been at the Associate Professor level for nearly ten years, in part because of the exceptionally rigorous scholarship guidelines for promotion to full professor that her research-intensive institution in the Northeast expects. Although she successfully turned her dissertation into a first book monograph for tenure and has collaborated on several post-tenure projects with colleagues and graduate students, she has not been able to focus as fully on her scholarship as she would like. Numerous retirements in her department and nonreplacement of faculty lines have put Connie on the front lines of thesis and dissertation advising, and she finds herself focusing more on student research than on her own. She has also served as the Department's Graduate Director. Although she is eligible to apply for sabbatical this year, she hasn't had the time to develop a new project to propose as part of the highly competitive application process. Connie feels frustrated because, while there are several mentoring programs available for both graduate students and assistant professors, there is no support system for post-tenure faculty to balance increased advising and service expectations with research goals. Feeling isolated, Connie is considering starting a writing group but is embarrassed to admit she needs help.

Scenario 4

Troy is well along in his first tenure-track job at a "research-intensive" university in the Midwest. He is not a traditional young faculty member. Prior to getting the PhD, he taught high school English and went to law school. Neither of those careers was very satisfactory, so he went back to graduate school at a well-respected Research 1 institution. He's married, has two adult sons, and recently lost his mother (who lived 500 miles away in another state) after a long illness; he's the executor of his mother's estate. He's been in his job for four years. His teaching load is 3-3, including some first-year composition and some upper division courses such as one on writing and law that makes use of his legal experience. He's published a few articles and given some presentations; his record may be strong enough to earn tenure but he's still worried about whether he will have a good enough case when he comes up in two years. He's been asked to take on an assortment of service assignments that involve extensive time commitments: serving on the university's Institutional Review Board and helping the university apply to start a chapter of Phi Beta Kappa (of which he is a member) on campus are just two of these requests. While both are in areas of interest to him, because of the time commitments and his concerns about his publication/presentation record, he is not sure whether to accept one or the other or both or neither of these assignments. The Phi Beta Kappa request came from his dean and the IRB invitation came from the chair of that committee, a senior faculty member well-known and well-respected on campus. His chair has not been helpful in providing guidance, and he does not have an assigned mentor or other adviser in his department. How should he proceed?

Scenario 5

Tanesha has been at her institution for more than 30 years and is close to retirement. She's concerned about not having enough money to retire since she did not contribute to a retirement plan until she was 35 and finished with her doctoral degree. In addition to reduced income, she's concerned about what she will do in retirement without the regular structure of classes, meetings, and so forth, despite her continuing interest in her research and various writing projects. Access to libraries, borrowing privileges, email and such is one issue, and access to data as well as such research needs as IRB review is another. Part-time teaching is an option, but she's not sure about wanting to continue to grade student work; also teaching is becoming increasingly physically demanding with the lack of convenient parking on campus, standing for long periods, and related issues. She's also concerned about not having institutional funds for academic travel when living on a retirement income and staying involved in conferences and workshops. Her daughter would like her to relocate to another state to move in and help care for grandchildren and she might consider such a move if she could affiliate with another institution in some part-time capacity. What are the options? How best to prepare for a major life change that retirement will provide?

Appendix C: Task Force on Cross Generational Activities Bibliography of Resources

Cross Generational Resources for Career Development

Alred, Gerald J. and Erik A. Thelen. "Are Textbooks Contributions to Scholarship?" *CCC* 44.4 (1993): 466-477.

This article discusses the writing of textbooks by professors and considers whether or to what extent it should be regarded as a scholarly activity. It analyzes textbooks as registers of professional identity, how composition is comparable to other disciplines, and how the writers value the experience of the classroom.

Ballif, Michelle, D. Diane Davis, and Roxanne Mountford. *Women's Ways of Making It in Rhetoric and Composition*. New York: Routledge, 2008. Print.

This volume explores how women in the fields of rhetoric and composition have succeeded, despite the challenges inherent in the circumstances of their work. Focusing on those women generally viewed as "successful" in rhetoric and composition, this volume relates their stories of successes (and failures) to serve as models for other women in the profession who aspire to "make it," too: to succeed as women academics in a sea of gender and disciplinary bias and to have a life, as well.

Bennett, John B. *Collegial Professionalism: The Academy, Individualism, And The Common Good*. Phoenix, Ariz: Oryx Press, 1998.

This book on ethics in higher education examines the current condition of faculty isolation and organizational fragmentation, and the concomitant "insistent individualism" at many institutions. A philosophical model that reflects the academy in its current state is suggested, along with an alternative relational model that involves creation of an environment of collegial professionalism. Specific strategies for implementing the proposed relational model are provided, including adoption of a universal code of ethics; possible elimination of college majors; public access to private research; greater collaboration between faculty members in course development; implementation of uniform standards for faculty evaluations; public recognition of faculty members who contribute to the common good of higher education; and rotation of the department chair position among faculty members. Among the topics discussed are faculty individualism, departmental separatism, generational differences, codes of ethics, collective bargaining, and the competition in the academy for funding and students.

Boice, Robert. "Developing Writing, Then Teaching, amongst New Faculty." *Research in Higher Education* 36.4 (1995): 415. Web. 2 Mar. 2015.

The author stresses the need to develop the writing skills of new faculty before they are allowed to teach. How some faculty members succeed as writers on their own; Factors that aid writers in finding fluency and satisfaction; Fundamental strategies for efficient, comfortable writing; Essential outcomes of writing program for faculty.

Boyd, Leanne. "Exploring the Utility of Workload Models in Academe: A Pilot Study." *Journal of Higher Education Policy & Management* 36.3 (2014): 315-26. Web. 2 Mar. 2015.

This qualitative pilot study aimed to explore how academics perceive their current workload and the utility of workload formulas within their workplace. The findings revealed five themes: skepticism, anger, vindication, justice and balance. Workload models appear to have utility within academia as a means of balancing role expectations in an equitable and transparent manner.

Boyer, Ernest L. *Scholarship Reconsidered: Priorities Of The Professoriate*. Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1997.

This report on the professoriate in American higher education explores how the use of faculty time is rewarded and, especially, what activities of the professoriate are most highly prized. Changes in the work of higher education institutions through the years--its movement from teaching to service and then research, are noted, as are conflicts resulting from institutions attempting to achieve competing goals. Concern is raised regarding the emphasis on research and publication for academic advancement. Four general views of scholarship are proposed: discovery, integration, application, and teaching. Institutions are encouraged to stress their unique qualities and strengths, and to reconsider the narrowness of the faculty reward system.

Brown, Stuart C., Theresa Enos, and Catherine Chaput. *The Writing Program Administrator's Resource: A Guide To Reflective Institutional Practice*. Mahwah, N.J: Lawrence Erlbaum Associates, 2002.

Readers will find an invaluable collection of articles in this volume, addressing fundamental practices and issues encountered by WPAs in their workplace settings and focusing on the hows and whys of writing program administration. With formal preparation and training only now beginning to catch up to the very real needs of the WPA, this volume offers guidance and support from authoritative and experienced sources--educators who have established the definitions and standards of the position; who have run into obstacles and surmounted them; and who have not just survived but thrived in their roles as WPAs.

Charlton, Colin. *Genadmin: Theorizing WPA Identities In The Twenty-First Century*. n.p.: Anderson, S.C.: Parlor Press, 2011.

This text examines identity formation in a generation of rhetoric and composition professionals who have had explicit preparation in scholarly dimensions of writing program work. *GenAdmin* repositions WPAs as agents and reclaims writing program administration as a positive professional commitment that looks toward, rather than simply stems from, current challenges in higher education.

Danberg, Robert. "On (Not) Making It in Rhetoric and Composition." *Composition Studies* 39.1 (2011): 63-72.

This article asserts that a successful professional life in Rhetoric and Composition depends on a PhD, a tenure line, and an extensive publication record is complicated by the demands that family makes on a professional life. The notion of "making it" in Rhetoric and Composition can also complicate how the field judges the contributions of its participants and the variety of paths to success they take. The essay troubles the concept of "making it" by exploring how a "fatherhood," which looks in many ways like "motherhood," affects the way a practitioner who earns a PhD mid-career finds the authority to speak as a scholar, writer, and parent.

Dwyer, Angela, Bridget Lewis, Fiona McDonald, and Marcelle Burns. "It's Always a Pleasure: Exploring Productivity and Pleasure in Writing Group for Early Career Academics." *Studies in Continuing Education* (2012): 1-16.

The professional development needs of early career academics (ECAs) are increasingly subject to scrutiny. The literature notes writing groups can be successful in increasing research outputs and improving research track records--a core concern for ECAs. However, the pressure on ECAs to publish takes the pleasure out of writing for many. They argue writing groups, created by and for ECAs, can provide an environment for ECAs to (re)produce pleasure in writing and participation in the processes of academic review and debate. In addition, their experience of a writing group was that it provided a platform of social and emotional support contributing to personal well-being and professional development.

Endoice, Michele, and Sharon Cramer. "Write On! A Model for Enhancing Faculty Publication." *The Journal of Faculty Development* 18.4 (2002): 113-121.

This article presents the results of a study of a one-year campus-wide writing program designed to raise the confidence and productivity of campus faculty and professional staff members. It stresses the importance of senior faculty acting as mentors for writing. The article discusses benefits of a program that seeks to involve participants from all parts of campus.

Faunce, Rob. "An Underclass of Adjuncts Is Educating Your Children." *Chronicle of Higher Education* 57.18 (2011): D10-12. Web. 2 Mar. 2015.

In this article the author presents a description of his beliefs regarding the economic conditions and job responsibilities of adjunct professors at U.S. colleges. He explores the time involved in the creation of the syllabus and learning activities that are necessary for course design, examines the limited economic benefits of teaching a single course as a graduate student, and criticizes the corporatization of U.S. universities and their treatment of adjunct faculty. He also chronicles his experience of teaching literature and composition as an adjunct professor and presents suggestions for adjunct teachers on how to function handle stress while employed as part-time college teachers.

Gappa, Judith M., Ann E. Austin, and Andrea G. Trice. *Rethinking Faculty Work: Higher Education's Strategic Imperative*. n.p.: San Francisco, Calif: Jossey-Bass, 2007.

Written for educators, administrators, policy makers, and anyone else concerned with the future of higher education, Rethinking Faculty Work shows how changes in higher education are transforming the careers of faculty and provides a model that makes it possible for all faculty to be in a position to do their best. This important resource offers a vision of academic workplaces that will attract superb faculty committed to fulfilling the missions of the universities and colleges where they work.

Fairweather, James S. "The Mythologies of Faculty Productivity: Implications for Institutional Policy and Decision Making." *Journal of Higher Education* 73.1 (2002): 26-48.

A principal belief embedded in promotion and tenure and in annual review decisions is that faculty members should and can be simultaneously productive in teaching and research. This study used national survey data to estimate by discipline and type of institution the percentage of faculty who meet this standard.

Gaillet, Lynée Lewis, and Shelley Aley. "Interview with Winifred Bryan Horner." *Composition Studies* 42.2 (2014): 12-27.

The article presents a reprint of an interview with composition studies professor Winifred Bryan Horner, which appeared in the 1994 issue of "Composition Studies." When asked if she see herself more as a scholar or as a teacher, she said that she really have trouble separating the two concepts. Horner believes that her contribution to composition and rhetoric is to reexamine the history as teachers of composition. She also discussed separating literature from composition.

Gebhardt, Richard C., and Barbara Genelle Smith Gebhardt. *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure*. Routledge, 2011.

This book seeks to address the entire spectrum of "composition studies" -- expository and argumentative writing, personal essay, literary nonfiction, technical and business writing, historical rhetoric, empirical research, and more -- by understanding the nature of and evaluating the work of faculty members in this broad field. Scholarship and advancement issues are discussed in a variety of situations including basic and regular first-year composition classes at four-year and two-year institutions or writing centers, advanced writing courses, ESL and skills-development programs, and writing classes and programs for teachers, administrators, and researchers. The chapters focus on a variety of subjects, including the importance of mentoring and faculty development in all departments and institutions; and how young scholar-teachers and assistant professors can prepare for a successful personnel or tenure review.

Gilyard, Keith, and Victor E. Taylor. *Conversations in Cultural Rhetoric and Composition Studies.* Aurora, Co: Davies Group, 2009.

Conversations in Cultural Rhetoric and Composition Studies is a collection of interviews featuring leading figures from across the composition and rhetoric field. With topics ranging from issues of cultural, racial, and ethnic identity to the history of composition and rhetoric in higher education, these conversations define cutting-edge concepts in a postmodern context.

Goodburn, Amy M., Donna LeCourt, and Carrie Leverenz. *Rewriting Success in Rhetoric and Composition Careers*. Anderson, S.C.: Parlor Press, 2013.

This text offers several alternative snapshots to the “typical” academic career including technical communication, book publishing, corporate consultation, and the like. Goodburn et al. make a case to envision successful rhetoric and composition careers more broadly.

Greenberg, Milton. "Sorting Through the Papers, Books, and Memories of an Academic Life." *Chronicle of Higher Education* 52.30 (2006): B18-19. Web. 2 Mar. 2015.

This article presents information on life after retirement for college teachers. The time will come when one must give up a campus office and decide what to do with the books, papers, files, precious mementos, and other representations of one's professional life. Most of them want to take it home so they could at last satisfy their unfulfilled dreams of reading and writing. Unless one has the luxury of a large home, one should plan to dispose of most of the treasures before one takes the rest home. University librarians receive donations of books from retired professors after the books have been brought home.

Hampton-Farmer, Cheri, et al. “Growing a Faculty Writing Group on a Traditionally Teaching-Focused Campus.” *The Journal of Faculty Development* 27.1. (2013): 56-62.

When expectations for scholarly productivity increase at comprehensive universities, faculty writing groups can provide the tools, motivation, and support necessary to achieve both administrative and faculty goals. Narratives from members of a faculty writing group experiencing a shift in institutional expectations for scholarship reveal tangible and intangible benefits gained through weekly meetings with colleagues from different disciplines and varying career stages and provide support for establishing a culture of scholarship. Faculty development centers housing writing groups, like the one modeled in this essay, provide momentum for productivity by cultivating readiness, preparation, and production of scholarship.

Holly, Carol. "Changes and Challenges." *Liberal Education* 76.5 (1990): 17.

This article focuses on the growing emphasis on research and writing among faculty members of liberal arts colleges. The evolution of research and writing at the Saint Olaf College; the premium placed on research and publication; younger generations’ expectations on the issue; problems created by the professionalism for colleges; best ways for creating intellectual community among those who do research.

Jenkins, Rob. "Writing With a Heavy Teaching Load." *The Chronicle of Higher Education*, 12 Jan. 2015.

This article gives advice and tips for how to manage a heaving teaching load and still manage to maintain a writing schedule.

Lechuga, Vicente M., and Deborah C. Lechuga. "Faculty Motivation and Scholarly Work: Self-Determination and Self-Regulation Perspectives." *Journal of the Professoriate* 6 (2012): 59-97

Much of the research on faculty motivation utilizes frameworks that examine a variety of factors that can lead to greater productivity. In this review essay, the authors do not consider faculty members merely as producers (and disseminators) of knowledge. Instead, they regard faculty as learners and view research as a learning activity. They draw upon self-determination theory and the notion of self-esteem to argue that these underutilized frameworks provide an alternate approach to explore faculty motivation to engage in research because these frameworks focus on fulfilling basic individual needs. The authors also discuss self-regulated learning theory as a tool to examine how faculty can maintain their motivation, and suggest that utilizing learning motivation frameworks can help to reconcile the extrinsic-intrinsic dichotomous view of faculty motivation in the current literature.

Linder, Kathryn, Frank Cooper, Elizabeth McKenzie, Monika Raesch, and Patricia Reeve. "Intentional Teaching, Intentional Scholarship: Applying Backward Design Principles in a Faculty Writing Group." *Innovative Higher Education* 39.3 (2014): 217-29.

In this article authors explore the application of backward design to the production of scholarly articles. Specifically, authors report on a writing group program that encourages group goal setting and the acquisition of skills required to achieve these goals. We discuss the relationships between backward design principles and the development of scholarship for publication as well as offer suggestions of best practices for academic writers.

Marquez, Loren. "Narrating Our Lives: Retelling Mothering and Professional Work in Composition Studies." *Composition Studies* 39.1 (2011): 73-85.

Responding to Michelle Ballif, Diane Davis, and Roxanne Mountford's Women's Ways of Making It in Rhetoric and Composition, this article provides a more expansive definition of "making it," and argues that not only should we focus on women who are professionals in Rhetoric and Composition at institutions other than the Research I schools and women who have already "made it," but we must look at the generation of upcoming teacher-scholars who are in the process of presently "making it"--women, young in their careers trying to obtain tenure, running writing programs, researching, teaching, mentoring, and mothering. This narrative expounds on how one junior writing program administrator on the tenure track at a teaching university with two young children sees her roles as mother and academic in Composition Studies as both complicated and complemented because each role sharpens the other.

Mason, Mary Ann, Nicholas H. Wolfinger, and Marc Goulden. *Do Babies Matter? Gender and Family in the Ivory Tower*. Rutgers University Press, 2013.

Do Babies Matter*?* Is the first comprehensive examination of the relationship between family formation and the academic careers of men and women? The book begins with graduate students and postdoctoral fellows, moves on to early and mid-career years, and ends with retirement. Individual chapters examine graduate school, how recent PhD recipients get into the academic game, the tenure process, and life after tenure. The authors explore the family sacrifices women often have to make to get ahead in academia and consider how gender and family interact to affect promotion to full professor, salaries, and retirement. Concrete strategies are suggested for transforming the university into a family-friendly environment at every career stage.

Mason, Mary Ann and Marc Goulden. Marriage and Baby Blues: Re-defining Gender Equity. The ANNALS of the

American Academy of Political and Social Science. November 2004, 596: 86-103.

A detailed study of how marriage and childbirth affects genders differently in the academy with detailed findings about “leaks” in the academic pipeline. Why do some women stay in the academy and others drop out? The report gives the biggest indicators of why a woman may choose to leave.

Misra, Joya, Jennifer Hickes Lundquist, and Abby Templer. "Gender, Work Time, and Care Responsibilities among Faculty." *Sociological Forum* 27.2 (2012): 300-323.

This study explores how faculty at one research-intensive university spend their time on research, teaching, mentoring, and service, as well as housework, childcare, care for elders, and other long-term care. Drawing on surveys and focus group interviews with faculty, the article examines how gender is related to time spent on the different components of faculty work, as well as on housework and care. Findings show that many faculty report working more than 60 hours a week, with substantial time on weekends devoted to work. Finding balance between different kinds of work (research, teaching, mentoring, and service) is as difficult as finding balance between work and personal life. The study further explores how gendered care giving, in particular being a mother to young children, is related to time spent on faculty work, controlling for partner employment and other factors. Men and women devote significantly different amounts of time to housework and care giving. While men and women faculty devote the same overall time to their employment each week, mothers of young children spend less time on research, the activity that counts most toward career advancement.

Myers, Kelley. “Metanoia and the Transformation of Opportunity.” *Rhetoric Society Quarterly* 41, 2011. 1- 18.

This article looks to the long-standing partnership between kairos and metanoia as a way to better understand the affective and transformative dimension of kairos. The kairos and metanoia partnership can take shape as a personal learning process, a pedagogical tool, and a rhetorical device. Kairos and metanoia stimulate transformations of belief, large and small, that can advance personal understanding and lead to more empathetic responses.

Peirce, Karen P., and Theresa Jarnagin Enos. "How Seriously Are We Taking Professionalization? A Report on Graduate Curricula in Rhetoric and Composition." *Rhetoric Review* 25 (2006): 204-10.

This essay analyzes curricula and textbooks currently used in graduate programs in rhetoric and composition. Drawing on data from a web-based survey of 592 faculty in rhetoric and composition, we raise two main questions: How adequately are graduate students being prepared for their future professional lives, and should professionalization be a primary goal in graduate education?

Ritter, Kelly. ""What Would Happen If Everybody Behaved as I Do?” May Bush, Randall Jarrell, and the Historical 'Disappointment' of Women WPAs." *Composition Studies* 39.1 (2011): 13-39. Web. 2 Mar. 2015.

The feminized labor of Composition Studies is usually seen as being in service of, or subservient to, literary studies, ignoring Composition's disaffected position against other fields, specifically creative writing. Viewing Composition Studies' complex labor histories in tandem with the meteoric rise of creative writing allows for a new way of historicizing writing instruction and writing program administrator successes and failures. Analyzing WPA work through an archival case study of one woman's college faculty postwar, specifically the WPA May Bush and the poet Randall Darrell, illustrates how the disciplinary rise of Composition and Rhetoric against creative writing was fraught with gendered labor issues still relevant to the struggles of women WPAs today.

Toutkoushian, Robert K., and Marcia L. Bellas. "Faculty Time Allocations and Research Productivity: Gender, Race and Family Effects." *The Review of Higher Education* 22.4 (1999): 367-90. Print.

This study, drawn from data about 14,614 full-time faculty, examines total faculty work hours, research productivity, and allocation of work time among teaching, research, and service. Variation in time expenditures and research output are influenced by gender, race/ethnicity, and family (marital/parental) status, but findings are also sensitive to definitions of total work hours and research productivity. These findings have important implications for how administrators and faculty define productivity and for the status of underrepresented groups within the academy.

Trimmer, Joseph F. *Narration as Knowledge: Tales of the Teaching Life*. Portsmouth, NH: Boynton/Cook, 1997.

Deliberately avoiding academic methods of empirical or ethnographic reporting, the nineteen teachers included here tell stories about their teaching experiences in ways that attempt to make full use of the literary resources of the essay genre. Among the essays, which both exemplify and discuss personal writing, are Victor Villanueva Jr., “Shoot-Out at the I’m OK, You’re OK Corral”; Lad Tobin, “Reading and Writing about Death, Disease, and Dysfunction; or, How I’ve Spent My Summer Vacations”; Lynn Z. Bloom, “Subverting the Academic Master Plot”; Cecelia Tichi, “The Teflon Lesson and Why It Didn’t Stick”; Sondra Perl, “Facing the Other: The Emergence of Ethics and Selfhood in a Cross-Cultural Writing Classroom”; and Wendy Bishop, “What We Don’t Like, Don’t Admit, Don’t Understand Can’t Hurt Us, Or Can It? On Writing, Teaching, Living.”

Willard-Traub, Margaret K. "Professionalization and the Politics of Subjectivity." *Rhetoric Review* 21.1 (2002): 61. Web. 2 Mar. 2015.

The article discusses concerns with the authority, collaboration and identity in the administration of writing programs focusing on the relationship between the group of untenured faculty and tenured faculty-administrators in a negotiation for funding of a research of graduate students. Role of institutional politics in intellectual work in the field; Politics of subjectivity revealed to graduate students thru administrative work; Impact of postmodernity on conceptualizations of individual students.

Williams, Joan C. "How the Tenure Track Discriminates Against Women." *The Chronicle of Higher Education*. *The Chronicle of Higher Education*, 27 Oct. 200. Web. 02 Mar. 2015.

This article discusses the stresses of working a tenure track driven women and discusses the various strategies that can be considered to deal with these stresses.

Wilson, Robin. "For Full-time Instructors, Work Off the Tenure Track Has Become Its Own Career." *The Chronicle of Higher Education*. 28, 8 Apr. 2013. Web. 02 Mar. 2015.

This article discusses the tenuous position of working off the tenure track and some of the perceived benefits and downfalls of such a decision.

Other Resources

CCCC Task Force on Cross-Generational Issues
National Center for Faculty Development and Diversity
Council of Writing Program Administrators
Rhetoric Society of America

Please don’t hesitate to contact us if you know of an excellent cross-generational support source to add to the list or if you want to talk more after the workshop. Louise Phelps and Christine Tulley

Appendix D: Questions for Cross-Generational Dialogue Session at CCCC 2015

1. What networks/relationships have been most supportive in promoting your professional growth in early, mid, or late career?

2. What generational differences have you discovered in your department/institution (perhaps also CCCC)? How we capitalize on these differences so generational knowledge can be shared?

3. What should we all be taking the time to learn from one another in these cross-generational conversations? For example:

When to say no, when to say yes
When and how to move into administration
How to deal with unpleasant colleagues
Movement from one institution to the other
New research techniques

If there is time, 4) In your opinion, how can CCCC play a role in building cross-generational support? Are there limits to mentoring?

Appendix E: CCCC 2016 Task Force on Cross-Generational Activities Workshop Proposal

Taking Action for Personal Financial Health from Early Career to Post-Retirement

Cosponsored by the Cross-Generational Task Force and the SIG for Senior, Late-Career, and Retired Professionals, this proposal for a Wednesday morning workshop addresses a major concern of the CCCC membership emphasized by participants in last year's Cross-Generational workshop on mapping the full span of a career: the strategic importance of personal financial planning from early stages to late career and retirement. How do academic professionals become and stay financially fit? Who can best help career-mined academics take action on personal financial matters? When does an academic professional plan for retirement, building a life beyond the academy?

Financial planning sessions are gaining momentum on professional conference circuits simply because so many working people are too engaged with their present careers to pay attention and take action on future financial matters. Considering our dynamic, diverse academic career paths as well as the complexities of the economy, our Task Force leadership proposes a workshop that provides the best and brightest strategies for financial literacy. The teachers of composition and communication who attended last year's Cross-Generational workshop expressed a strong desire for better advice on personal financial planning, stating that they did not even know where to start or what questions to ask.

This half-day workshop has been designed for up to 64 participants (e.g., 8 tables x 8 participants) and developed collaboratively to target an audience that falls into four traditional "lifestage" categories: early career, mid-career, pre-retirement, and post-retirement. The Cross-Generational Task Force and SIG members have selected two private financial planners from different locations, with different practices and complementary expertise, who collectively have nearly fifty years of experience guiding higher education clients. After surveying the vast differences among private and public higher education institutions, the Task Force members felt justified in inviting two experts rather than just one. Specifically and for the sake of a comprehensive dialogue, the Task Force agreed that our participants would benefit from two private viewpoints from professional financial planners who work with educators in different regions and with different types of practice. Speaker 1 would cover general issues and the stages from early thru mid-career. Speaker 2 would address planning stages for and through retirement. Their two 25-minute presentations would be tailored for a college/university professional audience and would be derived from the most current professional CERTIFIED FINANCIAL PLANNER™ national curriculum. After the two presentations, the workshop will break out to tables for cross-generational discussions, reviewing the financial planning worksheets, producing a list of questions and concerns that will be brought back to the full group to be addressed by the planners and among the participants.

Speaker 1 will deliver a "tour" of financial planning concepts, practical tips, and rules of thumb, focusing on early and mid-career planning. With more than 25 years of personal financial planning and Qualified Retirement Plan experience, Speaker 1's "vision of the future" becomes the cornerstone for taking action. Speaker 1 holds a B.S. in Business Administration from Philadelphia University and a M.B.A. in Finance from the University of Houston. He is a CERTIFIED FINANCIAL PLANNER™ Practitioner (CFP®), Chartered Life Underwriter (CLU), and Fellow, Life Management Institute (FLMI). He practices as an independent planner/advisor through LPL Financial, and was previously a Financial Planning Advisor and Retirement Plan Specialist with Houston-based VALIC Retirement Services Company. His topics could include:

Portfolio Strategy Basics

Life-Stage Adjustments

Investment Planning: 403(b)/ORP Plans

Annuity versus Mutual Fund Approaches

Insurance: Life, Health, Disability, Long-Term Care, Property

Estate Planning: Wills/Trusts

Speaker 2 will address planning for and transitioning to retirement. As our members transition and prepare for retirement, they will be faced with a new set of decisions, such as determining when they'll claim Social Security, how to reduce taxes, how to create a consistent stream of income that matches their respective lifestyles, and how to leave a legacy to their family and loved ones. With over 20 years of experience in the financial services industry, Speaker 2 is based in Syracuse, New York, but works with clients around the country. She is an owner and partner at Madison Financial Planning Group and specializes in fee-based financial planning for retirement transitions, guiding clients through the critical decision making years of early retirement. She earned the CERTIFIED FINANCIAL PLANNER™ certification through the American College. She is Past President of the Financial Planning Association (FPA) of Central New York. As one of 500 financial advisors in the United States, Speaker 2 was most recently invited to participate in the exclusive Barron's Top Women's Summit. She will focus on that five-year time frame before retirement, for those years are critical for bridging the gap between pre-retirement years when one is still accumulating wealth and retirement years when one relies on accumulated wealth. Her topics could include:

Retirement Planning Basics

Social Security

ORP/TRS Approaches

Fee-Based Management

Retirement Income

Tax Planning

The workshop will educate participants so our members can be better prepared to invest wisely and well and, when that day comes, to retire with confidence.

Appendix F: CCCC 2017 Caregiving Proposal

Cultivating Balance in Caregiving: A Cross-Generational Conversation

Leaders facilitate a cross-generational conversation on caregiving: how to cultivate balance between personal and professional commitments.

This proposal for a cross-generational conversation on caregiving and its impact on personal and professional lives grows from previous work by the CCCC Taskforce on Cross-Generational Connections. It is co-sponsored by the Committee on the Status of Women in the Profession, following up on its 2016 feminist workshop on "Action through Care," and the Committee on Disability Issues. The first cross-generational conversation was held in 2013 for the purpose of generating communication and connections among the emergent professoriate and the retiring faculty generations, leading to formation of the Task Force. In the course of its subsequent projects and meetings, including a workshop in 2015 entitled "Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career from Graduate School to Post-Retirement," caregiving came up frequently as a responsibility that generated difficult dilemmas about balancing personal and professional commitments in pursuing a career. We are adopting our successful format of a “cross-generational conversation” again to explore this topic and seek new ways to support members who find themselves, often unexpectedly, caring for others. Our “conversation” format, not a conventional roundtable or workshop, begins with a brief introduction that draws on research and resources about care, caregiving, interdependence, and disability to set the topic. Leaders provide concise scenarios on balancing personal and professional commitments and handouts (a CV that lists both professional and caregiving activities, a list of readings). Conversation, however, will be the primary activity. Participants will move to cross-generational tables for open discussion of scenarios and concerns, guided by table leaders who will facilitate discussion, take notes, and report back to the large group and to the co-sponsoring 4Cs groups. Depending on the size of table groups, we may rotate participants to other tables for two rounds of discussion.

Our proposed 2016 cross-generational conversation will take up a phenomenon affecting all generations: all generations are caregivers and they are caring for all other generations. Attention to this issue in our profession has primarily focused on caring for children, especially the problems affecting mothers in the academy, but we are becoming caregivers for spouses and partners, siblings, parents, grandparents and great-grandparents, grandchildren—sometimes, for more than one generation at once. This relatively new situation is having a profound impact on every group, every age, as members of the field struggle to find balance among their commitments, often with little or no advice, or advice that forces them to make harsh choices with powerful consequences for careers and families. Often mentorship is relentlessly career-focused, and continues to frame the problem in terms of traditional roles, expectations, rigid time frames and “clocks” for academic success. At the same time there is little help for those dealing with the emotional and economic as well as professional costs of caregiving, nor understanding for how caregiving is ethically compelling and can be deeply gratifying as well as draining and difficult.

We hope mainly to bring out into the open these experiences and dilemmas, to allow participants to speak of them frankly, and to make the case for thoroughly rethinking what caregiving is and means in the current era of healthcare conditions and costs, longer lives, and pressures to follow the old, standard model for a one-track career. Our conversation will lay the groundwork for bringing theories of care from feminist and disability studies, among other traditions, into contact with participants’ lived experiences and concerns. We will solicit suggestions for how to change systems and people’s understandings so as to cultivate the potential for peers, mentors, institutions, and the profession to support caregivers with flexibility (e.g., in leave policies) and imagination about alternatives to stark choices between one’s career and those one cares for. Results will be reported to the co-sponsoring groups for possible future joint action.

To submit the proposal according to guidelines and existing categories, we had to list roles that don't fit our actual format (a conversation). We listed the session as a "roundtable" with one speaker (roundtable leader) but there are no roundtable presentations or speakers. Two participants are co-leaders setting up the conversation, and those listed as "workshop facilitators" will be facilitating the table conversations.

Candace Epps-Robertson, chair (representing Standing Group on the Status of Women in the Profession)

Participants:

Louise Phelps, Old Dominion

Christine Tulley, Univ. of Findlay

Elisabeth Miller, University of Nevada-Reno

Patrick W. Berry, Syracuse University

Kristine Blair, Youngstown State University

Jay Dolmage, University of Waterloo (representing Committee on Disability Issues)

Kay Halasek, Ohio State University

Lydia McDermott, Whitman College

Appendix G: Caregiving Scenarios Used in the 2017 Caregiving Workshop

Vignettes for Caregiving Conversation, 4Cs, Portland, 2017

1. I had two of my three children during my graduate studies. I had just applied to graduate school when I found out I was pregnant with my second child. This greatly constrained my choices, leading me to prioritize funding and moving costs over most other concerns. Additionally, when the Graduate Director of the program I chose found out I was expecting, she immediately reacted that it might not be possible for me to start the program because I would need to take the teaching practicum course and TA in my first semester. Ultimately, they worked with me, but I was not guaranteed any parental leave of any sort. The baby was scheduled via C-section to come in the last week of the semester, during which I planned students could work on final projects, and I could communicate with them online. The baby came three weeks early, and I ended up in the classroom a week after a C-section, with a baby in a sling, and drugged on Percocet.

2. In 1997, after her first year in a second tenure track job and three years into her tenure clock, K and her husband moved her widowed mother, who had recently retired, to their university town in the Midwest from California. The challenge of helping K's mother adjust while she herself was pre-tenure was undoubtedly a challenge, especially when in her first winter, her mother slipped on the ice at her local Kroger and broke both wrists. The caregiving involved for this crisis was admittedly short-term but represented a situation that is increasingly common in the academy, caring for aging parents. In K's case, the caretaking role she has played with her mother has increased, and even now as an academic administrator, she balances her role with the typical tasks of medical appointments, prescription pickup (especially in bad weather) and routine errands that come with her 86-year-old mother's decreased mobility. While many pre-tenure faculty, notably women, face challenges associated with childbirth and childcare, eldercare is a challenge often facing faculty later in their careers and may involve family leave for surgery and other forms of short- and long-term care. Although there are opportunities for pre-tenure faculty to receive delays to the tenure clock and parental leave, the challenge of eldercare for what is admittedly an aging professoriate deserves our attention as well. K remains concerned that she will not be able to balance her 8–5 and beyond administrative position with the increased caretaking role.

3. John was in his mid-forties when he completed his PhD and accepted a tenure-track position. He had been the sole caregiver of his 78 year old mother while he was in graduate school, moving her from her home on east coast to the Midwest to live near him while he completed his studies. During this time, she developed dementia and needed to move to an assisted living facility. When he accepted his faculty position across the country, he had to find another assisted living facility for his mother. During his first years as a new faculty member, he spent a lot of time caring for her, acting as her advocate, and dealing with her deteriorating health, admission to a nursing facility and ultimately her death.

4. A friend on the tenure track had to take a leave of absence to move her mother, who suffers from Alzheimer's, to the town in which she now works. Additionally, she has had to sell her mother's house, take care of her financial affairs, and arrange her daily care. Luckily she was eventually awarded tenure, but her clock was not stalled for this occasion, and so she suffered a lot of stress preparing for tenure.

5. As a mother of a child with a neurological impairment and psychological struggles living and teaching in a town far from the specialists he needs, I have often had to arrange my teaching schedule to allow me to travel longer distances to see the neuropsychologist my child needs to see. I have a colleague in a similar situation, who commutes on a weekly basis from a larger city where her child can receive the care he needs. Financially, we are both struggling.

6. You are in your third year of a tenure-track job at a large public R1 institution. In this position you teach a 2-2 load with a mixture of both graduate and undergraduate courses. The expectations for publication are high but not unreasonable given the teaching load and availability of research support. You've moved your partner and young children about 700 miles from extended family of both you and your partner to accept this job in your new location.

During your first year in this position one of your parents is diagnosed with a terminal and debilitating condition. There is no timeline available from medical professionals for the potential progression of the disease. You come from a small lower-middle class family and have traditionally played the role of organizer. You try for the next three years to continue to live and manage as a long-distance care provider, and your parent continues to deteriorate slowly from the condition. Your role as caregiver includes frequent trips back home to be part of clinic visits and other doctor appointments (every two months), and to provide support to your sibling and other parent who are the primary caregivers.

Your current department chair is understanding about your situation and often checks in to inquire about you and your family. You continue to receive positive annual reviews, but the pace of keeping up with both family and work becomes increasingly difficult with your parent's increasing needs. There are not any positions in your field at any institution that would put you significantly closer to your parents. Taking a leave of absence without pay is not viable, as your spouse has not been able to find a full-time position where you have moved.

What do you do? How do you plan a temporary exit strategy? Temporary because, while you may need to relocate and can't readily find an academic job, with a strong publishing record and book contract, you do want to remain both relevant and have a chance to return to academia.

Appendix H: Resources List for Caregiving Participants

Selected Bibliography for Cultivating Balance in Caregiving: A Cross-Generational Conversation

“2015 Report Caregiving in the U.S.” *AARP. http://www.aarp.org/content/dam/aarp/ppi/2015/caregiving-in-the-united-states-2015-report-revised.pdf*

Feminist Philosophy

Kittay, Eva Feder. “The Ethics of Care, Dependence, and Disability.” *Ratio Juris: An International Journal of Jurisprudence and Law* 24.1 (2011): pp. 49–58.

Kittay, Eva Feder. 1999. *Love’s Labor: Essays on Women, Equality, and Dependency*. Routledge, 1999.

Kittay, Eva Feder and Ellen K. Feder. *The Subject of Care: Feminist Perspectives on Dependency*. Rowman & Littlefield, 2002.

Also see earlier work on ethics of care from Carol Gilligan and Nel Noddings

Research Methods/Methodologies

Royster, Jacqueline J., and Gesa Kirsch. *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies*, Southern Illinois University Press, 2012.

Disability Studies: Care, Interdependence, Access

Davis, Lennard J. *Bending over Backwards: Disability, Dismodernism, and Other Difficult Positions*. New York University Press, 2002.

Dolmage, Jay and Allison Hobgood. Special issue of *Pedagogy* “Caring From, Caring Through: Pedagogical Responses to Disability,” vol. 15, no. 3, 2015.

Kelly, Christine. 2011. “Making ‘Care’ Accessible: Personal Assistance for Disabled People and the Politics of Language.” *Critical Social Policy* 31.4: 562–82.

Mairs, Nancy. *Waist-High in the World: A Life among the Nondisabled*. Beacon Press, 1996.

Mingus, Mia. “Access Intimacy: The Missing Link.” *Leaving Evidence*. 5 May 2011. https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/

Price, Margaret. “The Bodymind Problem and the Possibilities of Pain.” *Hypatia,* vol. 10, no. 10, 2014, pp. 268–284.

Siebers, Tobin. *Disability Theory.* University of Michigan Press, 2008.

Titchkosky, Tanya. *The Question of Access: Disability, Space, Meaning*. University of Toronto Press, 2011.

Wendell, Susan. “Unhealthy Disabled: Treating Chronic Illnesses as Disabilities.” *The Disability Studies Reader*, edited by Lennard J. Davis, 4th ed. Routledge, 2013, pp. 161–173.

Careers & Caregiving

Ballif, Michelle, et al. *Women’s Ways of Making it in Rhetoric and Composition*. Routledge, 2008.

Cucciarre, Christine P., et al. “Mothers' Ways of Making it-Or Making do? Making (Over) Academic Lives in Rhetoric and Composition with Children.’ *Composition Studies*, vol. 39, no. 1, 2011, pp. 41–61.

Mainiero, Lisa A. and Sherry E. Sullivan. “Kaleidoscope Careers: An Alternate Explanation for the "Opt-out" Revolution Source.” *The Academy of Management Executive*, vol. 19, no. 1, 2005, pp. 106–123.

Powell, Gary N. and Lisa A. Mainiero. “Cross-Currents in the River of Time: Conceptualizing the Complexities of Women’s Careers.” *Journal of Management*, vol. 18, no. 2, 1992, pp. 215–237.

Care and Cross-generational, Intergenerational, and Age Studies

Booth, Alan, et al., eds. *Intergenerational Caregiving.* The Urban Institute Press, 2008.

Sandstrom, Kent L. "On Coming to Terms with Death and Dying: Neglected Dimensions of Identity Work." *Handbook of Death and Dying*. Sage, 2003, pp. 468–74.

Your Additions:

(If you pass along citations to Elisabeth at elisabethmiller@unr.edu, I'll add them in and share expanded bibliography with the group.)

Appendix I: CROSS-GENERATIONAL MENTORING OPPORTUNITIES IN RHETORIC AND COMPOSITION INDENTIFIED BY CCCC TASK FORCE ON CROSS-GENERATIONAL ACTIVITIES

Name	Type of Activity	Host	Population	Description and Where to Find
RSA Associate Professors Mentoring Group	Institute at RSA's biennial summer institute	Rhetoric Society of America	Associate professors seeking full professor rank	http://rhetoricsociety.org/aws/RSA/pt/sp/institutes Takes 12 members every other year; small groups have a full professor mentor and working on writing for publication each month
WPA-GO	Mentoring at CCCC	Council of Writing Program Administrators	Graduate student future or current WPAs seeking to connect with other WPAs	http://wpacouncil.org/wpa-go WPA-GO (Writing Program Administrators—Graduate Organization) works with the CWPA (Council of Writing Program Administrators) to support graduate student WPA preparation and strengthen connections between graduate students and professional WPAs by providing the following: • Awards, funding, grants for conference travel and organizational service; • Mentoring with scholar-professionals across various institutions; • Networking with other graduate students across various institutions; • Professional development experience in organizational administration and service at the national level. WPA-GO is committed to creating an inclusive and welcoming community.

CWPA Mentoring program	Mentor Match	Council of Writing Program Administrators	New WPAs/new faculty	http://www.wpacouncil.org/mentoring-project Seems geared for new WPAs being mentored by senior WPAs—is there co-mentoring among WPAs of same status? Or senior WPAs being mentored by junior WPAs?
CCCC SIG	Special Interest Group meetings at the CCCC annual conference	CCCC/specific SIGS	Faculty of all ranks interested in specific topics	Current SIGs http://www.ncte.org/cccc/sigs American Indian Caucus Asian/Asian American Caucus Black Caucus Caucus on Intellectual Property and Composition/Communication Studies Consortium of Doctoral Programs in Rhetoric and Composition Council on Basic Writing Creative Nonfiction Special Interest Group (CNF SIG) Disabilities Studies SIG Independent Writing Departments and Programs Association (IWDPA) International Researchers' Consortium International Writing Centers Association (IWCA) Labor Caucus Latino/a Caucus Linguistics, Language, and Writing Group Master's Degree Consortium of Writing Studies Specialists Medical Rhetoric SIG Queer Caucus Rhetoric and Religious Traditions Second Language Writing SIG Teaching in Prison: Pedagogy, Research and Literacies Collective SIG Transnational Composition Group Writing About Writing Development Group

				Writing with Current, Former, and Future Members of the Military
Cross-Generational Workshops and Conversations at CCCC	Talks and workshops sponsored by CCCC Cross-Generational Task Force	CCCC Cross-Generational Task Force (built from Newcomer's Committee and Retiring/Retireee SIG)	All populations attending Cs	Task Force concludes May 2018
Think Tank	Place to brainstorm Cs proposals with mentoring by established/ senior leaders in the field	CCCC Newcomer's Committee	Newcomers to CCCC	Contacts: Christine Tulley tulley@findlay.edu Micheal Rifenburg michael.rifenburg@ung.edu
Kairos	Mentoring through the publication process in *Kairos*	*Kairos* editors	Newcomers to publishing in *Kairos*	http://kairos.technorhetoric.net/ All Kairos submitters receive feedback on their pieces and if persistent, will be mentored through publication if the topic is a good fit
Editors Workshop	Composing and Publishing Digital Scholarship Annual workshop at Computers and Writing	Editors from *Kairos, Computers and Composition, Computers and Composition Online, WAC,* and *Enculturation*	Newcomers to digital publishing	Potential digital authors can speak with editors and get feedback on submissions

Graduate Research Network	Full-day workshop wherein graduate students can discuss their research and goals with experienced scholars in the field at Computers and Writing	Computers and Writing Conference	Graduate students	Graduate students can set a research plan and workshop in progress projects with established faculty leaders
Research Network Forum	The Research Network Forum, founded in 1987, is a preconvention forum that provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline.	CCCC	All levels	https://sites.google.com/site/researchnetworkforum/ The Research Network Forum (RNF) is dedicated to mentoring new and established researchers in rhetoric and composition studies. As such, the RNF is presently building on its past traditions of community while embracing new technologies that will allow a continuous conversation to emerge in the service of research excellence.
Teacher to Teacher	T2T functions in a similar way to the Research Network and Qualitative Research Network Forums but participants share teaching ideas, assignments, and activities instead of research.	CCCC	Writing teachers at all levels, including K–12	https://sites.google.com/udel.edu/teacher2teacher
Disability Studies Standing Group	On this site, various types of mentoring relationships are imagined: ~ graduate student faculty ~ pre-tenure and post-tenure faculty ~ peer mentoring at all levels (student, community college, university)	CCCC	Writing teachers at all levels	https://disabilityrhetoric.com/mentoring/