

## TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

January – June 2003

| YEAR | DATE       | CONVENTIONS/MEETINGS                 | CONTENT   |
|------|------------|--------------------------------------|---|
| 2003 | 03/07      | CCCC Convention New York             | Martinez-regarding events and agenda for TYCA Executive Committee Meeting New York  |
|      | 03/20 & 22 | TYCA Executive Meeting New York City | <p>Agenda</p> <p>"Notes on Executive Committee Motions"</p> <p>Unapproved Minutes Atlanta (22 &amp; 23 Nov. 2002)</p> <p>Williamson-"Executive Director's Report to TYCA"</p> <p>"TYCA Financial Comparison"</p> <p>"TYCA Support Financial Report FY03"</p> <p>Millward-Chair's Report</p> <p>Powers-Outstanding Programs in English Awards committee report</p> <p>Houston-Nell Ann Pickett Award committee report</p> <p>Callan-Fame and Shame Awards committee report</p> <p>Callan-TETYC Best Article of the Year Award committee report</p> <p>Powers-Archivist's report</p> <p>Regional reports</p> <p>Tinberg-TETYC report</p> <p>Creel-"TYCA-to-You" report</p> <p>Millward &amp; Newman-to TYCA EC regarding "Guidelines" secure website and workshop</p> <p>Fitzgerald-"Guidelines for Academic Preparation of English Faculty at Two-Year Colleges" committee draft</p> <p>Wrice-TYCA Breakfast report</p> <p>"TYCA Fund" to support TYCA activities</p> <p>Teacher/Scholar Committee report</p> <p>Valentino-TYCA Strand for NCTE (20 &amp; 25 Nov. 2003)</p> <p>Officer Visits to Regionals</p> <p>Martinez-to Regional Chairs, Local Arrangement Chairs regarding officer visits (e-mail 2 Feb 2003)</p> <p>Schedule of Officer Visits</p> <p>Summary of reports from Visiting TYCA Officer to Fall '02 Regionals</p> <p>TYCA Officer Chair Rotation and Responsibilities</p> <p>By-Laws regarding Officer Responsibilities &amp; Activities</p> <p>Roles and Duties of Ex-Officio Non-Voting Members</p> <p>Powers-"History of TYCA Web Page"</p> <p>Current TYCA, CCCC, and NCTE Committees</p> <p>Roster 2002-2003</p> <p>Strategic Vision-NCTE-2003</p> <p>"Making the Leap," Chronicle of Higher Education (2Feb. 2003)</p> <p>"Colloquy Live," (Community Colleges Transfers at Elite Private Colleges) (27 Feb. 2003)</p> |
|      | 6/03       | e-Mail                               | Millward - National Writing Commission + TYCA   |

**National TYCA Breakfast  
Underwriters**



The National TYCA Executive Committee, Members,  
and Friends acknowledge the following Underwriters:

Bedford/St. Martin's  
Heinle & Heinle  
Houghton Mifflin  
McGraw-Hill  
Modern Language Association  
Longman  
Prentice Hall



**National TYCA Officers**

Prof. Jody Millward – Chair  
Prof. Marilyn Valentino – Associate Chair  
Prof. Sandra McGill Barnhouse – Secretary  
Prof. Frank Madden – Past Chair  
Prof. Sheldon Wrice – 2003 Breakfast Chair

**Re-Writing “Theme for English B”:  
Transforming Possibilities**



**National TYCA Breakfast  
At CCCC**



**New York Hilton  
New York, NY**



**Saturday, March 22, 2003  
7:00 a.m.**

We make a living by what we get, but we make a life by what we give. – Winston Churchill

- ◆ **Welcome . . . . . Professor Jody Millward**
- ◆ **Silent moment of Reflections**
- ◆ **Breakfast**
- ◆ **Greeting/Remarks by our Sponsors**
- ◆ **Presentation of the 2003 Outstanding Programs in English Awards for Two-Year Colleges and Teachers . . . . . Professor Jay Wootten**

#### Reaching Across Borders

##### **Winner**

*The English Language Institute: Dealing with the Growing Demand for Language Competence*  
Howard Community College, Columbia, MD  
Jean Svacina, Director of English as a Second Language

##### **Honorable Mention**

*The Literary Arts Series*  
Bergen Community College, Paramus, NJ  
April Adams, Dorothy Altman, and Maria Makowiecka,  
Coordinators

##### *Project Write*

Suffolk County Community College, Selden, NY  
Elizabeth Cone, Coordinator

#### Fostering Student Achievement

##### **Winner**

*Nova Gold: Building Skills for Success*  
Northern Virginia Community College, Woodbridge, VA  
Pam Narney, Coordinator

##### **Honorable Mention**

*Multicultural English Transfer Program*  
Santa Barbara City College, Santa Barbara, CA  
Sandy Starkey, Director

#### Promoting Technology-Based

##### **Winner**

*Man and the Machine: An Active Learning Paradigm*  
Community College of Rhode Island, Warwick, RI  
Debra Lilli, Carol A. Panaccione, and Susan E. Apshaga

#### Enhancing Developmental English

##### **Winner**

*Consortium for Innovative Instruction: Aligning Writing Instruction in Secondary and Postsecondary Institutions*  
Tidewater Community College, Norfolk, VA  
Chris Jennings, Writing Coalition Project Director

- ◆ **The Image of Two-Year College: TYCA Fame and Shame**
- ◆ **Closing Remarks . . . . . Professor Jody Millward**

## MEMORANDUM

**To:** TYCA Executive Committee Members, Including Incoming Members  
**From:** Terrill Martinez, Assistant to Paul Bodmer, Associate Executive Director  
**Date:** March 7, 2003

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.

### Opening General Session

Thursday, March 20, 2003  
8:30 a.m.-10 a.m.  
Grand Ballroom

### TYCA Executive Committee Meetings:

|                                 |                                 |
|---------------------------------|---------------------------------|
| <b>Thursday, March 20, 2003</b> | <b>Saturday, March 22, 2003</b> |
| 7-9 p.m.                        | 9:30 a.m.-2:00 p.m.             |
| Hilton Board Room, Fourth Floor | Holland Room, Fourth Floor      |

### General Session and CCCC Awards/Retirement Reception

(presentation of *TETYC* Best Article of the Year and Nell Ann Pickett Service Awards)  
Friday, March 21, 2003  
5-6:30 p.m.  
Mercury Ballroom, Third Floor

### TYCA Talks

Friday, March 21, 2003  
6:30-8:00 p.m.  
Petit Trianon, Third Floor

### TYCA Annual Breakfast

(Presentation of Outstanding Program Awards and Fame and Shame Awards)  
Saturday, March 22, 2003  
7-8 a.m.  
West Grand Ballroom, Third Floor

### CCCC Annual Business Meeting

Saturday, March 22, 2003  
8-9:15 a.m.  
Rendezvous Trianon, Third Floor

### **Per Diems**

Travel, living expenses, and convention registration are not reimbursable for the CCCC 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 Thursday 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 find your ribbon in the enclosed envelope. Please adhere it to your name badge to identify yourself as a TYCA Executive Committee member.

Please contact me with any questions at [tmartinez@ncte.org](mailto:tmartinez@ncte.org) or 800-369-6283, ext. 3613

**AGENDA**  
**Two-Year College English Association**  
**March 20 & 22, 2003**  
**New York, NY**

- I. WELCOME AND INTRODUCTIONS
- II. PARLIAMENTARY PROCEDURE
- III. ADOPTION OF THE AGENDA
- IV. APPROVAL OF THE MINUTES, MARCH 2002
- V. CONSENT AGENDA

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

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

Page 116  
The Standard Code of Parliamentary Procedure  
By Alice Sturgis

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

- E. Publications Report
  - 1. *TETYC* (Tinberg)
  - 2. TYCA-to-You (Creel)
- F. Guidelines Document (Millward)

VI. REPORTS FOR DISCUSSION AND ACTION

- A. TYCA Breakfast (Wrice)
- B. TYCA Fund (Bodmer)
- C. College Forum (Matthews) (Oral)
- D. Discussion of Teacher/Scholar Committee (Reynolds/Madden)
- E. TYCA Strands at NCTE and CCCC
  - 1. Program (Valentino)
  - 2. Proposal Forms (Bodmer)
- F. National TYCA Officer Visits to Regional Conventions (Bodmer)
- G. TYCA BY-Laws Changes for Chair Rotation (Bodmer)
  - 1. Roles and Duties of Officers
  - 2. Roles and Duties of Ex-Officio Non-Voting Members *Archivist, TTY Editor*
- H. Appointments/Elections
  - 1. Award Committee Chairs
  - 2. College Forum Representative *4-year commitment*
- I. TYCA Executive Committee Meeting Schedule
- J. TYCA Website and Website Committee Recommendations (Powers)
- K. Committees to Promote TYCA Mentoring and Research

VII. APPENDIX

- Current TYCA, CCCC, and NCTE Committees
- TYCA Executive Committee Roster
- TYCA Constitution & By-Laws
- NCTE Vision Statement for 2003
- FYI: "Making the Leap," *Chronicle of Higher Education*

## NOTES ON EXECUTIVE COMMITTEE MOTIONS

### Reports

When committees and other such groups forward reports to the Executive Committee, the Committee can discuss them without any formal motion. Unless the Executive Committee wishes to take action on a report, the presiding officer usually will "order the report filed." This means that the report is available for information and may be considered again at any time, but it is not binding on TYCA or its Executive Committee. According to Sturgis, it is unnecessary to move that a routine report be "accepted," "approved" or "received";

*"A motion 'to receive' a committee report is meaningless, since an organization cannot refuse to receive and hear the report of its authorized committee. Since the adoption of a committee reports binds the assembly to everything in the report, organizations are wise to file reports instead of adopting them." (p. 188)*

Sturgis also prohibits amending committee reports because no one can make a committee say anything it does not wish to say.

If the Executive Committee wishes to "adopt" a report, such a motion commits the Executive Committee to all of the findings, opinions, and recommendations contained in the report. Committee reports also can be adopted "in part" or "with exceptions" or "with reservations". Sturgis notes that;

*"The word 'accept' is sometimes used instead of adopt, but the word 'adopt,' which cannot be misunderstood, is preferable." (p. 188)*

Though committee reports usually are filed, they also may be referred back to the committee (or some other group) for revision or further study. Consideration of a report can be "postponed definitely," to a more convenient time.

### Action Motions

Action Motions are usually distinguished by verbs that are inherently directive. Most Executive Committee actions fall into this category, as in motions that begin *to invite, to establish, to reconstitute, to approve continuation of, etc., e.g.:*

I move to establish a task force to create a document defining the "Scholar-Teacher in the Two-Year College"

When such actions flow from reports of sections, subcommittees, etc., the Action Motion is usually indicated with language such as "to accept (or approve) the *recommendation of the subcommittee on affiliates to ...*" e.g.:

To approve the recommendation to change the chair rotation to a four-year term, the middle two years as chair of TYCA.

Action Motions that result from discussions in a subcommittee, section, or conference will frequently be elucidated in the context. The chair of the particular group will say something such as: "We have several items to report about conference activities, and one recommendation for action." When the Action Motion is brought up, a formal motion is made, e.g.:

To accept the recommendations of the Guidelines committee to disseminate to members a draft of the Guidelines document on the web.

An Executive Committee Action Motion might invite someone to chair a committee, but it can also consist of the *formal endorsement of a policy, of TYCA's collaboration in a project*, etc. In such cases, implementation of the official policy or participation in the endorsed collaboration might need to be fleshed out later in specific ways, but the Executive Committee's action is made as an initial, per-formative statement of policy, belief, endorsement, etc. For example, the action below sets a policy that permits section retreats; but budgets spelling out specific costs would be required in implementation of a particular retreat.

96:112 To approve the policy on section retreats, as follows: a section desiring a retreat will make an effort to do so in a cost-effective manner – e.g., selecting a site geographically convenient to participants, finding low-cost housing, or holding the retreat in conjunction with an already scheduled NCTE meeting; because of the difficulty that teachers have in attending meetings during the school year, retreats will most likely occur during the summer.

A motion to establish a program or policy *might involve expenditure of an unknown amount of funds*. When the cost is not immediately clear, staff is typically requested to bring the Executive Committee a budget at a future meeting, and the specific shape of the program or implementation of the policy is acted upon only when the budget is adopted. Thus, the Executive Committee can indicate endorsement while calling for more detailed plans that spell out the cost of implementation. For example, the above policy on section retreats sets the stage for submission of plans and budgets for particular retreats. The actions below exemplify other variations on this theme:

- 94:213 To table the discussion of the College Section Summer Institute until James Hill and Katie Hope can develop a balanced budget.
- 94:231 To approve the revised, balanced budget for the 1995 College Summer Literature Institute.
- 95:161 To accept in principle the Elementary Section Committee's strategic plan, requesting specific budgets for items that will entail costs.

## HOW TO MAKE A MOTION

"A motion is the formal statement of a proposal or question to an assembly for consideration and action" (Sturgis 11). Also called a "question" or "proposition," a motion permits a decision-making body to discuss and act on a specific proposal rather than on a general topic. Some routine motions are short and conventionally worded:

- I move that we adopt the agenda (as revised).
- I move that we approve the minutes of the November 2000 Executive Committee meeting (as corrected).
- I move that we accept the financial report.
- I move that we adopt the proposed budget for Fiscal Year 2001.
- I move that we adjourn.
- "So moved" is not a good motion

Other motions are more substantive and generally call for greater deliberation. Unless they are carefully worded, they can be confusing. They can take unnecessary time to discuss and amend, and they may make no sense two years later, when someone needs to understand the history of an action. Effective substantive motions should be **written out** and should:

- Begin with "I move"
- Express an action



- State the action affirmatively
- **Elaborate on the action with complete information about who, what, when, where, how, and if relevant, how much money**
- Provide enough context so that they will make sense to subsequent readers
- Be concise and clear

Examples (All are fictional):

1. I move that the Chair appoint a five-member ad hoc committee to review the current per diem policy and report its finding to the Executive Committee at its November 2001 meeting.
2. I move that the Chair constitute a committee to investigate ways to support teachers offering writing courses in distance education programs and give it the following charge: . . . .
3. I move that the Executive Committee decline to send representatives to the July 2001 Conference on Literacy.
4. I move that the Ad Hoc Committee on Happy Meetings, in consultation with the Grumpy Members Committee, explore options for improving the efficiency of Executive Committee meetings and report its recommendations at the November 2001 Executive Committee meeting.
5. I move that we accept (or adopt) the report of the Ad Hoc Committee on Happy Meetings. [Accepting or adopting a report means that the assembly also agrees to any recommendations contained in the report. The assembly also can dispense with a committee report in other ways, by moving to refer it back to the committee, by postponing its consideration (definitely or indefinitely), or by moving that the report be filed.]
6. I move that we dissolve the Grumpy Members Committee, with thanks for its service to an important constituency within the organization.
7. I move that we adopt recommendations 1 through 4 and 6 through 8 attached to the report of the Ad Hoc Committee on E-mail Ballots (Item 7.G.4).

### Useful Verbs

Accept, Adopt, Appoint, Approve, Authorize, Close/End Discussion, Constitute (a committee), Decline (to do something), Designate, Dissolve (a committee), Develop, Endorse, Establish, Postpone Temporarily (to table or kill a motion), Postpone Definitely (to a particular later time), Reconsider (an action), Refer (to a committee or person), Rescind (an action), Thank, Withdraw (a motion).

--With grateful thanks to Erika Lindemann for the text of this document.

**PRINCIPAL RULES**

| <i>Order of precedence</i>      | <i>Can interrupt?</i> | <i>Requires second?</i> | <i>Debat-able?</i> | <i>Amend-able?</i> |
|---------------------------------|-----------------------|-------------------------|--------------------|--------------------|
| <b>PRIVILEGED MOTIONS</b>       |                       |                         |                    |                    |
| 1. Adjourn                      | No                    | Yes                     | No                 | No                 |
| 2. Recess                       | No                    | Yes                     | Yes†               | Yes†               |
| 3. Question of privilege        | Yes                   | No                      | No                 | No                 |
| <b>SUBSIDIARY MOTIONS</b>       |                       |                         |                    |                    |
| 4. Postpone temporarily (lible) | No                    | Yes                     | No                 | No                 |
| 5. Close debate                 | No                    | Yes                     | No                 | No                 |
| 6. Limit debate                 | No                    | Yes                     | Yes†               | Yes†               |
| 7. Postpone definitely          | No                    | Yes                     | Yes†               | Yes†               |
| 8. Refer to committee           | No                    | Yes                     | Yes†               | Yes†               |
| 9. Amend                        | No                    | Yes                     | Yes                | Yes                |
| <b>MAIN MOTIONS</b>             |                       |                         |                    |                    |
| 10. a. The main motion          | No                    | Yes                     | Yes                | Yes                |
| b. Specific main motions        |                       |                         |                    |                    |
| Reconsider                      | Yes                   | Yes                     | Yes†               | No                 |
| Rescind                         | No                    | Yes                     | Yes                | No                 |
| Resume consideration            | No                    | Yes                     | No                 | No                 |

**INCIDENTAL**

| <i>No order of precedence</i> | <i>Can interrupt?</i> | <i>Requires second?</i> | <i>Debat-able?</i> | <i>Amend-able?</i> |
|-------------------------------|-----------------------|-------------------------|--------------------|--------------------|
| <b>MOTIONS</b>                |                       |                         |                    |                    |
| Appeal                        | Yes                   | Yes                     | Yes                | No                 |
| Suspend rules                 | No                    | Yes                     | No                 | No                 |
| Consider informally           | No                    | Yes                     | No                 | No                 |
| <b>REQUESTS</b>               |                       |                         |                    |                    |
| Point of order                | Yes                   | No                      | No                 | No                 |
| Parliamentary inquiry         | Yes                   | No                      | No                 | No                 |
| Withdraw a motion             | Yes                   | No                      | No                 | No                 |
| Division of question          | No                    | No                      | No                 | No                 |
| Division of assembly          | Yes                   | No                      | No                 | No                 |

*Order of precedence\*\**

\*Requires two-thirds vote when it would suppress a motion without debate.  
 \*\*Motions are in order only if no motion higher on the list is pending. Thus, if a motion to close debate is pending, a motion to amend would be out of order; but a motion to recess would be in order, since it outranks the pending motion.  
 †Restricted.

**GOVERNING MOTIONS**

| <i>Vote required?</i> | <i>Applies to what other motions?</i> | <i>Can have what other motions applied to it?</i> | <i>Refer to page</i> |
|-----------------------|---------------------------------------|---|----------------------|
| Majority              | None                                  | None  | 72                   |
| Majority              | None                                  | Amend†  | 70                   |
| None                  | None                                  | None  | 66                   |
| Majority*             | Main motion                           | None  | 62                   |
| 2/3                   | Debatable motions                     | None  | 58                   |
| 2/3                   | Debatable motions                     | Amend†  | 56                   |
| Majority              | Main motion                           | Amend†, close debate, limit debate                | 53                   |
| Majority              | Main motion                           | Amend†, close debate, limit debate                | 50                   |
| Majority              | Rewordable motions                    | Close debate, limit debate                        | 42                   |
| Majority              | None                                  | Specific main, subsidiary                         | 30                   |
| Majority              | Main motion                           | Close debate, limit debate                        | 33                   |
| Majority              | Main motion                           | Close debate, limit debate                        | 37                   |
| Majority              | Main motion                           | None  | 39                   |

**MOTIONS**

| <i>Vote required?</i> | <i>Applies to what other motions?</i> | <i>Can have what other motions applied to it?</i> | <i>Refer to page</i> |
|-----------------------|---------------------------------------|---|----------------------|
| Majority              | Decision of chair                     | Close debate, limit debate                        | 77                   |
| 2/3                   | None                                  | None  | 79                   |
| Majority              | Main motion                           | None  | 120                  |
| None                  | Any error                             | None  | 83                   |
| None                  | All motions                           | None  | 86                   |
| None                  | All motions                           | None  | 89                   |
| None                  | Main motion                           | None  | 91                   |
| None                  | Indecisive vote                       | None  | 94                   |

TYCA Executive Committee  
Draft Minutes  
Friday, November 22, 2002  
Hilton Hotel, Atlanta

- I. Welcome and Introductions—Frank Madden, Paul Bodmer, Terrill Martinez, Sterling Warner, Georgia Newman, Gwen Gresham, Mike Matthews, Lois Powers, Stasia Callan, Jody Millward, Sharon Mitchler, Sally Fitzgerald, Marilyn Valentino, Christine Jennings, Howard Tinberg, T.Ella Strother, Sandra McGill Barnhouse.

Terrill distributed change of address forms, the ECCTYC report, and copies of the Revised By-laws. Bodmer collected signatures on a conflict of interest disclaimer from members of the executive committee. All signed. Bodmer distributed new For-Profit Business Contact Guidelines for NCTE.

- II. Adoption of agenda **Motion 1.0:** (Newman/Gresham) *Approved*
- III. Approval of Minutes **Motion 1.1:** (Mitchler/Fitzgerald) *Approved* March 2002 TYCA minutes with correction to add Michael Berberich present on the second meeting day.

- IV. Approval of Consent Agenda consisting of reports from NCTE:

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

- D. 1. TETYC (Tinberg)

**Motion 1.2:** (Newman/Callan) *Approved* with the addition of ECCTYC to regional reports.

- V. Standing or Old Business

A. Conference Program Chair—Millward reported submitting 8 proposals; 3 were accepted, including TYCA Talks, Walks, and proposal writing, TYCA is represented in 7 or 8 panels

Discussion followed regarding identifying TYCA strand proposals in the review process so that these proposals are not rejected in the overall process. Some issues brought out included 2-year/4-year research difference, inadequately trained readers, quality of and inadequate numbers of proposals presented, funding for presenters, and misperceptions of types of proposals each conference was seeking.

Bodmer described the developing online sorting/review process that should help alleviate this problem somewhat and create a broader range of reviewers. Deadline for next proposals is Jan. 8 (paper) and Jan.13 (electronic). Forms are available at this conference registration area.

It was also suggested to publicize the call for proposals and the online process in *TETYC*.

Valentino suggested a list of “do’s and don’ts” for proposal submission and Tinberg suggested that this could be included in an issue of *TETYC* on “how we disseminate scholarship.”

A general discussion followed about college level involvement in the NCTE programs—College Conversations, College Forum

Tinberg suggested that each TYCA EC member make an effort to do some informal mentoring, to try to bring colleagues in to TYCA.

B. Guidelines Report: We adjourned to attend the conference session presented by the Ad Hoc TYCA committee chaired by Fitzgerald to hear the report on Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges.

C. College Forum Report Matthews will be chair of the College Forum next year for one year. He highlighted items in the written report that illustrate the mission, the revised structure and responsibilities of members of the College Forum. Bodmer emphasized the Forum as a think tank to present a public voice for NCTE.

Matthews requested that the group identify TYCA issues he could include in his report to College Forum. Suggestions included:

- Exit testing for writing at 2-year college level (Valentino.) Several reps from other states expressed the same issue, that this testing is politically and economically driven, it’s being pushed from national government and it emphasizes standardized testing.
  - Issues brought up were the need for models of effective writing assessment instruments, the fact that these are already in place on the NCTE web site, that we collaborate with national math association and other associations which have done lots of research on assessment and which are also being hit with same mandatory assessment.

- Matthews reiterated that assessment was not among issues identified last year which were dual enrollment, increase use of adjuncts, distance learning,
- Matthew's emphasized that the Forum is an umbrella group to bring together the four higher education groups. The projects listed in the report are individual projects. The Forum does not have much power to control which projects would be developed.

Bodmer spoke to the following issues:

Two-year Department Chairs—keeping them informed on issues is a TYCA issue, not a College Forum issue

Collapsed courses— need evidence of effectiveness or ineffectiveness. TYCA needs to decide whether to pursue studies in this area

The members settled on the issue of mandated standardized writing assessment being brought to the college forum. *Valentino will write out a motion to be presented at tomorrow's meeting.)*

Saturday, November 23, 2002  
TYCA Exec Meeting, Nov. 2002  
Hilton, Room 436

Present: Sandra Barnhouse, Sterling Warner, Powers, Gresham, Matthews, Newman, Madden, Callan, Bodmer, Mitchler, Millward, Fitzgerald, Valentino, Tinberg, Strother, Williamson, Martin

D. Executive Director's Report

Williamson highlighted the following features of the written report –

Budget--The seeming drop in staff time (\$19,500) share indicates more accurate tracking of staff time spent on TYCA. There was an increase in volunteer travel due to TYCA retreat.

Membership Trends --TYCA membership is down as is other groups. Some factors were 9/11 and online journals being available to everyone.

Online advancements and future plans. All affiliates will be able to work in their communities on line from renewing membership, to ordering/reading journals, to

submitting proposals, to participating in chat groups.

Affiliates/Regionals can use NCTE server to manage their records. Members can access and update their own information. He is asking each group to designate one person to get training to use NCTE server.

Advocacy and Public/Media Relations

Mixed reviews. We were able to influence some things and make some connections. Among those are the Higher Education Act and Composition national groups looking at writing as was done with reading (National Writing Conference College Board). We have NCTE-linked, 4-person advisory board. National Committee on writing is the committee.

Newman noted that the West and Southeast regions were not represented at the table and it is important to disseminate this info. to them. –Bodmer will take care of this.

Madden noted that Writing is moving to the center of NCTE's agenda and TYCA can play a major role in developing a statement.

E. Revisit College Forum Report

**Motion 1.3:** (Matthews/ Newman) *Approved* This TYCA resolution be taken to College Forum "At a time of increasing pressure for standardized assessment of courses and programs, the College Forum should provide leadership in identifying appropriate assessment processes and instruments that improve teaching and learning".

Discussion followed about activities that needed to be done to carry out the resolution. They included exploring effective models, reaching department chairs regarding teacher training and student learning, and sharing-ideas workshop sessions at regional conferences

**Motion 1.4:** (Matthews/Warner) *Approved* "National TYCA EC encourages regional conferences to provide workshops or sessions to help instructional coordinators and department heads in their roles."

**Motion 1.5:** (Matthews/Millward) *Approved* "National TYCA will provide resources to support such workshops/sessions"

California Association of Teachers of English (CATE ) representative distributed the 2003 brochure for their conference to be held in Palm Springs, CA , February 14-16, 20

Compressed Courses Issue

**Motion 1.6:** (Fitzgerald/Mitchler) *Defeated* "Investigate possibilities for grants to support research into short term courses." Discussion: TYCA leadership would have to initiate. NCTE must approve, then it would go to grants writer.

VI. New Business

A. TYCA Strands at NCTE and CCCC. Millward written report explored problems with current process and gave suggestions for improving.

**Motion 1.7:** (Millward/Callan) *Approved* "To increase visibility of TYCA scholarship at NCTE and CCCC, we move that TYCA Associate chair or past chair (as appropriate) create a committee made of active regional members whose charge is to standardize and coordinate the soliciting and submitting of proposals."

The entire TYCA Strand report will be attached to the minutes according to Powers' suggestion.

**B. Possibilities for Funding TYCA Talks**

Discussion: Madden suggested funding TYCA Talks with proceeds from TYCA breakfast. Bodmer suggested we could create a campaign to solicit funds for TYCA work. **Motion 1.8:** (Warner/ Valentino) *Approved* "Headquarters staff/Bodmer create fund to support TYCA work including such things as TYCA Talks and Outstanding Programs."

**C. Revised By-laws Changes to Reflect Revised Duties of past Chair and Associate Chair** **Motion 1.9:** (Millward/Gresham) *Approved* "that we determine who will serve as the nominating chair given new by-law revisions."

**D. Appointments/Elections**

Fame and Shame Award chair and TETYC Best Article—Stasia Callan

Nell Ann Pickett Award chair—Linda Houston

Outstanding Programs in English-- Lois Powers

Think about replacing Mike Matthews on College Forum. The next TYCA representative will be a 4-year commitment.

**E. TYCA By-laws Changes**

"Thank you" from Mitchler for extra efforts to make sure her region could vote on the revisions to the By-laws.

**Motion 1.10:** (Warner/ Mitchler) *Approved* "TYCA will put regional calls (theme, date, contact information) in the March issue of TETYC. Regionals are to submit the information at the November TYCA exec meeting."

**F. TYCA Exec Committee Meeting Schedule at CCCC**

1st session has been changed to Thursday evening and second session on Saturday morning. TYCA Talks has been moved to Friday.

**G. Teacher/scholar Committee--** Madden reported some confusion among committee members about the committee's charge. Madden and Powers will write a statement of purpose to disseminate on line and ask for approval by the executive committee.

**H. TYCA Website—Powers**

Bodmer discussed how we can manage the content of the front page and still keep information updated. **Motion 1.11:** (Powers/Millward) *Approved* "Form an ad

hoc committee to explore TYCA's use of web page and appoint web page person that serves on executive board to manage the content."

I. The Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges session on Friday generated discussion from the field. We agreed last year to put the document online for reaction/response. Newman talked about the work of the committee (handouts) to explain that this document is a guiding principle, not a finished product. It needs on line refining, bulleting of points in document, intensive retreat-type session of various "audiences" plus members such as Newman, Fitzgerald, and Valentino, who have worked on this issue. As voted on at the March meeting, a draft (with emphasis that it is work in progress) will be placed in a secure place on the web site that members can read. We (the committee) will not invite comments, but direct those who want to respond to Bodmer.

Newman will investigate the possibility of getting together a group passionately committed to this issue to report back in March.

IV. Announcements

Nominating committee meets tomorrow at 8:00 a.m. Newman requested regional reps present to participate.

Certificates, gifts, and thank you's to outgoing members: Frank Madden, T.Ella Strother, and Linda Houston

Passing of the gavel to Millward. Meeting Adjourned

Submitted by T.Ella Strother.

It has been a privilege and a pleasure!



**Executive Director's Report to TYCA**

This item will attempt to provide a snapshot of on-going headquarters activities and NCTE accomplishments and challenges that are pertinent to TYCA. The analysis here will highlight key on-going activities and new initiatives launched in the past year.

*A Summary Review: March 2002 – February, 2003*

Finances and Membership

While NCTE's financial situation continues to give rise to serious concern due to rapid erosion in the value of our invested reserves, it appears that we are making substantial progress towards institutionalizing practices to keep the cost of operations in line with income earned by operational activities.

FY03 has brought mixed results through the first six months of the year. We continue to run a healthy surplus on operating activities, while absorbing a substantial decline in the value of our invested reserves. Thus, despite a loss of \$610,743 on investments and non-operating activities, NCTE is showing a surplus on the year of \$610,076 (the symmetry of these figures is just a random phenomena). NCTE's investment in support for TYCA through December amounted to \$30,567, a little over half of the \$56,736 amount budgeted for the year. As the table below indicates, while TYCA membership has slipped slightly in the past year, it remains the only membership group within the NCTE "family" that has grown over the past four years.

|              | <u>FY99</u> | <u>FY00</u> | <u>FY01</u> | <u>FY02</u> | <u>FY03</u> | <u>1 yr trend</u> | <u>4 yr trend</u> |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------------|-------------------|
| NCTE members | 52,851      | 56,624      | 58,181      | 51,129      | 48,251      | -5.63%            | -8.70%            |
| TYCA Members | 3,933       | 4,301       | 4,555       | 4,405       | 4,300       | -2.38%            | 9.33%             |

TYCA is in a relatively unique position among NCTE constituent groups in that it's finances are accounted for as a program budget running out of the NCTE general fund. In short, this means that TYCA is a "service" program and need not run a balanced budget. With this in mind, you can see from the attached financial report that direct spending on TYCA support through the first half of the year amounted to \$12,471, down \$6,232 from the same period in FY02. Almost all of the savings can be accounted for by reduced travel expenses; these higher costs resulted from a TYCA planning retreat in the summer of 2001 (early FY02) that was not repeated in FY03. Other than this line item, expense trends are very similar across the past several years. This report does not take into account various expenses absorbed in other NCTE project budgets—the costs of recruiting and renewing TYCA members (22,000 membership invitations were mailed to two-year college English teachers last fall), supporting publication of TETYC, and advocacy work related to advancement of professional support for, and recognition of, the two year college teaching community.

Fundraising and Grants

At its September meeting, the NCTE executive committee adopted policies to provide guidance on NCTE investment policies (establishing our risk tolerance, ensuring that we will maintain adequate diversification and asset quality, etc.). This augmented EC actions taken in April to clearly define the types of reserves NCTE will maintain, the purposes for which they can be used, and the circumstances under which they will be tapped. In September, measures were also instituted to guide our activities in evaluating partnerships with for-profit entities that can assist the Council in improving the teaching and learning of English language arts. Under these guidelines we have recently established a sponsorship/support program with Texas Instruments, and over the past year, have attracted nearly \$1 million in grants, gifts, and sponsorships.

Among the grant proposals currently in circulation/development are a College Forum grant requesting substantial funding for the development of standards and guidelines for teaching English courses online. Under the leadership of Paul Bodmer, we are exploring the possibility of two grant programs with the National Communications Association. The first is a potential collaborative project between Stanford University, the National Communications Association and

NCTE. This proposal would expand the Stanford University I-RITE program. The program invites graduate students and post-doctoral fellows to submit abstracts of an academic article to a panel of reviewers from outside their field for comment. The intent is to help scholars conceive of and write about their work in language understandable to a non-peer audience. Programs have been developed for the reviewers and scholars to enable them to go through multiple stages of reviewing and writing to achieve an abstract that can be disseminated to an audience beyond those involved in their particular field of scholarship. Stanford would like to promote this program throughout the academy, and they have asked NCTE to participate in the review and revision of the protocols for the written abstracts as well as the reviewing process of the abstracts.

The second possibility is a collaborative effort between NCA, NCTE, American Psychological Association, the Southern Poverty Law Center and Campus Compact. NCA and the Southern Poverty Law Center already have a small program called "Communicating Common Ground." The program matches a college communications class with a civic organization or K-12 classroom to create processes for assessing and responding to hate speech. The potential new grant would create a coalition between a communications class and either an English class or psychology class to pursue the same end. Campus Compact would serve as the provider for training during one of their summer institutes. NCA would still be the primary association, housing and directing the program. NCTE and APA would provide the administrative support to publicize the program, provide venues for training and publication of research on the project, and serve as a clearinghouse for assessment tools for the project. NCA has submitted the grant application to the Corporation for National and Community Service, and we are awaiting word.

#### Professional Development and Technology--update

In the FY03 budget, the NCTE Executive Committee approved a substantial capital expenditure to replace our membership management software (the software code our system has run on was generated by staff and has worked from the same basic machine platform for two decades). This list summarizes progress on implementation and related projects.

- o The core membership system will allow members to indicate their professional preferences (topical issues) and interests (in various forms of volunteer participation or leadership); information about publications and programs that match their interests will automatically be sent to their own personal NCTE web portal page. A common knowledge-base of all NCTE information—book chapters, journal articles, meeting session descriptions, even list serv archives—is being organized in a fully searchable fashion. Once the system is implemented, every transaction one might conduct with NCTE can be executed online and members will be able to check the status of all of their orders, pending session proposals, registrations, or committee/volunteer status. Members will also be able to self-affiliate in online communities that can keep in touch through discussion boards, live chat areas, and special posting tools for volunteer community leaders. The administrative elements of this system were activated on February 21; the web functionality for members should be in place this summer. TYCA may well want to encourage its regionals and committees to affiliate as communities and use the discussion tools to conduct business and share information year-round.

Over the next two months, the NCTE technology staff and consultants will be holding planning sessions with members and site users to define needs of our NCTE web communities and web portal requirements. From the planning sessions, requirements and goals for a new look and feel for the NCTE website will emerge so that as we announce and promote the new web portal communities, we will be in a position to do the same for the NCTE website. In the process, we will be documenting all the requirements and building all the core web-based applications that will enrich members' experiences when purchasing products, reading customized content based upon their profiles of interest, and participating in or creating their own user communities. We also will be developing training materials for designated membership administrators in our affiliates

and TYCA regional organizations. Such materials should be ready for circulation late next summer, and live training will be offered at the 2003 annual convention.

- o A new Convention Online Program Proposal system was built between November and the second week of January by the NCTE staff in collaboration with key volunteers and the 2003 Program Chair. Notwithstanding a few technical issues with web browsers (notably Netscape), the response was outstanding for the first year of automation of this process. The following system usage statistics have been tabulated:
  - 1090 total proposal submissions are stored in the system (includes both paper and electronic submissions)
  - 116 proposals were scanned or typed in from paper-based submission via surface mail
  - 974 proposals were submitted electronically through the web
  - 6068 submitters visited the online program proposal submission page in January.
  - 90% of submissions were conveyed online this year
  - 68 research proposals were submitted to an NCTE email address in electronic format
  - roughly 60% of the submitted proposals were fully reviewed and scored by two evaluators online prior to the February planning meeting in Urbana.

A full evaluative report on the OPPS system and future convention planning procedures is being prepared for NCTE executive committee review in April. At the same time, the system is being "tweaked" for use by CCCC later this spring and summer.

- o At the CCCC meeting in New York, plans call for as many as 15 meeting rooms to be equipped with a high speed internet connection and an LCD projector for display purposes. Connections from several rooms will be joined via a wireless hub, improving access while moderating costs.

#### Advocacy, the Writing Initiative, and Public Relations Outreach

Through the winter, staff worked with the officers of NCTE to construct several documents to follow-up on resolutions and events that took place at the annual convention. A letter outlining our resolution and suggestions for monitoring the No Child Left Behind Act was sent to the majority and minority leaders of appropriate Congressional committees and the Secretary of Education's office. Staff also collaborated with a College Forum drafting group and Ellin Nolan's office to put together a letter outlining technical comments and recommendations regarding reauthorization of the Higher Education Act. The letter was forwarded to appropriate committee chairs in late December.

#### *The Writing Initiative*

At it's meeting following the annual convention in Atlanta, the NCTE Executive Committee took the historic step of identifying writing as the "focal issue" for NCTE policy, publications, and program development through the 2004 annual convention. After breaking into work groups devoted to elaborating goals and potential campaign elements, Executive Committee members engaged in a brief "free write" exercise reflecting on their vision and hopes for the campaign. Between December and February, staff was directed to study these materials, analyze the potential of various campaign paths, and propose a plan of action to the Executive Committee. Also at the Atlanta meeting, the CCCC Executive Committee considered questions related to the Writing Commission and a public information campaign, and resolved to produce a document describing key concepts and issues related to writing.

In February, the NCTE Executive Committee approved an outline for a Writing Initiative public outreach/program development campaign that will achieve the following goals:

- Support the adoption by schools and educational institutions (preK – 12 and postsecondary) of systematic policies to promote sound practices in the teaching of writing across all disciplines.
- Use an aggressive public relations outreach campaign to engage the press and policymakers in a dialogue about issues in the teaching of writing.
- Create and disseminate a series of research-based brochures and short documents to increase the number of educators and parents with knowledge about the teaching of writing.
- Establish professional development programming and a writing resources network to make available outstanding publications and services from NCTE, whether NCTE produces them or not.

NCTE staff is working collaboratively with leaders of the National Writing Project (who just published *Because Writing Matters*, a book for school policy-makers), CCCC and various membership constituencies to firm up operational plans to advance these goals. TYCA leaders/leading teachers of writing in two-year colleges, will be invited to join this collaboration as we develop outreach and professional development strategies. Industry leaders are also being solicited for support and input, and we are carefully tracking the release of the College Board National Writing Commission report (due in April) and NAEP results. An action plan, with budget, will be presented to the NCTE Executive Committee for approval in late April, and activities in support of the campaign will gain steam throughout the spring and summer.

Already, key articles and white papers are being assembled. The NCTE Commission on Composition submitted a report on current issues in writing instruction in November. CCCC members took the lead in responding to an article in the Chronicle of Higher Education critical of writing programs at Princeton and other Ivy League institutions; Nancy Somers moderated a national online discussion of the topic in late January. CCCC is working on a draft of a paper bearing the working title "On Writing" (targeted to a general audience), and Doug Hesse of CCCC is working with key journalists to clarify issues pertaining to composition instruction that have been over-simplified or mischaracterized in recent media reports. TYCA's input in this process is vital. Through Paul Bodmer and other staff leaders, we will work to tap the expertise and influence of TYCA members throughout this eighteen month campaign.

#### Strategic Vision

In addition to the vision for the writing initiative outlined above, the NCTE Executive Committee passed the following "strategic vision statements" for 2003 during its February meeting:

#### **Vision Two:**

Stimulate membership growth/commitment and wider use of NCTE publications and professional development resources:

- Introduce accessible community resources through the NCTE website and knowledge management database and use these resources to stimulate membership growth and purchases of NCTE publications and services.
- Facilitate involvement in NCTE leadership structure, including broader access to key roles on NCTE committees, commissions, task forces, and other governance groups. Implement more effective systems to honor and recognize work of key volunteers.
- Promote wider participation in key professional development programs such as the Reading Initiative and CoLEARN by cultivating long-term professional relationships with key school, district, and state leaders and continue to monitor and improve the quality, accessibility and content of these programs.
- Continue the work of NCTE as a charitable/nonprofit organization.

#### **Vision Three:**

Strengthen NCTE's advocacy role as experts on professional issues and urban education:

- Forge alliances with policy groups at the federal and state levels to advance NCTE positions regarding legislation and regulatory decisions that affect literacy education.
- Provide policy statements, media contacts, and other similar resources to members who are willing to advocate NCTE positions in media interviews and policy discussions at the local level.
- Build a system of contacts in urban schools to stimulate use of NCTE resources, membership, and active participation in programs and leadership activities by urban teachers.

**Vision Four:**

Strengthen NCTE's use of research with regard to the visions above and to related professional concerns

The Council is moving ahead with newfound energy and vigor. Given the difficult economic and policy environment we face, every Council group has vital contributions to make as we work to advance literacy education and the knowledge base of our profession. More than ever, careful coordination of leadership efforts at all levels will be required if we are to influence critical stakeholders outside of our immediate community—legislators, policymakers, parents, and the next generation of teachers.

Summary

This is a time of change and engagement for the Council, and our great challenge will be to maintain clear communications across our various constituencies so that we can become more influential and effective in our work on behalf of English language arts teachers. TYCA has a pivotal role to play in shaping public perception of our profession, and supporting two-year college English teachers. How can we build on the strength of traditional services and structures like TETYC and the network of TYCA regionals to use new online tools to not only enhance member satisfaction, but to mould a new image of two-year college English teaching, and the English language arts profession generally? There are signs that business, policy, and administrative leaders are increasingly interested in literacy education; we must now assert our authenticity as spokespersons for a profession, and stewards of a credible knowledge-base. We have seen how a relatively narrow view of reading instruction came to dominate the policy elite, and shape federal regulations and appropriations. As a Council, we must pull together to ensure that the same thing doesn't happen to writing, and that balanced approaches to reading and language arts instruction continue to be nourished through our programs and publications. Your time and service as volunteer leaders is essential in this pursuit.

*--Kent Williamson*

3/6/2003

10:29 AM

**TYCA  
 Financial Comparison**

|                                     | FY02          | FY01          | FY00          | FY99          |
|-------------------------------------|---------------|---------------|---------------|---------------|
| <b>Revenue</b>                      |               |               |               |               |
| 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            |
| <b>Total Revenue</b>                | <b>494</b>    | <b>1,100</b>  | <b>226</b>    | <b>651</b>    |
| <b>Salaries &amp; Benefits</b>      |               |               |               |               |
| Salaries & Benefits                 | 19,417        | 30,160        | 15,164        | 19,131        |
| <b>Discretionary Expenses</b>       |               |               |               |               |
| 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           | -             | -             |
| <b>Total Discretionary Expenses</b> | <b>24,868</b> | <b>18,494</b> | <b>12,011</b> | <b>11,931</b> |
| <b>Indirect Expenses</b>            |               |               |               |               |
| Allocations                         | 10,139        | 12,344        | 10,120        | 10,988        |
| <b>Total Expenses</b>               | <b>54,424</b> | <b>60,998</b> | <b>37,295</b> | <b>42,050</b> |
| <b>Net TYCA Support</b>             | <b>53,930</b> | <b>59,898</b> | <b>37,069</b> | <b>41,399</b> |

3/6/2003

10:30 AM

**TYCA Support Financial Report: FY03  
 July 1 through December 30**

|                                     | Year to Date  |               | Total<br>FY02 |
|-------------------------------------|---------------|---------------|---------------|
|                                     | FY03          | FY02          |               |
| <b>Revenue</b>                      |               |               |               |
| TYCA Dues                           |               |               |               |
| Pacific Coast Conference            | -             | 208           | 208           |
| Pacific Northwest Regional          | 192           | 80            | 80            |
| West Regional                       | -             | 50            | 50            |
| Northeast Regional                  | -             | -             | -             |
| Southeast Regional                  | -             | -             | -             |
| Southwest Regional                  | -             | -             | -             |
| Midwest Regional                    | -             | -             | 146           |
| Misc Income                         | -             | -             | 10            |
| <b>Total Revenue</b>                | <b>192</b>    | <b>338</b>    | <b>494</b>    |
| <b>Salaries &amp; Benefits</b>      |               |               |               |
| Salaries & Benefits                 | 12,149        | 12,522        | 19,417        |
| <b>Discretionary Expenses</b>       |               |               |               |
| Registration                        | 475           | 275           | 275           |
| Materials & Supplies                | 131           | 2,214         | 2,940         |
| Telephone                           | 5             | 24            | 34            |
| Printing & Copying                  | 2,903         | 1,317         | 3,006         |
| Postage & Mail Services             | 448           | 486           | 1,395         |
| Volunteer Travel & Per Diems        | 5,072         | 10,804        | 12,519        |
| Staff Travel                        | 2,461         | 2,245         | 2,816         |
| Exhibit Expenses                    | 258           | 256           | 416           |
| Professional Services               | -             | -             | 190           |
| Food & Beverage                     | 704           | 1,015         | 1,277         |
| Miscellaneous                       | 13            | -             | -             |
| <b>Total Discretionary Expenses</b> | <b>12,470</b> | <b>18,636</b> | <b>24,868</b> |
| <b>Indirect Expenses</b>            |               |               |               |
| Allocations                         | 6,140         | 6,085         | 10,139        |
| <b>Total Expenses</b>               | <b>30,759</b> | <b>37,243</b> | <b>54,424</b> |
| <b>Net TYCA Support</b>             | <b>30,567</b> | <b>36,905</b> | <b>53,930</b> |

**Chair's Report**  
Jody Millward, TYCA Chair  
to  
The Executive Committee of the Two-Year College English Association  
convened at  
Conference on College Composition and Communication  
New York City, New York  
March 2003

In the following Chair's report, I will be commenting on several issues that we will need to discuss and act on in our meeting.

**PART ONE: TYCA ACHIEVEMENTS, NOVEMBER 2002 – MARCH 2003**

**TYCA ORGANIZATIONAL & STRUCTURAL CHANGES**

Two significant changes have helped strengthen TYCA and increase the organization's ability to serve its members and to collaborate more effectively with NCTE and CCCC:

- 1) TYCA is now a voting member of NCTE
- 2) The TYCA Chair will serve a two-year term starting in November 2004

**TYCA CONFERENCE AND PROFESSIONAL PARTICIPATION IN CCCC AND NCTE**

It is with pleasure that I report on TYCA's participation in NCTE and CCCC conferences and organizations. Our gains are due to the hard work of my predecessors and the TYCA Executive Committee. Our on-going collaboration with CCCC and our voting status on NCTE heightens the visibility of the fine work of two-year college faculty and affirms the importance of TYCA's voice in our sister professional organizations and in policy-making.

**CCCC 2003, New York:**

At the 2003 in New York, TYCA interests are well represented on the program. Along with

- the SIG "Public Image of the Two-Year College" (which produces the very public "Fame and Shame Awards") and
- "TYCA Talks," (which focuses on critical issues in the Two-Year College),

TYCA will offer workshops showcasing

- Exemplary Programs and Practices,
- Preparing for a Job in the Two-Year College, and



- Preparing NCTE/CCCC Proposals And Transforming Talks Into Articles, and
- Preparing Prospective Faculty (the hiring workshop).

TYCA will also offer

- Content specific sessions, forming a "TYCA Strand" ;
- The "TYCA Breakfast," sponsored by publishers and showcasing two-year college authors, organized by Sheldon Wrice (whom we commend and thank for his fine work); and
- The TYCA Booth in the Exhibits Hall.

The Chair will also represent TYCA at

- the College Forum, and
- the Opening General Session.

*Changes in TYCA Offerings at CCCC 2003:*

We have made two changes this year: the TYCA Workshop on Exemplary Programs is now a half-day workshop rather than a full day, and we have eliminated "TYCA Talks." These changes were made to better accommodate the scheduling of the TYCA Executive Committee.

*CCCC Professional Involvement:*

TYCA Officers serve in the following role:

- TYCA Chair, Past Chair, and Associate Chair are Ex-officio voting members of the CCCC Executive Board; thus, they are required to attend bi-annual meetings of CCC Executive Board at NCTE and CCCC conventions.
- A TYCA officer may be asked to review CCCC proposals in mid-summer.

*NCTE 2004, San Francisco:*

- The TYCA Chair participated in the General Planning Proposal Review (held on line in January, with a follow-up face-to-face meeting in Urbana, IL, in February 2003), and
- The TYCA Associate Chair (Marilyn Valentino) submitted proposals for a TYCA Strand at NCTE Convention. All were accepted.

*NCTE Professional Involvement:*

With new by-law changes to NCTE, the TYCA Chair is to attend the following NCTE Executive Board meetings:

- Two one-day meetings at the NCTE annual Convention in November
- One five-day meeting in mid-February in Urbana
- One four-day meeting in early May in Washington, D.C.
- One four-day meeting in late September.

In addition, the NCTE Executive Board is holding a five-day leadership retreat in late July.

As a member of the NCTE Executive Board, this year's TYCA Chair has served or is serving on the following sub-committees:

- the Diversity Subcommittee
- the Writing and Rhetoric Subcommittee
- the Government Relations Subcommittee
- the ESL Subcommittee.

*CCCC & NCTE Professional Involvement:*

- The TYCA Chair serves as a non-voting, ex-officio member of the College Section Steering Committee, which this year includes the planning and promotion of the *NCTE Summer Institute* to be held in San Francisco. Thanks to the "Outstanding Programs in English Awards" Committee, chaired by Lois Powers, the Chair will be presenting a workshop at the Summer Institute; and
- the TYCA Chair serves as a member of the College Forum which will meet at the 2003 CCCC convention and hold a two-day session in early August.

## **TYCA AWARDS**

I want to thank the Chairs and members of the standing committees charged with selecting award recipients for the thought, care, and time they brought to their respective tasks. TYCA awards, presented at the national CCCC, provide professional and public recognition of the service, scholarship, and teaching excellence of two-year college faculty and highlight the central role of the two-year college in post-secondary education. I commend the work of

- Stasia Callan, Chair, and the committee for their selection of the "*TETYC Best Article of The Year*" award (teaching and scholarship);
- Stasia Callan, Chair, and the committee for their selection of the 2004 "*Fame and Shame Awards*" (public image of the two-year college);
- Linda Houston, Chair, and the committee for their selection of the "*Nell Ann Pickett Award*" recipient—Frank Madden—(service to the organization and mission of the two-year colleges); and
- Lois Powers, Chair, and the committee for their selections of TYCA "*Outstanding Programs Awards*" (teaching and scholarship).

TYCA offers special thanks to Lois Powers. Her private donation to the Outstanding Programs Award allowed us to upgrade the plaques celebrating the recipients' work.

## ***TETYC***

While Howard Tinberg will present a full report on *TETYC*, I want to publicly acknowledge his fine work with the journal. While there has been a slight decline in subscription rates, *TETYC* is maintaining its readership. Of the 13 journals published by NCTE, *TETYC* ranks fourth in the lowest decline rate. The decline in the top five ranged from 1.1% to 2.6% (*TETYC* 2.4%); the others range from 3% to 17.3% decline in readership. In short, under the effective stewardship of Howard Tinberg, *TETYC* remains successful even in these times of budget cutbacks.

## **TYCA COMMITTEES**

I want to commend the on-going work of three core committees established to support two-year college faculty in their scholarship, teaching, and collaborative efforts. Although the agenda includes full progress reports, I want to recognize the time, effort, and professionalism of the Chairs and the committee members.

- The Teaching Guidelines Committee, Chair, Georgia Newman,
- The Teacher/Scholar Committee, Chair, Frank Madden,
- The Website Committee, Chair, Lois Powers.

I thank past members, those members who continue to serve, and those new members for their commitment to two-year college faculty. Their work will enrich us and help to define our profession and influence the future of English studies.

## **TYCA REGIONALS**

My experience with ECCTYC's regional conferences and my visits to the 2002 Midwest Regional Conference in Milwaukee and the 2003 Southeast Regional Conference in Nashville have given me a deep appreciation of the intellectual vitality and pedagogical excellence of two-year college faculty. I am impressed by the variety of offerings, the evident engagement of the audience at the various sessions, and the quality of featured speakers. As the officers' reports on the list serve suggest, each of the regional conferences has been inspiring. Participants return to their campuses ready to implement new methods, materials, and assignments, affirming that the strength of TYCA lies in its structure, its ability to offer each of its members the opportunity to present ideas, participate in rich dialogues centered on teaching and learning, and form partnerships with colleagues from other institutions. Attending the Executive Board Meetings clarified for me the importance of National TYCA. The regions face similar challenges; through our national organization, we can share strategies and solutions for improving the quality of our teaching lives. I applaud the Regional Chairs for executing leadership which promotes such excellence in their conferences and publications and for their willingness to collaborate with their colleagues nationwide to identify and meet the challenges in our profession. I thank the Regional Chairs for their dedication to their regions and to national TYCA.

## **PART TWO: CHALLENGES AND RECOMMENDATIONS**

### **OFFICERS' DUTIES**

The benefits of achieving voting status on NCTE and of extending the TYCA Chair's term to two years are obvious; both actions were rightfully and unanimously supported by the TYCA Executive Board. I would like us to consider, however, what these changes mean for the officers. As the above report details, the responsibilities of the Chair have increased. S/he serves on NCTE, CCCC, College Section, College Forum, and may serve on NCTE and CCCC subcommittees. This is in addition to providing leadership to TYCA and to attending at least two regional conferences.

As we move to the two-year term, we have only two officers to perform the duties of the Associate Chair (e.g., submitting proposals for the TYCA Strands at national

conferences, visiting regionals, etc.), Chair, and the Past Chair (e.g., the Nominating Committee, visiting regionals). As it now stands, representing TYCA and leading TYCA require full-time commitment.

### **FUNDING FOR TYCA EVENTS AND PROGRAMS**

Paul Bodmer will provide a fuller picture of our financial status, but the bottom line is that TYCA has no firm operating budget and no source other than private donations to generate revenue. (TYCA Breakfast funds are earmarked to support the TYCA Breakfast.) While NCTE and CCCC have been generous in their support, if we are to develop as an organization, we need to find ways to generate revenue.

### **MEMBERSHIP**

While the decline in membership can be directly related to the economy and parallels similar declines for other academic organizations, it also serves as an impetus for self-reflection. As a Board, I believe we need to ask ourselves, what needs of the members are we currently meeting? What needs are going unmet? Where and how can we do better? I offer the following as suggested "talking points," primarily as a means to begin the discussion.

*Challenge:* Regionals continue to find the membership brochure confusing and are unclear about the benefits of joining NCTE.

Recommendation: Revise membership application, perhaps reduce the amount of text and provide a bulleted list that emphasizes the benefits of participating in national TYCA and NCTE and emphasizes that membership is tax deductible.

*Challenge:* Conference presentations at the Regionals reveal that our members have much to say, are addressing the challenging issues of assessment, diversity, individualizing instruction with high teaching loads, the part-time full-time ratio, and on-line instruction, and are also sharing innovations in cross-institutional partnerships, mentoring programs, strategies for successfully offering technology mediated instruction, etc. Yet submissions to our national conferences are low. This may be due to severe budget cuts and the elimination of travel and conference funds on many two-year campuses.

Recommendations:

- Visiting officer could offer a conference preparation proposal workshop (and if possible include turning a talk into an article for TETYC) at the regional conference.
- Regional directors could lead their boards in the effort to mitigate the notion that the Regionals and the National are in competition for presenters, attendees, and personal funds in this time of recession. An appeal for travel and conference funds may be stronger if the presenter could argue that s/he is representing the college at both a regional and national level. Again, a reminder that both of these efforts are tax deductible may also be helpful.

- Regional conference organizers can identify those proposals (pre-conference) that identify or address shared national challenges, attend those sessions, and personally encourage the presenter to submit a proposal for a national conference.
- Once our WEB site is up and running, we may be able to establish a mentoring system for first-time presenters as well as link people with similar topics from different regions for panel presentations.
- And here's where we need a budget and funding. The programs TYCA Regionals and CCCC have in place to encourage the participation of adjuncts at their conferences and in their journals may serve as a model here. If we could set up a fund to offer even small travel stipends, this would be another strength for participants in their negotiations for travel funding.

**Challenge:** Recruiting new members for service in national TYCA and making TYCA more visible in the committees of CCCC and NCTE. This requires a balancing act. While we want representation by those who know and understand the work of national, the "Responsibility Checklist of Regional Representatives" identifies the many demands on the Regional Chairs who, if they are to serve their regions and TYCA and continue as teaching faculty, cannot take on much more. On the other hand, at the three regional conferences I've attended (Midwest, Southeast, ECCTYC), over 55 people signed a sheet indicating they were interested in national service.

**Recommendations:**

- Establish a committee to identify those who are willing to serve and to create a form to help match those who are willing to volunteer with appropriate tasks and positions
- Bring one or two "new members"—those who have not yet served in a national capacity—onto our standing committees
- List Committees which would benefit from TYCA representation, their tasks, requirements of membership, the nominating procedure, and timeline for nominations on the WEB site
- Pair experienced members serving roles within NCTE or CCCC with an "assistant" (for lack of a better term) as a way of mentoring the new person for full service on that committee or another committee
- Establish protocol to make WEB or on-line committee work more efficient and effective in order to facilitate mentoring new members

**RESEARCH**

**Challenge:** Lack of information among the members about our constituency, the information needed to help faculty on their local campuses negotiate issues of class size, the need for professional development, the necessity of local control of assessment issues, etc. The work of the Teacher/Scholar Committee and the Teaching Guidelines committees will no doubt provide

invaluable information for our members' use. We can, I believe, provide the context for these documents by gathering information that reflects the power behind those committees. It seems to me that it would be useful for TYCA members to know:

- how many English faculty teach in the two-year college, and the ratio of part-time to full-time?
- how many students do we serve?
- how many students of color do we serve?
- how many working class and EOPS students do we serve?
- what is the gender/age breakdown?
- how many students enroll for retraining?
- the range of our course offerings, degrees, special programs established to meet student needs
- what are our class sizes? Our overall composition loads? What strategies work to address these issues?
- how many campuses offer on-line instruction or on-line degrees and do we, as I have heard, offer more on-line courses than four-year institutions?
- which regions have local control of assessment issues? Which states have imposed, or are thinking of imposing, standardized testing?

**Recommendation:** In my mentoring members for national service report, I provide fuller recommendations which include relying on "TYCA to You," the Regional Journals and Websites, the TYCA Web Site, and links to other sites; in general, I believe we can form small, task-specific committees to address some of these issues, to provide a "snapshot" of the two-year college, its role within our sister organizations, and a view of the support NCTE, CCCC, and TYCA provide across organizations. Ideally, these committees would bring together an experienced TYCA member and members eager to serve, but with little experience in the organization. Additional benefits of this effort may include—a stronger bargaining tool for travel and conference funds for members of a "national TYCA committee" and fostering dialogue and collaboration that may lead to panel presentations at the national conference.

***Challenge:*** Promoting research specifically designed to meet the needs of two-year college faculty. For example, much of the diversity research is produced by four-year scholars and is situated within that context. We need to question how these theories and pedagogies work in our diverse classrooms. If we begin with the premise (which may be incorrect because I have no data) that the majority of our students have not gained admission or cannot afford admission into a four-year university, what impact does that have on their perception of themselves as learners and what impact does or should that have on the way we incorporate theories

developed in four-year universities in our pedagogy? And then consider the various scenarios in classrooms across the country.

- Several reports suggest that our cities are more segregated now than they were in the 1960's. If a classroom is overwhelmingly Latino or African American, how should the curriculum and pedagogy be fashioned?
- If a classroom brings together students from diverse languages and cultures with a minority of Euro-American students, how would the curriculum and pedagogy be fashioned? Would such research help us to refine our notion of the contact zone? Of forms of student resistance?
- If a classroom brings together rural students, most of whom are first-generation college-goers, and a majority of those students are from the same ethnic background, would the pedagogy and curriculum be the same for a predominantly African American classroom, a Latino classroom, a Euro American classroom in Appalachia?

I believe that many pedagogical issues (such as TMI, on-line instruction, etc.) warrant such investigation in the effort to identify similarities and differences in effective four-year and two-year college theory and practice.

Recommendations: We have several well developed resources, including TETYC and conference presentations at regional and national level. The question is how to link our members more effectively to these resources, how to provide spaces that promote collaboration and research, and how to support and sustain on-going efforts.

*Summary:* I offer the above as a way of beginning the dialogue. I firmly believe that if we can offer our constituents the support they need (always taking into account "the material realities of their lives," i.e., the constraints imposed by heavy teaching loads and tight budgets) and provide them with the opportunity to serve successfully given those material realities, our membership will grow. I also believe that in order to accomplish this, we must rely on on-line communication; I am also convinced that we must explore our WEB site's capabilities to promote information sharing and collaborative projects.

## **SPRING 2003 REPORT FROM THE TWO-YEAR COLLEGE ASSOCIATION**

### **TYCA Organizational & Structural Changes**

Three significant changes will help strengthen TYCA and increase the organization's ability to serve its members and to contribute effectively to NCTE and CCCC:

- 1) TYCA is now a voting member of NCTE
- 2) The TYCA Chair will serve a two-year (not one-year) term starting in November 2003, beginning with Marilyn Valentino, current Associate Chair
- 3) TYCA has standardized and simplified membership enrollment for regionals and continues to promote NCTE membership by sending a TYCA national officer to each regional conference.

### **TYCA Conference Participation**

Two-year college interests were well represented at the NCTE 2002 conference. Two-year college sessions and workshops were well attended, reflecting the bridge we provide between secondary and four-year college constituents and the pedagogical concerns we share, including teacher preparation, academic freedom, writing centers, and cross-institutional partnerships. TYCA looks forward to even stronger participation at the 2003 San Francisco conference. At the upcoming CCCC convention in New York, TYCA interests will again be well represented on the program. Along with the SIG "Public Image of the Two-Year College," TYCA will offer workshops showcasing Exemplary Programs and Practices, Submitting CCCC/NCTE Conference Proposals, Preparing for a Job in the Two-Year College, and TYCA Talks (which focuses on critical issues facing the Two-Year College). In addition, TYCA will offer content-specific sessions, forming a two-year college strand.

### **TYCA Awards**

In recognition of the service and contribution to the two-year college mission and to TYCA, TYCA will present the following awards:

1. Outstanding Programs in English (Chair, Lois Powers)
2. The Nell Ann Pickett Award (Chair, Linda Houston)
3. The TYCA Fame and Shame Award (Chair, Stasia Callan)
4. TETYC Best Article of the Year Award (Chair, Stasia Callan)

### **TYCA Issues Agenda**

The TYCA Board will continue to address issues central to the organization and to the teaching lives of its constituents, including...

- Designing and promoting Guidelines for the Academic Preparation of Two-Year College Faculty,
- Meeting the challenge of the standardized assessment of courses and programs, by identifying effective assessment instruments for student writing and learning
- Encouraging regional conferences to provide workshops or sessions to help instructional coordinators and department heads in their roles



- Defining the role of the Teacher/Scholar in the Two-Year College
- Continued updating of the NCTE/TYCA webpage
- Establishing policies and practices for mentoring TYCA members for leadership roles in the organization

- Jody Millward, Chair

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

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

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

## As Associate Chair:

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

## As Chair:

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

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

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

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

**As Immediate Past Chair:**

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

**Secretary:**

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

**TETYC Editor:**

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

## Addendum #2

### Outstanding Programs in English Award Committee Report

#### Committee Reporting:

Outstanding Programs in English Awards

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

**Report Author:** Lois Powers

**Date of This Report:** February 24, 2003

#### Members Present at Online Discussions:

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

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

#### Work Completed Since Last Report:

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

#### Summary of Current Activities:

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

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

**Projected Completion Date of Activities:**

On-going yearly cycle

**Recommendations from the Committee to the Executive Committee:**

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

**Special Congratulations**

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

**Special Thanks**

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

3/16/03

## TYCA COMMITTEES UPDATE

To aid the transition for the incoming TYCA Chair, the incoming Chairs and members of TYCA Committees, and for the TYCA support team at headquarters as leadership and membership in TYCA committees change, I am providing a list of current practices for selecting membership and status report of membership on each committee. Headquarters and past leaders agree that it is best to have at least one member of each committee carry over to the next year and that **THE NEW CHAIR OF EACH COMMITTEE SHOULD CONTACT THE PAST CHAIR FOR A LIST OF COMMITTEE PROCEDURES AND A TIMELINE OF DUE DATES TO FACILITATE THE DECISION-MAKING PROCESSES OF THE COMMITTEES.**

**Request for nominations:** I have not yet completed appointments. I would like to do so as soon as possible and am requesting recommendations from Regional Directors and Executive Board members. In an effort to make the committees representative, TYCA strives for

- diverse regional representation
- gender balance
- ethnic diversity

I have also given a brief summary of interest areas to consider in your recommendations and have identified committees. I have also identified with \*\* those committees where active regional members who have not yet served nationally would be valued contributors as they receive mentoring in national committee work.

### **NELL ANN PICKETT SERVICE AWARD**

(See attached list of former members)

This committee has three members; the previous year's winner is asked to serve on the committee and The role of Chair is to rotate among regions, though that practice has not been followed. Members should have knowledge of the various roles of service to TYCA.

#### **Members to date:**

Frank Madden (this year's winner!)—(NE)

Ben Wiley has been asked to serve, but has not yet committed—(SE)

One or Two member to be appointed; Recommendations sought from SW , PNW, PC, W, & SE (in case Ben Wiley does not serve again)

*Former Chair:* Linda Houston [houston.1@osu.edu](mailto:houston.1@osu.edu)

### **• TETYC BEST ARTICLE AWARD**

Editor of TETYC—Howard Tinberg--Selects committee members  
Chair, Stasia Callan

• **FAME & SHAME AWARD**

This committee will elect a new Chair during the SIG, discuss standardizing the procedure for Chair Selection and terms of service. Members should have an interest in media representations of two-year colleges.

*Former Chair: Stasia Callan* [scallan@monroecc.edu](mailto:scallan@monroecc.edu)

• **OUTSTANDING PROGRAMS IN ENGLISH AWARDS\*\***

This committee is made up of five members. Members should have an interest in innovative programs that foster student success.

Chair, Jay Wootten (MW) [wootten@salem.kent.edu](mailto:wootten@salem.kent.edu)

Sharon Mitchler (PNW)

Gwen Gresham (SW)

Lois Powers (PC), who may rotate off though she has been asked to serve.

One or two members to be appointed: Recommendations sought from SE, W, NE & perhaps PC)

*Former Chair, Lois Powers* [lpowers@socal.rr.com](mailto:lpowers@socal.rr.com)

• **WEB COMMITTEE\*\***

The tasks of this committee will be determined by the Exec. Board as they discuss the recommendations in Chair Powers' report.

Co-chairs Lois Powers (PC) and Lee Herrick (PC)

Mike Matthews has also been invited to serve (W)

At least three more members to be appointed; recommendations sought from all regions

*Former Chair, Lois Powers* [lpowers@socal.rr.com](mailto:lpowers@socal.rr.com)

• **TEACHER/SCHOLAR AD HOC COMMITTEE\*\***

This committee's charge is included in its report.

Chair: Frank Madden (NE)

Mark Reynolds (SE)

Peter Sotiriou (PC) [pikou.sotiriou@worldnet](mailto:pikou.sotiriou@worldnet)

Howard Tinberg (NE)

Marilyn Valentino (MW) has been invited to serve

*Former Chair, Mark Reynolds*

• **COMMUNITY COLLEGE PROFILE AD HOC COMMITTEE\*\***

**Purpose:** To gather data on the status of the community college that will support TYCA and its membership in advocacy efforts, professional outreach, and collaborative projects. By using Regional members to gather information on each State in their regions, we will be able to produce a “snapshot” of the Community College in the 2003 academic year.

Research resources would include:

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

**Committee Charge:**

To gather data on Two-Year College Faculty, Students, and Programs to be housed on TYCA WEB Site.

**Committee Structure:** Coordinating Committee and Task-Specific Sub-committees

***Coordinating Committee:***

- Chair, A member of the Executive Board
- Two members of Executive Board or Active TYCA Members
- Website Committee liaison
- NCTE Staff member to serve as consultant

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

***Sub-committees*** Members to be appointed or elected by Regionals. Ideally, each subcommittee should have a member from each region. Chairs of subcommittee will be appointed by Coordinating Committee with the goal of Regional representation in leadership roles.

• ***TWO-YEAR COLLEGE FACULTY SUBCOMMITTEE***

**Charge:** For each state in the Region, determine

- Number of Full-Time Tenure-Track and Tenured English Instructors
- Number of Part-Time English Instructors
- Other Categories of Teaching Employment
- Gender and Ethnic Breakdown of Full-Time Faculty
- Gender and Ethnic Breakdown of Part-Time Faculty
- And, if possible,
- Average Age of Tenure Track, Tenured, and Part Time Faculty
- Average Years of Teaching Service for Tenured Faculty
- Percentage of New Full-Time Tenure-Track Hires Who Resign Before Tenure

**Timeline:** Data submitted by end of August



• *TWO-YEAR COLLEGE TEACHING LOAD SUBCOMMITTEE*

**Charge:** For each state in the Region, determine

- Determine High And Low End Total Number Of Composition Students Per Full-Time Load If Faculty Member Teaches Only Composition Courses
- Determine High And Low End Class Size For ESL, Developmental, and Transfer Courses
- Determine Average Number of Class Preparations

**Timeline:** Data submitted by end of December

• *TWO-YEAR COLLEGE PROFESSIONAL DEVELOPMENT SUBCOMMITTEE*

**Charge:** For each state in the Region, determine

- Number Of Two-Year Colleges Offering Sabbaticals
- Number Of Two-Year Colleges Offering Travel And Conference Funding
- Number Of Two-Year Colleges Supporting Faculty Participation In Teacher Training

**Timeline:** Data submitted by end of August

• *TWO-YEAR COLLEGE STUDENTS SUBCOMMITTEE*

**Charge:** For each state in the Region, determine

- Number of Full-Time Students in
- Number of Part-Time Students in
- Gender and Ethnic Breakdown of Full-Time Students in
- Gender and Ethnic Breakdown of Part-Time Students
- Average Age of Full-Time Students
- Average Age of Part-Time Students
- Number of Certificates, Associate Degrees, and Transfer Students in Each Region
- Gender and Ethnic Breakdown of Students Earning Certificates, Associate Degrees or Transferring
- And, if possible,
  - Number of Disabled Students
  - Percentage of Students Who Work
  - Percentage of Students With Family Responsibilities
  - Percentage of Students Qualifying for EOP Funding

**Timeline:** Data submitted by end of August

• *TWO-YEAR COLLEGE TMI SUBCOMMITTEE*

**Charge:**

Number and Percentage of Two-Year College English Departments Offering On-line Classes in Each State and Region

Number and Percentage of Two-Year Colleges Offering On-line Degrees in Each State and Region

Number and Percentage of Two-Year College English Departments Offering Hybrid Instruction in Each State and Region

And, if possible,

Class Size Range (by State) For On-line English courses

Gender, Ethnic, and Age Breakdown of Students Enrolled in On-Line Courses or Achieving Degrees On-line

**Timeline:** Data submitted by end of August

*TWO-YEAR COLLEGE ASSESSMENT SUBCOMMITTEE*

**Charge:** For each Region, determine

States Where Campuses Exert Local Control Over Assessment

States With Mandatory Standardized Exams and, if possible, the Exam Used

States With Timed-Writing Exit or Proficiency Exam and, if possible, Whether Campuses Exert Local Control Over Topics

And, if possible, the Range of Assessment Instruments and Methods Used In Those State Where Campuses Exert Local Control and

Percentage Breakdown of Campus by Assessment Instrument/Method

**Timeline:** Data submitted by end of December

## **NOMINATING COMMITTEE (RECONSTITUTING EFFORTS, AD HOC)\*\***

**Purpose:** To improve outreach for service to national TYCA and representation on CCCC committees

### **Committee Charge:**

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

**Timeline:** Nomination form(s) to be completed by May first; List of TYCA and CCCC committees to be completed and posted by July first; first-round of recommendations to be completed by September.

**Committee Membership:** Co-chairs: TYCA Past-Chair and active TYCA member; One representative from each Regional either elected or appointed by the Regional Board

**Term of Service:** Minimum one year; maximum term, three years; Committee will have new charge after first year.

## **Committee Reporting:**

### **Outstanding Programs in English Awards**

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Lois Powers  
**Date of This Report:** February 24, 2003

#### **Members Present at Online Discussions:**

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

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

#### **Work Completed Since Last Report:**

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

#### **Summary of Current Activities:**

- Prepare brochures and submission forms for the TYCA web site (NCTE staff)
- Update the call for submission for the journals (*TETYC*, *CCC*, and *College English*)

- Announce winners on the TYCA web site
- Announce winners in the May issue of *TETYC*
- Publish brief summaries of the winning programs and honorable mentions in the September issue of *TETYC*
- Send copies of the September issue of *TETYC* to the administrators of the winners and honorable mentions and a letter informing them that the awards are listed on the NCTE/TYCA web site
- Seek forums for winners to present at conferences
- Expand ways to further publicize the awards

### **Projected Completion Date of Activities:**

On-going yearly cycle

### **Recommendations from the Committee to the Executive Committee:**

1. Chair of TYCA to appoint several new members to the committee and rotate several members off
2. Chair of TYCA to appoint a new chair for the committee
3. The design of the award included inviting winners and honorable mentions to present at NCTE conferences, at Regional conferences, and at other national conferences in order to gain more national awareness of community college excellence. Chair of TYCA to appoint a person to be responsible for negotiating presentations at conferences in order to showcase the award winners especially at conferences in the winners' geographic locations
4. Survey the Regions to see how many Program Chairs did invite award winners to present at their regional conferences.
5. The EC has discussed how to enrich the experience of the award winners at the CCCC Convention/TYCA Breakfast several times. One idea was to have the winners make presentations at a special Winners' Session. Though idea seems worthwhile, experience from other organizations is discouraging. The only ones present were the winners and the committee! That is embarrassing for all. \*\*In lieu of a better idea, available committee members and several others from TYCA could cordially invite the winners to a small meeting place and introduce the winners to each other and the TYCA people—an opportunity for TYCA and winners to briefly extend the celebration. (We know this is subversive. **Everyone** should be at the CCCC business meeting. However, TYCA members should be able to extend a gracious gesture to their winners.)

### **Special Congratulations**

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

in the recognition because she originated the program. Congratulations! —The Committee

### **Special Thanks**

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

### **Special Pleasure**

I wish I had a way of sharing with you the excitement and the joy the winners expressed when I told them they had received one of the awards. The honor and the recognition is deeply appreciated—and well deserved. One winner called back to make sure she had REALLY won. One winner called to tell me her provost would not announce the award until she had something in writing. Another winner called back to ask me when the award was going to be presented—she said she was so excited that she couldn't remember what I had told her. Community colleges and their deserving faculty merit national recognition, and it has been a rewarding for me to be a part of that. —Lois

## **OUTSTANDING IN PROGRAMS IN ENGLISH AWARDS 2003**

### **REACHING ACROSS BORDERS**

- Winner            The English Language Institute: Dealing with the Growing Demand for Language Competence  
Howard Community College, Columbia, MD
- Honorable  
Mention            The Literary Arts Series  
Bergen Community College, Paramus, N.J.
- Honorable  
Mention            Project Write  
Suffolk County Community College, Selden, NY

### **FOSTERING STUDENT ACHIEVEMENT**

- Winner            Nova Gold: Building Skills for Success  
Northern Virginia Community College-Woodbridge Campus, Woodbridge, VA
- Honorable  
Mention            Multicultural English Transfer Program  
Santa Barbara City College, Santa Barbara, CA

### **PROMOTING TECHNICAL-BASED EDUCATION**

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

### **ENHANCING DEVELOPMENTAL ENGLISH**

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

## **Outstanding Program Awards Categories for 2004 (2/17/2003)**

### **Reaching Across Borders**

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

### **Enhancing Developmental Education**

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

### **Fostering Student Success**

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

### **Enhancing Literature and Cultural Arts**

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



**Committee Reporting:**

Nell Ann Pickett Award

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

**Report Author:** Linda Houston

**Date of This Report:** February 17, 2003

**Members Present at Last Committee Meeting:** All done through e-mail

1. Ben Wiley
2. Sheldon Wrice
3. Linda Houston-Chair

**Date of Last Meeting:** On e-mail. December.

**Work Completed Since Last Report:**

Announced the award.

Collected nominations

NCTE sent out the nominations to the committee

Committee read the nominations and e-mailed their first choice.

**Summary of Current Activities:**

Above

**Projected Completion Date of Activities:** Completed

**Recommendations from the Committee to the Executive Committee:** Need to do more to get more nominations!

**Date of Next Meeting:** After the next call for nominations.

**Committee Reporting:**  
Fame and Shame Awards

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

**Report Author:** Stasia J. Callan, Chair  
**Date of This Report:** February 22, 2003

**Members Present at Last Committee Meeting:**

1. Stasia J. Callan, Chair, Monroe CC, Rochester, NY: [scallan@monroecc.edu](mailto:scallan@monroecc.edu)
2. Barbara Cooper, Howard CC, Columbia, MD: [bcooper@howardcc.edu](mailto:bcooper@howardcc.edu)
3. Gwen Gersham, North Arkansas College, Harrison AR: [gweng@northark.edu](mailto:gweng@northark.edu)
4. Janet Henderson, Bergen CC, NJ: [jhenderson@bergen.cc.nj.us](mailto:jhenderson@bergen.cc.nj.us)
5. Dan Holt, Lansing CC, Lansing, MI: [dholt@lcc.edu](mailto:dholt@lcc.edu)
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7. Sharon Mitchler, Centralia College, Olympia, WA: [smitchler@centralia.ctc.edu](mailto:smitchler@centralia.ctc.edu)
8. J. Sterling Warner, Evergreen Valley College, San Jose, CA:  
[jsterlingw@aol.com](mailto:jsterlingw@aol.com)

**Date of Last Meeting:** 2002 CCCC

**Work Completed Since Last Report:**

The Committee's work will be completed at 2003 CCCC.

**Summary of Current Activities:**

Research in progress.

**Projected Completion Date of Activities:**

**Recommendations from the Committee to the Executive Committee:**

**Date of Next Meeting:**

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

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

**Report Author:** Stasia J. Callan  
**Date of This Report:** February 22, 2003

**Members Present at Last Committee Meeting:**

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

**Date of Last Meeting:** January 7, 2003—an online meeting.

**Work Completed Since Last Report:**

The Committee has chosen the TETYC Best Article of 2002. It is titled, "Technology as a Tool for Literacy in the Age of Information: Implications for the ESL Classroom," written by Loretta F. Kasper, Professor of English, Queensborough Community College/CUNY. The article appeared in the December issue of the TETYC.

**Summary of Current Activities:**

The TETYC Best Article of the Year Committee is awaiting for further charges from the National TYCA-EC.

**Projected Completion Date of Activities:** Undetermined.

**Recommendations from the Committee to the Executive Committee:**

Continue the search for the TETYC Best Article of the Year, but also consider awarding Honorable Mentions in the future.

**Date of Next Meeting:** Undetermined.

## **Reporting:**

Archivist

**To:** The Executive Committee of the Conference on English Education  
**Report Author:** Lois Powers  
**Date of This Report:** 27 February 2003

### **Work Completed Since Last Report:**

- Letters have been sent to the chairs of TYCA from 1996 to the present (Lynn Troyka, John Lovas, Jay Wootten, Ben Wiley, Georgia Newman, Frank Madden, and, present chair, Jody Millward) soliciting materials for the archives
- Letters have been sent to the participants in the "Mississippi Meeting" (Nell Ann Pickett, Ben Wiley, Anne Ruggles Gere, Katherine Staples, Chuck Annal, and Lois Powers. (I am looking for addresses for Bob Wylie and Helon Raines.)
- Letters have been sent to *TETYC* editors (Nell Ann Pickett, Mark Reynolds, and Howard Tinberg) soliciting their thoughts on the how the journal has changed/responded to the emergence of TYCA
- Materials regarding the creation of the Outstanding Programs in English Awards have been assembled

### **Summary of Current Activities:**

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

Plan to add the following to the archives:

- TYCA agendas, minutes, reports and other materials supporting the agenda items from 1996 to present
- Samples of printouts of TYCA web pages
- Important e-mail correspondence
- 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
- Personal papers, contributions, and projects of the first chairs: Lynn Troyka, John Lovas, Jay Wootten, Ben Wiley, Georgia Newman, and Frank Madden
- Printouts of TYCA web sites
- The development of the "Outstanding Programs in English Awards" and the "Fame and Shame Awards"

- Rosters of EC committee members

**Recommendations to the Executive Committee:**

To encourage regionals who do not have “a place” (besides someone’s garage or basement) for their archives to consider housing their archives at NCTE headquarters

To ask TYCA chairs and committee chairs to save significant e-mails relating to the work of TYCA for the archives

## **Committee Reporting:**

### **TYCA-Midwest Executive Committee**

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

**Report Author:** Leslie Roberts

**Date of This Report:** March 3, 2003

#### **Members Present at Last Committee Meeting:**

1. Sheldon Wrice, Chair
2. Leslie Roberts, Treasurer
3. Jane Wagoner, Secretary
4. Paul Resnick, Information Coordinator
5. Kip Strasma, Newsletter Editor
6. Karla Brown, Site Coordinator
7. Marilyn Valentino, Membership
8. Daniel Snyder, Adjunct Faculty Rep
9. Linda Houston, TYCA/NCTE Rep
10. Edith Baker, NCTE
11. John Smith, 2002 Local Arrangements
12. Neville Britto, (incoming Treasurer)
13. Jay Wooten, 2003 Program Chair
14. State advisory committee (see attached)

**Date of Last Meeting:** October 19, 2002

#### **Work Completed Since Last Report:**

TYCA-Midwest held its annual conference Oct. 17-19, 2002, in Milwaukee, WI; at the annual business meeting, the region approved two by-law changes by acclamation: 1) to make the TYCA chair a fully-vested member of the NCTE EC with power to vote (II.A.3) and the two-year term for TYCA chair (II.A.1). Current Midwest membership is 91. A new brochure was designed to bolster membership; A campaign to solicit institutional membership was launched Dec. 1, 2002, and several institutions have joined. The winter newsletter published in Dec. reported on the fall conference and Assessment in the Language Arts. Members contributed widely to the TYCA-to-you topic "summer reading" for May, 2003 issue.

**Summary of Current Activities:**

Plans are well in place for the fall, 2003 Midwest regional conference, "Discourse Rocks," to be held in Cleveland, OH, October 9-11. Regional executive committee and state representatives will be meeting in Cleveland April 11-12, 2003. The regions is investigating publishing a Midwest journal of work by regional members, as well as ways of obtaining organizational credit for conference hotel and banquet deposits; state advisory committee members are revising state lists of two year colleges for membership drives. The region is looking for a neutral website so as to remove the Midwest site from the web manager/information coordinator's college server. Our pre-conference newsletter will be mailed in May, 2003.

**Projected Completion Date of Activities:** April, 2003; October, 2003

**Recommendations from the Committee to the Executive Committee:** None

**Date of Next Meeting:** April 11, 2003

**TYCA Midwest  
Advisory Committee, 2002-2003**

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**Manitoba, Canada:**

*Sheila Page*

**2003 Program Chair:**

*Jay Wootten*

**2003 Local Arrangements Chair:**

*Marilyn Valentino*

*Revised: 11/17/02*

## Northeast Regional

**Report Author:** Stasia J. Callan  
**Date of Report:** March 5, 2003

### COMMITTEE MEMBERS:

#### Elected October 12, 2002:

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

#### Continuing in current positions:

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

#### 2002 TYCA-NE Conference Co-Chairs:

1. Ethel Bowden, Central Maine Tech. Col.: [ebowden@cmtc.net](mailto:ebowden@cmtc.net)
2. Lucy Coombs, Central Maine Tech. Col.: [lcoombs@cmtc.net](mailto:lcoombs@cmtc.net)

#### Appointed to A New REC Position:

1. Elizabeth Butts, TYCA-N WebMaster, DelawareC: [ebutts@dcccnet.edu](mailto:ebutts@dcccnet.edu)

**Last meeting: March 1, 2003, Boston Park Plaza Hotel, Boston, MA**

#### Work completed since last report:

The TYCA-Northeast Executive Committee, whose names appear above, met to plan the annual regional conference. This year's conference site is the Boston Park Plaza Hotel. The host colleges include Dean College—Speakers; Benjamin Franklin Institute of Technology—Local Arrangement; CC of Rhode Island—Proposals, and Bunker Hill CC—Registration.

-2-

The 2003 TYCA-NE conference theme will be, " At the Hub of Discovery: Where Teaching Meets Learning and Research Meets Practice." The proposal forms are available through the TYCA-NE Web Site: [www.tycanortheast.org](http://www.tycanortheast.org).

TYCA-NE has developed its own Web Site, which is linked to all regional sites and to NCTE. The committee agreed to support Curbstone Press with a \$100 donation.

The committee drafted a tentative position statement on assessment. It includes the following:

**TYCA-NE Assessment Position Statement: Draft**

- *Assessment is worthwhile when faculty support and own instruments and process of Assessment.*
- *The main areas of assessment should be writing and critical thinking.*
- *Assessment models are unique to each college depending on goals, objectives, and population of a community.*
- *Assessment that measures overall student progress and position upon conferring Associate's Degree should rely on data established by National TYCA.*

**Work in progress:**

The following are the tasks in progress:

- a). The Future Sites Chair is exploring Annapolis, MD, as the 2004 conference site.
- b). The Membership Chair will update the regional brochure to include the address of the TYCA-NE Web Site. She will also begin sending reminders to those whose memberships have expired to send in their renewals. Prior to this, the conference registration fee included the renewal or new membership fee.
- c). The committee will sponsor two sessions at the 2003 conference: Chairs/Coordinators session and a session to review to TYCA-NE Assessment Position Statement.

## **Committee Reporting**

### **TYCA Southeast**

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

**Report Author:** Chris Jennings, Tidewater Community College, VA

**Date of This Report:** February 28, 2003

**Members Present at Last Committee Meeting:**

1. Patricia Blaine, REC Chair
2. Don Andrews, REC Treasurer
3. Greg Chapman, AL State Representative; Local Arrangements Chair 2004 (Huntsville)
4. Thad Cockrill, Journal Editor
5. Joshua Gordon, MS State Representative
6. Andrew Halford, Institute in Technical Communication
6. Laura Hammonds, REC Assistant Chair
7. Joel Henderson, TN State Representative; Program Chair 2004 (Huntsville)
8. Peggy Harbers, Program Chair 2003 (Nashville)
9. Claudia House, Local Arrangements Co-Chair 2003 (Nashville)
10. Chris Jennings, TYCA National Representative
11. Lorne Kotler, REC Secretary
12. Tom LaBelle, REC Member-at-Large & Cowan/Doster Award Chair
13. Harry Moore, REC Membership Chair
14. Hubert Pulley, Four-Year College Representative
15. Gloria Reese, Minority Affairs and Local Arrangements Co-Chair 2003 (Nashville)

16. Susan Slavicz, Advertising Manager

17. Bonnie Startt, Webmaster

18. Betty Weldon, KY State Representative

**Date of Last Meeting(s):** February 19 and 22, 2003

Fall 2002 TYCA-Southeast Journal was published and is being included in the MLA International Bibliography and listing in the Directory of Periodicals.

Work Completed Since Last Report: TYCA-Southeast Conference held at Loew's Vanderbilt Hotel, Nashville, TN. Theme: "Athens of the South: Drama, History, Philosophy, and Demoncary in Our Classrooms." Major speakers included Dr. Charles Wolfe (*A Good Natured Riot*), Alice Randall (*The Wind Done Gone*), and Ann Patchett (*Bel Canto*). Jody Millward, TYCA Chair, welcomed conference participants, presented a session entitled "Instruction Equals Good Practice, Not Long Nights and Lost Weekends," and assisted TYCA Secretary Sandie Barnhouse in manning the NCTE exhibit booth.

Betsy Griffey, Florida State Community College at Jacksonville, won the 2003 Cowan Award for Excellence in the Teaching of English and presented a session entitled "My Last Lecture."

Membership Chair identified a downward trend in membership over the past three years with the 2003 TYCA-SE roster of 286 paid members. The financial malaise among states in this region has made travel difficult for the membership thus less support for professional organizations and decreased attendance at regional conferences.

REC Elections were held. The incoming officers for TYCA-Southeast 2003 are Don Andrews, Chair; Betty Weldon, Assistant Chair; Lorne Kotler, secretary; Thomas LaBelle, Treasurer; Harry Moore, Membership Chair; Member-at-Large, Laura Hammons, TYCA-SE Representative, Chris Jennings; Four-Year College Representative, Hubert C. Pulley; Thad Cockrill, Journal Editor, and Susan Slavicz, Advertising Manager.

#### **Summary of Current Activities:**

Huntsville 2004: Joel Henderson, Program Chair, Chattanooga State Technical, TN, and Greg Chapman, Local Arrangements Chair, Snead State Community College, AL, reviewed conference activities and keynote presenters for the 39<sup>th</sup> TYCA-SE Conference, Huntsville Marriott Hotel, Huntsville, Alabama, February 26-29, 2004. The conference theme is "Frontiers: Exploring New Strategies in the 21<sup>st</sup> Century Classroom." The major speakers include Honoree Fannone Jeffers, whose collection *The Gospel of Barbecue* won the Stan and Tom Wick Prize for First Book of Poetry; Rick Bragg, 1996 Pulitzer Prize winner for feature writing and author of *All Over But the Shouting*; and Marlin Barton, whose collection *The Dry Well* won the Dictionary of Literary Biography Yearbook Award for Distinguished First Volume of Short Stories. Proposal for thirty and sixty minute sessions dealing with practical aspects of

teaching composition, basic writing, literature, technical writing, and speech are welcome with an October 1, 2003, due date.

Chris Jennings, TYCA-SE Representative, Tidewater Community College, Virginia Beach, VA, will be receiving the TYCA Outstanding Program in English Award for Enhancing Developmental Education at the CCCC Breakfast on March 23, 2003, in New York, NY.

**Projected Completion Date of Activities:** TYCA-SE Conference 2004, February 26 - 29, 2004

**Recommendations from the Committee to the Executive Committee:** Need to readdress the obligation of the regional organization's responsibility to host TYCA officer with accommodations at conference hotel in light of effect of budgetary constraints on institutions and difficulty of conference planners to develop a program that "breaks even" on expenses.

**Date of Next Meeting:** September, 19 – 20, 2003; Atlanta, GA

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

Current Membership in the Regional Organization

Unfortunately, exact membership figures for TYCA West aren't clear right now. The best estimates are that TYCA West has between 35 and 45 members this year, which would be a similar amount as recent years. The lack of an exact membership is due primarily to confusion about who paid their membership dues when they registered for the 2002 conference. We didn't keep track of that very well. This problem should be solved next year because the REC has agreed that the membership dues will be included in the conference registration fees. Therefore, everyone who attends the conference will join TYCA West.

Dates and Locations of Future Conferences

October 9-11, 2003  
Western Wyoming Community College  
Rock Springs, Wyoming

Conference theme: "The Ever-Expanding World of the English Classroom in the West."  
Program Chair: Joanna Tardoni, Western Wyoming Community College.

See the attached Call for Papers for more details. The Call for Papers is also available online at <[http://www.cac.cc.az.us/tycawest/2004\\_conference.htm](http://www.cac.cc.az.us/tycawest/2004_conference.htm)>.

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*Newsletter Editor:*  
(Currently vacant)

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**Rod A. Risley:**

I hope that the discussion this afternoon will signal the beginning of a prolonged dialogue between highly selective senior institutions and comm. colleges. I do believe that we can establish many win-win situations - that eventually will help deserving students meet their educational goals. Thanks to Jamilah and *The Chronicle* for making this discussion possible.

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How can I prepare to transfer to any Elite school?

**Rod A. Risley:**

Start now! But keep in mind, not all colleges are prepared to meet the needs of comm. college transfers. Pick up a Fisk Guide for a review of senior institutions that offer your field of study. Contact the program chair at the senior college and have your transcript reviews. Contact the admissions and financial offices right away for guideline and deadlines. Look at the number of transfer students admitted in proportion to total enrollment. This will indicate how "transfer friendly" a senior college may or may not be. good luck.

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**Comment from Heather Stevens, Tompkins Cortland CC, NY:**

Comment - Cornell is one of our most popular transfer institutions. They have a comprehensive Transfer Day, orientation programs and a Transfer Center. The university is doing excellent things to help their transfers succeed.

---

**Comment from Cynthia Inda, transfer student from Santa Barbara City College, current student at Stanford Law School:**

I am responding to the query about the special adjustment difficulties faced by city college students, and how universities can make the transition easier.

As a city college student who transferred to a private university, I can speak to how difficult it was to make the transition to a four year school. At the time I transferred, I didn't know the first thing about getting around the school or the new city I was in. Tasks as simple as conducting research or knowing where to purchase household goods were very difficult-not to mention balancing a much higher school work-load than I was used to.

Some of the things a university can do to make the transfer experience easier are simple: 1) during the summer before the student's transfer, have an alumnus or person from the school contact the student to let them know what they can expect transfer to be like, 2) during the semester, provide a mentor or support-person who makes themselves available to answer questions and meets with the student on a regular basis, and 3) organize a special gathering for transfer students so that they can get to know each other and provide support for each other. (Harvard provided a one-week camping trip to transfer students. It was incredibly helpful to make friends early on so that I did not feel so isolated).

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**Jamilah Evelyn (Moderator):**

So many questions, so little time. Thanks to everyone for your interest in the topic and for making this quite a rigorous conversation. Mr. Risley, your expertise was greatly appreciated.

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**Question from Sharon Bogdan, College of Notre Dame of Maryland:**

What are some of the key ways that four-year institutions can help transfer students feel part of the community (at the four-year institution) while still enrolled at the community college? Advising? Invitations to key programs? Would students participate? We have attempted these early connections, but see little participation on the part of the students. Are there specific outreach programs that students would like to see while still at the community college?

**Rod A. Risley:**

Yes, many senior colleges hold "Phi Theta Kappa Day" programs or all interested transfers. They invite the students to campus for a day... provide tours, academic advisement, meet with current student leaders, meet with representatives from their program of study. Some colleges allow cc transfers to register for classes at this time. To promote the program - contact the Phi Theta Kappa advisor on the cc campus. You will find a directory and contact information for all chapter advisors by state, by college on our website [www.ptk.org](http://www.ptk.org)

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**Question from Marc Mayerson, UCLA:**

Why do community colleges send more of their White and Asian students to elite universities than Blacks and Latinos, even when social class is factored out (by the mere fact that 90% of community college students reside in the general vicinity)?

**Rod A. Risley:**

A question that begs for research!

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**Comment from Cathy Messmer at Drew University:**

To add to Rod's answer about why colleges are recruiting community college students, an additional reason that Drew is interested is to add high quality students who are not likely to need to live on campus in a residence hall. Our residence halls are full. So, we're recruiting at community colleges in our area.

---

**Comment from Erika Laquer, Smith College:**

Comment: PTK counsellors and others should encourage their students to VISIT the campuses of four year schools, to sit in classrooms and labs to experience what that campus is like. I also encourage prospective Ada Comstock scholars to take classes from professors that demand the highest standards in writing formal academic prose. Finally, use the admission offices of selective colleges: they often have a specific person designated to work with transfer students.

---

**Question from Natalie Gutierrez, El Paso Community College:**

experience working in NJ, MD, and, CA, is that very often, regardless of the official articulation agreement, the 4-years still hesitate to honor credits from CC. As a result, many CC students lost their time, effort, and of course tuition. Administrators at both 2- and 4-years recognize this problem. Therefore, my questions are how to identify top private colleges that have sincere interests in CC transfers, and how to ensure the validity of the articulation agreement?

**Rod A. Risley:**

One of the ways to identify if private colleges have a sincere interest is to visit Phi Theta Kappa's website [www.ptk.org](http://www.ptk.org) and click on the scholarship directory for senior institutions. click at the bottom of the page to access as a guest. If you see a private college listed as offering Phi Theta Kappa scholarships - that can be an initial indicator of interest in comm. college transfers. Ensuring validity of an articulation agreement can only be done by contacting the program director at that senior institution. An articulation agreement can be lost simply by change in personnel at a senior college -

---

**Question from Julia Macias, Hispanic Scholarship Fund:**

We have developed a community college mentoring program that deals with these issues but have had trouble getting students to sign up. How can we convey the benefits of mentoring (in our program or others) to these students?

**Rod A. Risley:**

It could be that your institution needs to engage in building a sense of community among these students - by providing cultural activities, engaging them in service activities - etc. The more that you can provide in terms of building a community of these students - the more likely they will engage in other organizations and take advantage of other services. Texas A&M Commerce does an incredible job of this.

---

**Comment from Jim Tschechtelin, retired community college president:**

May I make a comment, with all due respect, about Mr. Parlato's question from Wittenberg. The issue you raise can be thought of as you do in terms of the level of preparation at community colleges. It can also be thought of in terms of how courses are taught. It is possible that some faculty members in some four-year colleges take a "I'm just here to teach it and it's your job to learn it" approach, which amounts to sink or swim. Perhaps new approaches at some four-year colleges to teaching and learning will produce better results with students who are basically bright and hard-working. What do you think?

**Rod A. Risley:**

They may not think it is in the least bit feasible... economically. Many of those advising cc transfers are unaware of the financial aid packages that can be provided by private colleges. Mobility may be another factor; these students may be locked into the current location by job and family. However, I believe that if private colleges increased communication with Phi Theta Kappa advisors and counselors at community colleges - student's perceptions of the unlikelihood of being able to attend a private college may change.

---

**Question from Erica Saucedo, El Paso Texas, student at El Paso Community College:**

How do larger public schools i.e UCLA, ASU, see community college students? Has there view changed in any bit?

**Rod A. Risley:**

Progress is being made. One of the dilemmas of the California Colleges is that they have many more students than seats, thus limitations on enrollment are imposed. I believe that in many cases - students enrolled in a community college honors program in California earn automatic acceptance in the California upper division public institutions. Budget cutbacks, however, have taken a real toll on the availability of scholarships. Arizona State University, I do believe, is beginning to explore recruitment of high ability transfers.

---

**Comment from Heidi White, University of Pennsylvania:**

In response to James question, I would just like to add that financial aid and scholarship opportunities often times must be created. Initially, my aid package was very limited, until I pressed for greater assistance. However, freshmen students are doing the same thing.

---

**Question from Celestine Goodloe, Xavier University:**

Rod- I serve on the Conference committee for the Northern/Southern Ohio Transfer Council. We have scheduled a conference in Columbus, Ohio the morning of Friday, June 6, 2003. Many of the issues you address have been discussed at our previous conferences. Are you available to present, or be a keynote speaker at such a conference? If yes, please let me know how I can reach you. Thank you.

**Rod A. Risley:**

Will be happy to look at the schedule - if I cannot come - will work to ensure representation. You may email me at [rod.risley@ptk.org](mailto:rod.risley@ptk.org). Thanks for the opportunity.

---

**Question from May Kuangchi Chen, CCBC, MD:**

I am glad that Dr. Jones asked the some question I had. My

**president:**

Who has done the best study of the barriers and facilitators of transfer to four-year colleges and universities? What is the name of the study, and how can a copy be obtained?

**Rod A. Risley:**

I would not know, Jim. I have read several recent studies published in the Community College Journal of Research and Practices... in particular a study of performance of cc transfer at either Univ of NC or NC State.. by Glass and Harrington.

---

**Question from Howard Tinberg, Bristol Community College, Editor, Teaching English at the Two-Year College:**

What, in your view, do community college students bring to elite universities that enriches campus and instructional life at these prestigious institutions?

**Rod A. Risley:**

Diversity, passion, determination, and compassion. Community colleges serve such a vastly diverse student population. Non-traditional age students possess the discipline and determination to succeed which will enliven any classroom. Finally, I don't believe you will find a student more rooted in service to community than comm. college students. They will find a need to be met.. and provide the leadership to meet it.

---

**Comment from Cynthia Inda, Stanford Law School; graduate of Santa Barbara City College:**

Hi. Rod Risley was kind enough to invite me to join this conversation. I transferred from Santa Barbara City College to Harvard University and am now attending Stanford Law School. There are several things a community colleges can do to provide support for students (these certainly helped me): 1) offer free academic support, such as writing labs, tutors for classes, and special programs (like EOPS) for students with special needs; 2) Offer counseling services through the school regarding the transfer process to help students who may not understand how it works and to help student's clarify their goals; and 3) Provide programs that encourage students to transfer, that provide information about different schools, and that will help students know that colleges WANT to enroll community college students.

---

**Question from Cathy Messmer, Drew University:**

It is my experience that many community college students don't seem to seriously consider the possibility of transferring to an "elite" private college--even if articulation agreements and special services are in place. Do you know why?

Most of our two-year transfers adjust well and become decent Wittenberg students. (My dealings are confined to adult transfers.) But they all speak of a level of intensity here that they haven't encountered at their home school. A portion of these people fail to adjust and they drown, particularly in science, but also across the curriculum.

Question: All these people have been adjudged "above average" at their home schools yet some prove incapable of reaching a similar level here. Can you give me a clearer understanding of the expectations and the treatment of material in "equivalent" courses at community colleges and how do they differ from those prevailing in schools like Wittenberg?

**Rod A. Risley:**

Perhaps the range of preparedness and capacity of students attending community colleges is much wider than at your institution. However, the desire of the comm. college student to succeed is impressive. What may be helpful in terms of helping the cc transfers adjust to the rigor is to have some cc transfers who have completed those particular tough courses serves as mentors/tutors for your new cc transfers.

---

**Jamilah Evelyn (Moderator):**

We're about half-way through the chat now so if you have more questions or comments, please send them soon.

---

**Question from El Paso Community College:**

Why are so many private colleges now looking at Community College Grads? And what has brought up this sudden interest?

**Rod A. Risley:**

I hope some of our private college representatives will address this... but from the two year college perspective:

- 1) the increasing number of high ability students who by choice are attending community colleges
- 2) the number of studies completed that reveal the high success rate of community college students transferring to senior colleges - both academical and leadership scale
- 3) the exploding enrollment in community colleges overall
- 4) the high number of minority students who start their educations in community colleges

---

**Question from Jim Tschechtelin, retired community college**

colleges welcome the assistance of alums who are willing to visit community college and speak to prospective students about their institution.

---

**Question from James Daugherty, Johnson County Community College:**

I am amazed on how much financial support is geared towards freshmen students. As a transfer student, why am I not eligible for these same scholarships?

**Rod A. Risley:**

Good point, James. Especially when studies show that generally community college students will graduate more often and with a gpa equal to or higher than the native student. I think for many senior colleges, the concept of community college recruitment is rather foreign.

---

**Comment from Erika Laquer, Smith College:**

Ms. Franks has a great idea of connecting a Smith alumna with a current community college student. We already use our alumnae to attend transfer fairs. On an individual basis we can also connect prospective students with current students.

---

**Question from Jamilah Evelyn:**

Rod,

What kinds of characteristics should community-college counselors and transfer officers be looking out for when trying to identify students that would be good candidates to go on to more selective four-year institutions?

**Rod A. Risley:**

If the four-year institution has in mind that the student should be actively engaged in campus activities - then I would certainly look for past evidence of that kind of involvement while attending the community college. Surprisingly, non-traditional students - those who work full time jobs and have families - are very active on a community college campus. Finally, I would review carefully the student's transcript for breadth of study

---

**Question from Paul Parlato, Wittenberg University:**

Wittenberg U maintains two paradoxical goals: 1) maintain the climate of a selective and serious school, and 2) welcome into our programs people from our community in southwest Ohio. Accordingly, we actively recruit from the local two-year schools, using an admission expectation of 3.0 or higher. We treat nominally equivalent transfer courses as factual equivalents.



Many institutions are finding themselves financially stretched right now. What kind of "support services" have you seen four-year institutions offer to community-college transfers that are less taxing on an institution's budget?

**Rod A. Risley:**

I think one of the most critical elements to ensure success of transfer of community college students - is not expensive in terms of funds - but is taxing because it requires time. One on one mentoring is key, whether the mentoring done by faculty in the student's program, or by transfer students who have already made the adjustment to the senior college. Having an organization that simply will provide a venue for shared experiences would be extremely helpful.

---

**Question from Nancy Shapiro, University System of Maryland:**

Does anyone have any evidence that creating "small learning communities" for community college students supports them in finishing the AA degree? Does anyone have data or research that supports the hypothesis that students in learning communities in community colleges are more likely to be successful transfers to senior institutions?

**Rod A. Risley:**

Interesting question - which probably should be directed to the League for Innovation <http://www.league.org/welcome.htm> They have much work on learning communities. In fact, I would recommend contacting one of the 10 or 12 Vanguard Colleges which piloted the learning centered concept. The organization is led by Mark Milliron.

---

**Comment from Yi-Chun Tricia Lin, Borough of Manhattan Community College/CUNY:**

This is not exactly a question, but I would like to respond to Rosalie Franks' question. At Borough of Manhattan Community College, our alums have been formidable in making these transfer opportunities known to the larger college population, including faculty and staff. I surely think that the community college alums at places like Smith, Mount Holyoke, and Wellesley are among the most important resources in these transfer efforts.

---

**Jamilah Evelyn (Moderator):**

Thanks Ms. Lin. To those of you who may not have read the story, Ms. Lin has worked with many of the Seven Sisters to help them recruit students from Borough of Manhattan.

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**Comment from Carolyn Dietel, Mount Holyoke College:**

In response to Ms. Franks, I would like to say that most private

**Rod A. Risley:**

Libraries, working with the transfer admissions/financial aid officer of private colleges, could assemble and package internet resources to navigate a student through the transfer process.

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**Comment from Rosalie Franks, Roger Williams University:**

Would it be possible for a community college to collaborate with a Smith College alumna who could support a student in her community college work and encourage her application to Smith when she has finished her first two years?

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**Jamilah Evelyn (Moderator):**

Ms. Franks,

I don't want to speak for them, so if there are any Smith officials who would like to respond, please let us know and we can post a reply. Meanwhile, you can e-mail me ([jamilah.evelyn@chronicle.com](mailto:jamilah.evelyn@chronicle.com)) and I can certainly forward your question to them.

---

**Question from Andrew c. Jones, Community College of Baltimore County:**

How do we get four year institutions to honor articulation agreements?

**Rod A. Risley:**

I am wondering if the individuals from the four-year college and CCBC who crafted the agreement are still associated with their institutions? A change of faculty or department administrators can spell the demise for some articulation agreements. In some cases, new faculty or administrators may not realize an articulation program exists.

My best suggestion, would be to attempt to assemble a meeting of colleagues from both institutions to discuss the agreement and explore way to strengthen it. Failing that, I would suggest that you inform your administration of the problem and determine if administrative intervention might be useful.

One other idea might be to showcase to the four-year college colleagues the outstanding students from your college who are interested in their programs. Often times, students can change opinions of nay sayers quicker than colleagues can.

---

**Question from Jamilah Evelyn:**

Rod

a similar scholarship deal with the honors organization. The endowment was not originally earmarked for a community-college graduate. But "the first year the scholarship was given out, it ended up going to a community-college graduate who impressed the socks off of them," explains Mr. Risley.

The scholarship has been given to a community-college graduate ever since.

<http://chronicle.com>

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## THE CHRONICLE OF HIGHER EDUCATION

### Colloquy Live

#### Community-College Transfers at Elite Private Colleges

Thursday, February 27, at 2 p.m., U.S. Eastern time

How can top private colleges recruit good students at community colleges and provide them with the support they need to succeed? What can community colleges do to prepare their students for transfer to these institutions?

#### *Utopic*

A number of competitive private colleges have started or expanded programs to recruit community-college graduates. In many cases, these graduates are older and poorer than most other students at the colleges, and some of these nontraditional students have children to support. But some colleges that have created strong support systems for these transfer students have seen them thrive and graduate.

» [Making the Leap](#) (2/28/2003)

#### *Uquest*

Rod A. Risley is executive director of Phi Theta Kappa, the largest honor society for community colleges, and has helped many community colleges start honors programs, from which elite institutions draw potential students. He has also helped broker scholarship deals between elite colleges and community-college students, and has reviewed applications for grants focusing on improving community-college curriculums for many organizations, including the American Association of Community Colleges, Microsoft, the National Endowment for the Humanities, and the National Science Foundation. Mr. Risley will respond to questions and comments on Thursday, February 27, at 2 p.m. U.S. Eastern time. Advance questions are encouraged and may be posted now.

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A transcript of the chat follows.

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#### **Jamilah Evelyn (Moderator):**

Thanks to everyone, especially our guest Rod Risely, for joining the chat. Many questions have already poured in so it looks like this will be a good one. Just one request: that you keep your questions short and to-the-point, so that we can get in as many as possible.

Without further ado, welcome Mr. Risley. Let's jump right in with the first question.

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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.

## STRATEGIC VISION – NCTE – 2003

### **Vision One:**

Advance the NCTE Writing Initiative in pursuit of goals agreed upon by the NCTE Executive Committee. The elements of the initiative include:

- Support the adoption by schools and educational institutions (preK – 12 and postsecondary) of systematic policies to promote sound practices in the teaching of writing across all disciplines.
- Use an aggressive public relations outreach campaign to engage the press and policymakers in a dialogue about issues in the teaching of writing.
- Create and disseminate a series of research-based brochures and short documents to increase the number of educators and parents with knowledge about the teaching of writing.
- Establish professional development programming and a writing resources network to make available outstanding publications and services from NCTE, whether NCTE produces them or not.

### **Vision Two:**

Stimulate membership growth/commitment and wider use of NCTE publications and professional development resources:

- Introduce accessible community resources through the NCTE website and knowledge management database and use these resources to stimulate membership growth and purchases of NCTE publications and services.
- Facilitate involvement in NCTE leadership structure, including broader access to key roles on NCTE committees, commissions, task forces, and other governance groups. Implement more effective systems to honor and recognize work of key volunteers.
- Promote wider participation in key professional development programs such as the Reading Initiative and CoLEARN by cultivating long-term professional relationships with key school, district, and state leaders and continue to monitor and improve the quality, accessibility and content of these programs.
- Continue the work of NCTE as a charitable/nonprofit organization.

### **Vision Three:**

Strengthen NCTE's advocacy role as experts on professional issues and urban education:

- Forge alliances with policy groups at the federal and state levels to advance NCTE positions regarding legislation and regulatory decisions that affect literacy education.
- Provide policy statements, media contacts, and other similar resources to members who are willing to advocate NCTE positions in media interviews and policy discussions at the local level.
- Build a system of contacts in urban schools to stimulate use of NCTE resources, membership, and active participation in programs and leadership activities by urban teachers.

### **Vision Four:**

Strengthen NCTE's use of research with regard to the visions above and to related professional concerns

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| THE CHRONICLE OF HIGHER EDUCATION |
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## Students

From the issue dated February 28, 2003

<http://chronicle.com/free/v49/i25/25a03601.htm>

### Making the Leap

**With support, community-college graduates succeed at competitive private colleges**

By JAMILAH EVELYN

Northampton, Mass.

Nathalie Vaughn has good days and bad days. There are the days she screams because her 15-year-old son didn't take out the garbage, or when she gets up at 5 a.m. to study, only to have her 4-year-old daughter -- with whom she shares a bedroom -- wake up and demand to play. There are the days when the weight of her course work is crushing, and ones when studying for neuroscience, her favorite class, is a real treat.

There are days "when I ask myself what the heck I'm doing here," she says, throwing her hands up, as she sits in the main library at Smith College here, where she just started her second semester. "And times where I couldn't imagine where I'd be if I didn't come."

Last Labor Day weekend, Ms. Vaughn packed up her two kids and little else, cashed in many of her belongings to purchase a '97 Ford minivan, and ditched her apartment in Brooklyn, N.Y. A native of the South American country of Guyana, Ms. Vaughn is a 37-year-old single mother. While in New York, she attended Borough of Manhattan Community College. She is now a sophomore at Smith, a selective undergraduate institution with a reputation for educating privileged students.

"I didn't even know that someplace like Smith existed," she says.

Most colleges like Smith don't think of people like Ms. Vaughn existing on their campuses, either.

The list of selective colleges and universities that have systematically tapped community colleges for students is short. Smith and many of the Seven Sisters, along with the University of Pennsylvania and Harvard, Columbia, and New York Universities, are among a handful of elite institutions that have some kind of program that fosters community-college transfers.

Because students like Ms. Vaughn usually juggle all kinds of responsibilities, the success of community-college transfer students often requires extra monitoring by university officials -- taxing counseling offices along with institutional resources that get tied up in scholarships and student-services initiatives. Such students can't always attend full time or live in dormitories, as most selective colleges prefer. It is a delicate balance to provide the extra support they need, while also making them feel integrated with the rest of the student body.

Yet a growing number of colleges are finding that the contributions these students bring to a campus

make them well worth the effort to get and keep them there. Both Columbia and Penn have stepped up their efforts with the recent announcement of scholarship deals for community-college graduates. Officials at both institutions say that recruiting nontraditional students helps them create a less homogenous student population.

Still, "most elite schools are reluctant to take on the needs of community-college students because they don't understand them," says Rod A. Risley, executive director of Phi Theta Kappa, the largest community-college honor society.

### **The Price of Outreach**

Ms. Vaughn came to Smith, a women's college, through the Ada Comstock Scholars Program for nontraditional students. The program began in 1975, after Smith officials realized that many of their students had "stopped out," as they say here, to start families, but wanted to return years later. It quickly widened to provide opportunities for other women who left four-year institutions, and later to women who attend community colleges. Today, community-college transfers make up more than 80 percent of the program's 221 students, who range in age from 24 to 88.

"Women are much more likely to take a nontraditional path to higher education, so it's really an extension of our mission to reach out to nontraditional students," says Carol T. Christ, Smith's president.

But that outreach comes at a price that is significant, yet hard to measure. (Indeed, when money was tight in the early 1990s, Smith officials decided to scale back the program, cutting its portion of the student population to 8 percent from 15 percent.)

The average Ada, as students in the program are known, gets some \$5,000 more in financial aid than traditional students, but they also take fewer courses per semester. The program has its own endowment and staff fund raiser, and its latest campaign has raised some \$7-million. Smith also sends recruiters to about 20 community colleges every year.

Smith officials have designated a lounge for the Adas on the bottom floor of one of its dormitories, where students have access to couches, a microwave, and lockers for storing books and other supplies. The college maintains a few dormitories -- apartment-style and traditional -- just for the Ada students, some of whom have their children living with them.

The college also has an office with roughly half a dozen staff members who work exclusively with the Adas. They assisted Ms. Vaughn in obtaining food stamps and a city subsidy for child care, issues she had to deal with before she could leave the support network she had formed in New York.

Several Adas say the personal touch of officials who can answer e-mail messages and take time to get to know the students makes for relatively smooth transitions.

### **Strength in Numbers**

Observing these students for a day, it's clear that their camaraderie goes a long way to helping them succeed.

On a recent blustery winter evening, about eight Adas are nestled in an alcove of Park House, a three-story, house-style dormitory where they eat dinner together most every night. Fany Velasquez, a transfer from Miami-Dade Community College, is glowering. Despite intense studying, she failed her first French exam. Ms. Velasquez, originally from the Honduras, didn't learn English until she was 21. But

when she approached her professor earlier that day to express her frustration, Ms. Velasquez, a "baby Ada" at 27, was told that her "mind isn't as young as it used to be," she explains to her friends, which she took as insensitive.

The group belts out a chorus of consoling "oh's" that quickly turn to anger. One student suggests that such a professor might be too old to be teaching. Another offers to tutor Ms. Velasquez.

Such unity comes partly by design of university officials, who have over the years suggested social get-togethers, and partly out of the large numbers of nontraditional students now at Smith.

When one student wanted to join the crew team but had no one to watch her kids during the 7 a.m. practices, a group of Adas rotated baby-sitting shifts.

To be sure, many of the Adas socialize and form support networks with their traditional peers as well. But the Adas say that their bond with each other is often stronger because of an understanding of the sacrifices many of them are making.

"For many of us, this is our last chance to do things like this," says Patricia Galfano, who's also on the crew team -- a first attempt at organized sports for the 53-year-old, who came here to study even though her husband and two grown children couldn't follow when she graduated from Westchester Community College, in New York.

Officials at nearby Mount Holyoke College credit a similar solidarity for the success of their Frances Perkins Program, also aimed at nontraditional students. Officials from both Smith and Mount Holyoke teamed up to recruit community-college students about five years ago.

It was at Borough of Manhattan that Mount Holyoke officials found Patricia Mullings-Thomas, a 35-year-old British native who was "clearly very bright but lacking academic confidence," according to Yi-Chun Tricia Lin, a professor at the two-year college who helped guide the student through the application process.

Ms. Mullings-Thomas says she was tickled that "such a big university was courting me," and was ultimately wooed by the idea of "just being a student" without having other responsibilities. Though the course work is more intensive at Mount Holyoke, Ms. Mullings-Thomas says she has enough time to devote to her studies because she's relieved of other demands -- like commuting, cooking, and a full-time job.

As she tramples through the mounds of snow, her petite frame burdened by a bulging backpack, she's trying to explain what it means to be at Mount Holyoke.

"I was a little anxious about leaving New York at first because even though it's a big city, I had my friends -- people who knew my name," Ms. Mullings-Thomas says, noting that most of her family is in England. "Now that I'm here, this is the most intellectually challenging environment I've ever been in -- and I just love it."

She's holding down a 3.86 grade-point-average -- that's up slightly from her final average at Borough of Manhattan. And after impressing a committee of psychology professors at Mount Holyoke, she's been invited to work on an honors thesis for which she will seek grants to support her research. The encouragement came from one particularly demanding professor.

"I went back and I told him, 'Thank you for believing in me,'" she says. "Now for the first time really, I

believe in myself."

### **Making Believers**

Phi Theta Kappa's Mr. Risley says that it is students like Ms. Mullings-Thomas who have made believers out of selective colleges.

"The demographics have been changing at community colleges for some time now in a way that elite universities who pay lip service to diversity should have long recognized," he says. "But ultimately I think it's been the few pioneering community-college transfer students who have made institutions broaden their horizons."

Smith officials say they didn't begin actively recruiting at community colleges until they participated in a summer program for potential transfer students run by Vassar College. Now they couldn't imagine the campus without them.

"They absolutely transform teaching," says Smith's President, Ms. Christ, who taught during her 31-year stint at the University of California at Berkeley, which recruits heavily from local community colleges. "When you are talking about poverty and you have a student in your class that has lived through it -- who may still be living through it -- your class has a greater context."

Ms. Christ adds that with many Smith students opting to study abroad during their junior year, the Ada students help bolster on-campus enrollment.

Smith officials say that roughly 90 percent of the Adas graduate. That's about the same rate at which traditional students graduate from the college. At Mount Holyoke, 94 percent of the Perkins students graduate, a rate just slightly higher than traditional students. Officials at both institutions say that their nontraditional students consistently graduate with more honors than their traditional students.

But both community-college officials and those at four-year institutions say transfer students cannot flourish until the two types of institutions -- whose officials rarely encounter each other at conferences or other venues that might foster collaboration -- join forces. Smith and Mount Holyoke long ago formed relationships with counselors and professors, like Borough of Manhattan's Ms. Lin, who they say are key in helping them target their market.

Ms. Lin says she would hesitate to recommend an institution that she wasn't sure was committed to helping transfer students succeed. She looks out for students who have maintained high grades while juggling other responsibilities. "I know that if some of them can handle the kinds of things that they are already dealing with -- like working full time while they are here full time -- that they will probably do well when they transfer."

Curtis M. Rodgers, associate dean for admissions for the College of General Studies at Columbia University, who pores over hundreds of applications annually for a program for nontraditional students, says he's not looking for a certain grade-point average. "When you are talking about nontraditional students, you really need to look at the full academic profile."

Columbia officials just signed a scholarship agreement with Phi Theta Kappa to award four renewable scholarships of \$4,000 to \$8,000 annually to its members. Mr. Rodgers says the scholarships will help foster more community-college transfers.

The University of Pennsylvania, which usually nets a dozen community-college transfers every year, has

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

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)**



### Summary of Major Developments in Regional

During the past year, TYCA West has weathered yet another crisis of succession. The TYCA West assistant chair was unable to continue in that position and resigned from the regional executive committee (she still serves TYCA West as a state membership representative, however). Candace Mesa, the 2001-2002 Chair of the region, agreed to serve as Chair for another year, until the 2003 conference, and Joanna Tardoni, newly elected to the Regional Executive Committee, took over the position of Assistant Chair.

Joanna is also serving as Program Chair for the 2003 conference. Joanna has served TYCA West previously as the Wyoming membership representative. Her work has been crucial to building up TYCA West in Wyoming. She has also served on the Nominating Committee and has been a regular presenter at TYCA West conferences. The Regional Executive Committee is excited to have her in the position of Assistant Chair and Program Chair.

The 2002 TYCA West conference was successful. Attendance was typical for a TYCA West conference (40-60 people). The conference theme was "Adapting to an Uncertain World: Thinking, Teaching and Reflecting." The TYCA West REC would like to thank Georgia Newman, the Past Chair of TYCA National, for attending the conference on behalf of the National and for conducting a Thursday afternoon workshop. Millie Davis, Director of Affiliate and Member Services, NCTE, delivered the conference keynote address on Friday morning, and the TYCA West REC thanks her for that as well. The concurrent sessions, in the words of Candace Mesa, "covered a variety of topics, including online writing centers, self-assessment through teaching portfolios, service learning, strategies for managing paper load, learning communities, peer evaluation, and strategies for teaching research papers, poetry, Steinbeck, developmental composition, and hyperfiction."

Planning for the 2003 conference is going well. Right now the Program Chair, Assistant Program Chair, and Local Arrangements Chair are promoting the Call for Papers in order to receive proposals by the deadline in July.

For the first time in several years, TYCA West has a full staff of state membership representatives. Arizona and Utah each have three membership representatives, Hawaii has two, and Idaho, Nevada, and Wyoming each have one. These representatives have been active in promoting TYCA West and collecting names and addresses of potential members.

### Problems and Concerns:

Right now, TYCA West does not have a newsletter editor. John Paddison, even while on sabbatical in China, is still making changes to the TYCA West website whenever needed. However, TYCA West has not sent a newsletter to membership and potential membership since Spring 2002. The lack of this means of publicity is a concern, and the REC needs to address this problem.

The distance to this year's CCCC, together with budget crunches at our institutions, has made it difficult for enough members of the TYCA West Regional Executive Committee to hold the REC meeting that we try to have at every CCCC. This will be the first time in several years that we won't have enough REC members at CCCC to hold this meeting. In the past, this meeting has helped considerably with conference planning. Online and phone communication with REC members is good, however, so the conference planning should continue without much problem.

The TYCA West Chair and Program Chair report that they haven't been able to get the current list of NCTE co-sponsored speakers because Millie Davis has been gone. Is this list available online or elsewhere? They plan to select a keynote speaker for the 2003 conference from this list.

# **TYCA West Annual Conference**

Western Wyoming Community College  
October 9-11, 2003      Rock Springs, Wyoming



## **The Ever-Expanding World of the English Classroom in the West**

### **~CALL FOR PAPERS~**

TYCA West welcomes proposals for presentations on topics relating to teaching English at the two-year college, and especially proposals that address changes in the nature of the classroom, applications of technology to expand learning possibilities, and challenges particular to Western rural and urban educational environments.

#### **Proposals should include the following information:**

- Name, institution, and full address (including email) of presenter(s).
- Title and type of presentation—single, a panel, or a workshop (50 minutes).
- One-page abstract, including how proposal fits with conference theme and summary of its main points.
- All presenters will be expected to join TYCA-West (\$20)

### **~DEADLINE FOR SUBMISSIONS: JULY 15, 2003~**

#### **Please mail, email, or fax proposals to:**

Joanna Tardoni, Program Chair  
English Department – B654

Western Wyoming Community College  
2500 College Drive PO Box 428  
Rock Springs, WY 82902-0428

Ph: 307-382-1744

Fax 307-382-7665

E-mail: [jtardoni@wwcc.cc.wy.us](mailto:jtardoni@wwcc.cc.wy.us)

For further information see the TYCA West webpage <http://www.cac.cc.az.us/tycawest>



**Committee Reporting:**  
**TYCA-PNW**

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

**Report Author:** Sharon Mitchler  
**Date of This Report:** February 19, 2003

**Members Present at Last Committee Meeting:**

1. Beth Camp, Chair
2. Dana Elder, 2003 Conference Liason
3. Holly Collom, 2004 Conference Program Chair
4. Sharon Mitchler, PNW representative to national TYCA

NOTE: The most recent meeting was not "required" for all board members. A larger meeting will be taking place on March 1, 2003 in Spokane, Washington.

**Date of Last Meeting:** January 25, 2003, Portland, Oregon

**Work Completed Since Last Report:**

- A formal request for 501c3 tax status through NCTE has been filed. The board approved an amendment to the constitution to add Article F which completes the last of the paperwork for PNW to have its own tax ID number. A financial report will be presented at the March 1 meeting in Spokane, WA.
- Financial support for the national representative in the amount of \$200.00 to help with the costs of attending conferences was approved.
- A new TYCA-PNW research grant was approved. Modeled after the TYCA-SE awards, the PNW awards will be called "The TYCA-PNW Excellence in the Teaching of English Award." The hope is to make two awards of \$300.00 (one for full-time faculty and one for part-time faculty).
- Dodie and Sandy continue to develop a publication for the region. A \$500.00 budget was approved for this year's publication. The mailing list will include the TYCA headquarters, the TYCA regionals, two-year and four-year institutions in our region, and all attendees from Bellingham 2002 and Centralia 2001 conferences.
- Dana Elder reported that the theme of the 2003 conference will be "Home on the Range....." to emphasize the wide range of teaching situations and courses of the

membership. The two Spokane area community colleges and Eastern Washington University are all involved in the conference planning.

**Summary of Current Activities:**

- Beth Camp is working out the details for the TYCA-PNW Excellence in the Teaching of English Award. She is drafting guidelines for the grants, and Sharon Mitchler will then assist by reviewing applications.
- The nomination committee, Sharon, Holly and Beth, will be contacting members who expressed an interest in serving on the board in conference registration materials. Two positions, Treasurer and Chair, will be open for new leadership at the next conference in October, 2003.

**Date of Next Meeting:        March 1, 2003 in Spokane, WA**



## Call for Proposals Annual Conference October 17-18, 2003

### Conference Theme: At Home on the Range . . .

Take the whole range of imaginative literature, and we are all wholesale borrowers.  
-Wendell Phillips, "The Lost Arts"

Whether your teaching range includes reading, literature, composition, technical writing or a felicitous combination, we invite your proposal for the Pacific Northwest Conference of the Two-Year College English Association. We'll provide a balance of panel presentations, round-table discussion and poster sessions. And we're counting on you to make it lively. Time available: 1 1/4 hour per session.

**Panel presentations** are shared among 3-4 people. Possible topics include but are not limited to

- Preparing students for better lives in our communities: connecting literature and composition to life
- Reviving the curriculum through diversity
- Expanding literacy through technology
- The role of reading and literature in composition class
- Students' extracurricular writing as class resource
- Learning communities' contribution to student-centered education
- The personal essay and the source-based essay: impossible bedfellows or natural chums? (OR Can subjective experience become objective resource?)

**In round-table discussions**, teachers share their best practices and ideas. Possible topics include but are not limited to

- Articulation 9-14: helping students move from high school to college
- The college instructor's dual role: teacher and scholar
- Outcomes assessment: from individual courses to entire programs
- Regional resources for teachers
- Defining and defending the two-year college mission

**In poster sessions**, individual teachers showcase the innovative ways they engage students in writing or reading by talking to individual teachers or small groups. Topics limited only by the range of teachers' imagination.

## Team up with a colleague and visit Spokane in the Fall . . .

Proposals must include the following information:

- Name of contact person
- Names and institutional affiliations of all presenters
- Format--panel, round-table or poster session
- Technology needs (Windows-based computer and projection capabilities with Internet access will be available to panel and roundtables. Poster sessions may have limited access to computers and Internet.)
- Title, a 50-word abstract, and a 250-word (single-page) description of the presentation
- Presenters must register for the conference.

Submit your proposal by **May 31, 2003**, to

Tom Gribble  
English Department, M.S. 2011  
Spokane Community College  
1810 North Greene Street,  
Spokane, WA 99217-5399

Or electronically: [tgribble@scc.spokane.edu](mailto:tgribble@scc.spokane.edu)

I hear beyond the range of sound,  
I see beyond the range of sight,  
New earths and skies and seas around,  
And in my day the sun doth pale his light.  
—Henry David Thoreau, "Inspiration"

## **Committee Reporting:**

### **TYCA-SW**

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

**Report Author:** Gwen Gresham

**Date of This Report:** 28 February 2003

#### **Members Present at Last Committee Meeting:**

1. Michael Gos, Chair
2. Michael Berberich, Secretary
3. Joan Mathis, Treasurer
4. Susan Faulkner, Membership Chair
5. Terry Stewart, Newsletter Editor
6. David Lydic, Political Action Committee Chair
7. Irma Luna, 2002 Conference Chair
8. Mike Matthews, TYCA Representative to the College Forum
9. David Charlson, Oklahoma Representative
10. Gwen Gresham, SW Regional Representative

**Date of Last Meeting:** 12 October 2002

#### **Work Completed Since Last Report:**

Irma Luna reported a profit of over \$5000 on the San Antonio conference to add to the current balance of \$1805.98 reported by Treasurer Joan Mathis. The REC agreed to send a resolution of thanks to Cathy Sullivan at the Galveston College Foundation for her help with the organization's treasury. Membership Chair Susan Faulkner reported 130 members; the REC approved her suggestion that she mail out a membership letter in August. Newsletter Editor Terry Stewart reported that Lee College, which has printed the newsletter in the past for us, will begin charging \$290.50 for printing costs with the next issue.

#### **Summary of Current Activities:**

The REC accepted resignations from Jim McInturff, Chair; Berta Flores, Awards Chair; and Beth Shelton, Texas Representative (Dale Adams will continue to serve as Texas Representative). New Colorado Representative Linda Aldrich of Aims Community College will meet with the REC at the fall 2003 conference.

Conference chairs reported on the sites for future conferences. The 2003 conference will be at the Fairmont Hotel in New Orleans, 30 October—2 November. David Lydic is considering the Radisson Hotel on Town Lake in Austin for the 2004 conference, and Michael Berberich is exploring plans for a 2005 conference in Galveston.



The Technology Committee (Michael Berberich, Harryette Brown, David Charlson, Michael Gos, and David Lydic) presented a draft of a proposed position paper on online distance education; the REC voted to present the proposal to the membership for approval at the 2003 conference.

The state advisors reported on trends affecting two-year colleges in the region. David Charlson reported that budget cuts in Oklahoma have resulted in a 4-day summer school week. Budget cuts are also important concerns in Texas and Arkansas, but Michael Berberich reported the additional concern that the Texas Coordinating Board has removed course from the transfer core curriculum that were taught as special topics courses on his campus, effectively marking them as the province of four-year schools. In Arkansas the legislature's agenda is focused on more equitable funding for public schools, and the governor has proposed consolidation of rural school districts, which will have an impact on two-year schools asked to provide concurrent credit courses to meet state standards at smaller schools hoping to avoid consolidation. Sue Bennett reported that New Mexico colleges have been mandated to move 5% of their administrative budgets into teachers' salaries.

The REC voted to elect Michael Gos, Associate Chair, as Chair.

**Date of Next Meeting:** 30 October 2003, New Orleans

**To: TYCA-SW Regional Executive Committee**  
**From: Gwen Gresham**  
**Southwest Regional Representative to National TYCA**  
**Date: 22 February 2003**

Since our meeting, I have attended NCTE in Atlanta, where the TYCA-National EC discussed the following initiatives:

- "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges" responds to the growing need for specialized training for the complexities of our profession. A committee consisting of Sallyanne Fitzgerald, Jude Okpala, Xiao Wang, and Marilyn Valentino prepared a draft of a document that was reviewed by the TYCA Executive Committee, which has appointed and charged a committee to continue developing the document. The document is very much a draft at this stage, but it is now posted in a secure place on the internet so that all the regionals may be aware of the direction of the document. It can be accessed on the NCTE homepage at <http://www.ncte.org> ;type the following in the address box: <http://www.ncte.org/tyca/Guidelines.pdf>
- The TYCA EC has charged a committee to define and promote the role of the Teacher-Scholar in the Two-Year College, as a result of the strategic plan proposed at the TYCA EC retreat in the summer of 2001, in the midst of ongoing concern for the fate of professional development in an era of tight budgets. (And-You-Thought-You-Had-It-Bad true story: the TYCA-West chair did not get support from her school to attend her own regional conference.)
- TYCA is concerned about training for new two-year college department chairs. Mike Matthews suggested that guiding principles for department chairs should include the promotion of student learning and of faculty preparation. NCTE will provide guidance and resources for the training of department chairs.

Kent Williamson, NCTE's executive director, reported to the national EC that although TYCA membership is still the fastest growing segment of NCTE membership, it is slightly down; NCTE supported TYCA in the last year with over \$50,000. NCTE needs the regionals to push for national membership to maintain that level of commitment, but also because of increased services that NCTE will be able to offer the regional membership.

- New software will allow regional access to NCTE membership databases, so that we can keep our regional database on the NCTE server, and both NCTE membership information and TYCA-SW membership information can be mutually updated.
- The new software will allow for the creation of online communities with special interests.

- NCTE members will be able to create an individualized portal to the NCTE site, with their own personal links, which may include a link to the appropriate regional web page.
- By the November 2003 NCTE conference in San Francisco, submission of proposals will be entirely online.
- NCTE is considering a flat membership fee that will allow access to all the journals online.
- NCTE has also stepped up its advocacy program, providing media training and exposure to its leaders to respond to issues such as the bowdlerization of texts used in the NY Regents' Exam, lobbying efforts around a Higher Education bill that will affect teacher training and student aid, and participation in a National Commission on Writing as a proactive effort to participate in a national writing initiative similar to the recent national reading initiative.

I ask you consideration of the following responses to developments in the national organization. We need to:

- pay the \$2 we owe NCTE for every non-NCTE member attending our regional conference in San Antonio.
- consider creating a new office for our EC, a person who would receive NCTE training in the new database software in August, so that we can begin storing our membership data on the NCTE server.
- encourage our members to join NCTE.
  - include NCTE membership information in our newsletter.
  - include NCTE membership information in every conference mailing.
  - include NCTE membership information on our web site.
- encourage participation in NCTE/CCCC
  - include a session on national submissions on the regional program.
  - encourage members to use the website.
  - nominate more candidates for national offices and committees from the Southwest.
- let Mike Matthew know about our concerns about assessment so that he can take them to the College Forum. The national EC has commissioned Mike to bring that issue to the College Forum as a special and ongoing concern of two-year teachers
- include a session for new chairs on the regional conference program.

I'm happy to report that Frank Madden will be the national officer to visit our 2003 conference in New Orleans.

I have written two TYCA to You reports since our October conference. (The report in the December issue was actually written before the conference.) The first described Jim McInturff's student who returned to college after losing her job at a local factory, and the second included summer reading suggestions. Thanks to all of you who answered my frantic e-mails. The next topic will probably be budget cuts, so be collecting info for me. My deadline to get the article to Gill Creel is May 20. I've already started a file on Arkansas' situation, but I'd really like to have something from every state.

## **Committee Reporting**

### **ECCTYC/Pacific Coast**

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Sallyanne Fitzgerald  
**Date of This Report:** Feb. 25, 2003

#### **Members Present at Last Committee Meeting:**

The board regularly consults on-line with various numbers of board members participating. The last face-to-face meeting was the regular board meeting in November, 2002 as reported at NCTE.

**Date of Last Meeting:** November 2002

#### **Work Completed Since Last Report:**

The board gave final approval on-line to a resolution, "Minimum English Composition Requirement for Graduation with an Associate Degree." The resolution calls on community college faculty to adopt as a "minimum, a college-level English writing course" for both an AA and an AS degree.

#### **Summary of Current Activities:**

The board is preparing for our conference October 16-18, 2003, at the Shelter Pointe Inn, San Diego. The theme is Crafting Literacies for Community Colleges and proposals are due April 25 to Heidi Ramirez, program chair, Hartnell College, Salinas, CA. Suggested presentation topics include using literature in composition courses, strengthening literature programs, publication opportunities, new courses for the 21st century, computers in and for the classroom, serving our special populations, strengthening ties between full and part time faculty, pro and cons of distance learning, online composition courses, using electronic sources for research papers, writing across the disciplines, film and literature, critical thinking and critical practices, professional life after retirement, approaches to evaluating student papers, building stronger departments, writing at all levels, the politics of curriculum change, theory and pedagogy, professional development, creative writing, ESL issues, advocating for the discipline.

**Projected Completion Date of Activities:** NA

#### **Recommendations from the Committee to the Executive Committee:**

**Date of Next Meeting:** The board will meet April 30-May 2 at the Holiday Inn in Sacramento in conjunction with the CSU English Council. Topics to be discussed include load studies, CSU/CC relationships, distance education, matriculation, minimum graduation requirements for AA and AS.

**Committee Reporting:**

*TETYC*

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Howard Tinberg  
**Date of This Report:** February 13, 2003

**Members Present at Last Committee Meeting**  
**Editorial Board:**

1. TYCA-Pacific Northwest: Eleanor Latham
2. TYCA-Pacific Coast/ECCTYC: Smokey Wilson
3. TYCA-West: Stephen Ruffus
4. TYCA-Midwest: Sheldon Wrice
5. TYCA-Southwest: Tom Speer
6. TYCA-Northeast: Maxine M. Long
7. TYCA-Southeast: Beverly Fatherree

**Date of Last Meeting:** We met at CCCC 2002 and continue to conduct work via email.

**Work Completed Since Last Report:**

- ◆ **English in a New Key:** Published in December 2002 Issue
- ◆ **Call for Papers: Teaching as Scholarship** (Special Issue Scheduled for May 2004) See attached CFP

**Summary of Current Activities:**

- ◆ Planning a special issue on **Class Matters in the First Two-Years of College**, co-edited with Ira Shor

**Committee Reporting:**

**“TYCA to You”**

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Gill Creel, Editor  
**Date of This Report:** 02/21/03

**Members Currently Writing for TTY:**

1. Eric Bateman
2. Stasia Callan
3. Gill Creel
4. Sallyanne Fitzgerald
5. Gwen Gresham
6. Chris Jennings
7. Sharon Mitchler
8. Leslie Roberts

Each year we also have guest appearances by the incoming and outgoing chairs of TYCA

**Summary of Current Activities:**

For each issue of TETYC, “TYCA to You” offers short reports from the seven regional representatives about issues of note in two-year college English departments throughout our membership areas. Each edition of TTY focuses on one primary issue, ranging from pedagogical concerns like the use of computers in classroom teaching to amazing stories about our students to concerns about the ways our colleges and departments are administrated and funded. These issues are determined by the editor in email consultation with the regional representatives. In TTY, regional representatives also have the opportunity to report to the membership about their regional conferences.

All communication between regional representatives and the editor of TTY occur via email.

**Projected Completion Date of Activities:** The next reports for TTY are due on May 20, 2003.

**Recommendations from the Committee to the Executive Committee:** The Executive Committee might consider conducting research to determine how many TETYC readers actually take advantage of TTY and whether it is a useful service to our members.

## **Guidelines Report**

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

**Report Author:** Jody Millward, in consultation with Georgia Newman,  
Chair of Committee

**Date of This Report:** March 1, 2003

### **Members Present at Online Discussion:**

1. Georgia Newman, Chair
2. Lois Powers
3. Jody Millward

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

### **Work Completed Since Last Report:**

In consultation with Paul Bodmer and the TYCA Executive Committee, the draft of the original document "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges" was posted on a secure site on NCTE's Website

Georgia Newman, in consultation with Jody Millward, Chair of TYCA, and Lois Powers is in the process of coordinating a final phase workshop and will file a full report to the Executive Committee the revised document is ready for review. The committee has set a tentative deadline of the TYCA Executive Meeting, November 2003 for completing its charge.

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

**DRAFT**

Prepared by an Ad Hoc Committee of 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, District of Columbia  
Xiao Wang, Ph.D., Broward Community College, Florida  
Marilyn Valentino, Ph.D., Lorain County Community College, Ohio



### Statement of Purpose

An ad hoc committee of two-year college, English teachers from across the country developed these guidelines which are modeled on a similar set of guidelines for mathematics teacher preparation. The committee was convened by Georgia Newman, 2000-2001 chair of the Two-Year College English Association of the National Council of Teachers of English. The goal of the document is to offer suggestions about both the training and the philosophy faculty should bring to a two-year college English classroom in order to help students learn most effectively. The audience for the guidelines includes faculty, staff, and administrators who are involved in hiring English teachers for two-year college classes; university faculty who are engaged in training teachers or in offering graduate English courses; and graduate students who are preparing to teach in two-year colleges.

The time has come for such a document. Because many current English faculty were hired at the inception of two-year colleges in the mid-1960s, we are expecting many retirements in the next few years as those faculty complete 30 or more years of teaching. Many part-time faculty as well as graduate students are waiting for positions to open with the expected retirements. As we are poised to replace retiring faculty, we are also expecting an onslaught of additional students as the Baby Boomers become college ages, and so we will need additional faculty. For both these reasons, we wish to offer our profession some suggestions to guide the training of those we plan to hire in the next few years.

### Changes in Teaching English

In the 1970s, psychologists moved from a stimulus/response view of cognition to a processing one. At about the same time, both writing and reading theory changed to processing theory. No longer was the written product the emphasis in the reading and writing classroom: the writing process became the center of composition theory and the reading process offered ways of thinking about how students learn to read and use what they learn. Then, in the 1980s composition was influenced by social construction theory: instead of thinking of knowledge as something outside of students that we could pour into their heads, we began to use group discussions and group projects as ways of helping students construct knowledge. Other theories have also become important in the English classroom, among them Paolo Friere's and Mikhail Bakhtin's; each of these has expanded our thinking about what we do as teachers and how we do it. The National Council of Teachers of English has published many books and position statements over the years attempting to reflect current theory as it has changed. One particularly important work was Students' Right to Their Own Language (1974) which attempted to offer a view of language that the field has continued to argue: a student should be encouraged to use the language which fits the context, and a student's home language should not be denied but should be used in an appropriate context while standard written English is the language for academic writing.

While all of these theories were developing in the profession, not all practicing teachers were even aware of the changes nor were they in support of incorporating the

theories. Nonetheless, scholars and researchers continued to publish, and graduate students were frequently trained in theories that were not practiced in the actual classrooms where they might wish to teach. This disjunction between what was becoming theory in the profession and what was actually being used in the classroom was exacerbated by the lack of a set of standards for expectations across the country. This document seeks to offer some suggestions to help ameliorate the situation while at the same time suggesting ways that new teachers might be trained to reflect current and changing theories in their teaching.

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

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Therefore, we see these guidelines as a living document which 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 do hope to establish broad parameters that will be consistent for all two-year colleges.

#### Changes in Student Populations

When the first two-year college was established in Illinois earlier this century, it was a technical college. Since then, two-year colleges have expanded their mission. Some consider themselves as junior colleges and, therefore, see their role as primarily serving

students who will transfer to a university to complete a four-year degree. Others combine the roles of transfer and vocational education with service to their local community and call themselves, community colleges. Because of their different roles, two-year colleges have attracted different student populations. However, the student population has become diverse: we do not have only middle class, native speakers of English seeking educational opportunities to advance their learning as it was in the beginning.

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

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

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

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

#### Guiding Principles

**DRAFT**

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

Effective community college English teachers are reflective teachers. They think about their own ways of learning so that they approach each class with a belief that others too can learn if teachers just offer them ways to do that. Before, during and after their classes, these teachers examine what has been successful and what has not helped students to learn, and then they modify what they do in the next class. Their classrooms are student centered, not teacher centered. In this they involve the students in the learning process through a variety of approaches from group work to debates to group projects to individual presentations. Because they respect their students as learners, they treat them

with consideration. They bring to their classrooms an understanding of diversity in all its manifestations from racial and ethnic diversity to different learning styles and diverse economic backgrounds as well as different ages and genders. Their lessons are grounded in research and theory, not just in personal experience although they bring that to their assignments as well. They challenge their students to think beyond the obvious, and they build assignments which 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 in developing curriculum as well as in sharing assignments and approaches to teaching. They continue to grow and learn themselves so that they can model for their students ways of reading and writing successfully. In every way they are professionals from reading the journals and attending conferences to acting with professional expertise.

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

### Formal Preparation

We recommend a well-balanced undergraduate degree with a major in English. We suggest that the major should cover the areas of grammar and linguistics, literature from western and non-western countries as well as American literature, and composition.

Among the courses which might comprise the major are ones in composition, creative writing, writing in the disciplines, literature (world, British, American, African American, Shakespeare, Chaucer). We propose that the undergraduate major gain a broad base in these areas as well as in allied areas such as speech, 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 the adult learner and curriculum issues.

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

### A Framework for Further Training/Development

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

- Accordingly, a teacher of English should show understanding and appreciation of Higher Education politics, issues of Language Policy, the relationship between two-year and four-year colleges, advising of students, and credit transfer system.
- In addition, a teacher of English should be an active member of English professional organizations, actively participate in academic conferences by presenting papers that explore academic and professional issues; conduct research to enhance his/her teaching; do community service to further the growth of the academy.
- As teaching is the main focus of two-year colleges, a teacher of English should be competent in the following:
  - Course Development
  - Course Evaluation
  - Teacher Evaluation
  - Self Evaluation
  - Syllabus Writing
  - Teaching and Technology
  - Team teaching and cross-disciplinary pedagogy
  - Assessment
- Because part of the target of two-year colleges is what is “poorly” described as “non-traditional” students and “students with disability,” a teacher of English should be able to develop and apply teaching techniques to turn these students into active learners.
- A teacher of English should also demonstrate the ability to teach ethnically diverse students.



- More important, a teacher of English should have a teaching philosophy that is verifiable through specific examples, such as those found in a teaching portfolio, that exhibit his or her practices

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

### Adjunct Faculty

With the increase in enrollments and tightening of college budgets, the number of adjunct faculty, particularly those teaching freshman composition, has increased. A recent study from the U.S. Department of Education reports that almost two-thirds (64.6%) of faculty in two-year colleges are adjunct. In English departments, the profile may include M.A. or Ph.D. graduates in Composition studies or Literature, high school English retirees, professional writers, or professionals from related fields. While research to date has examined adjunct faculty working conditions, academic preparation and currency have not been fully addressed. It cannot be assumed, for instance, that those with degrees are current in composition theory or qualified to teach writing classes. Writing instructors must understand the complexity of the writing process, know how to interpret error, and choose individual, appropriate methods of intervention. Writing anxiety can also be exacerbated by well-intentioned but unqualified faculty. With the expected retirement of many full-time faculty in the next few years, it is important that hiring of adjunct or non-tenure track limited appointments be given more scrutiny if we are to keep the standards of instruction consistent and ensure teacher effectiveness.

Qualifications for adjuncts should be the same as those expected for full time faculty members. The minimum qualification for adjunct faculty teaching English should be an M.A. in English, with at least a few courses in Composition Theory or The Teaching of Writing or experience with the National Writing Project (for high school teachers).

For those adjunct professors without recent coursework in composition theory, English departments should establish the following requirements for the first years of employment:

- At least two courses with concentrations in composition theory, approaches to teaching writing, new methods of assessment and evaluation, adult learners, and other relevant topics should be taken, both credit and noncredit, with adjuncts being at least partially compensated for fees.
- Noncredit workshops during the year should be offered with x number being required, with adjuncts being compensated for attendance.
- Formal mentoring of new adjunct faculty should be mandatory.

#### Implementing these Guidelines

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

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A77-78.

**Committee Reporting:**

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Sheldon Wrice  
**Date of This Report:** March 6,2003

**Members Present at Last Committee Meeting:** N/A

**Date of Last Meeting:** N/A

**Work Completed Since Last Report:**

- A. Contacted Publishers**
- B. Complied menu with caterers (Please note that our breakfast price this year is \$40.00 per person)**
- C. Planned program**

**Summary of Current Activities:** As of March 5, 2003 all TEN tables are sponsored by book publishers (please note this is the first time in the history of our Annual Breakfast). This should help absorb the enormous cost of the breakfast.

**Projected Completion Date of Activities:** All other related activities, recommendations, and concluding financial reports will be given Saturday, March 23,2002.

**Recommendations from the Committee to the Executive Committee:** TBA

**Date of Next Meeting:** TBA

## TYCA Fund

At the November 2002 TYCA EC meeting, we announced the creation of the TYCA Fund to support TYCA activities. The two activities identified as needing support at this time are the Outstanding Programs Awards and the TYCA Talks event at the CCCC annual convention.

When the Outstanding Programs Awards Program was approved by the NCTE EC, they did not approve production and mailing costs of an annual brochure or the purchasing of plaques for the winners. A generous donation from Barbara Stout enabled us to design and produce a brochure and purchase the plaques for the first awards. The costs for producing the application forms, processing the selection process and notifying the winners was \$1,998, and the cost of the plaques and certificates was \$742 for a total expense the first year of \$2,740. We are estimating the expenses for the second year to be \$1,500 for the brochures and \$1,374 for a total cost of \$2,134.

TYCA Talks has been funded out of the generous contribution of the CCCC Program Chair. However, this is a "hat in hand" operation, and the TYCA EC discussed the need to find funding for this activity to become self-sustaining.

The other awards, the Nell Ann Pickett Award and the TETYC article of the year award are currently funded through previous contributions. There is a point where those contributions will be expended, and we will need to find alternative sources.

In the short period of the Fund's creation, we have raised \$2,030. Included in that total is a second contribution by Lois Powers to ensure we could purchase the right plaques for this year's winners. We are not quite meeting the expense of the program, but if contributions continue through the end of this fiscal year (July 1, 2002-June 30-2003), it appears that we will be able to finance this year's Outstanding Programs Awards Program. If the donations to the fund continue, we will create a healthy balance where we may be able to fund other activities in addition to the Awards Program.

|             | Income  | Expense | Balance |
|-------------|---------|---------|---------|
| FY 02       | \$2,000 | \$2,740 | (740)   |
| FY 03 (est) | \$2,030 | \$2,134 | (104)   |

## **The TYCA ad hoc Committee on the Teacher/Scholar in the Two-Year College**

The TYCA Teacher/Scholar Committee will define and promote the role of the Teacher-Scholar in the Two-Year College:

- The committee will define this role in relation to traditional faculty roles in the academy of teaching, scholarship, and service.
- The committee will conduct research exploring the current role of the teacher-scholar.
- The committee will promote and support recognition of the role of teacher-scholar.
- The committee will advocate for that role
  - With two-year college English faculty to increase scholarship on teaching in the two-year college
  - By identifying space for professional development opportunities for two-year college English faculty
  - By validating the option of two-year college teaching within graduate English programs and graduate communities
  - With two-year college administrators to increase recognition of the necessity to reward the triad of teaching, scholarship, and service
  - With governing bodies of two-year colleges to ensure institutional commitment.
- To facilitate this work, the committee will produce two documents: (1) a short document/pamphlet that briefly defines and outlines the role of the two-year college teacher-scholar; (2) a longer, more comprehensive document--informed by research and examples--that defines the role of the two-year college teacher/scholar currently and identifies areas for future development.



**TYCA STRAND FOR NCTE 11/20-25/03**

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Marilyn J. Valentino, Associate Chair  
**Date of Report:** 2/21/03

**Work Completed Since Last Report:**

Two panels and one demonstration were proposed for NCTE 11/20-23/03:

1. #397 "The American Dream: Partnering to Make College Success a Reality for All Students," a mixed panel of high school and college teachers from four states, chaired by Christine Jennings (Tidewater CC, VA)
2. #404 "Creating International Curriculum Partners: Children's Literature and Human Behavior Classes Study Identity Formation, Marginalization, and Empowerment," a demonstration by Marilyn Valentino and Jennifer Kukis (Lorain CCC, Ohio), chaired by Xiao Wang (Broward CC, FL)
3. #565 "The Hell and the Glory: Mentoring Graduate Students in Teaching Partnerships in Two-Year Colleges," a panel comprised of Judie Hinman (College of Redwoods, CA) and Bruce Henderson (Fullerton, CA),  
chaired by Sally Fitzgerald (Napa Valley College, CA)

In addition, Howard Tinberg (Bristol CC, MA) sent in a separate proposal: "Abandoning Our 'Safe Props': Testing the Limits of Disciplinary Knowledge in the Teaching of Shoah."

**Summary of Current Activities:**

I'm now soliciting proposals for CCCC for Spring 04, and appreciate the Board's help in presenting or offering names of presenters.

**Recommendations to the Executive Committee:**

I suggest we put together a forum on the concept and effectiveness of a "Standardized Exit Exam for Composition."

## National Officer Visits to Regionals

Since 1996, NCTE has supported the National TYCA of NCTE officers' visits to the regional association conventions. That support has manifested itself in the purchase of exhibit kits that are now the property of the regional associations, display books to be given away each year at the association conventions, and travel costs for the officer to visit the regional. In return, NCTE has asked the regional associations to support the officer by providing lodging and meals at the convention.

After each visit, the national officer fills out a brief questionnaire about the value of the national presence, and a collation of those responses from the fall of 2002 visits is attached. The purpose of this item on the agenda is to review the visits in light of the following.

1. Then new officer chair rotation plan reduces the number of officers available from four to three, placing added pressure on the officers to meet the obligation. Because five regionals meet every fall, and the sixth (TYCA PC) meets every other fall, and because some years three or more meet on the same weekend, meeting the convention schedule will become problematic.
2. In the first few years of the regional visits, membership grew dramatically, making the investment in the regional exhibit kits and travel worthwhile. Membership growth due to the visits has leveled, with small gains in membership this past year.
3. The most frequently asked question still is the difference between regional and national membership, a question that has plagued us since the beginning of the adoption of TYCA. This could be viewed that we have not addressed the question adequately, or it could be viewed that we are attracting new faculty who have not heard of us before.
4. Some regionals have trouble meeting the financial commitment of providing lodging and meals for the national officer. Whether the regionals are building this cost into their conference budget or not is not clear, but as financial situations become more serious, this needs to be addressed.

The following questions need to be pursued.

1. What can be done to ensure the exhibit kits contain appropriate materials? Are there materials we could develop that would make the exhibit kits more effective?
2. What can be done to ensure that the national presence is integral to the regional experience, not just an add-on that appears like "last minute" arrangements?
3. How can we ensure that we will have national representation in light of the reduced number of national officers?

## **Martinez, Terrill**

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**From:** Martinez, Terrill  
**Sent:** Tuesday, February 04, 2003 2:51 PM  
**To:** 'jtardoni@wwcc.cc.wy.us'; 'bsmith@wwcc.cc.wy.us'; 'd.j.critchett@worldnet.att.net'; 'mnourse@dean.edu'; 'eokeefe@bfit.edu'; 'hramirez@jafar.hartnell.cc.ca.us'; 'wootten@salem.kent.edu'; 'lwooley@lsua.edu'; 'bradb@spokanefalls.edu'; 'dana.elder@mail.ewu.edu'; 'jhenderson@cstcc.cc.tn.us'  
**Cc:** 'millward@sbcc.net'; 'mvalen@lorainccc.edu'; 'fmadden@aol.com'; 'barnhouse111@aol.com'; 'scallan@monroecc.edu'; 'sfitzgerald@napavalley.edu'; 'smitchler@centralia.ctc.edu'; 'tcjennc@tcc.vccs.edu'; 'gweng@northark.edu'; 'ebateman@gbcnv.edu'; 'lrobert@oaklandcc.edu'; 'beth.camp@linnbenton.edu'; 'sterling.warner@sjeccd.cc.ca.us'; 'pblaine@brtc.net'; 'mesa@dixie.edu'; 'swrice1@uakron.edu'; Bodmer, Paul  
**Subject:** TYCA Officers to visit Regional Conferences

### Memo

**To:** TYCA Regional Program Chairs, Local Arrangement Chairs  
**cc:** TYCA Officers, Regional Chairs, Regional Representatives  
**From:** Terrill Martinez, Assistant to the Associate Executive Director  
**Date:** February 4, 2003  
**Subject:** TYCA Officer Visits to Regional Conferences

Each year National TYCA Officers visit the Regional Conferences as official representatives of TYCA. The officer has several roles and duties at the conference.

The first and most important role is to be a physical presence of National TYCA at the regional. He or she will staff the NCTE booth in your exhibit hall along with the regional representative. The officer will also address your general membership at one of the general sessions.

In addition, the officer will be available to be a keynote speaker and will most likely conduct a session or a workshop on preparing a presentation for NCTE or CCCC Conventions.

To help facilitate this process, the visiting officer needs to be listed on the program and time should be set aside for an address to the general membership. I am attaching a list of which officers will be attending each regional conference. If you have any questions or need information or pictures of the officer for your program, please contact me at [tmartinez@ncte.org](mailto:tmartinez@ncte.org) or at 800-369-6283, ext. 3613.



03 TYCA Officer  
Visit Schedule...

Terrill Martinez  
Administrative Assistant for Higher Education  
National Council of Teachers of English  
1111 West Kenyon Rd.  
Urbana, IL 61801  
800-369-6283 x3613  
217-278-3613 (direct)  
[tmartinez@ncte.org](mailto:tmartinez@ncte.org)

Schedule of TYCA Officer Visits to Regional Conventions

| <b>Region</b>           | <b>Northeast</b> | <b>Midwest</b>      | <b>West</b>         | <b>ECCTYC</b>        | <b>Pacific NW</b> | <b>Southwest</b>     | <b>Southeast</b>     |
|-------------------------|------------------|---------------------|---------------------|----------------------|-------------------|----------------------|----------------------|
| <b>Date</b>             | October 2-4      | October 9-11        | October 9-11        | October 16-18        | October 17-18     | October 30-<br>Nov.2 | February 26-29       |
| <b>Location</b>         | Boston, MA       | Cleveland, OH       | Rock Springs,<br>WY | San Diego, CA        | Spokane, WA       | New Orleans,<br>LA   | Huntsville, AL       |
| <b>Visiting Officer</b> | Jody Millward    | Sandie<br>Barnhouse | Frank Madden        | Marilyn<br>Valentino | Jody Millward     | Frank Madden         | Marilyn<br>Valentino |

## Summary of Reports Submitted by Visiting TYCA Officers to Fall '02 Regional Conferences

1. Which items on display attracted the most attention?
  - The journal and the ballots
  - *TETYC* books on assessment of writing
  - *TETYC*, Books, Summer Institute Information
  - Ballot for the revision of the By-Laws
  - *TETYC* Journal
  
2. What were the most frequently asked questions?
  - How to subscribe to *TETYC* and publications about reading and writing centers and tutoring
  - Clarification questions about regional and national membership
  - Regional vs. National TYCA membership
  - NCTE vs. National TYCA membership
  - Questions about the ballot
  - "I get (x) journal, am I a member of National TYCA? Many also confused about their membership status in TYCA Northeast
  
3. What NCTE products or services did these two-year college members find most useful in the past?
  - The books
  - Co-sponsored speakers, especially appreciated Millie Davis's keynote activity at this convention
  - They all liked *TETYC*
  - Those who are members of NCTE reported that they read the journal and find them helpful
  
4. How many new members joined and how many books were ordered?
  - One membership
  - No book orders, several new members renewed through the Regional one new member joined TYCA National separately
  - Five new members, no books ordered
  - One new membership, others said they would renew membership
  - None—very small conference. This regional needs to clarify membership/fees apart from their conference registration in addition to determining how National TYCA fits
  
5. What suggestions were offered to improve NCTE products and services for two-year college teachers?
  - No suggestions, but TYCA West is considering a Spring retreat with a nationally recognized speaker, so references from NCTE/Nat'l TYCA are being sought

- Adjunct faculty would like more representation and easier ways to make contact professionally
6. What should be added to or deleted from the exhibit kit to make it more effective?
- I think it's right on target now!
  - I believe the sign-up sheet for committee nominations should include areas of interest so we know who might be best on a certain committee
  - It was fine just the way it was.
  - Just fine the way it is.

**Additional Comments:**

- I made a major push for Nat'l and Reg'l membership, and I believe the results were good. The TYCA-West treasurer will send forms after noting regional membership.  
I distributed "Outstanding Programs in English" brochures to every conference registrant and also distributed Nat'l TYCA membership forms to every participant. Rather than throwing away the remaining brochures, I gave them to Kirsten Squint, new TYCA-West membership chair.

## TYCA Officer Chair Rotation and Responsibilities

### Terms in Office

The NCTE Annual convention is the culminating event for all NCTE terms of office. The NCTE year concludes with section steering committee meetings, CCCC executive committee meeting, and all other governance activities on Monday after the close of the annual convention. On Tuesday of that week, the NCTE Executive Committee meets with the new members officially seated as voting members. In compliance with terms for all NCTE officers, TYCA officers' terms begin at one minute past midnight on the Monday of the annual NCTE convention.

For TYCA, that means that on Monday, the officers of TYCA at the TYCA EC meeting on Friday and Saturday of the annual convention are still the official officers—the Past Chair for the past 12 months is still officially the Past Chair and sits on the CCCC EC. The Chair for the past 12 months is still the Chair and sits on the College Section Steering Committee. The Associate Chair sits on the CCCC EC. On Tuesday, the Chair becomes the Past Chair and does not attend the NCTE EC, the Associate Chair becomes the Chair and is the official TYCA representative on the NCTE EC. The newly elected Associate Chair (elected the previous spring) assumes office, but has no official duty on Tuesday.

The major duties impacted by the new chair rotation plan are the duties of the Associate Chair and Past Chair. Every other year there will be either no Associate Chair or no Past Chair. The major duties of the Associate Chair are programming planning and serving on the CCCC EC. The major duties of the Past Chair are nominating committee chair and serving on the CCCC EC. All officers participate in representing TYCA to the regional association conventions.

This table shows the terms of office for the Chair, Past Chair, Associate Chair and Secretary for the next ten years.

| Role | 01-02    | 02-03     | 03-04     | 04-05     | 05-06    | 06-07    | 07-08    | 08-09    | 09-10    | 10-11    | 11-12    | 12-13    | 13-14    | 14-15    |
|------|----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PC   | Newman   | Madden    | Millward  | Valentino |          | A        |          | B        |          | C        |          | D        |          | E        |
| C    | Madden   | Millward  | Valentino | A         | A        | B        | B        | C        | C        | D        | D        | E        | E        | F        |
| AC   | Millward | Valentino | A         |           | B        |          | C        |          | D        |          | E        |          | F        |          |
| Sec  | Strother | Barnhouse | Barnhouse | Barnhouse | Sec<br>A | Sec<br>A | Sec<br>A | Sec<br>B | Sec<br>B | Sec<br>B | Sec<br>C | Sec<br>C | Sec<br>C | Sec<br>D |

### Convention Programming

This task is identified as an Associate Chair task, specifically to “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,” and “Solicits proposal ideas for the next NCTE and CCCC Convention.”

The two items can be combined. The work is to solicit proposals in December for submission to the NCTE Annual convention and in April for the CCCC annual convention. These could be TYCA sponsored sessions and identified as such on the program. One solution would be for this duty to be performed by the Associate Chair in even numbered years and the Past Chair in odd numbered years.

### **Serving on CCCC EC**

This duty will really not be impacted except that there will be one fewer TYCA representative seated on the CCCC EC.

### **Attending Regional Conventions**

This duty is compounded and complicated by the reduction in numbers of TYCA officers. At present the secretary is also attending, but it will put more pressure on each officer.

### **Nominating Committee Chair**

The TYCA By-Laws indicate that one role of the Past Chair is to chair the TYCA Nominating Committee, which meets in November to select the candidates for office, the chair every year and the secretary every three years. The rationale for the Past Chair to serve as the nominating committee chair is that the Past Chair has full knowledge of the complexity of the Chair's job and the multiple skill sets necessary to effectively serve in the various roles. With the new chair rotation plan, the nominating committee would meet every other year to select the chair candidates and every three years to select the secretary candidates. There would be no Past Chair the years the nominating committee meets except to select secretarial candidates every three years.

As the table aboveshow, starting in November of 2002, Georgia Newman, as Past Chair of TYCA, chaired the nominating committee that selected the first candidates for the four-year rotation through Associate Chair to Past Chair (person A). This person will be elected in the spring of 2003 and begin serving as Associate Chair the Tuesday after the NCTE Annual Convention in San Francisco in the fall of 2003.

There will be no need for a nominating committee in 2003, and that Past Chair Millward will serve as the nominating committee chair in 2004. There is no need for a nominating committee in 2005, and when the nominating committee is scheduled to meet in 2006, we will have completed the transition to the new chair rotation plan, and there will be no past chair to serve as the nominating committee chair.

One solution would be to have the Past Chair serve as the nominating committee chair a year after their term of office (Valentino chairs nominating committee in November of 2006, even though her official term as Past Chair ended in November of 2005, Past Chair A in 2008, etc.). Another option would be to have the Associate Chair serve as the nominating committee chair. The Associate Chair would have served for a full year as Associate Chair, so would have some knowledge of the work of the TYCA EC, and some vicarious knowledge of the work of the Chair.

#### **Option 1**

November 2002: Newman chairs and selects chair A candidates

November 2003: No nominating committee needed

November 2004: Millward chairs and selects chair B candidates and secretary A candidates

November 2005: No nominating committee needed

November 2006: Former Chair Valentino attends convention and chairs nominating committee to select chair C candidates

November 2007: Past Chair A chairs nominating committee and selects secretary B candidates

November 2008: Former Chair A attends convention and chairs nominating committee to select chair D candidates

November 2009: No nominating committee needed

November 2010: Former Chair B chairs and selects chair E candidates and secretary C



November 2011: No nominating committee needed  
November 2012: Former Chair C attends convention and chairs nominating committee and selects chair F candidates  
November 2013: Past Chair D chairs and selects secretary D candidates  
November 2014: Former Chair D chairs nominating committee and selects Chair G candidates  
November 2015: No nominating committee needed

**Option 2**

November 2002: Newman chairs and selects chair A candidates  
November 2003: No nominating committee needed  
November 2004: Millward chairs and selects chair B candidates and secretary A candidates  
November 2005: No nominating committee needed  
November 2006: Associate Chair B chairs and selects chair C candidates  
November 2007: Past Chair A chairs nominating committee and selects secretary B candidates  
November 2008: Associate Chair C chairs and selects chair D candidates  
November 2009: No nominating committee needed  
November 2010: Associate Chair D chairs and selects chair E candidates and secretary C  
November 2011: No nominating committee needed  
November 2012: Associate Chair E chairs and selects chair F candidates  
November 2013: Past Chair D chairs and selects secretary D candidates  
November 2014: Associate Chair F chairs nominating committee and selects Chair G candidates  
November 2015: No nominating committee needed

**Chair Duties**

Complicating all of this is the multiple duties and obligations of the Chair. The Chair is responsible for the functioning of TYCA. While headquarters can help with the scheduling and paperwork, the work and responsibility falls directly on the Chair. The Chair is also seated as a fully-vested member of the NCTE EC. We have struggled to achieve this, but it does require a great deal of travel and work, often without the kind of support from our administrations that other members of the academy receive. The Chair also sits as a member of the College Forum. In that respect, serving on these three bodies is the same role for the chairs of the other college entities. But where TYCA differs is that the TYCA chair also serves on the College Section Steering Committee. Add to that the TYCA Regional conventions, and it is a very full plate.

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

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

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

### **As Associate Chair:**

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

### **As Chair:**

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

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

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

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

**As Immediate Past Chair:**

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

**Secretary:**

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

**TETYC Editor:**

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

### **Roles and Duties of Ex-Officio Non-Voting Members**

The TYCA EC has an unusually large number of potential members, with almost half of the potential members listed as non-voting. The seven regional chairs vote only if the regional representative from their region is absent. Two of the non-voting are NCTE staff members, and the two other positions, the TYCA to You editor and the Archivist, are member positions.

An assumed intent of placing the member non-voting positions on the EC was to ensure that there is good communication between the desires of the TYCA EC and the activities of those positions, the TTY editor and the Archivist. As our institutional budgets get pinched (or evaporate) attendance at the national meetings places a larger and larger burden on the members.

Such a case has occurred with Gil Creel, TTY editor. Gil communicated to NCTE staff and the TETYC editor that he would not be attending this convention, and that he thought this would make three TYCA EC meetings he has missed. He has submitted a report to the TYCA EC to report on his activities. His concern is that if attendance at the EC is essential, he would understand any actions taken in relation to his attendance.

The other position is that of Archivist. Although Lois Powers is missing this meeting, her report on her activities is also in the agenda book.

The question for discussion is whether or not it is essential for the non-voting members to attend all meetings, some of the meetings, or if they can fulfill their charges without attending the meetings.

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** Lois Powers  
**Date of This Report:** 6 March 2003

### **History of TYCA Web Page:**

- 1996—Paul Bodmer formed a committee with the charge of recommending content for a web site and exploring where it should be housed and how it should be maintained. Committee: John Lovas, Fred Chancey, Larry McDoniel, and Ron Carter)
- 1997—The committee recommended establishing a web site as soon as feasible and suggested exploring these questions: Why is the site being created? What audience do we hope to reach? How will the information be organized--Focus? Chronology? Function? Part to whole? Links? Visual Impact and Effectiveness?
- 1998—Lois Powers developed a web site for ECCTYC (TYCA Pacific Coast) that included National TYCA information for ECCTYC members at Fullerton College.
- 1999—Powers developed the first TYCA web site at Fullerton College which was then sent FTP to NCTE. However, because of NCTE security requirements access from Fullerton College was not possible, and the NCTE did not have the staff to continue to update at the time
- 2001—All seven regionals were linked to the National TYCA web site
- 2002—NCTE standardized web sites and used its software, changing the design and content to fit the NCTE web site. Administrative Aides were trained to update the web sites.
- 2002—Some EC members expressed concern about the changed design and content. Online discussion followed. Powers recommended several “quick fix changes” to strengthen the web site which were approved by the EC. Terrill Martinez and Powers delayed making the changes because of the new software due in January.
- 2003—Because of an anticipated six-month delay, Powers and Martinez agreed to go ahead and make the changes.

When the first web page was planned and posted (Nov. 1999), TYCA set forth specific goals. Many of the goals have been accomplished in the present web site. It is time to incorporate new technologies and new visions of how the Internet can serve our members and our profession. However, it may be helpful to review the Nov. 1999 goals to see how far we have come and where we want to go from here.

- To create for National TYCA a national presence via the Internet
- To provide general information about National TYCA and its place in postsecondary education within NCTE.

- To provide conference information for TYCA members—both national and regional
- To feature the *TETYC* journal and create a link to the *TETYC* web site.
- To include the seven regionals as an important part of the web site, including links to their web sites, names of both membership and program chairs.
- To identify members of the National TYCA Executive Committee
- To clarify the membership of National TYCA and TYCA regionals and provide information about joining both
- To acknowledge the Nell Ann Pickett Service Award winners, the Outstanding Programs in English Awards winners, and the Fame and Shame awards
- To recognize selected books about the two-year college by two-year authors
- To inform TYCA members of the actions and discussions at Executive Committee meetings
- To provide job listings to help colleges in the hiring process and prospective teachers to locate jobs.

### **Summary of Current Activities:**

Powers and Martinez will work on making the changes that they can within the present web site to provide more emphasis on the distinctive aspect of National TYCA and its role in NCTE.

### **Projected Completion Date of Activities:**

April 2003

### **Recommendations to the Executive Committee for Discussion/Decision:**

- The Chair to appoint an ad hoc committee to explore what members want in a TYCA web site, to gather new ideas for further developing the web site and capturing the distinctive role TYCA plays in NCTE, to explore the possibilities of the new NCTE technology and how TYCA can use it, and to make broad recommendations to the EC
- The ad hoc committee chair to work with NCTE staff to explore which of the recommendations are feasible and practical
- The EC to explore with the Associate Executive Director the relationship of the web master to the TYCA Board and the process for selecting the web master
- The EC or the Web Site Committee to conduct a search for a web master to work with NCTE staff (1) to implement the recommendations of the committee, (2) to maintain and update the web site routinely, (3) to find and to select relevant and interesting content, (4) to stay current with TYCA, NCTE, and other professional activities and issues, and (5) to suggest new ideas and expand the functions of the web site. The degree of technological expertise needed, the amount of design freedom, and the ability to directly access the web site will be determined by NCTE policies and procedures, at this time not known.

## **CURRENT TYCA, CCCC, and NCTE COMMITTEES**

### **TYCA**

Nell Ann Pickett Award Committee  
Outstanding Programs Award Committee  
Public of the Two-Year College "Fame and Shame" Award Committee  
*TETYC* Best Article of the Year Award Committee  
Guidelines for the Preparation of the Two-Year College English Teacher Committee  
Teacher/Scholar Committee

### **CCCC**

Committee on Assessment (2005)  
Committee on Computers in Composition and Communication (April, 2003)  
Committee on Intellectual Property (March 2004)  
Language Policy Committee (April 2003)  
CCCC Mentoring Committee (March 2004)  
Committee on Contingent, Adjunct, and Part-Time Faculty (March 2005)  
Committee on Service-Learning (April 2005)  
Committee on the Smithsonian Project (April 2003)  
Committee on the Status of Women in the Profession (April 2003)  
Committee on Second Language Writers and Writing (2005)  
\*There are several ad-hoc committees, however an updated list will not be available until after the CCCC convention

### **NCTE**

#### **Commissions:**

Commission on Composition  
Commission on Curriculum  
Commission on Language  
Commission on Literature  
Commission on Media  
Commission on Reading

#### **Standing Committees:**

Affiliates  
Against Censorship  
College Forum  
History of the Council  
International Concerns  
Research  
NCTE/SLATE Steering Committee on Social and Political Concerns  
Teacher Preparation and Certification  
Testing and Evaluation

#### **Committees:**

Achievement Awards in Writing Advisory

Comparative and World Literature  
Early Childhood Issues  
Gay, Lesbian, and Bisexual Issues in Academic Studeies  
Instructional Technology  
NCTE/NCATE  
NCTE/TESOL  
NCTE/Title 1  
NCTE Award for Excellence in Poetry for Children  
Orbis Pictus Award for Outstanding Nonfiction for Children  
People of Color Advisory  
Promising Young Writers Advisory  
Public Doublespeak  
Racism and Bias in the Teaching of English  
Recognize Excellence in Student Literary Magazines  
Review Publications of Affiliates and Assemblies  
Technical and Scientific Communication  
USA/IFTE Planning



## TYCA 2002-2003 Executive Committee

|  |  |
|--|--|
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| <p><b>Frank Madden (2000-2003)</b><br/> <b>Past Chair (2002-2003)</b></p> <p><i>Preferred Address:</i><br/> 10 Andrea Dr.<br/> Brewster, NY 10509-1605<br/> <b>Home:</b> (845) 279-2101<br/> <a href="mailto:fmadden@aol.com">fmadden@aol.com</a></p> <p>SUNY Westchester Comm. College<br/> Valhalla, NY 10595<br/> <b>Office:</b> (914) 785-6932<br/> <a href="mailto:frank.madden@sunywcc.edu">frank.madden@sunywcc.edu</a></p>                               | <p><b>Sandra McGill Barnhouse (2002-2004)</b><br/> <b>Secretary (2002-2005)</b></p> <p><i>Preferred Address:</i><br/> 5119 Witham Passage<br/> Charlotte, NC 28215<br/> <b>Home:</b> (704) 598-3505<br/> <b>Fax:</b> (704) 598-4415<br/> <a href="mailto:barnhouse111@aol.com">barnhouse111@aol.com</a></p> <p>Rowan Cabarrus Community College<br/> P.O. Box 1595<br/> Salisbury, NC 28145-1595<br/> <b>Office:</b> (704) 788-3197 x520<br/> <b>Fax:</b> (704) 788-2168 Curriculum office</p> |
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November 2002

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

### **I. The National Organization**

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

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

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

#### **C. Purposes:**

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

#### **D. Goals:**

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

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

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

F. Membership

1. Any dues-paying member of the NCTE College Section who teaches English at a two-year college or who is interested in such teaching may be an individual voting member of TYCA.

2. All Regional Conferences on English in the Two-Year College, while maintaining their own membership and dues, will be Associations of National TYCA.

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

A. Membership

1. The TYCA Executive Committee shall consist of **twelve** voting members, **four** non-voting members, and seven regional alternates:

- a. Chair
- b. Associate Chair (**even numbered years**)
- c. Immediate Past Chair (**odd numbered years**)
- d. Secretary
- e. Editor of TETYC
- f. Editor, TYCA to You (non-voting)
- g. Seven regional representatives
- h. Seven Regional Executive Committee Chairs (non-voting, except when serving as alternates for the regional representatives)
- i. Archivist (non-voting)
- j. College Forum Representative**
- k. Executive Secretary-Treasurer (NCTE Executive Director) (non-voting)
- l. NCTE Associate Executive Director for Higher Education (non-voting)

2. The seven regional representatives shall serve three-year terms on TYCA's Executive Committee, the terms staggered so that not more than three members are elected each year.

3. The Chair of TYCA shall be an ex officio **voting** member of the NCTE Executive Committee.

4. The four officers of TYCA shall be ex officio voting members of the CCCC Executive Committee. The Editor of TETYC shall be an ex officio non-voting member of the CCCC Executive Committee.

5. The Chair of TYCA and the Editor of TETYC shall be ex officio non-voting members of the College Section Committee.

6. The Chair and **College Forum Representative** will serve as members of the College Forum.

7. While serving on the TYCA Executive Committee, all committee members must maintain membership in TYCA, NCTE, CCCC, and their regional TYCA association.

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

The TYCA Executive Committee shall

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

C. Officers of TYCA Executive Committee

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



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

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

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

**D. Duties of the TYCA Executive Committee Officers**

1. The Chair shall

a. Assume the responsibility for the functioning of TYCA

b. Plan the agenda for all business meetings

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

d. Appoint all committees authorized by TYCA

e. Prepare an annual report on TYCA and regional association activities for presentation to the TYCA

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

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

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

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

i. **Attend all NCTE Executive Committee Meetings**

2. The Associate Chair shall

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

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

3. The Immediate Past Chair shall

a. Advise the Chair and TYCA

b. Chair the nominating committee

4. The Secretary shall

a. Prepare minutes of all business meetings of TYCA

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

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

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

- e. Assist the Chair in preparing for each business meeting
- 5. The Executive Secretary-Treasurer shall
  - a. Keep an accurate record of finances for TYCA which shall include the per capita payments from the regional associations
  - b. Authorize payment of all bills incurred by TYCA
  - c. Direct NCTE staff to meet annually with the TYCA Executive Committee to explain NCTE's budget as it affects TYCA, report on per capita payments from the regionals, report on current numbers of members, and provide information to the TYCA Executive Committee as it plans the year's activities

- 6. The Editor of TETYC shall
  - a. Provide a forum to announce and explore issues of interest to the teaching of English in the two-year college and the first two years of college
  - b. Serve as resource speaker or workshop leader for regionals
  - c. Serve as an advisor-for editors of regional newsletters

**E. Meetings of TYCA Executive Committee**

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

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

**A. Names**

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

**B. Purposes**

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

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

C. Regional Boundaries

1. TYCA-Midwest shall serve members in North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana, Ohio, and Manitoba.

2. TYCA-Northeast shall serve members in Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, Washington, D.C., Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland.

3. TYCA-Pacific Northwest shall serve members in Washington, Oregon, northern Idaho, Montana, Alaska, British Columbia, Alberta, and Saskatchewan.

4. TYCA-Pacific Coast shall serve members in California through the constitution and by-laws of the English Council of California Two-Year Colleges (ECCTYC).

5. TYCA-Southeast shall serve members in Virginia, West Virginia, Tennessee, Kentucky, North Carolina, South Carolina, Mississippi, Alabama, Georgia, and Florida.

6. TYCA-Southwest shall serve members in Colorado, New Mexico, Texas, Oklahoma, Arkansas, and Louisiana.

7. TYCA-West shall serve members in Nevada, Utah, Arizona, southern Idaho, Wyoming, and Hawaii.

D. Membership

1. Individual membership shall be open to all persons engaged in the teaching or administration of English courses at any two-year college, to those engaged in the teaching of English during the first two college years, and to all others interested in such teaching.

2. Members are those whose current dues are paid.

3. Only members shall be entitled to vote and hold office.

E. Dues

1. Each REC shall determine the dues for its region. Any change in dues must be approved by a majority of those regional members voting on the change.

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

IV. Regional Executive Committees

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

1. Six members elected
2. One representative elected to the National TYCA Executive Committee, elected by the regional membership after nomination by the REC from those members who have served on the REC
3. One four-year college or university representative, selected by the REC
4. Four elected by the REC for specific duties
  - 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

6/30/03

E-Mail

Lois Powers

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**From:** owner-tyca-ec@serv1.ncte.org on behalf of Jody Millward [millward@sbcc.edu]  
**Sent:** Monday, June 30, 2003 9:26 AM  
**To:** tyca-ec@serv1.ncte.org  
**Subject:** [tyca-ec] Naational Writing Commission & TYCA, Request help

>>> TROYKALQ@aol.com 06/25/03 20:16 PM >>>

Hi Lynn,

I imagine you have your hands full and I know this doesn't qualify as summer fun, but if you have time to responde to any of the below I'd really appreciate it. It seems as though the National Writing Commission may focus on TYCA and that means NCTE is focusing on TYCA. I don't want to speak in ignorance nor for the entire organization. In addition, I want to be sure that we are not simply responding to an agenda when we might have the opportunity to create our own. So I'm trying to pick people's brains and yours is the best :) Anyway, I hope all is well with you and David and if you don't have time, that makes sense. I'm at my mother's and it was difficult to find time to draft this and then I had to go 25 miles away to find internet access for an apple.

But now that I can send it, I can access email at my neighbors. It's exciting that TYCA may get some much needed attention and support Yay! Jody TO TYCA Colleagues:

Thanks to those of you who responded to my earlier email requesting information on the challenges and successes of the Two-Year Colleges.

To those of you who are just now hearing of this effort, I apologize for not including you on the earlier email, but I was on a fast fishing expedition and was not working from a roster. In any case, two things have happened. One is that I have gathered information from many of you and the other is that more information (and more specific information) has been requested. So I would appreciate your reading and responding to the following two areas.

To contextualize:

David Bloom called me a couple of weeks ago after meeting with the National Writing Commission. Given that two-year colleges teach an estimated 70% of developmental writers, the Commission (under Senator Kerrey) is interested in gaining more information about two-year colleges. That was first framed as ?challenges? and ? what works.?

I spoke with David this week. He is putting together a Work Group at the July NCTE meeting with a focus on the two-year colleges. I will be chairing the group for the July meeting. I want to be prepared and I want to represent TYCA, and to do that, I need your help. I have summarized the notes from my conversation with David, followed that with Challenges and Successes; and followed that with some ideas of my own in response to David?s questions. Please feel free to answer or to comment as much or as little as you?d like. In short, you don?t have to answer all of the questions or comment on both sections. I would appreciate responses by mid-July, but if you can?t get anything to me until July 22 or 23, I?ll incorporate those as well.

I. Summary of my notes from my conversation with David:

If the National Writing Commission does focus on the two-year college, NCTE would like to position itself as the organization that supplies information on writing, programs, etc.

The work group will consider the following questions and issues: ? As a policy, are ?best practices? documents and ?best programs? useful? If so, what can those in the field in general learn from them?

? What criteria might be used to identify what we mean by ?effective? instruction and/or program design?

? What information sources and publications are out there that provide or significantly contribute to the knowledge base of two-year college faculty?

? Do we need wider dissemination of these resources and publications?

If so, how do we increase or improve dissemination efforts?

? What areas need more attention from teacher/scholars in these resources and publications? For example, do we need to write more about how to teach the writing process? Evaluate student learning? How to help students succeed in other disciplines? How to establish effective WAC practices? (e.g., Have we developed a rubric for teachers in other disciplines to use in their use of writing as a learning strategy? In the ways in which they design, evaluate and respond to writing

assignments in their disciplines?

? What questions do we ourselves have about teaching composition in the two-year college that we can't answer?

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

? Although TYCA membership has been steadily increasing, we would like to explore if there are ways to translate the enthusiasm for Community Colleges with increased TYCA/NCTE membership?

## II. CHALLENGES FACING THE TWO-YEAR COLLEGES & SUCCESSES

? Lack of hard data (recent data) on student body, faculty, and programs. I have asked Paul and Terrill to compose a fact list based on what we have thus far?if you have reliable data that comes from a source other than the American Association of Community Colleges or the Community College Leadership Program out of UT, Austin, please let Paul, Terrill, and myself know. This is a central concern of mine and I intend to address it with small, task specific committees I outlined at our last meeting. I will follow through on this.

? Given the multiple goals of our student population (certificate, associate degree, transfer, obtaining job related skills, updating skills, changing careers, self-improvement, it's hard to assess ?success??that is, whether are writing programs are meeting these multiple needs and/or whether the criteria established in four-year universities are appropriate assessment measures.

? Economics are working against community colleges: in economic downturns, our enrollment goes up and our funding goes down. This can translate into: increased class sizes; cutting funding for professional development (such as sabbaticals, travel and conference, professional development programs brought to campuses, etc.); an increased reliance on part-time faculty; cutbacks in technology and in training for use of technology, and a reliance on cheaper, though less effective, methods of assessing student performance.

? Few graduate programs effectively prepare faculty for two-year college teaching.

? Many two-year colleges do not grant tenure.

? There is little money for program development in areas critical to student success?including writing centers, WAC, or at-risk students

? We need a better way to track what happens to our students?including those who may be listed as ?failures? simply because they dropped out of one cc and enrolled in another.

? This one I might not make public beyond our group, but there needs to be a cultural shift in two-year colleges that promotes linking research and teaching and professional development efforts. That is, currently it is phrased as either or? teaching or scholarship.

For Successes, I have received abstracts of all past Outstanding Program Award Winners. I would also appreciate you pointing me to (or supplying a brief description) of practices or programs you know of through the journals, regional conferences, etc.

In addition, ?Engaging Community Colleges? reports student survey on what we do well and addresses the issue (and defines) at risk students.

We may not get this all done before July, but I would like to go there with something concrete in hand.

## III. BRIEF SUMMARY OF SOME OF MY RESPONSES TO DAVID'S QUESTIONS

Yes I think best practices are helpful, but would be willing to use other terminology.

We judge effective by student retention, progress, and completion rates?for a start.

To determine what works in the classroom, we look at rubrics now in place and indicate how practice promotes student ability to meet the standard

Questions I can't answer?what WAC policy do we embrace?

1, What role does reading play in terms of students' success in other disciplines (that is, should two-year colleges reframe it as reading and writing across disciplines and should we address the issue that pre-requisites in some courses do not

include reading/writing levels?)

2, What kinds of reading/writing courses do we have in place to meet the specialized needs of two year college students (I'm thinking of community members, career-seekers, ESL, the diverse goals of our student population)?

That's all for now. I'm at my mothers. I am doing this on a lap top, driving to a university tomorrow and sending it on email. I will be able to access email at a neighbors once I get these sent from this computer.

Thanks to all of you. I think it's good news that we are being recognized for what we do, but (and this is impolitic I know), I would like us to set the agenda, including questions to answer and direction to follow, rather than having us respond to an agenda. I think if we have enough information, we will be able to do so. I'm sending this email to the following people (if I've omitted anyone, please let me know immediately): Frank Madden, Marilyn Valentino, Sharon Mitchler, Howard Tinberg, Gill Creel Jay Wooten, Georgia Newman, John Lovas, Lynn Troyka, Lois Powers Sterling Warner, Sally Fitzgerald, Paul Bodmer, Terrill Martinez.

Cheers. Jody