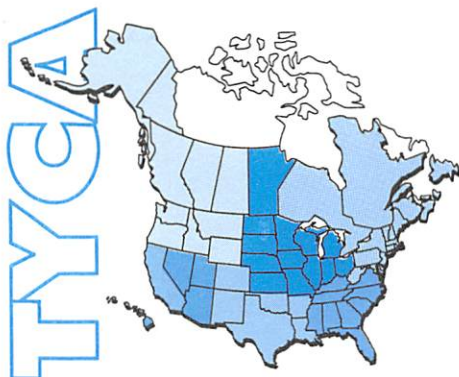


## TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

January-June 2002 Part I

YEAR	DATE	CONVENTIONS/MEETINGS	CONTENT
2002	01/30	CCCC Convention Chicago	Johnston-to TYCA Executive Committee regarding travel plans (e-mail)
	03/13		Johnston-to TYCA Executive Committee regarding meeting times
		National TYCA Executive Committee Meeting Chicago	Agenda Unapproved Minutes Baltimore (17 Nov. 2001) Bodmer- Associate Executive Director's report Tinberg- <i>TETYC</i> report Tinberg-Nell Ann Pickett Award report Tinberg-Best Article of the Year in <i>TETYC</i> report Powers-Outstanding Programs in English Awards report Wrice-National TYCA Breakfast report Regional reports TYCA Support Financial report From <i>TETYC</i> (1997)- Cowan, "Coming of Age" and National Directory of Graduate Programs for Junior/Community College English Teachers Lochman-letter to Madden regarding a proposed PhD program in English studies MLA Ad Hoc Committee on Teaching-final report "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges (March 2002) Nominations to the NCTE Editorial Board (04 March 2002) Responsibilities of Officer Visits to Regional Conferences (March 2002) Additions to the Responsibility Checklist for Regional Representatives to National TYCA <i>TETYC</i> Reviews for Vol. 21 Lovas—"An Idiosyncratic Bibliography of Two-Year College Scholarship" (personal library) "Bibliography"
			<i>Committees + Timelines</i>



## Two-Year College English Association

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

March 13, 2002

To: TYCA Executive Committee Members  
From: Laura Johnston  
Re: CCCC Schedule

Thursday, March 21, 2002

- TYCA Talks 6-7:30 pm (Parlor G, Sixth floor)

Friday, March 22, 2002

- EC Meeting 8:30-11:30 am (Parlor C, Sixth floor)
- General Session (Pickett & Best Article Awards given) 12-1pm (Grand Ballroom, Fourth floor)
- TYCA Walks 6-7:30 pm (Dearborn 1, Seventh floor)

Saturday, March 23, 2002

- TYCA Breakfast 7-8am (Wabash Parlor, Third floor)
- EC Meeting 9:30am-1:30pm (Parlor J, Sixth floor)

---

**Northeast**

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

**Southeast**

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

**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

**Pacific Northwest**

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

**Pacific Coast**

CA

**Lois Powers**

---

**From:** owner-tyca-ec@serv1.ncte.org on behalf of Johnston, Laura [LJohnston@ncte.org]  
**Sent:** Wednesday, January 30, 2002 9:54 AM  
**To:** TYCA listserv (E-mail)  
**Subject:** [tyca-ec] CCCC info

Dear TYCA EC members,

Some CCCC info for you as you make your travel plans (all meetings are in the Palmer House Hilton):

**TYCA EC MEETINGS:**

Friday, March 22  
8:30-11:30 am  
Parlor C

*Breakfast 7:00-8:15 Thursday  
Red Lagoon Room  
4th floor Palmer House*

Saturday, March 23  
9:30-11:45 am  
Parlor J

**TYCA TALKS:**

Thursday, March 21  
6:30-8:30 pm

*Friday 7:30 Breakfast  
French Quarter Restaurant*

**TYCA WALKS:**

Friday, March 22  
6-7 pm

*Friday 6-7 Parlor J.  
Howard*

**TYCA BREAKFAST:**

Saturday, March 23  
7-8 am  
Wabash Parlor

*Friday*

Laura Johnston  
National Council of Teachers of English  
1111 West Kenyon Road  
Urbana IL 61801  
800.369.6283, x3613  
217.278.3613  
ljohnston@ncte.org

**Agenda**  
**TYCA Executive Committee Meeting**  
**March 22 and 23, 2002**

- I. ADOPTION OF THE AGENDA
  - II. ACCEPTANCE OF MINUTES
  - III. CONSENT AGENDA
    - A. Assoc. Exec. Director for Higher Education Report (Bodmer)
    - B. TETYC Report (Tinberg)
    - C. Awards
      - 1. Nell Ann Pickett (Tinberg)
      - 2. TETYC Best Article (Tinberg)
      - 3. Outstanding Programs in English Report (Powers)
    - D. TYCA Breakfast (Wrice)
    - E. Midwest Report (Houston)
    - F. Northeast Report (Callan)
    - G. Southeast Report (Jones)
    - H. West Report (Paddison)
    - I. Pacific Northwest Report (Mitchler)
    - J. Southwest Report (Gresham)
  - IV. ACTION ITEMS (Continuing)
    - A. Financial Report (Subick)
    - B. Revising the Term of Office for TYCA Chair and Assoc. Chair.
    - C. Revision of By-laws to Include College Forum Rep. on TYCA E.C.
    - D. Composition and Selection of the Public Image Committee
    - E. Gathering the Archives and Documenting the History of TYCA (Powers)
    - F. Regional/National Dues
    - G. Regional Conference Paper Calls in TETYC
    - H. Awards
      - 1. Funding for program awards
      - 2. TETYC Best Article
- ACTION ITEMS (New)
- I. "Regularizing" Solicitation of Sessions/Workshops at NCTE and CCCC
  - J. Evaluating TYCA Presence at the CCCC (TYCA Talks, Walks, Sessions, Workshop, and Breakfast)
  - K. Ad Hoc Committee on the Role of the Two Year College Teacher/Scholar
  - L. Guidelines for Preparation of Future Faculty
  - M. Editorial Board
- V. INFORMATION ITEMS
  - A. Roles of Regional Representatives
  - B. Scheduling of TYCA EC Meetings at CCCC
  - C. Oral Reports
    - 1. College Forum (Matthews)
    - 2. Sessions and Workshops at NCTE and CCCC (Millward)

**National TYCA Executive Committee Meeting  
Saturday, Nov. 17, 2001  
NCTE Convention, Wyndham Hotel  
Unapproved Minutes**

Members Present: Michael Berberich, Paul Bodmer, Stasia Callan, Gill Creel, Sally Fitzgerald, Gwen Gresham, Linda Houston, Frank Madden, Michael Matthews, Jody Millward, Sharon Mitchler, Georgia Newman, John Paddison, Lois Powers, T.Ella Strother, Howard Tinberg, Marilyn Valentino, Jay Wootten, and Laura Johnston.

Newman called the meeting to order at 9:00a.m. and facilitated an activity where members introduced themselves.

1. **Motion 1.0 (Madden/Wootten)** The Agenda was adopted with several additions to New Business.
2. **Motion 1.1 (Callan/Madden)** Minutes from the TYCA meeting at CCCC were approved with one correction—Newman corrected her report clarifying member groups of the College Forum.
3. **Motion 1.2 (Houston/Wootten)** After removing “Outstanding Programs in English,” the following consent agenda items were adopted:
  - a. College Forum Report and AAHE College Forum Report
  - b. TETYC Report
  - c. Public image Report
  - d. Financial Report
  - e. Midwest Report
  - f. Northeast Report
  - g. Southeast Report
  - h. Southwest Report (distributed at the meeting)
  - i. West Report
  - j. Pacific Northwest Report
  - k. ECCTYC Report
4. We divided into groups for one-hour discussion and recommendations on action items.

Strategic Vision-NCTE-2002, Bodmer presented the document for discussion and reaction before we moved into small groups.

TYCA Mission to Promote the Teacher-Scholar/Scholar-Teacher, Madden facilitator  
“Guide for Preparation of Future Faculty for Two-Year College Teachers of English”  
report, Fitzgerald facilitator

Needs/Work of the Regionals and the Regional Rep Role, Mitchler facilitator  
Documenting the History of National TYCA, Newman and Bodmer  
Increasing TYCA Nomination for Leadership and Awards, Millward facilitator

Kent Williamson, NCTE executive director, updated us on activities at headquarters.

Web page update will be completed in a year or two.

A National TYCA membership form can be completed as soon as there is agreement from regionals on the dollar amount.

**Motion 1.3 (Mitchler/Madden)** Approved that regional representatives pursue with their region a \$20.00 membership fee for National TYCA and that they report back by TYCA meeting at CCCC.

**Reports on Action Items From Small Groups:**

**Teacher-Scholar:** The group recommended that TYCA prepare a position statement supporting research, addressing teaching load, gathering data, and administrative support. The group suggested several revisions to the Two-Year College English Association Strategic Plan. They include additional bullets: "promote and support recognition of the role of teacher-scholar and the communities they serve" and "TYCA will conduct research exploring the current role of the teacher-scholar." Another suggestion was to combine 3 items under a heading, "Technology-mediated Instruction."

Tinberg and Madden will edit the plan to capture the spirit of these suggestions.

**Motion 1.4 (Madden/Tinberg)** Approved to accept the TYCA Strategic Plan with the editing.

**Preparation of Future Teachers:** The group recommended that TYCA develop an extensive, explanatory document with appendix of model programs and a separate (short form) brochure. It recommended rewriting the guideline document to eliminate "should," make it more prescriptive, and provide rationale about the training needed. The original committee (Fitzgerald, Jude Okpala, Xio Wang, and Valentino) will continue to work on revisions online.

**Regionals and Regional Reps Work:** The group discussed how regional representatives can facilitate relationships between national and regional TYCA. The group developed a list of specific tasks for the regional reps which can be added to the current list of duties. It includes items like contacting the regional conference program chair and local arrangements chair to be sure they know and plan for the National TYCA rep, the TYCA National display, speakers, etc.

**Motion 1.5 (Gresham/Mitchler)** Approved to add these items to the list of regional rep duties. Gresham will forward the complete list to Johnston.

**Motion 1.6 (Tinberg/Callan)** Approved that regional reps notify conference program chairs to send call for proposals to TETYC editor. Bodmer will communicate the deadline to the regional reps.

**Documenting History:** The group reported a need to organize archives at NCTE headquarters. As archivist, Powers would be involved in this effort. They also suggested exploring the possibility of someone taking this on (documenting TYCA's history) as a research project, suggested an article interviewing principals involved in the emergence of national TYCA, suggested a project interviewing leaders with 2-year college backgrounds in various professions, and suggested exploring participating in the series reconfiguring English studies. Wootten volunteered to write an article interviewing people instrumental in developing TYCA.

**TYCA Nominations for Leadership:** Millward suggested some ideas put into practice in ECCTYC that could be used in other regionals. For example, we could use advisory councils more effectively to solicit participants from their own campuses and states and use regional newsletters and regional meetings to solicit names. To get more two-year people in positions, we would need lists each year of committees (appointive, elective, TYCA members eligibility) and some database residing with immediate past chair of

TYCA.

**Motion 1.7 (Wootten/Millward)** Approved that the past chair of National TYCA has the duty of collecting names for potential volunteers from regional reps and that the past chair develop a format for collecting the data.

5. New Business

TYCA Breakfast

**Motion 1.8 (Fitzgerald/ Wootten)** Approved to give TYCA breakfast chair authority to set the price for publisher sponsorship based on the costs and report back to the executive committee.

“Outstanding Programs in English”

Powers asked whether regions would fund a mailing of the brochure. The chair requested that regional reps e-mail Powers regarding the possibilities of disseminating the brochure in their regions.

College Forum Report

Matthews said the Forum needs names of English Department chairs who can be sent questionnaires regarding their professional development needs so that NCTE can provide workshops. The names should be sent to Bodmer before the end of the year.

TYCA Meeting at CCCC

Madden suggests we explore some other time besides Tuesday. A Saturday morning meeting is already established. Bodmer will explore with CCCC some additional time on Thursday or Friday.

TETYC Article of Year Award

Bodmer put forth the idea that this award should come from this body. There was general agreement, but no specific action taken.

Other issues that had been added to New Business were postponed to the next TYCA meeting at CCCC. They include:

Revising the term of office for TYCA chair and associate chair.

Composition and selection of the Public Image Committee.

By-law revision to include College Forum representative on the TYCA executive committee.

Newman passed the gavel to Madden. Madden presented a gift to Newman from the executive committee Newman presented a gift to Laura Johnston. Madden adjourned the meeting.

Submitted by T.Ella Strother  
National TYCA Secretary

## **Associate Executive Director's Report**

**Report Author:** Paul Bodmer  
**Date of Report:** Spring 2002

Much of the work coming from my office is reflected in the agenda books of the constituent college groups of NCTE. Each group has a major piece of business that I will highlight here and then focus on the overall work of the College Forum. The College Section Steering Committee is revitalizing the Summer Institute with help from Santa Clara University. The Conference on English Education is moving its major programming and membership activities from Spring Conference to the NCTE Annual Convention. The Conference on College Composition and Communication is working through the PEP initiative as CCCC continues to address effective writing instruction in the college environment. The Two-Year College English Association is building off its retreat from last summer with defining the position and preparation of the two-year college English faculty member.

Before addressing the work of the College Forum Committee, I do want to contextualize a major governance action that is pending. NCTE's history has been one of working to ensure voice for all. We are a very complex organization of diverse and sometimes conflicted structures. And yet, we all need to come to the common table to keep our connectedness to English studies at all levels. A year ago the Middle Level Section joined the NCTE EC as a fully privileged member to give voice to that segment of our membership. This year the governance structure is moving toward empowerment of the two-year college NCTE member.

CCCC supported the two-year college English teacher by establishing a voice at their table in the strong growth period of the community college during the 60's and 70's of the last century. The College Section Steering Committee of NCTE continued expanding that voice by placing a two-year college person on the chair rotation of the steering committee and ceding its assistant chair position on the NCTE EC to TYCA. This past fall the NCTE EC began the process of fully privileging that voice with a proposed constitutional change that would name the TYCA Chair as a voting member of the NCTE EC. Your ballots this spring for NCTE will have that constitutional change listed.

### **College Forum** **Projects underway**

Last summer the College Forum Committee met in Chicago to discuss the needs of English Studies at the college level. Much of the focus was on the need of undergraduate education, and from that discussion two potential projects emerged. One project is on the need for and prospect of faculty development in online instruction. A committee, chaired by James Inman, will give a preliminary report of their findings to the College Forum Committee this spring. The other project is a potential workshop for two-year college



department chairs, and a survey to determine the value and potential for workshops of this nature will be discussed this spring.

### Summer Meeting

The College Forum Committee will be meeting this coming August to continue developing the ongoing agenda of college work for NCTE .

Much of the work coming from my office is reflected in the agenda books of the constituent college groups of NCTE. Each group has a major piece of business that I will highlight here and then focus on the overall work of the College Forum. The College Section Steering Committee is revitalizing the Summer Institute with help from Santa Clara University. The Conference on English Education is moving its major programming and membership activities from Spring Conference to the NCTE Annual Convention. The Conference on College Composition and Communication is working through the PEP initiative as CCCC continues to address effective writing instruction in the college environment. The Two-Year College English Association is defining the position and preparation of the two-year college English faculty member.

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### *Preparing Future Faculty*

The original Preparing Future Faculty grant was scheduled to be completed by June 30, 2002. However, the grant was extended to December 31, 2002 to complete work and develop a dissemination process. NCTE's five institutional clusters, University of Illinois at Chicago, Michigan Technological University, Howard University, University of South Florida, and Washington State University have all developed and institutionalized unique programs that will better prepare participating graduate students for the variety of work and diversity of opportunities in academe. Each institutional cluster will showcase some of its work at the CCCC convention in Chicago this spring.

An NCTE PFF website has been developed with links to the institutional clusters. We hope to continually publish items of interest for graduate and undergraduate education. The site will be available when you read this report, and you can access it from the college sections of the NCTE website. Once the grant has been completed, NCTE will maintain an active website and continually promote best practices to make graduate and undergraduate education for future faculty members focused on the diverse needs of the professoriate. In addition, NCTE will seek further granting opportunities and collaborations for additional PFF programs.

It is late February as I prepare this report, and our area of Illinois has had a decent snowstorm with another potential one on the way. It has been our only significant snow in a very mild winter, so we can enjoy the momentary immersion in a winterscape with the full knowledge that it will be gone by the middle of March. In anticipation of the daffodils, hyacinth, tulips, and the heron, we await Spring.

TETYC

**Report Author:** Howard Tinberg  
**Date of Report:** March 11, 2002

Announcing a Special Issue . . .

**English in a New Key:  
Reporting on and Critiquing Technology-Mediated  
Instruction**

**Featuring articles on**

- ◆ Designing and implementing online courses
- ◆ Integrating individual online components within traditionally delivered courses
- ◆ Developing and incorporating various multimedia features to enhance instruction.

Nell Ann Pickett Award

**Report Author:** Howard Tinberg  
**Date of Report:** March 7, 2002

**Committee Members:**

1. Linda Houston
2. Lois Powers
3. Katherine Staples

**Recommendations from the Committee to the Executive Committee:** The committee has selected Ben Wiley as this year's recipient of the Nell Ann Pickett Award.

Best Article of the Year in TETYC

**Report Author:** Howard Tinberg, Editor  
**Date of Report:** March 7, 2002

**Committee Members:**

1. Eleanor Latham
2. Smokey Wilson
3. Stephen Ruffus
4. Sheldon Wrice
5. Tom Speer
6. Beverly Fatheree

**Recommendations from the Committee to the Executive Committee:** The committee has selected as the best article of the year in TETYC Derek Soles' "Grading as a Teaching Strategy" (December 2001)

## Outstanding Programs in English Awards

**Report Author:** Lois Powers  
**Date of Report:** March 5, 2002 .

### **Committee Members:**

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

**Last meeting date/location:** On-going e-mail discussion; meeting in Baltimore, Nov. 2002 at NCTE

### **Work completed since last report:**

- Selection of winners and honorable mentions for the 2002 awards
- Notification of winners
- Discussions and decisions relating to the presentation of the awards
- Plans to include the names of the winners on the TYCA Breakfast program
- Design of the plaques and certificates for the winners
- Coordination with Laura Johnston at NCTE regarding the award process
- Review of the process and procedures relating to the award submissions
- Review of the submission form and the brochure for next year
- Determination of timelines for 2003
- Review and selection of categories and subcategories
- Development of a plan to publish submission information, award winners program descriptions, and announcement of winners in TETYC with Howard Tinberg
- Coordination with Associate Executive Director Paul Bodmer to invite and arrange winners and honorable mentions to present at NCTE and other national conferences

### **Work in progress:**

- Coordinate with the Associate Executive Director to invite and arrange winners and honorable mentions to present at NCTE and other national conferences
- Develop a systematic process to inform program chairs of regional conferences and encourage them to invite winners and honorable mentions to present at their conferences Expand ways to publicize the award

- Use the web as a way to publicize the awards
- Use the web as a way to feature the winners

**Additional information:** Thanks to everyone on the committee, at NCTE, and in the regionals who helped make this award a reality. The response from the recipients of the awards has been unbelievably gratifying.

TYCA National Breakfast

**Report Author:** Sheldon Wrice  
**Date of Report:** March, 2002

**Work completed since last report:**

The plans for the 2002 TYCA Breakfast has been finalized. This year the breakfast will be held on Saturday, March 23, 2002, at the Palmer House Hilton - Walbash Room from 7:00 a.m. - 8:00 a.m.

**Additional information:** Please be advised that there are eight confirmed sponsors thus an additional five checks for \$300.00 are forth coming.

The Grand Total for the breakfast with 115 attendees is \$3, 017.87. This amount includes service charges, taxes, flowers, and podium with microphone.

Checks received as of March 12, 2002, are as follows:

Sponsors

Modern Language Assoc.	\$ 300.00	One table
McGraw-Hill Companies	\$ 600.00	Two tables
Heinle & Heinle	\$ 300.00	One table
	<u>\$ 1,200.00</u>	

Personal Checks

23 @ \$10.00 (23 Tickets)	\$ 230.00
2 @ \$20.00 ( 4 Tickets)	<u>\$ 40.00</u>
<b>Total 28 Checks</b>	<u>\$ 1,470.00</u>

While this is not the final deposit for the 2001 breakfast, please add this deposit and send me a financial statement for "TYCA Balance Account."

Please be advised that additional checks will be forwarded to you as they arrive.  
Thank you for your support and assistance.



Midwest Regional

**Report Author:** Linda Houston  
**Date of Report:** March, 2002

**Last meeting date/location:**

TYCA-Midwest Executive Committee and Advisory Committee met October 13, 2001 in Fort Wayne Indiana. Our full report was given at NCTE. We have not met since then, but will be meeting April 12-13, 2002 in Milwaukee, WI, the site of our TYCA-Midwest 2002 Conference. The theme for the conference is "Gathering at the Waters: Currents in Language."

**Work in progress:**

It is suggested that next year (TYCA-Midwest 2002) we coordinate the NCTE membership form with our TYCA-Midwest conference/membership form so that individuals automatically sign up for both.

2. Lifetime membership in TYCA-Midwest
3. Paying \$2 dues to NCTE for individuals not already a member of NCTE
4. Institutional members.
5. Federal and state tax numbers
6. TYCA-Midwest members on NCTE/CCCC committees and programs

Executive Committee is solidifying a membership list on Access with a hope of updating the files regularly. The plan is to indicate which TYCA-Midwest members are also NCTE members.

The treasury is beginning to grow! However, TYCA-Midwest has a concern about hotels requiring a Minimum Dollar Amount (MDA) of spending on food and beverage services above and beyond sleeping room charges.

2002 TYCA-Midwest Conference: Hyatt Regency in Milwaukee, WI, October 17-19. Theme: Gathering at the Waters: Currents in Language." Proposals should be sent to: Reggie Finlayson, MATC West Campus, 1200 South 71<sup>st</sup> Street, West Allis, WI 53214. e-mail is [finlaysr@matc.edu](mailto:finlaysr@matc.edu)

Local arrangements chair for the conference is John Smith at the same address; e-mail is <[smithja@matc.edu](mailto:smithja@matc.edu)>

The 2003 TYCA-Midwest Conference will be held in Cleveland, OH on October 9-11, 2003.

**Additional information:**

Chair: Sheldon Wrice  
University of Akron  
Community and Technical College  
Akron, OH 44325  
330-972-6023  
[swrice1@uakron.edu](mailto:swrice1@uakron.edu)

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TYCA/NCTE Rep

Linda Houston  
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NCTE Liaison:

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[Edith@bradley.edu](mailto:Edith@bradley.edu)

Website:

<http://faculty.icc.cc.il.us/presnick/tyca5.htm>

Northeast Regional

**Report Author:** Stasia J. Callan  
**Date of Report:** March 3, 2002

**Committee Members:**

1. Judy Angona, Chair, Ocean County College, NJ: [jangocc@aol.com](mailto:jangocc@aol.com)
2. Sandy Brown, TYCA Fridays Coordinator, NJ: [SGBrownOCC@aol.com](mailto:SGBrownOCC@aol.com)
3. Barabara Cooper, REC Vice Chair, Howard CC: [bcooper@howardcc.edu](mailto:bcooper@howardcc.edu)
4. Stasia Callan, TYCA National Rep., Monroe CC: [scallan@monroecc.edu](mailto:scallan@monroecc.edu)
5. David Cranmer, REC Secretary, New England I. of T.: [dcranmer@neit.edu](mailto:dcranmer@neit.edu)
6. David Critchett, REC Treasurer, CC of Rhode Island: [dcritchett@cc.ri.us](mailto:dcritchett@cc.ri.us)
7. Janet Henderson, Future Sites, Bergen CC: [jhenderson@bergen.cc.nj.us](mailto:jhenderson@bergen.cc.nj.us)
8. Anne Mills King, Past Conf. Chair, Prince Georg. CC: [kingam@pg.cc.md.us](mailto:kingam@pg.cc.md.us)
9. Tim McLaughlin, Archivist, Bubker Hill CC: [tmclaughlin@bhcc.mass.edu](mailto:tmclaughlin@bhcc.mass.edu)
10. Heloise Ruskin, Membership Chair, Bergen CC: [hruskin@bergen.cc.nj.us](mailto:hruskin@bergen.cc.nj.us)
11. David Steinhart, Newsletter Editor, CC Allegheny Co.: [dsteiha@ccac.edu](mailto:dsteiha@ccac.edu)
12. Barbara Stout, Past Conf. Chair, Montgomery College: [bjrstout@aol.com](mailto:bjrstout@aol.com)

**Last meeting date/location:**

The TYCA- NE Committee met in Portland, Maine, March 2, 2002, to review the progress of preparations for the October 10-12, 2002 conference. The Central Maine Technical College conference planning team gave a comprehensive, well-organized preview of their work. The preparations are well on their way.

**Work in progress:**

The 2002 TYCA-NE Conference theme is: "The Learner at the Center: Conversations about Learning and Teaching."

Conference Co-Chairs: Lucy Coombs, Central Maine: [lcoombs@cmtc.net](mailto:lcoombs@cmtc.net)

Ethel Bowden, Central Maine Tech. Col.: [ebowden@cmtc.net](mailto:ebowden@cmtc.net)

Judy Angona has scheduled two TYCA Fridays to take place in spring, 2002: one at Bergen CC, NJ, the other at Bunker Hill CC in Boston. 2003 TYCA Fridays are planned for Prince Georges CC, Largo, MD, and for CC Allegheny Co., Pittsburgh, PA.

The purpose of the TYCA Fridays is to recruit new members

The Current TYCA-NE membership is 502.

Southeast Regional

**Report Author:** Linda Isles Jones  
**Date of Report:** March 5, 2002

**Last meeting date/location:** February 27 - March 2, 2002 Omni Hotel, Richmond, VA

**Work completed since last report:**

The 2002 TYCA-SE Conference was held in Richmond, VA, February 27-March 2, at the Omni Hotel. The conference was well attended even though two year colleges across the Southeast Region are experiencing travel budget cuts.

Membership demographics for 2002 before the conference were as follows:  
AL 16; FL 41; GA 31; KY 14; MS 29; NC 33; SC 30; TN 48; VA 62; WV 2; Others 4.

Total members	310
New members	72
Lifetime members	22
Minority members	28
Part-time Faculty members	38

After registration information is tallied, these numbers will increase slightly. Three Adjunct Travel Stipends of \$350 each were awarded to adjunct instructors from Virginia Highlands Community College, Hinds Community College, and Gainesville (GA) College. The winners are selected by random drawing. The TYCA-SE Cowan Award for Excellence in the Teaching of English was awarded to Chuck McDonnell, Piedmont Technical College (SC). Chuck received a plaque and \$750. The TYCA-SE Bill Doster Distinguished Service Award was given for the first time this year to Jean B. Bridges, East Georgia College, Swainsboro, GA. Jean was given a plaque and a check for \$200, equivalent to the cost of a life membership in TYCA-SE which is the proposed award. The Nell Ann Pickett Adjunct Presenter Award of \$550 was given to Lynne Thorne whose session was "Visions of Poetry."

The Institute in Technical Communication will be at Horry-Georgetown Technical College, Myrtle Beach, SC. TYCA-SE will be giving two stipends of \$500 each to TYCA-SE members who apply for the stipends. The winners are selected by random drawing. Additional information about the institute can be found on the TYCA-SE website.

The 2003 conference is in Nashville, TN, February 19-22 at the Loew's Vanderbilt Plaza Hotel. The call for proposals form is on the TYCA-SE website.

Frank Madden, National TYCA Chair and Leila Christenbury, Past President of NCTE Executive Committee brought greetings at the Annual TYCA-SE Luncheon.

**Work in progress:** TYCA-SE is in the process of selecting the site for the 2004 conference. Rosters are being updated and final membership numbers is being tallied.

**Additional information:** I, Linda Isles Jones, will be resigning my position effective immediately after the CCCC Convention. Christine Jennings from Tidewater Community College will take over as TYCA-SE Representative to National TYCA. Information about Christine will be sent on the updated TYCA-SE Roster.

West Regional

**Report Author:** John Paddison, West National Representative  
**Date of Report:** March, 2002

**Work in progress:** Plans are progressing well for our upcoming annual conference in October. The folks from the TYCA—West Region will be gathering at the Prospector Hotel in Park City, Utah, Oct. 10-12, 2002. “Adapting to an Uncertain World--Thinking, Teaching and Reflecting” will be the theme. We are expecting the largest turnout ever—indeed, each year our conference attendance and membership seem to grow.

There have, however, been a few changes in the composition of our Regional Executive Committee. Jonelle Moore, the TYCA—West Chair at the beginning of the year is no longer able to fulfill the requirement of the position due to her other professional obligations. Therefore, the Assistant Chair, Candace Mesa from Dixie College has become the new Chair. Suzette Robinson from Maui Community College will become the Assistant Chair and the vacant position on the TYCA—West REC will be filled by election during the 2002 Annual Conference in Utah.

Also, with the development and publication of our newsletter on-line, TYCA—West has moved into a new phase of communicating with our members. Our newsletter will now be published online on our website ([www.cac.cc.az.us/tycawest](http://www.cac.cc.az.us/tycawest)) and our members will be advised of its availability by postcard. Publishing the newsletter in this manner will substantially lower our cost of printing and mailing the newsletter. We are also continuing to develop our website, which contains our on-line conference registration and our on-line membership application.

Lastly, TYCA—West is still very much committed to linking our membership efforts with those of TYCA—National. As an organization we feel that if we more closely align, identify, and connect TYCA—west with TYCA—National and with NCTE, the more our organization will continue to grow. We sincerely hope that this will be an ongoing discussion at the upcoming TYCA—National Executive Council meeting at 4Cs in March.

Pacific Northwest Regional

**Report Author:** Sharon Mitchler  
**Date of Report:** 3/11/02

**Committee Members:**

6. Beth Camp, Chair
2. Sharon Mitchler, Regional Representative
3. Dana Elder, Membership
4. Kim Johnson, Secretary
5. Brian Patterson, 2002 Conference Co-Chair
7. Jeffrey Klausman, 2002 Conference Local Facilities
7. Audrey Perkins, Treasurer
8. Lisa Ede, Representative w/ 4 Year institutions
9. Sandra Schroeder, 2002 Conference Co-Chair

**Last meeting date/location:** January 26, 2002 - Portland, Oregon

**Work completed since last report:**

The time and place for the Fall 2002 conference have been approved. The conference will be at Whatcom Community College in Bellingham, WA, on October 25 and October 26. The theme is "English in Transition: Crossing (Out) Borders." Dr. Victor Villanueva, Jr., 1998 4Cs Program Chair and professor at Washington State University in Pullman, WA, will be our featured speaker.

The board agreed to adjust the membership rate so that we will reflect the rate in other TYCA regions. Full membership will be \$20.00, and we also determined that we would keep a student/adjunct membership rate of \$10.00

**Work in progress:** The board has several ongoing projects. The conference call for proposals is under construction and should be mailed out by the end of February. Various members of the board are also looking into additional speakers for the conference, specifically, for the Friday night workshop.

We continue to grapple with a newsletter. The board recognizes the importance of communication between members, and that a newsletter is an important part of that communication. Discussion focused on the possibility of an e-mail or list serve version of a newsletter that would be more timely than our last effort and would avoid the difficulties of paying for postage.

Members of the board are also updating their job descriptions and sending them to Beth Camp, Chair.



Southwest Regional

**Report Author:** Gwen Gresham  
**Date of Report:** March 7, 2002

**Committee Members:**

1. Michael Berberich, Chair
2. Andrea Alexander, Acting Secretary
3. Joan Mathis, Treasurer
4. Michael Gos, Technology Committee Chair
5. Berta Flores, Awards Committee Chair
6. Irma Luna, 2002 Conference Chair (San Antonio)
7. Terry Stewart, Newsletter Editor and 2004 Conference Co-Chair (Austin)
8. David Lydic, Political Information Committee Chair and 2004 Conference Co-Chair (Austin)
9. Beth Shelton, Texas Representative
10. Sue Bennett, New Mexico Representative
11. David Charlson, Oklahoma Representative
12. Mike Matthews, National TYCA Representative to the College Forum
13. Gwen Gresham, TYCA-SW Regional Representative to National TYCA
14. Yolanda Villarreal-Ramos, Del Mar College

**Last meeting date/location:** October 6, 2002, Little Rock, AR

**Work completed since last report:**

TYCA-SW now has a website, accessible at <[www.gc.edu/English/orgs/TYCA/](http://www.gc.edu/English/orgs/TYCA/)>.

**Work in progress:**

Treasurer Joan Mathis reported a current balance of \$4,744.07. Gwen Gresham presented a check for \$970.76, representing the profit from the 2001 conference in Little Rock.

Irma Luna announced plans for the 2002 Conference in San Antonio. The conference theme is "Culture and Language: Opening the World"; Ms. Luna distributed a call for presentation proposals, which should be submitted to Jane Focht-Hansen, San Antonio College, GH 130-C, 1300 San Pedro Avenue, San Antonio, TX 78212, by June 1, 2001. The host hotel for the conference is the Sheraton Gunter Hotel, a short walk away from San Antonio's River Walk.

Lillian Wooley will chair the 2003 conference, in New Orleans, possibly as a joint conference with the LCTE. The 2004 conference will be in Austin, co-chaired by David Lydic and Terry Stewart. 2005 is open, but Michael Berberich is exploring the possibility of hosting a conference in Galveston.

The Advisory Board members reported on issues affecting community college English teachers in their states. Andrea Alexander, Louisiana, reported huge CC enrollment increases in Louisiana's relatively new CC system; increased need for developmental education because the state has mandated tougher admission standards in the 4-year colleges; expansion in terminal degree offerings; new partnerships between CC and business (three New Orleans CCs have formed a partnership with Avondale Shipyards to save 6,000 jobs by providing training and retraining; increasing pressure to create athletic programs (one school has hired an athletic director before it has received accreditation); concern for those faculty hired after 1998 who do not have tenure; ambiguity about the scope of the authority of the newly-created Louisiana Community and Technical College System; building programs that tax limited state funds; move to make the transfer of students from high school to CC and from CC to 4-year colleges "seamless"; concern about teacher preparation; and tremendous growth in technical colleges.

David Charlson, Oklahoma, reported discussion of the changing responsibilities of online instruction, especially whether online instructors should maintain the same number of office hours as other faculty.

Sue Bennett, New Mexico, reported a concern for the quality of online instruction when faculty are offered incentives to develop online courses and some instructors have responded with the development of four or five courses at a time.

**Additional information:**

TYCA-SW Leadership Roster  
(Elected Members of the Executive Committee Terms Indicated in Parentheses)

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Eamon Halpin, Secretary (2001-2004)  
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Lillian Wooley, Nominations Committee Chair. 2003 Conference Chair (2000-2003)  
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Michael Gos, Technology Committee Chair (1999-2002)  
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Rhonda Bainum (2000-2003)  
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Dale Adams, Publications Committee  
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Judith Bean, CCCC Liaison  
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Mike Matthews, National TYCA Rep. to College Forum  
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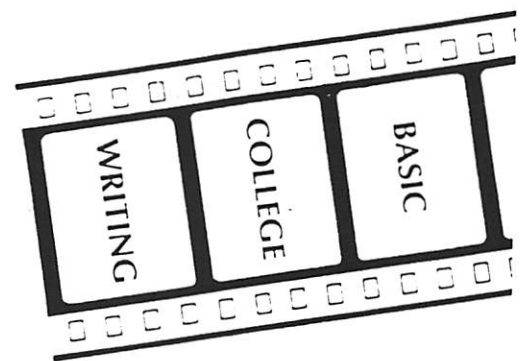
Dale Adams, Texas  
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**TYCA Support Financial Report: FY02**  
**July 1 through December 30**

	Year to Date		Total
	FY02	FY01	FY01
<b>Revenue</b>			
TYCA Dues			
Pacific Coast Conference	208	-	-
Northwest Regional	80	-	78
West Regional	50	-	-
Northeast Regional	-	-	206
Southeast Regional	-	-	252
Southwest Regional	-	-	188
Midwest Regional	-	-	196
Misc Income	-	150	180
<b>Total Revenue</b>	<b>338</b>	<b>150</b>	<b>1,100</b>
<b>Salaries &amp; Benefits</b>			
Salaries & Benefits	13,199	12,380	30,160
<b>Expenses</b>			
Registration	275	325	622
Materials & Supplies	2,214	1,283	1,761
Telephone	24	8	21
Printing & Copying	1,325	1,426	3,745
Postage & Mail Services	506	306	1,934
Volunteer Travel & Per Diems	10,803	3,341	5,626
Staff Travel	2,513	1,570	2,664
Exhibit Expenses	256	119	119
Professional Services	-	-	307
Food & Beverage	1,015	375	1,483
Miscellaneous	-	-	212
<b>Total Discretionary Expenses</b>	<b>18,931</b>	<b>8,753</b>	<b>18,494</b>
<b>Indirect Expenses</b>			
Allocations	6,474	4,020	12,344
<b>Total Expenses</b>	<b>38,604</b>	<b>25,153</b>	<b>60,998</b>
<b>Net TYCA Support</b>	<b>38,266</b>	<b>25,003</b>	<b>59,898</b>

**TYCA  
Financial Comparison**

	FY01	FY00	FY99
<b>Revenue</b>			
TYCA Dues			
Pacific Coast Conference		226	
Southeast Regional	252		248
Southwest Regional	188		125
Midwest Regional	196		188
Northeast Regional	206		
Northwest Regional	78		
Misc Income	180		90
<b>Total Revenue</b>	<u>1,100</u>	<u>226</u>	<u>651</u>
<b>Salaries &amp; Benefits</b>			
Salaries & Benefits	30,160	15,164	19,131
<b>Expenses</b>			
Registration	622	70	85
Materials & Supplies	1,761	1,765	137
Telephone	21	24	19
Printing & Copying	3,745	3,120	2,639
Postage & Mail Services	1,934	1,378	1,100
Volunteer Travel & Per Diems	5,626	4,963	5,036
Staff Travel	2,664	-	36
Exhibit Expenses	119	438	2,175
Professional Services	307	253	212
Food & Beverage	1,483	-	492
Miscellaneous	212	-	-
Total Discretionary Expenses	<u>18,494</u>	<u>12,011</u>	<u>11,931</u>
<b>Indirect Expenses</b>			
Allocations	12,344	10,120	10,988
<b>Total Expenses</b>	<u>60,998</u>	<u>37,295</u>	<u>42,050</u>
<b>Net Income/(Loss)</b>	(59,898)	(37,069)	(41,399)



PART 2

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# Agenda Item IV E Coming of Age

by  
Gregory Cowan

Gregory Cowan spent fifteen years teaching in community colleges, served two terms as chairman of the National Junior College Committee, chaired the CCCC Committee which drew up the Guidelines for Junior College English Teacher Training Programs, and prepared the CCCC Report on Graduate Training Programs. The co-author of a number of highly successful college writing texts, Professor Cowan now teaches at Texas A & M University.

*As I began in January of 1977 the research which Keats Sparrow requested that I do to prepare a National Directory of Graduate Programs for Junior/Community College English Teachers for NETYC, I realized that in the last eighteen years I had experienced first-hand much of the junior/community college adventure. This didn't quite make me the ancient mariner, but it did allow me to review the programs which I received with an awareness of the extent and range and scope of changes in attitude, in purpose, and in numerous other areas both from and toward community colleges. The impressionistic essay which follows is an attempt to assess the significance of the information contained in the directory. The directory gives information about a number of graduate programs, presents a thumbnail sketch of the various offerings, and contains a hundred words or so about special features. This essay is my approach to placing the findings in perspective and to suggesting their significance.*

A good friend of mine, dean of faculty at the community college where I began my career, was once reminiscing with me about the beginning of his career. We were sitting on his deck, about twenty feet over a small trout stream which flowed into the Columbia River about half mile further on. He thought back, "I graduated in the 30's with a degree in geography. There were simply no jobs at any of the colleges or universities in this region, so I started my own two-year college." I guess that's pretty much the way it happened in a lot of places, and certainly anyone who has come under Lou Cannell's intelligent and humane influence can attest to at least that one good effect of the depression — his being forced to open his own school.

By and large, it is my impression that many of the two-year colleges of the 30's and 40's, like Lou's, just sort of happened up here and there, for a variety of purposes. The administrators were often educators, and the staffs largely came from high schools or trade schools. Many, if not most, of those early two-year colleges were double-yoked to one program called "academic" and another program called "vocational-technical." With a scarcity of teachers all around in the late forties, early fifties, it was natural enough to staff two-year colleges with people previously teaching in high school. Universities were advising students to stay in graduate school and to take positions following graduation at other universities or four-year colleges. Occasionally, some graduate students would terminate with a Master's degree or take an interim, finding work in a community college until they were ready financially and/or psychologically for a run toward the Ph.D.

At this stage, by and large, university English departments were unaware of and uninterested in the two-year college. And the teaching at junior/community colleges reflected this condition. People who "came down from the university," for the most part, fell into two equally unpleasant camps: those who were determined to "raise" the community college up to university level, and those who wallowed in self-pity and dependency. People who "came up from high school" tended often to perpetuate the pedagogy they were most used to. This meant at times that instruction at the community college was almost indistinguishable from instruction in the high school. This was sometimes o.k.; at other times it was awful.

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8 cassette lectures  
Student Response book

- Program Order Number and Title
- 221 The Basic Theme and Its Beginning
- 222 The Beginning Paragraph and Its Thesis/Organization
- 223 The Thesis/Organization Statement and Its Topics
- 224 The Topic Sentences and Their Support
- 225 Paragraph Development by Levels of Specification
- 226 Paragraph Coherence and Means of Providing Unity
- 227 Ending the Basic Theme by Restatement and Review
- 228\* Review of Basic Principles of Organization & Development

Written and Narrated by A. J. KLINE, Associate Professor of English  
Gainesville (Ga.) Junior College

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years community colleges chafed under derogatory designation of "high schools in flash trays."

Staffed largely with people who were not likely to read in literature or literary criticism and who were not very interested in research, the people who were often more high-schoolish than collegiate in attitude, the two-year college in the early fifties was largely associated with the "junior" of its name. It was down at the Kiwanis meeting on Wednesdays would wonder when you were going to become a regular four-year college. Shades of *Animal Farm*: two is good; four is better. The university would, for its part, invite two-year college English teachers in the state up every year or so for coffee, donuts, and a lecture on Chaucer. Everybody went. Many community college teachers were impressed and pleased with the attention. Others perceived the university's behavior as condescending and countered with resentment. Resentment mainly manifested itself in creative efforts to prove that two-year colleges were as good (hard) as universities were. The teachers often adopted the same texts as at the university, or harder ones if such could be found. "You say they're using *Wells* and *Warren* up there? That's wrong. We use *Wellect* and *Warren and Wells*, too, all in the first semester."

Community colleges were mainly feeders for those times. Obviously, graduates were fed by the universities. If there were a local business or industry of any size, that employer hired community college students for technological or secretarial skills, and sometimes management trainees. I remember a two-year college near Detroit that kept close contact with General Motors and tried to tailor its program to GM's desires. The notion of *program*, that is to say, came almost exclusively from outside the two-year college itself — either from the university or business/industry. It was a real struggle to be then doing anything for yourself; two-year colleges were very busy attempting to live up to other people's expectations for them. In small ways, though, even in those creative times when they were unsure of their position in higher education, two-year

colleges still served as a place where the community could expand its mind and spirit. The college's presence in the community, like the library's, represented the quality of life. There was nearly always an adult reading and discussion group, and the invitation went forth for concerts, performances, exhibits, or happenings which the public might want to attend.

There was a long-standing campus tradition in the two-year college of wrangling between voc-tec and academics. Each group drank coffee in different places, spoke to the other only rarely and with exclusive vocabularies. There seemed to be a tacit agreement not to be interested in each other's work but to know that each was out for the other's budget allocation. Sputnik cleared the situation somewhat. Watching the first satellite circle earth, and realizing that it wasn't America's, people got the idea that technology might somehow be related to general education, and vice-versa. Soon after, and, for the most part, as a result of a completely different set of circumstances and occurrences in society, there followed the stirrings of social consciousness and the beginning of an open-door policy of education. A new era for junior/community colleges was beginning.

There was little firm knowledge about the "new student" who began to flood junior/community colleges in the late fifties and sixties. Some expected Atilla the Hun and bookburning; others expected instant conversion to the finer points of Browning's monologues. Few expected what they got. Actual experiences with these "new students" produced a genuine and abiding concern for education for persons with non-traditional backgrounds and interests and accomplished an almost radical re-evaluation of the purpose of a community college. This experience without doubt expanded the meaning of "college education."

The shift in age of students helped the staff toward these realizations. There appeared more and more adult-aged people on campus, and the average age moved from eighteen-nineteen toward the mid-twenties. There were a lot of veterans from Korea, then

Vietnam. But there were also a lot of people in the community who had for whatever reason pursued jobs and tended families during those immediately post-high school years and who now were ready to try out a college class or two.

Slowly, or perhaps gradually, even though it seemed swiftly, community colleges experienced a shift of focus from institutions that fed other institutions to a perception of themselves as feeders of students. Education seemed to have an immediate and contemporary point and value, right here and right now. Of course, there were still long-range rewards, certificates and diplomas. Students still transferred to universities. Employers still found qualified employees in the graduating class. But more and more there was a sense that what community colleges did was good in itself, not because of the man/woman-down-the-hall syndrome — the authority figure who demanded graduates with these proficiencies or those certificates — but simply because teaching/learning were exciting, fulfilling, and profitable. Community college staffs became more confident, realizing that in many cases they were the only ones who knew what specific demands were present in their environment and who knew how to meet those demands.

With that shift came another change. Rather than look to see what was going on "up at the university," community colleges began to recognize the advantages they had in having full-time professionals essentially doing the same work that teaching assistants did, but doing it permanently, with enormously valuable experience, and with mind-sets of experimentation and almost ceaseless effort. If there were a way to teach composition better or transfer a love for literature to persons not sharing that ability or affection, community college English teachers set about to do that. Certainly, they were no better trained than teaching assistants — in fact, many had been teaching assistants. It was just that community college English teachers spent more time at teaching, full time in fact, had a career commitment to their work, and were beginning to assume an attitude of professional pride in their trial

and error achievements. During those (and future) years, community college English teachers made many important research discoveries, discoveries the profession is now sharing through textbooks, organization of skills laboratories, approaches to open-admissions teaching, etc. Community college English teachers, in turning their attention to their own affairs rather than continuing the self-conscious outward glance of the past, experienced both the excitement and the responsibility of their challenge and began to realize that they were involved in frontier exploration, rewarding beyond expectation.

About this time there was a common joke going around about how much it cost the community college in terms of time and salary and students to "remediate" a Ph.D. It wasn't funny, and wasn't meant to be. It was, however, a fair indication of the way the two institutions regarded each other. (I still notice vestiges of this attitude around. One respondent in the directory wrote, "This program was designed when the president of one of the community colleges told our coordinator that he had hired 'the last damn English teacher he ever expected to hire with a Master's degree.'") The university was continuing to send out graduates trained in literary criticism but needing jobs much more desperately than in times past, and community colleges were in a position to be selective — even judgmental — and, most of all, protective of their gains.

In the early 60's the notion of *community colleges* really caught fire, and it seemed that every community wanted one. Of course, there was a huge expansion in colleges all around, and community colleges were one way of taking some of the load off four-year schools. But there was more to it than that. Community colleges were seen as a kind of gateway into a dramatic and attractive lifestyle for many people who earnestly wanted and needed a change for the better. Community colleges provided hope of that change. Doors of new community colleges were flung open at the tens and twenties — in some years it seemed even hundreds — each year. Sometimes the faculty knew what they were doing; sometimes they did not.



most were well-meaning, but nothing in their professional training had prepared them for the decisions required in establishment of English programs for two-year students. I remember talking on the phone to a brand-new department head of a brand-new school, who had called long distance across five states to ask about curriculum. Did I think that *Albus Rex*, or *Midea*, would be the better location for the reading list? He, like so many dedicated others, just had nothing in the past to draw upon in establishing a new program except what had been done in schools which he had attended.

With the NCTE Conference at Tempe in 1965, the community college professionally of age, at least so far as English departments were concerned. "Supported by the Operate Research Program of the United States Office of Education, and cosponsored by the National Council of Teachers of English and the Conference on College Admission and Communication, a National Conference on the Teaching of English in the Junior College was held at Arizona State University, Tempe, Arizona, February 21-23, 1965," reads the Preface to *Research and the Development of English Programs in the Junior College* by Jerome Archer and Wilfred Zell. After that conference things were not the same. It was a watershed. The various aspects of "the movement" got identified, clarified, and brought together with passion and energy. A communication exchange was only begun with the Archibrettell document and Weingarten/Reger's *English in the Two-Year College*. The two-year regionals were established, community college people were called on the CCC Executive Committee; National Junior College Committee was established to coordinate the activities of the regionals, to promote conferences, and to address concerns and invent solutions. There were three-day pre-convention workshops at the CCC and CCCCC devoted to teaching in the year college, and publications by authors were teaching in junior/community colleges became highly desirable to textbook publishers. (In fact, I remember at one point in the late sixties one major book publisher told me that it was exciting and

new about English composition was being written by persons teaching in community colleges.) From that one conference began a professional identification and a sense of membership which was new to community college people and which has continually grown and strengthened in every year since.

The Modern Language Association, too, though somewhat later, began to take note of the junior/community college. A federally funded report on two-year college English departments was produced, community college people were elected to the Executive Committees of ADE and ADFL, and a community college English department chairman in the early 70's became president of ADE. A community college teacher and administrator was hired to direct the MLA English Program and to coordinate the Association of Departments of English. Community College people were placed in the Delegate Assembly. The MLA discovered an interest in the teaching of writing and provided for exploration of that and other pedagogical topics in its national conventions.

In 1974 the prestigious National Board of Graduate Education turned its attention to graduate programs for community college teachers by holding an invitational conference at Airline House, Virginia. It may not have been to graduate education in the 70's what the Tempe conference was to community college English in the 60's, but this conference illustrated a recognition of the importance of the previously ignored junior/community college. In fact, my own words came back to me in a position paper prepared for this conference by Richard Green and Ward Helstrom at the University of Florida who referred to recommendations I had made for teacher preparation for community college teachers. The ripples in the pond were definitely moving in larger and larger circles.

This coming of age had manifestations within the community colleges as well as in the arenas of professional organizations. It seemed almost like a personality development, for community college faculty members had moved through the classic symptoms of imitation and then opposition. Now, rather than having an identity which was

defined by imitation of their own past training or by opposition to that past, community college people more and more became simply who they were. They had by and large educated themselves professionally, had dealt long and seriously with the teaching of composition and with the handling of the complex issues of open admissions. There was a kind of satisfaction in that, a sense of personal accomplishment, of having done something really important, and having done it well and independently. That yielded a sense of personal value, identity, and worth that manifested itself in a keen sense of professionalism.

Universities came to realize this too. As university English people met community college English people, there was more and more normalcy in the exchange, on the order of two adults, each respectful of the other, each sensing the other's accomplishments and resources and potential value. With the advent of mandated open admissions for public institutions, universities suddenly found much in common with two-year colleges and much less experience on their part. (I remember having lunch with a dean of a large urban university who said that if he closed his eyes he would think when he walked to his office that he was on a community college campus. The age, program ambitions, preparation of his students—had changed radically.) University people began to ask community college English teachers for advice about the teaching of writing, the establishing of developmental programs for the new spectrum of students, and the graduate training most appropriate to prevailing circumstances. Community college people began to realize that there were areas of professional specialization — e.g., linguistics, rhetorical theory, applied literacy theory — which they needed and could acquire through university programs. Both universities and community colleges sensed that graduate programs could be initiated, and that these programs could produce graduates with more complete backgrounds, theoretical and practical mastery of all the tools of their profession, not just the literary/critical ones. University people ap-

peared on community college campuses to ask questions. Community college people appeared on university campuses both as professors and as students.

Of course, the changes were not universal. Some universities still condescended, and some community colleges imitated, opposed, or just blindly condemned. Even so, the mid-70's seem most striking in the ways that universities and community colleges have joined each other in some degree, from token recognition all the way to full partnership. Perhaps universities are motivated by concern about declining numbers of students, the corresponding reduction of faculty positions, and the bleak prospects for academic employment. Perhaps they are propelled by a raised consciousness about support for education and teaching. Whether for pure or mixed reasons, though, many universities are today taking active and responsible roles toward accomplishing the goals that community colleges had pursued for many years.

One result of this is the quite substantial number of degree and in-service programs now available for junior/community college teachers. While there will always be some that promise more than they deliver, the cautious shopper can sort through the various wares and will be helped by the National Directory and the CCC Guidelines Implementation Committee report, *A Guide to Community College English Teacher Training Programs*, available through NCTE/ERIC.

Interestingly enough, many of the programs represented in the National Directory are specifically designed for preparing community college teachers, but not limited exclusively to that purpose. In 1971 the CCC Guidelines Committee had written: "Many of these skills and attitudes, of course, are not peculiar to the needs of junior college English teaching. Training programs geared to produce teachers with the abilities called for here might well lead the way to improved training programs for teachers at all levels, from kindergarten through graduate school." (*Guidelines for Junior College English Teacher Training Programs*, reprinted in *Teaching English in Two-Year*

Allegre: *Three Successful Programs*, NCTE, 1974, p. 124.) And that observation seems come out in the remarks of many respondents to the survey.

The programs reported on in the National Directory are mostly new programs. As I tried to be sure I had hypenated community numbers, I discovered that not many programs have numbers that need phrasing. The range of graduates (which had 708 in the 40 programs described) is between 1 and 148, with the average number of graduates being 18. (Note: Some of the programs do not distinguish between English and other discipline graduates.) The number of students currently enrolled in the 40 programs ranges between 2 and 86, with the average being 15. Most of the programs were established in the early 70's (with 1972 being the latest with 7 programs established that year). The oldest program reported was started in 1966 and the two newest in 1977. A total of 79 former community college teachers are employed as professors in 32 of the 40 programs, with 8 universities reporting no faculty members with previous junior/community college training.

It's with employment that the outstanding aspects of these programs can be seen. Over 40 of the students who have been enrolled in these programs are reported as now employed in a junior/community college. Employment of graduates of these programs seems to be practically unknown, according to directors' reports. The prospects of persons in these programs seem much brighter than those of the traditionally named M.A. and Ph.D. The time is right for doing reading and writing. The ubiquity of the "new student" at universities and community colleges alike calls for particularly allied teachers which these programs are

producing. The needs of the junior/community college — teaching the non-traditional student — are now the needs of a wide spectrum of higher education. Directors of these programs report that many of their graduates are now being sought by universities to direct writing programs, to work in similar training programs, or to develop and/or direct open admissions programs. (One recent Ph.D. with emphasis in writing and rhetoric had eight universities angling for her — not bad in these times.)

It isn't Leonard's *Education and Ecstasy*, yet there does seem to be a new camaraderie between community colleges and universities. My own position at Texas A&M University illustrates the spirit of cooperation I've been describing. Part of my responsibility in my new job is to continue to explore how universities can be of use to community colleges and how universities can benefit from things that community colleges know. E. M. Forster's "Tolerance" comes to mind: "For you have all the time to be putting yourself in someone else's place. Which is a desirable spiritual exercise." I'm not sure about *spiritual*, but I am sure about *desirable*. I find the opportunity to work on the spot in helping to shape new emphases in a university graduate program intellectually and professionally satisfying.

I'm not a sole example. There are more and more community college people returning to the university, and a lot of universities turning to the community college. It is, for me, vastly satisfying to sense those old hostilities resolving, to establish new bonds and experience a convergence of purpose toward common goals. It's really gratifying to look in either direction — toward the university or toward the community college — and see partners.

# Agenda Item IV.E

## The National Directory of Graduate Programs For Junior/Community College English Teachers

by  
Gregory Cowan

*In January 1977 at the request of Keats Sparrow I began the research which led to the compiling of this directory. A one-page questionnaire was sent to English department chairpersons and program directors asking for information on graduate programs suitable to the training of English teachers in junior/community colleges. The 40 entries below represent the response to this questionnaire. Anyone desiring to be listed in a future revision of this directory who is not included here, please contact Greg Cowan, English Department, Texas A & M University, College Station, TX 77843.*

### UNIVERSITY OF ARIZONA TUCSON, ARIZONA

DEGREE OFFERED: M.A.

PROGRAM TITLE: No special title given.

LENGTH AND COST: The program takes between two and three years. Tuition is \$225 per semester in state, \$820 out of state. Assistantships are available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature, remedial instruction, and technical writing. An internship is required as part of the program; students serve them at Pima Community College, Tucson. Two persons teaching in the program have worked previously in a jr/community college.

HISTORY: Established in 1969 specifically but not exclusively for jr/community college teaching. Approximately 15 persons have received degrees in the program; no information is available on the number who have found employment. Four students are currently enrolled in the program.

FOR ADDITIONAL INFORMATION WRITE: Director of Graduate Studies, Department of English, University of Arizona, Tucson, AZ 85721.

### BALL STATE UNIVERSITY MUNCIE, INDIANA

DEGREE OFFERED: Ed.D.

PROGRAM TITLE: Ed.D., Major in English Instruction, with speciality available in junior and community college English.



**LENGTH AND COST:** Program takes two years of course work, one year on dissertation above M.A. Tuition is \$180 per quarter in state, \$340 per quarter out of state. Every student admitted must hold a fellowship, and then just pays tuition of \$100 per quarter.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, ethnic literature, and remedial instruction. No internship is provided for. Two persons teaching in this program have worked previously in a jr/community college.

**HISTORY:** Established in 1966 specifically but not exclusively for jr/community college others. Fifty-four people have received degrees in the program. Of these, 16 have found employment in jr/community colleges. Currently there are 37 students enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The Ed.D. degree, major in English, is especially intended to prepare generalist teachers of English, for the junior college, community college, or university. Students take a major in literature, heavy cognates in linguistics and in the teaching of English, including courses in advanced composition, English curriculum, problems of higher education, research in English education, and college teaching of English. The student is awarded a rather generous fellowship, for which he teaches a section of general studies English twice a year, under the careful supervision of a senior faculty member and of the General Education Committee. Specific courses in the community college are available to those wishing to specialize in this undergraduate area.

**FOR ADDITIONAL INFORMATION WRITE:** Frances Mayhew Kippy, Coordinator of English General Studies, Ball State University, Muncie, IN 47306.

**CALIFORNIA STATE UNIVERSITY, CHICO  
CHICO, CALIFORNIA**

**DEGREE OFFERED:** M.A. in English.

**PROGRAM TITLE:** No special title listed.

**LENGTH AND COST:** Three or four semesters ordinarily; \$100 per semester in state, \$650 out of state. Assistantships are available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, and in remedial instruction. Internships are not required, but many students serve informal internships at Butte College and Yuba College. Two or three faculty members in the program have previously been employed in a jr/community college.

**NOTE:** The program is approximately four years old, designed specifically and exclusively for community college teaching. Six to twelve persons have received their degrees. Four to eight currently employed at a jr/community college. Approximately six students are currently listed in the program.

**OUTSTANDING FEATURES:** Survey reads: Ours is a small M. A. program (34 students, Fall including four areas of emphasis: literary, creative writing, linguistics, and "applied studies" (composition). Successful students tutor in the writing lab/tutorial center (mainly curricular problems) or units of credit, teach a section of freshman comp, take courses in

linguistics and applied linguistics, and write theses on composition-related problems. Our distinctive quality is our small size. Students get individual attention and intensive personal supervision (much of it on an informal, person-to-person basis). Our graduates, then, are problem-oriented, alert to the need for careful diagnosis of writing problems and flexible prescription of corrective exercises and assignments.

**FOR ADDITIONAL INFORMATION WRITE:** Graduate Advisor, English Department, California State University, Chico, CA 95926.

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
NORTHRIDGE, CALIFORNIA**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** No special title given.

**LENGTH AND COST:** Program takes one and a half years to complete. Tuition is \$200 in state, \$450 out of state (whether semester or quarter is not indicated). Financial assistance is available.

**DESCRIPTION:** A course is offered in the teaching of composition. No internship is required. Three persons teaching courses in this program have worked previously in a jr/community college.

**HISTORY:** Established in 1967, the program is not designed specifically for jr/community college teaching. Forty persons have received degrees; 25 of these have found employment in a jr/community college. Ten students are now enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: Teaching assistants teach while learning, through a required course, "English as an Academic Subject." Each candidate teaches one section of Freshman Composition for two semesters; he receives 3 units credit toward the M.A., and a few bucks.

**FOR ADDITIONAL INFORMATION WRITE:** Wallace Graves, Director, Graduate Program, California State University, Northridge, CA 91330.

**CALIFORNIA STATE COLLEGE, SONOMA  
ROHNERT PARK, CALIFORNIA**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** Junior College English Internship Program.

**LENGTH AND COST:** One year; \$72 in state; \$650 out of state (whether semester or quarter is not indicated). Some financial assistance is available.

**DESCRIPTION:** Courses are offered in the teaching of composition and remedial instruction. Reading and ethnic literature are optional. Internships are required and students serve them at Santa Rosa Junior College. Two faculty members in the program have previously been employed in a jr/community college.

**HISTORY:** Established in 1973 specifically but not exclusively for jr/community college

teachers. Twenty persons have received degrees. Twelve persons from the program are employed in a jr/community college. Five students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The intern experience in a junior college classroom.

**FOR ADDITIONAL INFORMATION WRITE:** English Department, Sonoma State College, Rohnert Park, CA 94928.

**UNIVERSITY OF CALIFORNIA, LOS ANGELES  
LOS ANGELES, CALIFORNIA**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** The Master's Program in Community College Teaching.

**LENGTH AND COST:** The program takes from one to three years. Tuition for in state residents not reported; it is \$635 out of state (whether semester or quarter is not indicated).

**DESCRIPTION:** Courses are offered in the teaching of composition and in remedial instruction. Internships are required and students serve them at Santa Monica City College, Los Angeles City College, Harbor College, Pierce College, and Marymount College. One person teaching in a program has previously been employed at a jr/community college.

**HISTORY:** Established in 1972 specifically and exclusively for jr/community college teachers. Thirty-two persons have received degrees in the program; 12 of these are now employed in a community college. Thirteen students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: Aware that the usual emphasis on research and scholarship in university graduate programs differs from the emphasis on community priorities and teaching techniques in two-year or community colleges, the department determined to create a program for its Master's candidates which would incorporate both emphases. In doing so, we tried to prepare them more adequately and appropriately for teaching in the community college field, at the same time, providing them with solid preparation for further graduate work should we decide to go beyond the Master's degree.

**FOR ADDITIONAL INFORMATION WRITE:** Ms. Joyce Peterson, Department of English, U.A. Los Angeles, CA 90024.

**CARNEGIE-MELLON UNIVERSITY-SCHENLEY PARK  
PITTSBURGH, PENNSYLVANIA**

**DEGREE OFFERED:** Doctor of Arts in English.

**PROGRAM TITLE:** Certificate of Specialization; Doctor of Arts in English for Teachers in Two-Year Colleges.

**LENGTH AND COST:** For certification, a student is required to take courses over three summers to do an internship on his or her own campus. For the D.A. degree a student must complete certification requirements as well as a reading course (by mail), a qualifying oral examination, and a dissertation. (There is also a D.A. program conducted during the regular school year.)

Tuition is \$840 per summer (\$420 per course). Financial assistance is available.

**HISTORY:** Established in 1975 specifically and exclusively for jr/community college teachers. No degrees have been awarded as yet. All 15 people currently enrolled in the program are also employed in a jr/community college.

**OUTSTANDING FEATURES:** Survey reads: The opportunity to do the course work during the summer rather than during the school year.

The fusion of courses in "content" (literature, composition) with courses in teaching and curriculum. This fusion is accomplished through a team-taught course (one every summer) in which a "content" teacher and a curriculum teacher work together with the participants.

The curriculum-testing internship conducted on each student's home campus. The curriculum material that is tested during the internship is developed by each participant during his/her second summer in the program.

After the first summer, all courses are submitted to participants for their approval, rejection, alteration.

**NOTE:** This program is open, at present, only to in-service teachers with at least three years experience in community college teaching.

**FOR ADDITIONAL INFORMATION WRITE:** Dr. Jan Cohn, Director of Graduate Studies in English, Carnegie-Mellon University-Schenley Park, Pittsburgh, PA 15213.

**CASE WESTERN RESERVE UNIVERSITY  
CLEVELAND, OHIO**

**DEGREES OFFERED:** M.A.; Ph.D.

**PROGRAM TITLE:** M.A. with a Concentration in Rhetoric (also Ph.D. with no specific title).

**LENGTH AND COST:** Program takes about two years for the M.A. Tuition is \$138 per credit hour for both in state and out of state. Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, and remedial instruction. No internship is required, but students must teach either in a community college or at Case Western Reserve University. Students have taught at Cuyahoga County Community College. Three persons teaching in the program have worked previously in a jr/community college.

**HISTORY:** Established in 1977, the program is not designed specifically for jr/community college teachers. Two students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The opportunity to work at a new and highly successful University Writing Center, tutoring and teaching under the supervision of a rhetoric specialist; and a wide variety of teaching opportunities at local two- and four-year institutions. In addition to our new M.A. with a Concentration in Rhetoric, we also offer rhetoric as a concentration at the Ph.D. level, and as a possible dissertation topic.

**FOR ADDITIONAL INFORMATION WRITE:** Lynn Friedlander, Director of Graduate Studies, English Department, Case Western Reserve University, Cleveland, OH 44119

**CENTRAL MICHIGAN UNIVERSITY  
MT. PLEASANT, MICHIGAN**

**DEGREE OFFERED:** M.A. English, Option C: Teaching English in the Community College.  
**PROGRAM TITLE:** Community College English Program.

**LENGTH AND COST:** One and a half years for a full-time student; \$29 per semester hour in state; \$64 out of state. Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, ethnic literature, remedial instruction, and technical writing. An internship is required. Five faculty members teaching in the program have previously been employed in a jr/community college.

**HISTORY:** Established in 1971 exclusively and specifically for jr/community college teachers. Fifteen persons have received degrees. Seventeen are now employed in a jr/community college. Eighteen students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The Community College English Program has two principle strengths: It is designed specifically to prepare teachers of English for the community college and it provides these students with a teaching internship in a community college. Students in the program take 6-15 hours of courses in composition, 6-9 hours in linguistics and rhetoric, 3-6 hours in reading, and a course in the philosophy of the community college and a psychology course in learning theory or small group dynamics. The students in their internship, although under the supervision of a community college instructor, assume full responsibility for teaching two classes of composition.

**FOR ADDITIONAL INFORMATION WRITE:** Dr. Clara Lee R. Moodie, Director, Community College English Program, Central Michigan University, Mt. Pleasant, MI 48859.

**THE CITY COLLEGE OF NEW YORK  
NEW YORK, NEW YORK**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** Master of Arts in Pedagogy.

**LENGTH AND COST:** The program takes three semesters. Tuition is \$450 for in state and out of state. Some financial assistance is available.

**DESCRIPTION:** Courses are offered in the teaching of composition, remedial instruction, and American Studies. No internship is required; team-teaching is done at CCNY. None of the persons teaching in the program have worked previously in a jr/community college.

**HISTORY:** Established in 1973 specifically, but not exclusively for jr/community college teachers. Four persons have received degrees in the program. The number of people from the program now working in a jr/community college is unknown. Currently three students are enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: Small classes; no foreign language requirement; equal teaching of students under supervision; special handling of special needs (for example, a student may take a Creative Writing workshop).

part-time positions in the English Department at City College.

**FOR ADDITIONAL INFORMATION WRITE:** Professor Karl Malkoff, English Department, City College of New York, New York, NY 10021.

**DRAKE UNIVERSITY  
DES MOINES, IOWA**

**DEGREE OFFERED:** Doctor of Arts

**PROGRAM TITLE:** No special title listed.

**LENGTH AND COST:** Three years; \$1465 tuition (whether semester or quarter is not indicated). Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, ethnic literature, and technical writing. Internships are optional and may be arranged at a variety of jr/community colleges.

**HISTORY:** Established in 1973 specifically but not exclusively for jr/community college teachers. Four persons have received degrees. Ten people from the program are now working in a jr/community college. Thirty-one students are now enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads:

- (1) Internship. May be done at a cooperating institution or at Drake. One semester in length. Internships have been done at Area 11 Community College, Iowa State University, Mankato State University, Hunter College, Ortauwa Heights Junior College, etc.
- (2) Tools courses. Courses in the teaching of composition and literature and a course in the professional role of the college English teacher.
- (3) Dissertation. May be critical, curriculum, or creative.

**FOR ADDITIONAL INFORMATION WRITE:** Wilton Eckley, Chairman, Department of English, Drake University, Des Moines, IA 50311.

**UNIVERSITY OF DETROIT  
DETROIT, MICHIGAN**

**DEGREES OFFERED:** M.A.; Ph.D.

**PROGRAM TITLE:** No special title.

**LENGTH AND COST:** The M.A. takes two years; the Ph.D. two to three years. Tuition is \$79 per credit hour for both in state and out of state students (whether semester or quarter is not indicated). Fellowships are available.

**DESCRIPTION:** Courses are offered in the teaching of composition, remedial instruction, and technical writing. There is no internship with a jr/community college. About 25% of the teachers in this program have had jr/community college experience; the exact number was not reported.

**HISTORY:** Established in 1967, the program was not designed specifically for jr/community college teachers. Between 12 and 15 persons have earned degrees; of these

working now in jr/community colleges. Fifteen fellows are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The most important feature of our program is that it is magistral. New M.A. candidates begin teaching on our lowest remedial level under the very close supervision of our director, Dr. Janice Lauer. By the time they get to be senior fellows (3rd year), they teach our standard rhetoric and composition course. In their fourth and fifth years they are given Introduction to Literature courses.

By the time they complete their degrees they have taught at least four different kinds of courses, sometimes five. In that way we prepare them for both community college English courses as well as standard college courses.

**FOR ADDITIONAL INFORMATION WRITE:** Edward J. Wolff, Chairman, Graduate Committee, English Department, University of Detroit, Detroit, MI 48221.

**EAST CAROLINA UNIVERSITY  
GREENVILLE, NORTH CAROLINA**

**DEGREE OFFERED:** A post-M.A. certificate is awarded.

**PROGRAM TITLE:** Graduate Program for Two-Year College English Teachers.

**LENGTH AND COST:** One to two years. Tuition is \$241.50 per semester in state, \$1,065.50 out of state. Financial assistance is available.

**DESCRIPTION:** The program offers courses in reading, the teaching of composition, ethnic literature, remedial instruction, and technical writing. Students serve internships at Beaufort Technical Institute, Craven Community College, Lenoir Community College, Martin Community College, Mount Olive Junior College, Pitt Technical Institute, and others in eastern North Carolina. Two of the seven persons teaching in this program have worked previously in a community college.

**HISTORY:** Established in 1973 specifically but not exclusively for jr/community college teachers. Approximately 15 persons have received degrees in the program. Of these, all are now working in a jr/community college. Currently eight full-time and four part-time students are enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The "Graduate Program for Two-Year College English Teachers" at East Carolina University has several outstanding features. It was designed with the advice of consultants from two-year schools and according to two sets of national guidelines for such programs. It is taught not by Education specialists, but by English teachers, many of whom are veteran community college English teachers. And its sponsorship of *Teaching English in the Two-Year College*, the only national journal exclusively for two-year college English teachers, provides its faculty and students with a unique opportunity for keeping up with the latest professional innovations and developments.

**FOR ADDITIONAL INFORMATION WRITE:** Director of Graduate Studies, Department of English, East Carolina University, Greenville, NC 27834.

**EASTERN WASHINGTON STATE COLLEGE  
CHENEY, WASHINGTON**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** College Teaching.

**LENGTH AND COST:** The program takes one or two years. Tuition is \$189 per quarter in state; \$473 out of state. Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, ethnic literature, remedial instruction, and technical writing. Students participate in an internship at Big Bend Community College, Spokane Community College, North Idaho Community College, and other area colleges. One person teaching in the program has previously been employed at a jr/community college.

**HISTORY:** Established in 1973 specifically but not exclusively for jr/community college teachers. Four or five persons have received degrees, and the exact number who have found employment at jr/community colleges is unknown. Two students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: Special feature: Program in English as Second Language.

**FOR ADDITIONAL INFORMATION WRITE:** Ingeborg Urcia, Assoc. Prof., Department of English, Eastern Washington State College, Cheney, WA 99004.

**FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FLORIDA**

**DEGREES OFFERED:** M.A.; M.S.; Ph.D.

**PROGRAM TITLE:** No title listed.

**LENGTH AND COST:** The length of time varies. Tuition is \$22 per credit hour in state; \$62 out of state (quarterly). Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, and remedial instruction. Students sometimes participate in an internship program. Number persons teaching in program who have previously worked in a jr/community college is unknown.

**HISTORY:** Established in 1969, the program is not designed specifically for jr/community college teachers. The number of people who have received degrees from the program is unknown, as is the number of graduates now employed in a jr/community college. The number of current students varies.

**OUTSTANDING FEATURES:**

- Survey reads:
- I. Community/Junior College Instructors  
An interdepartmental program leading to M.A. and M.S. degrees  
EMB 510 The Community Junior College  
EMB 520 College Teaching: Instruction in Higher Education
  - II. English Department  
ENH 501 Teaching English in College  
ENH 502 Teaching English as a Guided Study  
ENH 503 Current Rhetorical Theory

2  
 ADDITIONAL INFORMATION WRITE: Dr. Eugen Tanzy, Associate Chairman, English,  
 Florida State University, Tallahassee, FL 32306.

**UNIVERSITY OF FLORIDA  
 GAINESVILLE, FLORIDA**

DEGREES OFFERED: M.A.; Ph.D.

PROGRAM TITLE: No special title listed.

LENGTH AND COST: Time required is not specified. Tuition is \$22 per quarter hour in state,  
 out of state. Financial assistance is available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature,  
 and technical writing. Students serve an internship at Santa Fe Community College (Gainesville).  
 Generally there is one person teaching in this program who has worked previously in a jr/com-  
 munity college.

HISTORY: Established in 1972 specifically but not exclusively for jr/community college  
 teachers. Twenty-eight to 30 people have received degrees in the program. Of these, nine have  
 had employment in a jr/community college. Currently ten to 15 students are enrolled in the  
 program.

OUTSTANDING FEATURES: Survey reads: Ours is not a program. We simply offer work ap-  
 propriate to community college teachers. Because that work is appropriate to four-year college  
 university teachers as well, many of our students take the various courses. Another feature is  
 when we have the money, we employ a community college teacher to teach in our graduate  
 program.

ADDITIONAL INFORMATION WRITE: Ward Hellstrom, Chairman, English Depart-  
 ment, University of Florida, Gainesville, FL 32611.

**GLASSBORO STATE COLLEGE  
 GLASSBORO, NEW JERSEY**

DEGREE OFFERED: M.A.

PROGRAM TITLE: M.A. Program in Junior College Teaching (English).

LENGTH AND COST: One and a half to two years; \$35 per semester hour in state, \$50 out of  
 state. Assistantships and loans are available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature,  
 remedial instruction. Students participate in an internship as part of the program. In-  
 ternships have been arranged at Atlantic, Burlington, Camden, Cumberland, Gloucester, Salem  
 and Ocean Community Colleges. Five faculty members teaching in the program have previously  
 been employed in a jr/community college.

HISTORY: Established in 1970 specifically and exclusively for jr/community college teachers.

Seventy-two persons have received degrees in the program. Fifty-two of the graduates are now em-  
 ployed in a jr/community college. Currently there are 86 students enrolled in the program.

OUTSTANDING FEATURES: Survey reads: Full year internship in community colleges; micro  
 teaching for all interns; advisory council.

FOR ADDITIONAL INFORMATION WRITE: Dr. Richard R. Smith, Coordinator, M. A.  
 Program in Junior College Teaching, Glassboro State College, Glassboro, NJ 08028.

**UNIVERSITY OF HAWAII  
 HONOLULU, HAWAII**

DEGREES OFFERED: M.Ed. or E.D. (if desired and if admitted).

PROGRAM TITLE: Community College Program.

LENGTH AND COST: One year full-time, normally. Tuition is \$275 per semester in state,  
 \$687.50 out of state. Financial assistance is available.

DESCRIPTION: A course is offered in remedial instruction. Students serve internships at  
 Leeward, Honolulu, Windward, Kapiolani, Maui, Hawaii, and Kauai Community Colleges, and  
 others by special arrangement. Five persons teaching in the program have had experience in com-  
 munity colleges, though it is not clear how many of these have taught English there.

HISTORY: Established in 1969 exclusively and specifically for community college teachers  
 (though not limited to English). Over 100 people have received degrees from the program (about  
 10 in English) and over 100 have found work in community colleges. Twelve students are cur-  
 rently enrolled in the program; of these it is not indicated how many are in English.

OUTSTANDING FEATURES: Survey reads: The purpose of this Graduate Fellowship Program  
 for Prospective and Experienced Community College Faculty is to develop a pool of prospective  
 instructors in subject fields normally taught in a comprehensive community junior college, and to  
 provide in-service education to experienced community college faculty.

FOR ADDITIONAL INFORMATION WRITE: Dr. L. Zane, University of Hawaii, 1776 Univer-  
 sity Avenue, Honolulu, HI 96822.

**ILLINOIS STATE UNIVERSITY  
 NORMAL, ILLINOIS**

DEGREES OFFERED: M.A.; M.S.; D.A.

PROGRAM TITLE: Community College Program.

LENGTH AND COST: Program requires about the usual time for a Master's degree; the D.A.  
 requires an additional year. Tuition is \$301.50 per semester in state, \$632 out of state (figures in-  
 clude fees). Financial assistance is available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature,  
 remedial instruction, and technical writing. Students serve an internship, and the program is mainly done

Illinois Central College in East Peoria. None of the persons teaching in the program have had previously in a jr/community college.

**CORRY:** Established in 1969 specifically and exclusively for jr/community college teachers, others may enroll. Seventy people have received degrees in the program, and 60 of these have had employment in a jr/community college. Currently 10 students are enrolled in the program.

**STANDING FEATURES:** Survey reads: The outstanding features of the program are that graduates are able to find positions without too much trouble teaching in the community college. The colleges discover through interviews and credentials that the candidates have been trained to teach students at the community college level. Our graduates are well prepared in composition courses, technical writing, reading courses, seminars in community college teaching, foreign and linguistics, ethnic literature, and other literature relative to community college teaching. Moreover, we are able to tailor each candidate's program to fit his or her particular needs. Moreover, the candidate does an internship under strict supervision. We have also been approved to offer the Doctor of Arts degree for those who are now teaching in the community college program. In this program each student will do advanced work in writing, composition, language, literature, and he will also write a dissertation that deals with writing at the community college level.

**ADDITIONAL INFORMATION WRITE:** Donald Erickson, Director of Graduate Studies, Jim Heissler, Coordinator, Department of English, Illinois State University, Normal, IL 61791.

**INDIANA UNIVERSITY  
BLOOMINGTON, INDIANA**

**REF OFFERED:** Ph. D. with minor in composition.

**PROGRAM TITLE:** Minor in the teaching of composition.

**FIN AND COST:** Three courses; \$361 per semester in state; \$820 out of state. Financial aid is available.

**DESCRIPTION:** Courses are offered in composition and remedial instruction. Students teach in various levels of ability. No faculty members teaching in the program have been previously employed in a junior/community college.

**NOTE:** Established in 1975/76 neither specifically nor exclusively for jr/community college teachers, the program is open to anyone interested in the teaching of composition. About 15 percent are now enrolled in the minor.

**ADDITIONAL INFORMATION WRITE:** Dr. Michael Flanigan, Department of English, Indiana University, Bloomington, IN 47401.

**INDIANA UNIVERSITY OF PENNSYLVANIA  
INDIANA, PENNSYLVANIA**

**REF OFFERED:** M.A. in Philosophy in English (Education).

**PROGRAM TITLE:** Communitive College and Four Year College English Teachers Program

**LENGTH AND COST:** Length varies from one year plus one semester to three years, depending on whether the student elects full time or summer study. Tuition is \$400 per semester in state full time. Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, ethnic literature, and remedial instruction. Students serve internships with Philadelphia and Butler Community Colleges. Two of the four core faculty in the program have worked previously in a jr/community college.

**HISTORY:** Established 1975 specifically but not exclusively for jr/community college teachers. The first graduates will receive degrees this year. Twenty-two of the students in the program are now working in a jr/community college; 47 students are currently enrolled.

**OUTSTANDING FEATURES:** Survey reads: This is a linguistics/skill-centered program intended to complement the strong literature background which community college teachers already have. Teaching of developmental skills is stressed. Applied linguistics replaces foreign language requirements. Program is flexible, based on previous professional experiences. Internships in community colleges are arranged for pre-service teachers. The program is offered for academic year or on a summers-only basis. Assistantships are available.

**FOR ADDITIONAL INFORMATION WRITE:** Dr. Marilyn S. Stengllass, English Department, Indiana University of Pennsylvania, Indiana, PA 15701.

**UNIVERSITY OF IOWA  
IOWA CITY, IOWA**

**DEGREES OFFERED:** M.A. (English); Ed.S. (Higher Education).

**PROGRAM TITLE:** Teaching English in the Two-Year College.

**LENGTH AND COST:** Program takes 60 semester hours. Tuition is \$390 per semester in state, \$825 out of state. Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, and remedial instruction. Internships are required and students may serve them at any two-year college which is mutually agreeable to both the college and the intern. These have included Miami-Dade, Forest Park (St. Louis), DuPage (Glen Ellyn, IL), Kirkwood Community College (Cedar Rapids, IA), and Muscatine Community College (Muscatine, IA). Two persons teaching in the program have previously worked in a jr/community college.

**HISTORY:** Established in 1970 specifically and exclusively for jr/community college teachers. Forty-six people have received degrees in the program. Of these, approximately 28 are currently employed at a jr/community college. Nine students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: I believe that the outstanding feature of the program is the focus on the practical aspects of two-year college English teaching. The students are involved in some form of teaching in almost every semester of their enrollment in the program; they teach in a reading laboratory, a writing laboratory, and an internship which requires teaching a 1/2-time load. In addition, many students take a practicum in freshman Rhetoric in which they observe and occasionally participate in a Rhetoric class; others team-teach for credit a Rhetoric class or a Core Literature class. They make visits to two-year colleges and meet with several two-year college English teachers in seminars to discuss life in the jr/community college.



ADDITIONAL INFORMATION WRITE: William G. Clark, Associate Professor, Rhetoric and English, University of Iowa, Iowa City, IA 52242.

**KANSAS STATE COLLEGE OF PITTSBURG  
PITTSBURG, KANSAS**

DEGREE OFFERED: M.A.

PROGRAM TITLE: Program for Junior College Teachers of English.

LENGTH AND COST: One academic year and one summer. Tuition is \$195 per semester in state, \$442 out of state. Assistantships are available.

DESCRIPTION: Courses are offered in the teaching of composition, ethnic literature, remedial instruction, and technical writing. Students serve internships at Fort Scott Community Junior College and Labette Community Junior College. Two persons teaching in the program have worked previously in a jr/community college.

HISTORY: Established in 1967 specifically and exclusively for jr/community college teachers. Twenty-five people have received degrees in the program; 20 of these are now employed in a jr/community college. Two students are enrolled in the program currently.

OUTSTANDING FEATURES: Survey reads: Our program is carried out in cooperation with our School of Education. A former junior college president in that school directs all programs on campus for the training of junior/community college teachers. Our students take a community college seminar in the School of Education, and their teaching internship is planned and supervised in that school. All other courses, including Orientation to College Teaching, are offered by the English Department. This cooperative approach works very well for us.

ADDITIONAL INFORMATION WRITE: John O. Reed, Chairman, Department of English, Kansas State College of Pittsburg, Pittsburg, KS 66762.

**MICHIGAN STATE UNIVERSITY  
EAST LANSING, MICHIGAN**

DEGREE OFFERED: M.A.

PROGRAM TITLE: English-Community College Teaching.

LENGTH AND COST: The program is generally completed in four terms; \$26 per credit hour in state, \$49 out of state (whether semester or quarter is not indicated). Financial assistance is available in open competition with all other graduate English programs.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature, remedial instruction, and science writing. Internship at a jr/community college is required as part of the program. One person teaching in the program has previously worked in a jr/community college.

HISTORY: Established in 1972 specifically and exclusively for jr/community college teaching. Twenty persons have received degrees in the program. An undetermined number of these are employed full- and part-time in jr/community colleges in Michigan. Currently 17 students are enrolled in the program.

OUTSTANDING FEATURES: Survey reads: Our community college training program has several conspicuous strengths. Our faculty has acquired a national reputation in the teaching of composition and reading, and has published and lectured widely in these areas. Moreover, through our internship arrangements with various community colleges, we have seen to it that our students receive strong in-service experience, and we have also found that such internship arrangements have materially assisted our candidates in finding employment at a number of community colleges. We also believe that our program is at once disciplined and flexible, as can be seen from our brochure.

FOR ADDITIONAL INFORMATION WRITE: Prof. Robert W. Uphaus, Director, English-Community College Teaching Program, Department of English, Michigan State University, East Lansing, MI 48824.

**UNIVERSITY OF MICHIGAN  
ANN ARBOR, MICHIGAN**

DEGREE OFFERED: Doctor of Arts

PROGRAM TITLE: Doctor of Arts in English.

LENGTH AND COST: The program normally required three years beyond the M.A. Tuition is \$636 per semester in state, \$1650 out of state, \$390 per semester for candidates. Limited financial assistance is available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, and ethnic literature. Students serve internships at Shaw Community College, Wayne County Community College, Miami-Dade Community College, Illinois Central College, Central YMCA Community College (Chicago), and Maui Community College (Hawaii). At present, none of the teachers in the program have been previously employed in a jr/community college.

HISTORY: Established in 1971 specifically but not exclusively for jr/community college teachers. Thirty-four people have received degrees in the program. Of these, approximately 15 to 20 have found employment in jr/community colleges. Thirteen students entered the program in Fall '77; 15 completed the course work and are now serving the internship; 17 have achieved candidacy and are active on a project.

OUTSTANDING FEATURES: Survey reads: The outstanding feature of our program is its flexibility in responding to students' interests and needs. Our program also focuses more sharply than other D.A. programs on the problems of developmental literacy. Apart from the three core courses, students are free to design individual programs which utilize any of the resources throughout the Department and the University. Individualized programs lead toward an internship, a candidacy exam, and a project (i.e., dissertation) in theoretical knowledge with applications in their own classrooms. Finally, students play a significant role in helping to plan and develop the content and procedures for the core courses.

FOR ADDITIONAL INFORMATION WRITE: Alan B. Howes, Director, Doctor of Arts in English, University of Michigan, 7623 Haven Hall, Ann Arbor, MI 48109.

**MIDDLE TENNESSEE STATE UNIVERSITY  
MURFREESBORO, TENNESSEE**

DEGREE OFFERED: Doctor of Arts.

PROGRAM TITLE: No special title listed.

LENGTH AND COST: Three years; \$221 per semester in state; \$647 out of state. Financial aid is available.

DESCRIPTION: Courses are offered in reading, in the teaching of composition, and in remedial instruction. There is no internship. Approximately eight faculty members teaching in the program have previously been employed in a jr/community college.

NOTE: Established in 1971 specifically though not exclusively for jr/community college students. Seventeen persons have received degrees. Thirteen of the graduates are employed in a community college. Twelve students are currently enrolled in the program.

ADDITIONAL INFORMATION WRITE: Charles W. Durham, III, Director of Graduate Studies, Department of English, Middle Tennessee State University, Murfreesboro, TN 37130.

**MURRAY STATE UNIVERSITY  
MURRAY, KENTUCKY**

DEGREE OFFERED: SCT.

PROGRAM TITLE: Specialist in College Teaching (SCT).

LENGTH AND COST: Two years; \$240 per semester in state, \$480 out of state. Financial aid is available.

DESCRIPTION: Courses are offered in reading, teaching of composition, ethnic literature, oral instruction, technical writing, and study skills. Internships are required. Three of the faculty members teaching in the program have previously been employed in a jr/community college.

NOTE: Established in 1969 specifically and exclusively for jr/community college teachers. Hundred forty-eight persons have received degrees (35 in Developmental Studies). One hundred thirty-seven of the graduates are now working in a jr/community college. Currently 40 students are enrolled in the program.

STANDING FEATURES: Survey reads: The pragmatic approach to learning in a responsible manner. Each student is encouraged to become involved and exposed to real situations.

ADDITIONAL INFORMATION WRITE: Charles H. Tolley, Director of Higher Education Services, Murray State University, Murray, KY 42071.

**STATE UNIVERSITY OF NEW YORK, BINGHAMTON  
BINGHAMTON, NEW YORK**

DEGREE OFFERED: M.A.

PROGRAM TITLE: Two-Year College Teaching Program.

LENGTH AND COST: The program takes from two to two and a half years. Tuition is \$700 per semester in state, \$900 out of state. Financial assistance is available.

DESCRIPTION: Courses are offered in composition and ethnic literature, and occasionally in remedial instruction. Students serve internships at about ten community colleges in New York. Two persons teaching in the program have worked previously in a jr/community college.

HISTORY: Established in 1974 specifically but not exclusively for jr/community college teachers. One person has received a degree in the program; five more will finish in May. Of these, none have found employment in a jr/community college. Nine students are currently enrolled in the program.

OUTSTANDING FEATURES: Survey reads:

1. The course requirements are sufficiently consistent with those for the regular M.A. so that upon completion of course work students take essentially the same qualifying examination as those who take the standard M.A. Thus, passing the qualifying exam at a certain level permits one to continue on for the Ph.D. Consequently, there are no grounds for invidious distinctions between the M.A. in TYCT and the standard M.A.
2. Typically, students intern in their last semester. If they are on stipend they continue on stipend although they are free of obligations to our campus. The internship requires that they be given complete charge of a class, but consult with and receive advice from a supervising teacher. To qualify for the internship, students must have had at least three semesters of experience on this campus as teaching assistants and have received satisfactory reports from the instructors whom they assisted. We insist on adequate training and experience before the internship.
3. English faculty members at the local community college offer a required course in this program. The course title is: TEACHING ENGLISH IN THE TWO YEAR COLLEGE.

FOR ADDITIONAL INFORMATION WRITE: Professor Eugene Yaslew, State University of New York, Binghamton, NY 13901.

**NORTHEASTERN OKLAHOMA STATE UNIVERSITY  
TAHLEQUAH, OKLAHOMA**

DEGREE OFFERED: Master of Education.

PROGRAM TITLE: Junior College Teaching.

LENGTH AND COST: One year. Tuition is \$14.75 per semester hour in state; \$38.75 out of state. Assistantships are available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, and ethnic literature. Students in the program serve internships at Connors, Bacone, and Claremore Junior Colleges. No persons teaching in the program have worked previously in a jr/community college.

HISTORY: Established in 1972 specifically and exclusively for jr/community college teachers. Twelve persons have received degrees in the program in English. Five of the graduates are now employed in a jr/community college. Five students are currently enrolled in the program.

FOR ADDITIONAL INFORMATION WRITE: Dr. Marjorie Holland, Graduate Dean, Northeastern Oklahoma State University, Tahlequah, OK 74464.

**OLD DOMINION UNIVERSITY  
NORFOLK, VIRGINIA**

DEGREE OFFERED: M.A.

PROGRAM TITLE: The Teaching of English in the Junior or Community College.

LENGTH AND COST: Two years. Tuition is \$26 per credit hour in state, \$48 out of state whether semester or quarter is not indicated). Financial assistance is available.

DESCRIPTION: A course is offered in the teaching of composition. Students serve internships at Lewater Community College or Thomas Nelson Community College. Some people teaching in program have previous jr/community college experience.

HISTORY: Established 1973 specifically but not exclusively for jr/community college teachers. Five people have received degrees in the program; five are currently employed in a jr/community college. Seven students are currently enrolled in the program.

OUTSTANDING FEATURES: Survey reads: We have two tracks in the Teaching of English in Junior or Community College emphasis:

- 1. 30 hours of English, broken down as follows:
- 1. 9 required hours (The Teaching of English in College, Methods of Research, a linguistics course)
- 2. 21 elective hours (at least 6 of the 21 hours must be in English Literature and at least 3 of the 21 must be in American literature).

- 1. Education 595 (seminar on the community college)
- 2. Education 596 (internship in the community college)

Track II  
The same as Track I, except that, in special cases, the seminar and internship are compressed into the The Teaching of English in College.

both tracks the Thesis is not allowed and the required comprehensive exam is of the same level of difficulty as that of other emphases.

ADDITIONAL INFORMATION WRITE: Dr. Philip Raiser, Director, Graduate Studies in English, Department of English, Old Dominion University, Norfolk, VA 23508.

**UNIVERSITY OF THE PACIFIC  
STOCKTON, CALIFORNIA**

DEGREE OFFERED: D.A.

PROGRAM TITLE: Doctor of Arts Program.

LENGTH AND COST: Three years (2 years if M.A. in hand). D.A. candidates receive full tuition remission and a stipend for teaching internships.

DESCRIPTION: Courses are offered in reading, in the teaching of composition, in ethnic literature, and in other cases. Internships can be arranged. Number of persons teaching in program who have previously worked in a jr/community college fluctuates.

HISTORY: Established 1970 specifically though not exclusively for jr/community college teachers. Seven persons have received degrees. Three of the graduates are employed in a jr/community college. All degree holders are employed in teaching. Eight students are now enrolled in the program.

OUTSTANDING FEATURES: Survey reads: The Doctor of Arts is a three-year program beyond the B.A. designed to train two and four-year college teachers of English. The program attempts to integrate the teaching of literature, composition, and the aesthetics of film by means of a model centered in literary criticism and English language study.

ADDITIONAL INFORMATION WRITE: D. A. Director, English Department, University of the Pacific, Stockton, CA 95204.

**PITTSBURGH UNIVERSITY OF PITTSBURGH  
PITTSBURGH, PENNSYLVANIA**

DEGREE OFFERED: Ph.D.

PROGRAM TITLE: Composition Program.

LENGTH AND COST: Program takes three years. Tuition is not reported. Financial assistance is available.

DESCRIPTION: Courses are offered in the teaching of composition and in remedial instruction. No internships are available. Approximately 10 persons teaching courses in this program have worked previously in jr/community colleges.

HISTORY: Established in 1974, designed in part, but not exclusively, for jr/community college teachers. Three persons will receive degrees in the program this year. No graduates from the program teach in jr/community college yet, although about 10 students teach in such colleges currently. Twenty students are enrolled in the program.

OUTSTANDING FEATURES: Survey reads: The Composition Program of the University of Pittsburgh consists not of one required course but of eight elective courses (and in some terms of certain additional special courses) intended in a variety of ways to provide for students with different needs and interests and at different levels of competency.

ADDITIONAL INFORMATION WRITE: William E. Coles, Jr., Director of Composition, English Department, University of Pittsburgh, Pittsburgh, PA 15260.

**SAN JOSE STATE UNIVERSITY  
SAN JOSE, CALIFORNIA**

DEGREE OFFERED: M.A.

PROGRAM TITLE: M.A. in English: Community College Teaching.

LENGTH AND COST: Two years. Tuition is \$63 per semester for 9 units (in state) and \$387 for out of state students. Assistantships are available.

DESCRIPTION: Courses are offered in reading, in the teaching of composition, and in ethnic literature. Students in the program serve internships at San Jose City College and West Valley Community College.

Community College, Foothill-De Anza Community College, and others in the area. Three persons teaching courses in the program have previously been employed in a jr/community college.

**HISTORY:** Established in 1971 specifically and exclusively for jr/community college teaching. Many persons have received degrees in the program. Of these, 20 are now employed in a jr/community college. Number of students currently enrolled in the program was not reported.

**OUTSTANDING FEATURES:** Survey reads: The best thing about our program, besides the fact that it also emphasizes a solid core of courses in literary history, is the requirement of a report by a member of the English Department, Orientation in Community College English.

**FOR ADDITIONAL INFORMATION WRITE:** Elsie Leach or Catherine Blecki, Department of English, San Jose State University, San Jose, CA 95195.

**SEATTLE UNIVERSITY  
SEATTLE, WASHINGTON**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** Master of Arts, Teaching.

**LENGTH AND COST:** The program is completed in three quarters. Tuition is \$60 per credit hour. No financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, and ethnic literature. Students do not participate in an internship, and none of the teachers in the program have previously worked in a jr/community college.

**NOTES:** Established in 1967, the program is not specifically designed for jr/community college teachers. Approximately 80 have received degrees in the program. None of the degree holders are employed in a jr/community college now. Four students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The M.A.T. program at Seattle University is geared primarily for certified teachers. The program is intended to supplement the teacher's focus in Education with an intensive and well-organized series of courses in English language literature. M.A.T. candidates take five courses from the Master of Arts program and three courses specially tailored for public school teachers.

**ADDITIONAL INFORMATION WRITE:** Professor Hamida Bosmajian, Department of English, Seattle University, Seattle, WA 98122.

**UNIVERSITY OF SOUTHERN CALIFORNIA  
LOS ANGELES, CALIFORNIA**

**DEGREE OFFERED:** M.A.; Ph.D.

**PROGRAM TITLE:** Doctorate in Rhetoric, Linguistics, and Literature.

**LENGTH AND COST:** The M.A. takes approximately one year; the Ph.D. approximately three years. Tuition is \$118 per credit hour for both in state and out of state (whether quarter or semester is not noted). Financial assistance is available.

**DESCRIPTION:** Courses are offered in reading, the teaching of composition, and remedial instruction. The program has no internship, and none of the persons teaching in the program have previously worked in a jr/community college.

**HISTORY:** Established in 1972, the program was not specifically designed for jr/community college teachers. No degrees have been awarded yet, although three or four persons from the program are currently working in a jr/community college. There are 35 students enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: The program prepares graduates to plan, administer, and teach courses in writing. More important, graduates have the theoretical background to solve the problems of literacy, i.e., reading and writing. Most graduates have extensive experience in the language skills laboratory. Since graduates have done work in one literary period, they are prepared to teach literature, and their background in linguistics enables them to teach undergraduate courses in language.

**FOR ADDITIONAL INFORMATION WRITE:** W. Ross Wincrowd, English Department, University of Southern California, Los Angeles, CA 90007.

**SOUTHERN ILLINOIS UNIVERSITY  
CARBONDALE, ILLINOIS**

**DEGREE OFFERED:** M.A.

**PROGRAM TITLE:** No special title given.

**LENGTH AND COST:** Usually two years. Tuition for full-time students is \$299.75 per semester in state, \$727.75 out of state. For half-time students it is \$175.25 and \$391.25. Financial assistance is available; all people on assistantships are considered in-state for tuition.

**DESCRIPTION:** It is possible to take courses in reading, the teaching of composition, remedial instruction, and technical writing. Internships are not required, although they are possible. One person teaching in the program has been previously employed in a jr/community college.

**HISTORY:** The program is essentially a traditional M.A. degree in English with an interest in jr/community colleges incorporated since 1972. It is not designed specifically for jr/community college teaching. Keeping in mind that the program is *not* differentiated from the traditional M.A., there have been hundreds of graduates; 30 to 40 of these have found employment in jr/community colleges. Approximately 250 students are currently enrolled in the program.

**OUTSTANDING FEATURES:** Survey reads: Through courses on teaching composition in college, problems in teaching language, the teaching of reading, and courses on the jr/community college offered in the Department of Higher Education, and through the director's contacts with Southern Illinois community colleges, it is possible for our students to claim special training and, most importantly, to get jobs in jr/community colleges.

**FOR ADDITIONAL INFORMATION WRITE:** Bruce C. Appleby, Department of English, Southern Illinois University, Carbondale, IL 62901.

FOR ADDITIONAL INFORMATION WRITE: Dr. Maurice Duke, Director of Graduate Studies in English, Virginia Commonwealth University, Richmond, VA 23284.

**TARLETON STATE UNIVERSITY  
STEPHENVILLE, TEXAS**

DEGREE OFFERED: M.A.T.

PROGRAM TITLE: M.A.T. (Teaching).

LENGTH AND COST: The program requires a minimum of 12 months. In state tuition is \$4.00 per semester credit hour (\$50 minimum); \$40 per semester credit hour out of state. Financial assistance is available.

DESCRIPTION: Courses are offered in the teaching of composition and in ethnic literature. The program has no internship. Five persons in the program have worked previously in a jr/community college.

HISTORY: Established in 1971 specifically but not exclusively for jr/community college teachers. Twelve persons have received degrees in the program with English majors; four of these are currently employed in a jr/community college. Fifteen students are currently enrolled in the program.

OUTSTANDING FEATURES: Survey reads: The Tarleton University M.A.T. program in English draws its strength from three major sources. First is a high quality, concerned faculty. Second is a flexible program of study which allows consideration in planning to be given to students' undergraduate preparation and personal goals. Third is a serious, demanding approach to study focusing on the individual without sentimentalizing him.

FOR ADDITIONAL INFORMATION WRITE: William B. Martin, Department of English & Languages, Tarleton State University, Stephenville, TX 76402.

**VIRGINIA COMMONWEALTH UNIVERSITY  
RICHMOND, VIRGINIA**

DEGREE OFFERED: M.A. English/English Education.

PROGRAM TITLE: (The student may choose one of four options.)

LENGTH AND COST: The program requires 30 semester hours. Tuition is \$360 per semester in state, \$515 out of state. Financial assistance is available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature, remedial instruction. Students serve internships at J. Sargeant Reynolds and at John Tyler. Persons teaching in this program have worked previously in a jr/community college.

HISTORY: Established in 1975 specifically but not exclusively for jr/community college teachers. Six people have earned degrees. The number finding employment in jr/community colleges is unknown. Twenty-five students are currently enrolled in the program.

OUTSTANDING FEATURES: Survey reads: Specifically, we attempt to make the graduate student aware of the realities of teaching in a community college environment by having him actually work in a community college before he receives his degree.

**WAYNE STATE UNIVERSITY  
DETROIT, MICHIGAN**

DEGREE OFFERED: M.A.T.

PROGRAM TITLE: Master of Arts in Teaching English at the Community College Level.

LENGTH AND COST: The program requires a minimum of four quarters, usually more. Tuition is \$286 in state, \$738 out of state, per quarter. Sometimes financial assistance is available.

DESCRIPTION: Courses are offered in reading, the teaching of composition, ethnic literature, remedial instruction, and technical writing. Students serve an internship at Oakland County Community College or Monroe County Community College. All but one of the persons teaching in the program have previously worked in a jr/community college.

HISTORY: Established in 1972 specifically and exclusively for jr/community college teachers. Eight persons have received degrees in the program; three of these are now working in a jr/community college. There are no students currently enrolled in the program.

OUTSTANDING FEATURES: Survey reads: The outstanding feature of our program is that all of our seminars use current community college teachers. Local community college teachers regularly visit our classes, bringing samples of student work and outlines of effective teaching techniques. Our students are also required to observe numerous community college classes and teach (under supervision) at a community college.

FOR ADDITIONAL INFORMATION WRITE: Professor Ellen Brown, Department of English, M.A.T. Program, Wayne State University, Detroit, MI 48202.

**WESTERN CAROLINA UNIVERSITY  
CULLOWHEE, NORTH CAROLINA**

DEGREE OFFERED: M.A. in Education.

PROGRAM TITLE: M.A. in Education degree in Two-Year College Teaching.

LENGTH AND COST: Thirty-six semester hours; \$263 per semester in state; \$1096 out of state. Financial assistance is available.

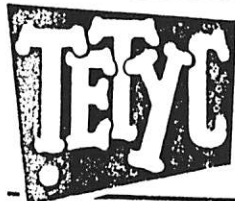
DESCRIPTION: Courses are offered in reading, the teaching of composition, technical writing, and speech. Ethnic literature is offered as an option. Students do participate in an internship in a jr/community college. Western Carolina has an arrangement to place interns in any of the 57 two-year institutions in North Carolina. Three faculty members teaching in the program have previously been employed in a jr/community college.

HISTORY: Established in 1972 specifically and exclusively for jr/community college teachers.

seventeen persons have received degrees; 12 are now working in a jr/community college; five students are currently enrolled in program.

**STANDING FEATURES:** Survey reads: This program was designed when the president of the community colleges told our coordinator of community college programs that he had "the last damn English teacher he ever expected to hire with a Master's degree." In discussions with that president and other community college leaders it became evident that what was wanted was someone who could teach something other than literature. We reduced the literature requirements and inserted courses in composition, linguistics, technical report writing, speech, and reading (including a course on teaching reading to adults).

**ADDITIONAL INFORMATION WRITE:** Dr. Lawrence H. Arney, English Department, Western Carolina University, Cullowhee, NC 28723.



## TEACHING ENGLISH in the TWO-YEAR COLLEGE

A national journal through which two-year college English teachers may air and receive professional ideas and information.

Published three times per year under the auspices of the Program for Two-Year College English Teachers, Department of English, East Carolina University.

TEACHING ENGLISH IN THE TWO-YEAR COLLEGE

Department of English,  
EAST CAROLINA UNIVERSITY  
Greenville, North Carolina 27834



## Confessions of a Community College Graduate

by

Hans Ebner, Jr.

A two-year college luminary, Hans Ebner, Jr., published his first volume of poetry, *Ten Years of Sad Rain*, in 1976. He lives in Detroit, Michigan, where he writes poetry and novels and earns his keep at technical writing and editing.

I've left the warm womb of the community college, and armed with my hard-earned associate degree, I'm bound for the multi-university. I feel compelled to relate and evaluate the experience.

I failed high school English and had to go to summer school in order to graduate. At eighteen years old I was a failure. College, I determined, was out of the question for me. This was in 1962, and no one ever bothered to tell me about junior colleges. To my thinking, college was the big one. I ran off to New York City to get a job, work my way up the corporate ladder, and become a self-made man. How full of hope are the dreams of youth, and to hell with the college thing anyway.

Well, through a series of events worthy of a French farce, by 1964 I found myself in the U.S. Army, on the way to Vietnam. School started looking better and better to me, but the wheels of fate were already turning and there seemed no way to change my direction. Some time toward the end of my tour of duty in Vietnam, I became aware of the GI Bill and the educational benefits that went along with it. I think I swore some kind of oath that if I ever got home alive I would move mountains to get myself into a college. I also swore that if I ever did get into college, I would really work and try and do well.

Much to the amazement of myself and my friends, I did make it back and after a couple of years finishing up with the army and trying to systematically explain what had happened to me in Vietnam, I found myself a card-carrying student in a mid-west community college. The year was 1968, and by that time I was considered, well, an older student. But I had a plan.

I felt that English was the enemy. After my experience in high school, I figured that I had to take care of the big one first and get it out of the way. Thus I was introduced to

rather faced a VC rocket attack. There I was, not able to spell, ignorant of even fundamental grammar, a proven failure in high school English, and in competition with young, bright faces fresh out of high school. Ah, but I had a plan: hard work. I mean I really read the textbook; I diagrammed all those sentences with a sense of purpose; I hung on every word uttered from the professor's masters-degreed lips. I wrote and wrote and wrote. I wrote essays even when they were not assigned, I wrote poetry that was really bad prose — reams of it. The English professor, God bless him, with pain in his eyes, read it — all of it. He read every word, commented in red, corrected with gusto.

One day a three-paragraph essay that I wrote for an assignment came, hand over hand, back to me with a big fat "A" marked on it. My first thought was that there had to be a mistake, didn't he realize that I had failed high school English, didn't he realize that that was the reason I went off to war and not to college? In disbelief, after class, I walked up to this master of my native tongue and voiced my confusion. He was very understanding and asked me to come to his office with him where we could talk in private.

"Hans," he said, "you've got some problems with your mechanics, and you're going to have to work hard to overcome them; but, all in all, you write a strong, believable paper. Oh, and by the way, your poetry still reads like a laundry list but you've got some good lines; don't stop writing. Did you ever consider English as a major?" Had I not retained some degree of control I might have sunk down to my knees and attempted to kiss his hand. I was saved. I wasn't the failure I thought I was. I could write standard English, I could communicate with written words.

Lots of words have passed from my pen

Agenda Item IV.K PART 1



Department of English  
January 31, 2002

Professor Frank Madden  
Chair, Department of English  
Westchester Community College, State University of New York  
75 Grasslands Road  
Valhalla, New York 10595  
(914) 785-6600

Dear Professor Madden,

I am writing to seek your response to and possible support of my department's proposed PhD in English Studies (see enclosed Brief). Although we have not met, I have noted with great interest the recent publication of the MLA Ad Hoc Committee on Teaching in *Profession 2001*. The departmental committee I chair believes there is need for increased attention to teaching at all levels of college, and we have built our concern into a proposal designed to prepare teachers at 4-year and 2-year institutions.

The Department of English at Southwest Texas State University presently includes three strong master's programs together enrolling about 150 students: the MA in Literature, MFA in Creative Writing, and MA in Technical Communication. Having offered master's degrees since 1939, the department is by no means new to graduate education. Our graduates frequently pursue successful careers as teachers, writers, editors, and PhDs.

During the last five years, we have considered how we might use strengths rooted in our faculty, geography, and other resources to develop a successful doctoral program. We are acutely aware of the realities of the job market in English, with statistics at the national level promising little immediate relief, so we are committed to developing alternatives to the traditional, research-oriented PhD. As you know, despite some changes inspired by the Preparing Future Faculty initiative and other programs, many PhD-granting institutions still prepare candidates principally for careers at research institutions.

Often, this training has little relationship to positions at the many institutions where research is less central. In a survey conducted last summer, we learned that on average respondents from comprehensive and four-year institutions across Texas weigh teaching more heavily than scholarship in decisions involving tenure and merit by a factor of 2 to 1 (50% teaching compared to 25% scholarship), while those from two-year institutions do so by a factor of more than 5 to 1 (70% teaching compared to 12% scholarship). National studies, such as Chris M. Golde's and Timothy M. Dore's *Air Cross Purposes*, confirm that many students and faculty sense a lack of connection between subjects studied in existing doctoral programs and real-world expectations and interests. The Ad Hoc Committee's report, of course, asserts

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SWT is a member of the Texas State University System.

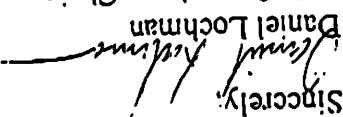
the "urgent need" for "graduate programs whose scholarly emphases are explicitly linked to teaching concerns in a range of instructional settings as well as in applications outside academia."

We have designed a curriculum centered on teaching as an activity essential to study of English language and literature but that considers "teaching" in contexts apart from those implied by most English PhD programs. Students will receive grounding in theory and research by completing a minimum of seven seminars in focused areas and by completing a dissertation that considers theoretical issues. At the same time, our students will prepare to teach at four-year and two-year institutions by developing expertise in for-credit, supervised classroom experiences and by exploring a variety of approaches of applying theoretical issues in the college classroom.

We envision a program that does not consider pedagogy in the narrow sense the word sometimes conveys, implying study of teaching methods divorced from subject matter or theory; rather, our program will investigate the interactions among theory, subjects of study and their presentation in writing for publication and in settings that include classrooms or other workspaces. Moreover, our program will prepare students to consider careers outside of traditional educational settings. Increasingly, businesses have come to realize the benefits of providing on-site training of employees in communication and cultural studies for world markets, while efforts to develop alternative systems of delivering instruction deserve examination, experimentation, and research.

Our program builds on existing departmental strengths in literature, creative writing, technical communication, rhetoric and composition and media studies. It is innovative, yet it follows successful models like the English Studies program at Illinois State University, which has placed over 90% of its graduates since 1980 in full-time, tenure-track jobs. We believe that the blended strengths of our programs, our faculty, our location, our resources and institutional commitment to the development of quality programs offer a strong basis for a doctoral program in English Studies.

I recognize that you may require additional information, which I will be happy to supply. Should you be willing to write in support of our proposal, your letter would help us make a strong case for the need for our program. I look forward to any comments and advice you may offer us. If I may be of any assistance to you, please contact me at (512) 245-3015 or [d102@sw.ledu](mailto:d102@sw.ledu). I would also be happy to receive any suggestions you might have for other contacts who might be interested in learning of our program. I appreciate your time and attention.

Sincerely,  
  
Daniel Lochman  
PhD Committee, Chair



**Brief: Proposed PhD in English Studies**  
Southwest Texas State University  
San Marcos, Texas  
9/07/01

Conscious of the need to prepare students with degrees that can lead to full-time positions in a difficult job market, the Department of English at Southwest Texas State University is developing a proposal for a PhD that will provide the instruction and experience necessary to produce successful PhDs employed appropriately in academic or workplace settings.

Recently, organizations such as the Pew Charitable Trust, the Woodrow Wilson National Fellowship Foundation, and the Modern Language Association have recommended that doctoral programs attend more fully to preparing faculty as teachers and to developing new job opportunities for the English PhD. To date, few English departments have incorporated these recommendations fully into the design of their programs. At Southwest Texas State we believe that our long tradition of preparing English teachers at many levels, our location and resources, and our growing strength in preparing graduates in technical communication will help us respond to these recommendations.

Our proposal for a PhD in English Studies seeks to prepare students for real-world expectations of research, teaching, and institutional service at four-year and two-year universities and colleges—currently the employer of more than 70% of new, full-time English PhDs—in workplace settings. Its integrated curriculum will foster knowledge in subjects and theories pertaining to English Studies and prepare students to conduct research, complete dissertations, and publish in one or more of the following areas: literature, rhetoric, and composition, creative writing, media studies, and technical communication. In addition, the program will prepare its graduates as teachers by requiring a teaching residency and practicum as well as a supervised internship completed in an academic or workplace setting. Students who will learn theories of college-level teaching in core seminars and special-topics classes will be able to teach first-year English as supervised teaching assistants; teach sophomore or advanced courses in literature, creative writing, technical writing, and advanced composition both on and off campus; and articulate a philosophy of teaching as part of their internship experience.

For additional information about the proposed PhD in English Studies, contact Dan Lochman, PhD Committee Chair, at (512) 245-3015. email: d102@swt.edu.

# Profession 2001

## CONTRIBUTORS

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MLA Ad Hoc Committee on Teaching

## Final Report

MLA AD HOC COMMITTEE ON TEACHING

Teaching matters. It matters especially at this moment, when higher education is under pressure to document departments' work with students in terms of educational outcomes. It matters when a new emphasis on immediate vocational utility puts in question the central place of the humanities and the value of liberal education. It matters when the concept of the teacher-scholar is undermined by budgetary constraints that restrict the number of full-time tenure-track faculty members in modern languages. Teaching has always mattered to the MLA and its constituency. However, as we confront the future, we must strengthen that commitment.

The conditions for teaching are felt differently at different institutions, whether in a two-year college, a baccalaureate college, a comprehensive university, or a doctorate-granting research university. Thus, the term *teaching* itself is regarded differently by different members of our community. As delineated in the context framing this report, we propose an overarching view of and reflective stance toward the teaching of language, literature, and culture, one that includes:

- curriculum
- classroom practices
- research on teaching
- theories of teaching
- relations between teaching and scholarship

The MLA Executive Council appointed the Ad Hoc Committee on Teaching in 1998. We were charged with making recommendations about the ways the MLA can provide additional support for the improvement of teaching in a variety of institutional settings and contribute to what is

known about effective teaching in the field. The committee had its first meeting in September 1998 and met again in February and November 1999 and September 2000. It held open hearings at the MLA conventions in San Francisco in 1998 and Chicago in 1999, where members were invited to contribute to the committee's discussions and share their views about the MLAs' relation to teaching.

The MLA Executive Council was prompted to form this ad hoc committee by a strongly felt need for a wider concern with teaching. The committee has worked to represent this concern, to urge that the MLA take a much more active role in promoting excellent teaching at all levels and in all the media it has at its disposal. This report is presented in the hope that it will stir public and private discussions based on the recommendations articulated here.

### THE CONTEXT

The climate of higher education in the United States has changed. Pressures for public accountability have led to an emphasis on superior teaching, an emphasis reflected in the relatively recent importance of documentation on teaching in tenure files and the increasing recognition and number of substantial awards for teaching excellence. These forces have led to a rethinking of working relations with high schools, consortium institutions, and across colleges and departments within institutions. Of necessity, the same technologies that have contributed to the changed climate of learning and afforded new options for the pragmatic learning that society demands (e.g., distance learning) may well provide the means for this cooperative curriculum planning.

In a society that has moved from an industrial and agricultural base to an economy relying heavily on the international marketplace and a commodity-driven service industry, the ability to respond quickly and imaginatively to changing business and social needs has placed language and literature teaching in a new position. That the likelihood of a single lifetime job has been replaced by the likelihood of two or even three different careers in a lifetime necessitates the retraining of returning students whose needs can be met only by programs that address the changing marketplace of academia. Combined, these developments have led to new goals for the teaching of English and foreign languages based on a revised concept of literacy—the literacy of critical thinking combined with discourse skills that result in effective communication in multiple social and technological contexts.

### TEACHING AND THE REWARD SYSTEM

With increasing urgency, the need to secure a more prominent place for teaching in the profession's systems of reward has been the subject of national attention. Given this public focus, if teaching is to matter in our profession, it must figure substantively and visibly in those systems. For the purposes of this report, the committee understands a reward system to mean the structures undergirding job security (tenure or long-term contracts vital for continuity of and commitment to program development and promotion) as well as other sorts of systemic rewards, such as book prizes, publishing contracts, sabbaticals, and grants.

The problem of making teaching matter is inextricably linked to what our committee has identified as the need to foreground teaching in our profession. That need stems from institutional and cultural practices and holds significant, public ramifications for the profession. To matter, teaching must be concretely, emphatically valued by tenure and promotion committees; by those who make part-time and adjunct appointments; and by those who award prizes, publishing contracts, sabbaticals, and grants.

### TEACHING AND SCHOLARSHIP

A major lacuna in professional discussions about teaching is the absence of direct links to the scholarly communities to which all of us as teachers belong. Committed as this committee is to the improvement of teaching, we affirm the relation between scholarship and teaching at all levels of higher education. We view scholarship as a prerequisite and a corequisite for good teaching, because teachers' scholarship legitimizes their expertise, informs their classroom practice, and provides their students with models for intellectual inquiry. Consequently, this committee's report concurs with the "ADE Statement of Good Practice: Teaching, Evaluation, and Scholarship" that "teaching and scholarly activity are mutually reinforcing. [and] departments and institutions should create conditions that encourage all faculty members to engage in intellectual inquiry." While recognizing the range and different missions of institutions, from two-year college to research university, we agree that all

faculty members need to engage in scholarly projects that sustain and renew their intellectual lives. Especially in institutions like two-year colleges, where teaching has long dominated the mission and the reward system, faculty members need support that affirms the ways in which scholarship vitalizes teaching. [...] Scholarship, broadly defined, is essential to effective teaching and to a satisfying professional life in the humanities. (41)

The committee understands scholarly renewal as a continuing dialogue. The scholarship-teaching connection we envision benefits not only the scholar but also that scholar's students, institution, and professional associations.

#### REFLECTIVE PRACTICE

To create meaningful discourse between scholarship and the classroom, the committee believes *reflective practice* is the operative term that best describes the attitude and activities that make teaching matter. As defined by Donald Schon, a reflective practitioner "turns thought back on action and on the knowing which is implicit in action." While trying to make sense of an action, a reflective practitioner "reflects on the understandings which have been explicit in his action; understandings which he surfaces, criticizes, restructures, and embodies in further action" (50). If teaching matters, then reflection about the practice of teaching is crucial, not only as represented by the formal research of the scholarship of teaching but also in every faculty member's classroom, in every graduate program, and in the relations that exist among subject matter disciplines, teacher education programs, and future teachers.

#### *The Scholarship of Teaching*

Historically, *PMLA* has privileged literary scholarship both in English and foreign languages. Research, by and large, has focused on textual study from various theoretical perspectives. With few exceptions, neither the MLA nor individual scholars have concerned themselves with how such knowledge reaches students.

In part, any delay between the discovery and the communication of scholarly knowledge is related to the inevitable delay in the way ideas circulate in communities. But with respect to teaching as a topic of professional discussion, the MLA Ad Hoc Committee on Teaching posits a more fundamental cause: we find that the MLA as an organization has not granted scholarship on teaching the same status it has granted textual scholarship.

We urge, then, that scholarship applied in the classroom needs to be afforded pride of place in our professional organizations and our scholarly journals. This plea for integration of teaching and scholarship extends beyond a token representation on convention programs and special journal sections. We urge that teaching in all its problematics (from classroom ethnographics to the sociolinguistics of textbook selection to the politics of teacher preparation at the graduate school level) be an intrinsic part of dialogues at the national convention and in scholarly publications.

To point to some options for introducing such dialogues, we offer, first, the following orienting set of questions: What is teaching? How do we understand what we do in our classrooms? What can we learn from making our acts of teaching more visible to ourselves, one another, and the profession at large? How is such an effort a scholarly activity? In what ways can the MLA foster activities to support such inquiry? What might be the potential benefits? What, if any, are the drawbacks? To what extent can administrators be profitably involved in these discussions?

A major step has already been taken by the MLA in integrating the teaching of literature, language, and rhetoric into the MLA bibliography. That step recognizes that professional disciplines about the teaching of language and rhetoric have grown and diversified significantly in recent years. Their innovative classroom research, using methods such as ethnographies and case studies of classroom life, speak to modern language teachers of all kinds. Their special contribution deserves attention in deliberating about standards, common goals, and the relation between teaching and scholarship.

#### *Graduate Education*

The committee in the strongest possible terms points to the urgent need to develop graduate programs whose scholarly emphases are explicitly linked to teaching concerns in a range of instructional settings as well as in applications outside academia. Increased attention to pedagogy in higher education has tended to focus on the undergraduate level. We urge greater attention to exploring how graduate courses can be designed to include professional and pedagogical issues as well as subject matter. The MLA can and should articulate the case for systematic, progressive faculty development in language and literature departments.<sup>1</sup>

Effective pedagogy at the graduate level must include mentoring students at every stage of their graduate careers. This mentoring should involve career consultation, experience with and feedback on course development by graduate students that is linked to their graduate work, support through the examination and dissertation process, and assistance with the job-search process.

The committee recognizes that the dynamics of many graduate programs is shifting under a number of external institutional pressures. Traditionally at the bottom of the academic ladder, graduate students often begin their careers as teachers under taxing and demanding conditions, hampered by low wages, lack of benefits, and the heavy classroom duties common in introductory classes. Many graduate student teachers live in a state of unremitting ambivalence about whether to shortchange their students, their class work, or their dissertation. As undergraduate ranks swell and budgets for hiring new full-time professors shrink, graduate students are taking on a substantial share

## WORKING CONDITIONS

The committee cautions that our profession must assume more responsibility for assessing the quality of teaching or be forfeit to outside forces that will set teaching standards for us. More and more, decisions about higher education are being made by legislators who do not understand the contexts in which we work. "Institutions are expected to perform, to document performance, and to be accountable for producing returns on taxpayer and student investment" (Boggs 4). Not being fully aware of what actually takes place in the halls of the academy, legislators often believe that colleges and universities spend too much money on research and not enough on teaching. They act on their beliefs most often by applying quantifiable measures to assess teaching and learning. These measures include statewide testing, which in some instances may even determine what institutions of higher education are allowed to offer entering students. For example, in Wisconsin "the goals of the State Faculty Education Workload Policy include seeing that the regents are provided with 'regular managerial information regarding educational workload'" ("Politics" 48). In Tennessee, some funding for education is controlled by a performance-based formula that ties the money received by an institution to the test scores earned by students and to other quantitative measures.

The AAUP recognizes there is a need for reform in higher education ("Work" 35). Likewise, administrators and faculty members generally agree that reform is necessary, but they cannot condone reform instituted by those government agencies that use quantity rather than quality as a criterion. To curtail outside intervention in how the teaching environment is managed and to enable teachers to teach well, those in the academy must come together and redefine faculty workload. This new definition must include research, instruction, testing, and environment. The definition of faculty workload presented by the AAUP in its 1994 report addresses a broader view of teaching:

Since teaching—in its full meaning, going beyond classroom lecturing and discussion—is based on and strengthened by scholarship (in the sense expressed earlier in this report), a course load that makes scholarship possible is essential to teaching of high quality. Conversely, scholarship and research are often enhanced when tested in the classroom (. . .), by implication or demonstration before students. ("Work" 44)

For these reasons, the committee report endorses the guidelines issued by the ADE ("ADE Guidelines") and the ADFL ("ADFL Guidelines") for teaching loads and class size and believes that only by adherence to these guidelines will the type of teacher-scholar we envision be possible.

of undergraduate teaching,<sup>2</sup> and many are likely to be teaching throughout their years completing course, exam, and dissertation requirements.

Playing the double role of student and teacher at the same time presents many challenges. Learning to be both student and teacher is crucial to professional success, but this process can be destructive when the teacher role threatens to overwhelm the student role. Graduate students may lack power and authority in their graduate classes but be invested with great power and authority in the classes they teach, often without sufficient training and support during those important first years of teaching. In addition, reliance on graduate students to staff burgeoning service courses for low wages and few or no benefits puts inordinate stress on these students and must be considered in any examination of graduate education. The committee affirms support for graduate students in their dual role as teacher-scholars.

The paucity of jobs forces a good number of graduate students to remain for many years at their graduate institutions, teaching part-time while pursuing full-time employment. Thus, the traditional view of the graduate student as apprentice teacher, learning the craft of teaching under the tutelage of seasoned pedagogues, can be inaccurate and patronizing when applied to many who are often as energetic, dedicated, and in touch with undergraduates as are our profession's best graduate faculty members.

### *Teacher Education*

In conjunction with its recommendation that explicit teaching components be built into graduate programs, the committee urges that all programs in English and foreign languages identify and encourage students who may be potential teachers for elementary and secondary schools. Increasingly, teacher-scholars are beginning to recognize, in James Marshall's words, that "all teaching is about teaching—just as all writing is about writing—and [. . .] every class that enrolls prospective teachers is a class in teacher preparation" (380–81). This recognition forms an important part of this committee's charge and holds significant implications for the role of the MLA's constituent disciplines in the preparation of secondary school teachers. To increase the visibility of teaching in our fields, we must also increase the visibility of a section of our student population too often allowed to slip through the cracks—students who are planning a teaching career at the elementary or secondary level.<sup>3</sup>

The committee feels that the preparation of future teachers is central to the work that we do in our disciplines and of crucial importance for the future of our fields.<sup>4</sup> Award systems, particularly those sponsored by the MLA, will articulate and enhance the role of teaching both inside and outside the academic community.

## A CALL TO ACTION: THE COMMITTEE'S RECOMMENDATIONS

We urge a renewed commitment by the MLA to excellence in teaching. It is a commitment worth making, one that will speak for our association to our many academic constituencies and to the larger public, which places a high premium on the instruction of our students.

Because the MLA believes teaching matters, it must expand the ways in which scholars can explore pedagogies, examine classroom practice, and find support for their efforts to develop programs in modern languages that are appropriate to the twenty-first century. By providing occasions for members to discuss their teaching outside their departments, the MLA fosters communication and community building, both inside and beyond the academy.

As the largest national organization devoted to teaching and scholarship in higher education for all the modern languages, the MLA can also foster the type of dialogue so needed today, a dialogue involving faculty members and students at all levels in modern language departments and between those departments and their wider constituencies in their institutions and in their communities. This committee affirms the MLA's mission to support and to influence the ways in which teaching is understood, valued, and rewarded.

### RECOMMENDATIONS TO THE MLA

#### *A Standing Committee on Teaching*

Our strongest recommendation is for the establishment of a standing committee on teaching so that the MLA can better address the issues that we believe to be most critical at this time in our profession, regardless of institutional setting. By establishing a standing committee on teaching, the MLA will demonstrate that teaching as a scholarly and professional endeavor remains a central concern of our organization. Further we believe that the issues identified below constitute a rationale for the establishment of a standing committee and may serve as a guide for the development of an agenda for action. We suggest that this agenda be developed in consultation with the divisional committees on teaching, with the various publication committees, and with the membership as a whole.

#### *Accordingly, we recommend*

that the MLA establish a standing committee on teaching to provide a place for ongoing attention to questions related to teaching

The issues we identified as important for this standing committee to address follow. We formulate them as guidelines for the committee to conduct its work and as questions that the broader MLA membership may take back to their home institutions for further discussion.

#### *Publications*

Debates about the state of the canon and definitions of cultural literacy occur in popular media and conference presentations and are addressed in important policy journals such as the *ADFL Bulletin* and *ADE Bulletin*. However, no broader-based, prestigious publication exists in the MLA for constructive dialogue about teaching.

#### *Accordingly, we recommend*

that the MLA publication program continue to seek out new and varied examinations of teaching, including new understandings of classroom practice and classroom life that the MLA publish a second issue annually of *Profession* that focuses on teaching issues

that at regular intervals *PMLA* devote a special section to teaching that the MLA sponsor a member-moderated electronic discussion list in which MLA members explore the values and assumptions they bring to the act of teaching

#### *Collaboration between the MLA and Other Organizations*

The committee recognizes the need for information sharing among all members of the profession. We assert the value of collaborative activities devoted to the teaching of and research on culture, language, literature, and writing. To that end, the committee supports the MLA's initiative in sharing sponsorship of and collaborating on proposals for funding to support internships, institutes, publications, and other activities.

#### *Accordingly, we recommend*

that the MLA actively explore means of facilitating collaboration on teaching with other organizations in the field of modern languages

### RECOMMENDATIONS TO THE PROFESSION AT LARGE

#### *The Reward System*

If teaching matters, it must figure substantively and visibly in our profession's reward system: job security (tenure or long-term contracts), promotion, and other sorts of systemic rewards, such as book prizes, publishing contracts, sabbaticals, and grants.

Aware of teaching's complex implications in local politics, state budget crunches, individual institutions' ambitions, and the politics of the diverse fields the MLA represents, the committee nevertheless tenders the following recommendations as steps both flexible enough to be adapted to local situations and concrete enough to feature teaching more prominently in the reward systems of our profession and of the MLA itself.

*Accordingly, we recommend*

- that institutions and departments develop clear statements about the place of teaching in tenure and promotion
- that institutions and departments design mechanisms to evaluate teaching
- that institutions and departments design mechanisms and provide necessary support for continuing education and materials to improve teaching

*The Scholarship of Teaching*

This committee strongly supports the idea that research on classroom practice is a valid and important aspect of our professional lives. Paying attention to and documenting what happens in college classrooms brings visibility to teaching and learning. It focuses on how students learn and the methods by which we teach them. It asks questions about processes as well as products. And it takes the life of the classroom as its central focus.

A commitment to documenting and studying classroom life will require many changes both inside and outside the academy. In institutions of higher learning, it will mean substantial changes in curricula, graduate programs, teacher training, and tenure decisions. Outside our institutions, such scholarship will enlarge public understanding of what is entailed in educating students.

*Accordingly, we recommend*

- that institutions and departments value the scholarship of teaching—of the methods, assessment procedures, and ways to improve teaching—as equivalent to traditional forms of scholarship, when it is subjected to equivalent scrutiny by the rest of the profession
- that institutions and departments create interdisciplinary seminars and hold colloquia regarding language development and literacy issues
- that English and foreign language departments build bridges to scholars in education schools and departments
- that English and foreign language departments develop seminars on qualitative and quantitative research methods
- that institutions and departments encourage collaboration among and within departments

*Teacher Education*

The committee believes that the preparation of future teachers is central to the work that we do in our disciplines and of crucial importance for the future of our fields. Research on the contributions of content-area course work to teacher performance and future development has many potential benefits. Further, there is great potential for collaboration in research between collegiate and precollegiate teachers. Solid work on the contributions of our disciplines to teacher preparation could address public misconceptions and doubts about the commitment of higher education to teacher reform. The matter of teacher education speaks profoundly to making the value of our disciplines—of our scholarship and our teaching—known.

*Accordingly, we recommend*

- ✓ that faculty members make the rationales behind their pedagogical choices visible in their classrooms
- that faculty members clarify to students why our fields matter in the academy and in society at large
- that institutions and departments keep track of majors throughout their careers
- that institutions and departments provide formal structures for liaisons between academic disciplines and secondary school teachers
- that institutions and departments support and reward those faculty members involved in the training of teaching assistants and teacher education
- that institutions and departments encourage research contributing to learning and curriculum

*Graduate Education*

*low to research* } in C C  
 Graduate education provides the institutional setting for the development of the teacher-scholar. As such, the committee believes that graduate education should demonstrate that teaching matters by offering courses in pedagogy, preparing students for a range of teaching situations, mentoring students, providing models of reflective practice, and helping students with the job-search process.

*Accordingly, we recommend*

- that graduate programs give higher priority to and strengthen program in the teaching of language, literature, linguistics, writing, and culture that will orient and train new faculty members in the art and science of teaching and learning

that graduate programs follow the recommendations of the Committee on Professional Employment (*Final Report*) relating to the expansion of the graduate curriculum to include courses in pedagogy that will prepare students for a range of teaching situations and familiarize them with the complex system of postsecondary education in the United States and Canada.

That graduate programs provide students with mentoring and collaborative activities for professional development at every stage of their graduate careers

that graduate programs provide consultation and supervisory support through every stage of the program, from candidacy exam through dissertation

that graduate programs provide early discussion of career options as well as direct assistance with the job-search process

#### *Working Conditions*

While recognizing the differences in institutional conditions that exist in higher education, the committee strongly believes that teaching—in its full meaning, going beyond classroom lecturing and discussion—is based on and strengthened by the scholarship of both subject-matter content and pedagogy. Thus, a course load and class sizes that make scholarship possible are as essential to teaching of high quality as fair labor and contract practices.

#### *Accordingly, we recommend*

that institutions and departments, by assigning reasonable teaching loads and limiting class sizes, create conditions conducive to enabling the effective teacher-scholar we envision

that institutions and departments provide professional recognition, appropriate contractual arrangements, and pro rata compensation for part-time faculty members

that institutions and departments provide professional recognition, appropriate contractual arrangements, and appropriate compensation for non-tenure-track faculty members

Our committee completes its report to the association with a sense of gratitude to the Executive Council for being chosen for such a formidable task and an equally strong sense of satisfaction and pride that we have worked hard in our research, in our many discussions, and in the formulation of our final recommendations.

We are a varied group of MLA colleagues, older and younger, from different kinds of institutions of higher learning, and with both research and

teaching interests. We have often disagreed on priorities, strategies, and the most effective ways of articulating our recommendations, but out of strong dialogue a consensus has emerged.

What has made us a confident and collegial committee is our deep commitment to the centrality of excellence in teaching—whether done by a tenure-track, adjunct, or graduate student instructor—in the life of college and university. At a time of uncertainty and challenge in our culture, such teaching, properly attended to and strongly supported, will shape the good student and the good citizen. The Modern Language Association should be in the forefront of this venture, lending its prestige, its strong voice, and its active support.

#### *Submitted by*

*Helen R. Houston, language, literature, and philosophy,*

*Tennessee State University*

*Elizabeth L. Keller, comparative literature, Rutgers University,  
New Brunswick*

*Lawrence D. Krizan, French, Dartmouth College*

*Frank Madden, English, Westchester Community College,*

*State University of New York, chair*

*John L. Mahoney, English, Boston College*

*Scott McGinnis, National Foreign Language Center*

*Suzanne Briet, Montana, English, Louisiana State University,*

*Baton Rouge*

*Sandra Perl, English, Graduate Center, City University of*

*New York*

*Janet Swaffar, Germanic Studies, University of Texas, Austin*

#### NOTES

<sup>1</sup>This comment is not unique to this ad hoc committee. The American Association of State Colleges and Universities recently stated in its report *Facing Change: Building the Faculty of the Future*, "Higher education has failed to effectively articulate the case for systematic, progressive faculty development" (20). The report goes on to assert, "Higher education faculty are not regularly trained in teaching, learning, advising, or the overall teaching and learning enterprise. New priority must be given to strengthening training programs for the next generation of teachers and to developing programs that will orient and train new faculty in the art and science of teaching and learning" (21).

<sup>2</sup>The ADE Ad Hoc Committee on Staffing did a sample survey in 1996-97 of staffing in representative departments. In PhD departments responding, TAs taught 61% of the first-year writing sections, 30% of the lower-division literature courses, and 3% of the upper-division literature sections ("Report").

<sup>3</sup>Donald Gray has argued that our profession has tended historically to believe that teacher education is the responsibility of a select few, people in other departments (4). The potential benefits of taking the responsibility of teacher preparation as an integral



part of our work are, however, enormous. As Kathryn T. Flannery et al. note, "Perhaps more than any other group of students in English, not excluding PhDs, preservice English teachers are a continuing responsibility to the university, to their teachers, and to themselves. No other group has a greater impact on the hardest question of all: How will the knowledge, abilities, and canons of judgment that make up what we call English exist and do their work in the culture and politics of our country?" (61).

Phyllis Franklin recently argued that teacher preparation is one of the most publicly influential things we do: "For almost a decade MLA members have insisted on the need for the field to reach an audience outside the academy in order to promote a better public understanding of how the humanities and especially the study of language and literature contribute to society, prepare students for careers, and enrich people's lives. I cannot imagine a more effective way of reaching this audience than to participate in the effort to strengthen the quality of schooling in the United States. Each knowledgeable, intellectually lively teacher we educate will affect the lives of thousands of young people and affirm the value of the subjects we teach" (5).

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**Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges**

Prepared by an Ad Hoc Committee of the Two-Year College Association of the National Council of Teachers of English

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Jude Okpala, Ph.D., Howard Community College, Columbia, Maryland  
Marilyn Valentino, Ph.D., Lorain County Community College, Ohio  
Xiao Wang, Ph.D., Broward Community College, Florida

*What is different  
about Ecology teach?  
(Language nature)*

### Statement of Purpose

This document offers suggestions about both the training and the philosophy two-year college scholar/teachers should bring to the English classroom in order to help students learn most effectively. Effective community college teachers are reflective and flexible teacher-scholars. An ad hoc committee of two-year college, English teachers from across the country developed these guidelines which are modeled on a similar set of guidelines for mathematics teacher preparation. The committee was convened by Georgia Newman, 2000-2001 chair of the Two-Year College English Association of the National Council of Teachers of English.

The audience for the guidelines includes professionals at all levels:

- faculty, staff, and administrators who are involved in hiring English teachers for two-year college classes;
- university faculty who are engaged in training teachers or in offering graduate English courses; and
- graduate students who are preparing to teach in two-year colleges.

The time has come for such a document. With an expected increase in enrollment, impending retirements, and realistic budget constraints, many more faculty will be needed. We are expecting additional students as the Generation Y becomes college age. As we are poised to increase positions to serve the additional students, we are also expecting the retirements of those current English faculty who were hired at the inception of two-year colleges in the mid-1960s. Due to budget constraints, many of those positions will be replaced by adjunct faculty as well as graduate students. A recent study from the U.S. Department of Education reports that almost two-thirds (64.9%) of faculty in two-year colleges are adjunct. In English departments, the profile may include M.A. or Ph.D. graduates in composition or literature, high school English retirees, professional writers, or professionals from related fields. While research to date has examined adjunct faculty working conditions, their academic preparation and currency have not been fully addressed. It cannot be assumed, for instance, that those with English degrees are current in composition theory or qualified to teach writing classes. Those instructors without current theory may not fully understand the complexity of the writing process, know how to interpret error, or how to create individual, appropriate methods of intervention. Writing anxiety can also be exacerbated by well-intentioned but unqualified faculty. If we are to maintain standards of instruction and insure teacher effectiveness, it is crucial that hiring of adjunct or non-tenure track limited appointments be given more scrutiny. Taking into account these three factors, we wish to offer our profession some suggestions to guide the training of those we plan to hire in the next few years.

### Changes in Teaching English

In the 1970s, psychologists moved from a stimulus/response view of cognition to a processing one. At about the same time, both writing and reading theory changed to processing theory. No longer was the written product the emphasis in the reading and writing classroom: the writing process became the center of composition theory and the reading process offered ways of thinking about how students learn to read and use what they learn. Then, in the 1980s composition was influenced by social construction theory: instead of thinking of knowledge as something outside of students that we could pour into their heads, we began to use group discussions and group projects as ways of helping students construct knowledge. Other theories

have also become important in the English classroom, among them Paolo Friere's and Mikhail Bakhtin's; each of these has expanded our thinking about what we do as teachers and how we do it. The National Council of Teachers of English has published many books and position statements over the years attempting to reflect current theory as it has changed. One particularly important work was Students' Right to Their Own Language (1974) which attempted to offer a view of language that the field has continued to argue: a student should be encouraged to use the language which fits the context, and a student's home language should not be denied but should be used in an appropriate context while standard written English is the language for academic writing.

While these theories were developing in the profession, not all practicing teachers were even aware of the changes nor were they in support of incorporating the theories. Nonetheless, scholars and researchers continued to publish, and graduate students were frequently trained in theories that were not practiced in the actual classrooms where they might wish to teach. This disjunction between what was becoming theory in the profession and what was actually being used in the classroom was exacerbated by the lack of a set of standards for expectations across the country. This document seeks to offer some suggestions to help ameliorate the situation while at the same time it suggests ways that training for new teachers might reflect current and changing theories in teaching.

Our recommendations are intended to reflect the classrooms and theories now in place; we do not expect that these will be solidified. Indeed, we hope that great discussion will result and that, as research reveals new ways of teaching and learning, this document will be revised.

Therefore, we see these guidelines as a living document that will change as the profession changes. We do, however, believe that the profession needs to have a consistent voice about what we expect in training and philosophy in newly hired, full and part time teachers. While different states require different academic credentials, which this document does not expect to regularize across the country, we hope to establish broad parameters that will be consistent for all two-year colleges.

### **Changes in Student Populations**

When the first two-year college was established in Illinois earlier this century, it was a technical college. Since then, two-year colleges have expanded their mission. Some consider themselves as junior colleges and, therefore, see their role as primarily serving students who will transfer to a university to complete a four-year degree. Others combine the roles of transfer and vocational education with service to their local community and call themselves, community colleges. Because of their different roles, two-year colleges have attracted different student populations. However, the student population has become diverse: we no longer have only middle class, native speakers of English seeking educational opportunities to advance their learning as it was in the beginning.

Especially in two-year colleges, students represent a diversity of age groups, social and economic backgrounds, racial, ethnic, and international groups, and levels of academic and physical ability—all requiring flexibility in curricula and in teaching. The U.S. Department of Education 1997 survey of two-year colleges reveals that nontraditional students (22 years +) make up 59.9% of all enrolled while those under 18 years represent 3.8%. Women rank as the slim majority at 57.4%. Research has shown that nontraditional students often respond more to self-directed learning projects with optional assignments and individual attention. Adult learners and women

*Nature* }

succeed in an instructional climate that is more collaborative, modular, and problem-centered (Cross).

Minority groups account for 31.8% enrollment, with Black (non-Hispanic) at 11%, Hispanic at 8.7%, Asian or Pacific Islander at 6.1%, and American Indian or Alaskan at 1%. Not counted in these numbers are non-resident aliens who comprise about 3% of the enrollment. Further, since 1993, foreign students at community colleges has increased by over 46% (Woodard 77-78). Often minority students and those from lower economic backgrounds have more barriers to learning—from job, home, and childcare responsibilities to transportation to low levels of confidence and support. Many are not aware of college social expectations and are underprepared academically.

Besides these groups, 9% of first-time freshmen have documented disabilities (Hebel A19), including physical, learning, and psychological disabilities, which often require accommodations. This figure does not account for those undiagnosed students who sometimes self-disclose abuse or mental illness in personal writing.

It is incumbent upon professors to be aware of the many needs and issues facing the diverse pool of students. They should employ multiple teaching strategies and inclusive materials free of bias and stereotypes, and not only understand but value diversity. And, finally, instructors need to be knowledgeable about international cultures and be prepared for global classrooms of the future.

### Guiding Principles

Like our mathematics colleagues, we have examined two questions: "What are the characteristics of an effective community college English teacher? How can these characteristics be fostered and extended through academic preparation and continuing education?"

Effective community college English teachers exhibit the following characteristics:

- They are reflective teachers. They think about their own ways of learning so that they approach each class with a belief that others too can learn if teachers just offer them ways to do that. Before, during and after their classes, these teachers examine what has been successful and what has not helped students to learn, and then they modify what they do in the next class.
- Their classrooms are student centered, not teacher centered. In this they involve the students in the learning process through a variety of approaches from group work to debates to group projects to individual presentations.
- They are flexible not only in their teaching approaches but in the different roles they are asked to play from encouraging underprepared students to responding to a range of students' intellectual abilities.
- Because they respect their students as learners, they treat them with consideration. They bring to their classrooms an understanding of diversity in all its manifestations from racial and ethnic diversity to different learning styles and diverse economic backgrounds as well as different ages and genders.
- Their lessons are grounded in research and theory, not just in personal experience although they bring that to their assignments as well. They challenge their students to think beyond the obvious, and they build assignments that will do that. They understand the necessity of providing students with clear guidelines and of following through with what they have promised in those guidelines.

- They collaborate with their colleagues on and off their campuses in developing curriculum as well as in sharing assignments and approaches to teaching.
- They continue to grow and learn themselves so that they can model for their students ways of reading and writing successfully. To provide new ways of learning, they familiarize themselves with technology, using it not only for their own research but also as a resource for teaching.
- In every way they are professionals from reading the journals and attending conferences to acting with professional expertise. As professionals, they participate in an on-going dialogue of a changing discipline and are aware of new theories and practices. They participate in professional organizations and find vehicles to contribute to the profession.

In order to train such teachers, we believe that graduate programs in English should not be limited to studying literature although literature is essential to a well-balanced program. Instead, we offer some suggestions of ways that graduate programs can enhance skills their students gain while in their programs and beyond those when they become our teachers. This report offers a section on formal preparation, on on-going ways of training beyond the formal, and on issues related to the community college classroom.

### Formal Preparation

Because two-year college English faculty may teach a broad range of courses and a diverse student population, we recommend a well-balanced undergraduate degree with a major in English. We suggest that the major should cover the areas of grammar and linguistics, literature from western and non-western countries as well as American literature, and composition. Among the courses which might comprise the major are ones in composition, creative writing, writing in the disciplines, literature (world, British, American, African American, Shakespeare, Chaucer). We propose that the undergraduate major gain a broad base in these areas as well as in allied areas such as oral communication, history, and humanities. In addition, a major who hopes to teach in the community college would be wise to take courses in teaching reading and writing as well as in teaching the adult learner and understanding and responding to curriculum issues.

Building upon this broad undergraduate degree, a future two-year college English teacher should plan a masters degree that includes in-depth courses in grammar and linguistics, composition, and reading. Because of the range of abilities and preparation of two-year college students, modern English grammar, history of English language, and American ethnic literature might be among the courses the person completes. The candidate should take courses in theory and research (such as literary theory and research methods), classroom management including how to build a syllabus and organize assignments, courses in literacy for adult learners, and theories of learning. Some such courses are bilingual and bicultural education, educational psychology, service learning, modern methods and materials for teaching in the two-year college. While courses in literature are certainly valuable, beginning community college teachers have very little opportunity to teach such courses on a consistent basis and will find that knowledge of the areas we have suggested will enhance their understanding of ways to teach literature. In addition, taking courses in using computers to learn, teaching English as a Second Language, and using classroom assessment will enable the candidate to meet the needs of most students. If a course in the history of the community colleges is available, this course will help them meet the needs of their students. Programs can offer their students opportunities to gain practical and theoretical knowledge in Writing Centers, Service Learning, and distance learning and can foster an understanding of research so that their students will be able to assess and evaluate curriculum and use resources available to them.

*Skills do  
they need*

### **A Framework for On-Going Training/Development**

Teaching the English language has become quite an interesting profession because of globalization and changes in the language itself. Teachers of English now know that satisfying the academic requirement for teaching English in a two-year college is, in some cases, tantamount to false or illusive preparation. A teacher of English faces the imperative to widen his or her horizon through adequate engagement in teaching English as a profession.

- Accordingly, a teacher of English should show understanding and appreciation of Higher Education politics, issues of Language Policy, the relationship between two-year and four-year colleges, advising of students, and credit transfer system.
- In addition, a teacher of English should be an active member of English professional organizations, actively participate in academic conferences by presenting papers that explore academic and professional issues; conduct research to enhance his/her teaching; do community service to further the growth of the academy.
- As teaching is the main focus of two-year colleges, a teacher of English should be competent in the following:
  - Course Development
  - Course Evaluation
  - Teacher Evaluation
  - Self Evaluation
  - Syllabus Writing
  - Teaching and Technology
  - Team teaching and cross-disciplinary pedagogy
  - Assessment
  - Distance Learning

- Because part of the target of two-year colleges is what is “poorly” described as “non-traditional” students and “students with disability,” a teacher of English should be able to develop and apply teaching techniques to turn these students into active learners. Therefore, English teachers should be able to develop and apply teaching techniques which will be constantly changing to meet student needs.

- A teacher of English should develop an awareness of various types of differences and also demonstrate the ability to teach ethnically diverse students.
- More important, a teacher of English should have a teaching philosophy that is verifiable through specific examples, such as those found in a teaching portfolio, that exhibit his or her practices

Qualifications for adjuncts should be the same as those expected for full time faculty members. The minimum qualification for adjunct faculty teaching English should be an M.A. in English with at least a few courses in composition theory or teaching writing or experience with the National Writing Project. Formal mentoring of new adjunct faculty should be mandatory.

For those adjunct faculty without recent coursework in composition theory, English departments should provide opportunities for teacher development within the institution or should offer partial

tuition reimbursement. These include noncredit workshops during the year as well as formal coursework in composition theory, grammar, methods of assessment, reading, ESL, and distance learning.

The above recommendations are not exhaustive. We would say this summarily though: a teacher is an educator, a scholar, and a critic; as such, a teacher is involved in perpetual, intellectual growth and development of humanity. To maintain that position, a teacher should be ready to navigate all waters.

### **Implementing these Guidelines**

The committee expects that the National Council of Teachers of English (NCTE) will approve the guidelines and then widely distribute them, calling for nominations of programs which meet these guidelines. We hope that those involved in programs for future faculty as well as those who are leading programs for current faculty will consider these recommendations and respond. If those responses result in a revision, then our job will have been accomplished.





4 March 2002

National Council of Teachers of English  
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Telephone (217) 328-3870  
Fax (217) 328-0977

MEMORANDUM

TO: NCTE Executive Committee, Editorial Board, Commission Directors, and Standing Committee Chairs

FROM: Zarina Hock, Director of Book Publications & Senior Editor *ZH*  
zhock@ncte.org

RE: Nominations to the NCTE Editorial Board

Each year, the Executive Committee names two or more new members to serve on the NCTE Editorial Board. Members of the Editorial Board serve staggered terms and represent these constituencies: elementary, middle, secondary, college, teacher education, and research. This year, we need to fill three slots. The slots are filled by individuals who, in addition to meeting the criteria below, have special strengths in the areas they represent.

Please note that three members will be replaced this year— Willie Mae Crews, who fills a secondary slot, Andrea Lunsford, who fills a college slot, and Colleen Fairbanks, who fills the research slot. (For a complete list of current Editorial Board members, please see the end of this memo.)

Service on the Editorial Board is a three-year commitment, calling for a large volume of critical reading that must be done in a timely fashion. It's crucial, therefore, to maintain on the Board members who are willing to make the necessary commitment of time and who are also highly responsive.

Please give your thoughtful consideration to the criteria listed below, and if you have recommendations, send them to me by 25 March 2002. Please note that nominations are not accepted during the Executive Committee Meeting, so your nominations should come in by the date mentioned here.

**Criteria for Selecting Incoming Editorial Board Members**

1. Membership in NCTE.
2. No other major NCTE responsibility. It is crucial that Board Members have the time to read, evaluate, and respond in a timely way to a large number of manuscript proposals year-round, to serve as consultant readers for the NCTE Books Program, and to be available for one to two all-day meetings, one of which is at the NCTE Annual Convention.
3. Prior experience with publications, whether as author, editor, or reviewer of NCTE books or journals or of books and journals of other publishers. Through such experiences, the nominee should have demonstrated skill in critical analysis, dedication, punctuality, and astuteness.
4. A record of prior successful service with NCTE. There are many roles for "new faces" in the Council, but serving on the Editorial Board isn't such a role. Proven experience is essential.

5. A broad perspective on educational issues and the needs of NCTE's varied membership. Editorial Board members should be well-informed individuals who have strong convictions about the teaching and learning of English.
6. Professional credentials appropriate to representation that will be left vacant by the outgoing member(s)— such as, high school classroom teacher or teacher education specialist.
7. Representation of people of color. At present, the board has three people of color out of a total of nine members: Willie Mae Crews, Jaime Armin Mejia and Kyoko Sato.
8. Ability to attend one or two Board meetings a year: one day-long meeting at the Annual Convention and possibly a second at a Midwest site (typically, Chicago). Must be able to attend the meetings in their entirety (i.e., not just portions).
9. Commitment to reading and responding to proposals and manuscripts as requested by the NCTE Books Program and willingness to participate in online discussion of projects through the Editorial Board listerv. It is a requirement that all members selected to vote on a project evaluate that project and voice their opinions.
10. Vision to shape the future of the NCTE Book Program in keeping with NCTE's overall goals.

Again, please send your nominations by 25 March 2002 so we can check for eligibility, gather needed bio information, and come up with strong candidates and alternates for these important roles.

Thanks so much for your help.

cc: Kent Williamson, Dale Allender, Paul Bodmer, Kathy Egawa

## CURRENT EDITORIAL BOARD

<u>Member</u>	<u>Section</u>	<u>Term End</u>
Cora Lee Five	Elementary	2003
Ray Levi	Elementary	2004
Elizabeth Close	Middle	2004
Willie Mae Crews	Secondary	2002
Carolyn Phipps	Secondary	2004
Andrea Lunsford	College	2002
Jaime Armin Mejia	College	2003
Kyoko Sato	Teacher Education	2003
Colleen Fairbanks	Research	2002

Names of former Board members who served between 1995 and 2001

Jackie Bryant  
Pat Cordeiro  
Colette Daiute  
Hazel Davis  
Bobbi Fisher  
Xin Liu Gale  
Brenda Greene  
Sarah Hudelson  
Kermit Campbell  
Richard Luckert  
William McBride  
Alleen Pace Nilsen  
Gerald R. Oglan  
Helen Poole  
Jerrie Cobb Scott  
Jackie Swensson  
Gail Wood

## **Responsibilities of Officer Visits to Regional Conferences**

To facilitate the work of the officer and the regional rep, following are some guidelines and expectations:

### **National TYCA**

- pays for travel of National TYCA officer to attend regional conference
- asks National TYCA officer to bring greetings from National TYCA NCTE, provide a workshop or session (when appropriate and desired), inform regional members about national issues and projects, and generally reinforce the regional-national relationship
- provides a free exhibit kit with materials about NCTE and National TYCA, the exhibit books to be given away at the conference
- provides a tri-fold to display TYCA materials at the regional conference

### **TYCA Regional**

- provides booth space free of charge to the National TYCA NCTE representative
- helps offset costs, if possible, through free room and meals
- clearly displays in program that TYCA Regional is an Association of NCTE
- invites the National TYCA officer to bring greetings at a general session or meal function

These guidelines are meant to be suggestive rather than compulsory, except for the requirement to bring greetings and have a notice of NCTE association in the program. We have communicated this information to the program and local arrangements chairs already, so it should be all set up. However, as a last-minute check, you should visit with the program and local arrangements chairs in advance of the convention to make sure that all the arrangements have been made. Particularly ensure that booth space is available.

## **Additions to the 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;
- 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.

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.

## TETYC Reviews for Vol. 21

### September

**Teaching Composition as a Social Process.** Bruce McComiskey. Utah: Logan, 2000. 147 pp. *Reviewed by Gregory A. Giberson*

**A Group of Their Own: College Writing Courses and American Women Writers, 1880-1940.** Katherine H. Adams. Albany: SUNY P, 2001. 220 pp. *Reviewed by Maxine M. Long*

**Everyone Can Write: Toward a Hopeful Theory of Writing and Teaching Writing.** Peter Elbow. NY: Oxford UP, 2000. 475 pp. *Reviewed by Eileen O'Hara*

### December

**Writing Workplace Cultures: An Archaeology of Professional Writing.** Jim Henry. Carbondale: SIU P, 2000. 254 pp. *Reviewed by Lois Birky*

**Teacher Narrative as Critical Inquiry: Rewriting the Script.** Joy S. Ritchie and David E. Wilson. NY: Teachers College P, 2000. 200 pp. *Reviewed by Jim Sullivan*

### March

**Exploring Literature: Writing and Thinking About Fiction, Poetry, Drama and the Essay.** Frank Madden. NY: Longman, 2001. 1524 pp. *Reviewed by Linda Houston*

**(Re)Visioning Composition Textbooks: Conflicts of Culture, Ideology, and Pedagogy.** Eds., Xin Lu Gale and Fredric G. Gale. Albany: SUNY P, 1999. 274 pp. *Reviewed by Cynthia Lewiecki-Wilson*

**Class Politics: The Movement for the Students' Right to Their Own Language.** Stephen Parks. Urbana: NCTE, 2000. 329 pp. *Reviewed by Maxine M. Long*

### May

**Attending to the Margins.** Eds., Michelle Hall Kells and Valerie Balester. NY: Boynton/Cook, 1999. 221 pp. *Reviewed by Susan Becker*

**Writing Simple Poems.** Vicki L. Holmes and Margaret R. Moulton. NY: Cambridge U P, 2001. 164 pp. *Reviewed by Bette Brickman*

**Mutuality in the Rhetoric and Composition Classroom.** David Wallace and Helen Rothschild Ewald. Carbondale: SIU P, 2000. 165 pp. *Reviewed by Linda Houston*

**English Teachers—The Unofficial Guide: Researching the Philosophies of English Teachers.** Bethan Marshall. London: RoutledgeFalmer, 2000. 200 pp. *Reviewed by Edith Baker*

**Talkin that Talk.** Geneva Smitherman. NY: Routledge, 1999. 448 pp. *Reviewed by Gregory Schafer*

## TETYC Publication Review List for Vols. 22 & 23

- Atwan, Robert. *Convergences: Message, Method, Medium*. NY: Bedford/St. Martin's, 2002.
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# TYCA Nominating Committee 2002- 2003

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*The TYCA Nominating Committee is comprised of the Immediate Past Chair and the seven regional representatives. The Committee prepares a slate of candidates for vacancies that occur annually on the TYCA Executive Committee.*

**Georgia Newman, Past Chair**

Georgia State College and University, Milledgeville

**Linda Houston, Midwest Representative**

The Ohio State University Agricultural Technical Institute, Wooster

**Stasia J. Callan, Northeast Representative**

Monroe Community College, Rochester, NY

**Sally Fitzgerald, Pacific Coast ECCTYC Representative**

Napa Valley College, Napa Valley, CA

**Sharon Mitchler, Pacific Northwest Representative**

Centralia College, Centralia, WA

**Christine Jennings, Southeast Representative**

Greenville Technical College, Greenville, SC

**Gwen Gresham, Southwest Representative**

North Arkansas Community/Technical College, Harrison, AR

**John Paddison, West Representative**

Central Arizona College, Coolidge, AZ

## NCTE Election Timeline

### July / August

All Nominating Committees are sent a comprehensive set of guidelines outlining their work as a committee member.

### September

September 1<sup>st</sup> all Nominating Committees begin their tenure. Listservs and conference calls are available for Committees use.

### November

- November 1<sup>st</sup> is the deadline for all mail nominations to be received at NCTE Headquarters. (This will give enough time for gathering biographical information for Committee review during Convention.)
- All Nominating Committees meet during Convention to gather nominations and create/confirm a slate of candidates.

### December

- NCTE Nominating Committee comes to NCTE Headquarters the first or second weekend of December to finalize/confirm the General Slate (vice president, reps-at-large, trustees of the research foundation, and next NCTE nominating committee).
- December 1<sup>st</sup> is the deadline for all Nominating Committees to have their final list of candidates and alternates to NCTE Headquarters for final eligibility check.
- December 15<sup>th</sup> is the deadline for FINAL confirmed list of candidates.
- NCTE Headquarters sends letters and confirmation notices to all candidates.

### January

- January 10<sup>th</sup> is the deadline for all candidate's written confirmations, biographical information, and photos to be at NCTE Headquarters. (This will enable the ballot production process to begin—typesetting, editing, etc.) Those NCTE Nominating Committee candidates who have sent in their confirmation to NCTE Headquarters by this date will have their names and slated position announced in the February *Council Chronicle*. If confirmation has not been received by this date, the position will be publicly listed as "to be announced."
- January 31<sup>st</sup> is the deadline for submission of final slate for ballot. All candidates must have submitted written confirmation.

### April

April 15<sup>th</sup> is the deadline for all election ballots to be mailed from NCTE Headquarters to the voting membership.

### June

- June 1<sup>st</sup> is the deadline for all election ballots to be received from the voting membership.

- Once election results are known at NCTE Headquarters, the Executive Director calls Presidential candidates to congratulate/console.
- Letters of congratulations/regrets are sent to all candidates.
- Election results are posted to website.
- Membership count is completed/analyzed for Section realignment for the next election cycle.

TYCA Timeline

Date?

November

- Outstanding Programs in English Award deadline for nominations is November 12.
- Nell Ann Pickett Award deadline for nominations is November 15.
- Fame and Shame Awards deadline for nominations is November 15.
- In-depth reports on regional conference and outgoing National TYCA Chair address due to Editor of *TYCA to You* for the March *TETYC* Journal by November 15.
- NCTE Annual Convention. (See attached lists for dates).
  - TYCA Chair serves as a voting member of the NCTE Executive Committee. The NCTE Executive Committee meets the Wednesday before the convention begins and on the Tuesday following the convention. Every year, the incoming TYCA Chair and the outgoing TYCA Chair attend the Wednesday meeting of the NCTE Executive Committee. Only the incoming Chair attends the Tuesday meeting.
  - TYCA Chair presides over the TYCA Executive Committee meeting.
  - The four officers of TYCA, Chair, Associate Chair, Past Chair, Secretary, and the editor of *TETYC* attend the CCCC Executive Committee meeting as *ex officio* voting members of the CCCC Executive Committee.
  - TYCA Chair and the editor of *TETYC* attend the College Section Steering Committee as *ex officio* non-voting members of the College Section Steering Committee.
  - TYCA Officers and Executive Committee members take office immediately following the close of the NCTE Annual Convention.

December

- Copy of *TYCA To You* from Editor to Lori B. at Headquarters for March *TETYC* Journal by second week of December.
- Final Slate of TYCA Candidates due back at NCTE Headquarters on December 15.
- TYCA Secretary mails draft minutes to the TYCA Chair and Headquarters liaison.

### January

- Deadline for decision by Nell Ann Picket Award Committee is January 15.
- Deadline for decision by Fame and Shame Awards Committee is January 15.
- Deadline for decision by *TETYC* Best Article of the Year Award Committee is January 15.
- Deadline for decision by Outstanding Programs in English Award Committee is January 15.
- Incoming National TYCA Chair address, upcoming regional conferences, together with a call for each, and the call for nominations for the Nell Ann Pickett Award (Headquarters will provide this information) are due to Editor of *TYCA To You* for the May *TETYC* Journal by second week of January.
- Regional TYCA Representatives need to let the program chairs of their respective regions to reserve a booth, free of charge, for the NCTE/TYCA Representative for upcoming regional conferences.
- Regional TYCA Representatives submit *TYCA To You* article to *TYCA To You* editor.

### February

- Convention Planning and NCTE Executive Committee Meetings. (See attached lists for dates).
  - TYCA Chair attends the NCTE Executive Committee meeting as a voting member.

### March

- Call for CCCC nominations deadline is March 1.
- TYCA Chair prepares the executive committee agenda for the meeting at CCCC Convention. Headquarter staff provides support as needed (e.g. copying and mailing of agenda).
- CCCC Annual Convention. (See attached list for dates).
  - TYCA Chair presides over the TYCA Executive Committee meeting.

- The four officers of TYCA, Chair, Associate Chair, Past Chair, Secretary, and the editor of *TETYC* attend the CCCC Executive Committee meeting as *ex officio* voting members of the CCCC Executive Committee.
- TYCA Chair and the editor of *TETYC* attend the College Section Steering Committee as *ex officio* non-voting members of the College Section Steering Committee.

#### April

- NCTE Headquarters will send out a request for the TYCA annual report written by the TYCA Chair. It will be printed in the NCTE Annual Reports, which is sent out before the NCTE Annual Convention in November. It is due back at Headquarters no later than June 1.
- NCTE Executive Committee meeting. (See attached list for dates).
  - TYCA Chair attends the NCTE Executive Committee meeting as a voting member.
- TYCA Secretary mails draft minutes to the TYCA Chair and Headquarters liaison.

#### May

- Regional TYCA Representative submits *TYCA To You* article to *TYCA To You* editor.

#### June

- NCTE and TYCA ballots due back in Headquarters by June 1.
- TYCA Chair's written annual report is due back at Headquarters.
  - CCCC Convention Planning, Urbana, Illinois.

#### July

#### August

- Chair and College Forum Representative attend College Forum meeting
- Regional Representatives submit *TYCA To You* article to *TYCA To You* editor.

#### September

- National TYCA Nominating Committee begins its term. The committee consists of: Immediate Past Chair of TYCA, Chair, and seven regional representatives.



- NCTE Executive Committee meeting. (See attached list for dates).
  - TYCA Chair attends the NCTE Executive Committee meeting as a non-voting member.

### **October**

- TYCA Chair prepares the committee agenda for the meeting at Annual Convention. Headquarter staff provides support as needed (e.g. copying and mailing of agenda).
- Regional Representatives submit *TYCA To You* article to *TYCA To You* editor.

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# Outstanding Programs in English Awards

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This award is made possible by the generous contribution of  
TYCA member **Barbara Stout**.

## Call for Nominations

**The Outstanding Programs in English Awards for Two-Year Teachers and Colleges** will be given annually and will honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals. The TYCA Awards Committee is seeking submissions for the award to be given in 2003. The colleges selected for the awards (one in each category) and for honorable mention will be honored at the TYCA Breakfast at the CCCC Convention in New York on March 22, 2003.

Applicants must submit a completed submission form, a brief description of their program (60 words or fewer), a narrative of the program (1,000 words or fewer), and a 3 ½" diskette with the description and narrative. Submission materials must be postmarked by **November 11, 2002**. More information and the submission form can be obtained from Terrill Martinez, NCTE, 1111 West Kenyon Road, Urbana, IL 61801-1906; phone 800-369-6283, ext. 3613; e-mail: [tmartinez@ncte.org](mailto:tmartinez@ncte.org).

2002 for 2003



AWARDS  
FOR  
TWO-YEAR  
COLLEGES  
AND  
TEACHERS  
2003

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



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 2003. The awards will be presented in New York City, March 22, 2003.

**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.

2002 for  
2003

## AWARDS CATEGORIES FOR 2003

### Reaching across Borders

- Partnerships with Business
- Partnerships with High Schools, Colleges, and Universities
- Community Cultural Arts Programs
- Service Learning
- Interdisciplinary Programs

### Fostering Student Achievement

- Staff Development for Full-Time, Adjunct, and New Faculty
- Transfer and Honor Programs
- New Methods of Instructional Delivery
- Serving Special Populations

### Promoting Technology-Based Instruction

- Composition/Literature Online
- Online Certificates and Degrees
- Enhancing Teaching Composition and Literature through Technology
- Distance/Distributed Learning

### Enhancing Developmental English

- Preparing for the Workplace
- Serving Special Populations
- New Models for Building Writing and Reading Skills
- Program Assessment

*[Both credit and noncredit programs may be submitted.]*

## SUBMITTING ENTRIES

Applicants should request a submission form from Laura Johnston, NCTE (800) 369-6283, ext. 3613, [ljohnston@ncte.org](mailto:ljohnston@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 narrative of the program (1,000 words or less), and a 3 ½ inch diskette with the description and narrative 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 11, 2002.**

Send submissions to the:

TYCA Awards Committee  
c/o Laura Johnston, 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](mailto:lpowers@socal.rr.com).

# 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 combinations 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 2003

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
- Community cultural arts programs
- Service learning
- Interdisciplinary programs

#### 2. Fostering Student Achievement

- Staff development for full-time, adjunct, and new
- Transfer and honors programs
- New methods of instructional delivery
- Serving special populations

#### 3. Promoting Technology-Based Instruction

- Composition/Literature Online
- Online certificates and degrees
- Enhancing teaching composition and literature through technology
- Distance/Distributed learning

#### 4. Enhancing Developmental English

- Preparing for the workplace
- Serving special populations
- New models for building writing and reading skills
- Program assessment

### 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 New York City on March 22, 2003. 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*

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**Submission Form**

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Check Only One Submission Category per Entry

- |   |  |
|---|--|
| 1. <input type="checkbox"/> Reaching across Borders       | 3. <input type="checkbox"/> Promoting Technology-Based Instruction |
| 2. <input type="checkbox"/> Fostering Student Achievement | 4. <input type="checkbox"/> Enhancing Developmental English        |

Outstanding Program Title: \_\_\_\_\_

College Name: \_\_\_\_\_

College Address: \_\_\_\_\_

College Phone: \_\_\_\_\_

Chief Instructional Officer: \_\_\_\_\_

Program Contact Person: \_\_\_\_\_

Office Phone/Extension: \_\_\_\_\_

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**Directions**

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- Please attach the following to this form:
  - (1) a brief statement that describes your program in 60 words or less.
  - (2) a narrative 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 programs will be judged (listed on the other side of this form) as you develop your narrative.
- 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 narrative and the submission form.
- Winners will be notified by January 31, 2003.
- **Deadline for submissions: Postmarked by November 11, 2002. No faxed copies, please.**

Send submissions to  
TYCA Awards Committee  
c/o Laura Johnston  
NCTE  
1111 W. Kenyon Road  
Urbana, IL 61801-1096

For more information  
Lois Powers  
lpowers@socal.rr.com  
(714) 771-2056

5/9/2002

## **2002 Winners**

### **Category 1: Reaching Across Borders**

#### **Winner**

Partnership Writing Seminar: Northeast Iowa Community College and High School Writers Collaborate  
Northeast Iowa Community College, Peosta

#### **Honorable Mention**

The Paul Peck Humanities Institute at Montgomery College  
Montgomery College, Rockville, MD

### **Category 2: Fostering Student Achievement**

#### **Winner**

The Montgomery Scholars Program  
Montgomery College, Rockville, MD

#### **Honorable Mention**

Transfer Achievement Program  
Fullerton College, Fullerton, CA

### **Category 3: Enhancing Developmental English**

#### **Winner**

Bridge to Success  
Umpqua Community College, Roseburg, OR

#### **Honorable Mention**

Reinventing Basic Skills  
Chaffey College, Rancho Cucamonga, CA

### **Category 4: Promoting Technology-Based Instruction**

#### **Winner**

Verizon Next Step: A Consortium  
Westchester Community College for Verizon, Valhalla, NY



# Nell Ann Pickett Award

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## Call for Nominations!!

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 no 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, 2002.**

## Previous Winners

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 Community College, City University of New York**
- 1994 Audrey Roth, Miami Dade Community College, Florida**
- 1993 Nell Ann Pickett, Hinds Community College, Raymond, Mississippi**

## 2001-2002 NELL ANN PICKETT SERVICE AWARD COMMITTEE

### **Howard Tinberg, Chair**

\*615 East Avenue  
Pawtucket, RI 02866  
(H) 401/722-4962  
[tinberg@aol.com](mailto:tinberg@aol.com)

Bristol Community College  
777 Elsbree St., Room B-215  
Fall River, MA 02720  
(O) 508/678-2811, ext. 2317

### **Linda Houston**

\*The Ohio State University  
Agricultural Technical Institute  
1328 Dover Rd.  
Halterman Hall 144C  
Wooster, OH 44691  
(O) 330/264-3911, ext. 1245  
(F) 330/262-7624  
[houston.1@osu.edu](mailto:houston.1@osu.edu)

1823 Burbank Rd.  
Wooster, OH 44691  
(H) 330/264-9918  
(F) 330/264-9920

### **Lois Powers**

\*7441 Calico Trail  
Orange, CA 92869  
(H) 714/771-2056  
(F) 714/771-4728  
[lpowers@socal.rr.com](mailto:lpowers@socal.rr.com)

Fullerton College  
321 E. Chapman Ave.  
Fullerton, CA 92832

\* Indicates preferred address

## **NELL ANN PICKETT SERVICE AWARD COMMITTEES, 1995-2001**

### 2000-2001

Jane Waggoner, Chair

Mark Reynolds

Lynn Fauth

### 1999-2000

Virginia Thigpen, Chair

Rod Keller

Katherine Staples

### 1998-99

Jay Wootten, Chair

Libby Bay

JoEllen Coppersmith

### 1997-98

Jay Wootten, Chair

Libby Bay

JoEllen Coppersmith

Dennis Kriewald

### 1996-1997

Ben Wiley, Chair

Linda Houston

Mary Slater

### 1995-1996

Fred Chancey, Chair

Charles Annal

Audrey Roth

# TYCA Fame and Shame Awards

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## Call for Nominations

Send nominations for the TYCA Fame and Shame Awards based on the criteria listed below to:

Stasia J. Callan  
TYCA Fame and Shame Committee Chair  
Monroe Community College  
Rochester, NY

**Nominations will be accepted through November 15, 2002.**

## Award Information

**Purposes:** To publicly acknowledge the best and worst mentions of the two-year college appearing in any media during the previous year. The award will call attention to unfair practices as well as give credit to those reporters, writers, filmmakers and others who seek out and publicize exemplary students, programs and faculty.

**Nature of the Award:** An announcement of award winners will be made at a convocation of college composition teachers, such as a CCCC general meeting or the TYCA breakfast. There will also be a press release through NCTE.

### Criteria:

1. The source of the material must be attributable: that is, no rumors or indirect quotes.
2. The material must have reached the public since the last Public Image-CCCC meeting.
3. The "Fame" material should report on an exemplary program, student or faculty member that demonstrates the high aspirations and unique position of the two-year college.
4. The "Shame" material demeans the purpose of the two-year college by fostering or trading on negative stereotypes, or systematically failing to grant two-year colleges a place in higher education.

### Procedures:

1. Nominations can be made to the TYCA Public Image Committee.
2. After discussion by members of the Public Image Committee and any others who attend the open meeting at the CCCC Convention, the awards will be decided by majority vote of those in attendance.

## 2002 Winners

### FAME WINNER

**Willard Scott of the NBC Today Show**

On April 12, 2001 he saluted the 100th anniversary of the community college.

### FAME HONORABLE MENTIONS

**Mathew Daneman of the Democrat and Chronicle newspaper of Rochester, New York** for the March 25, 2001 article "Community Colleges Celebrate 100 Years: Growing by Degrees."

**Ellen Olmstead, Chronicle of Higher Education** for her May 5, 2001 article, "It's the Community-College Life for Me." This classically educated scholar with degrees from Dartmouth, U Mass at Amherst, and Columbia says, "I taught at colleges and universities, urban high schools, TRIO programs, community-based family-learning centers, and prisons. . . . Now I have finally bested my staying-at-the-same-job record: For seven years, I've taught at . . . a community college." She recounts the deep professional pleasure she gets from teaching at Bristol Community College (the college where the editor of TETYC, Howard Tinberg, also teaches).

### SHAME WINNER

**March 7, 2002 episode of ER**

Nurse Abby and four doctors were having a personal conversation, and she said she attended Penn State. One doctor replied, "Really?!" Abby retorted, "Did you think I went to a community college because I'm a nurse?"

### SHAME DISHONORABLE MENTIONS

**Mayor Thomas M. Menino of Boston.** He attended a community college and then received a B.A. from a special program for adults at the University of Massachusetts at Boston. When questioned about why he did not mention the community college on his resume, he said that he did not think of it as a real college.

**Peter Carlson of the Washington Post.** His July 31, 2001 article about Gail Sheehy's interview with Hillary Rodham Clinton has these quotes: "One of the pleasures of reading Gail Sheehy is sitting back and watching while she starts babbling pseudo-intellectual gibberish like some junior college professor who's been smoking too much wacky weed." And "Wow! You don't generally get a chance to see writing this kooky unless you happen to be employed grading freshman English essays."

## 2001 Winners

### FAME WINNER

**Black Issues in Higher Education**

**August 17, 2000 "Special Report: Community Colleges: Storied Success"**

This story reports articulation agreements between San Francisco City College and 35 Historically Black Colleges and Universities. Illustrated with photos and citations of Blacks of high achievement who came from community college backgrounds, the report is commended for directly addressing the educational function of the two-year college and highlighting a record of student success.

### **FAME HONORABLE MENTIONS**

**Sam McManis, Staff Writer, San Francisco Chronicle**, for the December 22, 2000 article, "East Bay Writer Hits the Big Time with Saga of a Black Family." This is the story of Richard Dry whose first novel *Leaving* will be published by St. Martin's Press in 2002. The story treats Dry's employment at Las Positas College and Chabot College, both two-year colleges, with the same respect it affords his graduation from San Francisco State University. This story models journalistic practices in the use of institutional names that TYCA would like to see adopted universally.

**Jeffrey R. Young, Chronicle of Higher Education** for the January 26, 2001 article, "Community Colleges Want a More Eminent Domain." This story reports on the Department of Commerce regulations that currently prevent two-year colleges from creating web addresses ending in "edu" and explores the consequences for two-year colleges by interviewing personnel at William Rainey Harper College in Illinois, Northwest Arkansas Community College, Cuyahoga Community College, and the past and current presidents of the American Association of Community Colleges and the League for Innovation in the Community College, as well as the author of a relevant article in the *Community College Journal*. The story shows a breadth of understanding of two-year colleges and the agencies that support them. It's tone and thoroughness provide a commendable model for the covering of two-year college issues.

### **SHAME WINNER**

**Hope Reeves, New York Times Magazine**  
**December 17, 2000 "Lives: Evening the Score"**

The author describes her strong personal response to SAT scores and in so doing passes on her unexamined prejudice that only students of less than average ability attend "the local community college."

## Tentative TYCA 2002-2003 Executive Committee

<p><b>Jody Millward (2001-2004)</b> 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 <a href="mailto:millward@sbcc.net">millward@sbcc.net</a></p>	<p><b>Marilyn Valentino (2002-2005)</b> 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 <a href="mailto:mvalen@lorainccc.edu">mvalen@lorainccc.edu</a></p> <p>86 Hickory Hollow Dr. Amherst, OH 44001 Home: (440) 985-1765</p>
<p><b>Frank Madden (2000-2003)</b> Past Chair (2002-2003)</p> <p><i>Preferred Address:</i> 10 Andrea Dr. Brewster, NY 10509-1605 Home: (845) 279-2101 <a href="mailto:fmadden@aol.com">fmadden@aol.com</a></p> <p>SUNY Westchester Comm. College Valhalla, NY 10595 Office: (914) 785-6932 <a href="mailto:frank.madden@sunywcc.edu">frank.madden@sunywcc.edu</a></p>	<p><b>Sandra McGill Barnhouse (2002-2004)</b> Secretary (2002-2005)</p> <p><i>Preferred Address:</i> 5119 Witham Passage Charlotte, NC 28215 Home: (704) 598-3505 Fax: (704) 598-4415 <a href="mailto:barnhouse111@aol.com">barnhouse111@aol.com</a></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><b>Stasia J. Callan (2001-2004)</b> Northeast Representative</p> <p><i>Preferred Address:</i> 494 Lake Road Webster, NY 14580-1055 Home: (585) 787-6879 Fax: (585) 427-2749</p> <p>Monroe Community College 1000 E. Henrietta Road Rochester, NY 1623-5780 Office: (585) 292-3370 Fax: (304) 284-9355 <a href="mailto:scallan@monroecc.edu">scallan@monroecc.edu</a></p>	<p><b>Sally Fitzgerald (2001-2004)</b> 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 <a href="mailto:sfitzgerald@napavalley.edu">sfitzgerald@napavalley.edu</a></p> <p>2326 Stonehouse Dr. Napa, CA 94558 (707) 226-6349</p>



<p><b>Sharon Mitchler (2000-2004)</b> Pacific Northwest Representative</p> <p><i>Preferred Address:</i> Centralia College 600 W. Locust Centralia, WA 98531-4099 <b>Office:</b> (360) 736-9391, ext. 405 <b>Fax:</b> (360) 330-7502 <a href="mailto:smitchler@centralia.ctc.edu">smitchler@centralia.ctc.edu</a></p> <p>3231 Skooter Ln NE Olympia, WA 98506 <b>Home:</b> (360) 412-1822 <a href="mailto:smitchler@attbi.com">smitchler@attbi.com</a></p>	<p><b>Christine Jennings (2002-2003)</b> Southeast Representative</p> <p><i>Preferred Address:</i> Tidewater Community College 1700 College Crescent Virginia Beach, VA 23453 <b>Office:</b> (757) 822-7145 <a href="mailto:tcjennc@tcc.vccs.edu">tcjennc@tcc.vccs.edu</a></p> <p>2941 Wood Duck Drive Virginia Beach, VA 23456 <b>Home:</b> (757) 426-7295 <b>Fax:</b> (757) 427-0327 <a href="mailto:chjenn@earthlink.net">chjenn@earthlink.net</a></p>
<p><b>Gwen Gresham (2000-2003)</b> Southwest Representative</p> <p><i>Preferred Address:</i> North Arkansas College 1515 Pioneer Drive Harrison, AR 72601 <b>Office:</b> (870) 391-3316 <a href="mailto:gweng@northark.edu">gweng@northark.edu</a></p>	<p><b>Eric Bateman (2002-2003)</b> West Representative</p> <p><i>Preferred Address:</i> Great Basin College 5490 Kluncy Canyon Rd. Winnemucca, NV 89445 <b>Office:</b> (775) 623-1807 <b>Fax:</b> (775) 623-1812 <a href="mailto:ebateman@gbcnv.edu">ebateman@gbcnv.edu</a></p>
<p><b>Leslie Roberts (2002-2005)</b> Midwest Representative</p> <p><i>Preferred Address:</i> 508 W Hoover Ave. Ann Arbor MI 48103 <b>Home:</b> (734)741-4498 <b>Office:</b> (248)522-3433 <a href="mailto:ljrobert@oaklandcc.edu">ljrobert@oaklandcc.edu</a></p> <p>Oakland Community College 7350 Cooley Lake Rd. Waterford, MI 48327</p>	<p><b>Beth Camp (2000-2004)</b> Northwest Chair</p> <p><i>Preferred Address:</i> Linn-Benton Community College 6500 SW Pacific Blvd. Albany, OR 97321 <b>Office:</b> (541) 917-4556 <a href="mailto:Beth.camp@linnbenton.edu">Beth.camp@linnbenton.edu</a></p> <p>1650 NW Dividion Vorvallis, OR 97330 <b>Home:</b> (541) 752-8339 <a href="mailto:campbeth@attbi.com">campbeth@attbi.com</a></p>

<p><b>Sterling Warner (2000-2004)</b>  <b>ECCTYC Chair</b></p> <p><i>Preferred Address:</i>  2942 Neal Avenue  San Jose, CA 95128  <b>Home:</b> (408) 983-1305  <a href="mailto:jsterlingw@aol.com">jsterlingw@aol.com</a></p> <p>Evergreen Valley College  San Jose, CA 95135  <b>Office:</b> (408) 274-7900, ext. 6605  <b>Fax:</b> (408) 223-9391  <a href="mailto:sterling.warner@sjeccd.cc.ca.us">sterling.warner@sjeccd.cc.ca.us</a></p>	<p><b>Patricia Blaine (2000-2003)</b>  <b>Southeast Chair</b></p> <p><i>Preferred Address:</i>  Paducah Community College  PO Box 7380  Paducah, KY 42002-7380  <b>Office:</b> (270) 554-9200, ext. 6159  <b>Fax:</b> (270) 554-6310  <a href="mailto:pat.blaine@kctcs.net">pat.blaine@kctcs.net</a></p> <p>2518 Ogden Colvin Circle  Kevil, KY 42053  <b>Home:</b> (270) 224-2304  <a href="mailto:pblaine@brtc.net">pblaine@brtc.net</a></p>
<p><b>Jim McInturff (2002-2004)</b>  <b>Southwest Chair</b></p> <p><i>Preferred Address:</i>  East Arkansas Community College  Forest City, AR 72335  <b>Office:</b> (501) 633-4480  <a href="mailto:mcinturff@eacc.cc.ar.us">mcinturff@eacc.cc.ar.us</a></p>	<p><b>Candace Mesa (2001-2004)</b>  <b>West Chair</b></p> <p><i>Preferred Address:</i>  Dixie State College  225 S. 700 E.  St. George, UT 84770  <b>Office:</b> 435) 652-7646  <a href="mailto:mesa@dixie.edu">mesa@dixie.edu</a></p>
<p><b>Sheldon Wrice (2000-2003)</b>  <b>Midwest Chair</b></p> <p><i>Preferred Address:</i>  PO Box 13603  Akron, OH 44334  <b>Home:</b> (330) 836-6593</p> <p>Community and Technical College  University of Akron  Polsky 133F  Akron, OH 44334  <b>Office:</b> (330) 972-6023  <b>Fax:</b> (330) 972-7785  <a href="mailto:swrice@uakron.edu">swrice@uakron.edu</a></p>	<p><b>Dave Critchett (2002-2004)</b>  <b>Northeast Chair</b></p> <p><i>Preferred Address:</i>  Community College of Rhode Island  400 East Ave.  Warwick, RI  <b>Office:</b> (401)825-2332  <b>Home:</b> (401)825-2265  <a href="mailto:dcritchett@ccri.cc.ri.us">dcritchett@ccri.cc.ri.us</a></p> <p><i>d. j. Critchett  @jwoulbert.net  not</i></p> <p>10 Rex St.  West Warwick, RI</p>

<p><b>Lois Powers</b> Archivist</p> <p><i>Preferred Address:</i> 7441 Calico Trail Orange, CA 92869 <b>Home:</b> (714) 771-2056 <b>Fax:</b> (714) 771-4728 <a href="mailto:lpowers@socal.rr.com">lpowers@socal.rr.com</a></p> <p>Fullerton College 321 E. Chapman Ave. Fullerton, CA 92832</p>	<p><b>Patricia Lambert Stock (lifetime)</b> Ex officio</p> <p><i>Preferred Address:</i> 5724 LeBaron Court East Lansing, MI 48823 <b>Home:</b> (517) 339-3696</p> <p>Michigan State University The Writing Center 300 Bessey Hall East Lansing, MI 48824 <b>Office:</b> (517) 432-3614 <a href="mailto:pstock@pilot.msu.edu">pstock@pilot.msu.edu</a></p>
<p><b>Howard Tinberg (2001-2005)</b> Editor, <i>TETYC</i></p> <p><i>Preferred Address:</i> 615 East Avenue Pawtucket, RI 02866 <b>Home:</b> (401) 722-4962 <a href="mailto:tinberg@aol.com">tinberg@aol.com</a></p> <p>Bristol Community College 777 Elsbree Street, Room B-208 Fall River, MA 02720 <b>Office:</b> (508) 678-2811, ext. 2317</p>	<p><b>Gill Creel</b> Editor, <i>TTY</i></p> <p><i>Preferred Address:</i> 183 Malcolm Ave SE Minneapolis, MN 55414 <b>Home:</b> (612) 331-8231 <a href="mailto:gcreel@mctc.mnscu.edu">gcreel@mctc.mnscu.edu</a></p> <p>Minneapolis Community &amp; Technical College 1501 Hennepin Ave. Minneapolis, MN 55403 <b>Office:</b> (612) 341-7695</p>
<p><b>Mike Matthews (2000-2003)</b> College Forum Representative</p> <p><i>Preferred Address:</i> Tarrant County College, Northwest Campus 4801 Marine Creek Parkway Ft. Worth, TX 76179 <b>Office:</b> (817) 515-7782 <b>Fax:</b> (817) 515-7007 <a href="mailto:mike.matthews@tccd.net">mike.matthews@tccd.net</a></p> <p>5215 Byers Ave. Ft. Worth, TX 76107 <b>Office:</b> (817) 735-9049 <a href="mailto:mm76116@aol.com">mm76116@aol.com</a></p>	

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