

TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

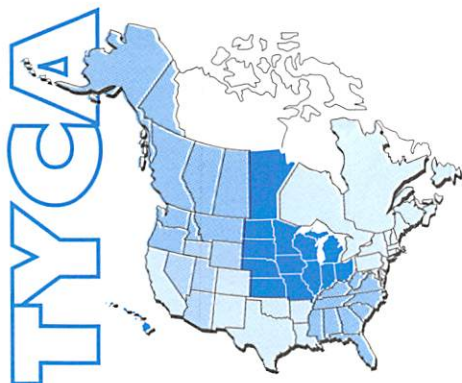
July – December 2003

YEAR	DATE	CONVENTIONS/MEETINGS	CONTENT
2003	11/12	NCTE Convention San Francisco	Martinez-to TYCA Executive Committee regarding activities and agenda
	03/20 & 22	TYCA Executive Committee Meeting San Francisco	<p>Agenda NCTE Mission Statement and Core Values and Benefits Unapproved minutes New York (20 March 2003) Millward-Chair's report Millward-"On-going Action Items: A Compilation of Recommendations Approved by the TYCA Board from Nov. 2002-Nov. 2003 Wiley-The Nell Ann Pickett Service Award Committee report Warner-Fame and Shame Committee report Powers-Outstanding Programs in English Committee report & 2004 brochure and submission form Callan-TETYC Best Article of the Year Award Committee report Powers-Archivist 's report Regional Reports Tinberg-TETYC report Powers-Archivist 's report Regional Reports Wrice- National TYCA Breakfast report Matthews-College Forum report Newman-Chair's report on "Guidelines for Academic Preparation of Future Faculty" Millward-Summary of Writing Initiative Workgroup Valentino-TYCA Strand Proposals for CCCC 2004 Valentino-Officers' Duties and Responsibilities: Proposed Changes TYCA Financial Comparison Millward-Two-Year College Research Initiative Report Millward-Candidates for Representatives on NCTE Research Commission Powers & Herrick-TYCA Website Committee report Website Committee-Proposal for TYCA Webtender TYCA Web Page on NCTE Website (19 Nov 03) Williamson-The New Face of Membership Gos-"Proposed Positions of TYCA Southwest on Online Distance Education," from TYCA-SW Technology Committee TYCA Brochures NCTE Volunteer Corps TYCA Presenter Information Sheet Regional Reports</p>

		(continued San Francisco TYCA EC meeting)	<p>Information Items:</p> <ul style="list-style-type: none"> Committees Matrix New TYCA Regional Template TYCA Executive Committee Roster 2002-2003 TYCA By-Laws TYCA Officer Responsibilities and Activities TYCA Officer Graph—Current Plan TYCA Officer Duties—Alternate Plan

Additional E-Mails

Year	Date	E-Mail	Content
2003	7/11	Tinberg to EC	Response to concerns regarding reading
	7/27	Milward to EC	Discussion from past chairs and the EC
	8/05	Milward to EC	Report on NCTE focus on two-year colleges
	8/06	Milward to TYCA Officers	Revising Officers' Responsibilities
	11/15	Milward to EC	Additional Agenda Material
	11/7	Martinez to Milward	Regarding award deadlinesE-mail



Two-Year College English Association

National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096
Phone: 217-328-3870, 1-800-369-NCTE; Fax: 217-328-0977

MEMORANDUM

To: Two-Year College Executive Committee Members, Including Incoming Members

From: Terrill Martinez, Assistant to Paul Bodmer, Associate Executive Director

Date: November 12, 2003

Enclosed you will find your agendas for the TYCA Executive Committee Meeting. Following is a reminder of a few important events, and events that may be of interest, for TYCA EC members and some additional information you might need.

TYCA Executive Committee Meeting:

Saturday, November 22, 2003

8 a.m.-5 p.m. (please note that start time has been changed from e-mail I sent on July 31st)
Pacific Suite H, 4th floor, San Francisco Marriott

Opening Banquet

Thursday, November 20, 2003

7:30 p.m.

Yerba Salon 7/8, Lower B2 Level, San Francisco Marriott

Annual Business/Board of Directors Meeting

Friday, November 21, 2003

5:15-7:15 p.m.

Yerba Salon 7, Lower B2 Level, San Francisco Marriott

College Forum Reception & College Forum featuring Jacqueline Jones Royster

Friday, November 21, 2003

7:30-10:00 p.m.

Yerba Salon 8, Lower B2 Level, San Francisco Marriott

College Section/CCCC Luncheon

Saturday, November 22, 2003

12:30-2:30 p.m.

Golden Gate Salon C1/C2, Lower B2 Level, San Francisco Marriott

Speaker: Dave Eggers

Northeast

CT, DC, DE, MA, MD,
ME, NH, NJ, NY, PA,
RI, VT, WV; NB, NF,
NS, ON, QC

Southeast

AL, FL, GA, KY,
MS, NC, SC, TN, VA,
WV

Midwest

IA, IL, IN, KS, MI,
MN, MO, ND, NE,
OH, SD, WI; MB

Southwest

AR, CO, LA, NM,
OK, TX

West

AZ, HI, NV,
UT, ID, WY

Pacific Northwest

AK, ID, MT, OR, WA,
AL, BC, SK, YT

Pacific Coast

CA

AGENDA
Two-Year College English Association
November 22, 2003
San Francisco, CA

- I. WELCOME AND INTRODUCTIONS
- II. ADOPTION OF THE AGENDA
- III. APPROVAL OF THE MINUTES, MARCH 2003
- IV. CHAIR'S REMARKS
- V. CONSENT AGENDA

CONSENT AGENDA: Organizations having a large number of routine matters to approve often save time by use of a consent agenda. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved en bloc without discussion, saving the time that would be required for individual votes.

Page 116
The Standard Code of Parliamentary Procedure
By Alice Sturgis

- A. Administrative
 - 1. Executive Director's Report (Williamson)
 - 2. Chair's Report (Millward)
- B. Awards Committees
 - 1. Outstanding Programs in English (Wootten)
 - 2. Nell Ann Pickett (Madden)
 - 3. Fame and Shame Award (Callan)
 - 4. TETYC Best Article of the Year Award (Callan)
- C. Archives and History (Powers)
- D. Regional Reports
 - 1. Midwest Report (Roberts)
 - 2. Northeast Report (Callan)
 - 3. Southeast Report (Jennings)
 - 4. West Report (Bateman)
 - 5. Pacific Northwest Report (Mitchler)
 - 6. Southwest Report (Gresham)
 - 7. Pacific Coast (Fitzgerald)

- E. Publications Report
 - 1. *TETYC* (Tinberg)
 - F. TYCA Breakfast Report (Wrice/Jennings)
 - G. College Forum Report (Matthews)
 - H. Guidelines Report Update (Newman)
 - I. Discussion of Teacher/Scholar Committee (Madden)
 - J. Writing Initiative Workgroup Summary (Millward)
 - K. TYCA Strand Proposals for 2004 (Valentino)
- VI. STANDING OR OLD BUSINESS OR REPORTS FOR DISCUSSION
- A. Officers, Duties
 - 1. Report (Valentino/Mitchler)
 - 2. Break out
 - B. National Alliance (Valentino) (oral)
 - C. Financial Report (Subick, Williamson)
 - D. NCTE Research Member Groups
 - 1. Report (Millward)
 - 2. Break out
- VII. NEW BUSINESS
- A. Appointments/Elections
 - 1. College Forum Representative (4 year commitment)
 - 2. Research Forum (Millward)
 - B. Web Committee and Website (Herrick and Powers)
 - 1. Content
 - 2. Community Groups (Williamson)
 - C. Regional By-Laws Review
 - D. Regional Conventions Third Party Planners (Bodmer) (oral)
 - E. Review of Membership Brochure
 - F. Review of TYCA Volunteer Form
 - G. Review of NCTE Conference Presentation Form
- VIII. Announcements
- A. TYCA Meeting at CCCC Convention
- IX. Adjournment
- X. Information Items
- Committees Matrix
 - Template for Regional Reports
 - TYCA Executive Committee Roster
 - TYCA Constitution & By-Laws
 - Officers, Duties (VI.A) Breakout Materials
 - TYCA Officer Responsibilities and Activities
 - TYCA Officer Duties Graph—Current Plan
 - TYCA Officer Duties Graph—Alternate Plan

National TYCA Executive Committee Meeting
 Thursday, March 20, 2003 7:00 – 9:00 P.M.
 New York Hilton, Hilton Board Room
 New York City, NY

APPROVED MINUTES

I. WELCOME AND INTRODUCTIONS

Present: Sandie Barnhouse, Eric Bateman, Paul Bodmer, Stasia Callan, Sally Fitzgerald, Gwen Gresham, Christine Jennings, Frank Madden, Mike Matthews, Jody Millward, Sharon Mitchler, Sheldon Wrice, Howard Tinberg, Marilyn Valentino, Sterling Warner.

Absent: Lois Powers, Gill Creel

Chair Jody Millward called the meeting to order. Introductions followed.

II. PARLIAMENTARY PROCEDURE (Bodmer)

Paul Bodmer explained the "Notes on Executive Committee Motions" based on The Standard Code of Parliamentary Procedure by Alice Sturgis

III. ADOPTION OF THE AGENDA

Motion 1.0: (Valentino/Tinberg)

Valentino moved to adopt the agenda as amended moving VI. I. and J. to follow VI. E. *Approved*

IV. APPROVAL OF THE MINUTES, NOVEMBER 22, 2002

Motion 1.1: (Mitchler/Madden) *Approved*

V. APPROVAL OF CONSENT AGENDA

Motion 1.2: (Fitzgerald/Valentino) *Approved* with the following changes:

Chair's report to "VI. L." on the agenda.
 Outstanding Programs in English Award to "VI. M."

Reports included in the Consent Agenda:

- A. Administrative
 - 1. Executive Director's Report (Williamson)
 - 2. Financial Report (Subick)
 - 3. Chair's Report (Millward)
- B. Awards' Committees
 - 1. Outstanding Programs in English (Powers)
 - 2. Nell Ann Pickett (Houston)
 - 3. Fame and Shame Award (Callan)
 - 4. TETYC Best Article of the Year Award (Callan)
- C. Archives and History (Powers)
- D. Regional Reports
 - 1. Midwest Report (Roberts)
 - 2. Northeast Report (Callan)
 - 3. Southeast Report (Jennings)
 - 4. West Report (Bateman)
 - 5. Pacific Northwest Report (Mitchler)
 - 6. Southwest Report (Gresham)

7. Pacific Coast (Fitzgerald)
- E. Publications Report
 1. TETYC (Tinberg)
 2. TYCA-to-You (Creel)
- F. Guidelines Document (Millward)

VI. REPORTS FOR DISCUSSION AND ACTION

A. TYCA Breakfast (Wrice)

- Breakfast this year in NYC is \$40/person. All 10/11 tables have been underwritten by publishers. Wrice suggested TYCA should raise the price of the breakfast.
- Madden congratulated Wrice and Matthews for their work in recognizing two-year authors and publishers' contributions.

Motion 1.3 Valentino moved that we inquire of NCTE whether it is possible to add the TYCA breakfast to the registration form, as well as explore other ways of including early registration for the Saturday TYCA breakfast. (Valentino/Mitchler). PASSED.

B. TYCA Fund (Bodmer)

- Bodmer explained the creation of the TYCA Fund. Donations to the TYCA Fund are tax deductible. These donations allow TYCA to purchase plaques for award winners and produce brochures for the next year.
- Discussion followed of ways to encourage donations to the TYCA fund.
- Millward commended Powers for her extra donation to the TYCA fund.

C. College Forum (Matthews)

College Forum will meet Friday; therefore, Matthews will report to the board on Saturday.

D. Discussion of Teacher/Scholar Committee (Reynolds/Madden)

Motion 1.4 Moved to table the discussion until Saturday. (Tinberg/Matthews).

Millward recessed the meeting until Saturday, March 22, 2003 at 9:30 A.M.

National TYCA Executive Committee Meeting
Saturday, March 22, 2003
New York Hilton, The Holland Room
New York City, NY
9:30 A.M. – 2:00 P.M.

Members Present: Sandie Barnhouse, Eric Bateman, Paul Bodmer, Stasia Callan, Sally Fitzgerald, Gwen Gresham, Chris Jennings, Frank Madden, Mike Matthews, Jody Millward, Sharon Mitchler, Howard Tinberg, Marilyn Valentino, Sterling Warner, Kent Williamson, Sheldon Wrice

Chair Jody Millward reconvened the meeting begun on Thursday, March 20, 2003.

VI. D. Discussion of Teacher/Scholar Committee (Reynolds/Madden) continued from 3/20

- Madden distributed a report from the TYCA ad hoc Committee on the Teacher/Scholar in the Two-Year College reflecting a change in the order of the documents the committee will produce:
 - 1) a comprehensive document—informed by research and examples—that defines the role of the two-year college teacher/scholar currently and identifies areas for future development.
 - 2) a shorter document/pamphlet that briefly defines and outlines the role of the two-year college teacher/scholar.
- Madden mentioned that Powers and Troyka have resigned from the committee and that Reynolds will not be the chair.

Motion 2.1 To approve the Teacher/Scholar Committee charge as Amended (see Adendum) (Fitzgerald/Callan). *Approved.*

E. TYCA Strands at NCTE and CCCC

1. Program (Valentino) Report accepted.
2. Proposal Forms (Bodmer)
 - o All CCCC program proposals for annual TYCA presentations and events will be housed at NCTE headquarters and forwarded to the Board member responsible for TYCA proposal submissions to the CCCC.
 - o Add Two-Year College to Reviewer level of interest on NCTE proposal form

C. College Forum (Matthews)

- Report submitted from the College Forum committee meeting. "The College Forum met to plan its workshop in Chicago, scheduled for Saturday and Sunday, August 9 and 10, 2003
- [The Chicago agenda will include the TYCA Chair report that lists projects and concerns, NCTE efforts on higher education matters, and the TYCA representative position paper and a project idea. The project will be the resolution about standardized assessment approved by the TYCA EC on November 23, 2002.
- Frank Madden suggested a list of College Forum charges/duties be disseminated to members. Bodmer noted that, now that the group is formalized, a written document will be forthcoming.

Comment: Delete this. Not really germane.

F. National TYCA Officer Visits to Regional Conventions (Bodmer)

- Discussion of expense of housing for national representatives attending regionals. Some are built into the costs for conferences; others can only provide if a hotel comps the room.
- Fitzgerald believes the national rep. would be more effective if s/he would do a "teaching" workshop, rather than just an address promoting NCTE.
- Callan suggested that the national rep. be in touch with the program chair of the regional to discuss what role/presentation might be.
- Matthews felt that the national reps. put together their own package of possible presentation topics. Board needs to train national reps on how to promote NCTE. Mitchler noted that the "Responsibilities Checklist for Regional Representatives to National TYCA" covered some of the concerns

raised in the discussion, including inviting national TYCA officers to present a session, the NCTE display, and the request for NCTE membership on regional membership forms.

- Bodmer said that if NCTE had a copy of the national reps C.V.s then they would be better able to offer the regionals information that they may be able to offer the conference.
- Promotion of NCTE and of submissions to National Conferences and TETYC need to be included in the officers' role during regional visits.

Summary: (Millward). The sense is that we would like to see the visits continue, but for conference planning purposes, we need to respond earlier with what those national reps. can offer. Secondly, promotion of NCTE and submissions to TETYC need to take place also.

Motion 2.2 Moved that TYCA Executive Committee affirm the role of national officers in attending regional meetings to include their duties as keynote speakers, workshop leaders, panel participants, attendees at E.C. meetings, and/or spokespersons for NCTE. (Matthews/Gresham) *Approved.*

Comment: Delete.

G. TYCA By-Laws Changes for Chair Rotation (Bodmer)

1. Roles and Duties of Officers

- Discussion of the many required commitments of the TYCA Chair.

Motion 2.3 Motion that the Secretary of TYCA attend the College Section Steering Committee meetings at NCTE on Monday. Secretary will also attend planning meeting in Urbana in February. (Gresham/Callan) **WITHDRAWN**

- Bodmer will circulate a packet for the Executive Board to consider all the roles and responsibilities of the officers.

2. Roles and Duties of Ex-Officio Non-Voting Members: *Archivist, TTY Editor*

- Tinberg questions whether it is essential that the TYCA-To-You (TTY) Editor be in attendance at EC meetings (due to cost concerns).
- Discussion followed. Millward will write a letter encouraging the importance of the TTY Editor's attendance at the annual meetings.
- Millward reminded board of Archivist's request in her report to send e-mail and other documents to archivist.

A. TYCA Breakfast Report (continued from Thursday)

Wrice reported the final figures for Saturday's breakfast.

Cost of breakfast:		\$6,714.58
Income generated:		
7 publishers purchased 11 tables @ \$300.00		\$3,300.00
Ticket sales: 23 prepaid @ \$10.00		230.00
50 conference @ \$10.00		<u>500.00</u>
Total		<u>\$4,030.00</u>

(Balance) (\$2,684.58)

Note: National TYCA paid for award winners' breakfasts:
18 @\$40.00 each \$ 720.00

Motion 2.4 Moved that the breakfast ticket cost be raised to \$15.00 contingent upon NCTE's inclusion in the registration form; otherwise, cost should remain at \$10.00. (Valentino/Madden). **FAILED**

Motion 2.5 Moved that the breakfast ticket price be raised to \$15.00 beginning in March 2004. (Matthews/Valentino). *Approved.*

Motion 2.6 Moved that the EC commend Wrice for the excellent job of coordinating the breakfast for the past three years. *Approved by acclamation.*

- Jennings will work with Wrice next year on the breakfast.

V. Kent Williamson, NCTE Executive Director (Moved from Thursday agenda)

A.2. Financial Report for TYCA FY03: July 1–Dec. 30, 2002.

A.1. Executive Director's Report to TYCA

- Finances and Membership
- Fundraising and Grants
- Professional Development and Technology – update
- Advocacy, the Writing Initiative, and Public Relations Outreach
 - The Writing Initiative
 - Strategic Vision

Additional discussion:

- When the NCTE website is completed next year, TYCA members will be part of the larger learning communities.
- An affiliates' workshop will take place the second week of August to teach the software usage.
- Mitchler noted that the online proposal form worked well this year.
- Williamson noted that the new software will allow regionals to house membership lists.

VI. L. Chair's Report (Millward)

Comment: Delete all as we did not discuss it.

Report Submitted: TYCA Committees Update

Millward summarized TYCA Principles for Appointments to Committees:

1. One committee member carry-over to insure consistency in policy and practice
2. Diverse regional representation
3. Gender balance
4. Ethnic diversity

1. Nell Ann Pickett Service Award
 - Frank Madden, Chair (NE)
 - Ben Wiley (SE)
 - Propose Louise Bowen – West

2. TETYC Best Article Award
Stasia Callan, Chair (NE)
Sharon Mitchler, (PNW)
Carolyn Callhoun Dillahunt (PNW)

3. Public Image Committee
Sterling Warner, Chair (PC)

- Outgoing Chair, Callan, submitted a report outlining process for Chair selection and term of service.

Comment: Should be PC rather than MW. Sterling is TYCA Pacific Coast.

4. Outstanding Programs in English Awards
Jay Wootten, Chair (MW)
Sheldon Wrice (MW)
Gwen Gresham (SW)
Sharon Mitchler (PNW)
Propose Bill Swanson (PNW)

Report from Powers VI.B.1—Recommended revision:

Motion 2.7 Moved that a change to the report read as follows:
"2. Chair of the committee appoint a new chair for the committee." (Fitzgerald/Warner). WITHDRAWN

Motion 2.8 To revise the recommendation to omit #5. In #3, revise to read "The design of the award included inviting winners and honorable mentions to present at NCTE conferences and at Regional conferences in order to gain recognition. The committee chair will be responsible for encouraging presentations at conferences in order to showcase the award winners especially at conferences in the winners' geographic locations." (Matthews/Valentino). *Approved.*

- Bodmer reported that we now have a balance of \$96 in the account.

5. WEB Committee
Lois Powers (PC and Lee Herrick (PC), Co-chairs
Mike Matthews (SW)

- The committee will recommend a web tender and determine the range and scope of duties and what type of content would be most appropriate for the TYCA-National web site.
- Millward needs recommendations from regional reps for people to consider for the new "web tender" position and for people to serve on the committee. She will take committee's recommendations under advisement.

Comment: Delete. Already mentioned in line one.

6. Teacher/Scholar Ad Hoc Committee
Frank Madden, Chair (NE)
Mark Reynolds (SE)
Peter Sotiriou (PC)
Howard Tinberg (NE)
Marilyn Valentino (MW)
John Lovas (PC)

7. Nominating Committee (Reconstituting Efforts, Ad Hoc)

Frank Madden, Chair (NE)

Ben Wiley, Co-Chair (SE)

Committee Charge – see Millward report UPDATE (pasted here)

- Develop form(s) for Regionals to use to solicit nominations for service in TYCA and CCCC
- Develop a list of TYCA and CCCC committees, their charge, and term of service and post on TYCA Website
- Identify CCCC committees where TYCA membership would benefit both organizations
- Solicit recommendations from Regional Boards and active TYCA members for the following offices:
 1. Elected positions
 - TYCA Associate Chair
 - College Forum
 - CCCC Associate Chair
 - CCCC Nominating Committee
 2. TYCA Committees and Service
 3. CCCC Committees
 - Create a database of these recommendations to be housed at National TYCA office
 - Develop procedure for selecting candidates for elected office (closed vs. open sessions)

Motion 2.9 To accept Millward's recommendation to delete College Forum from the list of elected officials. (Warner/Callan)
Approved.

M. Community College Profile Ad Hoc Committee

- Meeting came to end because of time – board agreed to deal with this issue via the executive board listserve.

Motion 2.10 To adjourn. (Valentino/Warner) *Approved*

VII. APPENDIX

Current TYCA, CCCC, and NCTE Committees

TYCA Executive Committee Roster

TYCA Constitution and By-Laws

NCTE Vision Statement for 2003

FYI: "Making the Leap," *Chronicle of Higher Education*

Informational Material distributed--"Engaging Community Colleges: A First Look." Community College Survey of Student Engagement. Community College Leadership Program, U of Texas at Austin.

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Two-Year College English Association Fall 2002 Annual Report

Function: Through TYCA's network of regional organizations, two-year college teachers of English language, literature, and composition share research and practices that promote the quality of teaching and learning in two-year colleges and enable TYCA to be a strong advocate on behalf of its members' professional needs.

Now in its eighth year, the National Two-Year College English Association (TYCA) has become a voting member of the National Council of Teachers of English Executive Committee and continues to function in full partnership with other higher education constituencies, including CCCC (Conference on College Composition and Communication), CEE (Conference on English Education), the College Section, and the College Forum. Somewhat different from other constituent groups, however, TYCA draws its strength from the collective work of its seven Regionals--TYCA-NE; TYCA-SE; TYCA-MW; TYCA-SW; TYCA-W; TYCA-PC (CA); and TYCA-PNW. While the Regionals function independently--hosting separate annual conferences and publishing Regional journals and newsletters--each has at least one representative on the TYCA Executive Committee; thus, scholarship, teaching practices and challenges that may not otherwise surface are brought to the fore.

TYCA membership within NCTE has been defined as those who designate "two-year college" on NCTE membership forms as an area of special interest or who subscribe to the NCTE journal *Teaching English in the Two-Year College (TETYC)*. While primarily composed of two-year college English teachers, our membership includes four-year college faculty whose professional interest and practice is the preparation of undergraduates in the first two years of college and high school English teachers, particularly of AP English courses. National TYCA has worked actively to promote stronger relationships between and among the Regionals and to generate more involvement of two-year college faculty in the national NCTE Convention.

Highlights of 2002-2003 include the following:

The Chair cast TYCA's first vote on the NCTE Executive Committee.

As a member of the NCTE Executive Board, the Chair participated in NCTE's lobbying efforts in Washington, D.C. and advocated for NCTE and two-year colleges with the offices of Feinstein, Boxer, and Capps.

Frank Madden was the recipient of the Nell Ann Picket Award for his outstanding contributions to two-year college teaching.

The Outstanding Programs in English Awards, presented at the TYCA Breakfast at the 2003 CCCC Annual Convention in New York City, acknowledged the fine work of two-year college faculty in technology, student achievement, and program design.

The TYCA Executive Committee created a position for a WEB Tender. A committee, co-chaired by Lois Powers and Lee Herrick, has been established to define the responsibilities of that role and to establish a search and appointment process.

To better serve our membership, TYCA has initiated a coordinated mentoring/membership service drive. A database of names of those members who are interested in national service, compiled by national officers during their visits to Regional conferences and by Regional

Representatives. will be housed at NCTE headquarters. These members will serve with those who have had experience in national leadership position on committees dedicated to gathering much needed research on two-year college students, faculty, programs, and pedagogy.

I regret to report that efforts to complete the document, "Guidelines for Two-Year College Teacher Preparation," have temporarily been suspended due to lack of funding for a much needed retreat among two-year college leaders and representatives of the various audiences for this document. National TYCA's commitment to producing such a document is, however, even stronger than when we first began this effort.

Marilyn Valentino will succeed as Chair in November 2003; Sharon Mitchler will begin the first two-year term of the TYCA Chair in November 2004.

Respectfully submitted by,
Jody Millward, Chair, TYCA

NCTE Mission Statement and Core Values and Benefits

Mission Statement

"The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language."

Core Values and Benefits

Writing

NCTE is the principal professional organization supporting research and teaching in the field of writing and advocating writing as a central tool for learning, thinking, and communication. We, therefore, have a unique responsibility for helping other educators understand the value of writing across the curriculum and for understanding its appropriate uses in evaluation and assessment. Members benefit by becoming acquainted with authors who share their work and their writing processes as well as by hearing from fellow teachers about the instructional strategies and outlets for student writing they have devised.

Literature

NCTE is the principal professional organization supporting research and teaching in the field of literature at all levels of education, from kindergarten to university. We honor the distinctive power of literature to reawaken the imagination as well as to ensure that a multitude of voices and perspectives are heard. NCTE is the organization that teachers consult to learn about new literature and to help them decide on what literature to use in instruction. Members benefit by understanding the power of literature, learning about important new studies in literature, hearing from favorite authors, learning about new works, and by sharing bibliographies, booklists, book reviews, and instructional strategies for use with their students.

Integrated Language Arts

NCTE is the one professional organization that has always stood for an integrated approach to language instruction. In this regard, NCTE has a unique role in helping educators understand the role that all the expressions of language play in learning as well as in helping them expand their definitions of literacy to include reading, writing, speaking, listening, viewing, and media study. Members benefit by understanding the integrated curriculum in terms of what it means to lead a literate life, in terms of its ability to expand each student's communication potential, and in terms of its ability to provide wider access to populations of students not currently well served by schools. Members also benefit from the experience and expertise of fellow teachers and curriculum specialists who have put in place an integrated curriculum in their classroom.

Diversity

The English/Language Arts classroom can and should be a unique place to develop voice as well as to respect and to hear all voices. It is the place where many students learn they have a right to their own language, where multiple forms of literacy are explored, where censorship is abhorred,

and where difference is valued in pursuit of an education befitting a democracy. Members benefit from opportunities to work with and hear from colleagues with varying backgrounds and experience; to study, question and critique dominant and often assumed societal stances; to learn how to create classrooms where students develop voices that make them effective participants in academic and public discourses; and, from opportunities to learn how to make their classrooms more relevant, more inclusive, and more critical to the lives of the learners they teach and the society in which they teach.

Knowledgeable, Caring Teachers

The key to good education is having knowledgeable teachers in every classroom who understand and care about students, language, learning, teaching, and curriculum. NCTE plays a unique role in fostering, supporting, and leading the way in developing collaborative, participatory, and effective forms of professional development where teachers' voices are heard and respected. Members benefit by assuming leadership roles in the English/Language Arts field, by attending conferences, by participating in professional development activities, by finding support for teacher research, and by finding colleagues at all levels, from pre-kindergarten through college, who mentor and sustain their faith in the work of teaching generally, and teaching the English/Language Arts particularly.

Advocacy

Teachers are professionals, and their expertise needs to be respected in decisions of instruction, curriculum, and assessment. Together and with NCTE's leadership, teachers can collectively and individually influence educational policy and legislation so that it is based upon what is known about language and learning. Members benefit by being kept up-to-date on issues of politics and public policy, by having a collective voice to speak to legislators and policymakers, by having support in fighting censorship, by having resolutions and position statements to use in local settings to argue for informed policy, and by having NCTE become the place where parents, administrators, and policy makers turn for the latest information on literacy.

Public Education

All students can learn and benefit from instruction in the English/Language Arts. NCTE supports inclusive, public education run in such a way that teachers can teach and students can learn. NCTE supports teacher-based school reform efforts as well as recognizes the value of independent schools when these efforts do not undermine or otherwise devalue public education for all. Members benefit by knowing that NCTE is constantly interested in improving public education and in helping teachers in difficult teaching situations. Members know that NCTE stands for quality, sustained, and long-term professional development, is a major national and international voice on student and teacher rights to quality learning, and collaborates on projects and supports other organizations that share this value.

**Two-Year College English Association
Fall 2003: Chair's Report**

Function: Through TYCA's network of regional organizations, two-year college teachers of English language, literature, and composition share research and practices that promote the quality of teaching and learning in two-year colleges and enable TYCA to be a strong advocate on behalf of its members' professional needs.

Now in its eighth year, the National Two-Year College English Association (TYCA) has cast its first vote as a member of the National Council of Teachers of English Executive Committee. TYCA continues to function in full partnership with other higher education constituencies, including CCCC (Conference on College Composition and Communication), CEE (Conference on English Education), the College Section, and the College Forum. Somewhat different from other constituent groups, however, TYCA draws its strength from the collective work of its seven Regionals-TYCA-NE; TYCA-SE; TYCA-MW; TYCA-SW; TYCA-W; TYCA-PC (CA); and TYCA-PNW. While the Regionals function independently--hosting separate annual conferences and publishing Regional journals and newsletters--each has a representative on the TYCA Executive Committee; thus, scholarship, teaching practices and challenges that may not otherwise surface are brought to the fore.

TYCA membership within NCTE has been defined as those who designate "two-year college" on NCTE membership forms as an area of special interest or who subscribe to the NCTE journal *Teaching English in the Two-Year College (TETYC)*. While primarily composed of two-year college English teachers, our membership includes four-year college faculty whose professional interest and practice is the preparation of undergraduates in the first two years of college and high school English teachers, particularly of AP English courses. National TYCA has worked actively to promote stronger relationships between and among the Regionals and to generate more involvement of two-year college faculty in the national NCTE Convention.

Highlights of 2002-2003 include the following:

- The Chair cast a vote on the NCTE Executive Committee (Feb 2003).
- As a member of the NCTE Executive Board, the Chair participated in NCTE's lobbying efforts in Washington, D.C. and advocated for NCTE and two-year colleges with the offices of Feinstein, Boxer, and Capps (May 2003).
- TYCA was a central focus of the NCTE "Writing Initiative Work Group" at this summer's NCTE Retreat. In preparation for the Work Group, the TYCA Chair surveyed Executive Board members to determine the strengths of Two-Year College language arts programs and the major challenges these programs face. One of the many directives that

emerged from this survey was a resolution to make TYCA more visible in the research and working groups of NCTE and CCCC by increasing our nominee pool and systematizing TYCA's nomination processes for committee service (July 2003).

- Mike Matthews completes his term as Chair of NCTE's College Forum in November, 2003. Under his leadership, the College Forum has identified several avenues to meet the needs of their constituencies (August 2003)

- Associate Chair, Marilyn Valentino served as TYCA's representative to the National Alliance On the Uses of Writing in Transition to College, a coalition of national agencies focusing on the importance of writing in students' learning process across the disciplines (November 2003).

- TYCA will participate in the newly formed NCTE Research Forum, chaired by David Bloome November 2003).

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- Jay Wooten, former TYCA Chair, and Sterling Warner, ECCTYC Chair and long-time board member, were nominated for the CCC's Associate Chair's position. Jay Wooten will begin her term in CCC's leadership in November 2003.

- In response to the elimination of a leadership position, TYCA Officers voted to revise Officer's duties (August 2003).

- In response to TYCA Board Spring 2003 recommendations for more inclusive outreach efforts to promote the professional development of its members, TYCA Officers have continued their participation at Regional Conferences, serving as keynote speakers, session leaders, and session chairs. Howard Tinberg, Editor of *TETYC*, served as the keynote speaker of the Pacific Northwest conference.

- TYCA Executive Board members, acting on a resolution passed at the Spring 2003 TYCA meeting, gathered the names of members interested in participating in TYCA panels for next year's NCTE and CCCC's conferences and names of potential volunteers for the NCTE database.

- Frank Madden was the recipient of the Nell Ann Picket Award for his outstanding contributions to two-year college teaching.

- The Outstanding Programs in English Awards, presented at the TYCA Breakfast at the 2003 CCCC Annual Convention in New York City, acknowledged the fine work of two-year college faculty in technology, student achievement, and program design.

- The Outstanding Article in TETYC was presented at the 2003 Annual Convention in New York City.

- The TYCA WEB Committee, co-chaired by Lois Powers and Lee Herrick, has been established to define the responsibilities of the Board approved position of WEB tender

and to establish a search and appointment process. In addition, the TYCA WEB Committee, in close collaboration with Terrill Martinez of NCTE Headquarters, has approved design and content for the new TYCA Website. To better serve its members who often have several areas of interest, NCTE's websites are similar in design with each constituent organization tailoring content. The TYCA WEB committee, in consultation with a new WEB tender, will continue to develop the site, fully utilizing the depth of the NCTE system.

- To better serve our membership, TYCA has initiated a coordinated mentoring/membership service drive. A database of names of those members who are interested in national service, compiled by national officers during their visits to Regional conferences, will be housed at NCTE headquarters. These members will serve with those who have had experience in national leadership position on committees dedicated to gathering much needed research on two-year college students, faculty, programs, and pedagogy.

- Although efforts to complete the document "Guidelines for Two-Year College Teacher Preparation" were temporarily suspended due to lack of funding for a much needed retreat among two-year college leaders and representatives of the various audiences for this document, Marilyn Valentino has assumed leadership of this effort as in-coming chair. National TYCA's commitment to producing such a document is even stronger than when we first began this effort.

- Marilyn Valentino will assume her role as Chair in November 2003.

- Sharon Mitchler will begin the first two-year term of the TYCA Chair in November 2004.

Although TYCA membership has declined somewhat, we're holding steady and expected good results from NCTE/TYCA membership drives at the Regionals.

Respectfully submitted by,
Jody Millward, Chair, TYCA

Addendum #2

Outstanding Programs in English Award Committee Report

Committee Reporting:

Outstanding Programs in English Awards

To: The Executive Committee of the Two-Year College English Association

Report Author: Lois Powers

Date of This Report: February 24, 2003

Members Present at Online Discussions:

1. Linda Isles Jones
2. Sharon Mitchler
3. Sheldon Wrice
4. Jay Wooten
5. Lois Powers, Chair

Date of Last Meeting: On-going e-mail discussion and phone calls

Work Completed Since Last Report:

- Read proposals for the awards
- Preliminary ranking of proposals, discussion, and selection of winners and honorable mentions (see attachment)
- Contacted winners and honorable mentions
- Sent letters to winners and honorable mentions with information about the award presentation at the TYCA Breakfast
- Developed a timeline with Terrill Martinez indicating dates when the various stages of the process will be due
- Mailed courtesy copies of the September issue of *TETYC* which featured the award winners to the administrators in the colleges of winners and honorable mentions
- Decided to continue the 9" by 12" award plaques for winners rather than go to 8" by 10"
- Reviewed and updated the brochure and the submission form for 2004
- Clarified submission directions
- Reconsidered the categories and made changes in the categories and subcategories for 2004 (see attachment)
- Printed brochures and submission forms so that the information could be distributed at the CCCC Convention

Summary of Current Activities:

- Prepare brochures and submission forms for the TYCA web site (NCTE staff)
- Update the call for submission for the journals (*TETYC*, *CCC*, and *College English*)
- Announce winners on the TYCA web site
- Announce winners in the May issue of *TETYC*
- Publish brief summaries of the winning programs and honorable mentions in the September issue of *TETYC*
- Send copies of the September issue of *TETYC* to the administrators of the winners and honorable mentions and a letter informing them that the awards are listed on the NCTE/TYCA web site

- Seek forums for winners to present at conferences
- Expand ways to further publicize the awards

Projected Completion Date of Activities:

On-going yearly cycle

Recommendations from the Committee to the Executive Committee:

1. Chair of TYCA to appoint several new members to the committee and rotate several members off
2. Chair of TYCA to appoint a new chair for the committee
3. The design of the award included inviting winners and honorable mentions to present at NCTE conferences and at Regional conferences, in order to gain recognition. The committee chair will be responsible for encouraging presentations at conferences in order to showcase the award winners especially at conferences in the winners' geographic locations.
4. Survey the Regions to see how many Program Chairs did invite award winners to present at their regional conferences.

Special Congratulations

Congratulations to two EC members who are award winners: Chris Jennings, Writing Coalition Project Director, at Tidewater Community College in Norfolk, VA and Jody Millward at Santa Barbara City College in Santa Barbara, CA. Although the present director, Sandy Starkey, is listed as the award winner, Jody deserves to share in the recognition because she originated the program. Congratulations! —The Committee

Special Thanks

I would like to thank my very hardworking committee for their time and professional responses to an exciting, but challenging, task. The time for decisions is also the time for finals! I would also like to thank Terrill who has overseen this project at headquarters with great care and attention to detail. We still had to add a few finishing touches this year, our second year, and Terrill's resourcefulness was invaluable. —Lois



*no two-year
members*

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Members of the National Commission on Writing in America's Schools and Colleges

C. Peter Magrath (Chair)	President, National Association of State Universities and Land-Grant Colleges
Arlene Ackerman (Vice Chair)	Superintendent, San Francisco Unified School District
Taylor Branch	Author, <i>Parting the Waters</i>
Clinton Bristow, Jr.	President, Alcorn State University, MS
Linda Bunnell Shade	Past Chancellor, University of Colorado at Colorado Springs
Joyce Elliott	English Teacher, Pulaski County Schools, AK
Larry R. Faulkner	President, University of Texas at Austin
Michele Forman	Social Studies Teacher, Middlebury Union High School, VT
Carlos A. Garcia	Superintendent, Clark County School District, NV
E. Gordon Gee	Chancellor, Vanderbilt University, TN
M.R.C. Greenwood	Chancellor, University of California: Santa Cruz
Lyn Ikoma	Biology Teacher, Chatsworth Senior High School, CA
Claire W. Jackson	Superintendent of Schools, Sharon, MA
Diana Lam	Deputy Chancellor, New York City Board of Education
Barry Mills	President, Bowdoin College, ME
David E. Shulenburg	Provost, University of Kansas
Frank L. Till	Superintendent, School Board of Broward County, FL
Ronald A. Williams	President, Prince George's Community College, MD

Ex Officio Members

Gene A. Budig	Past President or Chancellor, University of Kansas, West Virginia University, and Illinois State University
Gaston Caperton	President, The College Board

National Advisory Panel

Richard Sterling (Chair)	Executive Director, National Writing Project
David M. Bloome	President, National Council of Teachers of English, and Professor of Education, Vanderbilt University, TN
Sara Hudelson	Professor of Curriculum & Instruction and Associate Dean, College of Education, Arizona State University
Jacqueline Jones Royster	Professor of English, Ohio State University



OUTSTANDING PROGRAMS IN ENGLISH AWARDS COMPETITION FOR TWO-YEAR COLLEGES AND TEACHERS



Sponsored by the National Two-Year College English Association of NCTE

The Outstanding Programs in English Awards honor two-year college teachers and their colleges for outstanding English programs that enhance students' language learning, helping them achieve their college, career, and personal goals. The programs may be exclusive to English or in combination with other disciplines, college services, community, or workplace groups. The awards will recognize the professional work of teachers and quality programs, provide an opportunity for sharing models across the nation, and promote the best language learning values and principles. We look forward to receiving submissions with your innovative programs. Colleges may enter in more than one category, each entry to be submitted separately.

Categories for 2004

This year the National Two-Year College English Association (TYCA) of the National Council of Teachers of English (NCTE) is inviting submissions of both credit and noncredit programs in the following categories:

1. *Reaching Across Borders*

- Partnerships with business
- Partnerships with high schools, colleges, and universities
- Service learning
- Interdisciplinary programs
- Distance/distributed learning

2. *Enhancing Developmental Education*

- Preparing for the workplace
- Serving special populations
- New models for building writing and reading programs
- Programs teaching with innovative methods of instructional delivery
- Program assessment

3. *Fostering Student Success*

- Transfer and honor programs
- Serving special populations
- Programs teaching with innovative methods of instructional delivery
- Mentoring and tutoring programs
- Writing Across the Curriculum

4. *Enhancing Literature and Cultural Arts*

- Programs teaching literature with innovative methods of instructional delivery
- Collaborative college and community cultural arts programs or events
- College literary arts programs

Awards

A teacher and an instructional administrator from each of the winning programs will be guests of honor for an awards presentation at the TYCA Breakfast at the CCCC Convention in San Antonio, Texas, on March 25, 2004. Names of award-winning and honorable-mention programs, as well as brief descriptions of all entries and college contacts, will appear in *Teaching English in the Two-Year College*, a national journal. Copies will be mailed to all colleges entering the competition. The names of award winners will be published in NCTE publications. Colleges may also be invited to present their programs at national conferences.

Criteria

The programs selected will reflect:

- *thoughtful responses* to the educational needs of students that are informed by the best language learning theory
- *creative and innovative strategies* that solve problems and provide solutions which go beyond the usual borders and cross traditional lines
- *exemplary programs that can be shared* so that other teachers and colleges can benefit by adopting or adapting them
- *collegiality and collaboration* among those who participate in or are affected by the programs
- *success in meeting goals* by careful use of appropriate evaluative measures
- *sensitivity to the cultural community*

(See reverse side for submission form)

OUTSTANDING PROGRAMS IN ENGLISH AWARDS COMPETITION
FOR
TWO-YEAR COLLEGES AND TEACHERS

Sponsored by the National Two-Year College English Association of NCTE

Submission Form

Check Only One Submission Category per Entry

- | | |
|---|--|
| 1. <input type="checkbox"/> Reaching Across Borders | 3. <input type="checkbox"/> Fostering Student Success |
| 2. <input type="checkbox"/> Enhancing Developmental Education | 4. <input type="checkbox"/> Enhancing Literature and Cultural Arts |

Outstanding Program Title: _____

College Name: _____

College Address: _____

College Phone: _____

Chief Instructional Officer: _____

Program Contact Person: _____

Office Phone/Extension: _____

E-mail Address: _____

Directions

- Please attach the following to this form:
 - (1) a brief description of your program in 60 words or less.
 - (2) a statement of the program in 1,000 words or less: include a description of the program, the purpose, the focus, the target population, the outcomes, and the evaluation process.
- Do not add additional support materials.
- Consider the six criteria by which the program will be judged (listed on the other side of this form) as you develop your statement.
- Use standard 8½ by 11 inch paper with one-inch margins, one side only.
- Single space, using standard fonts with a font size of 10 to 12 points.
- Send a 3½ inch diskette, preferably in MS Word, along with the statement and the completed submission form.
- Winners will be notified by January 31, 2004.
- **Deadline for submissions: Postmarked by November 14, 2003. No faxed copies, please.**

Send submissions to

TYCA Awards Committee
c/o Terrill Martinez
NCTE
1111 W. Kenyon Road
Urbana, IL 61801-1096

For more information

Lois Powers
lpowers@socal.rr.com
714-771-2056



THE NATIONAL TWO-YEAR COLLEGE ENGLISH ASSOCIATION

OF THE
NATIONAL COUNCIL OF
TEACHERS OF ENGLISH

is pleased to announce a call for
submissions for the second annual
“Outstanding Programs in
English Awards”

WHAT ARE THE “OUTSTANDING PROGRAMS IN ENGLISH AWARDS”?

“Outstanding Programs in English Awards” honor the achievements of those two-year college English teachers who, together with administrators, community leaders, and/or colleagues in other disciplines or programs, create exemplary programs and initiatives to enhance language learning of students and to enable students of diverse interests and backgrounds to achieve their college, career, and personal goals.

The awards focus on programs—broad initiatives—rather than single classes or classroom strategies. Programs may be exclusive to the discipline of English or work in combination with other disciplines, college services, or community and workplace groups.

These awards will:

- *provide opportunities for professional enrichment* by recognizing and publicizing exemplary programs
- *encourage collaborations* that seek wider perspectives and a variety of points of view
- *stimulate colleges to invest in innovative programs* that hold the promise of bringing meaningful education to all students
- *acknowledge the leadership of National TYCA and NCTE* in promoting and recognizing excellence in the teaching of language and literature in our nation’s two-year colleges

HOW WILL THE ENTRIES BE JUDGED?

The programs selected will reflect:

- *thoughtful responses* to the educational needs of students that are informed by the best language learning theory
- *creative and innovative strategies* that solve problems and provide solutions which go beyond the usual borders and cross traditional lines
- *exemplary programs that can be shared* so that other teachers and colleges can benefit by adopting or adapting them

- *collegiality and collaboration* among those who participate in or are affected by the programs
- *success in meeting goals* by careful use of appropriate evaluative measures
- *sensitivity to the cultural community*

Each year the Awards Committee will select the program in each category that best meets the criteria. Honorable-mention awards may be given to other exceptional programs in a category. The winners will be announced in January 2004. The awards will be presented in San Antonio, Texas, March 25, 2004.

HOW WILL THE RECIPIENTS BE HONORED?

A teacher and an instructional administrator from each of the winning programs will be guests of honor for an awards presentation at the annual TYCA Breakfast at the CCCC Convention.

Names of the awards winners will be published in *Teaching English in the Two-Year College (TETYC)*, regional TYCA newsletters and journals, and other appropriate NCTE publications. More detailed descriptions will be published in *TETYC* and on the TYCA/NCTE Web page.

Recipients of winning and honorable-mention programs may be invited to present their programs in TYCA-sponsored presentations at NCTE or CCCC conventions, at other related national conventions, and at the regional conferences where the winning colleges are located.

AWARDS CATEGORIES FOR 2004

Reaching Across Borders

- Partnerships with Business
- Partnerships with High Schools, Colleges, and Universities
- Service Learning
- Interdisciplinary Programs
- Distance/Distributed Learning

Enhancing Developmental Education

- Preparing for the Workplace
- Serving Special Populations
- New Models for Building Writing and Reading Programs
- Programs Teaching with Innovative Methods of Instructional Delivery
- Program Assessment

Fostering Student Success

- Transfer and Honor Programs
- Serving Special Populations
- Programs Teaching with Innovative Methods of Instructional Delivery
- Mentoring and Tutoring Programs
- Writing Across the Curriculum

Enhancing Literature and Cultural Arts

- Programs Teaching Literature with Innovative Methods of Instructional Delivery
- Collaborative College and Community Cultural Arts Programs or Events
- College Literary Arts Programs

[Both credit and noncredit programs may be submitted.]

SUBMITTING ENTRIES

Applicants should request a submission form from Terrill Martinez, NCTE 800-369-6283, ext. 3613, tmartinez@ncte.org.

Entries may be submitted in more than one category.

Applicants must submit a completed submission form, a brief description of their program (60 words or less), a statement of the program (1,000 words or less), and a 3 ½ inch diskette with the description and statement for each entry. For an entry to be considered, it must adhere to all directions on the submission form.

The submissions must be postmarked by November 14, 2003.

Send submissions to:

TYCA Awards Committee
c/o Terrill Martinez, NCTE
1111 W. Kenyon Road
Urbana, IL 61801-1096.

For more information, contact:

Lois Powers
Awards Committee Chair
714-771-2056
lpowers@socal.rr.com



AWARDS FOR TWO-YEAR COLLEGES AND TEACHERS 2004

SPONSORED BY TYCA
THE NATIONAL TWO-YEAR COLLEGE
ENGLISH ASSOCIATION OF NCTE

The Nell Ann Pickett Service Award Committee

The Nell Ann Pickett Service Award Committee members are Ben Wiley, Louise Bowen, and Frank Madden.

The Nell Ann Pickett Service Award is granted each year to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism and whose teaching exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership. The award, presented at the annual CCCC Awards Ceremony, consists of a plaque and free registration to the following year's CCCC Conference.

The award is based on an application of no more than two double-spaced typed pages, a current vita, and the following criteria:

1. **Major impact on two-year college professionalism.**
2. **Teaching qualifications:** Demonstrated past or present excellence in teaching which exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.
3. **Service qualifications:** Positive contributions to leadership in professional organizations at the regional or national levels and an inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups that promote two-year colleges.

Nominations: Any person may nominate a service award candidate who meets the qualifications by sending an application of not more than two double-spaced typed pages and a current vita.

The selection committee may request other supporting materials.

Submit nominations to:

Terrill Martinez
Nell Ann Pickett Award
1111 West Kenyon Road
Urbana, IL 61801-1096

Nominations must be postmarked no later than November 15, 2003

Past Winners of Nell Ann Pickett Award

2003 **Frank Madden**, Westchester Community College, New York
2002 **Ben Wiley**, St. Petersburg College, Florida
2001 **Lois Powers**, Fullerton College, California
2000 **Mark Reynolds**, Jefferson Davis Community College, Brewton, Alabama
1999 **Katherine Staples**, Austin Community College, Texas
1998 **Charles Annal**, New Hampshire Technical Institute
1997 **Paul Bodmer**, Bismarck State College, North Dakota
1996 **Elisabeth McPherson**, Ridgefield, Washington
1995 **Lynn Quitman Troyka**, Queensboro CC, City University of New York
1994 **Audrey Roth**, Miami Dade Community College, Florida
1993 **Nell Ann Pickett**, Hinds Community College, Raymond, Mississippi

Respectfully submitted by Frank Madden

Fame and Shame Awards

Report Author: Sterling Warner

Date of Report: *In Progress*

- 1) Sterling Warner, Chair, Evergreen Valley College, San Jose, CA: jsterlingw@aol.com
- 2) Mike Matthews, Tarrant County College, NW Campus, Fort Worth, TX: mike.matthews@tccd.net
- 3) Barbara Cooper, Howard Community College, Columbia, MD: bcooper@howardcc.edu
- 4) Gwen Gresham, North Arkansas College, Harrison, AR: gweng@northark.edu
- 5) Janet Henderson, Bergen Community College, Rodgerfield Park, NJ: jhenderson@bergen.cc.nj.us
- 6) Don Holt, Lansing Community College, Lansing, MI: dholt@lcc.edu
- 7) Sharon Mitchler, Centralia College, Olympia, WA: smitchler@centralia.ctc.edu
- 8) Bill Swanson, South Puget Sound Community College, Olympia, WA: bswanson@spscc.ctc.edu

Last Meeting Date/Location:

On Friday, March 21, at the 2003 CCCC in New York, NY, the Public Image of Two-Year Colleges Committee met to share research, facilitate presentations scrutinizing various forms of mass media, and engaged in a forum on the best and worst examples of two-year college media coverage. From numerous submissions of both types, the participants awarded TWO *Honorable mentions* and the Fame Award; it also identified TWO *Dishonorable Mentions* and the Shame Award. Following is a more detailed list of recipients and the basis for their respective awards:

Fame Award and Honorable Mentions:

- **The 2003 Fame Award** went to USA Today for an article titled "Two Years Changed Lives: New Arrivals Pursue Dreams," by Tracey Wong Briggs, a cover story about All USA Community and Junior College Academic teams. USA Today honored 20 students for their outstanding academic achievements, leadership, and service. 4/22/02. The article was published April 22, 2002.
- **First Honorable Mention** went to The New York Times for an article titled "Junior Colleges Try Niche as Path to Top Universities," by Greg Winter, published on December 15, 2002.
- **Second Honorable Mention** went to Burger King for withdrawing the commercial that was disparaging to two year-college students.

Shame Award and Dishonorable Mentions:

- **2003 Shame Award was given to Heald College** in California for a dishonest and disparaging portrayal of the two-year college classroom and cost of education.
- **First Dishonorable Mention** went to Star-Telegram, a newspaper of Fort Worth, TX, for leaving out the name of Tarrant College Northwest Campus when recognizing a Criminal Justice Club. The newspaper reporter attributed the club to a nameless university. The article was published March 2, 2003.
- **Second Dishonorable Mention** was given to MTV's "The Wedding Video." A comment directed to the videographer contained the following: "I trust you, but you have spent five years in a community college."

Work in Progress:

- The committee's on-going research into the issues and images of two-year colleges projected and/or reinforced through the media will be presented on March _____ at the CCCCs 2004 in San Antonio, TX.
- The Public Image of Two-Year Colleges Committee extends its thanks to Terrill Martinez who established the link and the final "Fame/Shame Awards" form that anyone can use for making online *Fame and Shame* nominations at the TYCA web site. See http://www.ncte.org/tyca/fame_shame.shtml

**Committee Reporting:
TETYC Best Article of the Year Award**

To: The Executive Committee of the Two-Year College English Association

Report Author: Stasia J. Callan

Date of This Report: October 30, 2003

Members Present at Last Committee Meeting:

1. Stasia J. Callan, Chair, Monroe CC, Rochester, NY: scallan@monroecc.edu
2. Carolyn Calhoun-Dillahunt, Yakima CC, Yakima, WA: calthoon@winfo.net
3. Sharon Mitchler, Centralia College, Olympia, WA:
smtichler@centralia.ctc.edu

Date of Last Meeting: March 21, 2003—at CCCC in New York City

Work Completed Since Last Report:

The Committee presented the TETYC Best Article of 2003 Award to Loretta F. Casper, Professor of English at Queensborough Community College/CUNY. The article is titled, "Technology as a Tool for Literacy in the Age of Information: Implications for the ESL Classroom." It appeared in the December 2002 issue of the TETYC.

Summary of Current Activities:

The TETYC Best Article of the Year Committee is reviewing the 2003 issues of the TETYC in search for the best article of the year,

Projected Completion Date of Activities: December, 2003

Recommendations from the Committee to the Executive Committee:

Continue the search for the TETYC Best Article of the Year.

Date of Next Meeting: December, 2003

Committee Reporting:

Archivist

To: The Executive Committee of the Two-Year College English Association
Report Author: Lois Powers
Date of This Report: 10 November 2003

November 2002 report contains information about what is presently included in the archives at NCTE headquarters.

Work Completed Since Last Report:

Reminder letters have been sent to

- the chairs of TYCA from 1996 to the present (Lynn Troyka, John Lovas, Jay Wootten, Ben Wiley, Georgia Newman, Frank Madden, and, present chair, Jody Millward) soliciting materials for the archives
- the participants in the "Mississippi Meeting" (Nell Ann Pickett, Ben Wiley, Anne Ruggles Gere, Katherine Staples, Chuck Annal, and Lois Powers.
- *the TETYC* editors (Nell Ann Pickett, Mark Reynolds, and Howard Tinberg) soliciting their thoughts on the how the journal has changed/responded to the emergence of TYCA

Material has been received from

- Mark Reynolds—Mississippi meeting
 - personal files from the meeting
 - impressions of the meeting
- Howard Tinberg—Editor *TETYC*
 - comments on *TETYC* and TYCA

Lois Powers

Work in progress

- Nell Ann Pickett—former Editor of *TETYC*
 - writing a history of *TETYC*

Materials ready to be added to the archives

- Printouts of TYCA web sites
- TYCA agendas, minutes, reports and other materials supporting the agenda items from 1996 to present
- Development of the Outstanding Program in English Awards

Summary of Current Activities:

In the process of collecting or continuing to collect

- Important e-mail correspondence
- Information from participants of the "Mississippi Meeting"
- Rosters of EC committee members
- History of the two-year college's work to become a full partner in postsecondary education in NCTE
- Personal papers, contributions, and projects of the first chairs: Lynn Troyka, John Lovas, Jay Wootten, Ben Wiley, Georgia Newman, and Frank Madden
- Development of "Fame and Shame" Award
- Tracking a few "missing" participants

Recommendations from the Archivist to the Executive Committee:

*To encourage the seven regionals who do not have "a place" (besides someone's garage or basement) for their archives to consider housing their archives at NCTE headquarters

*To ask TYCA Chairs, Past chairs, and Associate Chairs and Committee Chairs to save significant e-mails and copies of other important documents relating to the work of TYCA for the archives and send routinely to the Archivist

Committee Reporting:

TYCA Midwest

To: The Executive Committee of the Two-Year College English Association

Report Author: Leslie Roberts

Date of This Report: 11/06/03

Members Present at Last Committee Meeting:

1. Sheldon Wrice, Chair
2. Neville Britto, Treasurer
3. Jane Wagoner, Secretary
4. Karla Brown, Membership, Site Coordinator
5. Kip Strasma, Newsletter Editor
6. Paul Resnick, Information Coordinator, Web Administrator
6. Daniel Snyder, Adjunct Faculty Representative
7. Jay Wootten, 2003 Program Chair
8. Marilyn Valentino, 2003 Local Arrangements Chair
9. Leslie Roberts, TYCA/NCTE Representative
10. Edith Baker, NCTE Four Year College Liaison
11. Esther DiMarzio, Illinois Advisory
12. Theresa M. Jackson, Iowa Advisory
13. Andy Anderson, Kansas Advisory
14. Karen Busch, Minnesota Advisory
15. Sue Peters, Missouri Advisory
16. Andrea Lang, Nebraska Advisory
17. Ella Davis, Michigan Advisory

Date of Last Meeting: October 11, 2003, Cleveland, Ohio

Work Completed Since Last Report:

Spring Planning Meeting, April 11, 200 and Fall Conference Executive Committee Meetings

- Held Fall Conference October 9-11 at Cleveland, Ohio Sheraton, with approximately 110 participants, with 71 presenters. Several Cleveland area colleges provided support, including Lorain County Community College, Kent State Salem, and The University of Akron Community and Technical College. Highlights included luncheon speaker, Fiction writer Sarah Willis and a special adjunct workshop by John Lovas. The regular business meeting was held October 11, and the region has 125 members.
- Discussed planning for the 2004 regional conference, October 7-9, 2004, in Peoria, IL, including a keynote by Lester Faigley.

- Established a neutral address www.tycamw.org, and discussed looking for a neutral site for the regional web site (currently supported by Illinois Central College) and explored the possibility of contracting with a professional or student to redesign the web pages.
- Established seven institutional memberships across the region
- Continued to establish guidelines for a regional Outstanding New Faculty Award, and asset the deadline for the first award nominations as March 30, 2004.
- Elected a new president, Jane Wagoner of Wright College, Chicago, and two new EC members, Sue Peters of Missouri and Jeffrey Schantz of Akron Community and Technical College
- Commended outgoing president Sheldon Wrice, particularly for leaving the organization with \$12,000 + in the treasury.
- Published Pre-conference issue of the regional newsletter
- Established future sites for 2004 (Peoria, IL), 2005 (Omaha, NE)

Summary of Current Activities:

Publish fall newsletter

Improve design of regional web pages

Award the first regional outstanding new faculty award

Encourage outstanding presenters to submit proposal to 2004 NCTE and CCCC

Encourage members to attend TYCA breakfast at 4C's

Continue to solicit new members and institutional members

Hold 2004 regional conference in Peoria, IL

Projected Completion Date of Activities: April and October, 2004

Recommendations from the Committee to the Executive Committee: none

Date of Next Meeting: April 2, 2004, Peoria, IL

Northeast Regional

Report Author: Stasia J. Callan

Date of Report: October 30, 2003

COMMITTEE MEMBERS:

Elected October 12, 2002:

1. Judy Angona, REC Secretary, Ocean County CC, NJ: jangocc@aol.com
2. David Cranmer, REC Treasurer, New England I.of T: dcranmer@neit.edu
3. David Critchett, REC Chair, CC of Rhode Island: dcritchett@cc.ri.us

Continuing in current positions:

1. Sandy Brown, TYCA Fridays Coord. OceanC: SGbrownOCC@aol.com
2. Barbara Cooper, REC Vice Chair, Howard CC: bcooper@howardcc.edu
3. Stasia Callan, TYCA National Rep., Monroe CC: scallan@monroecc.edu
4. Janet Henderson, Future Sites, Bergen CC: jhenderson@bergen.cc.nj.us
5. Tim McLaughlin, Archivist, Bunker Hill C: tmclaughlin@bhcc.mass.edu
6. Heloise Ruskin, Membership Chair, Bergen C: hruskin@bergen.cc.nj.us
7. David Steinhart, Newsletter Editor, CC Allegheny C: dsteinha@ccac.edu

2003 TYCA-NE Conference Chairs:

1. David Critchett, Program Chair, CC of Rhode Island
2. Marsha Nourse, Program Co-Chair, Dean College
3. Ellen O'Keefe, Local Arrangements Chair, Benjamin Franklin Institute of Tech
4. Jennifer Rosser, Registration Co-Chair, Bunker Hill CC
5. Tim McLaughlin, Registration Co-Chair, Bunker Hill CC

Appointed to A New REC Position:

1. Elizabeth Butts, TYCA-N WebMaster, DelawareC: ebutts@dcccnet.edu

Last meeting: October 4, 2003, Boston Park Plaza Hotel, Boston, MA

Work completed since last report:

The following have been completed since the last report:

1. Successful TYCA-NY annual conference, October 2-4, Boston, MA
2. The first conference session for chairs and coordinators to be repeated at next year's conference

-2-

3. Identified and confirmed host colleges, date, and site for the 2004 regional conference: November 4-6, Annapolis, MD
4. Contributed \$100 to Curbstone Press
5. Updated the TYCA-NE Web Site: www.tycanortheast.org

Work in progress:

The following are the tasks in progress:

- a). Teams from Anorondek CC and Howard CC, MD, are beginning preparations for the 2004 TYCA-NE annual conference to be held in Annapolis, MD, Nov 4-6.
- b). The REC is reviewing the regional BY-Laws and is waiting for clarification from the National TYCA EC to some of their interpretations of the By-Laws. Contingent on accurate understanding of the By-Laws, the REC will conduct its annual elections.
- c). The newsletter editor is working on introducing electronic delivery of the regional newsletter.
- d). REC is reviewing presentation time slots for next year's conference for both, the optimal use of space and technical equipment.

Committee Reporting:

TYCA Southeast Regional Representative

To: **The Executive Committee of the Two-Year College English Association**

Report Author: Chris Jennings, TYCA-SE Regional Rep.

Date of This Report: November 3, 2003

Members Present at Last Committee Meeting:

1. Don Andrews, REC Chair
2. Faye Barham, Program Co-Chair 2005 (Jackson, MS)
3. Annette Cederholm, AL State Representative
4. Thad Cockrill, Journal Editor
5. Beverly Fatherree, Program Co-Chair 2005 (Jackson, MS)
6. Laura Hammons, REC Awards Chair & Local Arrangements Chair 2005 (Jackson, MS)
7. Joel Henderson, Program Chair 2004 (Huntsville) & TN State Representative
8. Peggy Harbers, Program Chair 2003 (Nashville)
9. Lorne Kotler, REC Secretary
10. Tom LaBelle, REC Treasurer
11. Harry Moore, REC Membership Chair
12. Sally Nielsen, FL State Representative
13. Susan Slavicz, Advertising Manager
14. Betty Weldon, REC Assistant Chair
15. Mike Williams, ITC Co-Chair
16. Patricia Worrall, GA State Representative.

Date of Last Meeting: **September 20, 2003**

Work Completed Since Last Report:

Don Andrews presented an REC commendation to **Peggy Harbers** and one to her husband for his legal efforts on behalf of TYCA-SE. **Harry Moore** moved, **Bev Fatherree** seconded, and the REC PASSED A MOTION to make **Michael Harbers** an Honorary Member of TYCA-SE. Don distributed a written Chair's Report, which indicated (among other items) that he had represented TYCA-SE at a Mississippi statewide meeting of two-year college English faculty attended by nearly one hundred people in early September 2003.

REC PASSED A MOTION to add a \$2.00 surcharge, effective with the 2005 conference, to the registration fees of attendees who are not NCTE members

Award Chair's Report: Laura Hammons recommended that the deadline for submitting Doster Award nominations be extended. REC PASSED A MOTION to allow the deadline for Doster Award nominations to be extended for this year until November 15, 2003.

Journal Editor's Report: Don Andrews pointed out that the Fall journal *must* contain a report from *every* State Representative. Harry Moore suggested that each report discuss the financial and academic context of higher education in the respective state. Other ideas discussed for the journal included the following: teaching tips, textbook reviews, new-novel reviews, debates from one issue to another.

Advertising Manager: Susan Slavicz indicated that for this fiscal year TYCA-SE had commitments from Bedford for six program and four journal (two Fall and two Spring) pages, from McGraw Hill for four program pages, from Houghton Mifflin for two program pages, from Heinle/Thomson for two program and two journal pages, and from Prentice Hall for one program page. Advertising revenue is up from last year by \$700.

Four-Year College Representative's Report: Laura Hammons suggested that instead of continuing to repeat the same four-year-college perceptions about what two-year college faculty do wrong, we be more proactive in showing what we do right. Such a shift would require a "tweaking" of the duties of the Four-Year College Representative. Tom LaBelle pointed out that the National TYCA bylaws require us to have a four-year representative but do not articulate the duties of the position. REC PASSED A MOTION to reflect on, analyze, and be prepared to pursue this discussion in Huntsville.

Membership Chair's Report: Harry Moore, reported the membership demographics for 2003, as of 09/18/03, were as follows: AL, 33; FL, 30; GA, 24; KY, 17; MS, 40; NC, 26; SC, 35; TN, 102; VA, 46; WV, 1; Other, 4. The total membership was 358 (up by 18 from 2002, down by 10 from 2001 and by 149 from 2000. Early membership for 2004, as of 09/18/03, stood at 85. Minority membership for 2003 was 27.

State Representatives' Reports:

ALABAMA—Annette Cederholm, who is completing Greg Chapman's term said she is e-mailing information to her list of current faculty members. She has recently recruited two new members, has received one registration form for the 2004 conference, and has received a presentation proposal from a faculty member in Virginia.

FLORIDA—Sally Nielsen indicated that she intended to recruit new faculty (including adjuncts) at her school and do a mail-out through the U.S. Post Office. Don Andrews pointed out that Florida schools are growing and ought to be a good source for recruiting.

GEORGIA—Patricia Worrall indicated that she was finishing Dana Nevil's term. She distributed TYCA-SE information at her state's developmental-education conference. Since she recently finished her doctorate at the University of Georgia, she said she intends to recruit there for new members. She thought that technical schools needed to be targeted in her state.

KENTUCKY—Betty Weldon expressed dismay about Kentucky's low membership, saying that in her tenure as State Representative, she e-mailed teachers around the state numerous times. She thought that perhaps Kentucky's relatively low student numbers statewide might be a factor here.

MISSISSIPPI—presented the brochures prepared for the state's Meeting of Two-Year College English Teachers of Mississippi, sponsored by Hinds Community College, TYCA-SE, SBCJC (State Board of Community & Junior Colleges), and Pearson Prentice Hall & Bedford St. Martin's. As a result of the educational success of the conference, which Laura organized with the support of Evelyn Webb (SBCJC) and her own college, TYCA-SE increased by 35-40 new members at that conference.

NORTH CAROLINA—Jo Ann Buck indicated "there should be a real push" at her state's annual fall meeting of college English instructors to increase membership in TYCA-SE. She said she had prepared a special mailing to be delivered by courier to this population.

SOUTH CAROLINA—Evelyn Beck reported that she was updating faculty lists from her state's two-year colleges in order to send a letter to all listed. She noted that since her state had reacted to budget problems by increasing faculty's teaching load to six classes, "Faculty are less receptive than ever to involvement in any additional activities."

TENNESSEE—Joel Henderson indicated that, as of 09-20-03, his state had 26 new members for 2004. Joel said that it is helpful to have a contact person in a department besides the Chair to funnel recruitment materials through. He was expecting that, in his role as 2004 Program Chair, he could generate high interest in the Alabama conference.

VIRGINIA—Sandra Via she reported that she was working on a letter to send out to all English faculty members in her state. In consulting with faculty at John Tyler and a couple of other colleges, she had learned that some full-time faculty members were willing to "adopt" one or two adjuncts each and pay their membership—an idea she would like to disseminate more widely in her state.

WEST VIRGINIA— no representative

Don Andrews informed the REC that the Nominations Committee needed more candidates for the upcoming election in Huntsville, Alabama.

Cowan Award Winner: Laura Hammons announced that the 2004 Cowan Award Winner is Beverly Fatherree, Hinds Community College, Mississippi.

ITC (Institute in Technical Communication) Report: Mike Williams shared the formal announcement of the 23rd Annual ITC on June 20-25, 2004, at Horry-Georgetown Technical College, Myrtle Beach, South Carolina. He reviewed the decision not to hold the ITC in 2003 (withdrawal of scholarships granted by the Society for Technical Communication; fees charged for the HGTC Conference Center, which used to be free). Now there is a new smaller conference center at HGTC available for free (as are two technology labs); the nationally known faculty include Rebecca Burnett (Iowa State University), Paul Anderson (Miami University-Ohio), Pat Bizzaro (East Carolina University); Resa Crane Bizarro (East Carolina University), Penny Sansbury (Florence-Darlington Technical College); reasonable hotel rates (in the \$70 range) are available in the area; graduate credit is offered by East Carolina University. Tuition and meals will be \$475, reduced by half for ITC alumni. There are thirty-five spaces.

TYCA-SE Nashville, TN, Conference Report 2003: Peggy Harbers, Program Chair, reported that the feedback on the conference, attended by 188, was highly positive. There was a greater representation of publishers than the organization has had, but because some conference attendees canceled their rooms and stayed elsewhere locally, the organization did not meet the contractual agreement for hotel-room nights—resulting in a stiff penalty from the Loews

Vanderbilt Plaza. The penalty was reduced significantly through the efforts of Michael Harbers, a lawyer who specializes in contract law.

Summary of Current Activities:

TYCA-SE Huntsville, AL Conference 2004: Joel Henderson, Program Chair, reported that the February 2004 conference has new Local Arrangements Co-Chairs, Pam Smith & Amanda Wynn. The REC reviewed a packet containing the Call for Proposals, the Tentative Schedule, a Hotel Floor Plan, a Preliminary Budget, the Registration Form, the general conference Letter of Invitation, Speaker Biographies, Workshop Summaries, and Tour and Transportation Information. Room rates are \$92.02; including taxes.

Jackson, MS 2005: Faye Barham and Beverly Fatherree, Program Co-Chairs, and Laura Hammons, Local Arrangements Chair, distributed information and a computer CD about the recently renovated Jackson Hilton (room rates are \$99 before taxes.) The conference theme will be "Voices from the River." The program will return to the structure of strands, with strand leaders. Morgan Freeman, well-known actor who is very interested in community colleges, has tentatively agreed to speak at the conference; while he does not charge to speak anywhere in Mississippi, he has been promised a scholarship funded in his name for the community college of his choice. A special room for Mississippi authors, especially up-and-coming ones writers, will be available. In conjunction with Evelyn Webb (MS State Board of Community & Junior Colleges), the conference planners now have funding pledges from each community college in the state.

Myrtle Beach, SC 2006: Mike Williams, on behalf of Horry-Georgetown Technical College, made a proposal to host the TYCA-SE conference in 2006. Mike presented and compared the hotel and food costs and facilities for two options— Ocean Creek Resort (NCTE has met there) in North Myrtle Beach and The Radisson in Myrtle Beach (at the Myrtle Beach Convention Center). REC PASSED A MOTION to hold the 2006 TYCA-SE in Myrtle Beach, SC.

Projected Completion Date of Activities: February 26-29, 2004

Recommendations from the Committee to the Executive Committee: Reconsider local funding of national TYCA guests due to economic problems in the organization.

Date of Next Meeting: February 26, 2004

**TYCA West Report to National TYCA
NCTE 2003
Prepared by Eric Bateman, TYCA West Regional Representative**

Dates and Locations of Future Conferences:

October 7-9, 2004
Emerald Springs Holiday Inn
Las Vegas, Nevada

Conference Theme:

"Striking it Rich: Cross-Talk in Teaching English."
Program Chair: Anne Hendricks, Brigham Young University, Idaho.

Names and Contact Information of Officers:

Chair:

Joanna Tardoni
Western Wyoming Community College
2500 College Drive
Rock Springs, WY 82902
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Assistant Chair:

Barbara Smith
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Secretary:

Sue Bennett
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Treasurer:

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Arizona State Representative:
Connie Gilmore
Yavaipi College
Prescott, Arizona

Nevada State Representative:
Anna Cates
Great Basin College

Wyoming State Representative:
Kevin Holdsworth
Western Wyoming Community College

Hawaii State Representatives:
Renee Riley
Suzette Robinson
Maui Community College

Utah State Representatives:
Sue Briggs
Stephanie Dowdle
Diedre Kindsfather
Salt Lake Community College

Idaho State Representative:
Paula Soper
Brigham Young University, Idaho

Summary of Major Developments in Regional

The TYCA West annual conference was held October 9-11, 2003, at Western Wyoming

Community College in Rock Springs. The theme was "The Ever Expanding World of the English Classroom in the West." Attendance at this year's conference was low (25-30 people), probably mostly due to the remoteness of Rock Springs. Nevertheless, Program Chair Joanna Taroni, with the help of her colleagues at WWCC, put together a terrific program and those who were able to attend found the trip worthwhile.

The TYCA West REC would like to thank Frank Madden, the Past Chair of TYCA National, for attending the conference on behalf of the National and for conducting a Thursday afternoon workshop. The TYCA West REC would also like to thank Peggy O'Neill, a member of the NCTE Speakers Program, for her keynote address Friday morning.

The TYCA West REC has discussed for some time the possibility of holding the annual conference at our institutions rather than at a hotel. The idea for doing this is mainly to hold costs down and save money, but we also were interested in giving TYCA West members the opportunity to showcase their programs, students, campuses, etc. This was the first conference we've held at a college, and that aspect of the conference was clearly successful. With some rotation with traditional hotel venues, we plan to hold more conferences on campuses in the future (the 2005 conference, for example, is scheduled for Yavapai College in Prescott, Arizona). Those who attended this year's conference were impressed by the dynamic and architecturally stimulating environment of WWCC. As Frank Madden pointed out to us, holding conferences on campus also makes the organization and the work we do more visible to colleagues, students, and administrators.

Planning for the 2004 conference has begun. We have a contract with the Emerald Springs Holiday Inn in Las Vegas, Nevada. We're excited about returning to the Emerald Springs. We had a successful conference there in 2001 and found the hotel accommodating. The call for papers has been printed and distributed to those who attended the conference in Rock Springs.

For several years now, John Paddison has maintained the TYCA West website at Central Arizona College. Because of new responsibilities John has with the Arizona English Teachers Association, he will not be able to continue maintaining the TYCA West website. We are in the process of moving our website to Salt Lake Community College, where it will be maintained by Louise Bown and Clint Gardner. The TYCA West REC would like to recognize John Paddison for the great work he has done with the website.

For some time, the TYCA West REC has discussed the idea of helping pay for some of the travel required of the region's representative to TYCA National. This proposal has not been feasible, however, due to tight finances. At the REC meeting at the WWCC conference, however, the REC unanimously passed a proposal to give TYCA West's Representative to TYCA National a \$500 annual travel stipend to help pay for travel to the regional conference, NCTE, and/or CCCC. This is a good indication of the financial stability TYCA West has established with the penny-pinching of past Treasurer Louise Bown and current Treasurer Clint Gardner. Frugal conference planning on the part of Program Chairs and Local Arrangement Chairs have also helped. The travel stipend

commitment will be great assistance to the organization's representatives to TYCA National.

TYCA West has been some time without a newsletter editor; that vacancy has now been filled by Louise Bown. Louise brings a lot of good experience to the position, having served as TYCA West Treasurer, Chair, and Program Chair.

Problems and Concerns:

Low attendance at the conference this year is a concern. Although the remote location and travel budget cutbacks at some institutions surely contributed to the low attendance, a lack of publicity about the conference may have contributed as well. This is something for our Program Chair to look into while putting together next year's conference.

Commission Reporting:
TYCA-PNW Region report to

To: TYCA-National, San Francisco, CA. November 2003

Report Author: Sharon Mitchler

Date of This Report: 31 October 2003

Officers Present at Last TYCA-PNW Board Meeting:

1. Beth Camp, Chair
2. Audrey Perkins, Treasurer
3. Kim Johnson, Secretary
4. Dana Elder, Membership
5. Dodie Forrest, Publications Co-editor
6. Sandra Schroeder, Publications Co-editor
7. Alex Nelson, Local Arrangements Co-chair, 2003
8. Bradly Bleck, Local Arrangements Co-chair, 2003
9. Tom Gribble, Program Co-Chair, 2003
10. Iris Gribble-Neal, Program Co-Chair, 2003
11. Annie Oakes, Conference Registrar, 2003
12. Holly Collum, Program Co-chair, 2004
13. Samm Erickson, Program Co-chair, 2004
14. Troy Wilkerson, Local Arrangements Co-chair, 2004
15. Kris Fink, Local Arrangements Co-chair, 2004
16. Sharon Mitchler, Representative to National TYCA
17. Eva Payne, incoming Representative to National TYCA

Guests: Jody Millward, TYCA National Chair
Howard Tinberg, Editor, TETYC

Date of Last Meeting: 18 October 2003

Work Completed Since Last Report:

- **2003 Conference:** The conference was held in Spokane, WA on the campus of Spokane Falls Community College. The conference was jointly sponsored by Spokane Community College, Spokane Falls Community College, and Eastern Washington University. We were pleased to continue the tradition of a strong turnout, with 102 attending. The goal of providing a conference that would be accessible for members in the eastern portion of the PNW region was met. We continue to reach those new in the profession, including graduate students. Howard Tinberg, TETYC Editor presented the Keynote Address, and Jody Millward, National TYCA Chair spoke during lunch.

- The 2004 Conference is set for Portland, WA in October of 2004. Program Co-chairs are Holly Collum and Samm Erickson. Local Arrangements Co-chairs are Troy Wilkerson and Kris Fink. The theme will be announced after the next board meeting in January.
- The 2005 Conference will be hosted by Yakima Valley Community College, in Yakima, WA.
- The new TYCA-PNW "Award for Excellence in Teaching" was presented to Laju Nankani, from Centralia College, in Centralia, Washington. She was recognized at the conference lunch and presented with a check for \$300.00.
- The TYCA-PNW "Award for Excellence in Teaching" will be named for Lisa Ede, in honor of her commitment to and support of TYCA-PNW.
- Beth Camp will set up a listserv for the PNW board to facilitate communication, and Tom Gribble agreed to monitor the web pages and listserv while Beth is on sabbatical in Europe.
- The membership database continues to be a concern, so a committee will develop suggestions for improving the data stream and movement of information within the organization. The committee includes: Brad Bleck, Audrey Perkins and Dana Elder. Dodie Forrest and Sandra Schroeder will provide assistance to the committee.
- New board members were elected:
 - Tom Gribble, Co-Chair
 - Alexis Nelson, Co-Chair
 - Dana Elder, 4-year Representative
 - Eva Payne, Representative to National TYCA
 - Brad Bleck, Membership
 - Eleanor Latham, Member at Large
 - Walter Hudsick, Member at Large

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting: 24 January 2004 – in Spokane, WA

Committee Reporting:

TYCA-SW

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Gwen Gresham
Date of This Report: 3 November 2003

Members Present at Last Committee Meeting:

1. Michael Gos, Chair
2. Michael Berberich, Secretary
3. Joan Mathis, Treasurer
4. Andrea Alexander, Awards Committee Chair, Louisiana Representative
5. Lillian Wooley, 2003 Conference Chair
6. Irma Luna
7. Maryjane Giesler
8. Chuck Fisher, Colorado Representative
9. Mary Snaden, New Mexico Representative
10. David Charlson, Oklahoma Representative
11. Toni Mc Millen, Texas Representative
12. Gwen Gresham, SW Regional Representative to National Tyca

Guests present:

1. Bertha Wise, Oklahoma City Community College
2. Beth Shelton, Paris Junior College
3. Paul Bodmer, NCTE
4. Frank Madden, TYCA Past Chair

Date of Last Meeting: 1 November 2003

Work Completed Since Last Report:

The membership of TYCA-SW voted to approve the Proposed Positions of TYCA-Southwest on Online Distance Education (attached). Michael Gos chaired the committee which produced the position paper, which included Michael Berberich, Harryette Brown, David Charlson, and David Lydic.

Summary of Current Activities:

The Executive Committee welcomed two newly elected members: Irma Luna of San Antonio College and Maryjane Giesler, University of New Mexico, Los Alamos. The EC also welcomed two new state representatives: Mary Snaden, University of New Mexico, Gallup, and Chuck Fisher, Aims Community College (Colorado).

Treasurer Joan Mathis presented a treasurer's report showing a current balance of \$4462.12.

2004 Conference Chairs David Lydic and Terry Stewart sent information about next year's conference in Austin, TX. Keynote speakers will include poet Dana Gioia, National Endowment for the Arts chair, and poet X.J. Kennedy. The REC discussed Galveston, New Orleans, Dallas, Denver, and Santa Fe as possible future conference sites.

Michael Gos reported for Dale Adams, Publications Committee Chair, that the last edition of the newsletter was published with a generous grant from Bechtel Corporation, which will assist the next edition by paying postage if Lee College continues to print the newsletter.

Awards Committee Chair Andrea Alexander presented the TYCA-SW Outstanding Teacher Award to Michael Berberich, Galveston College. Jim McInturff and Rhonda Bainum received awards for service on the executive committee.

The Advisory Board members reported on issues affecting two-year college English teachers in their states. David Charlson reported that in Oklahoma state budget issues continue to affect two-year colleges. Mary Snaden reported that NADE will meet in Albuquerque in March 2003. Gwen Gresham reported that funding equity is a concern in Arkansas where the two fastest growing two-year colleges are actually funded by the state at lower levels than longer established schools. Chuck Fisher reported that two-year and four-year schools in Colorado are working on common course numbers for transfer courses. Beth Shelton, outgoing Texas representative, reported that Texas no longer requires TASP as a mandatory placement exam so that entrance requirements are no longer completely uniform. Lillian Wooley reported that Louisiana maintains two separate administrations for two-year colleges and technical schools.

The theme of the 2003 New Orleans conference at the Fairmont Hotel was "Tricks in the Classroom: Treats for Our Students." Featured speakers included Paul Bodmer, Tom Piazza, and Frank Madden, and the breakout sessions included twenty-nine presenters from six states.

Date of Next Meeting: 21 February 2004, Fort Worth, TX

Committee Reporting:
ECCTYC/Pacific Coast

To: The Executive Committee of the Two-Year College English Association
Report Author: Sallyanne Fitzgerald
Date of This Report: October 28, 2003

Members Present at Last Committee Meeting:

The ECCTYC Board met before the beginning of our bi-annual conference. Present were the following officers and regional representatives: Sterling Warner, President; Lee Herrick, First Vice-President; Peter Raleigh, Second Vice-President; Amy Olsen, Secretary; Sara Blake, Treasurer; Lynn Fauth, Past President; Bruce Henderson, Editor of inside English; Darren Chiang-Schultheis, Web Editor; Edit Conn, Historian; Sally Fitzgerald, TYCA representative; Judie Hinman, Northern California Region; Perri Gallagher and Tom Hurley, San Francisco Bay Region; Sravani Banerjee and Heidi Ramirez, San Francisco Southern Bay and Monterey Region; Martha Rice and Patrick Bettencourt, North Valley Region; Gary Enns and Shana Bartram, South Valley Region; Elissa Caruth and Melanie Eckford-Prossor, Central Coast Region; Roger Marheine and Susan Brant, North Los Angeles Region; Pete Marcoux, South Los Angeles Region; Michael Dinielli, San Bernardino Region; Carmen Jay and Tina Ramsey, San Diego Region; Darrell Thompson, Adjunct Director At-Large.

Date of Last Meeting: October 15 and 16, 2003

Work Completed Since Last Report:

The board prepared for the conference and discussed budget and representation issues as well as future plans for the organization.

Summary of Current Activities:

We held our conference October 16-18, 2003, at the Shelter Pointe Inn, San Diego. The theme was Crafting Literacies for Community Colleges. Elissa Caruth, Oxnard College, was the conference chair, and program chair Heidi Ramirez, Hartnell College, put together a program with 10 sessions with multiple presentations. Lee Herrick chaired the speakers committee which arranged for an opening keynote by John Lovas, a luncheon reading from Daniel Chacon, and a brunch reading by Amy Uyematsu. Approximately 160 participants heard presentations ranging from writing centers and teaching research to literacy and on-line instruction. Marilyn Valentino, TYCA Associate Chair, gave a welcoming from TYCA and offered a presentation on dealing with difficult students. Paul Bodmer, NCTE, brought greetings from NCTE and presented a session on the NCTE Writing Initiative.

Projected Completion Date of Activities: NA

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting: The board will meet April 22-23, 2004, at the Holiday Inn in Sacramento in conjunction with the CSU English Council.

***Proposed Positions of TYCA-Southwest
On Online Distance Education***

Presented by the TYCA-SW Technology Committee

Michael Berberich

Harryette Brown

David Charlson

Michael Gos, Chair

David Lydic

Position Statement #4

Recent technological advances and an interest in distance education on the part of college administrations have led to a strong push toward online delivery of college courses. In many cases, the move to offer online courses has been premature as many critical issues that ground the practice, both pedagogically and in terms of shared governance, have not been worked out or in many cases even addressed. TYCA-SW believes that a basic set of guidelines is necessary for the proper use of this media in English instruction. While we understand the attraction on the part of both administrations and students to online course offerings, we feel it is imperative that such offerings be of full pedagogical benefit to the student as well as fair and reasonable for faculty. With this in mind, we offer the following guidelines for the use of online instruction in English courses.

Within the Western Tradition, higher education has been built upon the foundation that teacher-scholars bring their expertise, ideas, and creativity into the classrooms of the institutions they serve. Sharing the excitement of creativity and discovery inspires students. From the beginning of this tradition, a tradition unique in history, faculty have retained proprietary interest in that which they teach and that which they publish. This policy has served students, faculty, and society well for going on eight centuries. The delivery of a faculty member's courses online falls within this long established tradition. Therefore, TYCA-SW believes faculty who create courses for online delivery should retain the ownership of the courses they write in the same way as faculty who publish retain ownership of the copyright of whatever they publish. We cite the Galveston College Intellectual Property Rights Policy as a good step in this direction.

As some students choose to take more than one online course during their college careers, clearly they would benefit if they do not have to negotiate new technology each time. From that perspective, it seems only sensible that colleges have their courses on the same platform. We think this is the preferable situation. However, until faculty and administration of a college come to a workable agreement about faculty ownership of course materials, it is in faculty members' best interest to locate courses off-campus where their copyrights will be protected. While the student is best served by having all courses offered by a college on the same platform, we believe that before we can recommend that step, it is important that administrations recognize faculty ownership of all course materials created.

To answer concerns over the integrity and variability of online offerings as well as security over testing, we recommend the following:

Student/faculty ratios should be low enough to ensure the active engagement of students and high academic achievement. Given the increased difficulty of teaching, critiquing and evaluating online work, we recommend colleges set the cap at 70% of the face-to-face limit for the same courses. We believe this limit should apply not only to courses that are fully online, but also to hybrid courses that have both an online and a face-to-face component.

Courses should be at least as rigorous as similar courses delivered by more traditional means, meeting the objectives and requirements outlined in the official course description as well as national, state, and local accreditation standards.

Instructional technologists able to cope with online security need to be readily available to ensure sites are safe from cheating and hacking.

Appropriate procedures for evaluation and verification that the student is submitting his/her own work should be mutually agreed upon by the instructor and the institution.

As English, especially writing, courses differ greatly from content-based courses, we believe there is a need for some sort of institutional quality control system (a checklist that all distance education courses must meet) developed specifically for English courses. To answer these concerns and others, we recommend the following (with some points borrowed from the National Education Association {NEA} policy on distance education):

Colleges should use only instructors whose qualifications are the same as those of instructors teaching in traditional English classes and who are prepared specifically and comprehensively to teach in this environment.

Courses that are offered should be consistent with the institution's overall offerings and integrated into its mission.

Colleges need to ensure the presence of adequate infrastructure, with all that that entails, including appropriate facilities and equipment, libraries and laboratories as needed, adequate support for faculty and technical personnel on or off campus and efficient student services.

One question that often comes up is the online load. That begs the question, should there be a maximum number or a maximum percentage of such courses one can/must teach as part of the semester load? Allowing for the unique nature of disciplines, the limited number of distance education courses that might be available, and staffing limitations encountered by different departments, each instructional department within an institution should determine a limit for the number or percentage of distance education sections a faculty member may teach. Department faculty are closest to the scene and have a day-to-day knowledge that makes them the best qualified to make such decisions.

It is a disaster if someone ill-prepared tries to take on a distance learning course. We support the NEA's statement that such courses should have instructors "who are prepared specifically and comprehensively to teach in this environment." Any faculty member teaching distance education courses should have available thorough training in teaching such courses and should be required to train until competent. In addition, continued training in teaching distance education courses should be made available. An important question to be considered is, what training opportunities should be provided for faculty in designing such a course? The term "training" perhaps should be broadened to "education" because faculty really need much more than the technical training often offered by colleges. They also need to know something of the theories of distance learning, the rhetoric of hypertext, the current research on differences between reading hypertext and reading printed text, and the pedagogy of distance learning. Many experts in distance learning consider it to be a separate system, different from the "medieval model" of classroom learning still used in traditional classes. Simply transferring the old model of teaching ("I'll put my lectures on the Web") is not good online teaching. In addition, English faculty especially need practical training in the nuts-and-bolts of course management such as how to keep from being overloaded with drafts and e-mails from students around the clock. Of course, they also need the technical training in the platform being used to carry the course.

Therefore, TYCA-SW believes faculty should be offered a variety of opportunities both for theoretical education and practical training in distance education by their institutions. These opportunities could take the following forms:

- In-service training on technical issues about the platform
- Support for conference and workshop attendance
- Support for further graduate education in rhetoric or distance education courses
- Library subscriptions to relevant periodicals such as Syllabus and The American Journal of Distance Education
- Encouragement of faculty research and publication on distance learning
- Invitations to experts in the field of distance education for college convocations or in-service training
- Acknowledgement of faculty efforts in distance education on evaluations

Another situation that often presents itself is an administration that is eager to offer online courses before faculty feel ready to create them. That raises the question, should an administration be able to order a faculty member to create and/or teach an online course as part of one's expected, regular, contracted duties? We believe this is a bad idea. Many teachers prefer the traditional classroom setting or fear working so intimately through technology and that should be respected. Our position is that, in order to prevent this, *college governing boards* should adopt the policy that no faculty member can be forced to create or teach distance education courses unless such an expectation was one of the contingent factors upon which the hiring of the faculty member was made

Finally, development of new courses with new methodologies is often done by full-time faculty members and in many places merits extra compensation or release time. Galveston College, for example gives extra compensation for the creation of online classes. Course development for distance education, is generally recognized as being even more time and labor intensive than for traditional classes. Every aspect of the course must be developed up-front, with no element left for development later in the semester as sometimes occurs in

on-campus classes. In addition, Web-based courses often require the time-consuming task of seeking permission from owners of various Web sites to use their material in the course if the course is to be used beyond the immediate campus. Thus compensation in the form of a stipend or release time for course development for Web courses is appropriate. Therefore, the position of TYCA-SW is that faculty developing Web courses for the first time should be given a stipend appropriate to the time and expertise used to develop such a course or released from their regular teaching duties to allow them time to develop such a course. The Dallas TeleCollege model is one to be considered: it offers a stipend for course development to first-time online

TYCA Regional Publications

Each TYCA Region produces their own journal/newsletter. They can be accessed at the following websites:

TYCA Southeast Journal

<http://www.tyca-se.org/publish.html>

Midwest Messenger

<http://faculty.icc.cc.il.us/presnick/tyca99.html>

TYCA West Newsletter

<http://www.tycawest.org>

inside English

Journal of the English Council of California Two-Year Colleges

<http://www.ecctyc.org/>

TYCA Southwest Newsletter

http://www.gc.edu/english/orgs/tyca/newsletters/TYCA_March2003.pdf

TYCA Pacific Northwest—future publication will be accessed at:

<http://cf.linnbenton.edu/depts/tyca>

TYCA Northeast—*TYCA Noreaster*

<http://www.tycanortheast.org/newsletter.html>

Committee Reporting:

TETYC

To: The Executive Committee of the Two-Year College English
Association

Report Author: Howard Tinberg, Editor

Date of This Report: October 28, 2003

Editorial Advisory Board:

1. Eleanor Latham
2. Smokey Wilson
3. Stephen Ruffus
4. Sheldon Wrice
5. Tom Speer
6. Maxine M. Long
7. Beverly Derden Fatherree

Date of Last Meeting: CCCC 2003 and via correspondence

Work Completed Since Last Report:

Sampling of Featured Articles:

- ◆ *The Gradual Student* by Juan Flores and Becky Flores
- ◆ *The Research Paper: A Historical Perspective* by Margaret R. Moulton and Vicki L. Holmes
- ◆ *What is "College-Level" Writing* by Patrick Sullivan
- ◆ *Teaching Literacy as Rap at Southeast Community College* by Jim Sundeen
- ◆ *Imagine You're a Writer* by Gregory Shafer
- ◆ *Harlem, History, and First-Year Composition: Reconstructing the Harlem of the 1930s through Multiple Research Methods* by James Wilson

Summary of Current Activities:

- ◆ Revision of Consulting Reader Response Form
- ◆ Special Issue on *Teaching as Scholarship* (forthcoming)
- ◆ Upcoming Call for Papers on *Class* (co-edited with Ira Shor)

Date of Next Meeting: CCCC 2004

Committee Reporting: TYCA National Breakfast

To: The Executive Committee of the Two-Year College English Association
Report Author: Sheldon Wrice
Date of This Report: October 06, 2003

Members Present at Last Committee Meeting:

1. Sheldon Wrice
2. Christine Jennings

Date of Last Meeting: Spring 2003

Work Completed Since Last Report:

The price for the TYCA Annual Breakfast was increased to \$15.00 for the 2004 Breakfast.

Summary of Current Activities: The 2004 TYCA Breakfast Committee will meet in November during NCTE National Convention to finalize plans.

Projected Completion Date of Activities: Late December/Early January

Recommendations from the Committee to the Executive Committee: N/A

Date of Next Meeting: November, 2003

College Forum Report

To: The Executive Committee of the Two-Year College English Association

Report Author: Mike Matthews

Date of This Report: November 3, 2003

Subject: College Forum Summer Workshop

Date of Workshop: August 9 and August 10, 2003

Location: Ramada Plaza O'Hare, Rosemont, Illinois

Members Present:

1. Mike Matthews, College Forum Chair, TYCA Representative, 2000-2003
2. Dawn Abt-Perkins, CEE Chair, 2002-2004
3. Deborah Appleman, CEE Representative, 2002-2006
4. Patricia Harkin, College Section Chair, 2001-2003
5. Shirley Logan, CCCC Chair, 2002-2003
6. Jody Millward, TYCA Chair, 2002-2003
7. Patricia Lambert Stock, NCTE Presidential Team, 2001-2005
8. Krista Ratcliffe, CCCC Representative, 2003-2005
9. Anne Ruggles Gere, ACLS Representative 2002-2005
10. Paul Bodmer, NCTE Staff Liaison

Reports:

1. **ACLS:** Anne Ruggles Gere reported on the American Council of Learned Societies, where politically NCTE is now involved, receiving access through the College Forum.
2. **NCTE:** Patti Stock reported that NCTE membership is still declining at an unacceptable rate, that the program planning process is changing through electronic submissions and reviews, that the NCTE EC is moving to a new governance model, and that the NCTE EC wants to become the voice for literacy issues.
3. **CCCC:** Shirley Logan and Krista Ratcliffe reported that teacher preparation for writing is CCCC's issue for the College Forum and addressed public advocacy, quality of instruction, and academic writing standards.
4. **College Section:** Patty Harkin reported on the success of the first Summer Institute on Teaching of Literature and identified training for assessment as a College Forum issue.
5. **CEE:** Dawn Abt-Perkins and Deborah Appleman called for developing guidelines for teacher preparation, touted English Education as a powerful voice for teacher education, and praised CoLEARN, collaboration with Texas Instruments, and NCTE's new directions in advocacy.

6. **TYCA:** Jody Millward and Mike Matthews suggested that the “College Forum should provide leadership in identifying appropriate assessment processes and instruments that improve teaching and learning,” lamented the lack of two-year college data in higher education studies, and reported TYCA’s plans to develop a mentoring program.
7. **Writing Initiative:** Patti Stock and Paul Bodmer reported that NCTE is sponsoring an Alliance for the Uses of Writing in the Transition to College and needs to further position itself as a voice for writing in professional development.

Highlights of Salient Issues:

1. NCTE needs to address its structure of “archaic balloons with no air in them.”
2. NCTE should be involved in the College Board and AP requirements that drive the high school curriculum.
3. NCTE should address college admissions and writing.
4. NCTE must focus on teacher education/preparation, the heart of NCTE.
5. NCTE could be involved in the certification of teachers of basic English, composition, and literature.
6. NCTE needs to archive its backlog of projects and positions.
7. NCTE must address member alienation since higher education is different from K-12.
8. Major NCTE benefits are the conventions, books, journals, and website.

Small Group Workshop Questions:

1. What outcomes do we want?
2. What means must we use to accomplish the outcomes?

Group One (Gere, Millward, and Ratcliffe)

Group one emphasized meeting members’ real needs. Outcomes wanted are communication with the public, communication with the members, enhanced teacher preparation, accessible NCTE archives, and a culture of assessment. To meet needs and achieve outcomes, this group recommends making guidelines accessible to the public and providing a syllabus resource.

Group Two (Abt-Perkins, Bodmer, and Stock)

Group two said that since NCTE is the voice for literacy studies, it should seek a grant for a national summit on writing: “Addressing The Neglected ‘R.’” Developing several summit models stretching over a week, this group proposed reaching new, mid-career, and experienced teachers, including researchers, administrators, policy makers, community leaders, and parents.

Group Three (Appleman, Harkins, Logan, and Matthews)

Group three supports the development of the Office of Policy Research to address the needs of English instruction through standardized testing, writing assessment in the transition to college, and teacher preparation. This group charges the constituent groups of the College Forum to develop contributing pieces, wants Nancy Wilson to seek grant funding, and proposes that an NCTE member serve on the College Board.

Recommendations from the College Forum:

1. Each College Forum group will contribute to a database to share syllabi for the following courses: composition and writing, rhetorical history and theory, language and linguistics, literature, and teacher preparation. Copied to CDs, the syllabi can be distributed at College Forum events and sold in the NCTE bookstore.
2. CSSC will explore the development of assessment workshops.
3. Deborah Appleman will investigate how to place an NCTE member on the College Board.
4. Patti Stock will pass on to the NCTE officers the idea of a grant proposal for a national summit on the teaching of writing.

Conclusion

The College Forum can help NCTE by recommending issues for the Office of Policy Research, by forming alliances, by finding models to best serve members' needs, and by working on issues that the four higher education groups have in common.

TYCA "Guidelines for the Academic Preparation of Future Faculty"

**Report submitted to TYCA Executive Committee
by Georgia A. Newman, TYCA Chair-2000-2001
NCTE Convention—San Francisco, November 2003**

Historical overview—Phases 1 and 2:

In 2000, Phase One of the "Guidelines for the Academic Preparation of Future Faculty" was initiated. TYCA Chair Georgia Newman, inspired by a document drafted by AMATYC for math faculty in the nineteen eighties, struck a small and experientially diverse task force to review the literature, conduct interviews, and identify specific academic preparation needed by two-year college faculty in English to meet student needs in the twenty-first century. Chaired by Sally Fitzgerald, the task force (Marilyn Valentino; Jude Okpala; and Xaio Wang) carried out the assignment and, using the AMAYC document as a template, created the first draft of a document for TYCA EC consideration and approval (March 2001).

After reviewing the initial document, the TYCA EC determined that a policy statement for the academic preparation of two-year college English faculty needed to move well beyond the parameters of the earlier AMATYC document. Thus, during spring and summer 2002, the Guidelines entered Phase Two, when a large committee of more than a dozen two-year college leaders across the nation (appointed by TYCA Chair Frank Madden) were asked to engage in online discussion to debate key issues of concern to community college teachers of English (such as degree requirements; definition of "teacher-scholar," etc.) and to further expand and refine the guidelines. A range of difficulties with participation (including extended vacations abroad, career moves, errors with e-mail addresses, family illness, and some lack of clarity about roles) prevented this discussion from being as broadly representative as initially intended. Several key TYCA leaders (including Sally Fitzgerald, Mark Reynolds, Lois Powers, Marilyn Valentino, Lynn Troyka, Jay Wooten, T. Ella Strother, John Lovas, and Frank Madden) missed most or all of the discussion. Major discussants participating in the online discussion included Georgia Newman, Jody Milward, Sterling Warner, Linda Houston, Sharon Mitchler, and Howard Tinberg. While this group reflected geographic and institutional diversity, none of the discussants in Phase Two were specialists in ESL, technology, or composition and assessment theory. African-American, Hispanic/Latino, and Asian minority groups were not represented.

A draft of a revised but as yet incomplete document was sent to several members of three target audiences: two-year college administrators responsible for faculty hiring; university graduate program directors; and individuals with expressed interest in teaching in two-year colleges. The review of these respondents revealed a need for the document to focus with more specificity on issues that distinguish two-year colleges, two-year college faculty, and two-year college learners from their four-year college and university counterparts. A sampling of questions raised include the following: 1) What implications for academic preparation are suggested by the broad diversity of two-year colleges (rural colleges; urban, multi-campus colleges; two-year campuses of state universities; Native American schools; technical colleges; traditional junior colleges)? 2) What specific technological competencies are desirable for two-year college English faculty in the 21st century, and what basis for these requirements? 3) In what ways are learners in two-year colleges *different from* students elsewhere? What demographic projections for the next decade can be cited for age, race, gender, cultural background, economic background, educational background, etc. among two-year college students? What implications for teaching and learning? 4) How will/should recent theories about adult learners, ESL instruction, developmental education, cultural differences and learning styles, etc. affect the preparation needed by English teachers in community college settings specifically? 5) What types of curricula do two-year

college English teachers face, and what preparation is needed for teachers who must adjust to both workforce and traditional academic demands? 6) What pedagogical implications for two-year college English teachers are implicit in post-process theories of composition, recent theories of writing assessment, and the like? 7) What implications for two-year college classrooms do such educational trends as campus learning communities and distance education present? 8) What limitations are present in the current 2-year college teacher workforce, and how can these limitations be addressed? 9) How is "academic preparation" defined for and achieved by a two-year college English teacher who may not be a recent graduate or who may be employed part-time? What implications for graduate programs and for staff development within two-year colleges?

Phase 3

Initiating Phase Three of the project, the charge was given by 2002-2003 TYCA Chair Jody Milward and the TYCA EC to convene a retreat to include several TYCA leaders, several specialists in key areas of "Guidelines" import (technology, diversity; composition theory, etc.), and significant representatives from targeted audiences. Georgia Newman and Lois Powers were charged with overseeing logistics for the retreat, securing a retreat facilitator, developing a retreat schedule and agenda, and identifying and inviting discussants from the targeted groups outside of TYCA. By vote of TYCA participants, the retreat was set for San Francisco in July at the site for and on the weekend prior to the NCTE Summer Institute. Fullerton College Vice-President Janet Portolan was engaged as retreat facilitator; an agenda and schedule was planned; and several nationally prominent and respected representatives from both two-year college administration and award-winning university graduate programs were invited. Because no funding was available for participants, however, many leaders (who had sought institutional funding without success) were unable to come at their own expense. As time for the retreat grew nearer and key individuals found it necessary to withdraw from participation, it became necessary to cancel the retreat.

Current Status and Recommendations

There appears to be no diminution of need for guidelines addressing the academic preparation of two-year college faculty. Nevertheless, key issues raised in Phase 2 of the current Guidelines project remain unsettled. While a retreat of the type identified in Phase 3 still seems to this project reporter to be the most effective and efficient way of moving the Guidelines project forward, the absence of funding for the project remains a critical obstacle. Online work is less costly, but limitations of a non face-to-face discussion are significant (as Phase 2 problems suggest). A satellite-delivered retreat in real time might offer hope for moving the project forward, but planning, setting up, coordinating, and delivering such a conference are likely to prove much more complicated and expensive than the idea at first suggests.

Georgia Newman, a coordinator for the Guidelines project to date (still committed to the project), is no longer in a position either professionally or personally to move the Guidelines project forward without financial and other professional support. The current TYCA EC needs to explore who currently is best suited for this project coordination role and what steps must be taken at this point to move the project forward.

Because there are always difficulties in writing by committee, the EC may want to explore the possibility of engaging a single individual to make essential and extensive contacts, read critical documents, and draft another version of the Guidelines document before bringing it once again before a large committee of TYCA (and other) responders.

Aug 5, 2003

TO: NCTE Executive Committee Members

From: Jody Millward

RE: Summary of Writing Initiative Workgroup

I invite members of the Workgroup to emend or add to this report, as it is based on handwritten and sketchy notes by yours truly.

Workgroup members:

P. Stock (Chair); K. Bomer, S. Logan, J. Millward,, A. Seely-Flint, K. Yancey, P. Bodmer, M. Davis

Charge: Under the guidance of the principles of the NCTE Writing Initiative, discuss the National Commission on the Uses of Writing in the Transition to College; the current key issues, questions, and problems faced by Two-Year Colleges and Community Colleges; and the connection between Writing Education and Families.

The workgroup began with a summary of what had been accomplished at the last meeting.

• National Commission on the Uses of Writing in the Transition to College

The Workgroup offered the following recommendations to NCTE EC and Staff:

1) A name change to better reflect the goals of the group and to distinguish it from NCTE Commissions and non-NCTE commissions on writing. The group suggested that "Alliance" or "Coalition" would better reflect the spirit and goals of the consortium.

2) Seek new organizational partnerships and to provide a balance between NCTE members and other academic and educational groups (e.g. the A.A.A.G.; CCHA; U Mich. Admissions). The Workgroup agreed that NCTE should take a leadership role, but should work in partnership with many organizations in order to increase chances for grant funding and increase the impact of recommendations the alliance produces. In addition, it would position us as partners in similar efforts and establish a model for future alliances.

3) Continue to seek outside funding, with the expectation that extended partnerships will increase the pool of possible grant funding.

4) Whether or not funding comes through, to stick the original timeline outlined in the report.

• Two Year Colleges and Community Colleges Key Issues and Questions

Prior to the meeting, Millward had circulated a series of questions based on her conversation with Chair Bloome to TYCA EC and past leadership. She provided a brief summary of those responses to the group. The Workgroup then focused on the following:

Challenge: Lack of hard data on central issues, including assessment policies, best practices and programs, cross-institutional partnerships, composition loads, course offerings, graduate programs with two-year college teaching emphasis, writing across the curriculum programs, etc.

Recommendations: 1) Use TYCA Regional Structure to gather data; 2) Determine shared features of Outstanding Programs award winners in order to create a philosophy that promotes best practices and best programs.

Challenge: The material realities of two-year college teaching: higher class sizes and overall composition load; lack of support for travel and conference; lack of release time; lack of support for scholarship; lack of support for involvement in professional organizations

Recommendations: 1) Form cross-institutional partnerships; 2) Explore ways to fund two-year college faculty in their professional and scholarly endeavors.

Challenges: 1) Lack of scholarship on two-year college students' use of writing as a tool for thinking and learning, of ways to improve the two-year college student's writing, of how assessment practices affect two-year college learners and writing program design. 2) Misperceptions of two-year college culture (e.g., high schools are often assessed by the numbers of graduates accepted into four-year universities and this leads to the notion that only the underprepared attend two-year colleges; the majority of developmental students enrolling in two-year colleges do so because they could not achieve in high school; and similar affective factors of four-year college-goers--first generation, working, re-entry—makes the learning experience and challenges the same as those of two-year college-goers).

Recommendations: 1) Complete TYCA Teacher/Scholar document; 2) Form research partnerships with four-year universities and graduate programs, encouraging the inclusion of two-year college students and programs in research studies and dissertations on literacy, writing program design, etc.; 3) Use NCTE WEB site as a clearing house for articles published in regional journals; and [4) Added by Millward post-meeting, include two-year college faculty in NCTE publications committees and programs]

Challenge: Few graduate programs offer teaching in a two-year college as a viable option for their students.

Recommendations: 1) Complete TYCA's "Guidelines for Preparing Two-Year College Faculty" (an effort stymied by lack of funding for participants to meet and revise/rewrite the draft document); 2) Identify graduate programs with successful "two-year college teaching emphases; and 3) Promote partnerships with graduate schools and encourage the inclusion of preparing two-year college faculty in their programs.

Challenge: Lack of participation and voice of two-year college faculty in NCTE/CCCC committees

Recommendation: 1) Improve (perhaps formalize) collaboration of TYCA/CCCC/NCTE leadership to insure two-year college representation on commissions and committees addressing literacy issues; 2) Move ahead with

mentoring/leadership effort of building a database of two-year college faculty willing and able to serve on such committees.

Challenge: The National Writing Commission is interested in two-year college writing programs and practices, but has no two-year college representation

Recommendation: Recommend inclusion of a two-year college faculty member who has knowledge of TYCA/NCTE resources

Challenge: Increasing TYCA membership in NCTE

Recommendation: Make explicit NCTE ability to improve the daily work of two-year college faculty through better identification and distribution of relevant information in publications, conference presentations, committee memberships, and leadership positions in at least two ways: 1) WEB site as clearing house and 2) tailoring NCTE table materials at TYCA regional conferences to the two-year college.

• Connection of Writing Education and Families

The work group made the following recommendations:

- 1) Form partnerships with national boards (such as P.T.A., S.A.E.C.U).
- 2) Identify and contact leaders in the field—persons who have published scholarship, implemented successful programs (several names were passed on to Davis)
- 3) Yancey and Stock and Bomer to work with Davis to review current draft of pamphlet on parents and education (the most widely distributed NCTE pamphlet) to determine whether there should be a series of pamphlets or an edited version of the current pamphlet.

This report, I realize, privileges the two-year college section of the charge. We did, in fact, spend the most time on this. But work group members may want to flesh out the other sections, as I may have missed critical items in my note-taking.

TYCA STRAND PROPOSALS FOR CCCC 2004

To: Executive Committee of the Two-Year College English Assoc.
Report Author: Marilyn J. Valentino, Associate Chair
Date of Report: 10/24/03

Work Completed Since Last Report:

As part of the TYCA Strand, ten panels, one roundtable, one full-day pre-conference workshop, one/half day post-conference workshop, one roundtable, and two other workshops were accepted on the program for CCCC 2004 in San Antonio. I want to thank Jay Wootten, Howard Tinberg, LarryMcDoniel, Lynn Troyka, Shelley Rodrigo, Sherri Winans, and Linda Houston for independently submitting their proposals under the TYCA Strand.

CONCURRENT SESSIONS

1. "Basic Writers and Marginalized Students: How to Make Writing Count" #2081

Chair: Toni Ortner
Presenters: Sallyanne Fitzgerald: "Two Approaches to Prepare Basic Writers for Success"
Michael Gos: "Making Writing Courses Matter for Working Class Students"
Abigayle Phillips: "One Potato, Two Tomatoes, Three Cabbages and a Gourd:
Acknowledging Home Culture in Composition Classrooms"

2. "All the World Is a Classroom: Online Partnering for Assignments and Revision at Community Colleges and Universities Stateside and Abroad" #2043

Chair: Barbara Bell
Presenters: Chella Courington: "Online Partnering of the Community College and University:
Revisionary Readers of Primary and Peer Texts"
Annie West: "Online Partnering of the Community College and University:
The Influences of Personal Characteristics on Reader Response"
Suba Subbarao: "All the World is a Classroom: Using E-Pal Projects to Enhance
Writing Classes from the US to France and Korea"

3. "Technology Literacy Matters in Urban and Rural Environs" #2120

Chair: Linda Peckham
Presenters: Sharon Mitchler: "City Mouse and Country Mouse: Has the Digital Divide Been Bridged?"
Eric Bateman: "When Technology Gets in the Way: Meeting the Needs of Students'
Learning Styles in the Rural, Multi-Site, Compressed Video Classroom"
Beth Wheeler: "What Matters Most in Online Composition: Rediscovering the Instructor-
Student Relationship"

4. "Making Future Citizens Through Service Learning" #2394

Chair: Edith Baker
Presenters: Patricia Worrall: "But I've Lived Here All My Life: Community, Culture, and
Composition"
Lissa Holloway-Attaway: "But What Does It Really Matter to Me?: Community, Culture,
and Composition"

5. **“Expanding the Composition of Learning Communities: Our Changing Roles as Interpreters of Culture” #2065**

Chair: Marilyn Valentino

Presenters: Sandie Barnhouse: “Learning Together: American Literature II, American History II, and All that Jazz”

Sheldon Wrice: “Piloting an African American Student Learning Community: Strategies for Implementation”

Deborah Wilson: “Nobody Here is Innocent: Cultural Values, Pedagogical Ethics, and the Prison Classroom”

6. **“Getting a Job at a Two-Year College”**

Chair: Jay Wooten

7. **“The Limits of Articulation: The Two-Year College, the Public, and the Disrupted Life”**

Chair: Howard Tinberg

8. **“Students Becoming Citizens: How Composition Matters in Community Connections”**

Chair: Larry McDoniel

Presenters: Win Loria: “Students Becoming Citizens: Advocacy Translated into Writing”

Chris Jennings: “Advocating for High School Students: Preparing for College Writing”

Linda Houston: “Students Becoming Citizens: “Using Service Learning as a Metacognitive Assessment in a Composition Class”

9. **“Reviving Rhetoric in the Two-Year College”**

Chair: Lynn Quitman Troyka

Presenters: Susan Miller

10. **“Preparing Future Faculty Programs”**

Chair: Shelley Rodrigo

ROUNDTABLES

“The ‘White-washing’ of Learning Communities: How Do Hispanic Students Fit into the Learning Community Paradigm?”

Chair: Sherri Winans

Speakers: Sandra Schroeder, Dodie Forrest, Shannon Hopkins, Gordon Koestler, Carolyn Calhoon-Dillahunt

TYCA TALKS (Friday night)

PRECONFERENCE WORKSHOPS: FULL DAY

“Theory to Exemplary Practice and Programs from the Two-Year College”

Chair: Linda Houston

Presenters: Xaio Wang, Larry McDoniel, Chris Jennings, Linda Houston, Michelle Navarre
Cleary, Jane Wagoner, Kip Strasma, Rodney Keller, Jacqueline Pena

OTHER WORKSHOPS:

“Starting Preparing Future Faculty Programs”

“Distance Learning”

POSTCONFERENCE WORKSHOPS: SAT. Afternoon

“Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles”

Chair: Marilyn Valentino: “General Guidelines for Submission”

Presenters: Jodie Millward: “Dispelling the Myths: Not So Secret Strategies for Proposal Writing”

Frank Madden: “Key Considerations for Focusing Your Proposal”

Howard Tinberg: “Turning Your NCTE/CCCC Presentations into Articles for Publication”

Summary of Current Activities:

With the help of Jody Millward, Sharon Mitchler, and the Executive Committee, we have developed a **TYCA Presenter Information Sheet** to be circulated at regional and national conferences to encourage wider participation in panels and to begin a database of scholars with full information, which we may consider for future panels or committee service. This should make it easier for TYCA to present a strong TYCA Strand at the national conferences.

Recommendations to the Executive Committee:

Under the discussion of changes of duties for the officers, we might consider a program chair for NCTE and/or CCCC to handle the major work of getting panels together to free up time for the associate chair to do other work and to take over that duty when the associate chair position is vacant every other year.

(TERRILL, PRINT ON LETTERHEAD FOR INCLUSION IN THE AGENDA)

TYCA PRESENTER INFORMATION SHEET

Name: (print) _____

Phones: Office: _____ Home: _____

E-mail: _____ Fax: _____

Home Address: _____

City _____ State _____ Zip _____

Institution: _____ Dept. _____

Institution Address: _____

City _____ State _____ Zip _____

TYCA Region _____ Interested in Chairing a Session? Yes No

Working Title for Presentation for next conference: _____

Suggestions for Other Presenters on a panel: _____ (email) _____

_____ email) _____

Brief summary of your idea:

Other Possible Presentation Topics:

Officers' Duties and Responsibilities: Proposed Changes

To: The Executive Committee of the Conference on English Education
Report Author: Marilyn J. Valentino and Sharon Mitchler
Date of This Report: November 3, 2003

Work Completed Since Last Report:

After many email discussions and meetings with the Chair, Past Chair, and the Associate Executive Director of NCTE, we are offering for discussion the following changes to the officer duties and responsibilities. Items that may not require by-law changes are listed first.

1. **Regional Visits:** The Chair goes to only one regional. Other officers can share the other regional visits.
2. **First readers of CCCC and NCTE proposals:** Members from the EC or outside the EC can be appointed for one or two years (this frees up the chair during the busy times of the year.) The Chair still goes to NCTE EC Meeting in Urbana to determine final program.
3. **Nominations:** The Past Chair does it and then a Nominations Chair is appointed on even-numbered years and can continue to help on odd-numbered years (or not).
4. **CCC meetings:** The Secretary, Assoc. Chair, and Past Chair attend these. The Chair just wouldn't have to go, and we'd still be represented well. The Assoc. Chair could catch the Chair up on essential items.
5. **College Forum:** The TYCA rep would be responsible for the information, but the TYCA Chair needs to be there to add strength, and it would not require an extra trip for the Chair.

Some Changes to consider:

Plan A:

Create two program chairs, NCTE program chair and CCCC program chair, to serve for two years, the first to help the Assoc. Chair, and the next to do it on her/his own when the Assoc. Chair position is vacant. These can be appointments and do not require a change in by-laws. This way, we can see how it will work out before we make anything concrete.

Plan B:

One program chair for NCTE and CCCC proposals for two or three years.

Changes by Position:

Chair:

1. The Chair would attend only 1 regional conference.
2. The Chair would not attend CCCC meetings.
3. The Chair would not initially screen conference proposals, but would attend the NCTE EC meeting to determine final program.

Associate Chair:

1. The Associate Chair would either co-chair or give up the task of submitting proposals for NCTE and CCCC.
2. The Assoc. Chair would apprise the Chair of significant issues from CCCC meetings.

Past Chair:

1. The Past Chair will continue to chair the Nominating Committee.

New Positions:

1. Appoint Program Chair(s) for NCTE and CCCC to make TYCA Strand.
2. Appoint EC member or TYCA member to initially screen NCTE/CCCC proposals.
3. Appoint a Nominations Chair for the year when there is no Past Chair.

Recommendations from the Committee to the Executive Committee:

We recommend that the EC discuss these alternatives in small groups during the NCTE EC Meeting.

**TYCA
Financial Comparison**

	FY03	FY02	FY01	FY00	FY99
Revenue					
TYCA Dues					
Pacific Coast Conference	-	208	-	226	-
Northwest Regional	192	80	78	-	-
West Regional	48	50	-	-	-
Northeast Regional	184	-	206	-	-
Southeast Regional	776	-	252	-	248
Southwest Regional	272	-	188	-	125
Midwest Regional	-	146	196	-	188
Misc Income	-	10	180	-	90
Total Revenue	1,472	494	1,100	226	651
Salaries & Benefits					
Salaries & Benefits	21,588	19,417	30,160	15,164	19,131
Discretionary Expenses					
Registration	560	275	622	70	85
Materials & Supplies	193	2,940	1,761	1,765	137
Telephone	14	34	21	24	19
Printing & Copying	4,830	3,006	3,745	3,120	2,639
Postage & Mail Services	1,269	1,395	1,934	1,378	1,100
Volunteer Travel & Per Diems	9,764	12,519	5,626	4,963	5,036
Staff Travel	2,460	2,816	2,664	-	36
Exhibit Expenses	258	416	119	438	2,175
Professional Services	179	190	307	253	212
Food & Beverage	1,358	1,277	1,483	-	492
Miscellaneous	14	-	212	-	-
Total Discretionary Expenses	20,899	24,868	18,494	12,011	11,931
Indirect Expenses					
Allocations	12,211	10,139	12,344	10,120	10,988
Total Expenses	54,698	54,424	60,998	37,295	42,050
Net TYCA Support	53,226	53,930	59,898	37,069	41,399

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To: The Executive Committee of the Two-Year College English Association

Report Author: Jody Millward
Chair, TYCA

Date of This Report: November 3, 2003

Subject: Two-Year College Research Initiative Report

Contextual Background: As incoming TYCA Chair, I was charged with creating a project that would serve membership needs and increase membership. The work of previous Chairs suggests that to do so we need to increase TYCA visibility through polished position statements, improve communication and collaboration across regions, achieve fuller participation on NCTE and CCCC decision-making committees, achieve fuller participation and recognition as presenters at the NCTE and CCCC Conventions, and increase the number of two-year teacher/scholars visible through publication. A major challenge to achieving these goals is the lack of data available on two-year college language arts' programs, faculty, students, and pedagogy. Without such data, members' advocacy efforts for improved programs and pedagogy on their home campuses, in their regions, and nationally is severely limited. Yet, the demanding responsibilities of TYCA Executive Board members suggested that we needed to develop a new way of working, one that would allow us to identify areas of expertise of our members and provide them with opportunity and mentoring in professional development and leadership.

To that end, I proposed several "research" groups—ad hoc committees—at our Spring TYCA meeting with the goal of providing a snapshot of two-year college language arts programs, faculty, and students. These research groups would: 1) gather the data necessary to support professional advocacy efforts; 2) provide mentoring in leadership and professional development; 3) provide a means for collaboration across regions which could feed NCTE and CCCC panel presentations and individual or collaborative publications; and 4) provide data and research to support members' advocacy efforts for improve pedagogy, program design, and professional development.

Project Progress:

Although the Agenda for the TYCA spring 2003 Executive Committee did not permit adequate time to review or discuss the specifics of this project, the Executive Committee approved the general principles and design. Without Executive Committee approval of the specific design and given the exigencies of the Chair's duties, I have made only limited progress:

- With the assistance of Terrill Martinez (NCTE Headquarters), I have created a "Two-Year College Fact Sheet" that has been distributed at Regional conferences.
- Paul Bodmer (NCTE National Headquarters) has created a handout covering the history of Two-Year colleges that has been distributed at Regional conferences.
- TYCA Officers with the assistance of Paul Bodmer and Terrill Martinez (NCTE National Headquarters) have created a form for the TYCA Volunteer database.

- TYCA Officers and Regional Representatives, in collaboration with Paul Bodmer (NCTE National Headquarters), began a volunteer drive at Regional conferences and we have begun building a database that will be housed at NCTE headquarters.
- Under the direction of NCTE Chair, David Bloome, I completed a survey of TYCA Executive Committee Members detailing the strengths of two-year college programs and the challenges two-year college faculty face (Summer 2003).
- Second drafts of ad hoc research committees have been completed.

The Two-Year College Research Initiative:

A collaborative research project whose focus is to research the status of two-year college faculty, students, and programs in order to better support TYCA and its membership in advocacy efforts, professional outreach, and collaborative projects. By using Regional members to gather information on each state in their Regions, we will be able to produce a profile of the Two-Year College in the 2005 academic year that will be housed on the TYCA Website.. Research resources would include:

- State Educational Offices (and WEB Pages)
- State Academic Senates (and WEB Pages)
- TYCA Regional Websites
- Campus WEB Pages
- Office of Institutional Research on Two-Year College Campuses
- "TYCA To You" in *TETYC*

To insure the success of this project, each Regional should recommend at least one member to serve on each committee. If you believe you have a particularly strong candidate, you may recommend that person serve as Chair of the Committee.

Action Items:

To better serve (and thus increase) our membership, TYCA should continue its development of a coordinated mentoring/membership service drive. My term as TYCA Chair will end November 2003, but I am willing to assume responsibility for the design and implementation of this initiative, pending TYCA Executive Committee approval. This role would include serving as Chair of the "Profile of the Two-Year College Research Committee," the coordinating committee for the Two-Year College Research project.

Prior to the break-out sessions, I would like the Executive Committee to bring forth and vote on the following motions:

- 1) I move that we assign Jody Millward leadership responsibility of the Two-Year College Research Initiative.
- 2) I move that in appointing the ad hoc committees for the Two-Year College Research Initiative, leadership follow TYCA approved guidelines of diverse regional representation, gender balance, and ethnic balance for committee memberships.
- 3) I move that in constituting the various ad hoc committees of the Two-Year College Research Initiative, leadership adhere to the following recommendations: a) tasks should be clearly defined and limited in order not to impose undue burdens or extended timelines on committee members; and

David Bloome

b) the majority of committee work should be conducted on-line in order not impose a financial burden on committee members.

See appendix for proposed research committees to serve as the basis of break-out work groups

I. TWO-YEAR COLLEGE RESEARCH INITIATIVE COORDINATING COMMITTEE

Purpose: To serve as the oversight committee for the Two Year College Research Initiative Ad-Hoc Committees.

Charge: Coordinate TYCA Research Initiative data gathering efforts, and, in consultation with NCTE Staff Member and TYCA WEB Site Committee, develop standardized format to present data on TYCA WEB site

Tasks: Prior to the constitution of the ad-hoc committees of the Two-Year College Research Initiative, committee members will:

- prioritize research areas
- refine the charges of the research committees
- nominate members for the research committees
- design, in consultation with NCTE headquarters staff, effective methods for compiling and distributing the findings of the research committees
- serve as a resource to the research committees as they work to complete their charges
- facilitate the research committees' abilities to complete tasks and meet their deadlines

Committee Structure

Chair, A current or past member of the Executive Committee Leadership Team

Two or more members of TYCA Executive Committee

Two Active TYCA Members

Website Committee liaison

NCTE Staff member to serve as consultant

Timeline: Tasks to be completed by March 2005

II. TWO-YEAR COLLEGE FACULTY PROFILE RESEARCH COMMITTEE

Charge: For each state in the Region, investigate

Number of non-tenure granting institutions and full-time faculty at those Institutions

Number of Full-Time Instructors: Tenured and Tenure-Track Instructors

Number of non-tenure granting institutions

Number of Part-Time English Instructors

Other Categories of Teaching Employment

Gender and Ethnic Breakdown of Full-Time Faculty

Gender and Ethnic Breakdown of Part-Time Faculty

And, if possible,

Average Age of Tenure Track, Tenured, and Part Time Faculty

Average Years of Teaching Service for Tenured Faculty

Percentage of New Full-Time Tenure-Track Hires Who Resign Before Tenure

Timeline: Findings submitted by end of August 2004

III. TWO-YEAR COLLEGE TEACHING LOAD RESEARCH COMMITTEE

Charge: For each state in the Region, determine

High and Low End Totals of Classes Constituting a Full-Time Load

High And Low End Totals Of Composition Students Per Full-Time Load

High And Low End Class Sizes For ESL, Developmental, and Transfer Courses

High and Low End Totals of Class Preparations Per Term

High and Low End Totals of Literature Classes taught by an Individual Faculty Member per term

Timeline: Findings submitted by end of August 2004

IV. TWO-YEAR COLLEGE ADJUNCT PROFILE RESEARCH COMMITTEE

Charge: For each state in the Region, determine

- Number of Adjunct Instructors
- High and Low End Ratios of Part-time Instructors to Full-Time Instructors
- Number of Institutions Which Offer Adjuncts the Following:
 - Office Space
 - Office Phone
 - Office Computer
 - E-Mail Account
 - Health Benefits
 - Clear Rehire Policies
 - Professional Development Opportunities

*Prof. Dev. ?
need consistent
results
states
comparisons
Prof. dev. can be funded*

Timeline: Findings submitted by end of August 2004

V. TWO-YEAR COLLEGE PROFESSIONAL DEVELOPMENT RESEARCH COMMITTEE

Charge: For each state in the Region, determine

- Number of Two-Year Colleges Offering Sabbaticals
- Number of Two-Year Colleges Offering Travel And Conference Funding
- Number of Two-Year Colleges Supporting Faculty Participation In Off-Campus Professional Development Workshops for Teacher Training (e.g., NEH Seminars)
- Number of Two-Year Colleges Offering On-Campus Professional Development Programs
- Number of Two-Year Colleges Who Have Eliminated Some Professional Development Efforts in the Past Five Years and, if possible, which Efforts Have Been Cut*
- Number of Campuses Offering a Combination of the Above, and, if possible, a Breakdown of Professional Development Programs*

*Note: This is to determine if we can perceive a trend: a reduction in professional development efforts in the face of recent budget cuts; and/or a campus culture that promotes professional development vs. those which do not.

Timeline: Findings submitted by end of August 2004

VI. TWO-YEAR COLLEGE STUDENT PROFILE RESEARCH COMMITTEE

Charge: For each state in the Region, determine

- Number of Full-Time Students
- Number of Part-Time Students
- Gender and Ethnic Breakdown of Full-Time Students
- Gender and Ethnic Breakdown of Part-Time Students
- Average Age of Full-Time Students
- Average Age of Part-Time Students
- Number of Certificates, Associate Degrees, and Transfer Students
- Gender and Ethnic Breakdown of Students Earning Certificates, Associate Degrees or Transferring

And, if possible,

- Number of Disabled Students
- Percentage of Students Who Work
- Percentage of Students With Family Responsibilities
- Percentage of Students Qualifying for EOP Funding
- Percentage of Non-native Speakers

Timeline: Findings submitted by end of August 2004

VII. TWO-YEAR COLLEGE TMI RESEARCH COMMITTEE

Charge: For each state in the Region, determine

- Number of Two-Year College English Departments Offering On-line Classes
- Number of Two-Year Colleges Offering On-line Degrees
- Number of Two-Year College English Departments Offering Hybrid Instruction
- Number of Language Arts departments with dedicated computer labs
- Number of Language Arts departments with computer labs designed for classroom teaching

And, if possible,

- Class Size Range (by State) For On-line English Courses
- Gender, Ethnic, and Age Breakdown of Students Enrolled in On-Line Courses or Achieving Degrees On-line

Timeline Findings submitted by end of August 2004

VIII. TWO-YEAR COLLEGE ASSESSMENT PROGRAMS RESEARCH COMMITTEE

Charge: For each state in the Region, determine

- States Where Campuses Exert Local Control Over Assessment
- States With Mandatory Standardized Placement Exams and, if possible, the Exam Used
- States With Mandatory Standardized Proficiency or Exit Exams and, of those States, which allow local campus control, which require Timed-Writing

And, if possible,

- The Range of Assessment Instruments and Methods Used In Those States Where Campuses Exert Local Control and

Timeline: Findings submitted by end of August 2004

IX. TWO-YEAR COLLEGE PARTNERSHIPS RESEARCH COMMITTEE

Charge: For each State in the Region, identify active institutional partnerships (e.g., shared faculty; coordinated course offerings for specific academic goals)

- Cross-Curricular Partnerships*
Number of Two-Year College/High School partnerships
- Number of Two-Year College/Two-Year College partnerships
- Number of Two-Year College/Four-Year Institutional Partnerships
- Number of Graduate Schools Offering Courses or Degrees Designed for Preparing Two-Year College Faculty

And, if possible, provide a brief summary of the most common type of partnerships

Timeline: Findings submitted by end of August 2004

X. TWO-YEAR COLLEGE LANGUAGE RESEARCH COMMITTEE

Charge: For each state in the Region determinethe

- Percentage of Non-native Speakers Enrolled in Two-Year Colleges
- Number of Two-Year Colleges with ESL departments ✓
- Number of Two-Year Colleges offering an ESL strand in their Composition Sequence
- Percentage of ESL students in mainstream Composition courses

Timeline: Findings submitted by end of August 2004

states 1 more

Yale/Stanford models

✓ FIACC

TEFL - Who teaches ESL students?

TYCA Candidates for Representative on NCTE Research Commission

1. Patrick Sullivan, Ph.D., Professor, English Department, Manchester Community College, Great Path, Manchester, CT 06040
(860) 512-2669 (office) (860) 546-1191 (home)
patrick.sullivan.01@snet.net (home)
psullivan@mcc.commnet.edu (office)

Patrick Sullivan is a former Two-Year College student and has taught at Manchester Community College since 1987. He has served as the Director of the Learning Center of Springfield College and as Director of the Writing Resource Center at the Univ. of Connecticut. He has received several awards for his work in Distance Learning, including the 2001 Teacher Innovation Award? (CN Distance Learning Consortium), several award recognizing his work with Phi Theta Kappa, National Endowment for the Humanities support as a Program Scholar, and several teaching awards. His presentations cover a variety of topics, including distance learning and gender differences in on-line learning at several conferences, including NCTE, New England Association of Schools and Colleges, the New England Regional Meeting of the College Board, and the Connecticut Distance Learning Consortium.

His publications include articles in TETYC (1995, 1999-2003, most recently, "What Is 'College-Level' Writing" [May 2003]; *Innovation Higher Education* (female college Students? experience on-line), the *Journal of Adolescent and Adult Literacy*, the *Community College Journal of Research and Practice*, the *Community College Times*, the *Chronicle of Higher Education*, the *English Journal*, *Studies in Contemporary Satire and Early American Literature*. He has also published personal narratives, poetry, and opinion pieces in a variety of newspapers, including the *New York Times*.

2. Gregory Shafer, PhD. Professor of English, Mott Community College, Flint, MI. 48503

Phone: (810) 720-0385 (home) (810) 232-2831 (Office)

Email: gshafer@mcc.edu

Greg Shafer, a former teacher of middle school, high school, and university T.A., has taught at Mott Community College since 1997 and works in the Writing Center there. He is the author of *Process and Voice in the Writing Workshop* (2000, 2003) and has been included in several anthologies whose titles suggest his various areas of expertise: *At Issue: The Declaration of Independence* (2003); *Teaching Developmental Writing: Background Readings* (2 essays selected, 2001); and *Curriculum Planning: A Contemporary Approach* (2000). A frequent contributor to TETYC (including, May, Sept. Nov. 2003; May, Sept. 2002; Sept, Dec. 2001, March, Sept. 2000, Dec 1999), *The Humanist* (multiple articles annually from 1998 to 2003), *The English Journal* (1997, 1999 and multiple articles annually from 2000 - 2002), *The Clearinghouse*, and *Research and Teaching in Developmental English*, Greg Shafer's scholarship focuses on literacy issues, including developmental writing, issues of gender and ethnicity, writing

center theory, the intersection of politics and education, assessment, and curriculum and program development. He has presented papers on the above topics at conferences sponsored by Michigan Council of Teachers of English Fall Conferences; Liberal Arts Network for Development, the National Conference of the College Education Assoc., the National Association for Developmental Education, and NCTE. As a freelance writer, he has contributed to several newspapers, most frequently, the *Detroit Free Press*.

Submitted by Jody Millward,
TYCA Chair
November 6, 2003

Committee Reporting:
TYCA Website Committee

To: The Executive Committee of The Two-Year College English Association

Report Author: Lee Herrick and Lois Powers

Date of This Report: November 4, 2003

Members Present at Last Committee Meeting:

1. Lois Powers, co-chair
2. Lee Herrick, co-chair
3. Mike Matthews
4. Elizabeth Butts

* This committee meets online as needed. We began corresponding in June 2003 and have continued work through November 2003.

Date of Last Meeting: November 3, 2003 (online correspondence)

Work Completed Since Last Report:

- Since the last report (March 2003), the ad hoc TYCA Web Committee was formed and began discussing changes to the website. The four person committee has completed the following: explored what members want in a TYCA web site; gathered and presented new ideas for further developing the web site and capturing the distinctive role TYCA plays in NCTE; discussed the possibilities of the new NCTE technology and how TYCA can use it. Specific areas of the website that were addressed include pull-down menus, space usage and clutter, link headings and access, and discussion options to enhance users' experience with the website.
- The committee worked with NCTE staff to explore which of the recommendations are feasible and practical.
- When the new website launched, the committee reviewed certain areas and gave NCTE staff (Terrill Martinez) some brief input to consider for the quarterly updates.
- The committee selected the major categories to be used for the website which can be changed quarterly.

Summary of Current Activities:

- The Website Committee is discussing job qualifications and duties for the Webmaster position. In conjunction with the TYCA Chair, the committee continues to formulate

this new position and plans to submit formal guidelines to the EC soon. We are considering all the factors involved, including NCTE policies and procedures, as we focus on this task.

- The committee is continuing to review the new website, will be reconsidering the categories, is considering additional content, and is exploring adding new features.
- The committee will continue to give feedback on the current site and its effectiveness.

Projected Completion Date of Activities: unknown

Recommendations from the Committee to the Executive Committee:

- To explore the many aspects of the new TYCA website and assess its effectiveness
- To offer suggestions to the committee regarding the website
- To solicit responses and suggestions from the regionals about the new website

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- program
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tyca

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The Two-Year College English Association (TYCA)



National TYCA unites teachers of English committed to the teaching and study of English in the two-year college to advance the profession and provide a national voice for the two-year college in postsecondary education. Recognizing the unique institutional character of the two-year college, open to all students, TYCA is further committed to student diversity in culture, age, background, ability and goals, and the critical role of literacy required in a democratic society.

TYCA Regionals

Find information on your TYCA Region here!

Featured Information

[Highlight of Upcoming TYCA Related Events](#)

[2003 NCTE Annual Convention](#)

[Teachers Ride Into Rock Springs](#)

[TYCA West Regional Conference](#)

[2003-2004 TYCA Executive Committee Election Results](#)

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Regional and National Conferences

[2003 NCTE Annual Convention](#)

["Partners in English" San Francisco, November 20-25](#)

Leadership Opportunities

[Portrait of a Volunteer - Lynn](#)

[more...](#)

[Troyka](#)

[How to Get Involved in National TYCA](#)

[more...](#)

Recommended Resources

[NCTE Books for Two-Year College English Teachers](#)

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[College/University Writing Policy Development](#)

[A guide to develop college and university-wide writing policies](#)

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TYCA (Two-Year College English Association) Regional Conventions

Coming this Fall to a town near you!

CCCC (Conference on College Composition and Communication)

Annual Convention

Making Composition Matter: Students, Citizens, Institutions,

Advocacy

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The New Face of Membership

About two years ago, NCTE committed to investing in upgrading its information systems, including those serving TYCA. In an attempt to help members "customize" the information and news they receive through membership and to establish new interactive member services, the NCTE executive committee invested in a vision for online services that would bring members customizable content, that would include frequent news and advocacy updates, that would promote public policy awareness, that would open up more volunteer leadership opportunities, and that would facilitate online networking, conversations, and project work.

As NCTE prepared to purchase or develop new software programs and web-based services, staff developed a comprehensive call for proposals with the help of information consultants, and attempted to take stock of current technology equipment and operations. It quickly became clear that our existing systems were poorly documented, prone to malfunction, and vulnerable to viruses and hacks; further, our software was written in an obscure computer code that few programmers worked in. Upon the advice of consultants, we reviewed bids for systems to remedy these problems, and, when no web-based "front-end" system that was sufficiently flexible could be located, wrote our own "knowledge-base" web archive system designed to push articles, announcements, and services to members based on their self-identified interests and needs.

Last February, the underlying membership database system was launched. It stores vastly more data about each member than we have ever kept in one electronic file, including every note or transaction, committee or affiliate membership, interest "profile" data, etc. Unfortunately, as is often the case with data migrations, plenty of glitches showed up. Staff was able to work around these gaps in our records, but the procedures required to execute a simple transaction multiplied. This was seen as a temporary setback, as processing of all membership, book, journal, and convention transactions would be automated once our web services were introduced with an e-commerce component. Throughout the spring and summer, various web service components were piloted with teacher focus groups and tested. By the end of August, we were nearly ready to launch an array of web services and programs that could potentially transform the membership experience.

In the first week of September, disaster struck. The machine that hosts all of NCTE's listservs failed catastrophically, not only eliminating services but also erasing archives. And a week before the web-based system was to launch, the e-commerce elements were found to be unreliable. Thus, two of the pillars upon which our new membership services would be built were knocked out at the eleventh hour. Ultimately, we were able to activate online communities, which, though not identical to listservs, provided for interactive conversation, file sharing, etc. (listservs will be reintroduced next spring). Unfortunately, the "instant processing" promised by e-commerce won't be in place until the end of December, which has forced NCTE to move more staff into record processing so that members who expect online services don't have to wait too long for a user name or password to log into our system.

Despite these setbacks, the new web site was activated at the end of September. It has numerous new features, including:

- It is database driven, meaning that web pages can be generated dynamically and sent to multiple locations on the site. They also are given pre-set expiration dates so that obsolete information need not linger indefinitely.
- It includes a "write your legislator" function that makes it easy to send letters or e-mail on bills of immediate consequence.
- It ties into news and information features on an on-going basis.
- It directs news and web pages of interest to your "personal" NCTE page based on your professional interests.

- It makes it easy to volunteer for service in various roles by including an "I'm interested" check box wherever committee or policy work is described.
- It makes all online journals available to subscribers in one place (temporarily, all journals are available to all members through a temporary "Colearn" license—by the end of December, paid subscribers only will be able to access full texts of journals).
- It makes it possible to join various online communities, where documents or web links can be shared and where messages can be posted. The communities include e-mail notification functions to draw you back into the conversation and provides for "buddy lists" for cosynchronous discussions.
- It includes a member directory whereby all registered members can automatically e-mail one another (your email address is masked though, so you don't risk compromising your privacy).
- It makes it easy for members to manage their own records to check their address or email files, past activity, emerging opportunities, etc.

In the future, additional features will be added including a database driven online convention program, the ability to harvest papers and presentations from convention sessions, the re-introduction of listservs and "self-forming" communities, etc. Flexible professional development sites weaving together various journal articles and book chapters will also be more readily available. And, by next fall, our goal would be to make it possible for groups like TYCA to have their own, remotely-based, web editors.

While more than 2,000 members have completed their member profiles and thousands more have used a range of new web services, not all of the features of the site were working as designed during the first month of its existence. But unlike a book which remains unchanged after it rolls off the press, or even a traditional "static" web site that can only be changed in bits and pieces, information can be posted/updated daily and pages on this site can be redesigned and navigational features updated quarterly.

The key to making this site a dynamic force for re-energizing membership is for TYCA leaders and members to make it an active forum and to use it as a springboard to a larger conversation about the value of membership. Volunteers are needed to nurture online discussions, suggest key document links, news articles, and features that may interest members and non-members alike, and think through the vexing navigational questions that will inevitably arise in a site as information-packed as this one.

No web site or set of electronic benefits can transform the NCTE and TYCA membership picture. But if our most active, passionate members will reach out to colleagues to talk about what is available from TYCA, to analyze what potential members really want, and to then help build it, we can reignite growth. It won't be caused by the web site, but will be triggered by a deeper engagement in the process of remaking the organization using the new tool set that lies behind the site. If TYCA could appoint an online community moderator who would help post information of interest to members, and a web editor/advisor who could help advise staff on information and features needed, we can begin to shape services that prospective members could find enticing and valuable.

--Kent Williamson, NCTE Executive Director

The following questions have emerged from TYCA NE in relation to the regional TYCA by-laws:

- Why not have the REC simply elect the national TYCA rep instead of asking the membership to rubber stamp a decision already made by the REC? (IV. A. 2)
- What is the purpose of the four-year college rep, and does that person have a vote on the REC? (IV. A. 3 and V. F. 1-2, which is rather vague).
- Shouldn't voting privileges for the people mentioned in this section be made explicit? (IV. A. 4)
- If all REC members attend meetings and put in time outside of those meetings to benefit the organization, should all REC members have a vote anyway? (IV. A. 6)
- Should "elect" be changed to "select" since TYCA-NE is dependent upon whom the future sites chair finds to run conferences? In a sense, the conferences organizers select us, rather than vice versa, so why the pro forma necessity of "electing" them, which is what we would have to do if we are going to adhere to this section (and we never do)? (IV. E. 1-4)
- Does a quorum consist of four voting members? If all members voted, this section wouldn't be ambiguous. (IV. F. 2)
- How many regionals include a future-sites chair on their REC's? Is it a voting position? If all or even most do, should the position be specified under IV. C. 6 as a position filled by election among REC members and as a voting position or not? The lack of clarity about this position is troublesome.

National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096

- Subscription to the award-winning journal *Teaching English in the Two-Year College*
- National TYCA Web page, listservs, and other electronic links to the regional TYCAs and others who share professional interests
- Discounts on NCTE books and conventions
- Eligibility for health and life insurance

- Resources and strategies available in *TETYC*, online, and at meetings that provide you with the latest information, research, and developments in teaching that affect you professionally
- Regional meetings and national conferences where you can attend highly practical, hands-on sessions and network with colleagues who share your interests
- Opportunities for publication
- Professional development workshops on topics like portfolios, writing, and assessment

- Monitoring and publicizing working conditions
- Addressing the unique requirements of a diverse student population
- Sharing ideas for more effective teaching methods
- Expressing the needs of adjunct faculty

RESOURCES
TO
SUPPORT
TEACHERS

STRATEGIES
TO
IMPROVE THE
PROFESSION

ADVOCACY
TO
LIGHTEN
THE LOAD

NATIONAL



**THE NATIONAL
TWO-YEAR
COLLEGE ENGLISH
ASSOCIATION**

**of the National Council
of Teachers of English**

Resources, Strategies, Advocacy

Teaching at a two-year college poses many unique professional challenges. And no one understands that better than the members of the National Two-Year College English Association (TYCA) of the National Council of Teachers of English (NCTE). When you join National TYCA, you'll be welcomed into a community of scholars and faculty who share your concerns about important issues influencing the teaching of English, composition, literature, and rhetoric. At the same time, you will be connected to resources that offer insights about current national trends, scholarship, and developments in teaching and research.

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Everyone is welcome. National TYCA is for everyone who loves to teach and everyone who wants practical, hands-on ideas for teaching informed by research. Full- and part-time, adjunct, experienced, new, and prospective faculty are encouraged to join. Also welcome are administrators, friends, and supporters of two-year colleges.

WHO IS ELIGIBLE TO JOIN NATIONAL TYCA?

- To receive the journal created especially for you—*Teaching English in the Two-Year College*. *TETYC* is the only national journal devoted exclusively to the concerns of two-year college English faculty. It is edited by a two-year college teacher for other teachers who want to explore what works in reaching and teaching the diverse student body in two-year colleges.

WHY SHOULD I JOIN?

- To strengthen the voice of two-year college faculty locally, regionally, nationally, and internationally in debates about literacy, literature, and language.
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HOW DO I JOIN?

Simply fill out the attached enrollment form and mail it to NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, or fax it to 217-328-9645, or call NCTE at 800-369-6283, or e-mail membership@ncte.org.

HOW CAN I GET INVOLVED?

NATIONAL TYCA ENROLLMENT FORM

YES. I want to join National TYCA! \$60

Membership benefits include a one-year subscription to *TETYC*; discounts on NCTE books, conferences, and conventions; a one-year subscription to the NCTE newspaper, *The Council Chronicle*; and voting privileges in National TYCA elections.

ADDITIONAL OPTIONS

- Membership in the Conference on College Composition and Communication and a subscription to *College Composition and Communication* \$18
- College English* \$25
- English Education* (includes membership in the Conference on English Education) \$15
- Research in the Teaching of English* \$20

(International postage: Add \$4 per year for *TETYC*, *CCC*, or *RTE*; add \$8 per year for *CE*)

(Please print) Total _____

Name _____

Address _____

City _____

State _____ Zip _____

Phone number H: () _____

O: () _____

E-mail _____

School _____

Address _____

City _____

State _____ Zip _____

E-mail _____

Purchase order # _____

Charge my MasterCard Charge my VISA

Account no. _____

Expiration date _____

Your signature _____

I prefer to receive membership materials, including journals, at (check one) Home School

Institutional subscriptions to *Teaching English in the Two-Year College* are available for \$40/year. For more information, call NCTE Customer Service at 877-369-6283.



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of the National Council
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NATIONAL TYCA ENROLLMENT FORM

- YES, I want to join National TYCA/NCTE and SAVE 20% on *TETYC*.

TYCA/NCTE membership \$40
TETYC subscription ~~\$20~~ \$16
SAVE \$4! \$56

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(International postage: Add \$4 per year for *TETYC*, *CCC*, or *RTE*; add \$8 per year for *CE*)

Total _____

(Please print)

Name _____

Address _____

City _____

State _____ Zip _____

Phone number H: () _____

O: () _____

E-mail _____

School _____

Address _____

City _____

State _____ Zip _____

E-mail _____

Purchase order # _____

Charge my MasterCard Charge my VISA

Account no. _____

Expiration date _____

Your signature _____

I prefer to receive membership materials, including journals, at (check one) Home School

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Volunteer Corps

National TYCA Volunteer Profile Form

In an effort to draw on the expertise of its members, National TYCA/NCTE is creating a database of members interested in working on various TYCA, CCCC, and NCTE issues. Much of the work, we believe, can be done on line. We would ask your permission before appointing you to a committee. This is a great opportunity to collaborate with your colleagues in areas vital to the teaching of composition and literature.

Name (print): _____

NCTE Member # _____

Office phone: _____ Home phone: _____

Email: _____

Preferred Mailing Address

- Home
- Institution

Institution: _____

Institution address: _____

City: _____ State: _____ Zip: _____

Home Address: _____

City: _____ State: _____ Zip: _____

TYCA Region: _____

Areas of Interest: (E.G., Assessment; Adjunct Issues; Technology; Composition Research; Developmental Writing; etc.)

Years of Experience:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

I would like to:

- mentor early-career teachers in my areas of subject-matter expertise
- assist with state-based advocacy for the English language arts
- serve as an electronic mentor or discussion leader
- select NCTE materials to match the needs of teacher-learners
- present or coordinate workshops/sessions at local sites

Feel free to add comments, pose questions, etc., on the back of this sheet.

Please return this completed form by one of the following methods:

Mail: Volunteer Corps
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801

Fax: 217-328-0977
Attn: Nancy Wilson



Two-Year College English Association

National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096
Phone: 217-328-3870, 1-800-369-NCTE; Fax: 217-328-0977

TYCA PRESENTER INFORMATION SHEET

Name: (print) _____

Phones: Office: _____ Home: _____

E-mail: _____ Fax: _____

Home Address: _____

City _____ State _____ Zip _____

Institution: _____ Dept. _____

Institution Address: _____

City _____ State _____ Zip _____

TYCA Region _____ Interested in Chairing a Session? Yes No

Working Title for Presentation for next conference: _____

Suggestions for Other Presenters on a panel: _____ (email) _____

_____ (email) _____

Brief summary of your idea:

Other Possible Presentation Topics:

Northeast

CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT, WV; NB, NF, NS, ON, QC

Southeast

AL, FL, GA, KY, MS, NC, SC, TN, VA, WV

Midwest

IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI; MB

Southwest

AR, CO, LA, NM, OK, TX

West

AZ, HI, NV, UT, ID, WY

Pacific Northwest

AK, ID, MT, OR, WA, AL, BC, SK, YT

Pacific Coast

CA

Information Items

1. Committees Matrix
2. New TYCA Regional Report Template
3. TYCA Executive Committee Roster
4. TYCA By-Laws
5. TYCA Officer Responsibilities and Activities
6. TYCA Officer Duties Graph—Current Plan
7. TYCA Officer Duties Graph—Alternate Plan

TYCA Committees

TYCA COMMITTEES MATRIX

Standing Committees	Start Date & Charge	Progress to Date	Further Work/ Budget Requests Recommendations	Projected Completion
Nominating Committee Chair: Frank Madden Co-Chair: Ben Wiley Regional Reps	TYCA nominations NCTE nominations CCCC nominations			
Nell Ann Pickett Award Chair: Frank Madden Louise Bowen Ben Wiley	Choose outstanding teacher "whose vision and voice had a major impact" on professionalism.			
Outstanding Programs Award Chair: Jay Wooten Gwen Gresham Linda Isles Jones Sharon Mitchler Sheldon Wrice Lois Powers (ex-officio)	Honor two-year college teachers and outstanding English programs.			
Public Image Committee Chair: Sterling Warner Barbara Cooper Mike Matthews Barbara Gresham Janet Henderson Don Holt	Publicly acknowledge the best and worst mentions of two-year college in any media.			
TETYC Best Article of the Year Award Chair: Stasia Callan Carolyn Calhoon-Dillahunt Sharon Mitchler	Choose best article from the journal for the year.			

TYCA Committees

Ad Hoc Committees				
Guidelines for the Preparation of the Two-Year College English Teacher Chair: Sally Fitzgerald Jude Okpala Marilyn Valentino Xiao Wang	2000-01 Create a document of guidelines for preparation of two-year College English teachers for faculty, staff, and administrators involved in hiring or training, and graduate students.			
Teacher/Scholar Committee Chair: Frank Madden John Lovas Mark Reynolds Peter Sotiriou Howard Tinberg Marilyn Valentino	March 2002 Define and promote the role of Teacher/Scholar in two-year colleges. Provide Annotated Bibliography. Promote, support, and advocate for that role.			
Web Committee Co-chairs: Lois Powers and Lee Herrick Elizabeth Butts Mike Matthews				

TYCA Committees

NCTE/CCCC Committees					
National Alliance Marilyn Valentino					
College Forum Rep: Mike Matthews					
Part-Time Faculty Study					
Survey of two-year Colleges Larry McDoniel Mike Matthews					
National Writing Initiative					

To the report author: Please type your responses to the questions below directly in the gray boxes. Note that the boxes will turn very dark when they are selected, and will expand to accommodate the amount of text you insert. You can copy and paste into the boxes. When completed, please include this form as an email attachment to: tmartinez@ncte.org. Attach/include additional documentation as desired.

TYCA Region Reporting:

To: **The Executive Committee of the Two-Year College English Association**

Report Author:

Date of This Report:

Regional Executive Committee Members and e-mail addresses:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
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- 10.
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- 12.
- 13.
- 14.
- 15.

Date of Last Meeting:

Work Completed Since Last Report:

Summary of Current Activities:

Projected Completion Date of Activities:

Recommendations from the Regional Executive Committee:

Date of Next Meeting:

TYCA 2002-2003 Executive Committee

<p>Jody Millward (2001-2004) Chair (2002-2003)</p> <p><i>Preferred Address:</i> 5213 San Simeon Drive Santa Barbara, CA 93111 Home: (805) 683-2478</p> <p>Santa Barbara City College College Achievement Program 721 Cliff Drive Santa Barbara, CA 93105 Office: (805) 965-0581 X2736 Fax: (805) 963-7222 millward@sbcc.edu</p>	<p>Marilyn Valentino (2002-2005) Associate Chair (2002-2003)</p> <p><i>Preferred Address:</i> Lorain County Community College 1005 N. Abbe Rd. Elyria, OH 44035 Office: (440) 366-7103 Fax: (440) 366-4663 mvalen@lorainccc.edu</p> <p>86 Hickory Hollow Dr. Amherst, OH 44001 Home: (440) 985-1765</p>
<p>Frank Madden (2000-2003) Past Chair (2002-2003)</p> <p><i>Preferred Address:</i> 10 Andrea Dr. 75 Grasslands Rd. Brewster, NY 10509-1605 Home: (845) 279-2101 fmadden@aol.com</p> <p>SUNY Westchester Comm. College Valhalla, NY 10595 Office: (914) 785-6932 frank.madden@sunywcc.edu</p>	<p>Sandie McGill Barnhouse (2002-2005) Secretary (2002-2005)</p> <p><i>Preferred Address:</i> 5119 Witham Passage Charlotte, NC 28215 Home: (704) 598-3505 Fax: (704) 598-4415 barnhouse111@aol.com</p> <p>Rowan Cabarrus Community College P.O. Box 1595 Salisbury, NC 28145-1595 Office: (704) 788-3197 x520 Fax: (704) 788-2168 Curriculum office</p>
<p>Stasia J. Callan (2001-2004) Northeast Representative</p> <p><i>Preferred Address:</i> 494 Lake Road Webster, NY 14580-1055 Home: (585) 787-6879 Fax: (585) 427-2749 scallan1@rochester.rr.com</p> <p>Monroe Community College 1000 E. Henrietta Road Rochester, NY 14623 Office: (585) 292-3370 Fax: (585) 427-2749 scallan@monroecc.edu</p>	<p>Sally Fitzgerald (2001-2004) ECCTYC Representative</p> <p><i>Preferred Address:</i> Vice President, Instruction Napa Valley College 2277 Napa-Vallejo Highway Napa Valley, CA 94558 Office: (707) 253-3057 sfitzgerald@napavalley.edu</p> <p>2326 Stonehouse Dr. Napa, CA 94558 (707) 226-6349</p>

<p>Sharon Mitchler (2000-2004) Pacific Northwest Representative</p> <p><i>Preferred Address:</i> Centralia College 600 W. Locust Centralia, WA 98531-4099 Office: (360) 736-9391, ext. 405 Fax: (360) 330-7502 smitchler@centralia.ctc.edu</p> <p>3231 Skooter Ln NE Olympia, WA 98506 Home: (360) 412-1822 smitchler@comcast.net</p>	<p>Christine Jennings (2002-2003) Southeast Representative</p> <p><i>Preferred Address:</i> Tidewater Community College 1700 College Crescent Virginia Beach, VA 23453 Office: (757) 822-7145 cjennings@tcc.edu</p> <p>2941 Wood Duck Drive Virginia Beach, VA 23456 Home: (757) 426-7295 Fax: (757) 427-0327 chjenn@earthlink.net</p>
<p>Gwen Gresham (2000-2003) Southwest Representative</p> <p><i>Preferred Address:</i> North Arkansas College 1515 Pioneer Drive Harrison, AR 72601 Office: (870) 391-3316 Fax: (870) 391-3250 gweng@northark.edu</p> <p>304 Huntington Pl. Harrison, AR 72601 (870) 741-5146</p>	<p>Eric Bateman (2002-2005) West Representative</p> <p><i>Preferred Address:</i> Great Basin College 5490 Kluncy Canyon Rd. Winnemucca, NV 89445 Office: (775) 623-1807 Fax: (775) 623-1812 ebateman@gbcnv.edu</p> <p>5820 Muddy Rd. Winnemucca, NV 89445 Home: (775) 623-0546</p>
<p>Leslie Roberts (2002-2005) Midwest Representative</p> <p><i>Preferred Address:</i> 508 W Hoover Ave. Ann Arbor, MI 48103 Home: (734) 741-4498 Office: (248) 522-3433 lrobert@oaklandcc.edu</p> <p>Oakland Community College Orchard Ridge Campus Dept. of English 27055 Orchard Lake Rd. Farmington Hills, MI 48334</p>	<p>Beth Camp (2000-2004) Northwest Chair</p> <p><i>Preferred Address:</i> Linn-Benton Community College 6500 SW Pacific Blvd. Albany, OR 97321 Office: (541) 917-4556 beth.camp@linnbenton.edu</p> <p>1650 NW Dividion Vorvallis, OR 97330 Home: (541) 752-8339 campbeth@attbi.com</p>

<p>Sterling Warner (2000-2004) ECCTYC Chair</p> <p><i>Preferred Address:</i> 2942 Neal Avenue San Jose, CA 95128 Home: (408) 983-1305 jsterlingw@aol.com</p> <p>Evergreen Valley College 3095 Yerba Buena Rd. San Jose, CA 95135 Office: (408) 274-7900, ext. 6605 Fax: (408) 223-9391 sterling.warner@sjeccd.cc.ca.us</p>	<p>Don Andrews (2003-2006) Southeast Chair</p> <p><i>Preferred Address:</i> Chattanooga State Technical CC 4501 Arnicola Hwy. Chattanooga, TN 37406 423-697-4747 423-697-4430 FAX donald.andrews@chattanooga.state.edu</p> <p>2711 St. Lawrence Rd. Chattanooga, TN 37421 423-899-6344 dandrews15@comcast.net</p>
<p>Michael Gos (2003-2004) Southwest Chair</p> <p><i>Preferred Address:</i> Lee College English & Comm. Dept. Baytown, TX 77522 Office: (281) 425-6809 mgos@lee.edu 1510 Mija Ln. Seabrook, TX 77586 Home: (281) 474-3390</p>	<p>Candace Mesa (2001-2004) West Chair</p> <p><i>Preferred Address:</i> Dixie State College 225 S. 700 E. St. George, UT 84770 mesa@dixie.edu</p>
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NEWLY ELECTED POSITIONS

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By-Laws of the Two-Year College English Association and the Regional Associations

I. The National Organization

A. Name: Two-Year College English Association (hereafter referred to as National TYCA or TYCA-Regional) [formerly the National Two Year College Council of the Conference on College Composition and Communication] "Two-year college" encompasses community colleges, junior colleges, technical colleges, and the first two years of college.

B. Mission: TYCA serves to promote the teaching and study of English in the two-year college, to advance the theories and practices of teaching English in the two-year college, and to provide a national voice for the two-year college in postsecondary education.

Recognizing the unique institutional character of the two-year college, open to all students, TYCA is further committed to student diversity in culture, age, background, ability and goals, and the critical role of literacy required in a democratic society.

C. Purposes:

1. To identify and articulate the best theories, practices, and pedagogy in teaching English in the two-year college;
2. To establish multiple channels for the communication of these theories, practices, and pedagogies and for discussion and effective change by the members of National TYCA and the TYCA Regionals;
3. To influence the future of English studies.

D. Goals:

1. To promote excellence in the theory and practice of teaching English
2. To encourage scholarship and research that inform the teaching of writing, literature and language.
3. To provide a forum for shared professional concerns
4. To recognize and support diversity in the classroom and in the profession
5. To promote awareness of the distinctively open academic and social environment of the two-year college
6. To promote awareness of the effectiveness and adaptability of the two-year college in meeting community needs.
7. To encourage subscriptions to Teaching English in the Two-Year College (hereafter referred to as TETYC)
8. To establish, affirm, and strengthen ties to groups that share our professional commitments
9. To encourage the participation in TYCA of teachers of English in the first two college years through meetings, conferences, publications and other professional activities.

E. Organizational ties: TYCA is an association within the Two-Year College, Four-Year College and University Section (hereafter referred to as the College

Section) of The National Council of Teachers of English (NCTE). TYCA maintains strong working relationships with the Conference on College Composition and Communication (CCCC). TYCA also participates fully in the College Forum of NCTE.

F. Membership

1. Any dues-paying member of the NCTE College Section who teaches English at a two-year college or who is interested in such teaching may be an individual voting member of TYCA.
2. All Regional Conferences on English in the Two-Year College, while maintaining their own membership and dues, will be Associations of National TYCA.

II. Two-Year College English Association (National TYCA) Executive Committee

A. Membership

1. The TYCA Executive Committee shall consist of **twelve** voting members, **four** non-voting members, and seven regional alternates:
 - a. Chair
 - b. Associate Chair (**even numbered years**)
 - c. Immediate Past Chair (**odd numbered years**)
 - d. Secretary
 - e. Editor of TETYC
 - f. Editor, TYCA to You (non-voting)
 - g. Seven regional representatives
 - h. Seven Regional Executive Committee Chairs (non-voting, except when serving as alternates for the regional representatives)
 - i. Archivist (non-voting)
 - j. College Forum Representative**
 - k. Executive Secretary-Treasurer (NCTE Executive Director) (non-voting)
 - l. NCTE Associate Executive Director for Higher Education (non-voting)
2. The seven regional representatives shall serve three-year terms on TYCA's Executive Committee, the terms staggered so that not more than three members are elected each year.
3. The Chair of TYCA shall be an **ex officio voting** member of the NCTE Executive Committee.
4. The four officers of TYCA shall be **ex officio voting** members of the CCCC Executive Committee. The Editor of TETYC shall be an **ex officio non-voting** member of the CCCC Executive Committee.
5. The Chair of TYCA and the Editor of TETYC shall be **ex officio non-voting** members of the College Section Committee.
6. The Chair and **College Forum Representative** will serve as members of the College Forum.
7. While serving on the TYCA Executive Committee, all committee members must maintain membership in TYCA, NCTE, CCCC, and their regional TYCA association.

B. Duties of the Two-Year College English Association Executive Committee

The TYCA Executive Committee shall

1. Study and discuss issues common to the teaching of English in two-year colleges and propose specific methods and practices to improve the teaching of English.
2. Encourage the professional development of all teachers of English in two-year colleges
3. Appoint national committees to explore the problems of teaching English in two-year colleges and make recommendations to address such problems to the Regional Executive Committees (REC), the CCCC Executive Committee, and NCTE Executive Committee
4. Appoint the archivist.
5. Cooperate with other CCCC and NCTE constituent groups with similar interests and concerns
6. Coordinate the work of and advise the Regional Executive Committees of the TYCA Regional Associations
 - a. Advise on the financial proceedings of the Regional Association as needed, including acknowledging receipt of the appropriate Regional per capita dues for NCTE
 - b. Provide, as needed, information to assist ~~in~~ Regional Associations in developing their programs
7. Establish guidelines for allocating any funding granted to TYCA for distribution to Regional Associations
8. Recommend to the editor of TETYC persons to serve on the Editorial Advisory Board of TETYC
9. Send nominations for officers and committees in NCTE and CCCC to the appropriate nominating committees
10. Encourage program proposals from teachers of English in the two-year college and coordinate with NCTE and CCCC program chairs to ensure an effective two-year college presence in conference programs
11. Undertake other actions judged appropriate by the Executive Committee to further the mission and purposes of TYCA

C. Officers of TYCA Executive Committee

1. The officers shall be the Chair, Associate Chair (**even-numbered years**), Immediate Past Chair (**odd numbered years**), Secretary and Editor of TETYC.
2. The Associate Chair and Secretary are elected by a national ballot mailed to all members of TYCA. The person elected Associate Chair serves the first year as Associate Chair, the second **and third** year as Chair, and the **fourth** year as Immediate Past Chair. The secretary serves a three-year term.
3. The nominating committee, composed of the TYCA Executive Committee Immediate Past Chair and the seven regional representatives, shall prepare a ballot of two candidates for each of the nationally elected positions. To the extent possible, nominations should strive to reflect the diversity of TYCA membership, drawing from full and part-time teachers, from the seven regional associations, and from those TYCA members

who do not belong to the regional associations. The election process shall be completed before the fall meeting of TYCA Executive Committee.

4. The Executive Committee of TYCA shall nominate TYCA members to the TETYC editor selection and review committees.

5. In the event an office becomes vacant, TYCA Executive Committee will appoint a replacement for the unexpired term.

D. Duties of the TYCA Executive Committee Officers

1. The Chair shall

a. Assume the responsibility for the functioning of TYCA

b. Plan the agenda for all business meetings

c. Preside at all business meetings of TYCA unless unavoidably absent

d. Appoint all committees authorized by TYCA

e. Prepare an annual report on TYCA and regional association activities for presentation to the TYCA Executive Committee, to the College Section steering committee, and to the NCTE Executive Committee. The Chair will also provide an oral report on TYCA and regional activities to the CCCC executive committee at its regular meetings.

f. Ensure that REC Chairs and regional newsletter editors receive copies of all announcements of committee vacancies and calls for program proposals and participants from NCTE and CCCC as they are pertinent to teachers of English in two-year colleges

g. Ensure that all liaisons and appointees to relevant groups in NCTE are appointed

h. Notify CCCC Chair of any proxy representation prior to biannual meetings

i. Attend all NCTE Executive Committee Meetings

2. The Associate Chair shall

a. Assist the Chair and preside in the Chair's absence

b. Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English teachers at CCCC and NCTE

3. The Immediate Past Chair shall

a. Advise the Chair and TYCA

b. Chair the nominating committee

4. The Secretary shall

a. Prepare minutes of all business meetings of TYCA

b. Distribute minutes to all members of the TYCA Executive Committee within thirty days of the meeting

c. Maintain a permanent file of the minutes and all other records necessary to the orderly transaction of TYCA business

d. Send copies of all minutes and other records to the Executive Director of NCTE

- e. Assist the Chair in preparing for each business meeting
- 5. The Executive Secretary-Treasurer shall
 - a. Keep an accurate record of finances for TYCA which shall include the per capita payments from the regional associations
 - b. Authorize payment of all bills incurred by TYCA
 - c. Direct NCTE staff to meet annually with the TYCA Executive Committee to explain NCTE's budget as it affects TYCA, report on per capita payments from the regionals, report on current numbers of members, and provide information to the TYCA Executive Committee as it plans the year's activities
- 6. The Editor of TETYC shall
 - a. Provide a forum to announce and explore issues of interest to the teaching of English in the two-year college and the first two years of college
 - b. Serve as resource speaker or workshop leader for regionals
 - c. Serve as an advisor-for editors of regional newsletters
- E. Meetings of TYCA Executive Committee
 - 1. The TYCA Executive Committee shall meet at least twice a year, in conjunction with the CCCC Annual Convention and the NCTE Annual Convention.
 - 2. Fifty percent of the current TYCA Executive Committee members, including ex officio voting members, shall constitute a quorum at any regularly authorized meeting of the council.

III. The Regional Associations: There shall be seven Two-Year College English Association Regional Associations. Those regions served by a currently constituted state organization of two-year college English faculty shall abide by their state organization constitution.

A. Names

- 1. TYCA-Midwest
- 2. TYCA-Northeast
- 3. TYCA-Pacific Northwest
- 4. TYCA-Pacific Coast/ECCTYC
- 5. TYCA-Southeast
- 6. TYCA-Southwest
- 7. TYCA-West

B. Purposes

- 1. The central purpose of each association is to provide a framework for a variety of professional activities among the teachers of English in two-year colleges within its region.
- 2. Specific goals include:
 - a. Defining and exploring issues relevant to the improvement of the teaching of English in the two-year colleges within its region
 - b. Conducting an annual regional conference
 - c. Publishing reports of regional conferences and news items of special interest to members within its region

d. Encouraging studies and research in the teaching of English in the first two-college years

C. Regional Boundaries

1. TYCA-Midwest shall serve members in North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana, Ohio, and Manitoba.
2. TYCA-Northeast shall serve members in Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, Washington, D.C., Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland.
3. TYCA-Pacific Northwest shall serve members in Washington, Oregon, northern Idaho, Montana, Alaska, British Columbia, Alberta, and Saskatchewan.
4. TYCA-Pacific Coast shall serve members in California through the constitution and by-laws of the English Council of California Two-Year Colleges (ECCTYC).
5. TYCA-Southeast shall serve members in Virginia, West Virginia, Tennessee, Kentucky, North Carolina, South Carolina, Mississippi, Alabama, Georgia, and Florida.
6. TYCA-Southwest shall serve members in Colorado, New Mexico, Texas, Oklahoma, Arkansas, and Louisiana.
7. TYCA-West shall serve members in Nevada, Utah, Arizona, southern Idaho, Wyoming, and Hawaii.

D. Membership

1. Individual membership shall be open to all persons engaged in the teaching or administration of English courses at any two-year college, to those engaged in the teaching of English during the first two college years, and to all others interested in such teaching.
2. Members are those whose current dues are paid.
3. Only members shall be entitled to vote and hold office.

E. Dues

1. Each REC shall determine the dues for its region. Any change in dues must be approved by a majority of those regional members voting on the change.
2. All regional associations of TYCA shall contribute to the support of National TYCA by paying a per capita fee based on annual regional conference registration for all attendees. The total per capita dues a regional pays shall be reduced by the number of regional members who are also individual voting members of National TYCA. The per capita rate for regional association dues shall be set by the National TYCA Executive Committee, subject to approval by a majority of the RECs or the membership of at least four regionals.

IV. Regional Executive Committees

A. Membership: Each association shall have a Regional Executive Committee comprised as follows:

1. Six members elected
2. One representative elected to the National TYCA Executive Committee, elected by the regional membership after nomination by the REC from those members who have served on the REC
3. One four-year college or university representative, selected by the REC
4. Four elected by the REC for specific duties (voting)
 - a. Program Chair
 - b. Assistant Program Chair
 - c. Local Arrangements Chair
 - d. Editor of regional publications
5. State or area representatives. These members shall be voting members only if they are elected by the general membership or their area constituents.
6. Other, optional, non-voting positions, such as but not limited to
 - a. Assistant Local Arrangements Chair
 - b. Business and advertising manager
 - c. The Immediate Past-Chair
 - d. Archivist

B. Election of REC

1. The members of the REC may be elected at the regional's annual conference or by mail ballot of the membership.
2. The Nominating Committee is elected for the following year at the annual regional conference or by mail ballot as soon as feasible following the conference. During the first general session of the annual regional conference, the chair of the Nominating Committee shall call for nominations for members of the next year's Nominating Committee.
3. The Nominating Committee shall provide the regional chair, at least thirty days before the annual conference, a slate of candidates who have indicated willingness to serve. The slate shall, when possible, include at least two candidates for each vacancy and shall provide for reasonable geographic representation from the region.
4. Ballots providing space for write-in candidates and including a brief biographical sketch of each candidate (about 50 words) shall be distributed during registration at the annual regional conference.
5. Candidates shall be introduced at the first general session of the conference, at which time additional nominations shall be called for.
6. Ballot boxes shall be placed in convenient locations, and voting hours shall be publicized.

7. The Nominating Committee shall count the ballots and report the results to the REC chair who will announce the results at the annual business meeting and/or in the next regional newsletter.
8. If the election is held by mail after the annual regional conference, ballots shall be mailed to each member of the regional association no later than ten days after the conference. Ballots are to be returned within ten days. Thirty days after the mailing of the ballots, all ballots will be counted by the chair of the Nominating Committee and the results forwarded to the REC chair.
9. If the election is held by mail before the annual regional conference, the Nominating Committee will provide the regional Chair a slate of candidates at least 60 days before the first date of the annual regional conference. Ballots shall be mailed to each member of the regional association at least thirty days prior to the first date of the annual regional conference. All ballots received by the chair of the Nominating Committee by the end of the business day before the annual regional conference will be counted and the results reported to the REC Chair at the next Regional Executive Committee meeting.
10. All members of the REC must be members in good standing of the regional association, of CCCC and of TYCA/NCTE.
11. REC members shall serve three-year terms-the terms staggered so that no more than two members are elected in any one year.
12. The terms of -elected REC members shall begin within thirty days after the election. The term of the National TYCA representative shall begin immediately upon election.
13. No elected REC member shall be eligible for reelection after serving two consecutive three-year terms, but that person may be reelected after retirement from office for one year.
14. If a vacancy on the REC occurs before the expiration of an elected member's term of office, the REC shall appoint someone to serve until the next election.

C. Duties of the Regional Executive Committee

The REC shall

1. Carry out the central purpose and fulfill the specific goals of the regional association
2. Promote the development of the regional association in any way consistent with the by-laws or with the policies and procedures of TYCA
3. Conduct at least two business meetings each year, one in conjunction with the annual regional conference
4. Select a site and dates for the annual conference and meet with the Program Chair to plan the general theme and outline of the conference

5. Elect conference officials as described in IV.C.5 and any other optional, non-voting members as the association finds necessary
6. Elect from among the six elected REC members a Chair, an Assistant Chair (optional), a Secretary, Treasurer, and a Membership Chair . The terms of office shall be for one year. The regional representative to National TYCA is not eligible for these offices
7. Announce the officers and members elected by the REC as soon as possible after their election, either at the annual business meeting or in the next issue of the regional newsletter
8. Propose and promote regional association program proposals for the programs of NCTE and CCCC

D. Four-Year Representative

1. The National TYCA EC shall appoint a NCTE member from a four-year college or university to each REC for a three-year term.
2. This member shall be recommended by the REC to the Chair of National TYCA at least thirty days before a TYCA business meeting during the year in which the vacancy occurs.
3. The term of the four year college or university representative shall begin immediately upon appointment by the National TYCA EC.
4. The four-year college or university representative shall hold office for not more than two consecutive three-year terms, but may be reappointed after retirement from office for one year.

E. Members Elected by the REC (all must be members in good standing of the regional association, CCCC, and TYCA)

1. Program Chair
 - a. The REC shall elect a Program Chair to a one-year term commencing at the close of the annual regional conference preceding the conference he or she is to plan
 - b. The Program Chair shall hold no other office on the REC.
2. Assistant Program Chair
 - a. The REC shall elect an Assistant Program Chair whose term of office shall coincide with that of the program chair.
 - b. The Assistant Program Chair shall hold no other office on the REC.
3. Local Arrangements Chair
 - a. The REC shall elect a Local Arrangements Chair whose term of office shall coincide with that of the Program Chair. Preferably, the Local Arrangements Chair should have faculty status at the college which is acting as host to the conference.
 - c. The Local Arrangements Chair shall hold no other office on the REC.
4. Assistant Local Arrangements Chair (optional)

- a. The REC may elect an Assistant Local Arrangements Chair whose term shall coincide with that of the Local Arrangements Chair.
- b. The Assistant Local Arrangements Chair shall hold no other office on the REC and shall be a non-voting, ex officio member of that body.

5. Editor of Regional Publications

- a. The REC shall elect an editor of regional publications to serve a three-year term.
- b. The term of the editor shall begin at a time designated by the REC.
- c. The editor shall hold office for not more than two consecutive terms, but may be reelected after retirement from office for one year.
- d. The editor shall hold no other office on the REC.

6. Business and Advertising Manager (optional)

- a. The REC may elect a business and advertising manager to assist the editor of regional publications in securing advertising for publications and the Program Chair in securing advertising for the published program of the annual regional conference.
- b. The business and advertising manager shall serve a three-year term, which shall begin at a time designated by the REC.
- c. The business and advertising manager shall hold office for not more than two consecutive terms, but may be reelected after retirement from office for one year.
- d. The business and advertising manager shall hold no other office on the REC and shall be a non-voting, ex officio member of that body.

F. Meetings of the REC

1. At least two regular business meetings shall be held each year, one in conjunction with the regional's annual conference. Meetings may be called by the chair of the REC, or at the request of two other REC members. Notice of the meetings shall be provided to all REC members, normally in writing, at least two weeks in advance.
2. Four members of the REC present at any authorized meeting shall constitute a quorum.

V. Duties of the REC Officers

A. The Chair shall

1. Assume responsibility for the proper functioning of the regional association and the REC
2. Preside at the meetings of the REC unless unavoidably absent
3. Plan and distribute the agenda for REC meetings, with provision for additional items to come from other REC members

4. Carry out the directives and decisions of the REC
 5. Serve on the National TYCA Executive Committee as an alternate to the regional TYCA representative, providing TYCA with
 - a. Expertise on and advice concerning regional association conditions
 - b. Names of teachers of English in two-year colleges from their respective regions who are willing to accept nominations to NCTE or CCCC committees as calls for nominations are made
 - c. Recommendations that foster broad participation of regional members in NCTE and CCCC programs
 6. Report the results of all elections and appointments within thirty days to the regional membership, to the chair of TYCA, to the chair of the College Section Steering Committee, to the chair of CCCC, and to the NCTE Executive Director
 7. Forward to the NCTE Associate Executive Director for Higher Education the following items:
 - a. The minutes of all business meetings at the annual regional conference
 - b. The official brochure announcing the annual regional conference
 - c. The official program of the annual regional conference
 - d. The results of all elections and balloting on amendments to the by-laws
 - e. The regional supplement to the national newsletter and any other publications
 - f. A brief annual report concerning the year's activities
 - g. Copies of all resolutions passed by the regional membership
- B. The Assistant REC Chair shall
1. Assist the REC Chair in the duties of that office
 2. Preside at the REC meetings in the absence of the REC Chair
- C. The Treasurer shall
1. Be responsible for all financial transactions of the regional association, including but not limited to
 - a. Paying all bills incurred by the regional annual conference or the regional association after they have been authorized by the REC
 - b. Forwarding the required per capita contribution for each regional member to the Executive Director of NCTE on or before June 1 of each year and sending a report of that contribution to the chair of National TYCA at the same time
 - c. Maintaining complete financial records

- d. Arranging for a professional audit every two years if the REC elects to do so
 - e. Preparing annual financial reports for submission to the REC, the regional membership, National TYCA, the Chair of the College Section steering committee and the NCTE Executive Director
2. Maintain a complete list of members who have paid their annual dues.
- D. The Secretary shall
1. Keep minutes of all meetings of the REC and all business meetings of the regional association
 2. Forward copies of such minutes to all REC members within thirty days after the meeting
 3. Upon authorization by the REC or its chair,- conduct all correspondence
 4. Maintain permanent records of all resolutions passed by, or actions taken by, the regional association
- E. The Membership Chair shall
1. In coordination with the Treasurer, maintain an up-to-date list of the names and addresses of regional members
 2. Report annually to the REC on the distribution of members by state within the region
 3. Devise and implement ways of increasing regional membership
 4. Encourage members of the regional association to maintain membership in TYCA/NCTE and CCCC
- F. The Four-Year College or University Representative shall
1. Serve as an advisor to the REC
 2. Provide information to support constructive dialogue between teachers and administrators from two-year and four-year institutions and graduate schools
- G. The Program Chair shall
1. With the assistance and approval of the REC, plan a general theme and specific workshops for the annual conference
 2. With the assistance and approval of the REC, select the major speakers for the conference
 3. Assume responsibility for the completion of the conference program
 4. Prepare a brief report of the annual conference and submit it to the REC not more than sixty days after the conference
 5. Provide the editor of regional publications with the materials necessary to publicize the program and to report on the conference after it has taken place
 6. With the Assistant Program Chair, review the evaluations of programs at the annual conference and recommend presenters for NCTE and CCCC program participation
- H. The Assistant Program Chair shall assist the Program Chair in completing all arrangements for the program of the annual conference

- I. The Local Arrangements Chair shall carry out the tasks assigned to this office in "Regional Conferences on English in the Two-Year College: A Manual"
- J. The Assistant Local Arrangements Chair shall assist the Local Arrangements Chair in that office
- K. The Editor of Regional Publications shall
1. Edit, publish, and distribute at least two newsletters a year
 2. Obtain from the Membership Chair a current list of members' names and addresses
 3. At least once a year, incorporate in the regional newsletter a report provided by the region's National TYCA representative
 4. Work with the Program Chair and the Local Arrangements Chair on preconference publicity
 5. Edit, publish, and distribute a report of the annual conference to the members of the regional. This report may be a part of the regular regional newsletter, or it may be a special publication.
 6. Send to the editor of Teaching English in the Two-Year College (TETYC) copies of all regional publications
- L. The Business and Advertising Manager shall
1. Assist the editor of regional publications in securing advertising in regional newsletters
 2. Assist the Program Chair in securing advertising for the published program of the annual regional meeting
- M. The Immediate Past Chair shall
1. Serve as a resource to the incoming REC Chair
 2. Advise the REC when requested
- N. The Regional Representative to the TYCA Executive Committee shall
1. Serve as representative of the region to National TYCA by
 - a. Attending the twice yearly meetings of National TYCA or if that is impossible, notifying the alternate to insure regional representation
 - b. Forwarding to National TYCA any resolutions and proposals originating with the REC or regional membership
 - c. Presenting a written report to the National TYCA Executive Committee at each meeting about regional issues and activities
 - d. Reporting to National TYCA plans for and the results of the annual conference in the region
 2. Serve as a representative to the region from National TYCA by
 - a. Attending the regional REC meetings
 - b. Informing the REC and the membership about resolutions and proposals made by National TYCA or by other regional associations
 - c. Presenting a written report of National TYCA issues and activities to the REC after each national meeting

d. At least once a year, presenting a written report of National TYCA activities and issues to the editor of regional publications for inclusion in the regional newsletter

e. Developing ways to implement in the region those decisions which a majority of the regionals, or their representatives at National TYCA, have agreed should be general practice

VI. Requirements to be Exempt as an Organization described in Section 501 (C)(3) of the Internal Revenue Code

Section 1. Said organization is organized exclusively for charitable, religious, educational, or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 2. No part of the net earning of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in section 1 hereof and article I of these by-laws.

Section 3. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 5. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

VII. Amendment of the By-Laws

A. Amendments to these by-laws may be proposed by

1. A majority vote of the membership in a regional association or its REC
2. National TYCA
3. The CCCC Executive Committee

4. The College Section Steering Committee

5. The NCTE Executive Committee

B. Amendments may be approved by the National TYCA Executive Committee

1. By a two-thirds vote of the the legal votes cast if no previous notice of the proposed amendment has been given
2. By a majority of the legal votes cast if previous notice had been given by mail at least thirty days prior to the National TYCA Executive Committee meeting

C. An amendment approved by the National TYCA Executive Committee shall be submitted to the regional associations for a vote of the membership.

1. Each REC must submit any amendment adopted by the National TYCA Executive Committee to its membership either by mail or at its next annual business meeting.
2. A regional shall be considered to have approved an amendment which receives approval by a majority of those voting.
3. Notice of approval or rejection of the proposed amendment must be sent to the Executive Director of NCTE, by the regional chair within thirty days of the voting.
4. An amendment shall become effective when it has been approved by four of the regionals.

Two-Year College English Association (TYCA) Officer Responsibilities & Activities

(For additional details consult the TYCA By-laws, Section II.D.)

The person elected will serve for three years, with the first year as Associate Chair, the second year as Chair, and the third year as Immediate Past Chair. The term begins officially **after** the November NCTE Annual Convention in the year of their election, but the elected member is urged to attend the TYCA Executive Committee meeting as a guest in that year. Candidates agree not to campaign during the election process.

As Associate Chair:

- Assist the Chair to carry out the responsibility for the functioning of TYCA.
- Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English members at CCCC and NCTE.
- Attend meetings of the TYCA Executive Committee at the NCTE and the CCCC annual conventions and participate in TYCA activities and special events. (Annual Convention and CCCC Convention expenses are not paid by the Council, but a \$50 per diem is available in connection with the TYCA Executive Committee meetings.)
- Attend the CCCC Executive Committee meetings at NCTE and CCCC as a voting ex officio member.
- Solicits proposal ideas for the next NCTE and CCCC Convention.

As Chair:

- Attend meetings of the TYCA Executive Committee at the NCTE and the CCCC annual conventions and participate in TYCA activities and special events. (Annual Convention and CCCC Convention expenses are paid by the Council.
- Attend the College Section Steering Committee meetings as an ex officio non-voting member at the NCTE and CCCC annual conventions.
- Attend the CCCC Executive Committee meetings at NCTE and CCCC as a voting ex officio member.
- Attend the NCTE Executive Committee meetings as a voting member. In this capacity attend:
 - One 5 day meeting in mid-February (Wednesday–Sunday)
 - One 4 day meeting in late April (Thursday–Sunday)
 - One 4 day meeting in late Sept. (Thursday–Sunday)
 - Two 1 day meetings at NCTE Annual Convention (Wednesday prior to convention, Tuesday after convention).

All expenses are paid in full in connection with NCTE Executive Committee meetings.

- Attend College Forum meetings at annual CCCC convention and attend summer College Forum meeting (usually the first weekend in August.)
- Assume the responsibility for the functioning of TYCA.
- Plan the agenda for all business meetings.
- Preside at all business meetings of TYCA unless unavoidably absent.
- Appoint all committees authorized by TYCA.
- Prepare a report on TYCA and regional association activities for NCTE's Annual Reports.
- Ensure that REC chairs and regional newsletter editors receive copies of all announcements of committee vacancies and calls for program participants from NCTE and CCCC as they are pertinent to teachers of English in two-year colleges.

- Ensure that all liaisons and appointees to relevant groups in NCTE are appointed.
- Notify CCCC Executive Committee Chair of any proxy representation prior to bi-annual meetings.
- Advise the *TETYC* Editor informally on matters of content and concerns.
- Writes and incoming National TYCA Chair address for *TYCA to You* for the May *TETYC* Journal, which is due in January.

As Immediate Past Chair:

- Serve in an advisory capacity to the Chair and the TYCA Executive Committee.
- Chair the nominating committee for the officers of the TYCA Executive Committee.
- Attend meetings of the TYCA Executive Committee at the NCTE and the CCCC annual conventions and participate in TYCA activities and special events. (Annual Convention and CCCC Convention expenses are not paid by the Council, but a \$50 per diem is available in connection with the TYCA Executive Committee meetings.)
- Attend the CCCC Executive Committee meetings at NCTE and CCCC as a voting ex officio member.

Secretary:

- Prepares the official minutes of all National TYCA Executive Committee meetings.
- An *ex officio* voting member of the CCCC Executive Committee.
- Receives a per diem for attending any TYCA, CCCC, and/or College Section meetings during the NCTE and CCCC Annual Conventions.

TETYC Editor:

- An *ex officio* voting member of the TYCA Executive Committee.
- An *ex officio* non-voting member of the College Section Steering Committee.
- Receives a per diem attending any TYCA, CCCC, and/or College Section meetings during the NCTE and CCCC Annual Conventions.
- All expenses, including travel, are paid for the *TETYC* Editor who attends the College Section meetings during the NCTE February convention-planning meeting in Urbana.

Responsibility Checklist for Regional Representatives to National TYCA

National TYCA Executive Committee Meeting, Baltimore, MD, November 2001
Sharon Mitchler, Mike Matthews, Gwen Gresham

In an increased effort to promote National TYCA/NCTE membership, the National TYCA officer and the regional representative to National TYCA should coordinate their efforts to increase awareness of the regionals' relationship to National TYCA.

The regional representative shall:

- ∞ Notify the representative from National TYCA when the REC will meet at the regional conference;
- ∞ Ask the REC chair to put the National TYCA representative on the agenda of all REC meetings;
- ∞ Notify the regional program chair of the National TYCA officer's responsibilities at the regional conference (below);
- ∞ Notify the regional program chair that the National TYCA officer should be invited to speak to the membership at large and will also present at a breakout session;
- ∞ Notify the conference chair that the National TYCA officer will bring NCTE books and materials to display with the publishers' exhibits;
- ∞ Deliver display tri-fold to conference display area, help set up booth, store display tri-fold for next year's conference
- ∞ Ask the conference chair to include a check box for National TYCA/NCTE membership on the conference registration form;
- ∞ Inform the regional program chair about the strengths of the National TYCA officer so that the program chair can use the National officer most effectively in the regional program; e.g., ask the program chair to work with the National representative on the program theme;
- ∞ Ask the conference chair to include a reference to National TYCA of NCTE on all promotional materials for the regional conference;
- ∞ Send the call for proposals to TETYC for national publication.
- ∞ Invite the winner of the TYCA Outstanding Programs Award to present at the Regional Conference if there is a winner from that region.
- ∞ Promote presentations at NCTE Annual and CCCC Conventions
- ∞ Send to Headquarters accounting of the number of conference registrants not already NCTE members (Regional currently pays NCTE \$2.00/registant)
- ∞ Send NCTE Headquarters a complete list of members of Regional Executive Committee (names and schools represented)

Written Reports to—

Regional TYCA Executive Committee

Prepare a written report for each major business meeting of the Regional EC; include summary information about all major activities of National TYCA undertaken since previous report.

National TYCA Executive Committee

Prepare two annual written reports to National TYCA (presented at CCCC and NCTE meetings).

Include the following:

- Current membership in the Regional organization
- Dates and locations of future conferences (attach Call for Proposals if available)

- Names and contact information of major officers
- Summary of major developments in Regional, including problems or concerns that ought to be addressed at the national level as well as "best ideas" to be shared with other regional representatives.
- Attach, for archival records, a copy of each report presented to Regional Executive Committee from time of last report to National TYCA.

Quarterly Articles

- ∞ Submit TYCA To You regional report for 4 annual issues to *TETYC*

For TETYC issue dated . . .

Submit TYCA-To-You article . . .

February 2004
 May 2004
 September 2004
 December 2004

October 2003
 January 2004
 May 2004
 August 2004

The National TYCA officer shall:

- ∞ Attend all REC meetings;
- ∞ Have a marketing plan for increasing National TYCA membership at the regional conference (e.g., limiting the book give-away to NCTE members)
- ∞ Run the National TYCA/NCTE booth
- ∞ Offer a breakout session
- ∞ Address the membership of the regional
- ∞ Contact the regional program chair personally to clarify the National officer's role at the regional conference

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Sharon Mitchler, Mike Matthews, Gwen Gresham

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- ∞ Deliver display tri-fold to conference display area, help set up booth, store display tri-fold for next year's conference
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- ∞ Send the call for proposals to TETYC for national publication.
- ∞ Invite the winner of the TYCA Outstanding Programs Award to present at the Regional Conference if there is a winner from that region.
- ∞ Promote presentations at NCTE Annual and CCCC Conventions
- ∞ Send to Headquarters accounting of the number of conference registrants not already NCTE members (Regional currently pays NCTE \$2.00/registant)
- ∞ Send NCTE Headquarters a complete list of members of Regional Executive Committee (names and schools represented)

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- Attach, for archival records, a copy of each report presented to Regional Executive Committee from time of last report to National TYCA.

Quarterly Articles

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For TETYC issue dated . . .

Submit TYCA-To-You article . . .

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- ∞ Run the National TYCA/NCTE booth
- ∞ Offer a breakout session
- ∞ Address the membership of the regional
- ∞ Contact the regional program chair personally to clarify the National officer's role at the regional conference

TYCA OFFICERS' DUTIES—CURRENT PLAN

Comment: I'm sure I've missed something or I may have some dates wrong; I appreciate any corrections. I know that my Alternate plan has more things listed. I did not include in the Chair's duties the on-going responsibilities of communicating with TYCA Committees and Officers; nominating folks for NCTE or CCCC committees (because I don't know if my experience is usual); participating on NCTE list serve; CCCC list serve; TYCA Board list serve; TYCA Regionals List Serve; and Your Local Regional List Serve; and the on-line participation in NCTE Committees/Workgroups.

Under the current system, Assoc/Past Chair duties are folded together; Chair's duties remain the same,

TIME-LINE	ASSOCIATE CHAIR	CHAIR* I have not included the two TETYC articles because I can't remember when they're due and I didn't write the first one	PAST CHAIR	SECRETARY
DEC -JAN		Approve TYCA Minutes; Identify and Meet Deadlines in Actiona Motions; JAN: Read & score NCTE proposals on-line		Dec: Distribute TYCA Minutes
FEB	Possible SE Reg Prepare Reports for TYCA Exec	Possible SE Reg One month to complete TYCA meeting planning and to prepare for TYCA Events at CCCC Meeting in Urbana; NCTE Program Planning; Exec. Board Meeting; College Section Meeting (Planning for CS Summer Institute); FEB – June: Promote College	Possible SE Reg; Prepare Reports for TYCA Exec	Possible SE Reg

		Section Summer Institute		
MAR	Attend TYCA Exec meeting; CCCC Exec Meeting; Present Reports; Attend TYCA Talks, TYCA Breakfast; Stint at TYCA Booth; Participate in TYCA Proposal Writing Workshop; buy gifts for outgoing officers	<p>Prepare TYCA Agenda; Nail down appointments for TYCA Standing & ad hoc committees; prepare reports for TYCA meeting; review Committee and Regional Reports to be presented at the meeting; Speak at Opening CCCC session; Lead TYCA Talks; Do the Welcome at the TYCA Breakfast; present Outstanding Programs Awards; Participate in the Proposal Workshop; attend CCCC nominating Committee to submit and support TYCA slate.</p> <p>Attend CCCC meeting; may need to attend meetings of the College Forum, College Section, and NCTE committee as NCTE liaison</p>	Attend TYCA Exec meeting; CCCC Exec Meeting; Present Reports; Attend TYCA Talks, TYCA Breakfast; Organize & Staff; TYCA Booth; Participate in TYCA Proposal Writing Workshop; Prepare list of candidates (in consultation with 7 Regional Reps) for National Office-including TYCA offices and CCCC positions; attend CCCC nominating session	Attend TYCA Exec meeting; CCCC Exec Meeting; Attend TYCA Talks, TYCA Breakfast; Stint at TYCA Booth
APR-MAY	Prepare proposals for CCCC, including: TYCA strand (3 - 4 panel sessions); TYCA Talks; 2 TYCA Sat. Workshops; and Oversee submission of Wednesday Best Practices Workshop	<p>Approve TYCA minutes; Identify motions which require action of the Chair and meet the deadlines of those action motions; Prepare TYCA Report for NCTE Exec meeting.</p> <p>Attend NCTE Exec, Washington, D.C.; participate in Congressional lobbying; prepare for NCTE Workgroup/Committee assignments (can be on</p>		Prepare and distribute minutes of TYCA exec meeting.

		two-three sub committees)		
JUNE	May be reading CCCC's props on-line	Attend Summer Institute (I believe at own expense); attend meeting of College Section during Institute		
JULY	May be participating in CCCC Program Planning	NCTE Exec Committee meeting (retreat, one week—new); prepare TYCA NCTE report; prepare for Board meeting; prepare for NCTE workgroups and sub-committees		
AUG		Attend College Forum weekend meeting, Chicago; 1 page report; prepare for Agenda		
SEPT – OCT	Attend 2 TYCA Regionals; prepare speech and sessions; File Regional Reports at NCTE headquarters; Prepare TYCA Committee Reports	Attend 2 TYCA Regionals; Prepare speech and sessions File Regional Reports at NCTE headquarters; one month to prepare TYCA Agenda—write reports, review reports	Attend 2 TYCA Regionals; Prepare speech and sessions; File Regional Reports at NCTE headquarters; possible TYCA College Forum nomination; prepare TYCA Committee Reports	Attend 1 TYCA Regional; Prepare speech and sessions; File Regional Reports at NCTE headquarters;
NOV	TYCA Exec meeting; present reports Attend CCCC Retreat and Exec Meeting; 2 nd Tuesday NCTE meeting; NCTE General Session	TYCA Exec meeting; prepare agenda, Chair's report, special interest reports; review submitted reports for Agenda Attend CCCC Retreat and College Section Meeting; 1 st Tuesday NCTE meeting	TYCA Exec meeting; present reports Attend CCCC Retreat and Exec Meeting; 2 nd Tuesday NCTE meeting; NCTE General Session	TYCA Exec meeting. Attend CCCC Retreat and Exec Meeting

Note: The majority of the participants on CCCC and NCTE have their participation on that board as their sole professional contribution. They are well prepared when they come to the

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meetings-have carefully read the agenda, perhaps even discussed thorny issues with other members. Those who are in leadership positions are these two boards often have Institutional Support for their service to these organizations. The C.E.E. Chair does plenty of crossover work as well, but I'm not sure how much. I knew at one time, but I've forgotten.

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Oct. 25, 2003

TO: Marilyn Valentino, Sharon Mitchler, Sandi Barnhouse, and Paul Bodmer
From: Jody Millward

TYCA OFFICERS' DUTIES—Alternate Plan

Comment: After serving one year as TYCA Chair, it became clear to me that the goals of the TYCA Chair should be the same as those of the Chair of any organization: To better serve membership needs and to increase membership. To do this, I believe we need to increase TYCA visibility through polished position statements, increased communication and collaboration across regions, fuller participation on NCTE and CCCC decision-making committees, and fuller participation and increased presence as presenters at the NCTE and CCCC Conventions. This, I believe, will only be possible if we relieve the officers of some of their present duties, allow for fuller participation from TYCA Regional Representations, and find ways to encourage increased participation of TYCA members as representatives on TYCA, CCCC, NCTE committees and panels. I'm not sure what I propose below is the best model, but it gives us a place to begin discussion.

If you look at the chart detailing current officers' duties, clearly the Chair is over-extended; in addition, much of that work stems from the duties of representing TYCA to our sister organizations—CCCC and NCTE—rather than providing direction to TYCA. Clearly we need representation and voice on CCCC and NCTE. I propose that Assoc/Past Chair assume intellectual and leadership responsibility for four-year organizations—CCCC, College Forum, College Section—and for creating a slate of nominees for these committees. This does not mean that the TYCA Chair would not attend CCCC, but s/he would depend upon the Assoc/Past Chair, Secretary, and TETYC Editor to identify and define those issues critical to TYCA and to TYCA membership. The Chair would maintain responsibility for NCTE membership.

As you can see below, this may require the creation of a new position—"TYCA Program Chair"—a concept discussed favorably among the officers and Paul Bodmer. In addition, some duties would shift to the TYCA Secretary and the Regional Reps.

For this, or any system to work, communication among officers needs to be more frequent and more effective. I had suggested a monthly or bi-monthly synchronous email meeting or conference call which could include a member of NCTE Headquarters staff and any interested parties. Each officer could report on the progress of the core initiatives and critical issues of the three organizations—NCTE/TYCA/CCC.

I am not wedded to this. I offer it as one alternative to be considered with other alternatives, but I wanted to share what I had been thinking about for a long time. It would be great if we could get several alternatives in the Board's hands prior to the meeting so that the discussion could be focused and more effective.

IN GENERAL; This would play out as follows:

Regional Visits:

- Assoc/Past Chair—2 TYCA Regionals
- Secretary—2 TYCA Regionals

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- Chair—1 TYCA Regional (if possible, local 1st year)
- Program Chair—1 or 2 TYCA Regionals, depending on ECCTYC

Travel

- Assoc/Past Chair: 2 Regionals; NCTE and CCCC Conferences; in addition, 1 College Forum; 2 College Section (one at NCTE Conference Planning Meeting—fewer days than Exec) and 1 at Summer Institute); Possible CCCC Conference Planning—INCREASE of 3 - 5 meetings
- Chair—1 Regional, NCTE and CCCC Conferences, 2 NCTE Exec Meetings (one which may include conference planning): DECREASE: 4 - 6 meetings a year
- Secretary: Two Regionals; Increased duties at CCCC and NCTE
- Program Chair: Two Regionals; NCTE and CCCC Conferences; CCCC/NCTE Program Planning for major conferences; possible CCCC Conference Planning; Proposal Session at CCCC; Possible Leadership for TYCA Talks

Responsibilities:

- Chair: Full Membership on NCTE Executive Board and NCTE Committees; Attendance and voting at CCCC Committees; TYCA Chair Duties
- Associate Chair: Point Person for CCCC; Full Membership on College Section; Full Membership on College Forum; Elected Officers Nominating Chair
- Secretary: Full Membership on NCTE; TYCA Booth at CCCC
- Program Chair: Coordinate Proposal Submissions for NCTE and CCCC Conferences; Presenter at CCCC Proposal and Article Writing Workshop
- Editor, TETYC: S/he or his/her appointed member of TETYC Board Presenter at CCCC Proposal and Article Writing Conference
- TYCA Representatives: Increased responsibility for Program Planning, Nominating Committee; TYCA Talks

	ASSOCIATE Or PAST CHAIR	CHAIR* I have not included the two TETYC articles	PROGRAM CHAIR	SECRE- TARY	REG. REPS
JAN	Read and score NCTE Proposals on-line	Read & score NCTE proposals on-line			
FEB	Urbana, College Section meeting— Planning C.S. Summer Institute; and NCTE Conference Program Planning Feb -June: Promote College Section Summer Institute Possible SE	Possible SE Reg One month to complete TYCA meeting planning and to prepare for TYCA Events at CCCC Meeting in Urbana; NCTE Exec. Board Meeting; NCTE Committees or	Could have Program Chair as NCTE Proposal Reader; Disadvantage, paying for 3 TYCA people to go to Urbana Possible SE	Possible SE Reg	Prepare TYCA Regional Reports; TYCA Committee Reports

	Regional	Workgroups; NCTE Program Planning; Option* Chair does not participate in Program Planning; each officer at Urbana for less time, focusing on one responsibility—cuts down on prep time; Chair would not have to read proposals on-line in January Possible SE Regional	Reg		
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<p>MAR</p>	<p>Attend TYCA Exec meeting; CCCC Exec Meeting; Prepare TYCA Reports; Prepare list of candidates (in consultation with 7 Regional Reps) for National Office-including TYCA offices and CCCC positions; attend CCCC nominating session Assume Leadership for TYCA Talks; Participate in TYCA Proposal Writing Workshop;</p>	<p>Prepare TYCA Agenda; Nail down appointments for TYCA Standing & ad hoc committees; prepare reports for TYCA meeting; review Committee and Regional Reports to be presented at the meeting; Speak at Opening CCCC session; Welcome at the TYCA Breakfast; assist Outstanding Programs Awards; if necessary, attend CCCC nominating Committee to support TYCA slate.</p> <p>Attend CCCC meeting; may need to attend NCTE committee as NCTE liaison</p>	<p>Attend TYCA Exec meeting; Report on NCTE Strand; Meet with TYCA Proposal Committee; TYCA Talks; TYCA Breakfast; Stint at TYCA Booth; Participate in TYCA Proposal Writing Workshop;</p>	<p>Attend TYCA Exec meeting; CCCC Exec Meeting; TYCA Talks; TYCA Breakfast; Organize and Staff TYCA Booth; Participate in TYCA Hiring Workshop</p>	<p>Coordinate Workshop or Social Activities for TYCA Talks; Chair of Outstanding Programs Awards Committee presents awards (TYCA Chair hands them off and shakes hands); Staff TYCA Booth with Active members of your region; Attend CCCC nominating Committee to support Slate; Select Members Participate in TYCA Wed. Best Practices Workshop or Sat Hiring Workshop</p>
<p>APR- MAY</p>	<p>Prepare one or two panels for TYCA Strand for CCCC</p>	<p>Approve TYCA minutes; Identify motions which require action of the Chair and meet the deadlines of those action motions; Prepare TYCA Report for NCTE Exec meeting.</p> <p>Attend NCTE Exec, Washington, D.C.; participate in</p>	<p>Coordinate proposals for CCCC, including: TYCA strand (5 - 8 panel sessions); TYCA Talks; 2 TYCA Sat. Workshops; and Oversee submission of Wednesday Best Practices</p>	<p>Prepare and Distribute TYCA minutes; Prepare CCCC Proposals for TYCA Talks, TYCA Hiring Workshop; TYCA Proposal Writing Workshop</p>	<p>Co-Chairs take responsibility for TYCA Wednesday Best Practices Workshop; Other Regionals Coordinate One Panel Each for CCCC Strand</p>

		Congressional lobbying; prepare for NCTE Workgroup/Committee assignments (can be on two-three sub committees)	Workshop		
JUN	May be reading CCCC's props online; Attend College Section Summer Institute; Attend College Section Meeting at Institute				
JUL	May be participating in CCCC Program Planning	NCTE Exec Committee meeting (retreat, one week—new); prepare TYCA NCTE report; prepare for Board meeting; prepare for NCTE workgroups and sub-committees			
AUG	Attend College Forum weekend meeting, Chicago; 1 page report; prepare for Agenda				
SEP – OCT	Attend 2 TYCA Regionals; prepare speech and sessions; File Regional Reports at NCTE headquarters; Prepare TYCA Committee Reports; possible TYCA College Forum nomination;	Attend 1 TYCA Regional; Prepare speech and sessions File Regional Reports at NCTE headquarters; one month to prepare TYCA Agenda—write reports, review reports	Attend 2 TYCA Regionals; Prepare speech and sessions; File Regional Reports at NCTE headquarters; possible TYCA College Forum nomination; prepare TYCA	Attend 2 TYCA Regionals; Prepare speech and sessions; File Regional Reports at NCTE headquarters;	Prepare TYCA Regional Reports; Committee Participation Reports

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			Committee Report on CCCC		
NOV	TYCA Exec meeting; present reports Attend CCCC Retreat and Exec Meeting; 2 nd Tuesday NCTE meeting; NCTE General Session if in-coming Chair; May have College Forum Meeting; College Section Luncheon (may have meeting)	TYCA Exec meeting; prepare agenda, Chair's report, special interest reports; review submitted reports for Agenda Attend CCCC Retreat and Exec Meeting; 1 or 2 NCTE Exec meetings depending on Chair rotation; College Section luncheon.	TYCA Exec meeting; present reports Attend CCCC Retreat and Exec Meeting; College Section Luncheon	TYCA Exec meeting. NOV – JAN: Coordinate preparation of TYCA Strand for NCTE Conference; solicit one panel	TYCA Exec Meeting; NOV- JAN; Each Rep coordinates one Panel for TYCA NCTE Strand

Note: The majority of the participants on CCCC and NCTE have their participation on that board as their sole professional contribution. They are well prepared when they come to the meetings-have carefully read the agenda, perhaps even discussed thorny issues with other members. Those who are in leadership positions are these two boards often have Institutional Support for their service to these organizations. The C.E.E. Chair does plenty of crossover work as well, but I'm not sure how much. I knew at one time, but I've forgotten.

Committee Reporting:

TYCA Outstanding Programs in English Awards

To: Executive Committee, National Council of Teachers of English

Report Author: Jay Wootten, new committee chair

Date of This Report: November 12, 2003

Members Present at Online Discussions (last year's committee):

1. Linda Isles Jones
2. Sharon Mitchler
3. Sheldon Wrice
4. Jay Wootten
5. Lois Powers, Chair

Date of Last Meeting: On-going e-mail discussion and phone calls

Work Completed Since Last Report:

- Committee chair (Jay Wootten) appointed by TYCA Chair
- Read proposals for the awards
- Selection of winners and honorable mentions
- Contacted winners and honorable mentions
- Sent letters to winners and honorable mentions with information about the award presentation at the TYCA Breakfast
- Mailed courtesy copies of the September issue of *TETYC* which featured the award winners to the administrators in the colleges of winners and honorable mentions
- Decided to continue the 9" by 12" award plaques for winners rather than go to 8" by 10"
- Reviewed and updated the brochure and the submission form for 2004
- Clarified submission directions
- Reconsidered the categories and made changes in the categories and subcategories for 2004
- Printed brochures and submission forms so that the information could be distributed at the CCCC Convention and at TYCA regionals

2003 Winners

Reaching Across Borders:

Winner: The English Language Institute: Dealing with the Growing Demand for Language Competence, Howard Community College in Columbia, MD

Honorable Mentions: The literary Arts Series at Bergen College in Paramus N.J., and Project Write at Suffolk County Community College in Selden, NY

Fostering Student Achievement:

Winner: Nova Gold: Building Skills for Success at Northern Virginia
Community College—Woodbridge Campus in Woodbridge, VA

Honorable Mention: Multicultural English Transfer Program at Santa Barbara
City college in Santa Barbara, CA

Promoting Technical-Based Education:

Winner: Man and the Machine: An Active Learning Paradigm at the
Community College of Rhode Island in Warwick, RI.

Enhancing Developmental English

Winner: Consortium for Innovative Instruction: Aligning Writing Instruction
in Secondary and Post-Secondary Institutions at Tidewater Community College in Norfolk,
VA

Projected Completion Date of Activities:

On-going yearly cycle

Some Recommendations to National TYCA in the 2002 Report

1. The design of the award included inviting winners and honorable mentions to present at NCTE conferences, at Regional conferences, and at other national conferences in order to gain more national awareness of community college excellence. A TYCA E.C. member should negotiate presentations at conferences in order to showcase the award winners especially at conferences in the winners' geographic locations
2. Survey the Regions to see how many Program Chairs did invite award winners to present at their regional conferences.

On-going Action Items: A Compilation of Recommendations Approved by TYCA Board from November 2002 - November 2003

• Action Items Associated with NCTE's Writing Initiative

- 1). Work to place TYCA people in key positions for promoting NCTE's Writing Initiative, especially in the following areas:
 - Support the adoption in two-year colleges of policies that promote sound practices in the teaching of writing across the disciplines.
 - Use an aggressive public relations campaign to engage the press and policymakers in a dialogue on the teaching of writing
 - Create and disseminate a series of research-based brochures and short documents
 - Establish a professional development and writing resources network

Action Items Associated with the National Writing Commission's Report

- 2) Turn the summer on-line interview with TYCA Executive Committee members into an article for TETYC
- 3) Use TYCA Regional Structure to gather data on two-year colleges—this could be done through a joint effort of Outstanding Programs Award, Outstanding TETYC article, Regional Outstanding Practices in Research and Teaching Awards, etc.
- 4) Explore cross-institutional research partnerships in an effort to fund two-year college faculty in their research and scholarship
- 5) Promote inclusion of two-year college students and programs in research studies and dissertations
- 6) Include two-year college faculty in NCTE Publications Committees and Programs
- 7) Complete TYCA Teacher/Scholar document
- 8) Complete TYCA "Guidelines for Preparing Two-Year college Faculty"
- 9) Identify graduate programs with successful two-year college teaching emphases
- 10) Increase two-year college representation on NCTE/CCCC committees addressing literacy issues
- 11) Recommend inclusion of two-year college faculty member on the National Writing Commission
- 12) Use WEB site as a clearing house to better meet the needs of the members

13) Tailor NCTE materials to two-year college concerns at Regional conferences

• **Action Items Associated with TYCA Regionals**

14) Revise membership brochures-perhaps reduce amount of text, provide bulleted list of benefits of participating in national TYCA, clarify the various membership opportunities, perhaps address "tax deductible" status

15) Now that visiting officers are participating more fully in Regional conferences (as key not speakers, Chairs of sessions, presenters), rethink staffing of NCTE table.

16) Encourage visiting officers to lead sessions or to present sessions

17) Officers could present "how to write proposals/articles" sessions

18) Regional Conference organizers identify proposals (pre-conference) that identify or address shared national challenges, have board members or visiting officers attend those sessions, and personally encourage the presenter to participate in national TYCA strands at NCTE/CCC

• **Action Items Associated with WEB committee**

19) Recruit and appoint WEB tender

20) Include Regional publications on site, with search capabilities by topic

21) Establish an on-line mentoring system for first-time presenters at national conferences

22) Insure WEB site effectively links TYCA members with shared areas of interests and concerns across regions.

Jody Millward,
Chair, TYCA
November 2003

PROPOSAL FOR THE TYCA WEBTENDER

Qualifications

- Teaching experience in English at a two-year college
- Familiarity or experience with National TYCA and TYCA regionals
- Awareness of current technological trends and possibilities in web use
- Experience with web design in the classroom, department, college, and/or organizations
- Demonstrated ability to coordinate various constituencies through technology

Webtender's Role

Leadership Responsibilities

- Provide vision for the development and maintenance of the TYCA website
- Solicit ideas, features, and uses for the TYCA website
- Keep abreast of technological opportunities for expanding the website
- Stay informed about trends and issues within the profession
- Create interactive web strategies to respond to critical issues and generate conversations for teachers/scholars

NCTE Responsibilities

- Monitor accuracy, currency, design, and function of the TYCA website
- Provide NCTE staff with changes, updates, and/or corrections
- Serve as a liaison between NCTE staff, national TYCA, and the website committee

TYCA Responsibilities

- Establish website connections with the seven regionals
- Feature the regionals on the national website
- Encourage and assist TYCA members in the use of website features
- Moderate online TYCA communities

Duties

- Meet quarterly deadlines for website design changes
- Submit text changes on an ongoing basis
- Write two progress reports with recommendations, one for each TYCA Executive Committee meeting (NCTE and CCCC conventions)
- Attend TYCA Executive meetings, if possible (no funds are available to ex officio members)

Selection of Webtender

- The webtender will be appointed by the TYCA chair to serve a three-year term. He/she may be reappointed for a second term.

Lois Powers

From: owner-tyca-ec@serv1.ncte.org on behalf of Tinberg@aol.com
Sent: Friday, July 11, 2003 10:56 AM
To: tyca-ec@serv1.ncte.org
Subject: Re: [tyca-ec] Naational Writing Commission & TYCA, Request help

Hi Jody and the TYCA EC:

Here are some additional thoughts in reply to David's questions:

I would preface these comments by pointing to a huge concern for all of us who teach reading and writing at the two-year college: the increasing reliance on contingent faculty to teach many of those courses in the face of serious budgetary cut backs. Both concerns represent significant challenges, for sure.

The role of reading instruction is a very interesting subject, especially in its connection to English departments. Should those departments take up reading instruction or yield such work to the developmental area purely? My thinking is that all of our instruction in English should focus on reading as a teachable activity, whose challenges students continually must meet as they move through the curriculum. Writing across the curriculum programs, it seems to me, never really took up the challenge of preparing students to read (and think) in a variety of disciplines. We talk often about the reading and writing connection and yet so often leave the matter of reading instruction to others.

What kinds of reading and writing courses should be in place for our students? I really would like to see students be given the chance to read and write in as wide a variety of situations and in as varied forms as possible. But having said that, I want to emphasize that our strengths--reflecting our own background--is in preparing students to write for an academic purpose and audience. Even so, is it possible to instruct students in writing for academic audiences while at the same time send the message that such writing matters in the world? Can the writing and research done in our courses have genuine connections with what matters to their lives and to the lives of others in their own communities? I would think Service-Learning especially useful and fruitful in these respects for community college instruction.

Hope this helps, Jody.

Howard

July 27, 2003

TO TYCA Colleague

From: Jody Millward (Chair)

I am pleased to send you a summary of the very thoughtful responses I received from Past Chairs and the Executive Board. I have summarized the context from my conversations with David Bloome (Chair, NCTE and Ex-officio Member of the National Writing Commission) and provided each respondent's answers beneath the appropriate question posed by Bloome and Millward. Note: In the interest of time, space, and clarity, I have shortened the responses. If you have any objection to a summary with your name attached, please let me know. This, however, is a TYCA in-house document and will not be distributed to NCTE members without your permission. I would like to add that many of you (Gill in particular) have pointed to specific programs, colleges, and publications that can serve as resources for us. It seems to me that this discussion, started by NCTE, should be continued and addressed in TYCA.

Key to Participants in the Discussion:

SB Sandie Barnhouse
DB David Bloome
PB Paul Bodmer
SC Stasia Callen
GC Gill Creel
SF Sally Fitzgerald
CJ Chris Jennings
MV Marilyn Valentino
FM Frank Madden
JM Jody Millward
SM Sharon Mitchler
LP Lois Powers
HT Howard Tinberg
SW Sterling Warner

Timeline

June: David Bloome, NCTE Chair, contacted TYCA Chair, Jody Millward with the following questions after his meeting with the National Writing Commission:

- Given that two-year colleges teach an estimated 70% of developmental writers, the National Writing Commission (under the direction of Senator Bob Kerrey; membership includes K-12 and four-year faculty, no two-year faculty) is interested in learning more about two-year colleges in terms of "Challenges" and

“What Works.” That was first framed as “challenges” and “what works”?
Early July: David Bloome, NCTE Chair, contacted TYCA Chair, Jody Millward concerning an NCTE Work Group (to be chaired by Millward) whose focus would be the two-year colleges. I

Millward conveyed to TYCA Leadership (past and present) the questions raised by Bloome and added a few of her own (designated as DB and JM, respectively). Summary of responses is provided below.

Mid-July: Under the direction of David Bloome, the focus and chair of the July NCTE Work Group changed. Patti Stock, Chair; Focus: Families as Partners in Education and The Two-Year Colleges (under the overall rubric of NCTE’s National Writing Initiative). A very brief summary of the NCTE Writing Initiative, based on information provided by Paul Bodmer, follows:

NCTE EC will be systematically coordinating and developing the work we already do to foreground writing as central to educational work. What we know and what we can do needs to get outside the closed classroom door. We will be working on what research tells us about writing to promote professional development. We will work on a media campaign. And we will talk about writing as more than just another discipline--we need schools and colleges to talk about and develop policies that reflect the complex and multi-faceted aspects of writing. There will be five elements to the campaign:

1. Writing as a tool for thinking and learning
2. Improving the quality of every student's writing
3. Assessing writing to support and account for learning
4. Parents and others as partners in students' literacy learning
5. Building a successful school or campus-wide writing program (PB)

End of July: Millward will report on the responses submitted by TYCA leadership when and if the NCTE Work Group turns its attention to two-year colleges and the original charges as outlined by Chair Bloome.

SUMMARY

DB: If the National Writing Commission does focus on the two-year college, NCTE would like to position itself as the organization that supplies information on writing, programs, etc. The work group will consider the following questions and issues:

1. DB: As a policy, are “best practices” documents and “best programs” useful? If so, what can those in the field in general learn from them?

1a. While best practices and programs are useful as benchmarks, we need to establish a pedagogical philosophy first and then measure programs against that philosophy rather than the other way around. It is better to set a standard than to allow a program to set the standard. I believe that NCTE would be

wise to ask the field for a statement of philosophy about what we believe is appropriate in two-year college composition, a philosophy that has been agreed on at the national level (SF). (SB agrees).

1b. As a general rule, if we are serious about looking at education and addressing what matters, we must remain open to innovation. Adapting "best practices" is not a bad idea, but what is good and what is bad might be relative. Two-Year Colleges may reshape the question as follows: 1) ideal teaching environment, 2) reasonable class size--as defined by CCCC/NTCE and the Wyoming Resolution, 3) appropriate loading for composition. (SW)

1c. A "best" idea is too easily turned into the "only" idea by those looking for the magic, easily measurable bullet. There may not be a single "best," but instead a range of outcomes, which can be, arrived at in various ways - to take into account the range of students, experiences, classroom environment, culture. (SM)

2. How does TYCA determine what is "effective" in terms of instruction/program design? (DB)

2a. Tough question, as we must look backwards. If students are competent to enter their next level course(s), then their previous course design/instruction must have been effective. Would we want to consider WPA Outcomes? NCTE/CCCC publications? Perhaps we could gather info. on criteria successful schools use to base admission into their first year composition programs. In addition, we could collect a variety of curriculum models and assessment/exit criteria (including those for non-traditional delivery courses) that address the nuances of small to large institutions. This material could help colleges examine their individual writing programs in comparison with models that are known to be effective. Most schools' reforms are led by administrations or legislators; a TYCA position on effective program design may give some English departments leverage to initiate program changes based on sound pedagogical philosophy rather than a corporate model. (SB)

2 b. The quality of two-year college English programs varies from poor to excellent (JW, MV, LP). We need to collect and create the standards for measurement. We need strong national statements on our issues and data to back them up and grants and support to do that in any depth and with consensus. TYCA needs to speak for two-year colleges with more than anecdotal or "intuitive" information. We need a clearinghouse to help us identify great programs and models in a consistent manner. Many of our winning programs in English awards have already been presented at key national conferences. Could we systematically comb through recent programs of the organization and find references to relevant programs that could be "models"? We don't get submissions for many that are out there. (LP)

2.c. Clearly, TYCA's Outstanding Programs awards give us a starting place, but the nature of that award - to recognize innovation in broad programs and to encourage innovation, may not focus the discussion much - The award, recognizes departments that are trying something new or adjusting something to improve it - and they may not be "best" yet - since they are the beginning of programs or changes. (SM)

2.d Perhaps we need to take TYCA's Outstanding Programs award and adapt it for local regions and make all entries in the national "Outstanding Programs" available to our members. There are excellent practices locally that are not well known on the national level or that do not receive recognition because of the limited number of awards. (SW).

2.e. TETYC's "Best Article of the Year Award" winners are posted on NCTE's web site (the articles themselves used to be, I believe). and represent best practices and sound scholarship. TETYC's special issue on Teaching as Scholarship may produce an extensive annotated bibliography on work relating to the first two years of college English. (FM)

2.f. Set up 5 short standards for college-level writing. Patrick Sullivan's, in "What is 'College-Level' Writing" (TETYC May 2003), argues that in response to a reading, students should have:

- a. a willingness to evaluate ideas and issues carefully
- b. some skill at analysis and higher-level thinking
- c. some ability to shape and organize material effectively
- d. the ability to integrate some of the material from the reading skillfully
- e. the ability to follow the standard rules of grammar, punctuation, and spelling.

These could be seen as the "AEIOU" paradigm (Analyze, Evaluate, Integrate, Organize, and Understand [rules of grammar]), catchy enough for people to remember. Language can be changed, but writing the standards in "lay" language is essential. (MV)

2 g. We need to think of two audiences. Marilyn is talking about the public audience and the WPA statement is the professional audience. It would be good to continue to pull together the common concepts we all, more or less, agree with, and find language that will satisfy both the public and professional worlds. We need to articulate where we want students to be at the end of FYC, which is why we need to clarify high school preparation as well as the multiple levels of basic writing as well as support for FYC. It would help. As well, to clarify terms. By "college-level writing," do we mean what students should be able to do before the first-year college composition course? Or do we mean that at the end of FYC, students will be able to do "college-level writing"? (PB)

2h. This is where we could shoot ourselves in the foot if we are not a part of the discussion - that word "effective" has such a cess pool of meanings, depending on who's talking.

3. What information sources and publications are out there that provide or significantly contribute to the knowledge base of two-year college faculty? (DB) Listed by times mentioned—TETYC mentioned by all

- a. TETYC*
- b. CCCC and NCTE Publications on policies and their Position Statements**
- c. Best Article Award Winners (and the criteria established for winners)**
- d. TYCA Regional Publications**
- e. NCTE Publications which focus on Two-Year College Teaching.**
- f. CCCC*
- g. Scholarship that includes or is easily adaptable to two-year college teaching, including publisher's guides**
- h. Besides our discipline organizations, the reading association (IRA), TESOL, and dev. Ed organization have related materials**
- i. College English (1) mention*
- j. Much of the scholarship is too dense and too theoretical in the four-year publications and the cost of subscribing to these journals and books is too high when only one or two articles per year or per book is relevant to two-year college teaching.**

4. Do we need wider dissemination of these resources and publications? If so, how do we increase or improve dissemination efforts? (DB)

4a. NCTE/CCCC have produced many useful documents and publications. Perhaps those are not so available to the local classroom teacher as they might be. Publications such as those by university presses like Southern Illinois and by publishers like Erlbaum might be more widely publicized. We also need TYCA sponsored publications aimed specifically at two-year college faculty and widely disseminated through regional conferences. Although NCTE is cutting back on book publications, they might consider creating a series featuring well-know TYCA authors such as Troyka and sell them at regional meetings rather than at national conferences or through the regular NCTE orders. Many classroom teachers only attend regional meetings. (SF)

4b. We need to decimate pamphlets, position statements, and scholarship at local state and national conferences, possibly at the TYCA booths. People need to be able to access this information on the internet with links between Regional and National TYCA Web Sites for something like "Scholarship and Teaching Resources." Consider reducing costs to membership in two ways:

use technology to increase access to resources; consider not limiting composition studies to refereed journals. (SW)

4c. Use the Website more effectively and take out ads in our journals and the Chronicle announcing collection of materials. (LP)

4d. This also brings up the question of providing part time or adjunct instructors with these resources. Can we encourage departments or libraries to purchase publications? Do we need to refocus on contacting these people - many may not even know these resources exist? (SM)

5. What areas need more attention from teacher/scholars in these resources and publications? For example, do we need to write more about how to teach the writing process? Evaluate student learning? How to help students succeed in other disciplines? How to establish effective WAC practices? (e.g., Have we developed a rubric for teachers in other disciplines to use in their use of writing as a learning strategy? In the ways in which they design, evaluate and respond to writing assignments in their disciplines?) (DB) To simplify and condense, I've broken this question down into four areas: A. Assessment and Tracking); B. WAC and a WAC Rubric; and C. Role of Reading Instruction Across the Disciplines (incorporating a question I posed at the end here—JM); and D) Summary Statement addressing needed research

5.A. Assessment and Tracking

5.A.a. Given the multiple goals of our student population (certificate, Associate degree, transfer, obtaining job related skills, updating skills, changing careers, self-improvement), it's difficult to assess "Success." How do we measure if writing programs are meeting these multiple needs and/or whether the criteria established by testing agencies, or four-year universities are appropriate assessment measures? (JM)

5.A.b. What measures should we use for students who do not intend to transfer to four-year universities? Are the measures different for students in certificate programs? Does the line for "success" change depending on the program - welding vs. Nursing for example? (SM)

>

5.A.c. With the current focus on assessment, we need to turn it around and use assessment as a teaching tool. Perhaps collaborate with others (including students) to develop rubrics that establish criteria for measuring purpose and achievement (SC)

5.A.d. Madden was interviewed by *Community College Week* in April 2003 concerning writing initiatives by ACT (emphasizing the disconnect in writing standards between high school and college teachers) and College Board (both in response to writing tests under development). He responded that: (1) it was

great that the "problem" of writing in school was being addressed with so much noise (2) that said, that these two organizations-- responsible for the proliferation of standardized tests that led to the devaluing of writing in school—now find student writing was less than adequate (3) And finally, both organizations are fueling a concern (and the market) because of their investments in a writing test. Writing is the way we measure achievement, writing under conditions which allow students to follow what we have been teaching--including time for reflection and revision. Assessment should be in the hands of well-prepared full-time faculty. (FM)

5.A.e. One of the major questions we cannot answer at the national level although we can do so frequently at the local level is how we measure success in composition classes. Colleges considering assessment will most likely ask NCTE to provide guidance. Are the NCTE and/or CCCC assessment committees still in place? Do we have adequate (as opposed to one or two members) representation on these committees? . . .

Hard data on students is available across the country at the local level. Most two-year colleges can tell the public who comes to us and who graduates. What we cannot do is tell the public what happens to our students once they leave. In vocational fields some of this data is available and in some states it is tracked especially through employment, but few two-year colleges have active alumni offices. In California we have data from the state chancellor's office published in as a cohort, but not student by student. In addition, the CA Senate has some information on specific areas such as basic skills. (SF)

5.A.f The traditional measures of "success" are student retention, progress, and completion, but these are problematic given the realities the academic choices and performance of two-year college students. Student-centered should lead us to think about, research, write about programs designed to change to adapt to the diversity of student goals and learning styles, programs that would create short and long range opportunities. For many students, learning is incremental. There is nothing wrong with not mastering all knowledge or acquiring all skills in one semester. Neither student nor instructor should be reprimanded for not always meeting criteria established by those who assign students enrolled in developmental and college-level writing courses one goal: a four-year degree completed in four years.

Tracking: We could have colleges add a line on withdrawal forms requesting voluntary information. But how can tracking be anything more than a rough sampling of data when so many students simply disappear from all classes and do not bother to drop? Several years ago, a researcher at my college found that the majority of students dropped due to family or spousal pressure, work schedules (and promotions), the sudden need to Earn money rather than complete a higher education, poor health, death, and sometimes jail. Finally, what would be the cost for such services, and how

much money would tracking take away from instructional budgets that already are too small? (SW)

5.A.f. This is a key issue. We need to examine the various criteria in depth and find answers to each, making careful distinctions. Success can be viewed in a variety of ways: course success, program success, student success, and institutional success in relation to career and academics, or to student demographics (ethnicity, age, gender, etc.) There are too many generalities applied to too many things. Each group who judges us or funds us --state, national, and local-- has different (sometimes competing) criteria. For example, some studies indicate two-year college students drop more for personal reasons than their four-year peers; some two-year college students do not have Certificate, degree or transfer goals and leave they feel they have met these goals (at times, in the middle of the semester). Measuring success from the point of view of so many stakeholders is dangerous. We ought to write something about the complexity of assessment in the broadest sense in the two-year college. It is much more difficult for us than for other postsecondary institutions (LP)

5.A.g. We could offer the National Writing Commission three two-year colleges to serve in a pilot program for agreed upon "standards" and "assessment" and tracking studies and thus provide success stories that they initiated. This would get money into those three schools at least--something done quickly.

5.B. WAC and a WAC Rubric

5.B.a. Two-year colleges need to promote and model WAC since online communication is cross-disciplinary and students need to understand the cross-disciplinary boundaries. (SC)

5.B.b. WAC has been problematic because of student-teacher ratios. Other than English and closely related remedial areas, classes in most other disciplines are huge. Teachers in those courses are not likely to ask students to write much when they have so many papers to grade. We have always pushed WAC at my college--but the response. It's clear that writing will never be as valued as it ought to be and students will never improve as writers until writing is valued as the basic means of sharing what students know in other courses. (FM).

5.B.c. The St. Martin's Manual for Writing in the Disciplines: A Guide for Faculty by Richard Bullock is a useful tool for WAC. In a very concise format, it gives teachers who want to incorporate more writing concrete suggestions for ways to incorporate writing activities, process writing, managing the paper

load, etc., rubrics for responding to student writing, even capstone projects and portfolio suggestions. The more we write, and are published in other disciplines, the more the mystery of how to use writing in curriculum areas may disappear.

5.B.d One of my students yesterday told me that my lit course was the only one requiring writing since her comp course. WAC needs to be reactivated to ensure their skills don't atrophy, but many of our colleagues assign less writing because loads have increased. At a university in Australia where I taught, students wrote essays in all classes but math and science; teachers didn't grade the "writing/grammar," just content, but students improved just by writing. (MV)

5.B.e. I would be loath to offer people in other disciplines advice on rubrics without their involvement and their request. Have people in social sciences or in science and math requested our help to create rubrics (SF)

5.B.f. Helping colleagues across the disciplines to design writing rubrics ala EPT might break down barriers. We need to share with our colleagues how rubrics simplify the assessment of writing. At my campus, instructors outside of English believe a writing assignment should be used to measure grammatical and mechanical skills and they resist WAC. If we could provide WAC studies less focused on "how to write for history" and more on the practical application of good writing skills across disciplines (e.g., organization, coherence, support--things that might be outlined on a rubric), we could develop studies relevant to all disciplines Then such articles or studies could be printed in journals other than those devoted to Composition. (SW)

5.B.g. Our goal should be to have colleges make a statement about writing and to establish writing requirements in other disciplines. A college has to openly support the notion and then invest in it with funds, support, etc. LP

5.C. Role of Reading Instruction Across the Disciplines

5.C.a. Instruction in two-year college English should focus on reading as a teachable activity, whose challenges students must meet as they move through the curriculum. Should those departments take up reading instruction or yield such work to the developmental area purely? WAC, it seems to me, never really took up the challenge of preparing students to read (and think) in a variety of disciplines. We talk often about the reading and writing connection and yet so often leave the matter of reading instruction to others. What kinds of reading and writing courses should be in place? Our students need to read and write in as wide a variety of situations and in as varied forms as possible. Having said that, we need to emphasize our strength is in preparing students

to read and write for an academic purpose and audience. Can we do so and send the message that such activities matter in the world? Can the writing and research done in our courses have genuine connections with what matters to their lives and to the lives of others in their own communities? Service-Learning becomes, then, especially useful and fruitful for the two-year college. (HT)

5.C.b. Yes, the reading / writing connection should be emphasized. Students should be writing in response to reading--writing is a means to read more reflectively and effectively. We learn consciously and unconsciously about our own writing when we read both our own writing and the writing of others. (FM).

5.C.c. Even though Sullivan (above) wants us to use the term "college-level reader, writer, thinker," muddies the waters for the Commission. The reading people have their own groups. We'd have to work with them; to speak for them is insulting, (MV).

5.C.d. Reading in the different disciplines with their specialized vocabularies and sometimes unique generic codes—especially when colleges have paid little attention to the notion of reading levels as prerequisites for such courses and, depending on the college programs, reading competencies “lag behind” writing competencies—can send students messages of failure. Though I agree with Marilyn that reading specialists are critical to this issue and that this should be a collaborative effort, I would like to know: how are reading and writing linked in terms of placing students across the disciplines in two-year colleges? How have open admissions universities addressed this issue? In short, students cannot respond to a reading if they do not know how to place it in context or how to decode it. (JM).

5.C.d. Research at Fullerton indicated students succeeded better in academic courses if they had a 10th grade reading level. We instituted a reading requirement but were unable to offer enough classes to supply the need and were sued on access issues. Some reading and composition faculty see these as discreet skills and thus colleges offer separate courses (primarily at the developmental level). The issue of who should teach these courses remains unresolved in terms of national policy or statement. Reading must go beyond English departments if students are to become successful critical readers, writers, and thinkers. Math teachers, for instance, are aware of reading problems in math word problems. Raising awareness across disciplines and with administrators is key; wider publicity addressing this issue may help. (LP)

5.D. Summary Statement on Research Needs and Challenges

We need to rely on current research and theory and show that we know it and use it, but four-year and graduate schools are much deeper into this. We need to make connections with specialists in the various areas for some of that scholarship. Few two-year college faculty can keep up with all the separate fields of inquiry. For example, can each of us develop expertise in assessment, psycholinguistics, brain and learning research, multicultural research, digital writing (the impact of non-linear reading/writing on learning), literary theory, etc? We can teach students through theory, wise application, and experience, but we need to show that we inform our teaching with current theory when we write documents or position statements. Yet, it's hard to be a comprehensive teacher scholar. Can we pose questions and research studies for doctoral students to pursue? (LP)

6. What questions do we ourselves have about teaching composition in the two-year college that we can't answer? (DB). Since the majority of you mentioned technology throughout your responses, I've decided to summarize those under "Access to and Appropriate Uses of Technology for Instruction"

6.a "Access to and Appropriate Uses of Technology for Instruction"

6a.1: Does a digital divide exist in any of the following categories:

- **Two-Year vs. Four-Year Faculty's access to equipment for the range of ways to employ Technology Mediated Instruction?**

- **Two-Year vs. Four-Year Faculty access to training in the most appropriate uses of technology in instruction?**

- **Two-year vs. Four-Year college students' access to quality technology, necessary to work independently if they are to meet the requirements of TMI courses?**

- **Scholarship on best methods of TMI with two-year college students?** (JM)

- **How has and does electronic teaching affect class size and workload, especially regarding contingent faculty? (questions of increasing importance given nationwide budget cuts to two-year colleges)**

- **CCCC has formed an ad hoc Committee on Digital Writing, Teaching, and Assessment—does it include two-year college people? If so, are they communicating with TYCA? I don't know if this is the same committee as that chaired by Dickie Selfe on Best Practices. In any case, is TYCA represented on, collaborating with, the work of these types of committees, which are addressing concerns critical to our teaching? (JM)**

6.a.2. We need to address the shifting boundaries of writing caused by electronic communication and instruction. They involve boundaries of time and space, of authorship, of medium, of availability of sources, and more. (SC)

6.a.3. Some studies show that in general 1) students do not learn better in online classes, 2) the drop out rate for online composition classes is significantly higher than traditional, hybrid, or CAI classrooms, 3) that instructors spent more not less time with students, and that the online approach requires smaller--not higher-- class sizes, factors that work best with highly motivated, organized, disciplined students. (SW)

6.a.4. Some of the fine print of the "The Neglected R" acknowledges the student-teacher ratio (as in the number of papers teachers have to correct) but proposed that technology (as in computers reading student essays on software they would try to develop?) rather than better class sizes as the answer. (FM)

OTHER CONCERNS:

6. b. • Can students at 2-year schools be nationally described or are there unique differences from school to school, region to region?

• What are the skills students are arriving with? No entrance exam comes close to a reasonable analysis without requiring mountains of time in reading, conferencing, and that is beyond current budget/ staff commitments.

• Where do our students go? What impact does composition instruction have years down the road? Students mention responses anecdotally, but that isn't reliable, and is often expressed in the form of a compliment - so I'm not sure how valid that is. (SM)

6.c. We could brainstorm this and turn the questions into grant projects or, or find studies in other disciplines to help provide information. For starters, are we providing developmental students with the tools to become sound critical thinkers? How do we bridge the gap to abstract thinking when developmental students' writing falls apart? (LP)

6.d. 1) Why do four year colleges receive more money than two year colleges, and given this gap, how can we work together to insure equity for our colleagues and our students? 2) how do we convince administrators and legislators that high stakes testing does not fairly measure student progress? 3) how can two and four year colleges create an on going dialogue wherein each shares expertise or insights? 4) how can we work collaboratively for improved instruction for undergraduate students? (SW)

7. *What questions may others (colleagues from other disciplines, administrators, or legislators) pose that we can't answer? (DB)*

7.a. Many, because they look at all this through a different prism. They want facts. Teacher/scholars need to become involved in institutional research so they have answers backed by data. That means teachers have to be involved in designing the studies and move beyond classroom research. Many, probably most, two-year colleges don't have first-class educational researchers. We need to learn to anticipate the issues Administrators and legislatures face and find answers to their questions before they pose them. (LP)

7.b. My favorite question is, "If the student received an A or B in English Composition, why doesn't s/he write well in my class?" The implication is that a) our standards were too low, or b) the teacher didn't teach well. Often colleagues from other disciplines, administrators, or legislators do not understand the philosophy behind process writing. Furthermore, many colleagues do not know how to design writing assignments that are effective, accomplish what they intended, or in some cases, do not make the student accountable for turning in polished work. Unfortunately, the teaching of writing stymies many who want black and white outcomes. Therefore, how can we "teach" those colleagues, administrators, and legislators what we do and why it is effective, albeit not usually quantifiable in the context that is easily measured?

7.c. There is a lack of hard data. What is there is outdated (5 years old). For example, how many two-year colleges are there? How many are public vs. private? How many are accredited by four-year institutions (SW)? What is the ratio of contingent to full time in the teaching of developmental courses and transfer courses? What are the different strategies for assigning teaching loads? What are the class sizes? Who uses technology and how? What do policies of tenure, sabbaticals, and professional development for two-year faculty differ from state to state? What are the range of classes offered and why? What are the assessment practices? What are the latest figures on student demographics (ethnicity, gender, age, class, goals, etc.)? Are there links to any of these factors and success rates? How and why are the central tenets of four-year scholars adapted in our classrooms—does this vary from region to region, from community to community? Many of the above questions posed by David Bloome cannot be answered without research and research cannot be completed given the present material realities two-year college faculty face. (JM)

8. Although TYCA membership has been steadily increasing, we would like to explore if there are ways to translate the enthusiasm for Two-Year Colleges with increased TYCA/NCTE membership? (DB)

8.a Continue to use all forms of media to pass on the word that two year colleges, through TYCA and in relation to NCTE, are gaining an ever increasing voice in the national conversation on lower division college

composition--and to some extent, literature. We should all become life long ambassadors--cheerleaders if you will--for the organization. (SW)

8. b. This question goes hand-in-hand with the fact that so many two-year faculty do not even know about TYCA even. In some ways, this goes back to the issue that four-year institutions often ignore the fact that many of their graduates will teach at two-year institutions; therefore, their assigned readings/discussions of philosophies rarely focus on the unique status of two-year teaching. Could any type of bulk-email be sent to institutions/English department chairs educating them re: the rewards of TYCA membership and include resources/publication titles? An email campaign to two-year college English Department chairs with a link to our website? (SB)

8. c. Could departments or colleges offer professional memberships? (SM)

8. d. We need to more at the national level that helps teachers and colleges. The old notion of joining to be a good professional isn't good enough. "What am I getting out of this" is the question for many. And we need to show that we have influence by publicized statements and positions and be proactive, not reactive. To promote change and garner the support we need, we need the help of administrators who know about NCTE/TYCA. Even administrators with English backgrounds don't know or don't rely on NCTE/TYCA for answers or points of view. (LP)

8.e. NCTE needs to make clear its commitment to TYCA and clarify what it is willing to do to improve teaching and learning at the two-year college. This includes a more effective and collaborative relationship with TYCA members; an active outreach program to insure representation on vital committees is necessary—and a standardized procedure for doing so may help. A recognition of the material realities of the two-year college campus—the lack of travel and conference funding, the lack of release time for research or professional development, the fact that many institutions do not grant tenure, and the over reliance on contingent faculty to teach core courses, to name a few. CCCC and NCTE has done membership drives for new teachers, offered travel and conference funding for contingent faculty, and has promoted the work and memberships of new scholars of color. However, faculty of color and women are over-represented in the two-year colleges, and the majority do not receive support for professional membership or professional development. In addition, forming professional partnerships is crucial—in research and in practice. This would produce a variety of benefits: graduate schools would have higher placement rates and two-year college faculty would be better prepared; an increased depth of knowledge of adult learners who are apprentice writers; an increased depth of knowledge about the range and learning of developmental writers; an increased depth of knowledge in cultural studies in terms of the intersections of race, class, gender, ethnicity,

etc. It would provide scholarship opportunities for doctoral students and a wider audience for publications in the field and an increase in membership. Given the demands of high teaching loads, of increasingly heterogeneous populations, of increased use of technology, of the cuts in travel and conference and professional development funds, and of the increased departmental and campus responsibilities of full-timers as the reliance on contingent faculty grows, two-year college faculty have little time and little patience for anything (organizational memberships, publications, policy statements, etc.) that does not directly improve their ability to meet their responsibilities.

II. CHALLENGES FACING THE TWO-YEAR COLLEGES (DB)

- **Lack of hard data (recent data) on student body, faculty, and programs.**
- **Given the multiple goals of our student population (certificate, Associate degree, transfer, obtaining job related skills, updating skills, changing careers, self-improvement, it's hard to assess "success" that is, whether writing programs are meeting these multiple needs and/or whether the traditional criteria—a four-year degree in four years—is appropriate.**
- **Given the multiple goals of our student population, what are the most appropriate types of courses, programs, writing assessment measures? For example, should there be a separate course for the vocational student rather than the academic freshman comp (and consider welding vs. nursing)? In some colleges business and technical writing are taught in areas other than English ESL is often separate, but most are mainstreamed in the freshmen composition course—is this best? (LP & SM)**
- **Economics are working against community colleges: in economic downturns, our enrollment goes up and our funding goes down. This can translate into: increased class sizes; cutting funding for professional development (such as sabbaticals, travel and conference, professional development programs brought to campuses, etc.); an increased reliance on contingent faculty; cutbacks in technology and in training for use of technology, and a reliance on cheaper, though less effective, methods of assessing student performance. (JM)**
- **We need more and more fully integrated partnerships with high schools and four-year universities to better serve students in these crucial transition stages and to better reinforce the transfer and development of skills. This is especially important for those students who are not in college prep courses and who come to us without much experience in writing. (MV)**

- Few graduate programs effectively prepare faculty for two-year college teaching. Is there a cultural notion that graduates should be prepared to teach in four-year schools; those who don't "make it" end up teaching two-year college? I hope that would not be the thinking, especially considering the mushrooming growth of community colleges, but TYCA needs to educate the graduate programs by moving ahead on its "Guidelines for Preparing Two-Year College Faculty." (SB)

The math guidelines document about teacher development has a wonderful section (very brief) on adult learners among other things. We would do well to think about this in terms of composition. We have some experts among us already—including, Karen Uehling. (SF)

- There is little money for program development in areas critical to student success including writing centers, WAC, or at-risk students. We need to seek grant money--but include such significant programs and student support services as line items in the budget (SW) and consider joint projects with other organizations and postsecondary schools (LP).

- NCTE/CCCC/TYCA needs to promote a cultural shift, revisioning the two-year college faculty as teacher/scholars. We cannot escape the fact that we need some financial support for research projects and partnerships (as outlined above) would benefit the participating institutions and NCTE projects. We need to change the thinking. of two-year college boards and of legislators, as well, if we are to have the support we need to pursue such projects. (LP).

- TYCA needs support to develop a five-year plan to address the above issues.

Lois Power

From: owner-tyca-ec@serv1.ncte.org on behalf of Jody Millward [millward@sbcc.edu]
Sent: Tuesday, August 05, 2003 4:11 PM
To: tyca-ec@serv1.ncte.org
Cc: tmartinez@ncte.org
Subject: [tyca-ec] Report on NCTE focus on Two-Year College

Hi all.

In the interest of time and so I don't forget to do this, I am sending all of you a copy of the report David Bloome asked me to submit on the NCTE Workgroup. I don't have the time to contextualize it, but will tomorrow. Please don't throw it away, but save it for the November meeting. I will send further comments later. Jody

Aug 5, 2003

TO: NCTE Executive Committee Members

From: Jody Millward

RE: Summary of Writing Initiative Workgroup

I invite members of the Workgroup to emend or add to this report, as it is based on handwritten and sketchy notes by yours truly.

Workgroup members:

P. Stock (Chair); K. Bomer, S. Logan, J. Millward,, A. Seely-Flint, K. Yancey, P. Bodmer, M. Davis

Charge: Under the guidance of the principles of the NCTE Writing Initiative, discuss the National Commission on the Uses of Writing in the Transition to College; the current key issues, questions, and problems faced by Two-Year Colleges and Community Colleges; and the connection between Writing Education and Families.

The workgroup began with a summary of what had been accomplished at the last meeting.

* National Commission on the Uses of Writing in the Transition to College The Workgroup offered the following recommendations to NCTE EC and Staff:

1) A name change to better reflect the goals of the group and to distinguish it from NCTE Commissions and non-NCTE commissions on writing. The group suggested that "Alliance" or "Coalition" would better reflect the spirit and goals of the consortium.

2) Seek new organizational partnerships and to provide a balance between NCTE members and other academic and educational groups (e.g. the A.A.A.G.; CCHA; U Mich. Admissions). The Workgroup agreed that NCTE should take a leadership role, but should work in partnership with many organizations in order to increase chances for grant funding and increase the impact of recommendations the alliance produces. In addition, it would position us as partners in similar efforts and establish a model for future alliances.

3) Continue to seek outside funding, with the expectation that extended partnerships will increase the pool of possible grant funding.

4) Whether or not funding comes through, to stick the original timeline outlined in the report.

* Two Year Colleges and Community Colleges Key Issues and Questions Prior to the meeting, Millward had circulated a series of questions based on her conversation with Chair Bloome to TYCA EC and past leadership. She provided a brief summary of those responses to the group. The Workgroup then focused on the following:

Challenge: Lack of hard data on central issues, including assessment policies, best practices and programs, cross-institutional partnerships, composition loads, course offerings, graduate programs with two-year college teaching emphasis, writing across the curriculum programs, etc.

Recommendations: 1) Use TYCA Regional Structure to gather data; 2) Determine shared features of Outstanding Programs award winners in order to create a philosophy that promotes best practices and best programs.

Challenge: The material realities of two-year college teaching: higher class sizes and overall composition load; lack of

support for travel and conference; lack of release time; lack of support for scholarship; lack of support for involvement in professional organizations

Recommendations: 1) Form cross-institutional partnerships; 2) Explore ways to fund two-year college faculty in their professional and scholarly endeavors.

Challenges: 1) Lack of scholarship on two-year college students' use of writing as a tool for thinking and learning, of ways to improve the two-year college student's writing, of how assessment practices affect two-year college learners and writing program design.

2) Misperceptions of two-year college culture (e.g., high schools are often assessed by the numbers of graduates accepted into four-year universities and this leads to the notion that only the underprepared attend two-year colleges; the majority of developmental students enrolling in two-year colleges do so because they could not achieve in high school; and similar affective factors of four-year college-goers—first generation, working, re-entry—makes the learning experience and challenges the same as those of two-year college-goers).

Recommendations: 1) Complete TYCA Teacher/Scholar document; 2) Form research partnerships with four-year universities and graduate programs, encouraging the inclusion of two-year college students and programs in research studies and dissertations on literacy, writing program design, etc.; 3) Use NCTE WEB site as a clearing house for articles published in regional journals; and [4)Added by Millward post-meeting, include two-year college faculty in NCTE publications committees and programs]

Challenge: Few graduate programs offer teaching in a two-year college as a viable option for their students.

Recommendations: 1) Complete TYCA's "Guidelines for Preparing Two-Year College Faculty"(an effort stymied by lack of funding for participants to meet and revise/rewrite the draft document); 2) Identify graduate programs with successful "two-year college teaching emphases; and 3) Promote partnerships with graduate schools and encourage the inclusion of preparing two-year college faculty in their programs.

Challenge: Lack of participation and voice of two-year college faculty in NCTE/CCCC committees

Recommendation: 1) Improve (perhaps formalize) collaboration of TYCA/CCCC/NCTE leadership to insure two-year college representation on commissions and committees addressing literacy issues; 2) Move ahead with mentoring/leadership effort of building a database of two-year college faculty willing and able to serve on such committees.

Challenge: The National Writing Commission is interested in two-year colleges writing programs and practices, but has no two-year college representation

Recommendation: Recommend inclusion of a two-year college faculty member who has knowledge of TYCA/NCTE resources

Challenge: Increasing TYCA membership in NCTE

Recommendation: Make explicit NCTE ability to improve the daily work of two-year college faculty through better identification and distribution of relevant information in publications, conference presentations, committee memberships, and leadership positions in at least two ways: 1) WEB site as clearing house and 2) tailoring NCTE table materials at TYCA regional conferences to the two-year college.

* Connection of Writing Education and Families

The work group made the following recommendations:

1) Form partnerships with national boards (such as P.T.A., S.A.E.C.U).

2) Identify and contact leaders in the field—persons who have published scholarship, implemented successful programs (several names were passed on to Davis)

3) Yancey and Stock and Bomer to work with Davis to review current draft of pamphlet on parents and education (the most widely distributed NCTE pamphlet) to determine whether there should be a series of pamphlets or an edited version of the current pamphlet.

This report, I realize, privileges the two-year college section of the charge. We did, in fact, spend the most time on this. But work group members may want to flesh out the other sections, as I may have missed critical items in my note-taking.

08/06/03

Discussion Note, revising officers' responsibilities
From: Jody Millward to TYCA officers

Prior to our last TYCA meeting, I had raised the issue of redefining officers' responsibilities. That was not resolved at the meeting, and I think we need to at least discuss it. My feelings are we can do prep on line and then bring it to the Exec. Board. It seems imperative to me that we do so for several reasons:

Two-Year Colleges may be the focus of the National Writing Commission

This means TYCA needs excellent representation in all the various NCTE avenues where voices can be heard

To provide excellent representation, we need to have coherent positions/views supported by national TYCA, rather than rely on the representative to speak for the organization.

The current structure does not permit this for the following reasons:

- * TYCA Chair responsibilities have a steep learning curve
- * NCTE Executive Committee service has a steep learning curve
- * CCCC participation can have a steep curve if you have not served on that committee before
- * Many of us do not receive sabbaticals or course release for our professional service to TYCA

What I mean to here is to reintroduce the discussion. I'd like an on-line vote of the five of us to see if the majority believes that revising or redistributing the officers' responsibilities is a good idea.

If we are agreed, I would like someone to take leadership on this—preferably Marilyn or Sharon or you two could share leadership—in effect, chair the committee. And perhaps whomever takes leadership could investigate how the TYCA rep is defined in these organizations, provide a very short summary of the purpose of each organization; and set up a more organized discussion than the two I've started before. Perhaps you could then develop recommendations for all of us to respond to and your final recs could then be presented at the TYCA meeting for vote in November.

Here's an overview of TYCA Chair Responsibilities beyond chairing TYCA:

- * CCCC—two meetings; 1 day at CCCC in March; 1 1/2 days at NCTE/

[Currently, the Chair and the Associate Chair are CCCC members; I have not been asked to do so, but responsibilities can include reading CCCC proposals in summer and participating on CCCC committees].

* College Section: TYCA Chair is a member; meeting during NCTE's Feb meeting; June NCTE Summer Institute (4 days); Meeting during CCCC; luncheon during NCTE conference.

[Responsibilities include reading NCTE proposals in February with a face-to-face in Urbana (Tinberg is another 2-year college reader); helping with the planning, promoting, and attending the NCTE Summer Institute (this year done at the Feb. Urbana meeting; I was also a presenter in June. Prep time: about a week and a half)].

* College Forum: TYCA has a representative and the Chair here; 3 day summer meeting in Chicago; Meeting at CCCC; (perhaps at NCTE)

* NCTE:

Meetings/conference in November (week long commitment)

Meeting in Urbana in February (plus read NCTE proposals)—this takes a lot of time, as proposals are read on-line prior to meeting date & you need to prepare for the executive meeting Meeting in April (4 days) Washington, D.C.; this takes time, too, as you need to contact your Congress people, schedule meetings, prepare for those meetings and prepare for the executive committee Meeting in July (3 - 5 days) or in September

[Responsibilities include being a full participant in NCTE Executive Council governance; serving as a liaison to a NCTE committee (for me, it was TESOL—meets during CCCC & NCTE) and sitting on workgroups. This year, I had the ad-hoc Diversity Committee Research Commission Proposal Review (one meeting); Government Relations (for one meeting only); NCTE Writing Initiative Committee.]

As TYCA Chair, you attend at least two regional conferences; speak at a general meeting; run a session; attend Regional Board meetings; person the NCTE/TYCA table.

[The sessions/talks require prep time; in addition, familiarizing yourself with the board and the region before you go is a good idea and takes preparation]

Travel commitment: At least once a month (with a break from first week of Dec to mid-Feb. and again in April to late May); preparation for each can be minimum 3 full working days (that happened only once) to much longer a month for one, but that was extraordinary, but easily a month for some if you're doing it around teaching).

I fear TYCA suffers as does collaboration between the officers. That is, I have tried to keep Marilyn in the loop, but am busy responding to emails and preparing for the next commitment and fear I have not shared as much as I should have. While I have enjoyed this experience immensely, it has also clarified for me what TYCA needs in order to be credible and viable in these various positions:

*The Teacher-Scholar Statement

*The Teaching Guidelines Document

*Hard data on the issues I laid out last spring and on WAC programs & tech practices

* A WEB site that draws in members by posting relevant materials for TYCA faculty

* A formal agreement with CCCC & NCTE concerning inclusion of TYCA members on committees addressing issues of literacy

* A Watchdog for all the various CCCC/NCTE Committees where we are not represented. (For example, we are not on the NCTE Commission on Language (nor I believe the Commission on Literature) although both have k-12 and 4-year)

* Names of viable TYCA members (not always Ex Board members) to fill these positions (what too often happens is that a four-year person will suggest the name of someone they know or a two-year person will suggest the name of someone they know these candidates are not always active TYCA members and not always active in their regionals. They teach at a 2-year school, but have little knowledge our national efforts, challenges, successes.)

* Names of viable TYCA members to take on some of the needed work of TYCA national

* A more effective and efficient way to nominate people for national positions (same problem as last category).

* A more effective way to convey to the regionals the work of national TYCA

It seems to me that the Chair should be doing the last 4, plus oversee the current operations of the organization (which includes appointing and committees, supporting the work of the committees, following through on motions adopted at the last exec meeting, and setting the agenda for the next meeting.) I have not been able to focus on the last four items or on my own vision/direction/project as Chair for all of the above reasons, including the very exciting work required in response to the interest of the National Writing Commission. Still, I think we could make some progress as an organization if we could determine the following:

* which of the chair's duties is designated by position according to the Constitutions of CCCC/NCTE/TYCA/College Forum/College Section?

* if we could distribute the duties, what would be the smartest division of labor?

* how can we improve the reporting back and the reporting to process? For example, do TYCA exec members understand how NCTE functions and what TYCA participation means? How can we insure that the officers are on the same page when they represent TYCA in these various bodies?

* could we consider regular on-line meetings of TYCA officers?

Okay, I've reintroduced the discussion. As you all know, I'll be finished with my term at the end of November. My concern is whether or not you all agree that the structure is not as effective as it could be and what we can do to change it especially considering that we will be losing one officer once the two-year term starts. So return to the top and vote your pleasure.

Thanks, Jody

TYCA Officers & Paul and Terrill,

The vote was unanimous to redistribute officers' duties. I am hoping that Marilyn and Sharon will work on this together--with Frank and I as consultants who know what the duties entail--and Sandi as outside objective observer. I would like to suggest a few first steps (and you needn't follow them). But, step #1: Review each TYCA officers' duties--past chair, associate chair, secretary, and Chair. Step #2: Review constitutions or by-laws for the various other groups.

The following is from NCTE Constitution and does identify our participation by position. This would require an NCTE by-law change:

C. Executive Committee

1. Membership and Quorum. The officers of the Council (the president, the president-elect, the vice-president, and the past president), the chairs and associate chairs of the Sections, the representatives at large, the chair of TYCA, and the chairs of the NCTE conferences (CCCC, CEE, CEL and WLU), shall constitute the Executive Committee, which shall be responsible for approving official NCTE policies, i.e., decisions concerning internal Council operations and structure. A simple majority of the total number of voting members of the Executive Committee shall constitute a quorum.

2. Duties. The Executive Committee shall take actions on position statements on educational issues approved by the

Board of Directors or by the entire membership in mail ballots, exercising budgetary responsibility in implementing such actions. Subject to the limitations imposed by Article XII, Section A, the Executive Committee shall have the authority to approve budgets, to review annual audits, to enter into contracts, to incur debts, to invest funds, and to sell and acquire property in the best interests of the Council. Such activities shall be reported annually to the Board of Directors.

3. Eligibility. Although not barred from candidacy for election to the Executive Committee, editors of Council journals, directors of commissions, and trustees of the Research Foundation shall resign from those positions if they are elected to the Executive Committee

Date: Wed 08/06/03 7:01 PM

From: Jody Millward <millward@stjcc.edu>

To: tmartinez@ncte.org, pbodmer@ncte.org, smitchler@centralia.ctc.edu, Fmadden@aol.com, mvalen@lorainccc.edu, Barnhouse111@aol.com

CC:

Subject: TYCA officers: Please read and then vote

Aug. 6, 2003

TO: TYCA Officers & Support Staff

VOTE BY YOUR NAME

duties

(BUT READ BELOW 1ST :)

Yes - let officers redistribute duties

No - keep Chair duties as they are

NO	Frank Madden	_____ YES	_____
YES	Marilyn Valentino	_____	_____
	_____ NO		
NO	Sharon Mitchler	_____ YES	_____
YES	Sandie Barnhouse	_____	_____
	_____ NO		
	Paul Bodmer		
	Terrill Martinez		

Lois Powers

From: Jody Millward [Millward@sbcc.edu]
Sent: Saturday, November 15, 2003 8:55 AM
To: barnhouse111@aol.com; fmadden@aol.com; jsterlingw@aol.com;
htinberg@bristol.mass.edu; smitchler@centralia.ctc.edu; DANDREWS@CSTCC.CC.TN.US;
mvalen@lorainccc.edu; gcreel@mctc.mnscu.edu; sfitzgerald@napavalley.edu;
tmartinez@NCTE.ORG; gweng@northark.edu; scallan1@rochester.rr.com;
lpowers@socal.rr.com; cjennings@tcc.edu; mike.matthews@tccd.net; swrice1@uakron.edu;
d.j.critchett@worldnet.att.net
Cc: pbodmer@NCTE.ORG
Subject: Additional Agenda Material for TYCA Exec Meeting



NCTE TYCA Ex.
Letter.doc (22 K...

Dear Executive Committee,

I received my agenda in the mail yesterday and noticed that a letter I had written to all of you was not included. I'm attaching a copy of that letter and copying it and pasting it below. Because our meeting time is short--we will have a long break for lunch, I wanted to suggest ways we could prepare ourselves beforehand so that we can cover all that we need and want to cover. Thanks, Jody

November 3, 2003

Dear TYCA Executive Committee Members,

You will be pleased to hear that we will offer a breakfast prior to the meeting and refreshments in the afternoon. That should help fortify us in our work. And, as the Agenda and Reports from our upcoming meeting suggest, we have our work cut out for us. This is both the reflection of an exciting and productive year and a consequence of the changes in the political landscape surrounding education, the fiscal crises in many states, and our increased visibility in CCCC and NCTE. TYCA has been a critical voice in promoting teaching and learning in the two-year colleges. If we are to continue to do so, we may need to change the ways in which we work and take a more proactive role in shaping the direction of two-year college Language Arts programs. To that end, we are considering redistributing Officer's Duties and creating a new position~ TYCA Program Chair. We are also considering launching the TYCA Research Initiative, an effort that will enable us to provide a profile of two-year college teachers, students, and programs and establish a foundation for mentoring, collaboration, professional development, and new directions in research.

Each of you generously contributes your time, energy, intelligence, and expertise to the Executive Committee and to TYCA. In an effort to insure your views are heard, focus our discussions, and allot appropriate time and consideration to critical issues, I have changed the format of this November meeting. We will have two break-out sessions: the morning work groups will on the redistribution of Officers' duties; the afternoon work groups will focus on the TYCA Research Initiative, the mentoring project introduced at last Spring's meeting.

To provide for a full discussion and facilitate decision-making of the action items on the agenda, I ask that you do the following in preparation for the meeting:

- * Determine which, if any, items from the Consent Agenda you would like to move to discussion and be prepared to briefly state why you are doing so
- * Review "action items" of discussion reports and formulate questions and concerns ahead of time.
- * For Officer's Duties Work Groups, we have suggested alternative plans, proposed as working drafts. Please keep in mind that these are not competing drafts, that the final product may be a combination of ideas from each. As you review, consider 1) how each will benefit TYCA leadership and members, and 2) the impact such changes will have on the role of TYCA representatives. Please bring specific suggestions to improve the proposed plans.
- * For the Research Initiative Work Groups, please review the committee descriptions and work group task sheet. Choose at least two committees you would be willing to assess following the task sheet guidelines. I will email you prior to the meeting to ask your preferred assignment. Note that the Work Group sheet asks you to recommend names for service on committees. It would be helpful for you to compile a list of possibilities from your Region for all of the committees~ the more names the better.

I look forward to seeing you all in San Francisco, and I'm excited about the work we have before us.

Sincerely,

Jody Millward
Chair, TYCA

To: Millward@SBCC_DOM.FACULTY_PO
From: "Martinez, Terrill" <tmartinez@NCTE.ORG>
Subject: Award Deadline extension possibilities
CC:
Date Sent: Monday, November 17, 2003 7:33 AM

Jody,

I can't find anything specific on extending deadlines. But, my other two groups have had to do it. In fact, I have a whole "emergency promotion plan" that I used for another group, when no nominations came in for any of their awards by the deadline. So far, we've got 3 nominations for the Pickett, which is a respectable number. The TETYC Best Article Award doesn't take nominations. So far, I don't think there've been any nominations for the Fame and Shame, though people may be sending nominations to Sterling and they do accept nominations up until the "11th hour". There are two nominations for the Outstanding Programs Award so far. So, we are not quite at an "emergency" situation yet, but you can change the deadlines if you wish. Right now, the deadlines are the 15th of November, or so, with a decision needed by January 10th. I need to order the awards by mid February, so I think a 4-6 week extension of the deadlines would be possible. I'm going on maternity leave some time in March, so I'd like to make sure the awards are ordered and that Kristen has them in hand to take to the CCCC conference before I go. Here's a copy of the "emergency plan"--doing everything on it, was somewhat time consuming, but it did result in nominations. You may want to pick just a few that you think might net the most nominations.

Promotion Plan for Awards

1. Change award deadline on Home page and Individual Award Pages
2. Change award deadline on Home page "Spotlight"
3. Advertise extended award deadline in In-box every other week until May 1st
4. Place electronic journal announcements in February CCC and RTE publications (or applicable issue)
5. Place electronic journal announcements in March CE and TETYC (or applicable issue)
6. Place journal announcement in April EE (or applicable issue)
7. Have Marketing send out a mass e-mail
8. Elicit EC to make individual contacts to encourage nominations. Send EC a summary of the awards for electronic distribution to listservs.
9. Contact past award winners. Draft standing letter to be signed by chairs of the award committees.
10. Contact Publishers to nominate books (TC Press, NCTE, SUNY, Erlbaum, Heineman, and Stenhouse). Draft letter to be signed by chair of EC.

Let me know what you want done.
Terrill

-----Original Message-----

From: Millward, Jody
Sent: Saturday, November 15, 2003 11:19 AM
To: Martinez, Terrill
Subject: RE: oh brother--please forward this ASAP