



*Lois - Here's My Ideas*  
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**IDEAS FOR RESTRUCTURING THE**  
**NCTE TWO YEAR COLLEGE PROGRAM**

*Helen*

The two year college program within NCTE has three parts:  
(1) the journal, (2) the two year regionals, and (3) the officer unit with CCCC. First, the journal is sponsored by the NCTE Executive Committee and supported out of NCTE's general revenues. The Executive Committee appoints the search committee for the journal and generally monitors its development. Second, the regional conferences of the two year community college are, like the journal, a creation of the NCTE Executive Committee and are supported by NCTE general revenues, although to a modest degree. These regionals have some staff time assigned, and their pattern of organization has been more or less established by the work of the NCTE Executive Committee. The members of the regionals may or may not be NCTE members, and the regionals have no connection to the journal. The third component in the two year community college program is the officer structure (National Two Year College Council-NTYCC) of the two year college committee. This group meets and sponsors a breakfast at CCCC convention. The officers of NTCC are the elected chairs of the regionals and elected representatives from regionals, who are elected by regional members (both NCTE and non-NCTE). Therefore, each regional, no matter the size, elects two officers, a chair and a national representative. These elected chairs and

representatives elect a chair and an assistant chair. Some of the officers serve on the CCCC Executive Board.

The leaders, members, and officers of the two year community colleges have over the years made several suggestions for integrating these various parts of the two year college program into a coherent whole. The purpose of these suggestions has been to attract community college instructors into NCTE and to establish a national forum for English instructors in the two year colleges. There are some very strong community college units in the country which are not part of the NCTE two year community college program (California, for an example), and there is an interest among community college teachers in being part of a national community college organization focused on community college issues. The community colleges have a distinct mission in the U.S., and have distinct interests which differ from faculty of high schools and four year institutions. Many of these interests involve problems of ESL, workload, governance, transitions from secondary schools, transitions to four year institutions, adult literacy, and alternative learning environments for different populations. We believe that NCTE could play an important role in advancing the perspectives of faculty on these and other issues.

In order to have a community college project with a specific identity and location within NCTE, we might consider bringing all the pieces of the two year college program together into a

coherent unit. What should this unit be? It is difficult to tell at this time, but NCTE has a unit called the Conference, which is, of course, the unit adopted by CCCC. NCTE committees have discussed the possibility of another kind of unit called the Collaborative, which has a status as yet undefined but somehow between assemblies and conferences. And NCTE, of course, has Assemblies, which have slots at the NCTE Convention. The officers of NTYCC should take the next step and ask the Executive Committee to convene a national meeting of a dozen or so people to discuss directions. The meeting should include community college leaders who are not in NCTE (someone from California, for example) and leaders who could define for us some of the national issues which need attention. The meeting should be informal and be considered a preliminary step. A more formal discussion, which may evolve from this first meeting, could be called by NTYCC officers.

Bringing together the journal, the officers, and the regionals could produce an NCTE Conference for two year community college members, including special meetings after or before the CCCC conference, possible representation on the NCTE Executive Committee, a budget based on an add-on dues requirement to join the two year community college organization, and development of books and materials focused on the two year college community.

Community college members are likely to continue to be active in the CCCC as well as active in other parts of NCTE. The

debate about issues of particular importance to two year  
community colleges --- all of this shows promise of building a  
growing community of two year college members within NCTE.