

**PROPOSAL ON RESTRUCTURING
TWO-YEAR COLLEGE PROGRAMS
WITHIN NCTE**

*Report from the National Two-Year College Council
Committee on Restructuring, September, 1992*

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INTRODUCTION TO THE PROPOSAL
From the National Two-Year College Council Committee on Restructuring Two-Year
College Programs within NCTE
A New Era for Two-Year College English Teachers

A new era is here for all teachers of English in the two-year college to voice directly their professional concerns and to influence policy at the national level.

The following pages present a proposal for a new organization, the Two-Year College Association (TYCA), under the aegis of NCTE.

The proposal outlines a framework that gives a more precise national identity and greater visibility to two-year college teachers of English than is possible within the present National Two-Year College Council (NTCC). The proposal protects and strengthens the six two-year Regional Conferences, and it strengthens the relationship of two-year college teachers with CCCC and the College Section of NCTE.

The need for increased visibility and identity of two-year college teachers is imminent: changing demographics, complex issues and concerns in all levels of higher education, the phenomenal growth of the two-year college movement in the last thirty years. For two-year college English faculty to become more influential as leaders in higher education, we need a national organization with membership open to all teachers of English in the first two college years.

Although two-year college teachers share similarities with other groups in NCTE, the mission, goals, and needs of our colleges, faculties, and students differ in significant ways from those of other groups. We believe that two-year college teachers should have a position comparable to that of other major constituencies so that our voices will be heard clearly in the multivoiced discourse of NCTE.

Recognizing that the issues confronting all of us in English studies are similar, we also recognize that these issues manifest themselves differently at each level, K-University. We also recognize that large numbers of two-year college teachers belong to professional organizations not connected to NTCC or NCTE, such as the English Council of California Two-Year Colleges. Further, we recognize that many two-year college teachers are not members of NCTE, of any NCTE-connected group, or of any national professional organization.

The overall purpose of this proposal, therefore, is to increase the influence of all two-year college English teachers through united voices.

The proposal that follows is a joint effort of several groups/representatives from NTCC, NCTE, CCCC, the Regionals, and California. The proposal writers were: Helon Raines, Chair of NTCC and representative from the Western Regional; Carolyn Hill, NCTE; Anne Ruggles Gere, CCCC; Charles Annal, Northeast Regional; Ben Wiley and Mark Reynolds, Southeast Regional; Bob Wylie and Katherine Staples, Southwest Regional; Nell Ann Pickett, Editor, TETYC; and Lois Powers, President, English Council of California Two-Year Colleges.

Our special thanks to Nell Ann Pickett and Hinds Community College, Raymond, Mississippi, for hosting our workaholic -- and wonderfully hospitable -- weekend for writing this proposal.

We invite your response to this proposal. Write or call me at Casper College, 125 College Drive, Casper, WY 82601; (307) 268-2502/2610.

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Chair/ Recorder/Spokesperson
Restructure Committee
National Two-Year College Council

PROPOSAL
From the National Two-Year College Council Committee on Restructuring Two-Year College Programs within NCTE

1. **NAME:** Two-Year College Association (TYCA)

2. **OBJECTIVES:** To unite English teachers of the first two college years in an organization which (1) recognizes and addresses the particular needs of the two-year college, (2) creates opportunities to coalesce, publicize, and coordinate shared concerns and issues, (3) influences the future of English studies.

3. **MISSION:** TYCA is a professional group of teachers of English dedicated to the principle that our teaching of writing, language, and literature provides students with opportunity for self-determination as literate citizens. As two-year college teachers, we work in a special environment. We teach a population diverse in cultures, ages, backgrounds, abilities, and goals. We teach in institutions open to all students with a high school or equivalent education. To serve our students effectively, we must first of all teach effectively; however, we also must continue to grow as scholars -- acquiring, making and sharing knowledge.

To fulfill this mission, TYCA:

- A. Promotes excellence in the theory and practice of teaching
- B. Encourages scholarship and research that inform teaching
- C. Encourages the participation in TYCA of all teachers of English in the first two college years
- D. Provides a forum for shared professional concerns
- E. Recognizes and supports diversity in the classroom and in the profession
- F. Establishes, affirms, and strengthens ties to groups that share our professional commitments
- G. Promotes awareness of the distinctively open academic and social environment of the two-year college
- H. Promotes awareness of the instructional flexibility of the two-year college in meeting communication needs in the college community and beyond

4. **EXECUTIVE COMMITTEE:** Meets two times each year, at CCCC and NCTE conventions.

- A. The Executive Committee is composed of 24 voting members:

- Chair
 - Associate Chair
 - Immediate Past Chair
 - Secretary
 - Editor of TETYC
 - Executive Secretary-Treasurer (NCTE Executive Director)
 - Six Regional chairs
 - Six Regional representatives
 - President, English Council of California Two-Year Colleges
 - Representative, English Council of California Two-Year Colleges
 - Two At-Large representatives
 - Representative from CCCC (reciprocal representation)
 - Representative from the College Section of NCTE (reciprocal representation)
- (See 6. below for explanation of reciprocal representation)

- B. Eligibility for serving on the Executive Committee. All persons on the Executive Committee (except for the Executive Secretary-Treasurer, the CCCC representative, and the College Section representative) must be employed by a two-year college. Two-year college includes a two-year division or two-year campus of a four-year college or university. All members

of the Executive Committee must be members of TYCA, NCTE, and CCCC.

C. Selection of nationally elected members. The Associate Chair, the Secretary, and the two At-Large representatives are elected by a national ballot mailed to all members of TYCA. The four nationally elected members serve a three-year term of office and may be reelected for one additional term. The person elected Associate Chair serves the three years as follows: one year as Associate Chair, one year as Chair, and one year as Immediate Past Chair.

D. Nominating Committee for the nationally elected positions. The Nomination Committee is composed of eight persons:

- Chair (the Immediate Past Chair of the Executive Committee)
- Six Regional representatives elected by the respective Regionals
- Representative elected by the English Council of California Two-Year Colleges

5. **MEMBERSHIP/DUES:** Membership in TYCA is open to anyone interested in the teaching of English in the first two college years. Membership includes subscription to the quarterly journal Teaching English in the Two-Year College (TETYC). Members meet annually in conjunction with CCCC. Membership dues are set by the TYCA Executive Committee.

6. EXPANDED RELATIONSHIP AMONG NCTE, CCCC, THE REGIONALS, AND ALL TWO-YEAR COLLEGE TEACHERS OF ENGLISH:

A. Reciprocate representation with NCTE. The Executive Director of NCTE and a representative from the College Section serve on the Executive Committee of TYCA. The Chair (or appointees) of TYCA serves on the NCTE Executive Committee and Board of Directors and on the Executive Committee of the College Section as a voting member of these bodies.

B. Reciprocate representation with CCCC. A representative from CCCC serves on the Executive Committee of TYCA. The Chair (or appointee) of TYCA serves on the Executive Committee of CCCC as a voting member.

C. Continue the CCCC appointment of a four-year-college representative to each of the six two-year Regionals, organized by CCCC in 1965 (six appointees).

D. Continue the representation of each Regional on the CCCC Executive Committee (six persons).

E. At the annual CCCC convention, make two-year college people more visible. Vigorously encourage more two-year college people to send in program proposals and workshop proposals, plan for TYCA regularly to sponsor sessions, continue to offer the Special Interest Group, continue the complimentary breakfast, and staff an information table throughout the conference in the display area.

F. Jointly sponsor a Speakers' Bureau composed of CCCC Executive Committee members, CCC editor, TYCA Executive Committee members, NCTE officers, and CCCC and NCTE committee chairs. These speakers would be available to speak at the annual Regional conferences. The Speakers' Bureau would be funded in the same way that the present NCTE Speakers' Bureau for affiliates is funded.

G. Jointly sponsor seasonal workshops that are rotated throughout the Regionals to give teachers who are unable to attend a national conference an opportunity to go to a miniversion closer to home, a conference staffed by recognized national figures.

DIFFERENCES BETWEEN NTCC AND TYCA

TYCA:

1. Creates a specific body for membership for national two-year college English professionals
2. Removes the "phantom" quality of NTCC
3. Creates a "national" forum for two-year concerns
4. Provides a stronger voice to represent our diverse population
5. Makes a more visible presence through an official journal -- "TYCA to You" in TETYC
6. Connects CCCC and regionals through interlocking representation, regional workshops and speakers bureau
7. Provides for a broader representation of various constituencies on governing board: 6 regionals, Executive Committee of California Council of Two-Year Colleges (ECCTYC), non-regional affiliated two-year instructors, college-university people who have interest in the first two years of college sequence
8. Provides a national newsletter (apart from TETYC)
9. Provides a computer listing of job vacancies

PROPOSAL

1. **NAME:** Two-Year College Association (TYCA)

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3. **MISSION:** TYCA is a professional group of teachers of English dedicated to the principle that our teaching of writing, language, and literature provides students with opportunity for self-determination as literate citizens. As two-year college teachers, we work in a special environment. We teach a population diverse in cultures, ages, backgrounds, abilities, and goals. We teach in institutions open to all students with a high school or equivalent education. To serve our students effectively, we must first of all teach effectively; however, we also must continue to grow as scholars -- acquiring, making and sharing knowledge.

To fulfill this mission, TYCA:

- A. Promotes excellence in the theory and practice of teaching

- B. Encourages scholarship and research that inform teaching

- C. Encourages the participation in TYCA of all teachers of English in the first two college years

- D. Provides a forum for shared professional concerns

COMMENTS ON THE PROPOSAL

1. The name announces a new national identity. The name is short and avoids a designation already used by NCTE groups (i. e., section, conference, affiliate, assembly), thus preventing preconceptions of structures and activities associated with existing groups. The acronym TYCA is short and memorable. The name suggests including everyone interested in teaching English in the first two college years, not just those in the present two-year college regionals.

2. Two-year college teachers must have a stronger voice in NCTE, in graduate programs, and in setting national policy.

3. This is who we are, what we do, and where we work. Most two-year colleges have an open admission policy. Teaching students is our first priority; to be a good teacher, however, we must grow as professionals.
 - A. Such excellence can be demonstrated in program sessions at regional and national conferences, through publishing in TETYC, and through the various regional newsletters -- as well as in the classroom.
 - B. Our scholar/researcher role is unsettled. Although research typically is not a high institutional priority, we have access to much raw data.
 - C. TYCA should be as inclusive as possible. A number of two-year college people teach in four-year colleges and universities with two-year divisions or campuses, or teach only students in the first two college years. Many of the articles in TETYC are by these people.
 - D. Among the social and political implications are these: workloads, exploitation of part-time faculty, devaluing of

E. Recognizes and supports diversity in the classroom and in the profession

F. Establishes, affirms, and strengthens ties to groups that share our professional commitments

G. Promotes awareness of the distinctively open academic and social environment of the two-year college

H. Promotes awareness of the instructional flexibility of the two-year college in meeting communication needs in the college community and beyond

4. **EXECUTIVE COMMITTEE:** Meets two times each year, at CCCC and NCTE conventions.

A. The Executive Committee is composed of 24 voting members:

- Chair
 - Associate Chair
 - Immediate Past Chair
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 - Six Regional representatives
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 - Representative, English Council of California Two-Year Colleges
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- (See 6. below for explanation of reciprocal representation)

E. We support and recognize creative and innovative classroom practices and the diversity of cultural backgrounds of our faculty and students. We recognize good teaching and good scholarship (e. g. TETYC best article award), we take stands on issues (e. g., against the English Only movement), and we actively encourage minorities to participate at regional and national levels.

F. While we assert our unique identity, we want to continue -- and to strengthen -- our ties to CCCC and NCTE. We want to broaden our relationship with such groups as NADE, IRA, AACJC, and CCHA. We want to expand our participation in NCTE and CCCC conventions, and we want to establish reciprocal representation on the governing bodies of NCTE, the College Section, and CCCC.

G. and H. As two-year college teachers, we daily adapt to changing conditions. We work in an environment where spontaneity, immediate responses, and instructional flexibility are a way of life.

4. The proposed organizational structure seeks to achieve at least three goals: (1) to create a readily identifiable national presence for two-year college teachers and their concerns; (2) to be more inclusive in representation than the present NTCC permits; (3) to continue to forge relationships with other constituent groups in NCTE which share concerns with us. We thus propose a governing body (Executive Committee), which incorporates the present NTCC and adds significantly to it.

A. The proposed Executive Committee:

- Makes representation more equitable for all two-year college teachers of English
- Provides a focused national identity that encourages two-year college people to be active at the national level
- Strengthens the Regionals by more representation and more direct participation in TYCA than is possible through NTCC.
- Enhances the status of the two-year college organization within NCTE
- Provides for representation of two-year college teachers who are not part of a Regional
- Brings into discussion and policy making other groups that have objectives similar to those of the Regionals
- Emphasizes the importance of the teaching of English in the first two college years by increasing reciprocal representation with units within NCTE that represent primarily four-year colleges and universities (CCCC and College Section)

B. Eligibility for serving on the Executive Committee. All persons on the Executive Committee (except for the Executive Secretary-Treasurer, the CCCC representative, and the College Section representative) must be employed by a two-year college. Two-year college includes a two-year division or two-year campus of a four-year college or university. All members of the Executive Committee must be members of TYCA, NCTE, and CCCC.

C. Selection of nationally elected members. The Associate Chair, the Secretary, and the two At-Large representatives are elected by a national ballot mailed to all members of TYCA. The four nationally elected members serve a three-year term of office and may be reelected for one additional term. The person elected Associate Chair serves the three years as follows: one year as Associate Chair, one year as Chair, and one year as Immediate Past Chair.

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B. TYCA strives to involve and represent all two-year college teachers.

C. The election of officers through national ballot is patterned on CCCC. The three-year terms and the rotation of Associate Chair to Chair and then to Immediate Past Chair provide continuity and consistency. (For the first three years of TYCA, we will phase in this system.) The two At-Large members are intended to represent two-year college teachers who are not associated with any of the Regionals or the California organization. A national election of officers gives TYCA national visibility.

D. The make-up of the Nominating Committee increases Regional and California participation at the national level.

5. At present, there is no way to determine accurately how many two-year college teachers belong to NCTE or NCTE/CCCC. Regardless of membership numbers, however, we want to improve the professional life of all two-year college teachers of English. An important way to do this is offering membership clusters of TYCA, NCTE, and CCCC at combined, attractively priced dues targeted to potential TYCA members. Such clusters allow more member choice about the journals they receive. At present NCTE provides limited headquarters support services for NTCC, funded partially through the \$2.00 rebate to NCTE for each Regional conference attendee, and CCCC provides limited funds for Regional activities aimed at increasing membership.

6. At present, there is no direct route to the executive-level bodies of NCTE for NTCC and two-year college teachers. Another problem is the perception among the Regionals that they are not really connected to CCCC or NCTE. We want to:

- Increase two-year college participation in national conferences, programs, and workshops

Executive Committee and Board of Directors and on the Executive Committee of the College Section as a voting member of these bodies.

B. Reciprocate representation with CCCC. A representative from CCCC serves on the Executive Committee of TYCA. The Chair (or appointee) of TYCA serves on the Executive Committee of CCCC as a voting member.

C. Continue the CCCC appointment of a four-year-college representative to each of the six two-year Regionals, organized by CCCC in 1965 (six appointees).

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G. Jointly sponsor seasonal workshops that are rotated throughout the Regionals to give teachers who are unable to attend a national conference an opportunity to go to a miniversion closer to home, a conference staffed by recognized national figures.

- To increase programs and services to Regionals from NCTE and CCCC
- To create more attention for the Regionals and to make Regional programs more attractive to two-year college faculty
- To spread more effectively the experience and expertise of CCCC leaders and others to all areas of the country

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