

# UNAPPROVED

## Two-Year College English Association Executive Committee Meeting

Renaissance Hotel  
Landmark Ballroom, Salon 7  
St. Louis, Missouri

Saturday, March 24, 2012  
9:00 a.m.–5:00 p.m.

**In attendance:** Carolyn Calhoon-Dillahunt (Chair), Andy Anderson (Associate Chair), Sarah Z. Johnson (Secretary), Clint Gardner (Archivist/West Representative), Alexis Nelson (Pacific Northwest), Jeff Sommers (TETYC Editor), Shelly Rodrigo (West REC Chair), Linda Walters (NCTE Liaison), David Lydic (Southwest), Beverly Fatherree (Southeast), Laurie Lieberman (Northeast REC Chair), Judy Angona (Northeast Representative), Leslie Roberts (Midwest), Jody Millward (Pacific Coast)

**Visitors:** Suzanne Labadie (Incoming Midwest), Howard Tinberg, Kent Williamson, Barbara Cambridge, Sterling Warner

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1.	READING—9:10 The Chair offered readings of Ingrid de Kok’s “Parts of Speech” and from Kate Chopin’s <i>The Awakening</i>
2.	WELCOME AND INTRODUCTIONS The Chair welcomed members of the Executive Committee and asked each to introduce themselves by giving examples of gateways in their professional lives.
3.	REVIEW OF PARLIAMENTARY PROCEDURE (Calhoon-Dillahunt) The Chair reviewed regular order for conducting meeting, holding discussion, and procedures for making motions.
4.	ADOPTION OF THE AGENDA <b>Moved to adopt the agenda with addition of 10D, National TYCA Conference. (Sommers/Roberts)</b> <i>Carried</i>
5.	APPROVAL OF THE MINUTES (November 2011) <b>Moved to approve the minutes. (Roberts/Rodrigo)</b> <i>Carried</i>
6.	CHAIR’S REMARKS (Calhoon-Dillahunt) <ul style="list-style-type: none"><li>• Chair thanked Executive Committee for work of recruiting at the Cs through TYCA booth and TYCA Talks.</li><li>• Suggested that we continue to propose and offer Wednesday workshops targeted at TYC issues and faculty.</li><li>• Mentioned WPA is interested in having two-year college people part of their</li></ul>

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	organization. Annual conference will be held in Albuquerque in July. Marilyn Valentino will be a keynote speaker.
7.	ACCEPTANCE OF CONSENT AGENDA REPORTS <b>Moved to accept consent agenda reports. (Rodrigo/Roberts)</b> <b>Carried</b>
	Chair's Report (Calhoon-Dillahunt)
	A. Awards Committees
	B. Nell Ann Pickett Award (Sullivan)
	1. Public Image: TYCA Fame Award (Warner)
	2. Mark Reynolds <i>TETYC</i> Best Article Award (McLaughlin)
	3. Diana Hacker/TYCA Awards (Bown)
	4. Regional Reports
	C. Midwest Regional (Roberts)
	1. Northeast Regional (Angona)
	2. Southeast Regional (Fatherree)
	3. West Regional (Gardner)
	4. Pacific Northwest Regional (Nelson)
	5. Southwest Regional (Lydic)
	6. Pacific Coast Regional (Millward)
	7. Publications Report: <i>TETYC</i> (Sommers)
	D. Publications Report: TYCA to You (Lydic)
	E. College Section Steering Committee (Nelson)
	F. TYCA Research Committee (Millward)
	G. TYCA Webtender (Bleck)
	H. Archivist (Gardner)
	I. Task Force on Regional Liability Issues (Lieberman)
	J. Dual Credit/Dual Enrollment Committee (Uhlenkamp)
	K. TYCA Officers Visit to Regional Conference 2012 (Calhoon-Dillahunt)
8.	REPORTS FOR DISCUSSION
	A. CCCC Assistant Chair Update (Tinberg) – <b>9:30</b> Tinberg: "All Gateways lead to Vegas"

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	<ul style="list-style-type: none"> <li>• Noted that, as chair, he will do his utmost to make sure TYCA is represented well, on the program and in the review process.</li> <li>• Urged the board to encourage our two-year colleagues to propose. “Don’t allow others to speak for us; let us speak for ourselves.”</li> </ul> <p>General discussion of ways to “mark” two-year college proposals.</p> <p>Williamson offered the following: Three ways to do “strand” 1. Separate review process 2. No separate review, but proposers self-identify 3. The chairs (of TYCA and CCCC) can do second-stage review and identification of two-year college interest.</p> <p>General support for a combination of the second and third options</p>
	<p>B. Executive Director’s Report (Williamson)</p> <p>Williamson began his report by noting that for English educators in general and composition specialists in particular, the underlying problem is engagement. How do we help the public understand what we do? NCTE has begun a number of partnerships to address this problem—to “get the word out” to the public about what we do and why it’s important. <b>NCLE—National Center for Literacy Education</b> is dedicated to literacy Reform. It’s a coalition of 24 organizations K-16 and beyond.</p> <p>CCCC/NCTE is partnering with Revolution Messaging to craft a social media campaign to promote the work and image of NCTE, as well as enlist new members.</p> <ul style="list-style-type: none"> <li>• “Visibility, engagement, and involvement.” Williamson urges that we need to be “persistent and spontaneous.” We’re under using the systems we’ve already built (like the Connected Community)</li> <li>• He used C’s the Day as an excellent example of using gaming to engage and “hook” members into the organization.</li> <li>• Open space vs. password protected space online. Why we need both. Password protected content and communication will protect sensitive information and online discussions, as well as provide value-added membership. Open space allows everyone to see the good work we’re doing.</li> <li>• Digital Learning Day—for the month leading up, the person leading the initiative sent out links rather than actual information. Taking this as a model is NCTE Now—We want to help our members take advantage of the overlooked content available to us as members.</li> <li>• Following a brief discussion of simulcast of meetings over the web, Williamson pointed out that no one is succeeding through virtual meetings alone. He asserts that a synchronicity is actually more desirable. Make content available when people want it.</li> <li>• TYCA might want to look into these new modes of publishing.</li> </ul> <p>Other Questions/Issues from the EC:</p> <p>The Chair asked whether Jill Biden is secured to speak at NCTE. Williamson responded</p>

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	<p>that the NCTE conference in November is too close to the election, but she might be at CCCC next March.</p> <p>The Chair expressed concern about TYCA’s representation on CSSC [College Section] (no voting member, scheduling and cost issues for representative, relevance).</p>
	<p>C. Legislative Update (Williamson and Cambridge)</p> <p><b>Williamson says NCTE has set the following priorities for advocacy:</b></p> <ul style="list-style-type: none"> <li>• To support national comprehensive cross-curricular literacy policy</li> <li>• To invest in systematic, team-based learning to engage teachers in their professional growth (as opposed to “drive-by professional development”)</li> <li>• To support accurate, fair, and valid learning assessments that advance student learning and include formative assessments.</li> <li>• To tie teacher evaluation systems to professional practice, not only test-scores.</li> <li>• To invest in educational systems that prepare students for college and career, areas the Common Core Standards don’t address.</li> <li>• To invest in a higher education system that supports student literacy development, financially and otherwise (support for humanities education).</li> </ul> <p><b>Barbara Cambridge provided more detailed information about what projects she is working on in Washington</b></p> <p><b>Partnerships/Coalitions :</b></p> <ul style="list-style-type: none"> <li>• Advocates for Literacy—alliance of a number of groups, including TESOL, principals, and many other groups.</li> <li>• Striving Readers Program. Each state should develop a State Literacy Team. A post-secondary person is on each state’s committee.</li> <li>• New initiative called RESPECT, focusing on professional learning. How do we show policy-makers that professional development is <i>*not*</i> wasted money?</li> <li>• Connected Learning Coalition—This group pushes groups to get out of their “silos.” Cambridge shared NCTE’s document (one page) with legislators on formative assessment and linking it to professional learning.</li> <li>• Coalition for Teaching Quality (CTQ) is focused on the issue of teacher evaluation. As an example of the problems addressed: In CA, unqualified teachers were specifically being placed in troubled schools/classrooms. Because of cases like these, many civil rights groups are partnering with us.</li> </ul> <p><b>Specifically in higher education advocacy:</b></p> <ul style="list-style-type: none"> <li>• <b>Basic writing/reading and developmental courses:</b> Recent questioning among policy-makers of the value of placement tests and developmental education (calling it an “obstacle,” a “black hole” into which at-risk students never emerge). The whole picture isn’t being portrayed. Cambridge says she needs to have the qualitative, quantitative, and even anecdotal data to argue against this narrative. This must come from us.</li> </ul> <p>General discussion of ways TYCA can support the venues to share these stories and data.</p>

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	<ul style="list-style-type: none"> <li> <b>Pell Grants and Stafford Loans</b>  Pell Grants—This fiscal year, \$ 1.8 billion more than what will be needed has been appropriated, so Pell grants will not be in jeopardy this year, but next year there will be tremendous pressure to cut. Cambridge says we must use this year’s reprieve to put the Pell on more stable financial footing. Again, a combination of statistics and stories is helpful in speaking with legislators.   Stafford Loans—Currently, the rate is 3.4%. This summer that rate will double if nothing is done. Reminder that Advocacy Day April 19. </li> <li> <b>Support for the humanities in higher education</b>   The narrative of “making students ‘career ready’ must include enabling them not only to make a living, but to live a well-rounded life.” Funding for the humanities in higher education has steadily declined over the last years.   Final comments about how to work with policy-makers from all sides:   <b>Williamson</b>—NCTE needs to be moderate in its commentary so that we always have a constructive suggestion. We’re not usually going to simply be obstructionists.  <b>Cambridge</b>--Much of our work is trust-building with *all* sides. But we can’t do this at the state level. We rely on *you* to be that state voice. </li> </ul>
	D. TYCA Archivist (Gardner) <ul style="list-style-type: none"> <li>TYCA’s new archive is in a traditional WordPress blog format.</li> <li>Can look through minutes, images, bylaws.</li> <li>When asked if he’s interested in pictures, programs, and other miscellany, Gardner replied, “I’ll archive anything at this point.”</li> <li>This is a historical archive rather than a platform for position statements or outreach</li> <li>Can be reached at: <a href="http://tycaarchive.wordpress.com">tycaarchive.wordpress.com</a></li> </ul>
	E. Discounted TYCA Breakfast Tickets Task Force (Johnson) <ul style="list-style-type: none"> <li>Ticket give-aways were a big success this year. Will continue at 2013 Cs.</li> <li>Angona suggested that it be made clearer to booth visitors that they must be present at TYCA Talks to win their ticket.</li> </ul>
	F. TYCA Breakfast (Johnson) <b>Moved to commend Sarah Z. Johnson (Gardner/Roberts)</b> <b>Carried by acclamation.</b>
	G. TYCA <i>Guidelines for the Academic Preparation of English Faculty in Two-Year Colleges</i> (Rodrigo) <ul style="list-style-type: none"> <li>Calhoon-Dillahunt and Rodrigo summarized their session the day before: Began by presenting the background and history of</li> </ul>

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	<p>development of the document. Then session-attendees responded with feedback on how they have used the document, what kinds of information are most helpful, and other revision suggestions.</p> <ul style="list-style-type: none"> <li>• General conclusions from the session feedback: The document is trying to serve too many audiences. Even if TYCA retains a more nuanced and detailed set of guidelines, any external document (aimed at college administrators and HR, for example) must be much shorter.</li> <li>• The committee will produce a revision this summer based on this feedback.</li> </ul>
	<p>H. Dual Credit/Dual Enrollment Committee: Position Statement on Concurrent Enrollment Programs (Lydic/Nelson/Gabrion)</p> <p>Much of the discussion centered on whether and how TYCA's Dual Enrollment Position Statement should tie to CCCC's.</p> <ul style="list-style-type: none"> <li>• TYCA's current statement still references NACEP guidelines. The task force added a section on economic equity (bottom of pg 45) and a section on data collection (46).</li> <li>• CCCC's current draft does not address the economic aspects of dual enrollment, so it is incumbent on TYCA to keep that at the forefront.</li> <li>• The TYCA statement does a better job of insisting on data collection.</li> <li>• The most problematic aspects of dual credit programs are only being faced by two-year colleges. This is a powerful reason TYCA needs its own statement apart from that of Cs. Represented by: <ul style="list-style-type: none"> <li>○ Dual Credit - College courses at high schools taught by high school faculty and high school students receive simultaneous credit for college and high school (aka, dual credit programs)</li> <li>○ College courses at high schools taught by visiting college faculty and high school students receive only college credit</li> </ul> </li> <li>• Keep the clear structure of the CCCC's draft with our own unique additions (e.g. call for data)</li> </ul> <p><b>Moved that TYCA adopt the Position Statement on Concurrent Enrollment Programs upon revision and that the committee provide an executive summary. (Gardner/Lieberman)</b>  <b><i>Motion carried</i></b></p>
	<p>I. Dual Credit/Dual Enrollment Committee: Model Programs/Best Practices website (Hassel/Calhoon-Dillahunt)</p> <p>Calhoon-Dillahunt reported that the committee currently has a structure waiting online for content, but no good way to gather and publish the information to populate the shell. Lydic suggested that regional reps should poll their constituents and have people send Holly Hassel their programs' information.</p>

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	<p>Calhoon-Dillahunt affirmed that narrative descriptions, pictures, student testimonials all might be appropriate. She will forward the link to the EC and suggests an end-of-term deadline for regional representatives to get information in to Hassel.</p>
	<p>J. Task Force on Regional Liability Issues (Lieberman)</p> <p>Lieberman summarized the report on consent agenda. She added that to provide protection to the organization's treasury, more work and money must be expended, so the option outlined in the report stands as the recommendation of the task force.</p>
	<p>K. TYCA Research Committee (Millward)</p> <p>Millward suggested changing the survey processes/research methodology so that researchers are no longer trying to contact 75% of all CCs. Instead they will identify representative colleges—urban, rural, suburban—at which to conduct surveys.</p> <p><b>Moved that the committee is reconstituted and investigates basic reading/writing. (Nelson/Fatherree) Motion carried.</b></p>
	<p>L. Public Image Committee (Warner/Calhoon-Dillahunt)</p> <p>Calhoon-Dillahunt said the original goal of this committee was to simply address and respond to images and portrayals in the media of TYCs. She asked the EC if there were ways this committee could better create messages for an <i>external</i> audience, not just an internal one.</p> <p>Warner suggested an archive of positive and negative articles about TYCs.</p> <p>It was suggested that a letter of acknowledgement be sent to awardees. Walters assured the board that letters are sent to the awardees themselves. Board members also proposed sending press releases to <i>Inside Higher Ed</i> and the <i>Chronicle</i>, as well as to the AACCC [American Association of Community Colleges].</p> <p>The Chair charged the committee to continue the work of the Fame Award, as well as develop an archive of nominations, negative, and positive portrayals of TYCs.</p> <p>Warner asked that the regional reps send nominations from each TYCA region so he can be getting material year round.</p> <p>Gardner suggested that the nomination form for Nell Ann Pickett Award be revised to include information on the nominee's local newspaper/institution/etc.</p> <p>Linda Walters will investigate how complicated it will be to do the same for our other awards.</p>
	<p>M. College Forum update (Calhoon-Dillahunt)</p> <p>EC was referred to consent agenda report. The first meeting of the newly constituted College Forum took place at the February NCTE EC meeting.</p>

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	<p>N. Bylaws Revision process/Bylaws education (Calhoon-Dillahunt)</p> <p>Vote was held online for adopting the bylaws. The bylaw revision will be placed before the members at the regional conferences; however the method of vote in California will be considered in the fall, since Pacific Coast has its conference biannually. A test run of the ballot was taken at the Southeast conference.</p> <p>The Chair called attention specifically to V.7. This is information the regional reps should put in their reports. Gardner suggested that the blank report form be revised to reflect these new reporting requirements. The Chair says she will work with Linda Walters to get this done.</p>
	<p>O. Tour of TYCA (Calhoon-Dillahunt)</p> <p>The Chair reported that “Parts of this were very successful,” and asked, “Shall we do this again?”</p> <p><b>Moved that we do Tour of TYCA for one more year. (Millward/Lieberman)</b>  <b><i>Motion carried.</i></b></p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Release them sooner after the conference.</li> <li>• Send out quick links rather than try to format it as an “event”</li> <li>• Make the archive of material be searchable, or at least categorized by subject rather than region.</li> <li>• During the “tour event” we will organize material by region, then keep them up by category</li> <li>• First week of second term could start the tour.</li> </ul> <p><b>By general acclamation, the Chair is commended for this idea and the accomplishment of its first run</b></p>
9.	ACTION ITEMS
	<p>A. Characteristics of a Successful Two-Year College Instructor statement adoption (Klausman)</p> <p><b>Moved to approve statement (Gardner/Nelson)</b>  <b><i>Motion carried.</i></b></p> <p>The TYCA EC commends the work of the task force.</p>
10.	NEW BUSINESS
	<p>A. Review of past motions/TYCA 2020 vision</p> <p>The Chair presented a written review of past substantive motions. The Chair reports that the TYCA EC in general does a good job of getting things done, specifically, being</p>

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	purposeful about doing what we say we're going to do.
	<p>B. Plans for Pilot Regional Policy Advocacy Committee</p> <p>The Chair reminded the EC that after our Nov. meeting with Kent and Barbara; we discussed preparing the EC and TYCA visiting officers to offer policy information and advice to regions through a roundtable session at each of the regional conferences.</p> <p>There was general support and agreement for the idea</p> <ul style="list-style-type: none"> <li>• Millward mentioned that TYCA Pacific Coast has recently instituted a Quick Action Committee and suggested that local Quick Action Committees can send information and "alerts" to TYCA National to act as a clearing house.</li> </ul> <p>The Chair made the following recommendations:</p> <ol style="list-style-type: none"> <li>1. There be a policy advocacy roundtable session at each regional conference, led by the visiting TYCA officer and EC regional representative.</li> <li>2. At these roundtable sessions, we can recommend that quick action committees be formed in each region</li> <li>3. TYCA National act as a clearinghouse of policy information</li> </ol>
	<p>C. Regional Discussion Forum (Topic TBD)?</p> <p>Item omitted due to lack of time.</p>
	<p>D. National TYCA Conference</p> <p>Proposed that the EC consider instituting a National TYCA Conference to be held either on the Wednesday before or the Sunday after Cs.</p> <p>The Chair reminded the group that we have no budget and logistics might be complicated.</p> <p><b>Moved that the Chair charge a task force to explore a National TYCA Conference attached to Cs (Lydic/Fatherree).</b>  <b><i>Motion carried</i></b></p>
11.	ANNOUNCEMENTS
	Next TYCA EC Meeting: Saturday, November 17, 2012, Las Vegas
	A. Next TYCA EC Meeting: Saturday, March 16, 2013, Las Vegas
12.	<p>ADJOURNMENT:</p> <p><b>Moved to adjourn. (Gardner/Johnson)</b>  <b><i>Motion carried.</i></b> 5:11 PM</p>