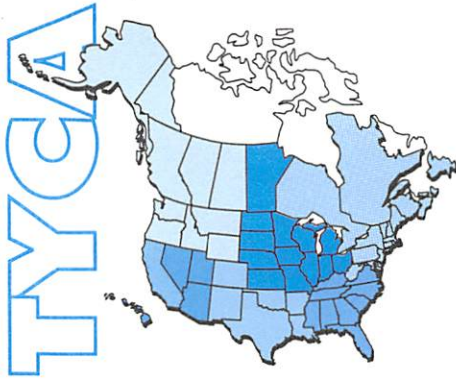


TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

June – December 2002 Part II

YEAR	DATE	CONVENTIONS/MEETINGS	CONTENT
2002	08/26	<i>Mailing</i>	Martinez-to TYCA Executive Committee regarding Handbook replacement pages
	11/13	<i>E-Mail</i>	Bodmer-to TYCA EC listserv regarding adoption of proposed by-laws changes
	11/11	NCTE Convention Atlanta	Martinez-to TYCA EC regarding convention events
	11/22 & 23	TYCA Executive Committee Meeting Atlanta ?	<p>Agenda</p> <p>Use Approved Minutes Chicago (22 March 2002)</p> <p>Kent?-to TYCA EC-Executive Director's Report "What is CoLEARN?"</p> <p>Madden-to TYCA EC –Annual report 2002</p> <p>Tinberg- <i>TETYC</i> report</p> <p>Powers-Outstanding Programs in English Awards Committee report</p> <p>Tinberg-Neil Ann Pickett Committee report</p> <p>Callan-Frame and Shame Awards Committee report</p> <p>Callan-<i>TETYC</i> Best Article Award Committee report</p> <p>Powers-Archivist report</p> <p>Regional reports -</p> <p>TYCA Financial Comparison</p> <p>College Forum report <i>Shame Award 2002</i></p> <p>Fitzgerald-"Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges" revision??</p> <p>Wang-English and Pedagogical Content for the Academic Preparation of Two-Year English Teachers"</p> <p>Reynolds-Teacher-Scholar committee report</p> <p>"TYCA Chair Rotation Plan"</p> <p>"TYCA Officer Responsibilities & Activities</p> <p>By-Laws of TYCA and Regional Associations (rev. approved 17 Nov. 2000)</p> <p>By-Laws of TYCA and Regional Associations (adopted)Nov. 2002</p> <p>Millward & Mitchler-"Standardizing the Solicitation and Submission of TYCA Proposals to National NCTE and CCCC Conventions"</p> <p>Roster-2001-2002</p> <p>Roster- 2002-2003</p>



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

August 26, 2002

TO: Two-Year College English Association Executive Committee members

FROM: Terrill Martinez (tmartinez@ncte.org) *TM*

SUBJECT: Replacement Pages for TYCA Executive Committee Handbook

Enclosed are replacement pages for the Handbook. Please replace the old pages with anything that is listed "Updated." Add new pages behind the tabs that are indicated. The list is in the order the pages should be inserted in the handbook.

Roster Tab

- Updated TYCA Executive Committee Roster

Member Responsibility Tab

- Updated list of TYCA Executive Committee Members (1995-2002)
- Updated TYCA Executive Committee Chair Responsibilities
- Updated Responsibility Checklist for Regional Representatives
- Updated TYCA Timeline/Blue Cover Sheet

Elections Tab

- TYCA Nominating Committee 2002-2003
- Updated NCTE Election Timeline

Annual Reports Tab

- 2002 TYCA Annual Report /Blue Cover Sheet
- 2002 TYCA Annual Report and Regional Reports 2001/Blue Cover Sheet

Agenda/Minutes Tab

- Draft Copy of Chicago 2002 Meeting Minutes /Blue Cover Sheet
- Chicago 2002 Meeting Agenda

Awards Tab

- List of TYCA Awards
- Outstanding Programs in English Award Information/Blue Cover Sheet
- Updated Nell Ann Picket Award Information/(you should already have a blue cover sheet for this one)

Northeast

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

- Fame & Shame Awards Information/Blue Cover Sheet
- *TETYC* Best Article of the Year Award Information/Blue Cover Sheet

Publications Tab

- TETYC Information/Blue Cover Sheet
- Books Information/Blue Cover Sheet
- Regional Publications Information/Blue Cover Sheet

College Forum Tab

- Reports, 2000 and 2002

CCCC Tab

- CCCC Roster/Blue Cover Sheet
- Blue Cover Sheet for CCCC Constitution (you should already have a copy of the constitution itself)

NCTE Tab

- NCTE Executive Committee Roster/Blue Cover Sheet
- NCTE Constitution/Blue Cover Sheet
- CEE Executive Committee Roster/Blue Cover Sheet
- CEE Constitution/Blue Cover Sheet
- College Section Steering Committee Roster/Blue Cover Sheet

Lois Powers

From: owner-tyca-regionals@ncte.org on behalf of Bodmer, Paul [PBodmer@ncte.org]
Sent: Wednesday, November 13, 2002 8:12 AM
To: TYCA Regionals List (E-mail); TYCA-EC (E-mail)
Subject: [tyca-regionals] By-Laws vote

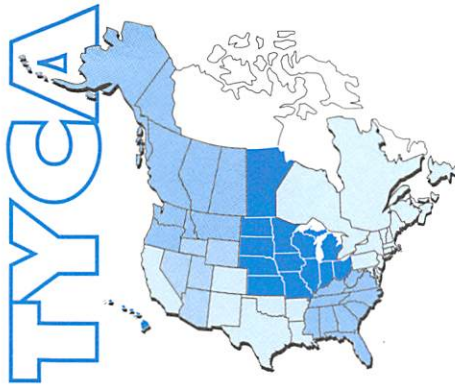
All seven TYCA regionals voted to adopt the proposed by-laws changes. Five regionals met this fall and passed the by-laws vote at their conventions, and two regionals, TYCA SE and TYCA PC, took the extra effort to provide venues for their regionals to also be included in the vote, providing a unified and unanimous decision for the TYCA chair to serve two years on the NCTE EC as a voting member of that body, the TYCA College Forum representative to be a voting member of the TYCA EC, and to regularize our by-laws to be consistent with practices adopted by all college groups of NCTE as a result of the creation of the College Forum. The leadership of all the regionals are to be congratulated on this show of unity and commitment to the development of the two-year college voice within NCTE.

A new version of the By-Laws, reflecting those changes, will be sent to all TYCA EC members and all regional officers after the NCTE annual convention. Thank you all for your excellent work.

Paul

Paul Bodmer
Associate Executive Director
National Council of Teachers of English
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Urbana, IL 61801-1096
1-800-369-6283, ext 3615
1-217-278-3615
mailto:pbodmer@ncte.org

Report list problems to listmgr@lists.ncte.org



Two-Year College English Association

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Phone: 217-328-3870, 1-800-369-NCTE; Fax: 217-328-0977

MEMORANDUM

To: TYCA Executive Committee Members,
Including Incoming Members
From: Terrill Martinez, Assistant to Paul Bodmer,
Associate Executive Director
Date: November 11, 2002

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

TYCA Executive Committee Meetings:

Friday, November 22, 2002
8 a.m.-12 p.m.
Room 436, Hilton

Saturday, November 23
8 a.m.- 12 p.m.
Room 436, Hilton

College Forum Reception & College Forum featuring Louise Rosenblatt

Friday, November 22, 2002
7:30-9:30 p.m.
Grand Salon A/B, Hilton

College Section/CCCC Luncheon

Speaker: Chitra Divakaruni
Saturday, November 23, 2002
12:30-2:30 p.m.
Imperial Ballroom A, Marriott

College Conversations

Friday, November 22, 2002
2:30-5:15 p.m.
Salon II, Marriott

Per Diems

Travel, living expenses, and convention registration are not reimbursable for the Annual Convention. You can however expect a per diem payment of \$50 for each day of the TYCA Executive Committee Meeting. Please note you must attend Friday and Saturday's Executive Committee meeting to receive the per diem.

TYCA Ribbons

TYCA Executive Committee members will be recognized with ribbons to wear at the Convention. Please identify yourself as a TYCA Executive Committee member when you check in at the Registration Booth in the Galleria Exhibit Hall at the Hilton. Your ribbon will be given to you at that time.

Please contact me with any questions at tmartinez@ncte.org or 800-369-6283, ext. 3613

Northeast

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

Southeast

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

Midwest

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

Southwest

AR, CO, LA, NM,
OK, TX

West

AZ, HI, NV,
UT, ID, WY

Pacific Northwest

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

Pacific Coast

CA

AGENDA
Two-Year College English Association
November 22-23, 2002

- I. WELCOME AND INTRODUCTIONS
- II. ADOPTION OF THE AGENDA
- III. APPROVAL OF THE MINUTES, MARCH 2002
- IV. CONSENT AGENDA
 - A. Administrative
 - 1. Executive Director's Report (Williamson)
 - 2. Chair's Report (Madden)
 - B. Awards Committees
 - 1. Outstanding Programs in English (Powers)
 - 2. Nell Ann Pickett (Houston)
 - 3. Fame and Shame Award (Callan)
 - 4. TETYC Best Article of the Year Award (Callan)
 - C. Archives and History (Powers)
 - D. Regional Reports
 - 1. Midwest Report (Houston)
 - 2. Northeast Report (Callan)
 - 3. Southeast Report (Jennings)
 - 4. West Report (Bateman)
 - 5. Pacific Northwest Report (Mitchler)
 - 6. Southwest Report (Gresham)
 - E. Publications Report
 - 1. *TETYC* (Tinberg)
- V. STANDING OR OLD BUSINESS OR REPORTS FOR DISCUSSION
 - A. Financial Report (Subick, Williamson)
 - B. TYCA Breakfast (Wrice)
 - C. ECCTYC Report (Fitzgerald)
 - D. Conference Program Chair
 - E. College Forum (Matthews)
 - 1. Two-Year Department Chair
 - 2. Collapsed Courses
 - F. Guidelines Report Update (Fitzgerald)
 - G. Discussion of Teacher/Scholar Committee (Reynolds)
 - H. TYCA Strands at NCTE and CCCC
- VI. NEW BUSINESS
 - A. Appointments/Elections
 - 1. Award Committee Chairs
 - 2. College Forum Representative (4 year commitment)
 - B. Possibilities for Funding of TYCA Talks
 - C. TYCA By-Laws Changes to Reflect Revised Duties of Past Chair and Associate Chair

- D. TYCA Executive Committee Meeting Schedule
- E. TYCA Website Recommendations
- F. Proposal to Regularize Submissions to NCTE and CCCC Convention (Millward)

VII. INFORMATION ITEMS
TYCA Executive Committee Roster
TYCA Constitution & By-Laws

National TYCA Executive Committee Meeting
Friday, March 22, 2002 8:30 – 11:30
Palmer House Hilton, Parlor Room C
Chicago, IL

Approved Minutes

Present:

Members Present: Janice Albert, Stasia Callan, Gill Creel, Sally Fitzgerald, Gwen Gresham, Linda Houston, Linda Isle Jones, Frank Madden, Michael Matthews, Jody Millward, Sharon Mitchler, Georgia Newman, John Paddison, Lois Powers, T.Ella Strother, Howard Tinberg, Sterling Warner, Sheldon Wrice, Paul Bodmer and Laura Johnston.

Chair Frank Madden called the meeting to order. Introductions followed.

- I. **Motion 1.0 (Houston/ Newman)** adopted Agenda with these adjustments:
Remove from the Consent Agenda: Nell Ann Pickett Award report and Outstanding Programs in English report.
Move Scheduling of TYCA Meetings to discussion rather than information item.
Add CoLearn report to information items.
Be aware we will take items out of order when members are present to give their reports, as many have other commitments during this meeting.

- II. Minutes. **Motion 1.1 (Madden/Millward)** Minutes approved with amendment on Page 2 of 3 so that the sentence in the Preparation of Future Teachers small group report reads "It recommended rewriting the guideline document to eliminate "should," make it less prescriptive, and provide rationale about the training needed.

- III. ACTION ITEMS
 - A. Guidelines for Academic Preparation of Future Faculty- Fitzgerald reported. Discussion followed about how to disseminate the information. Dissemination plan suggestions included a pamphlet or short monograph to colleges that already have PPF programs. Fitzgerald noted that her committee understood its charge to be to create guidelines, then have people nominate programs that are already doing these things.
Motion 1.2: (Tinberg/Millward) to thank the committee for producing a thoughtful, accurate report. Fitzgerald added that the thank you be put in an official letter to presidents of colleges of the committee members. CARRIED
Dissemination: Bodmer said NCTE can refer it to the short document committee. In the meantime it can be put on the web site as a working document.
Motion 1.3: (Newman/Houston) that Madden appoint a small committee for a stage 2 review of the document to be completed by June 1 prior to putting it on the web site. CARRIED

 - B. TYCA Breakfast -Wrice submitted a written report. There are eight confirmed sponsors, and tickets will be available at the TYCA booth.
Motion1.4: (Millward/Fitzgerald) that TYCA EC thank Wrice for his work on the TYCA Breakfast. CARRIED

 - C. Forum newsletter for non-tenure track group-Albert reported.
She is soliciting articles of 1500 words or less for the next issue, ideas on cheaper hotels and transportation in New York for part timers, and responses to the survey on part timers in the December issue of CCC. She needs responses by May 1 or September for TETYC.

D. Financial Report-NCTE Executive Director Williamson highlighted portions of his written report on the financial status of the organization. He commented on NCTE's continued willingness to support TYCA (\$38,266) and discussed measures to improve NCTE financial status: increase dues, limit book publishing, balance budget, and control staff size. To enhance public affairs and information, NCTE has hired a person and developed a media training course, which is available at this conference. He encouraged attendance. A computer software upgrade is being implemented at over 1 million dollars. It will allow better service, web interface, and e-communities function. TYCA executive committee extended "thank you's" to Williamson for his work on behalf of NCTE and to Bodmer for his work on behalf of TYCA.

E. Nell Ann Picket Award. Tinberg announced that Ben Wiley is the winner. He clarified the criteria for application forms and procedures to insure continuity of applications and evaluation. Houston volunteered to add specifics to the criteria and work with the committee to make application guidelines more clear for the next process. The new version will be distributed online after the committee has approved it.

F. Outstanding Programs in English Awards- Powers reported. Winners will be awarded at the TYCA breakfast and will be invited to present at national conferences. Powers asked that regionals help to include winners in regional conferences. The committee will work out details with Bodmer as to how to enhance the winner experience at the conference beyond the TYCA breakfast. Adjustments and problems for the committee included modifying the technology category and not being able to do direct mailing because of postage costs. Bodmer announced that Barbara Stout donated the original funds, which have been used. Newman volunteered to donate funds for next year's printing of brochures.

Motion 1.5: (Millward/Newman) that the regional reps will inform the Regional Program Chairs of the TYCA Outstanding Program Awards winners. CARRIED

The winners are as follows.

Reaching Across Borders: Partnership Writing Seminar: Northeast Iowa Community College and High School Writers Collaborate, Northeast Iowa Community College, Peosta, IA.

Fostering Student Achievement: The Montgomery Scholars Program, Montgomery College, Rockville, MD.

Enhancing Developmental English: Bridge to Success, Umpqua Community College, Roseburg, OR
Promoting Technology-Based Instruction: Verizon Next Step: A Consortium, Westchester Community College for Verizon, Valhalla, NY.

G. TETYC Best Article-Tinberg reported. The committee selected Derek Soles' "Grading as a Teaching Strategy" (December 2001).

Motion 1.6: (Houston/Warner) that TETYC Best Article become a TYCA award where the chair appoints a committee of three (with sensitivity to diverse representation) to select articles. CARRIED

Motion 1.7: (Warner/Mitchler) that the first year committee will develop written criteria for the evaluation of nominations for the award. CARRIED

Day 2

Saturday, March 23, 2002, 6th Floor, Parlor J, 9:30 a.m.

Present: Sally Fitzgerald, Gwen Gresham, Linda Houston, Linda Jones, Frank Madden, Mike Matthews, Jody Millward, Sharon Mitchler, Georgia Newman, John Paddison, Lois Powers, T.Ella Strother, Sterling Warner, Sheldon Wrice, Paul Bodmer, Michael Berberich, and Laura Johnston.

H. Bodmer announced that all calls for proposals will appear in the May TETYC. This may mean a shift in deadlines for regionals.

Bodmer distributed a handout on CoLearn, a year-long program where faculty at an institution can get (from NCTE) professional development in Writing Across the Curriculum (WAC) at a cost of \$1500 per college per year.

I. Regional/National Dues--Callan asked for clarification of the \$20 regional dues. Bodmer explained that only \$2.00 per non-NCTE member needs to be sent to NCTE. The rest belongs to the region. There is a 10% discount on new and renewing members who join both the regional and NCTE at same time. The regional gets \$18.00, and NCTE gets \$54.00. He asked regional web sites to support national membership. NCTE is willing to do regional mailings (brochures, etc.) at the same charge as for other organizations. Bodmer asked that suggestions for revision of the joint-membership form be sent to his office.

J. Revising Term of Office for TYCA Chair and Associate Chair.
Motion 1.8: (Houston/Callan) that we accept the 4-year model of terms of office for the TYCA chair, starting with the election in 2003. The officer will be elected for a four-year term in which he/she serves one year as Associate Chair, two years as Chair, and one year as Past Chair. This by-law revision must be ratified by the regionals. CARRIED

K. Revision of By-laws to Include College Forum Rep. on TYCA EC.
Motion 1.9: (Houston/Warner) to revise by-laws to include college forum rep on executive committee. CARRIED.

IV INFORMATION ITEMS

A. Warner raised the issue of compressed courses and their learning outcomes compared to regular length courses. He presented a draft document speaking to this issue developed by the English Council of California.

B. College Forum - Mike Matthews reported an initiative of the ad hoc Technology and English Teaching Task Force. Questions or information for this committee can be directed to ncte_task_force@yahoo.com. The task force is preparing a program grant request and will be working with the NCTE grant writer.

V. ACTION ITEMS continued

A. Composition and Selection of the Public Image Committee-Callan reported.
Motion 1.10: (Warner/Newman) to make this a standing committee with the chair (to be selected by the committee) serving a 2-year term. The committee's purpose is to select and present the award. Newman also suggested that the committee should be in contact with the Media Training Committee. CARRIED

B. Gathering the Archives and Documenting the History of TYCA-Powers reported progress on the TYCA Archives. Agendas and minutes are available for Archives, though there are some gaps. To help fill in the gaps, other materials also needed are personal papers of past presidents, e-mails, and history of TYCA awards. This vehicle could be a home for the regional archives also if they want it.
Motion 1.11: (Powers/Fitzgerald) that the Archivist be able to pursue possible gaps UNDER #4 and recommendations under #5 in the Archives report, referenced in the Agenda, to achieve the goals outlined in report. CARRIED

C. "Regularizing" Solicitation of Sessions/Workshops at NCTE and CCCC
Available sessions include Wednesday session, Exemplary Practices & Programs; Saturday workshop, How to Submit a Proposal; Saturday afternoon session—How to Get a Job at the CCC and two panel strands. TYCA does not have proposals to fill the slots we are allotted at NCTE.
Motion 1.12: (Millward/Warner) that Madden appoint an ad hoc committee to develop procedures to "regularize" submissions to NCTE and CCCC conventions. Millward will chair the committee, and Mitchler volunteered to serve on it. CARRIED
Houston requested names for workshop submissions.
Motion 1.13: (Millward/Warner) that the regional conference chairs identify patterns and topics of conference presentation as well as effective presentations to submit for TYCA strands and workshops at CCCC and NCTE. WITHDRAWN

D. Evaluating TYCA Presence at the CCCC (TYCA Talks, Walks, Sessions, Workshop, Breakfast)

Motion 1:14: (Madden/Warner) that Madden ask the CCCC Executive Committee to set aside \$500 annually for TYCA Talks. CARRIED

E. **Motion 1:15: (Millward/Houston)** that the TYCE EC thank Sheldon Wrice for his work on the breakfast. CARRIED

F. **Motion 1:16: (Gresham/Fitzgerald)** to adopt the Regional Representative Responsibilities document with the following addition: that Regional Reps must invite the TYCA Outstanding Program winners to present at their regional conferences. CARRIED

G. **Motion 1:17 (Jones/Houston)** to adopt the consent agenda. CARRIED

Submitted by T.Ella Strother
Secretary

What is CoLEARN?

CoLEARN (Centers of Literacy Education Achievement, Research, and Networking) is an institution-centered online professional development program devoted to raising student achievement in English language arts. The college-level program is designed to improve each student's chances for success in writing across the curriculum programs by providing a rich base of professional support for teachers. CoLEARN invites teacher-participants to tap into a national network of research findings, teaching strategies, and peer support from experienced mentors.

The CoLEARN program unfolds through the semester by posing a series of compelling questions that invite teachers to observe and reflect on their students' learning and their own practice. Each question aims to provoke discussion, invite collaborative work and professional readings, and promote effective WAC practices through a supportive network of educators.

CoLEARN web site for community colleges and English departments: WAC

- Colleges/departments enroll before the 2002-03 academic year to become CoLEARN Partners with an unlimited number of teacher-participants who will collaboratively share approaches to improving writing across the curriculum.
- The CoLEARN website promotes community by providing site-specific and national list servs, chat areas, and cosynchronous (instant) messaging.
- The site includes streaming video of teaching practices in support of WAC, quarterly teleconferences with leading WAC practitioners, and access to experienced mentors who can answer questions and offer insights.
- Extensive professional readings and selected strands of illuminating email exchanges from colleagues who have established successful WAC programs are a click away.
- An abundance of WAC teaching strategies and extended interdisciplinary units will be replenished frequently by CoLEARN partners.
- A complimentary meeting registration at the NCTE Annual Convention will be offered to a faculty member at each CoLEARN institution.

When Will CoLEARN Support Be Available?

- July-Aug. 2002—Site Coordinator and Mentor orientation
- August 2002—CoLEARN Program commences
- Nov. 2002—CoLEARN sessions at NCTE Annual Convention
- 2002-2003 Academic Year
 - Videos demonstrating promising practices
 - Teleconferences with leaders in the field
 - Frequent summaries of questions from the field and related resources uploaded to site
 - Monthly inquiry questions and responses posted to the national CoLEARN board
 - Summary findings from CoLEARN posted in summer, 2003.
 - Press releases from NCTE honoring the contributions of CoLEARN participants sent to media in vicinity of each site. National Honor Roll of CoLEARN sites publicized widely.

How Can I Get Involved?

- Encourage colleges/English departments and administrators in your area to enroll as a CoLEARN Partner
- Volunteer to be a CoLEARN Mentor

CoLEARN Mentors will have the chance to study closely literacy practices in a range of school settings over a full academic year. They will be the front-line in supporting teacher conversations about structures and strategies of literacy learning that will advance student achievement.

- Visit the CoLEARN demonstration website—currently under construction, this site should be ready for touring by April 8. Watch the NCTE website, www.ncte.org, for details.
- Register your college or department as a CoLEARN partner in preparation for the 2002-03 academic year.

Two-Year College English Association Annual Report 2002

Function: TYCA works through a network of regional organizations to share information of concern to two-year college teachers of English language, literature, and composition, and to seek resources, develop strategies, and advocate on behalf of its members' professional needs.

Now in its seventh year, the National Two-Year College English Association (TYCA) has an established presence within the National Council of Teachers of English and is functioning as a full partner with other higher education constituencies, including CCCC, CEE, and College Section. Somewhat different from other constituent groups, however, TYCA draws its strength from the collective work of its seven Regional—TYCA-NE; TYCA-SE; TYCA-MW; TYCA-SW; TYCA-W; TYCA-PC (CA); and TYCA-PNW. Distinct in character though bound by common bylaws, the Regionals function independently of one another and host separate conferences each year.

TYCA membership within NCTE has been defined as those who designate “two-year college” on NCTE membership forms as an area of special interest or who subscribe to the NCTE journal *TETYC*. Thus defined, some TYCA members teach in four-year colleges and universities but identify with two-year college faculty who give special attention to the preparation of undergraduates in the first two years of college. National TYCA has worked actively to promote stronger relationships between and among the Regionals and to generate more involvement of two-year college faculty in the national NCTE Convention. As a result a record number of two-year college faculty were present at the 2001 conference in Baltimore.

2001 Background

In July 2001, the TYCA Executive Committee met for two days at NCTE Headquarters to come up with a strategic vision for National TYCA. Among other ideas, that strategic vision included plans to continue work on a “Guide for Preparation of Future Faculty for Two-Year College Teachers of English,” to define and promote the idea of the two-year college teacher/scholar, to make clear the ways in which National TYCA serves the Regionals, to clarify the role of regional reps, and to begin the process of documenting the history of National TYCA. Of most immediate importance, the TYCA EC drafted a proposal (to be presented at the September NCTE EC meeting by TYCA Chair Georgia Newman) that would give the TYCA Chair “voting” status on the NCTE Executive Committee. At its September 2001 meeting, the NCTE Executive Committee endorsed a motion to give TYCA permanent status and the TYCA Chair a vote on the NCTE EC. This motion was subject to approval by a vote of the NCTE membership at large in a ballot referendum in Spring 2002.

TYCA 2002

A proposal to give the TYCA Chair an NCTE EC vote was approved by a vote of NCTE members in the spring of 2002. At the September 2002 meeting of the NCTE Executive

Committee, the TYCA Chair was seated as a voting member.

"The Guidelines for the Preparation of Two-Year College Faculty" were completed and presented to the TYCA EC by Committee Chair Sally Fitzgerald. These guidelines were accepted and are currently in a stage of on-going revision. They will be posted on the TYCA website for additional comment and revision before being presented to the NCTE EC for approval as an NCTE document. A steering committee will be appointed to solicit additional research and development.

Ben Wiley was the recipient of the Nell Ann Picket Award for his outstanding contributions to two-year college teaching. The 2003 committee consists of Linda Houston, chair, Sheldon Wrice, and Ben Wiley.

The first Outstanding Programs in English Awards were presented at the TYCA Breakfast at the CCCC in Chicago. Lois Powers is again chairing this year's committee and is in the process of accepting nominations.

Former TETYC editor Mark Reynolds has been appointed chair of an ad hoc committee that will define the role of the two-year college teacher/scholar.

Beginning with the next award, the recipient of the TETYC Article of Year Award will be selected by a TYCA appointed committee. That committee consists of Stasia Callan, chair, Sharon Mitchler, and Carolyn Calhoun Dillahunt.

Once again, Stasia Callan will chair the Public Image of the Two Year College Committee that will present its annual Fame and Shame Awards at the CCCC in March in New York.

The TYCA EC has endorsed bylaw revisions that will (1) include the College Forum representative on the TYCA EC and (2) increase the term of the TYCA Chair and Associate Chair. Both proposals, as well as other by-law changes that include identifying the TYCA Chair as a voting member of the NCTE Executive Committee, are in the process of being ratified by a vote of the regional conferences.

Frank Madden, Chair



**The Two-Year College English Association
of the
National Council of Teachers of English**

**TYCA Outstanding Programs in English
Award**

The **Outstanding Programs in English Awards** honor two-year college teachers and their colleges for outstanding English programs which 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, and 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.

Nell Ann Pickett Award

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 creativeness, sensitivity, and leadership. The award is presented at the annual CCCC Convention..

TYCA Fame and Shame Award

The **Fame and Shame Awards** 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.

Committee Reporting:

Outstanding Programs in English Awards

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

Report Author: Lois Powers

Date of This Report: 28 October 2002

Members Present at Last Committee Meeting:

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

Date of Last Meeting: **On-going e-mail discussion; meeting in Chicago, March 2002**

Work Completed Since Last Report:

Reviewed the submission form and the brochure for 2003 awards

Updated the submission form and the brochure

Changed category format for ease of reading

Added "Winners will be notified by..." to directions to clarify the timeline for announcing winners

Considered categories for 2003 and the limited submissions in the technology

Changed the subcategories in "Promoting Technology-Based Instruction" to

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

Brochures and submission forms for 2003 online on TYCA web site

Winners announced in May in *TETYC*

Brief summaries of winning programs described in September *TETYC*

Award brochures and submission forms distributed at regional conferences

Winners announced on the TYCA web site

Several winners invited to present at CCCC

Summary of Current Activities:

Send copies of the September issue of *TETYC* to the winners and honorable mentions of the 2002 awards (issue includes the descriptions of the winning programs) and a letter informing them that the awards are listed on the NCTE/TYCA website

Plans to consider 2003 submissions

Expand ways to further publicize the awards

✓ Consider composition of the committee

Seek forums for winners to present at conferences

Review 2003 brochure and submission form

Decide on deadline

* *Finance award - program*

Projected Completion Date of Activities: On-going yearly cycle

Question:

*How many regional conferences
invited & winners to participate?*

Committee Reporting:

Nell Ann Pickett Award

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

Report Author: Howard Tinberg

Date of This Report: November 5, 2002

Committee Members:

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

Work Completed:

The committee was pleased to honor Ben Wiley as the 2002 winner of the Nell Ann Pickett Award. A long-standing member of the Southeast region of the Two-Year College English Association or TYCA, Ben has served on his region's executive committee; he has also represented his regional at the national TYCA Executive Committee; and he has served as Chair of National TYCA. He has served as well on the executive boards of both CCCC and NCTE and the College Section Committee within NCTE

Fame and Shame Awards

Report Author: Stasia J. Callan
Date of Report: October 29, 2002

Committee Members:

1. Stasia J. Callan, Chair, Monroe CC, Rochester, NY: scallan@monroecc.edu
2. Barbara Cooper, Howard CC, Columbia, MD: bcooper@howardcc.edu
3. Gwen Gersham, North Arkansas College, Harrison, AR: gweng@northark.edu
4. Janet Henderson, Bergen CC, NJ: jhenderson@bergen.cc.nj.ud
5. Dan Holt, Lansing CC, Lansing, MI: dholt@lcc.edu
6. Mike Matthews, Tarrant County College, Fort Worth, TX: mike.matthews@tccd.net
7. Sharon Mitchler, Centralia College, Olympia, WA: smitchler@centralia.ctc.edu
8. J. Sterling Warner, Evergreen Valley College, San Jose, CA: jsterlingw@aol.com

Last meeting date/location:

The Public Image of the Two-Year College Committee met on March 22, 2002 at CCCC in Chicago, IL. The session's attendees reported on the results of their on-going research in media coverage of two-year college issues. After lengthy deliberations, they granted the following awards:

- **1st Dishonorable Mention:** Thomas M. Menino, the Mayor of Boston, for failing to remember whether he had graduated from a community college, adding that "It was not a real college."
- **2nd Dishonorable Mention:** Peter Carlson, staff writer of The Washington Post, for stating in his review of Gail Sheehy's "Olympian Myth Metaphor," that she writes like "a junior college professor who smoked too much wacky weed."
- **2002 Shame Award:** "ER" NBC, March 7, 2002 episode where a nurse states "she had graduated from the University of Pennsylvania, not from a community college."
- **1st Honorable Mention:** The Chronicle of Higher Education, May 5th 2001, for publishing Ellen Olmstead's article, "It's the Community College Life for Me."
- **2nd Honorable Mention:** Matthew Danemen, staff writer of the Rochester, NY, Democrat and Chronicle, for his comprehensive and complimentary article of March 21, 2001, titled, "Community College Celebrating 100 Years: Growing by Degrees."
- **2002 Fame Award:** Willard Scott, "NBC Today's Show," April 12, 2001, for saluting two-year colleges on their 100th Anniversary.

Work in progress:

On-going research in the media coverage of the two-year college issues to be presented on March 21, 2003, at CCCC in New York City.

TETYC Best Article Award

Report Author: Stasia J, Callan
Date of Report: October 29, 2002

Committee Members:

Stasia J. Callan, Chair, Monroe CC, Rochester, NY: scallan@monroecc.edu
Carolyn Calhoun-Dillahunt, Yakima CC, Yakima, WA: ccalhoon@nwinfo.net
Sharon Mitchler, Centralia College, Olympia, WA: smitchler@centralia.ctc.edu

Last meeting location date/location:

The committee was appointed at the end of August and early September, 2002. It has been meeting online. The initial tasks of the committee included researching the award's background and criteria.

Work in Progress:

The committee is in the process of refining the criteria used in the past to identify the best TETYC article. The issues considered in the search will be March, May, September, and December, 2002. The committee's goal is to name the award-winning article by early January, 2003.

The committee still has to find out whether the plaque and \$250 monetary award given in the past to the winner of the TETYC Best Article Award will be available to the 2002 winner.

Report
Archivist

To: The Executive Committee of the
Two-Year College English Association
Report Author: Lois Powers, Archivist
Date of This Report: 28 October 2002

Summary of Current Activities:

Last report contains information about what is presently included in the archives.

To be added to the archives:

- TYCA agendas from 1996 to present
- Reports and other materials supporting the agenda items
- Samples of printouts of TYCA web pages
- Connection of TYCA with *TETYC*

To fill in the gaps of TYCA's history:

- Information from participants of the "Mississippi Meeting"
- History of the two-year college's work to become a full partner in postsecondary education in NCTE
- Work of Paul Bodmer and Frank Madden to formalize and constitutionalize TYCA within NCTE
- Personal papers, contributions, and projects of the first chairs: Lynn Troyka, John Lovas, Jay Wootten, Ben Wiley, Georgia Newman, and Frank Madden

Work in progress:

- Writing letters to the chairs of TYCA from 1996 to the present soliciting materials for the archives
- Writing letters to the participants in the "Mississippi Meeting" soliciting their remembrances of the initial attempts to bring the two-year into a more active role in postsecondary education
- Writing to *TETYC* editors soliciting their thoughts on the how the journal has changed/responded to the emergence of TYCA
- Developing a systematic way to collect significant e-mail for the archives
- Collecting the history of the development of the "Outstanding Programs in English Awards" and the "Fame and Shame Awards" in the archives

Recommendations to the Executive Committee:

To have the regionals consider having NCTE house their archives

Committee Reporting:

TYCA-MIDWEST

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

Report Author: Linda Houston

Date of This Report: October 24, 2002

Members Present at Last Committee Meeting:

1. Sheldon Wrice
2. John Smith
3. Reggie Finlayson
4. Leslie Roberts
5. Marilyn Valentino
6. Jane Wagoner
7. Karla Brown
8. Paul Resnick
9. Daniel Snyder
10. Kip Strasma
11. Linda Houston
12. Edith Baker
13. Esther DiMarzio
14. Andy Anderson
15. Ella Davis
16. Karen Busch
17. Karla Brown
18. Andrea Lang
19. Jacqueline McLeod Rogers
20. Jay Wootten
21. Paul Bodmer

Date of Last Meeting: October 19, 2002

Summary of Current Activities:

Regular Business Meeting of TYCA-Midwest took place.
The TYCA-Midwest Conference was in Milwaukee, WI October 17-19.
Approximately 110 people attended.

Treasury is beginning to grow.
Membership passed the TYCA National changes in the Constitution and By-Laws.
Elections were held. New officers are:

Sheldon Wrice-Chair
Treasurer-Neville Britto (newly elected to TYCA-Midwest Executive Committee)
Membership-Karla Brown
Secretary-Jane Wagoner
Site Coordinator-Marilyn Valentino
Information Coordinator/Web Manager-Paul Resnick
Adjunct Faculty Representative-Daniel Snyder
Midwest Messenger Editor-Kip Strasma
TYCA?NCTE Representative-Leslie Roberts
NCTE Liaison-Edith Baker

Date of Next Meeting: TYCA-Midwest Executive Committee will meet in Cleveland,
site of the 2003 conference on April 11-12, 2003.

Call for Proposals for Cleveland Conference is on the following 2 pages.

Entity Reporting:

ECCTYC

To: The Executive Committee of the Two-Year College English Association
Report Author: Sally Fitzgerald
Date of This Report: 11/12/02

Members Present at Last Committee Meeting:

1. 14 regional directors and all board members

Date of Last Meeting: April 2002

Work Completed Since Last Report:

Approval of position paper, "Teaching Writing in the Community College: Implications for English Faculty and Community Colleges"
Posting to web site of TYCA draft document, "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges"

Summary of Current Activities: The board joined the California State University English department chairs and graduate coordinators for a plenary session on graduate education. In addition, we shared our summary meeting with them. During the regular meeting of the board and regional directors, the regional reports covered topics of interest around the state: placement into English classes; academic integrity; academic literacy; communication competency; push to decrease time spent on seeking a degree; college level English requirement for AA and AS degrees; budget cuts; accreditation; compressed calendars. We planned our next conference which will be in fall, 2003. The Oct. 16-18, 2003 conference will be at the San Diego Shelter Pointe Hotel and Marina. Presentation proposals around the theme, "Crafting Literacy in the Community College," are due April 25 to Heidi Ramirez, Hartnell College, and the form will be posted on the web site, www.ecctyc.org. The board discussed a proposed resolution that will be presented at the spring meeting of the statewide Faculty Senate on the issue of requiring a transferable English class for the AA and AS degrees. We agreed to post that resolution and other documents including those available at other websites around three topics on our web site. One such topic is class size, and an extensive study of this is also available in the fall edition of *i.e.*, the ECCTYC journal, which is posted on the web site.

Projected Completion Date of Activities:

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting: April 30-May 2, 2002, Sacramento, CA

Call for Proposals

ROCK N ROLL WITH US IN CLEVELAND

TYCA-MW OCTOBER 9-11, 2003
Two-Year College English Association of the Midwest

Home to the Rock n Roll Hall of Fame, one of the world's greatest symphony orchestras, the wonderful Cleveland Museum of Art, one of the country's oldest repertory theater companies, the multicultural arts center Karamu House, the restored Playhouse Square theaters, the European-style Westside Market, ethnic restaurants and churches, jazz clubs, super restaurants, the Cuyahoga River (famous for once burning hence the Great Lakes Brewing Company's Burning River Ale), night clubs, public sculpture—Cleveland has much more than the three-campus Cuyahoga Community College, Cleveland State University, Case Western Reserve University, Ursuline College, and John Carroll University. Nearby are Lorain County Community College, Kent State with its 7 regional campuses, and Lakeland Community College.

Take a look at a few websites: <http://www.travelcleveland.com> and www.city.cleveland.oh.us

The conference theme is **Discourse Rocks!**

- Analyzing textual discourse
- Assessing the effectiveness of discourse
- Creating discourse communities
- Describing effective classroom dialogue
- Discussing computer-mediated communication
- Initiating service learning
- Internationalizing coursework
- Interpreting rock lyrics
- Reading student discourse
- Responding to student discourse
- Writing of all kinds



Held in the Cleveland Sheraton downtown, the conference offers professional development opportunities and networking with other instructors of the first two years of English instruction. In addition, poetry sessions and a special adjunct faculty workshop on Friday are available.

Sarah Willis, our keynote speaker, is author of *Some Things That Stay* (May 2001), winner of the Stephen Crane Award for First Fiction and the Cleveland Arts Prize in Literature, and listed as a *New York Times* Notable Book. Her second novel, *The Rehearsal*, was published in 2002.

Sessions will be one hour long, with some multi-session presentations . Full panels are welcome. Hands-on workshops will be considered. Overhead projectors are the only available technology unless you bring your own.

An organization of active teachers, TYCA—Midwest encourages spoken rather than “read” presentations.

To propose an individual presentation or panel, please submit a 75 word abstract via postal service or email to

Dr. Jay Wootten
Kent State University Salem Campus
2491 State Route 45 South
Salem, OH 44460-9412
wootten@salem.kent.edu

by **June 1, 2003**. Include name, title, institution, email, and telephone number of all presenters with your abstract.

Presenters will be required to register for the conference. TYCA-MW cannot pay presenters or be responsible for their travel costs.

More information about the conference will be available on the TYCA-MW website at <http://faculty.icc.edu/presnick/tyca.htm>

TYCA—Midwest is associated with the National Council of Teachers of English and the National Two-Year College English Association.

Northeast Regional

Report Author: Stasia J. Callan
Date of Report: October 29, 2002

COMMITTEE MEMBERS:

Elected October 12, 2002:

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

Continuing in current positions:

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

2002 TYCA-NE Conference Co-Chairs:

1. Ethel Bowden, Central Maine Tech. Col.:ebowden@cmtc.net
2. Lucy Coombs, Central Maine Tech. Col.:lcoombs@cmtc.net

Appointed to A New REC Position:

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

Last meeting date/location:

TYCA-NE REC held its post-conference meeting October 12, 2002, in Portland, Maine. The Conference Co-Chairs, Ethel Bowden and Lucy Coombs, gave an overview of the conference. It was successful in featuring an array of timely sessions from Shifting Roles of Faculty and Students, to Learning Communities, Assessment of Learning, Creative-Non-Fiction, Distance Learning, and much more.

There were 136 attendees. The conference brought a profit of over \$8,000. Sandy Brown reported that the TYCA Friday, membership recruiting event, held at Ocean County CC, NJ, was successful.

TYCA-NE has 15 institutional members. The cost of institutional membership is \$200.

-2-

Work in progress:

- TYCA-NE is in the process of developing its own permanent web page. The earlier ones were conference-specific and housed by the host colleges. The REC appointed Elizabeth Butts of Delaware County CC to be its Web Master.
- The 2003 TYCA-NE conference will be in Boston. Bunker Hill CC, Bristol CC, and Dean College will share the work of organizing it.
- The Nor'easter, TYCA-NE Newsletter, is expanding its coverage to include special programs, regional awards, state representatives activities, summer workshops, and college-specific awards.
- The next TYCA Friday will be held at Bunker Hill CC, in Boston.

Committee Reporting:
TYCA-Southeast REC

To: The Executive Committee of the Two-Year College English Association
Report Author: Chris Jennings, Tidewater Community College, VA
Date of This Report: October 29, 2002

Members Present at Last Committee Meeting:

1. Patricia Blaine, REC Chair
2. Don Andrews, REC Treasurer;
3. Evelyn Beck, SC State Representative
4. Jo Ann Buck, NC State Representative
5. Greg Chapman, AL State Representative
6. Thad Cockrill, Journal Editor
7. Joshua Gordon, MS State Representative
8. Laura Hammons, REC Assistant Chair;
9. Joel Henderson, TN State Representative
10. Peggy Harbers, Program Chair 2003 (Nashville)
11. Claudia House, Local Arrangements Co-Chair 2003 (Nashville)
12. Chris Jennings, TYCA National Representative
13. Lorne Kotler, REC Secretary;
14. Tom LaBelle, REC Member-at-Large & Cowan/Doster Awards Chair
15. Marti Leighty, Local Arrangements Chair 2002 (Richmond)
16. Harry Moore, REC Membership Chair
17. Hubert Pulley, Four-Year College Representative
18. Gloria Reese, Minority Affairs and Local Arrangements Co-Chair 2003 (Nashville)
19. Susan Slavicz, Advertising Manager
20. Bonnie Startt, Webmaster;
21. Betty Weldon, KY State Representative.

Date of Last Meeting: October 5, 2002

Work Completed Since Last Report:

TYCA-Southeast Conference held at Richmond Omni Hotel, Richmond, VA, February 28 – March 2, 2002. Theme: Legacies in Language, Literature, and Literacies. Major speakers included Sheri Reynolds (*The Rapture of Canaan*), Paule Marshall (*Brown Girl, Brownstones*), and Howard Owen (*Littlejohn*).

Two historic firsts occurred at the convention. Longtime TYCA-SE member Dr. Jean Bridges became the first recipient of the Doster Award, and the Cowan Award session featured both the 2001 winner, Clem Welch, and the 2002 winner, Chuck McDonnell. McDonnell presented “Believing in Threes: Priorities, Pedagogy, Practice,” and Welch presented “A Real World Experience” in her portion of the Cowan session. Marti Leighty, Miles McCrimmon, and Larry Roderer were commended for their dedication to make the conference succeed, especially after September 11, 2001, with a round of applause.

Website for members to access handouts and Power Point presentations from the conference presentations was posted as “Conference Sharing” site www.tyca-se.org/share02.htm

Spring 2002 TYCA-Southeast Journal was published. MLA’s Coordinator of the Master List and the *Directory of Periodicals* asked REC to consider inclusion of its Journal in the *MLA International Bibliography* and listing in the *Directory of Periodicals*. REC welcomed this opportunity for dissemination.

Membership demographics for 2002 as of October 5, 2002, were as follows: AL, 20; FL, 47; GA, 32; KY, 15; MS, 32; NC, 37; SC, 32; TN, 51; VA, 68; WV, 2; Others, 4. The total membership was 340.

Summary of Current Activities:

Two candidates for the Doster Award were received and Mark Reynolds was selected by the committee. The initial Cowan Award deadline of June 15 was extended to September 1, but no nominees have been received; thus the committee recommends extending the deadline to December 1. The REC passed a motion to donate the old Cowan Award trophy to Hinds Community College’ new building to house in its trophy room.

To be a part of the initial vote by the Regionals for bylaws revision, members were mailed a cover letter from Chris Jennings, National Rep, describing the bylaws revisions and a ballot to return to by November 1 to ensure TYCA-SE membership’s participation in the voting process.

Nashville 2003: Nashville State Tech is sponsoring the 2003 conference. Peggy Harbers, Program Chair, reviewed conference activities and keynote presenters. The conference theme is “Athens of the South; Drama, History, Philosophy, and Democracy in Our Classrooms.” The major speakers include Dr. Charles Wolfe (*A Good Natured Riot*) at Thursday’s opening session, Alice Randall (*The Wind Done Gone*) at Friday’s Luncheon Session, and Ann Patchett (*Bel Canto*) at Saturday’s Business Session. Pre-Conference Workshops will be as follows: “Architecture of Nashville” (Charles May, Nashville State Technical Community College); “Online English in Tennessee: Teaching Composition and Literature in the Regents’ Online Degree Program” (Dr. Robbie Kendall Melton and Dr. David White, Tennessee Board of Regents’ Online Degree

Program); "Not Just Tom, Dick and Harry: the Multicultural and ESL Classroom" (Scott Buswell and Devora Manier, Nashville State Technical Community College); "Making the Workforce-Classroom Connection: Using SCANS CD's in the Liberal Arts Classroom" (Dr. Elizabeth Mathias, National Foundation's SCANS Project; Prof. Michael Harsh, Hagerstown Community College; Claudia House, Nashville State Technical Community College). Post-conference excursions include the following options: Discover Nashville Tour; The Jack Daniels' Distillery (www.jackdaniels.com) and Miss Mary Bobo's; The Nash Trash Tour (www.nashtrash.com). The Call for Proposals has been made available both at website and as a handout. The deadline for submitting proposals is November 1, 2002.

Plans are underway for the 2004 TYCA-SE conference in Huntsville, Alabama. Greg Chapman, Local Arrangements Chair, recommended shifting the conference dates from Wednesday-Saturday to Thursday-Sunday for cost-savings in travel and accommodations for participants. The REC passed a motion to run the TYCA-SE 2004 conference in Huntsville, AL, from Thursday, February 26-Sunday, February 29. A draft for the Call for Proposals for the 2004 conference was submitted to the REC.

An upcoming slate of REC candidates has unofficially been determined because all six appointed REC positions are expiring at the next conference in February at Nashville; REC discussed staggering terms and will revisit issue in Nashville after President Pat Blaine checks the Bylaws and confers with the six affected officers.

Clair Berry requested members in South Carolina, Mississippi, and Kentucky consider hosting the 2005 conference.

Projected Completion Date of Activities: TYCA-SE Conference 2003, Feb. 19-22, 2003

Recommendations from the Committee to the Executive Committee: none

Date of Next Meeting: February 19, 2003

Name of Committee:

TYCA-PNW

Report Author: Sharon Mitchler
Date of Report: 10/28/02

Committee Members:

1. Beth Camp, Chair
2. Sharon Mitchler, Regional Representative
3. Dana Elder, Membership
4. Kim Johnson, Secretary
5. Brian Patterson, 2002 Conference Co-Chair
6. 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
- 10.

Last meeting date/location: October 26, 2002 - Bellingham, Washington

Work completed since last report:

The Fall 2002 conference was held. The conference was at Whatcom Community College in Bellingham, WA, on October 25 and October 26. The theme was "English in Transition: Crossing (Out) Borders." Dr. Victor Villanueva, Jr., 1998 4Cs Program Chair and professor at Washington State University in Pullman, WA, was our featured speaker, and provided a rousing key-note address. The attendance at the conference rose again, exceeding our expectations. Last year, 60 people attended and this year 125 were a part of the event. Participants represented 43 colleges across the PNW, including a significant number from Canada, an area we had hoped to reach out to by having the conference near the Canadian border.

The next conference will be held in the Spokane, Washington area, and Dana Elder will be heading up the arrangements and he will be working with Kim Johnson to develop a program. Since Dana and Kim are already REC members, we were pleased to welcome four new interested members to the board. Their exact positions will be determined as Beth Camp, Chair for the PNW, discusses their interests with them and the vacancies available in membership, secretary, publications and future conference positions.

The board also finalized the job descriptions which Beth Camp, Chair, has been developing and they will be added to the TYCA-PNW web pages.

Work in progress: The board has several ongoing projects. We would like to develop an award or recognition for our region now that we are financially solvent.

Our lack of a publication to connect members between annual conferences is an area we will be working on. Our attempts at an E-mail version of a newsletter have not yet been realized because we don't have a person on the board who has the time to take on this project. We hope with the new board members we can improve on this situation.

Recommendations from the Committee to the Executive Committee:

Additional information:

Committee Reporting:

TYCA-SW

To: The Executive Committee of the
Two-Year College English Association
Report Author: Gwen Gresham
Date of This Report: 30 November 2002

Members Present at Last Committee Meeting:

1. Michael Berberich, Chair
2. Jim McInturff, Associate Chair
3. Joan Mathis, Treasurer
4. Mike Matthews, National TYCA Representative to the College Forum
5. Susan Faulkner, Membership Chair
6. Terry Stewart, Newsletter Editor
7. David Lydic, Political Action Committee Chair
8. Irma Luna, 2002 Conference Chair
9. Gwen Gresham, Archivist and Regional Representative to National TYCA
10. Michael Gos, Technology Committee Chair
11. Sue Bennett, New Mexico Advisory Board Member and Nominations Chair
12. Dave Charlson, Oklahoma Advisory Board Member
13. Dale Adams, Texas Advisory Board Member and Publications Chair
14. Beth Shelton, Texas Advisory Board Member
15. Frank Madden, National TYCA Chair

Date of Last Meeting: October 10 and 12, 2002

Work Completed Since Last Report:

TYCA-SW held its annual conference October 10-12 at the Sheraton Gunter Hotel in San Antonio, TX, hosted by the Alamo Community College District (San Antonio College and Northwest Vista College) and chaired by Irma Luna.

Conference highlights included keynote addresses by Dr. Larry Hufford of St. Mary's University and Dr. Frank Madden, SUNY Westchester Community College, National TYCA Chair, and excellent breakout sessions by 48 presenters. There were 140 registrants for the conference.

TYCA-SW presented its Teaching Excellence Award to Sue Bennett of the University of New Mexico at Los Alamos and the Robert W. Wylie Service Award to Lucy Gonzales, retired from Del Mar College, Corpus Christi, TX.

At the Regional Executive Committee meetings, Treasurer Joan Mathis reported a balance of \$1525.88, not including conference and membership fees for the San Antonio conference.

New officers elected include: Chair, Jim McInturff (East Arkansas Community College); Associate Chair, Michael Gos (Lee College); Treasurer, Joan Mathis (Paris Junior College); and Secretary, Michael Berberich (Galveston, College).

The membership of TYCA-SW approved the changes in by-laws II.A.1., II.A.3., II.A.6., II.C.1., II.C.2., and II.D.1.i. unanimously.

Summary of Current Activities:

The next meeting of the REC will be February 23, at the annual TCCTA meeting in Austin, TX. The 2003 conference will be in New Orleans, LA, chaired by Lillian Wooley; the 2004 conference will be in Austin, TX, chaired by David Lydic and Terry Stewart; and the 2005 conference will be in Galveston, TX, chaired by Michael Berberich.

Projected Completion Date of Activities:

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting: February 23, 2003, in Austin, TX

Report to TYCA EC

Submitted by Howard Tinberg, Editor, *TETYC*
November 2002

***English in a New Key* (Special Issue, December 2002)**

Articles:

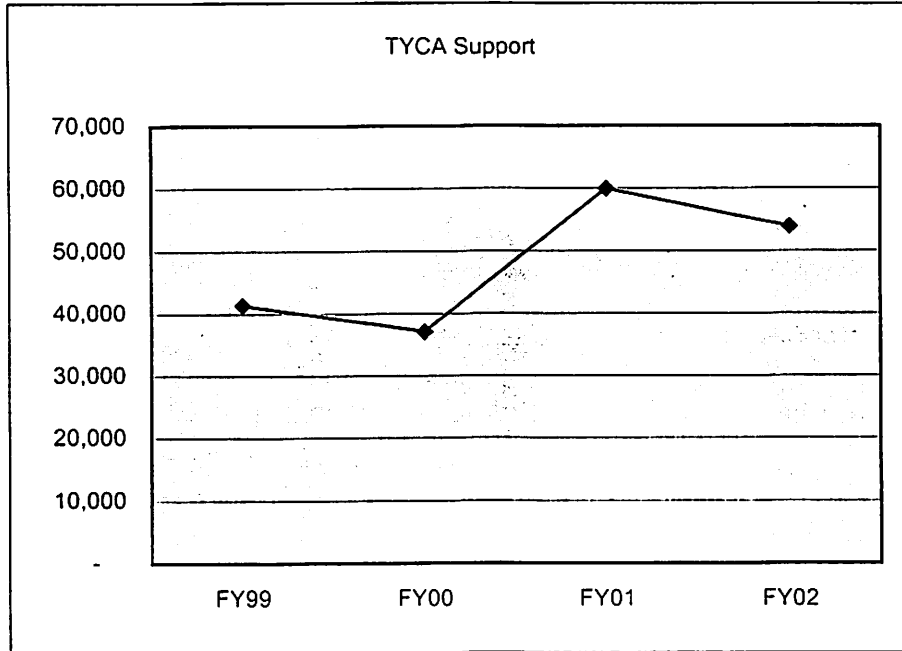
- "Andrea's Dream: Teaching and Learning with Digital Texts"
by Kip Strasma
- "Asynchronous Electronic Peer Response in a Hybrid Basic Writing Classroom"
by Virginia Crank
- "Grading Papers Online"
by Shirley Bell
- "What a @%#!: Listening to What Students Say about Their Composition Teachers Online"
by Todd Heyden and Tom Henthorne
- "Online Writing Groups"
by Laurie Olson-Horswill
- "Teaching the Teachers"
by Helene Krauthamer
- "Technology as a Tool for Literacy in the Age of Information: Implications for the ESL Classroom"
by Loretta F. Kasper
- "The Paperless Classroom: E-filing and E-evaluating Students' Work in English Composition"
by Dan Davis

Books Reviewed:

- *Reading and Writing in an Online World. Instructor's ed.*
by Dawn Rodrigues.
- *Readings Online: A Virtual Common Place*
ed. Paul Amore. Boston: Houghton, 2001.
- *Unlocking the Clubhouse: Women in Computing*
by Jane Margolis and Allan Fisher.
- *Weaving a Virtual Web: Practical Approaches to New Information Technologies* ed. Sibylle Gruber.

TYCA
Financial Comparison

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



Entity Reporting:

ECCTYC

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

Report Author: Sally Fitzgerald

Date of This Report: 11/12/02

Members Present at Last Committee Meeting:

1. 14 regional directors and all board members

Date of Last Meeting: April 2002

Work Completed Since Last Report:

Approval of position paper, "Teaching Writing in the Community College: Implications for English Faculty and Community Colleges"

Posting to web site of TYCA draft document, "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges"

Summary of Current Activities: The board joined the California State University English department chairs and graduate coordinators for a plenary session on graduate education. In addition, we shared our summary meeting with them. During the regular meeting of the board and regional directors, the regional reports covered topics of interest around the state: placement into English classes; academic integrity; academic literacy; communication competency; push to decrease time spent on seeking a degree; college level English requirement for AA and AS degrees; budget cuts; accreditation; compressed calendars. We planned our next conference which will be in fall, 2003. The Oct. 16-18, 2003 conference will be at the San Diego Shelter Pointe Hotel and Marina. Presentation proposals around the theme, "Crafting Literacy in the Community College," are due April 25 to Heidi Ramirez, Hartnell College, and the form will be posted on the web site, www.ecctyc.org. The board discussed a proposed resolution that will be presented at the spring meeting of the statewide Faculty Senate on the issue of requiring a transferable English class for the AA and AS degrees. We agreed to post that resolution and other documents including those available at other websites around three topics on our web site. One such topic is class size, and an extensive study of this is also available in the fall edition of *i.e.*, the ECCTYC journal, which is posted on the web site.

Projected Completion Date of Activities:

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting: April 30-May 2, 2002, Sacramento, CA

Committee Reporting:

TYCA-MIDWEST

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

Report Author: Linda Houston

Date of This Report: October 24, 2002

Members Present at Last Committee Meeting:

1. Sheldon Wrice
2. John Smith
3. Reggie Finlayson
4. Leslie Roberts
5. Marilyn Valentino
6. Jane Wagoner
7. Karla Brown
8. Paul Resnick
9. Daniel Snyder
10. Kip Strasma
11. Linda Houston
12. Edith Baker
13. Esther DiMarzio
14. Andy Anderson
15. Ella Davis
16. Karen Busch
17. Karla Brown
18. Andrea Lang
19. Jacqueline McLeod Rogers
20. Jay Wootten
21. Paul Bodmer

Date of Last Meeting: October 19, 2002

Summary of Current Activities:

Regular Business Meeting of TYCA-Midwest took place.
The TYCA-Midwest Conference was in Milwaukee, WI October 17-19.
Approximately 110 people attended.

Treasury is beginning to grow.

Membership passed the TYCA National changes in the Constitution and By-Laws.

Elections were held. New officers are:

Sheldon Wrice-Chair

Treasurer-Neville Britto (newly elected to TYCA-Midwest Executive Committee)

Membership-Karla Brown

Secretary-Jane Wagoner

Site Coordinator-Marilyn Valentino

Information Coordinator/Web Manager-Paul Resnick

Adjunct Faculty Representative-Daniel Snyder

Midwest Messenger Editor-Kip Strasma

TYCA?NCTE Representative-Leslie Roberts

NCTE Liaison-Edith Baker

Date of Next Meeting: TYCA-Midwest Executive Committee will meet in Cleveland, site of the 2003 conference on April 11-12, 2003.

Call for Proposals for Cleveland Conference is on the following 2 pages.

College Forum Report November 19, 2002 NCTE Annual Convention

Introduction

The College Forum is a Committee of the National Council of Teachers of English formed to address issues of concern to the higher education members of NCTE. As such, it is a collaboration within NCTE of the four higher education groups, College Section, CCCC, CEE, and TYCA, who share their common concerns and agendas with each other. The Forum also speaks as the higher education voice to the higher education community outside of NCTE to establish liaisons and collaborations with other professional associations and learned societies. Because of the double nature of the Forum's voice, both within and outside of NCTE, the leadership on the Forum articulates higher education concerns for NCTE and for the academy.

Mission

The College Forum of the National Council of Teachers of English addresses the key issues in the teaching and learning of College English.

To achieve this mission, the College Forum has the following purposes:

- Articulate concerns for further inquiry and advocacy (e.g. position statements).
- Develop strategic alliances with other higher education organizations (e.g. ACLS, AAHE).
- Identify potential projects and articulate means for carrying them out (e.g. identifying participants or investigators, possible funding sources, and potential strategies or processes).

Roles

Chair of College Forum

- Writes annual report to the NCTE Executive Committee.
- Writes common report for all representatives to submit to their group. Representative will add an addendum for information relevant to their individual group.

Chairs of Constituent Organizations (College Section, CCCC, CEE, TYCA)

- Write a one-page report to the College Forum before the annual meeting. The first half should be a bulleted list of projects and concerns relevant to the College Forum. The second half will be a one-paragraph perspective on NCTE efforts on higher education matters.
- Ensure College Forum report is on the agenda of their group's annual meeting.

College Forum Representatives

- Will be active members with a long history in their organization, broad experience, and a past leadership role on an executive committee.
- Report to the constituent group on the work of the Forum.
- Bring a one-page position paper to the College Forum.
- Report back to the Forum on the work of their group.
- Bring one project idea to each annual meeting of the College Forum.

NCTE Presidential Team Member

- Prepares half-page bulleted list of initiatives undertaken by the NCTE Executive Committee on behalf of higher education

ACLS Rep (Past President of NCTE)

- Reports on ACLS initiatives
- Establishes a conversation at ACLS focused on the scholarship of teaching

AED

- Writes draft of annual College Forum report
- Looks for strategic alliance possibilities

College Forum Working Agenda

The College Forum adopted the following working paper as its agenda of work for NCTE.

**Improving Conditions for Student Learning in College English Studies:
A Framework**

The quality of a student's education depends vitally on the conditions in which he or she learns. Keeping this principle paramount, the NCTE College Forum Committee inaugurates a comprehensive project to enhance learning conditions for students in college level English courses. A number of factors create these conditions, factors ranging from the preparation of teachers and the material conditions of classrooms to the prior experiences of students and the nature of the curriculum. Accordingly, the College Forum project is a long-term effort that will over time address issues clustered under five main themes:

1. Promote English studies curricula and pedagogies that meet students' complex interests and needs.

Several decades of research have generated compelling insights about the nature of language and literature and the best ways of teaching within English studies. Students have a right to courses that are well grounded in theory and research. Effective English studies curricula develop civic, aesthetic, and personal facilities with language as well as academic and vocational ones.

2. Ensure that English professors are well prepared, current with the best knowledge and practices in English studies, and working in conditions that allow them to implement those practices.

Faculty need to be not only content experts in their field but also teaching experts, familiar with pedagogical options and their justifications, able to select and implement them for given courses and students. Graduate school preparation is vital, of course, but so is continued professional development. Just as important, students have a right to study with faculty who have the course loads, salaries, and resources that allow them to do the kind of teaching consistent with best practices.

3. Enhance the material conditions in which students learn.

Developing advanced reading and writing abilities requires intensive interactions between students and teachers. This fact has obvious implications for class sizes, teaching loads, and students' individual access to their professors. An expanding technology culture not only foregrounds reading and writing abilities in unprecedented ways, it also raises questions about the changing nature of reading and writing. What kind of access to what kinds of technology are vital for students' learning in English courses? What are the best ways of using-or not using-those technologies in teaching?

4. Shape broader intellectual environments in ways consistent with the best research and practices in English studies.

As higher education becomes increasingly concerned with the assessment of student learning, there is a tendency for the nature of the assessment to influence curricular decisions, as is already occurring through high stakes testing at the secondary level. Content experts in English studies need to be consulted in any assessment efforts. The area of testing is but one example of broader intellectual environments that affect student learning conditions in English studies. Others include the reformation of general education programs and the ways that writing, reading, literature, and language studies are understood and represented, not only within the academy but in the larger culture.

- measure outcomes out of class -

5. Help shape the communities of learners that gather in college English courses.

The nature and quality of learning in any course depends not only on the curriculum, teacher, resources, and intellectual context but also on the backgrounds, experiences, attitudes, and abilities of the students themselves. Peer interactions, important across disciplines, are especially vital in language-rich courses. Students' prior experiences with reading and writing not only set parameters for what can be taught but also for the level of discourses in class activities. Students need to understand the kinds of preparation and effort that will allow them to benefit most fully from college courses. Faculty and professional organizations need to help create the conditions that allow and foster this preparation and work.

Projects

The following chart outlines the projects that are either in development or active in addressing the five themes. Some are direct projects of the College Forum and some are projects of one of the constituent groups.

Issues of Broad Concern	Projects	Responsible Entity
Curricula and Pedagogies	<ul style="list-style-type: none"> • Preparing Future Faculty Project. A granted project that supported five PFF programs at five graduate institutions, the project officially ends December 2002. 	College Forum
	<ul style="list-style-type: none"> • Networked Teaching and Learning Technologies. The College Forum is developing a grant application for collecting and disseminating effective pedagogies and practices of networked technologies in teaching. 	College Forum
	<ul style="list-style-type: none"> • Guidelines for Preparing Two-Year College English Teachers. A document in development by TYCA, it is in the second stage of review and will be available in 2003. 	TYCA
	<ul style="list-style-type: none"> • Definition of Teacher-Scholar in the Two-Year College. A document in development lby TYCA, it is in the initial stages of drafting, and should be available in 2003. 	TYCA

	<ul style="list-style-type: none"> • Service Learning Program. A granted program from Campus Compact, this program has resulted in a journal, <i>Reflections</i>, as well as considerable activity with Service Learning and writing instruction through the CCCC committee on Service Learning. 	CCCC
<p>Qualifications and Working Conditions of Teachers for Effective Instruction</p>	<ul style="list-style-type: none"> • Coalition for Academic Workforce. This coalition of professional associations has held one national working meeting that resulted in a survey of working conditions for adjunct labor, and the CAW will meet in January 2003 to continue the dialogue. • Professional Equity Project (PEP). CCCC is piloting a project to subsidize first-time attendance at CCCC convention. • Guidelines for Preparing Two-Year College English Teachers. A document in development by TYCA, it is in the second stage of review and will be available in 2003. • Two-Year College Chairs Workshop. TYCA will explore the need and feasibility of workshops for two-year college English department chairs. 	<p>CCCC</p> <p>CCCC</p> <p>TYCA</p> <p>TYCA</p>
<p>Material Conditions (Resources/Technologies/ Classroom)</p>	<ul style="list-style-type: none"> • Networked Teaching and Learning Technologies. The College Forum is developing a grant application for collecting and disseminating effective pedagogies and practices of networked technologies in teaching. • Coalition for Academic Workforce. This coalition of professional associations has held one national working meeting that resulted in a survey of working conditions for adjunct labor, and the CAW will meet in January 2003 to continue the dialogue. 	<p>College Forum</p> <p>CCCC</p>
<p>Intellectual Environments</p>		
<p>Community of Learners</p>		

Call for Proposals

ROCK N ROLL WITH US IN CLEVELAND

TYCA-MW OCTOBER 9-11, 2003
Two-Year College English Association of the Midwest

Home to the Rock n Roll Hall of Fame, one of the world's greatest symphony orchestras, the wonderful Cleveland Museum of Art, one of the country's oldest repertory theater companies, the multicultural arts center Karamu House, the restored Playhouse Square theaters, the European-style Westside Market, ethnic restaurants and churches, jazz clubs, super restaurants, the Cuyahoga River (famous for once burning hence the Great Lakes Brewing Company's Burning River Ale), night clubs, public sculpture—Cleveland has much more than the three-campus Cuyahoga Community College, Cleveland State University, Case Western Reserve University, Ursuline College, and John Carroll University. Nearby are Lorain County Community College, Kent State with its 7 regional campuses, and Lakeland Community College.

Take a look at a few websites: <http://www.travelcleveland.com> and www.city.cleveland.oh.us

The conference theme is **Discourse Rocks!**

- Analyzing textual discourse
- Assessing the effectiveness of discourse
- Creating discourse communities
- Describing effective classroom dialogue
- Discussing computer-mediated communication
- Initiating service learning
- Internationalizing coursework
- Interpreting rock lyrics
- Reading student discourse
- Responding to student discourse
- Writing of all kinds



Held in the Cleveland Sheraton downtown, the conference offers professional development opportunities and networking with other instructors of the first two years of English instruction. In addition, poetry sessions and a special adjunct faculty workshop on Friday are available.

Sarah Willis, our keynote speaker, is author of *Some Things That Stay* (May 2001), winner of the Stephen Crane Award for First Fiction and the Cleveland Arts Prize in Literature, and listed as a *New York Times* Notable Book. Her second novel, *The Rehearsal*, was published in 2002.

Sessions will be one hour long, with some multi-session presentations. Full panels are welcome. Hands-on workshops will be considered. Overhead projectors are the only available technology unless you bring your own.

An organization of active teachers, TYCA—Midwest encourages spoken rather than “read” presentations.

To propose an individual presentation or panel, please submit a 75 word abstract via postal service or email to

Dr. Jay Wootten
Kent State University Salem Campus
2491 State Route 45 South
Salem, OH 44460-9412
wootten@saalem.kent.edu

by **June 1, 2003**. Include name, title, institution, email, and telephone number of all presenters with your abstract.

Presenters will be required to register for the conference. TYCA-MW cannot pay presenters or be responsible for their travel costs.

More information about the conference will be available on the TYCA-MW website at <http://faculty.icc.edu/presnick/tyca.htm>

TYCA—Midwest is associated with the National Council of Teachers of English and the National Two-Year College English Association.

Name of Committee:

TYCA-PNW

Report Author: Sharon Mitchler
Date of Report: 10/28/02

Committee Members:

1. Beth Camp, Chair
2. Sharon Mitchler, Regional Representative
3. Dana Elder, Membership
4. Kim Johnson, Secretary
5. Brian Patterson, 2002 Conference Co-Chair
6. 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
- 10.

Last meeting date/location: October 26, 2002 - Bellingham, Washington

Work completed since last report:

The Fall 2002 conference was held. The conference was at Whatcom Community College in Bellingham, WA, on October 25 and October 26. The theme was "English in Transition: Crossing (Out) Borders." Dr. Victor Villanueva, Jr., 1998 4Cs Program Chair and professor at Washington State University in Pullman, WA. was our featured speaker, and provided a rousing key-note address. The attendance at the conference rose again, exceeding our expectations. Last year, 60 people attended and this year 125 were a part of the event. Participants represented 43 colleges across the PNW, including a significant number from Canada, an area we had hoped to reach out to by having the conference near the Canadian border.

The next conference will be held in the Spokane, Washington area, and Dana Elder will be heading up the arrangements and he will be working with Kim Johnson to develop a program. Since Dana and Kim are already REC members, we were pleased to welcome four new interested members to the board. Their exact positions will be determined as Beth Camp, Chair for the PNW, discusses their interests with them and the vacancies available in membership, secretary, publications and future conference positions.

The board also finalized the job descriptions which Beth Camp, Chair, has been developing and they will be added to the TYCA-PNW web pages.

Work in progress: The board has several ongoing projects. We would like to develop an award or recognition for our region now that we are financially solvent.

Our lack of a publication to connect members between annual conferences is an area we will be working on. Our attempts at an E-mail version of a newsletter have not yet been realized because we don't have a person on the board who has the time to take on this project. We hope with the new board members we can improve on this situation.

Recommendations from the Committee to the Executive Committee:

Additional information:

Committee Reporting:

TYCA-SW

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

Report Author: Gwen Gresham

Date of This Report: 30 November 2002

Members Present at Last Committee Meeting:

1. Michael Berberich, Chair
2. Jim McInturff, Associate Chair
3. Joan Mathis, Treasurer
4. Mike Matthews, National TYCA Representative to the College Forum
5. Susan Faulkner, Membership Chair
6. Terry Stewart, Newsletter Editor
7. David Lydic, Political Action Committee Chair
8. Irma Luna, 2002 Conference Chair
9. Gwen Gresham, Archivist and Regional Representative to National TYCA
10. Michael Gos, Technology Committee Chair
11. Sue Bennett, New Mexico Advisory Board Member and Nominations Chair
12. Dave Charlson, Oklahoma Advisory Board Member
13. Dale Adams, Texas Advisory Board Member and Publications Chair
14. Beth Shelton, Texas Advisory Board Member
15. Frank Madden, National TYCA Chair

Date of Last Meeting: October 10 and 12, 2002

Work Completed Since Last Report:

TYCA-SW held its annual conference October 10-12 at the Sheraton Gunter Hotel in San Antonio, TX, hosted by the Alamo Community College District (San Antonio College and Northwest Vista College) and chaired by Irma Luna.

Conference highlights included keynote addresses by Dr. Larry Hufford of St. Mary's University and Dr. Frank Madden, SUNY Westchester Community College, National TYCA Chair, and excellent breakout sessions by 48 presenters. There were 140 registrants for the conference.

TYCA-SW presented its Teaching Excellence Award to Sue Bennett of the University of New Mexico at Los Alamos and the Robert W. Wylie Service Award to Lucy Gonzales, retired from Del Mar College, Corpus Christi, TX.

At the Regional Executive Committee meetings, Treasurer Joan Mathis reported a balance of \$1525.88, not including conference and membership fees for the San Antonio conference.

New officers elected include: Chair, Jim McInturff (East Arkansas Community College); Associate Chair, Michael Gos (Lee College); Treasurer, Joan Mathis (Paris Junior College); and Secretary, Michael Berberich (Galveston, College).

The membership of TYCA-SW approved the changes in by-laws II.A.1., II.A.3., II.A.6., II.C.1., II.C.2., and II.D.1.i. unanimously.

Summary of Current Activities:

The next meeting of the REC will be February 23, at the annual TCCTA meeting in Austin, TX. The 2003 conference will be in New Orleans, LA, chaired by Lillian Wooley; the 2004 conference will be in Austin, TX, chaired by David Lydic and Terry Stewart; and the 2005 conference will be in Galveston, TX, chaired by Michael Berberich.

Projected Completion Date of Activities:

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting: February 23, 2003, in Austin, TX

Committee Reporting:

TYCA-Southeast REC

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

Report Author: Chris Jennings, Tidewater Community College, VA

Date of This Report: October 29, 2002

Members Present at Last Committee Meeting:

1. Patricia Blaine, REC Chair
2. Don Andrews, REC Treasurer;
3. Evelyn Beck, SC State Representative
4. Jo Ann Buck, NC State Representative
5. Greg Chapman, AL State Representative
6. Thad Cockrill, Journal Editor
7. Joshua Gordon, MS State Representative
8. Laura Hammons, REC Assistant Chair;
9. Joel Henderson, TN State Representative
10. Peggy Harbers, Program Chair 2003 (Nashville)
11. Claudia House, Local Arrangements Co-Chair 2003 (Nashville)
12. Chris Jennings, TYCA National Representative
13. Lorne Kotler, REC Secretary;
14. Tom LaBelle, REC Member-at-Large & Cowan/Doster Awards Chair
15. Marti Leighty, Local Arrangements Chair 2002 (Richmond)
16. Harry Moore, REC Membership Chair
17. Hubert Pulley, Four-Year College Representative
18. Gloria Reese, Minority Affairs and Local Arrangements Co-Chair 2003 (Nashville)
19. Susan Slavicz, Advertising Manager
20. Bonnie Startt, Webmaster;
21. Betty Weldon, KY State Representative.

Date of Last Meeting: October 5, 2002

Work Completed Since Last Report:

TYCA-Southeast Conference held at Richmond Omni Hotel, Richmond, VA, February 28 – March 2, 2002. Theme: Legacies in Language, Literature, and Literacies. Major speakers included Sheri Reynolds (*The Rapture of Canaan*), Paule Marshall (*Brown Girl, Brownstones*), and Howard Owen (*Littlejohn*).

Two historic firsts occurred at the convention. Longtime TYCA-SE member Dr. Jean Bridges became the first recipient of the Doster Award, and the Cowan Award session featured both the 2001 winner, Clem Welch, and the 2002 winner, Chuck McDonnell. McDonnell presented “Believing in Threes: Priorities, Pedagogy, Practice,” and Welch presented “A Real World Experience” in her portion of the Cowan session. Marti Leighty, Miles McCrimmon, and Larry Roderer were commended for their dedication to make the conference succeed, especially after September 11, 2001, with a round of applause.

Website for members to access handouts and Power Point presentations from the conference presentations was posted as “Conference Sharing” site www.tyca-se.org/share02.htm

Spring 2002 TYCA-Southeast Journal was published. MLA’s Coordinator of the Master List and the *Directory of Periodicals* asked REC to consider inclusion of its Journal in the *MLA International Bibliography* and listing in the *Directory of Periodicals*. REC welcomed this opportunity for dissemination.

Membership demographics for 2002 as of October 5, 2002, were as follows: AL, 20; FL, 47; GA, 32; KY, 15; MS, 32; NC, 37; SC, 32; TN, 51; VA, 68; WV, 2; Others, 4. The total membership was 340.

Summary of Current Activities:

Two candidates for the Doster Award were received and Mark Reynolds was selected by the committee. The initial Cowan Award deadline of June 15 was extended to September 1, but no nominees have been received; thus the committee recommends extending the deadline to December 1. The REC passed a motion to donate the old Cowan Award trophy to Hinds Community College’s new building to house in its trophy room.

To be a part of the initial vote by the Regionals for bylaws revision, members were mailed a cover letter from Chris Jennings, National Rep, describing the bylaws revisions and a ballot to return to by November 1 to ensure TYCA-SE membership’s participation in the voting process.

Nashville 2003: Nashville State Tech is sponsoring the 2003 conference. Peggy Harbers, Program Chair, reviewed conference activities and keynote presenters. The conference theme is “Athens of the South; Drama, History, Philosophy, and Democracy in Our Classrooms.” The major speakers include Dr. Charles Wolfe (*A Good Natured Riot*) at Thursday’s opening session, Alice Randall (*The Wind Done Gone*) at Friday’s Luncheon Session, and Ann Patchett (*Bel Canto*) at Saturday’s Business Session. Pre-Conference Workshops will be as follows: “Architecture of Nashville” (Charles May, Nashville State Technical Community College); “Online English in Tennessee: Teaching Composition and Literature in the Regents’ Online Degree Program” (Dr. Robbie Kendall Melton and Dr. David White, Tennessee Board of Regents’ Online Degree

Program); "Not Just Tom, Dick and Harry: the Multicultural and ESL Classroom" (Scott Buswell and Devora Manier, Nashville State Technical Community College); "Making the Workforce-Classroom Connection: Using SCANS CD's in the Liberal Arts Classroom" (Dr. Elizabeth Mathias, National Foundation's SCANS Project; Prof. Michael Harsh, Hagerstown Community College; Claudia House, Nashville State Technical Community College). Post-conference excursions include the following options: Discover Nashville Tour; The Jack Daniels' Distillery (www.jackdaniels.com) and Miss Mary Bobo's; The Nash Trash Tour (www.nashtrash.com). The Call for Proposals has been made available both at website and as a handout. The deadline for submitting proposals is November 1, 2002.

Plans are underway for the 2004 TYCA-SE conference in Huntsville, Alabama. Greg Chapman, Local Arrangements Chair, recommended shifting the conference dates from Wednesday-Saturday to Thursday-Sunday for cost-savings in travel and accommodations for participants. The REC passed a motion to run the TYCA-SE 2004 conference in Huntsville, AL, from Thursday, February 26-Sunday, February 29. A draft for the Call for Proposals for the 2004 conference was submitted to the REC.

An upcoming slate of REC candidates has unofficially been determined because all six appointed REC positions are expiring at the next conference in February at Nashville; REC discussed staggering terms and will revisit issue in Nashville after President Pat Blaine checks the Bylaws and confers with the six affected officers.

Clair Berry requested members in South Carolina, Mississippi, and Kentucky consider hosting the 2005 conference.

Projected Completion Date of Activities: TYCA-SE Conference 2003, Feb. 19-22, 2003

Recommendations from the Committee to the Executive Committee: none

Date of Next Meeting: February 19, 2003

Northeast Regional

Report Author: Stasia J. Callan
Date of Report: October 29, 2002

COMMITTEE MEMBERS:

Elected October 12, 2002:

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

Continuing in current positions:

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

2002 TYCA-NE Conference Co-Chairs:

1. Ethel Bowden, Central Maine Tech. Col.: ebowden@cmtc.net
2. Lucy Coombs, Central Maine Tech. Col.: lcoombs@cmtc.net

Appointed to A New REC Position:

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

Last meeting date/location:

TYCA-NE REC held its post-conference meeting October 12, 2002, in Portland, Maine. The Conference Co-Chairs, Ethel Bowden and Lucy Coombs, gave an overview of the conference. It was successful in featuring an array of timely sessions from Shifting Roles of Faculty and Students, to Learning Communities, Assessment of Learning, Creative-Non-Fiction, Distance Learning, and much more.

There were 136 attendees. The conference brought a profit of over \$8,000. Sandy Brown reported that the TYCA Friday, membership recruiting event, held at Ocean County CC, NJ, was successful.

TYCA-NE has 15 institutional members. The cost of institutional membership is \$200.

-2-

Work in progress:

- TYCA-NE is in the process of developing its own permanent web page. The earlier ones were conference-specific and housed by the host colleges. The REC appointed Elizabeth Butts of Delaware County CC to be its Web Master.
- The 2003 TYCA-NE conference will be in Boston. Bunker Hill CC, Bristol CC, and Dean College will share the work of organizing it.
- The Nor'easter, TYCA-NE Newsletter, is expanding its coverage to include special programs, regional awards, state representatives activities, summer workshops, and college-specific awards.
- The next TYCA Friday will be held at Bunker Hill CC, in Boston.

Ashmont college graduate -
wrote book about preparation in college for job

Talk to graduate school directors
What are they doing?
Who is doing what?

Review literature?

Range of preparation sentence to academic knowledge

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

What is the mark of a good 2 year teacher?
Community college teacher?
Terms - two-year mistakes in terminology.

What is the nature of the cc?

More than teaching? What does a good cc teacher
do beyond? What roles must they play?
Faculty must stay perform?

Students need to take, ask, ask
What do they need that is different? Next member?

Dessemitte mind

No doubt - no power - get it from first rate doc. - new unique

Foundation document prepared by an ad hoc committee of TYCA, the Two-Year College
Association of the National Council of Teachers of English

Sallyanne H. Fitzgerald, Ed.D., Chabot College, California—Chair
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

As to every region conference -
working session - carefully constructed
to work through, to get at depth and
uniqueness -

Recommendations:

Collaborate program -
courses & classes -
what to expect in a cc
grants

CC's also can contribute to teaching cc
advisors
new
character, area

Statement of Purpose

Effective community college teachers are reflective and flexible teacher-scholars whose primary role is to enable students of widely differing backgrounds, needs, and interests to learn most effectively. This document offers suggestions for both the training and the philosophy that two-year college scholar-teachers of the twenty-first century need to bring to the English classroom in order to fulfill this role.

The audience for these guidelines includes professionals at all levels:

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

The need for guidelines established by professionals within two-year colleges is urgent, as three conditions suggest the need for many more community college faculty within the next ten years. First, as Generation Y students becomes college age and as increasing numbers of four-year colleges and universities reach enrollment saturation points, two-year colleges are poised to increase positions to serve the additional students. Second, current English faculty who were hired at the inception of two-year colleges in the mid-1960s are now retiring in record numbers. Moreover, due to budget constraints,

*Rebuttal
to 11/11/02*

*state
no need die
to
point*

many of these positions will be filled by adjunct faculty as well as by recent graduate students embarking on a career.

*Need
rethink fac
more students
open role
drastic change
in faculty*

A recent study from the U.S. Department of Education reports that almost two-thirds (64.9%) of faculty in two-year colleges are now 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, matters of academic preparation and currency of these professionals have not been fully addressed. Clearly, these concerns must become paramount if two-year colleges are to continue to offer a bright educational gateway for all students.

In addition to adjunct positions in English, full-time faculty tenure-track positions in two-year colleges now present special concerns. Recent graduates of M.A. and doctoral programs are often applicants for these positions, yet many have been ill prepared by traditional English graduate degree programs to confront and address effectively the needs of two-year college students.

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Taking into account the rapidly changing nature of the profession, we wish to offer suggestions and a rationale to guide the training of those who can best serve the needs of tomorrow's two-year college learners. This report offers a historical overview of changes in the discipline and in the student populations of two-year colleges; presents some guiding principles for teaching and scholarship in the two-year college; and makes specific recommendations for both the formal preparation and on-going professional work of two-year college teacher-scholars.

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Changes in Theory and Praxis in English

Some two-year colleges have made the serious mistake of assuming that the discipline of English is essentially static and that anyone with a graduate degree in the field, however dated, is well qualified to teach in a two-year college. Some degree-granting institutions have helped perpetuate that notion by assuming erroneously that a traditional curriculum supplemented by T.A. or similar teacher training is adequate preparation for two-year college teaching. A brief review of several of the many changes in the profession over the past three decades refutes these assumptions.

How it has gone beyond -

A shift from writing as product to writing as process is one such change. 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 "process" theory in which the writing process itself became the focus of composition, and the reading process offered ways of thinking about how students learn to read and use what they learn. These changes prompted significant revisions, among others, in classroom practices of writing assessment.

current composition theories on learning to write

In the 1980s, social constructivist theory exerted one of many new influences on composition. Learners began to examine the power of language (word presence, absence, choice, positioning, repetition, and the like) to "construct" (and, by extension, to reshape or "deconstruct") thoughts, images, identity. Concomitantly, such practices as peer editing, along with group research, writing, and discussion, became current.

Many other theories of composition and rhetoric—influenced by a host of disciplines from classical logic to ethics, social psychology, political history, ecology and

v. p. 1

technology to name only a few--have continually shaped and reshaped English curriculum and pedagogy over the past three decades. These theories, too numerous to summarize in a short document, have prompted informed English educators to deconstruct widely held assumptions about language/s, literature/s, literac[y/ies], and learners, and have compelled them to redefine such concepts as "literary canon" and "standard grammar," to revise notions of authority, and re-view and refine good teaching practices.

okay

It is worth noting that The National Council of Teachers of English has published significant books and position statements over the years to reflect and respond to changes in current theory as these have affected the profession at large. One such early work, Students' Right to Their Own Language (1974), offered a view of language that the field has continued to debate: 1) a student should be encouraged to use the language that fits the context; 2) a student's home language should not be denied but should be used in an appropriate context while standard (today, *standardized*) written English continues as the language for academic writing. Nearly thirty years later, NCTE statements on teaching second and other language learners and a revised view of the teaching of grammar reflect further changes in the profession.

relevant to doc?

As all these theories developed in the profession, not all practicing teachers were aware of or in support of the changes. 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.

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This document seeks to offer some suggestions to help ameliorate the situation while at the same time suggesting 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 continually updated and 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.

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Focus on growth for good ed

Changes in Student Populations

The Role of the Two Year College *Change in teaching situation*
Argues

The first two-year college, established in Illinois, was a technical college. Two-year colleges, however, subsequently expanded their mission. Some defined themselves as junior colleges, seeing their role primarily as serving students who would then transfer to a four-year college or university to complete a baccalaureate degree. Others combined the roles of transfer and vocational education with service to local community, thus calling themselves community colleges. In their different roles, two-year colleges have attracted different student populations, and the populations served by each type of two-year college have themselves become more diverse.

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%.

Minority groups account for 31.8% enrollment, with 11% Black (non-Hispanic), 8.7% Hispanic, 6.1 % Asian or Pacific Islander, and 1% American Indian or Alaskan. Not counted in these numbers are non-resident aliens who comprise about 3% of the enrollment. Further, since 1993, international students at community colleges have increased by over 46% (Woodard 77-78).

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

It is incumbent upon professors to be aware of the many needs and issues facing the diverse pool of students who, in increasing numbers, are different from the predominantly white, middle class eighteen-year-olds earlier dominating higher education. Students from lower economic backgrounds often have more barriers to learning—from job, home, and childcare responsibilities to transportation difficulties to low levels of confidence and support. Many first-generation-in-college students are unaware of college social expectations. And certainly many students who enter the “open

Implications

door” are underprepared academically. To prevent the “open door” from becoming a “revolving door,” two-year college teacher-scholars have to know their students at least as well as they know their field of study and be prepared to adapt instruction accordingly. Research has shown, for example, that students generally defined as “nontraditional” often respond more to self-directed learning projects with optional assignments and individual attention. Adult learners and women have been found to succeed in an instructional climate that is more collaborative, modular, and problem-centered (Cross).

What is that?

Teachers of such diverse groups of students need to be able to employ multiple teaching strategies and materials that are genuinely inclusive, free of bias and stereotypes. They also need to be knowledgeable about international cultures and prepared for global classrooms of the future. In short, two-year college teacher-scholars of the twenty-first century must do more than understand—they must value—diversity.

Mass. what is the question?

What teacher don't need?

Guiding Principles

In light of the changing student populations of two-year colleges, we have examined two questions: ^① What are the characteristics of an effective community college English teacher-scholar? ^② How can these characteristics be fostered and extended through academic preparation and continuing education?

Good questions presented at page 8!

Our interviews with colleagues nationwide who have been recognized by their peers as highly effective teacher-scholars have confirmed our own experience that 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

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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.

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- 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 teaching a developmental course to designing an honors curriculum. They can adapt their teaching style to serve different types of learners in a variety of learning situations.
- Because they respect their students as learners, they treat students with consideration. They bring to their classrooms an understanding of diversity in all its manifestations—from racial and ethnic diversity to differences in gender and age to diversity in economic background to differences in learning style.
- Their lessons are grounded in research and theory, and they are able to teach theoretical concepts through practical applications. 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.

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- 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 employing professional expertise in their curricular choices and pedagogy to participating in professional organizations and conferences to reading and contributing to professional journals in the field. They participate in an on-going dialogue with other teacher-scholars and reflect in their classroom teaching their awareness of new theories and practices.

How does this play out

In order to prepare such teachers for future roles in two-year colleges, we believe that graduate programs in English should ^{include both} ~~not~~ be limited to studying literature, although literature is essential to a well-balanced program. We therefore 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.

How to study it so they can teach 24 students

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 undergraduate major should provide students with a foundation constructed from an interdisciplinary approach, incorporating areas of composition and rhetoric, linguistics and grammar, research methodologies, theories of writing and literature, and literatures of the western and non-western world. We propose

How to prepare we've part preparation

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.

Write - I want to get those

Building upon this broad undergraduate degree, a future two-year college English teacher should seek graduate degree programs that include *in-depth* courses in the areas recommended above for undergraduate study, with particular emphasis at the graduate level on the teaching of writing. The candidate should become thoroughly familiar with theories undergirding writing and literature, with research methodologies, with classroom management practices (including how to build a syllabus and organize assignments), and with theories of learning, especially those that inform adult literacy. Knowledge of bilingual and bicultural education, educational psychology, history of the community college, and modern methods and materials for teaching in the two-year college will prove valuable. Additionally, skills need to be developed in using technology-mediated instruction, in developing strategies for teaching non-native as well as diverse native speakers of English, and in assessing both writing and classroom instruction. Especially helpful are programs that offer their students opportunities to gain both practical and theoretical knowledge in writing centers, service learning, and distance learning, as well as programs that foster an understanding of programmatic and classroom research so that their graduates will be able to assess and evaluate curriculum and contribute in significant ways to the scholarship of teaching. Future two-year college teachers should keep in

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mind the goal of becoming a scholar-teacher and should take courses in research

including ethnographic research as well as other modes, including statistical analysis.

Because the two-year college teacher-scholar must adeptly address a broad range of curriculum that may include combinations of basic writing, professional and technical writing, creative writing, analytical reading and writing, introductions to and surveys of literature, specialized literatures (as African American, Shakespeare, etc.), speech, humanities, ESL, and foreign languages, the academic preparation of the teacher-scholar should include extensive interdisciplinary and multidisciplinary study. Furthermore, because this knowledge must be reinforced by pedagogies that address the needs of highly diverse adult learners, provision must be made for the future teacher-scholar to acquire some specialized skills. In most instances, the complex role of the two-year college professional can best be developed in a graduate program carefully designed to integrate theory and praxis and to provide graduates with both breadth and depth in the field.

Because *traditional* graduate programs heretofore privileged in the academy have not well served the needs of most two-year college teacher-scholars, prospective two-year college teachers of English are encouraged to lobby for change in institutions where "reformed" graduate programs are unavailable. Masters and doctoral degree-granting institutions are encouraged to seek collaborations with two-year colleges in designing such programs. And two-year colleges preparing to announce openings in English are advised to make clear in their POV advertisements not only a degree requirement or preference but the *type* of educational experience and training that are important. In formulating such statements, two-year colleges may wish to consider evidence of excellent teaching, balanced curriculum, and appropriate scholarship, which degree status alone may not

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measure. Schools should be aware that worthy candidates well suited for two-year college teaching and scholarship may also be found among those who hold additional degrees in a related discipline (reading, foreign languages, humanities, etc.) and/or significant career experience in a field closely linked to the teaching of writing (journalism, technical writing, law, etc.). Pivotal, of course, to a college's success in attracting the best applicants is the time, space, and economic support the college is willing and able to provide for ongoing professional development.

? Why this?

Why this? :

A Framework for On-Going Training/Development

Perhaps nowhere in post-secondary education is lifelong learning more critical than it is for teacher-scholars in the two-year college. In a setting in which academic preparation and workforce development go hand in hand, the two-year college English teacher must stay current and have a major voice in all vital discussions of undergraduate education and workplace literacies. Thus, ongoing academic and professional development must be an expectation of those who enter the field at this time. Following are guidelines for graduate programs committed to serving the needs of two-year college teachers of English and for two-year colleges committed to hiring teacher-scholars well trained to serve the needs of students:

Student

- A two-year college teacher-scholar of English should show understanding and appreciation of a broad range of professional issues, such as politics in higher education, issues of language policy, the relationship between two-year and four-year colleges, and such institutional issues as student advising and credit transfer systems.
- A two-year college teacher-scholar of English should be an active member of English professional organizations, conducting research to enhance his/her teaching, participating actively in academic conferences, and engaging in professional and community service to further the growth of the academy.

add

again for this to meet for C.W. V. 2002

Show all teachers!

- As teaching is the main focus of two-year colleges, a teacher-scholar 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

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clearly of P.P.P.*

- A two-year ^{all} college teacher-scholar of English should develop an awareness of differences in learners and learning styles. Because traditional within two-year colleges are students often defined in the literature of the academy as "non-traditional," including "students with disability," two-year college English teacher-scholars should be able to develop, apply, evaluate, and modify teaching techniques to promote active learning for all.
- A two-year college teacher-scholar of English should have a teaching philosophy that can be clearly articulated and verified through a teaching portfolio or other exhibition of 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 evidence of background in composition theory and experience in the teaching of writing (as experience with the National Writing Project). Formal mentoring of new adjunct faculty should be mandatory.

*dept
training*

For 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.

Why do this?

We assume that English faculty will be engaged in on-going professional development and will support the concept that such development might include additional formal education and in-service certification.

The above recommendations are not exhaustive (We would say this summarily though: the highly competent teacher of English in today's two-year college—like highly competent teachers at all levels of education—is a skilled educator, a knowledgeable scholar, and an active learner and contributor within the profession.) What distinguishes the two-year college teacher-scholar is his/her dedication to open educational access, commitment to democratic participation and equity within higher education, and ability to help make these ideals a reality for highly diverse learners from eighteen to eighty and from backgrounds that cross conventional divides of race, ethnicity, class, and academic preparation. To maintain that position, this teacher-scholar should be ready to navigate all waters.

end

Development and Implementation of these Guidelines

In the fall of 2000, Georgia A. Newman, 2000-2001 Chair of the Two-Year College Association of the National Council of Teachers of English, convened an ad hoc committee of four representative English teacher-scholars from two-year colleges across the country. Members of the task force were Sallyanne H. Fitzgerald, Ed.D., Chabot College, CA—chair; Jude Okpala, Ph.D., Howard Community College, Columbia, MD; Marilyn Valentino, Ph.D., Lorain County Community College, OH; and Xiao Wang, Ph.D., Broward Community College, FL. Committee members were tasked with studying a short document of professional guidelines produced in the 1980s by AMATYC, the American Math Association of Two-Year Colleges, and then with

Not part document

creating a similar document to speak to the needs, concerns, and interests of two-year college teacher-scholars of English in the twenty-first century.

The committee worked in earnest through the fall of 2001, reviewing the literature, conducting surveys and interviews of leaders among two-year college English faculty nationwide, drafting guidelines, and reporting their findings to the National TYCA Executive Committee at two annual conventions. At its fall 2001 meeting, the TYCA Executive Committee applauded the foundation document and made recommendations for a final draft.

To insure the involvement of as many national two-year college leaders as possible in this important project, 2001-2002 TYCA Chair Frank Madden appointed a second-tier ad hoc committee to prepare a draft that could be posted to a website for further review. Members included Sallyanne H. Fitzgerald, Ed.D., Chabot College, CA (chair of the original task force); TYCA Past Chair Georgia Newman, Ph.D., Polk Community College, FL; TYCA Associate Chair Jody Millward, Ph.D., Santa Barbara Community College, CA; *TETYC* editor Howard Tinberg, Ph.D., Bristol Community College, MA; *TETYC* past-editor Mark Reynolds, D.A., Jefferson Davis Community College, AL; TYCA archivist Lois Powers, M.A., Fullerton College, CA, Sterling Warner, Community College, CA; NCTE Associate Director of Higher Education Paul Bodmer, M.A. Working collaboratively to produce the first published draft of this document, these stage-two reviewers began to recognize the possibilities for extending a general statement of educational principles and guidelines (the initial charge) to a more extensive document that would provide a foundation for national policy in the profession.

[Here itemize some of the topics and type of research needed for a policy statement; also note intent to involve 2-year college administrators, directors of graduate programs; organizations capable of supporting TYCA policy; and additional TYCA members.]

Because our intent has been to create a "living document" that will continue to be updated and enriched by the wisdom and expertise of many program administrators and teacher-scholars alike, it is our hope that you, our readers, will find these guidelines valuable for your own particular role and that you will provide us meaningful feedback for the ongoing development of this document. If our guidelines assist you in revising your own thinking about two-year college teacher-scholars and/or in planning new ways to respond to the challenges of teaching English in two-year colleges in the twenty-first century *and* if your feedback to us stimulates continual revision of these guidelines, then the purpose of this document will have been realized.

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NCTE 2002 Convention
English and Pedagogical Content
for the Academic Preparation of Two-Year College English Teachers

Xiao Wang, Ph. D in Composition and Rhetoric
Broward Community College

Training required prior to entering the job

The core of the academic preparation of two-year college English instructors consists of undergraduate and graduate course work in English in the areas such as literature, English grammar, Computers and Writing, Composition Theory, Basic Writing, Rhetoric, and Linguistics. Course work in pedagogical content should be chosen from the areas such as teaching methods and research, assessment, evaluation, and testing at two-year colleges. This section outlines course work in both English and pedagogical content.

The following are the core courses that qualify a person to be hired by an English department at a two-year college.

English Content

Undergraduate Course Work

Fundamentals of English Composition
English Composition
Fundamentals of English Grammar and Usage
Advanced Composition and Creative Writing
Introduction to Creative Writing: Prose
English Linguistics
Writing in the Disciplines
Special Topics in Composition
World Literature
British Literature
American Literature
American Literature--1860-1945
Nineteenth-Century American Fiction
Twentieth-Century American Fiction
Twentieth-Century American Drama
Twentieth-Century American Poetry
Literature of African-American Traditions
Literary History
Special Topics in World and British Literature
Special Topics in American Literature
Studies in Shakespeare
Studies in Chaucer

Graduate Course Work

Seminar in British and World Literature
Creative Writing Workshop
Poetry Writing Workshop
English Drama from 1660 to the Present
English Novel in the Nineteenth Century.
Bibliography and Methods of Literary Research
Advanced Composition.
Approaches to Modern English Grammar
History of the English Language
Studies in American Literature
Studies in American Authors
Studies in American Minority Literature
Methods of Research in English
Literary Theory
Topics in English Grammar

Pedagogical Content

Undergraduate Course Work

Introduction to English Studies
Language and Society
Modern Methods and Materials for the Teaching of English in Two-Year Colleges
The Development of the English Language
Special Methods for Teaching English in Two-Year Colleges
Practicum in Teaching English to Speakers of Other Languages
Practicum in Teaching English at Two-Year Colleges
Topics in Teaching Basic Writing at Two-Year Colleges
Topics in Teaching literature at Two-Year Colleges
Topics in Teaching Composition in Two-Year Colleges
Topics in Teaching Technical Writing in Two-Year Colleges
Bilingual and Bicultural Education
Educational Psychology

Graduate Course Work

Reading Literature in the English Classroom
Theory and Research in Teaching English to Speakers of Other Languages
Methods and Materials in Teaching English to Speakers of Other Languages
Teaching of English in Higher Education.
Curriculum Problems in the Teaching of English at Two-Year Colleges
Recent Trends in the Teaching of English at the Two-Year Colleges
Seminar in Research in English Education

Workshop in Language Arts
Seminar in English Education
Language and Culture
Contrastive Rhetoric
Survey of Teaching English in the Two-Year Colleges
Seminar in Computer Writing Environments
Workshop in American, British, or world literature
Professional Writing
Seminar in Composition
Nineteenth-Century Theories of Composition
Contemporary Theories of Composition
Assessment, Evaluation, and Testing in Teaching College Writing
ESL and Culture
Computers, English, and Pedagogy,
Curricula and Programs in English at Two-Year Colleges
Instructional Technology
Using Computers to Enhance English Instruction at Two-Year Colleges
Teaching English to Special-Needs Students
Teaching Non-Traditional Students

November 7, 2002

TO: TYCA Executive Committee

FROM: Mark Reynolds

SUBJECT: Report from Teacher-Scholar Committee

The committee to define the two-year college teacher-scholar of English got organized and underway this fall (efforts to organize over the summer ran into problems with members being away).

Committee members are Gill Creel, Frank Madden, Lois Powers, Mark Reynolds, T. Ella Strother, and Howard Tinberg.

Paul Bodmer set up a listserv through NCTE for us, and members have been engaged in productive and varied discussion. Exploring teaching and/or scholarship within any area of academe can lead down many avenues, and members seem willing to travel most of them. What this means is that we have many possible ways to go and much ground still left to cover.

The group has agreed to compile a bibliography to accompany its final document. It has also agreed to conduct a selective e-mail survey of two-year teacher-scholars for their profiles and information that should prove helpful.

As chair, I feel the need for a more precise description of exactly what the EC wants from this committee: a few sentences, a few paragraphs, a multipage document? As we discuss this broad subject, it becomes apparent that we must limit our scope eventually in order to produce something both concrete and useful. And I need to know what the timeline is for the committee's work—when do you want the document?

TYCA Chair Rotation Plan

Rationale

To provide continuity and experience in the office of chair of TYCA to direct TYCA activities and represent TYCA on the NCTE EC, the TYCA EC voted to develop a model for the chair to serve a four-year term, one year as associate chair, two years as chair, and one year as past chair.

Schedule

This plan dates are from the inception of the officers' terms, which begin at 12:01 a.m. on the Tuesday following the NCTE annual convention and end at midnight on the Monday after the NCTE annual convention. The first two-year chair would be the person elected in the spring election of 2003 to succeed Marilyn Valentino. With this model, there would be only two officers in the chair rotation, an associate chair every other year and a past chair every other year. The term would change to a four-year commitment rather than the current three-year commitment. The first year of service the associate chair would have the advantage of being mentored by a chair in her second year of office, therefore somewhat seasoned. In addition, during her first year as chair, the previous chair would continue on as the past chair, providing the security of experience for the new chair. When she begins her second year as chair, a new associate chair would start serving.

Delegation of duties

Current Past Chair duties that will be impacted

- Serve as nominating committee chair
- Advise the chair and TYCA

Current Associate Chair duties

- Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English teachers at CCCC and NCTE
- Assist the chair and preside in Chair's absence

The duties of assisting, presiding, and advising could easily be delegated to the associate chair one year and past chair the next. Program Chair is a major undertaking, and nominating chair requires someone who knows the work of the chair.

Rotation schematic

	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Past Chair	Frank Madden	Jody Millward	M. Valentino		Chair A		Chair B
Chair	Jody Millward	M. Valentino	Chair A	Chair A	Chair B	Chair B	Chair C
Associate Chair	M. Valentino	Chair A		Chair B		Chair C	
Secretary	S. Barnhouse	S. Barnhouse	S. Barnhouse	Secretary A	Secretary A	Secretary A	Secretary B



NCTE Elections

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

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

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

As Associate Chair:

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

As Chair:

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

- One 4 day meeting in late Sept. (Thursday–Sunday)
- Two 1 day meetings at NCTE Annual Convention (Wednesday prior to convention, Tuesday after convention).

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

- Attend College Forum meetings at annual CCCC convention and attend summer College Forum meeting (usually the first weekend in August.)
- Assume the responsibility for the functioning of TYCA.
- Plan the agenda for all business meetings.
- Preside at all business meetings of TYCA unless unavoidably absent.
- Appoint all committees authorized by TYCA.
- Prepare a report on TYCA and regional association activities for NCTE's Annual Reports.
- Ensure that REC chairs and regional newsletter editors receive copies of all announcements of committee vacancies and calls for program participants from NCTE and CCCC as they are pertinent to teachers of English in two-year colleges.
- Ensure that all liaisons and appointees to relevant groups in NCTE are appointed.
- Notify CCCC Executive Committee Chair of any proxy representation prior to bi-annual meetings.
- Advise the *TETYC* Editor informally on matters of content and concerns.
- Writes and incoming National TYCA Chair address for *TYCA to You* for the May *TETYCD* Journal, which is due in January.

As Immediate Past Chair:

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

Secretary:

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

TETYC Editor:

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

TYCA 2001-2002 Executive Committee

<p>Frank Madden (2000-2003) Chair (2001-2002)</p> <p><i>Preferred Address:</i> 10 Andrea Dr. Brewster, NY 10509-1605 Home: (845) 279-2101 fmadden@aol.com</p> <p>SUNY Westchester Comm. College Valhalla, NY 10595 Office: (914) 785-6932 frank.madden@sunywcc.edu</p>	<p>Jody Millward (2001-2004) Associate Chair (2001-2002)</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 Fax: (805) 963-7222 millward@sbcc.edu</p>
<p>Georgia Newman (1999-2002) Past Chair (2001-2002)</p> <p><i>Preferred Address:</i> 118 Northwoods Drive Milledgeville, GA 31061 Home: 478-414-1118 gnewman@alltell.net</p> <p>Georgia State College and University Department of English, CBX 044 Milledgeville, GA 31061 Office: (478) 445-3178 Fax: (478) 445-5961 gnewman@mail.gcsu.edu</p>	<p>T. Ella Strother (1999-2002) Secretary</p> <p><i>Preferred Address:</i> Madison Area Technical College 3550 Anderson St. Madison, WI 53704 Office: (608) 246-6586 Fax: (608) 246-6422 tstrother@matcmadison.edu</p> <p>5042 Marathon Drive Madison, WI 53705-4713 Home: (608) 233-1912</p>
<p>Stasia J. Callan (1998-2004) 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 scallan@monroecc.edu</p>	<p>Sally Fitzgerald (2001-2004) ECCTYC Representative</p> <p><i>Preferred Address:</i> Vice President, Instruction Napa Valley College 2277 Napa-Vallejo Highway Napa Valley, CA 94558 Office: (707) 253-3057 sfitzgerald@napavalley.edu</p> <p>2326 Stonehouse Dr. Napa, CA 94558</p>

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<p>Sharon Mitchler (2000-2002) Pacific Northwest Representative</p> <p><i>Preferred Address:</i> Centralia College 600 W. Locust Centralia, WA 98531-4099 Office: (360) 736-9391, ext. 405 Fax: (360) 330-7502 smitchler@centralia.ctc.edu</p> <p>3231 Skooter Ln NE Olympia, WA 98506 Home: (360) 412-1822 smitchler@attbi.com</p>	<p>Christine Jennings (2002-2003) Southeast Representative</p> <p><i>Preferred Address:</i> Tidewater Community College 1700 College Crescent Virginia Beach, VA 23453 Office: (757)-822-7145 tciennc@tcc.vccs.edu</p> <p>2941 Wood Duck Drive Virginia Beach, VA 23456 Home: 757-426-7295 Fax: 757-427-0327 chjenn@earthlink.net</p>
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<p>Linda Houston (1999-2002) Midwest Representative</p> <p><i>Preferred Address:</i> The Ohio State University Agricultural Technical Institute 1328 Dover Road Halterman Hall 144C Wooster, OH 44691 Office: (330) 264-3911, ext. 1245 Fax: (330) 262-7624 houston.1@osu.edu</p> <p>1823 Burbank Road Wooster, OH 44691 Home: (330) 264-9918 Fax: (330) 264-9920</p>	<p>Beth Camp (2000-2002) Pacific Northwest Chair</p> <p><i>Preferred Address:</i> Linn-Benton Community College 6500 SW Pacific Blvd. Albany, OR 97321 Office: (541) 917-4556 beth.camp@linnbenton.edu</p> <p>1650 NW Division Vovallis, OR 97330 Home: (541) 752-8339 campbeth@attbi.com</p>

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<p>Lois Powers Archivist</p> <p><i>Preferred Address:</i> 7441 Calico Trail Orange, CA 92869 Home: (714) 771-2056 Fax: (714) 771-4728 lpowers@socal.rr.com</p> <p>Fullerton College 321 E. Chapman Ave. Fullerton, CA 92832</p>	<p>Patricia Lambert Stock (lifetime) Ex officio</p> <p><i>Preferred Address:</i> 5724 LeBaron Court East Lansing, MI 48823 Home: (517) 339-3696</p> <p>Michigan State University The Writing Center 300 Bessey Hall East Lansing, MI 48824 Office: (517) 432-3614 pstock@pilot.msu.edu</p>
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<p>Mike Matthews (2000-2003) College Forum Representative</p> <p><i>Preferred Address:</i> Tarrant County College, Northwest Campus 4801 Marine Creek Parkway Ft. Worth, TX 76179 Office: (817) 515-7782 Fax: (817) 515-7007 mike.matthews@tccd.net</p> <p>5215 Byers Ave. Ft. Worth, TX 76107 (817) 735-9049 mm76116@aol.com</p>	
<p>Paul Bodmer NCTE Associate Executive Director</p> <p>NCTE — 1111 W. Kenyon Rd. Urbana, IL 61801-1096 Office: (217) 328-3870 x3615 Fax: (217) 328-0977 pbodmer@ncte.org</p>	<p>Terrill Martinez TYCA Assistant</p> <p>NCTE — 1111 W. Kenyon Rd. Urbana, IL 61801-1096 Office: (217) 328-3870 x3613 Fax: (217) 328-0977 tmartinez@ncte.org</p>

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**Revision, approved November 17, 2000 by
National TYCA Executive Committee, Milwaukee, Wisconsin**

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

Approved by the NCTE Executive Committee at the April 1995 meeting

I. The National Organization

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

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

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

C. Purposes:

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

D. Goals:

1. To promote excellence in the theory and practice of teaching English
2. To encourage scholarship and research that inform the teaching of writing, literature and language.
3. To provide a forum for shared professional concerns
4. To recognize and support diversity in the classroom and in the profession
5. To promote awareness of the distinctively open academic and social environment of the two-year college
6. To promote awareness of the effectiveness and adaptability of the two-year college in meeting community needs.

7. To encourage subscriptions to Teaching English in the Two-Year College (hereafter referred to as TETYC)
8. To establish, affirm, and strengthen ties to groups that share our professional commitments
9. To encourage the participation in TYCA of teachers of English in the first two college years through meetings, conferences, publications and other professional activities.

E. Organizational ties: TYCA is an association within the Two-Year College, Four-Year College and University Section (hereafter referred to as the College Section) of The National Council of Teachers of English (NCTE). TYCA maintains strong working relationships with the Conference on College Composition and Communication (CCCC). TYCA also participates fully in the College Forum of NCTE.

F. Membership

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

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

A. Membership

1. The TYCA Executive Committee shall consist of fourteen voting members, five non-voting members, and seven regional alternates:
 - a. Chair
 - b. Associate Chair
 - c. Immediate Past Chair
 - d. Secretary
 - e. Editor of TETYC
 - f. Editor, TYCA to You (non-voting)
 - g. Seven regional representatives
 - g. Seven Regional Executive Committee Chairs (non-voting, except when serving as alternates for the regional representatives)
 - h. Two representatives appointed by the Conference on College Composition and Communication
 - i. The Chair and Assistant Chair of the Two-Year College, Four-Year College, and University Section (non-voting)
 - j. Executive Secretary-Treasurer (NCTE Executive Director) (non-voting)
 - k. NCTE Associate Executive Director for Higher Education (non-voting)
 - l. Archivist (non-voting)

2. The seven regional representatives shall serve three-year terms on TYCA's Executive Committee, the terms staggered so that not more than three members are elected each year.
3. The Chair of TYCA shall be an ex officio non-voting member of the NCTE Executive Committee.
4. The four officers of TYCA shall be ex officio voting members of the CCCC Executive Committee. The Editor of TETYC shall be an ex officio non-voting member of the CCCC Executive Committee.
5. The Chair of TYCA and the Editor of TETYC shall be ex officio non-voting members of the College Section Committee.
6. The Chair and Associate Chair of TYCA serve as members of the College Forum.
7. While serving on the TYCA Executive Committee, all committee members must maintain membership in TYCA, NCTE, CCCC, and their regional TYCA association.

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

The TYCA Executive Committee shall

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

9. Send nominations for officers and committees in NCTE and CCCC to the appropriate nominating committees
10. Encourage program proposals from teachers of English in the two-year college and coordinate with NCTE and CCCC program chairs to ensure an effective two-year college presence in conference programs
11. Undertake other actions judged appropriate by the Executive Committee to further the mission and purposes of TYCA

C. Officers of TYCA Executive Committee

1. The officers shall be the Chair, Associate Chair, Immediate Past Chair, Secretary and Editor of TETYC.
2. The Associate Chair and Secretary are elected by a national ballot mailed to all members of TYCA. The person elected Associate Chair serves the first year as Associate Chair, the second year as Chair, and the third year as Immediate Past Chair. The secretary serves a three-year term.
3. The nominating committee, composed of the TYCA Executive Committee Immediate Past Chair and the seven regional representatives, shall prepare a ballot of two candidates for each of the nationally elected positions. To the extent possible, nominations should strive to reflect the diversity of TYCA membership, drawing from full and part-time teachers, from the seven regional associations, and from those TYCA members who do not belong to the regional associations. The election process shall be completed before the fall meeting of TYCA Executive Committee.
4. The Executive Committee of TYCA shall nominate TYCA members to the TETYC editor selection and review committees.
5. In the event an office becomes vacant, TYCA Executive Committee will appoint a replacement for the unexpired term.

D. Duties of the TYCA Executive Committee Officers

1. The Chair shall
 - a. Assume the responsibility for the functioning of TYCA
 - b. Plan the agenda for all business meetings
 - c. Preside at all business meetings of TYCA unless unavoidably absent
 - d. Appoint all committees authorized by TYCA
 - e. Prepare an annual report on TYCA and regional association activities for presentation to the TYCA Executive Committee, to the College Section steering committee, and to the NCTE Executive Committee. The Chair will also provide an oral report on TYCA and

- regional activities to the CCCC executive committee at its regular meetings.
- f. Ensure that REC Chairs and regional newsletter editors receive copies of all announcements of committee vacancies and calls for program proposals and participants from NCTE and CCCC as they are pertinent to teachers of English in two-year colleges
 - g. Ensure that all liaisons and appointees to relevant groups in NCTE are appointed
 - h. Notify CCCC Chair of any proxy representation prior to biannual meetings
2. The Associate Chair shall
 - a. Assist the Chair and preside in the Chair's absence
 - b. Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English teachers at CCCC and NCTE
 3. The Immediate Past Chair shall
 - a. Advise the Chair and TYCA
 - b. Chair the nominating committee
 4. The Secretary shall
 - a. Prepare minutes of all business meetings of TYCA
 - b. Distribute minutes to all members of the TYCA Executive Committee within thirty days of the meeting
 - c. Maintain a permanent file of the minutes and all other records necessary to the orderly transaction of TYCA business
 - d. Send copies of all minutes and other records to the Executive Director of NCTE
 - e. Assist the Chair in preparing for each business meeting
 5. The Executive Secretary-Treasurer shall
 - a. Keep an accurate record of finances for TYCA which shall include the per capita payments from the regional associations
 - b. Authorize payment of all bills incurred by TYCA
 - c. Direct NCTE staff to meet annually with the TYCA Executive Committee to explain NCTE's budget as it affects TYCA, report on per capita payments from the regionals, report on current numbers of members, and provide information to the TYCA Executive Committee as it plans the year's activities
 6. The Editor of TETYC shall
 - a. Provide a forum to announce and explore issues of interest to the teaching of English in the two-year college and the first two years of college
 - b. Serve as resource speaker or workshop leader for regionals
 - c. Serve as an advisor-for editors of regional newsletters

E. Meetings of TYCA Executive Committee

1. The TYCA Executive Committee shall meet at least twice a year, in conjunction with the CCCC Annual Convention and the NCTE Annual Convention.
2. Fifty percent of the current TYCA Executive Committee members, including ex officio voting members, shall constitute a quorum at any regularly authorized meeting of the council.

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

A. Names

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

B. Purposes

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

C. Regional Boundaries

1. TYCA-Midwest shall serve members in North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana, Ohio, and Manitoba.
2. TYCA-Northeast shall serve members in Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, Washington, D.C., Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland.

3. TYCA-Pacific Northwest shall serve members in Washington, Oregon, northern Idaho, Montana, Alaska, British Columbia, Alberta, and Saskatchewan.
4. TYCA-Pacific Coast shall serve members in California through the constitution and by-laws of the English Council of California Two-Year Colleges (ECCTYC).
5. TYCA-Southeast shall serve members in Virginia, West Virginia, Tennessee, Kentucky, North Carolina, South Carolina, Mississippi, Alabama, Georgia, and Florida.
6. TYCA-Southwest shall serve members in Colorado, New Mexico, Texas, Oklahoma, Arkansas, and Louisiana.
7. TYCA-West shall serve members in Nevada, Utah, Arizona, southern Idaho, Wyoming, and Hawaii.

D. Membership

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

E. Dues

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

IV. Regional Executive Committees

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

1. Six members elected
2. One representative elected to the National TYCA Executive Committee, elected by the regional membership after nomination by the REC from those members who have served on the REC

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

B. Election of REC

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

results at the annual business meeting and/or in the next regional newsletter.

8. If the election is held by mail after the annual regional conference, ballots shall be mailed to each member of the regional association no later than ten days after the conference. Ballots are to be returned within ten days. Thirty days after the mailing of the ballots, all ballots will be counted by the chair of the Nominating Committee and the results forwarded to the REC chair.

9. If the election is held by mail before the annual regional conference, the Nominating Committee will provide the regional Chair a slate of candidates at least 60 days before the first date of the annual regional conference. Ballots shall be mailed to each member of the regional association at least thirty days prior to the first date of the annual regional conference. All ballots received by the chair of the Nominating Committee by the end of the business day before the annual regional conference will be counted and the results reported to the REC Chair at the next Regional Executive Committee meeting.

10. All members of the REC must be members in good standing of the regional association, of CCCC and of TYCA/NCTE.

11. REC members shall serve three-year terms-the terms staggered so that no more than two members are elected in any one year.

12. The terms of -elected REC members shall begin within thirty days after the election. The term of the National TYCA representative shall begin immediately upon election.

13. No elected REC member shall be eligible for reelection after serving two consecutive three-year terms, but that person may be reelected after retirement from office for one year.

14. If a vacancy on the REC occurs before the expiration of an elected member's term of office, the REC shall appoint someone to serve until the next election.

C. Duties of the Regional Executive Committee

The REC shall

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

the Program Chair to plan the general theme and outline of the conference

5. Elect conference officials as described in IV.C.5 and any other optional, non-voting members as the association finds necessary

6. Elect from among the six elected REC members a Chair, an Assistant Chair (optional), a Secretary, Treasurer, and a Membership Chair . The terms of office shall be for one year. The regional representative to National TYCA is not eligible for these offices

7. Announce the officers and members elected by the REC as soon as possible after their election, either at the annual business meeting or in the next issue of the regional newsletter

8. Propose and promote regional association program proposals for the programs of NCTE and CCCC

D. Four-Year Representative

1. The National TYCA EC shall appoint a NCTE member from a four-year college or university to each REC for a three-year term.

2. This member shall be recommended by the REC to the Chair of National TYCA at least thirty days before a TYCA business meeting during the year in which the vacancy occurs.

3. The term of the four year college or university representative shall begin immediately upon appointment by the National TYCA EC.

4. The four-year college or university representative shall hold office for not more than two consecutive three-year terms, but may be reappointed after retirement from office for one year.

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

1. Program Chair

a. The REC shall elect a Program Chair to a one-year term commencing at the close of the annual regional

conference preceding the conference he or she is to plan

b. The Program Chair shall hold no other office on the REC.

2. Assistant Program Chair

a. The REC shall elect an Assistant Program Chair whose term of office shall coincide with that of the program chair.

b. The Assistant Program Chair shall hold no other office on the REC.

3. Local Arrangements Chair

a. The REC shall elect a Local Arrangements Chair whose

term of office shall coincide with that of the Program Chair. Preferably, the Local Arrangements Chair should have faculty status at the college which is acting as host to the conference.

c. The Local Arrangements Chair shall hold no other office on the REC.

4. Assistant Local Arrangements Chair (optional)

a. The REC may elect an Assistant Local Arrangements Chair whose term shall coincide with that of the Local Arrangements Chair.

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

5. Editor of Regional Publications

a. The REC shall elect an editor of regional publications to serve a three-year term.

b. The term of the editor shall begin at a time designated by the REC.

c. The editor shall hold office for not more than two consecutive terms, but may be reelected after retirement from office for one year.

d. The editor shall hold no other office on the REC.

6. Business and Advertising Manager (optional)

a. The REC may elect a business and advertising manager to assist the editor of regional publications in securing advertising for publications and the Program Chair in securing advertising for the published program of the annual regional conference.

b. The business and advertising manager shall serve a three-year term, which shall begin at a time designated by the REC.

c. The business and advertising manager shall hold office for not more than two consecutive terms, but may be reelected after retirement from office for one year.

d. The business and advertising manager shall hold no other office on the REC and shall be a non-voting, ex officio member of that body.

F. Meetings of the REC

1. At least two regular business meetings shall be held each year, one in conjunction with the regional's annual conference.

Meetings may be called by the chair of the REC, or at the request of two other REC members. Notice of the meetings shall be

provided to all REC members, normally in writing, at least two weeks in advance.

2. Four members of the REC present at any authorized meeting shall constitute a quorum.

V. Duties of the REC Officers

A. The Chair shall

1. Assume responsibility for the proper functioning of the regional association and the REC

2. Preside at the meetings of the REC unless unavoidably absent

3. Plan and distribute the agenda for REC meetings, with provision for additional items to come from other REC members

4. Carry out the directives and decisions of the REC

5. Serve on the National TYCA Executive Committee as an alternate to the regional TYCA representative, providing TYCA with

a. Expertise on and advice concerning regional association conditions

b. Names of teachers of English in two-year colleges from their respective regions who are willing to accept nominations to NCTE or CCCC committees as calls for nominations are made

c. Recommendations that foster broad participation of regional members in NCTE and CCCC programs

6. Report the results of all elections and appointments within thirty days to the regional membership, to the chair of TYCA, to the chair of the College Section Steering Committee, to the chair of CCCC, and to the NCTE Executive Director

7. Forward to the NCTE Associate Executive Director for Higher Education the following items:

a. The minutes of all business meetings at the annual regional conference

b. The official brochure announcing the annual regional conference

c. The official program of the annual regional conference

d. The results of all elections and balloting on amendments to the by-laws

e. The regional supplement to the national newsletter and any other publications

f. A brief annual report concerning the year's activities

g. Copies of all resolutions passed by the regional membership

B. The Assistant REC Chair shall

1. Assist the REC Chair in the duties of that office
2. Preside at the REC meetings in the absence of the REC Chair

C. The Treasurer shall

1. Be responsible for all financial transactions of the regional association, including but not limited to.
 - a. Paying all bills incurred by the regional annual conference or the regional association after they have been authorized by the REC
 - b. Forwarding the required per capita contribution for each regional member to the Executive Director of NCTE on or before June 1 of each year and sending a report of that contribution to the chair of National TYCA at the same time
 - c. Maintaining complete financial records
 - d. Arranging for a professional audit every two years if the REC elects to do so
 - e. Preparing annual financial reports for submission to the REC, the regional membership, National TYCA, the Chair of the College Section steering committee and the NCTE Executive Director
2. Maintain a complete list of members who have paid their annual dues.

D. The Secretary shall

1. Keep minutes of all meetings of the REC and all business meetings of the regional association
2. Forward copies of such minutes to all REC members within thirty days after the meeting
3. Upon authorization by the REC or its chair,- conduct all correspondence
4. Maintain permanent records of all resolutions passed by, or actions taken by, the regional association

E. The Membership Chair shall

1. In coordination with the Treasurer, maintain an up-to-date list of the names and addresses of regional members
2. Report annually to the REC on the distribution of members by state within the region
3. Devise and implement ways of increasing regional membership
4. Encourage members of the regional association to maintain membership in TYCA/NCTE and CCCC

F. The Four-Year College or University Representative shall

1. Serve as an advisor to the REC

2. Provide information to support constructive dialogue between teachers and administrators from two-year and four-year institutions and graduate schools

G. The Program Chair shall

1. With the assistance and approval of the REC, plan a general theme and specific workshops for the annual conference
2. With the assistance and approval of the REC, select the major speakers for the conference
3. Assume responsibility for the completion of the conference program
4. Prepare a brief report of the annual conference and submit it to the REC not more than sixty days after the conference
5. Provide the editor of regional publications with the materials necessary to publicize the program and to report on the conference after it has taken place
6. With the Assistant Program Chair, review the evaluations of programs at the annual conference and recommend presenters for NCTE and CCCC program participation

H. The Assistant Program Chair shall assist the Program Chair in completing all arrangements for the program of the annual conference

I. The Local Arrangements Chair shall carry out the tasks assigned to this office in "Regional Conferences on English in the Two-Year College: A Manual"

J. The Assistant Local Arrangements Chair shall assist the Local Arrangements Chair in that office

K. The Editor of Regional Publications shall

1. Edit, publish, and distribute at least two newsletters a year
2. Obtain from the Membership Chair a current list of members' names and addresses
3. At least once a year, incorporate in the regional newsletter a report provided by the region's National TYCA representative
4. Work with the Program Chair and the Local Arrangements Chair on preconference publicity
5. Edit, publish, and distribute a report of the annual conference to the members of the regional. This report may be a part of the regular regional newsletter, or it may be a special publication.
6. Send to the editor of Teaching English in the Two-Year College (TETYC) copies of all regional publications

L. The Business and Advertising Manager shall

1. Assist the editor of regional publications in securing advertising in regional newsletters
2. Assist the Program Chair in securing advertising for the published program of the annual regional meeting

M. The Immediate Past Chair shall

1. Serve as a resource to the incoming REC Chair
2. Advise the REC when requested

N. The Regional Representative to the TYCA Executive Committee shall

1. Serve as representative of the region to National TYCA by
 - a. Attending the twice yearly meetings of National TYCA or if that is impossible, notifying the alternate to insure regional representation
 - b. Forwarding to National TYCA any resolutions and proposals originating with the REC or regional membership
 - c. Presenting a written report to the National TYCA Executive Committee at each meeting about regional issues and activities
 - d. Reporting to National TYCA plans for and the results of the annual conference in the region
2. Serve as a representative to the region from National TYCA by
 - a. Attending the regional REC meetings
 - b. Informing the REC and the membership about resolutions and proposals made by National TYCA or by other regional associations
 - c. Presenting a written report of National TYCA issues and activities to the REC after each national meeting
 - d. At least once a year, presenting a written report of National TYCA activities and issues to the editor of regional publications for inclusion in the regional newsletter
 - e. Developing ways to implement in the region those decisions which a majority of the regionals, or their representatives at National TYCA, have agreed should be general practice

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

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

Section 2. No part of the net earning of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to

make payments and distributions in furtherance of the purposes set forth in section 1 hereof and article I of these by-laws.

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

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

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

VII. Amendment of the By-Laws

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

1. A majority vote of the membership in a regional association or its REC
2. National TYCA
3. The CCCC Executive Committee
4. The College Section Steering Committee
5. The NCTE Executive Committee

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

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

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

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

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

I. The National Organization

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

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

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

C. Purposes:

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

D. Goals:

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

9. To encourage the participation in TYCA of teachers of English in the first two college years through meetings, conferences, publications and other professional activities.

E. Organizational ties: TYCA is an association within the Two-Year College, Four-Year College and University Section (hereafter referred to as the College Section) of The National Council of Teachers of English (NCTE). TYCA maintains strong working relationships with the Conference on College Composition and Communication (CCCC). TYCA also participates fully in the College Forum of NCTE.

F. Membership

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

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

A. Membership

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

4. The four officers of TYCA shall be ex officio voting members of the CCCC Executive Committee. The Editor of TETYC shall be an ex officio non-voting member of the CCCC Executive Committee.
5. The Chair of TYCA and the Editor of TETYC shall be ex officio non-voting members of the College Section Committee.
6. The Chair and **College Forum Representative** will serve as members of the College Forum.
7. While serving on the TYCA Executive Committee, all committee members must maintain membership in TYCA, NCTE, CCCC, and their regional TYCA association.

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

The TYCA Executive Committee shall

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

11. Undertake other actions judged appropriate by the Executive Committee to further the mission and purposes of TYCA

C. Officers of TYCA Executive Committee

1. The officers shall be the Chair, Associate Chair (**even-numbered years**), Immediate Past Chair (**odd numbered years**), Secretary and Editor of TETYC.

2. The Associate Chair and Secretary are elected by a national ballot mailed to all members of TYCA. The person elected Associate Chair serves the first year as Associate Chair, the second and third year as Chair, and the fourth year as Immediate Past Chair. The secretary serves a three-year term.

3. The nominating committee, composed of the TYCA Executive Committee Immediate Past Chair and the seven regional representatives, shall prepare a ballot of two candidates for each of the nationally elected positions. To the extent possible, nominations should strive to reflect the diversity of TYCA membership, drawing from full and part-time teachers, from the seven regional associations, and from those TYCA members who do not belong to the regional associations. The election process shall be completed before the fall meeting of TYCA Executive Committee.

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

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

D. Duties of the TYCA Executive Committee Officers

1. The Chair shall

a. Assume the responsibility for the functioning of TYCA

b. Plan the agenda for all business meetings

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

d. Appoint all committees authorized by TYCA

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

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

- g. Ensure that all liaisons and appointees to relevant groups in NCTE are appointed
 - h. Notify CCCC Chair of any proxy representation prior to biannual meetings
 - i. **Attend all NCTE Executive Committee Meetings**
2. The Associate Chair shall
 - a. Assist the Chair and preside in the Chair's absence
 - b. Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English teachers at CCCC and NCTE
 3. The Immediate Past Chair shall
 - a. Advise the Chair and TYCA
 - b. Chair the nominating committee
 4. The Secretary shall
 - a. Prepare minutes of all business meetings of TYCA
 - b. Distribute minutes to all members of the TYCA Executive Committee within thirty days of the meeting
 - c. Maintain a permanent file of the minutes and all other records necessary to the orderly transaction of TYCA business
 - d. Send copies of all minutes and other records to the Executive Director of NCTE
 - e. Assist the Chair in preparing for each business meeting
 5. The Executive Secretary-Treasurer shall
 - a. Keep an accurate record of finances for TYCA which shall include the per capita payments from the regional associations
 - b. Authorize payment of all bills incurred by TYCA
 - c. Direct NCTE staff to meet annually with the TYCA Executive Committee to explain NCTE's budget as it affects TYCA, report on per capita payments from the regionals, report on current numbers of members, and provide information to the TYCA Executive Committee as it plans the year's activities
 6. The Editor of TETYC shall
 - a. Provide a forum to announce and explore issues of interest to the teaching of English in the two-year college and the first two years of college
 - b. Serve as resource speaker or workshop leader for regionals
 - c. Serve as an advisor-for editors of regional newsletters
- E. Meetings of TYCA Executive Committee**
1. The TYCA Executive Committee shall meet at least twice a year, in conjunction with the CCCC Annual Convention and the NCTE Annual Convention.
 2. Fifty percent of the current TYCA Executive Committee members, including ex officio voting members, shall constitute a quorum at any regularly authorized meeting of the council.

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

A. Names

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

B. Purposes

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

C. Regional Boundaries

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

6. TYCA-Southwest shall serve members in Colorado, New Mexico, Texas, Oklahoma, Arkansas, and Louisiana.
7. TYCA-West shall serve members in Nevada, Utah, Arizona, southern Idaho, Wyoming, and Hawaii.

D. Membership

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

E. Dues

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

IV. Regional Executive Committees

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

1. Six members elected
2. One representative elected to the National TYCA Executive Committee, elected by the regional membership after nomination by the REC from those members who have served on the REC
3. One four-year college or university representative, selected by the REC
4. Four elected by the REC for specific duties
 - a. Program Chair
 - b. Assistant Program Chair
 - c. Local Arrangements Chair
 - d. Editor of regional publications
5. State or area representatives. These members shall be voting members only if they are elected by the general membership or their area constituents.

6. Other, optional, non-voting positions, such as but not limited to

- a. Assistant Local Arrangements Chair
- b. Business and advertising manager
- c. The Immediate Past-Chair
- d. Archivist

B. Election of REC

1. The members of the REC may be elected at the regional's annual conference or by mail ballot of the membership.
2. The Nominating Committee is elected for the following year at the annual regional conference or by mail ballot as soon as feasible following the conference. During the first general session of the annual regional conference, the chair of the Nominating Committee shall call for nominations for members of the next year's Nominating Committee.
3. The Nominating Committee shall provide the regional chair, at least thirty days before the annual conference, a slate of candidates who have indicated willingness to serve. The slate shall, when possible, include at least two candidates for each vacancy and shall provide for reasonable geographic representation from the region.
4. Ballots providing space for write-in candidates and including a brief biographical sketch of each candidate (about 50 words) shall be distributed during registration at the annual regional conference.
5. Candidates shall be introduced at the first general session of the conference, at which time additional nominations shall be called for.
6. Ballot boxes shall be placed in convenient locations, and voting hours shall be publicized.
7. The Nominating Committee shall count the ballots and report the results to the REC chair who will announce the results at the annual business meeting and/or in the next regional newsletter.
8. If the election is held by mail after the annual regional conference, ballots shall be mailed to each member of the regional association no later than ten days after the conference. Ballots are to be returned within ten days. Thirty days after the mailing of the ballots, all ballots will be counted by the chair of the Nominating Committee and the results forwarded to the REC chair.
9. If the election is held by mail before the annual regional conference, the Nominating Committee will provide the regional Chair a slate of candidates at least 60 days before the first

date of the annual regional conference. Ballots shall be mailed to each member of the regional association at least thirty days prior to the first date of the annual regional conference. All ballots received by the chair of the Nominating Committee by the end of the business day before the annual regional conference will be counted and the results reported to the REC Chair at the next Regional Executive Committee meeting.

10. All members of the REC must be members in good standing of the regional association, of CCCC and of TYCA/NCTE.

11. REC members shall serve three-year terms-the terms staggered so that no more than two members are elected in any one year.

12. The terms of -elected REC members shall begin within thirty days after the election. The term of the National TYCA representative shall begin immediately upon election.

13. No elected REC member shall be eligible for reelection after serving two consecutive three-year terms, but that person may be reelected after retirement from office for one year.

14. If a vacancy on the REC occurs before the expiration of an elected member's term of office, the REC shall appoint someone to serve until the next election.

C. Duties of the Regional Executive Committee

The REC shall

1. Carry out the central purpose and fulfill the specific goals of the regional association

2. Promote the development of the regional association in any way consistent with the by-laws or with the policies and procedures of TYCA

3. Conduct at least two business meetings each year, one in conjunction with the annual regional conference

4. Select a site and dates for the annual conference and meet with the Program Chair to plan the general theme and outline of the conference

5. Elect conference officials as described in IV.C.5 and any other optional, non-voting members as the association finds necessary

6. Elect from among the six elected REC members a Chair, an Assistant Chair (optional), a Secretary, Treasurer, and a Membership Chair . The terms of office shall be for one year. The regional representative to National TYCA is not eligible for these offices

7. Announce the officers and members elected by the REC as soon as possible after their election, either at the annual business meeting or in the next issue of the regional newsletter

8. Propose and promote regional association program proposals for the programs of NCTE and CCCC

D. Four-Year Representative

1. The National TYCA EC shall appoint a NCTE member from a four-year college or university to each REC for a three-year term.

2. This member shall be recommended by the REC to the Chair of National TYCA at least thirty days before a TYCA business meeting during the year in which the vacancy occurs.

3. The term of the four year college or university representative shall begin immediately upon appointment by the National TYCA EC.

4. The four-year college or university representative shall hold office for not more than two consecutive three-year terms, but may be reappointed after retirement from office for one year.

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

1. Program Chair

a. The REC shall elect a Program Chair to a one-year term commencing at the close of the annual regional conference preceding the conference he or she is to plan

b. The Program Chair shall hold no other office on the REC.

2. Assistant Program Chair

a. The REC shall elect an Assistant Program Chair whose term of office shall coincide with that of the program chair.

b. The Assistant Program Chair shall hold no other office on the REC.

3. Local Arrangements Chair

a. The REC shall elect a Local Arrangements Chair whose term of office shall coincide with that of the Program Chair. Preferably, the Local Arrangements Chair should have faculty status at the college which is acting as host to the conference.

c. The Local Arrangements Chair shall hold no other office on the REC.

4. Assistant Local Arrangements Chair (optional)

a. The REC may elect an Assistant Local Arrangements Chair whose term shall coincide with that of the Local Arrangements Chair.

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

5. Editor of Regional Publications

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

6. Business and Advertising Manager (optional)

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

F. Meetings of the REC

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

V. Duties of the REC Officers

A. The Chair shall

1. Assume responsibility for the proper functioning of the regional association and the REC
2. Preside at the meetings of the REC unless unavoidably absent
3. Plan and distribute the agenda for REC meetings, with provision for additional items to come from other REC members
4. Carry out the directives and decisions of the REC
5. Serve on the National TYCA Executive Committee as an alternate to the regional TYCA representative, providing TYCA with

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

e. Preparing annual financial reports for submission to the REC, the regional membership, National TYCA, the Chair of the College Section steering committee and the NCTE Executive Director

2. Maintain a complete list of members who have paid their annual dues.

D. The Secretary shall

1. Keep minutes of all meetings of the REC and all business meetings of the regional association
2. Forward copies of such minutes to all REC members within thirty days after the meeting
3. Upon authorization by the REC or its chair,- conduct all correspondence
4. Maintain permanent records of all resolutions passed by, or actions taken by, the regional association

E. The Membership Chair shall

1. In coordination with the Treasurer, maintain an up-to-date list of the names and addresses of regional members
2. Report annually to the REC on the distribution of members by state within the region
3. Devise and implement ways of increasing regional membership
4. Encourage members of the regional association to maintain membership in TYCA/NCTE and CCCC

F. The Four-Year College or University Representative shall

1. Serve as an advisor to the REC
2. Provide information to support constructive dialogue between teachers and administrators from two-year and four-year institutions and graduate schools

G. The Program Chair shall

1. With the assistance and approval of the REC, plan a general theme and specific workshops for the annual conference
2. With the assistance and approval of the REC, select the major speakers for the conference
3. Assume responsibility for the completion of the conference program
4. Prepare a brief report of the annual conference and submit it to the REC not more than sixty days after the conference
5. Provide the editor of regional publications with the materials necessary to publicize the program and to report on the conference after it has taken place
6. With the Assistant Program Chair, review the evaluations of programs at the annual conference and recommend presenters for NCTE and CCCC program participation

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

- b. Informing the REC and the membership about resolutions and proposals made by National TYCA or by other regional associations
- c. Presenting a written report of National TYCA issues and activities to the REC after each national meeting
- d. At least once a year, presenting a written report of National TYCA activities and issues to the editor of regional publications for inclusion in the regional newsletter
- e. Developing ways to implement in the region those decisions which a majority of the regionals, or their representatives at National TYCA, have agreed should be general practice

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

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

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

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

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

Section 5. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any

such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

VII. Amendment of the By-Laws

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

1. A majority vote of the membership in a regional association or its REC
2. National TYCA
3. The CCCC Executive Committee
4. The College Section Steering Committee
5. The NCTE Executive Committee

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

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

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

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

October 2002

Submitted by: Jody Millward, Associate Chair, and
Sharon Mitchler, Pacific Northwest

Committee on Standardizing the Solicitation and Submission of TYCA Proposals to the National NCTE and CCCC Conventions

Preface: The committee's charge was to improve the process of soliciting and submitting TYCA proposals for NCTE and CCCC in order to increase visibility of two-year college research and pedagogical work. Ideally, we would submit panels focused on areas of interest for two-year college faculty, and these panels would represent geographic, ethnic, gender, sexual orientation, and cultural diversity of Two-Year College teachers. It is the Associate Chair's responsibility to create a "TYCA Strand" at both conferences, and to submit the proposals for annual TYCA panels and events at CCCC's.

Traditionally,

- NCTE offers us more openings than we fill on Conference Panels;
- CCCC has made space in its Conference Program for a TYCA Exemplary Programs and Practices Workshop, a TYCA panel on hiring in the two-year colleges, TYCA Walks (which officers voted to suspend for the 2003 CCCC conference), TYCA Talks, TYCA's session on Drafting Your Proposal, and the TYCA Breakfast in its Conference Program, but no guaranteed spaces for content panels other than the workshop.
- "TYCA Strands" at both conferences have been constituted of two to three content panels.

Committee's Charge:

- 1) To increase the number of TYCA panels submitted to both NCTE and CCCC as part of the "TYCA Strand"
- 2) To improve and standardize process for soliciting and submitting content ideas for TYCA panels
- 3) To improve and standardize process for soliciting and submitting individual presentations for inclusion in TYCA panels in order to better reflect the concerns and the diversity of our members and to provide a forum for new voices to be heard
- 4) To improve and standardize process for submitting proposals for the NCTE and CCCC conferences.

Challenges Identified Through Discussion with Former Associate Chairs

1. Associate Chair may lack vital contacts outside of his/her region, and thus must rely either on TYCA Executive Committee members to fill out panels or on their

*add showcase
winners*

recommendations of people to contact. As a result, it is difficult to bring “new voices” into the panel.

2. TYCA Executive Committee members and those they recommend are often those most active in the field and submit individual proposals before notifying Associate Chair of their submissions or exploring panel possibilities for their topic. These members could assume a leadership role in designing a panel and mentoring new voices.
3. Gathering personal data for conference proposals forms via email is time-consuming and inefficient, often requires multiple requests, and can include contacting 35 – 50 participants with a quick post-conference turnaround deadline for submission.
4. CCCC’s TYCA Workshop on Exemplary Teaching Practices is a time intensive commitment for coordinator who must make establish a theme for the workshop, solicit presenters, select best presentations, edit proposals, and provide personal data for those proposals.
5. Propositions for annual CCCC’s presentations—i.e. “TYCA Talks,” “TYCA Breakfast,” “TYCA Panel on Hiring,” and “TYCA Drafting Your Proposal” are not housed in a central location; thus the Associate Chair is responsible for soliciting former drafts and/or creating the proposals, as well as filling the panels.
6. Coordinating and editing multiple panels (7 or 8 for CCCC with combined annual and new content panels) is time consuming, for it requires creating diverse thematic strands and sharing drafts with 35 to 40 people under pressure of submission deadline.

RECOMMENDATION: To address these challenges, we recommend that the TYCA Chair form a standing committee to be chaired by TYCA Associate Chair, with one members to be drawn from each of the TYCA Regionals. Regional Representatives would have the option to serve on the committee or to nominate active TYCA members from their regions and two Executive board members (from different regions), to serve as Chair and Co-chair of TYCA Exemplary Program workshop. The Co-chair would serve as Chair with a new co-chair for the workshop in the following year.

We offer the following suggestions for consideration by that Committee in an attempt to meet the identified challenges.

- 1) To increase the number of TYCA panels submitted to both NCTE and CCCC as part of the “TYCA Strand,” committee members could devise a plan to develop new forums for panel presentations and an outreach plan to include new voices. This might include:
 - A panel of past and present TYCA Executive Board Members debating issues in the profession;
 - A panel made up of TYTEC authors who have written on a similar subject or a panel of “Best of TYTEC”
 - Following CCCC Executive Board model, having TYCA leaders (past and present Executive Board members), assume a mentoring/leadership

position on a panel of his/her interest which brings in “new voices”—first time presenters who would be mentored through the proposal writing, presentation drafting, and presentation.

- 2) To improve and standardize process for soliciting and submitting content ideas for TYCA panels, committee members could generate a list of topics from the following sources:

Regional Conference Programs,
Regional Journals,
Topics Lists circulated at Regional Board meetings,
the “Drafting Your Proposal” session,
NCTE and CCCC’s programs and sessions,
and TYTEC Articles.

If Regional Conference Programs and Journals are not on-line, the Regional Representative could insure that the Associate Chair receive copies of programs and Journals.

- 3) To improve and standardize process for soliciting and submitting individual presentations for inclusion in TYCA panels in order to better reflect the concerns and the diversity of our members, committee members could contact the presenters and authors whose topics have been identified and selected for panel submissions from

Regional Conferences, Journals, Circulation Lists,
National NCTE and CCCC’s sessions,
the TYCA Drafting Your Proposal Workshop, and
TYTEC (including those submissions deemed of interest but not published).

- 4) To improve and standardize process for submitting proposals for the NCTE and CCCC conferences. Committee members could devise a plan for distributing responsibilities. We have considered the following:

• **CCCC’s annual sessions:** Proposals could be housed at TYCA national headquarters. Associate Chair could contact participants far in advance of due date, edit proposal as necessary, and have proposals prepared for submission in advance of CCCC’s Call for Proposals.

• **TYCA Exemplary Programs and Practices Workshop:** TYCA could rotate responsibility among TYCA Executive members (excluding officers), and, following the model of CCCC’s Feminist Workshop, appoint a Chair and Co-chair who would divide the responsibilities for designing the workshop, soliciting presenters, and submitting a proposal (and past proposals would be housed at national TYCA office.). The Co-chair would take responsibility for leadership the following year, serving as Chair and mentoring a new Co-chair.

• **Soliciting Personal Information for Proposal Forms:** Create an on-line and hard-copy form for easy input of personal information required on

submission forms; this form should be housed at TYCA national headquarters.

- **Submitting Proposals:** Assign each committee member responsibility for shepherding through or submitting one or two panel proposals each.

TYCA 2001-2002 Executive Committee

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