

TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

January – June 2004 Part I

YEAR	DATE	CONVENTIONS/MEETINGS	CONTENT
2004	01/15		Valentino-to TYCA Executive Committee regarding webtender ✓
	01/20 01/28	<i>EC Discussion</i>	<i>Clarification for guidelines on TYCA strand at C's</i> Bodmer-to TYCA EC regarding "Guidelines" document
	02/02 <i>01/26</i>		Martinez- to TYCA EC regarding TYCA events at CCCC San Antonio
	02/11	CCCC Convention San Antonio	TYCA Events at CCCC San Antonio including TYCA sponsored sessions and sessions presented by two year faculty
	03/01		Martinez-to TYCA EC regarding update of events at CCCC Convention
	03/05		Valentino-to TYCA EC regarding TYCA meeting at San Antonio
	03/23		Millward-to TYCA EC regarding nomination process
	No date		Valentino-to TYCA EC regarding "Guidelines" document
	03/27	TYCA Executive Committee Meeting San Antonio	<p>Agenda</p> <p>NCTE Mission Statement and Core Values and Benefits</p> <p>TYCA Mission and Goals</p> <p>Unapproved Minutes-New York (20 March 2003)</p> <p>Williamson-Executive Director's Report to TYCA</p> <p>TYCA Support Financial Report (FY 04)</p> <p>Wootten-report- Outstanding Programs in English Awards</p> <p>National TYCA Breakfast program and awards brochure (23 March 2004)</p> <p>Madden-report- Nell Ann Pickett Award</p> <p>Warner-report Fame and Shame Awards</p> <p>Callan-report TETYC Best Article of the Year Award</p> <p>Regional reports</p> <p>Tinberg-report TETYC</p> <p>Tinberg- A Special Issue of TETYC</p> <p>Gresham & Mitchler-report Program Planning and Support</p> <p>Millward-report National Writing Commission</p> <p>Millward-report Research Forum Nomination Committee</p> <p>Valentino-announcement of new program chair</p> <p>Valentino-Restructuring of TYCA Officers' Duties</p> <p>Millward-committee report of TYCA College Research Initiative</p> <p>Guidelines for the Academic Preparation of Two-Year College Faculty</p> <p>Powers-Proposal for Outstanding Programs in English Awards Committee Selection</p>

		<p>TYCA Executive Meeting (con't.) San Antonio</p>	<p>Form for TYCA Regional Convention reporting The Role of the Webtender: Responsibilities and Duties Search for New Editor of <i>TETYC</i> Support for editor position TYCA Brochure (text and layout) NCTE Volunteer Corps-TYCA Volunteer Profile Form TYCA Presenter Information Sheet TYCA Committees Matrix By-Laws of the TYCA and Regional Associations Roster-TYCA 2003-2004 EC</p>

Additional E-Mails

Year	Date	E-Mail	Content
2004	1/15	Valentino to EC	Webtender Nominations
	1/11	EC responses	Clarification for Guidelines on TYCA strand at CCCC
	1/28	Bodmer to EC	TYCA Guidelines for Preparation of Two-Year College English Faculty
	2/11	Martinez to EC	TYCA events at CCCC Conference in San Antonio
	3/5	Valentino to EC	TYCA Meeting in San Antonio
	3/23	Millward to EC	Nomination Process for National Offices of Chair and Secretary
	4/18	Millward to EC	Deadline for CCC Panel

CONSENTS

If you use a student's work—including but not limited to artwork, photographs, poems, a substantive portion of a student's prose text, or any portion of student-prepared text that is of a very personal nature—you must submit a consent form signed by the student or the student's guardian (if the student is younger than 18) expressly granting permission to publish the selected piece. The journal office will provide the necessary consent forms.

If you are reporting the results of a study in which a student participated, you must submit the form by which the student (or student's guardian, if student is younger than 18) consented to participate in a study whose results may be published. The journal office can provide model consent forms for this purpose.

You may use pseudonyms with student work, if this is noted in the text; however, the student's original signed consent forms still must be supplied to the *TETYC* office.

REVIEW PROCESS

Articles, reviews, instructional notes, and poems are all submitted for blind review by members of the editorial board and consulting readers. All submissions are read by a minimum of two outside readers. Decisions on other material are generally made by the editorial staff.

The editor makes final decisions regarding all manuscripts based on reviewers' recommendations. Decisions are usually made within three months.

ADDITIONAL INFORMATION

The editor reserves the right to edit all material for clarity, usage, and length. Manuscripts must conform with the *Guidelines for Nonsexist Use of Language in NCTE Publications* (available from NCTE, 1111 W. Kenyon, Road, Urbana, IL 61801-1096).

Authors receive two complimentary copies of the journal issue in which their work is published.

Address manuscripts and other materials to

Mark Reynolds, Editor
Teaching English in the Two-Year College
P. O. Box 250
Brewton, AL 36427
Phone: 334-809-1651
FAX: 334-809-1652

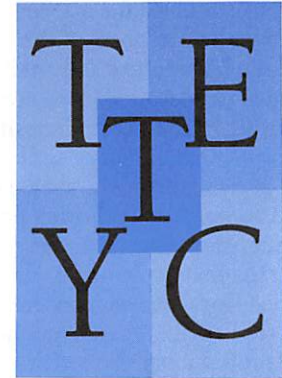
Queries concerning reviews of books and nonprint materials should be addressed to

Ellen Andrews Knodt, *TETYC* Review Editor
Penn State-Ogontz Campus
1600 Woodland Road
Abington, PA 19001
Phone: 215-881-7522

SUBSCRIPTIONS

Teaching English in the Two-Year College (TETYC) is published by the National Council of Teachers of English (NCTE). To subscribe to *TETYC*, at \$15.00 for a year of quarterly issues, or to join NCTE for \$40 per year, including a *TETYC* subscription and numerous other benefits, call the NCTE Circulation Department at 1-800-369-6283.

TEACHING ENGLISH IN THE TWO-YEAR COLLEGE



Information for Authors

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

TEACHING ENGLISH IN THE TWO-YEAR COLLEGE is a quarterly publication of the National Council of Teachers of English.

CONTENTS AND AUDIENCE

TETYC publishes articles for teachers of English at two-year colleges and teachers of the first two years of English at the college and university level. The journal audience is interested in all areas of composition: basic writing; first-year composition; business and technical writing; creative writing; advanced composition; and related areas, such as staffing, assessment, and administering writing programs. The journal also publishes articles on the teaching of literature during the first two college years and in other areas of interest; for example, speech, journalism, library skills, study skills, student publications, reading, ESL, and professional issues that affect two-year college faculty, students, or curriculum. Historical retrospectives and speculative articles about the future of two-year college English studies are also welcome.

The editor is especially interested in developing paired articles that discuss the theory and practice of teaching a particular element or area of composition or literature in the first two college years. For example, articles on revision theory and practice, reader-response theory and practice, the use of computers in theory and practice, or articles discussing the theory and practice of any element of composition or literature would be welcome. The editor welcomes queries from prospective authors, either individually or in pairs, to discuss potential paired articles.

In addition to full-length articles, the journal publishes **Instructional Notes**—shorter articles that describe successful classroom practices, discuss pedagogical problems or issues, or speculate on instructional methods. **Reviews** of books, nonprint materials, and computer software are also published.

The journal includes several other features, as well. "Readers Write" (50–200 word items) consists of readers' comments on published articles or professional issues. "What Works for Me" (50–200 words) is an occasional feature containing brief descriptions

of successful classroom activities. "What Concerns Me" (50–200 words) allows writers to describe briefly a problem they have encountered or observed. "Professional News, Notes, and Announcements" includes items of professional interest, such as calls for papers or notices of conferences.

TETYC publishes poetry on a space-available basis. Poems should be no longer than 40 lines.

The editor welcomes queries about any of the above features or about other possible material or formats for journal use.

MANUSCRIPT FORM

Feature articles should range in length from 8 to 15 double-spaced typed pages. Instructional Notes should range in length from 3 to 6 double-spaced typed pages. All pages should be numbered. The author's name should appear on a cover letter only. Beneath the article's title on the first page of the manuscript should be a one-sentence descriptor of the article. Longer essays and those discussing complex ideas should provide at least one level of internal headings. Upon acceptance, authors will be asked to provide a brief (1 to 3 sentences) biographical note.

DOCUMENTATION AND STYLE

All documentation should be in text, following the format of the *MLA Handbook* (1995). Excessive documentation and long discursive notes should be avoided. A works-cited list in MLA style should follow the article.

SUBMISSION GUIDELINES

Authors should submit an original and two photocopies (3 copies total). Please include three unaddressed manila envelopes with sufficient unattached first-class postage (stamps only) for mailing the manuscript to reviewers. Authors should be sure to retain a copy of their manuscripts. Normally, when a manuscript is not accepted, the original will be returned to the author. A cover letter should accompany the article and contain the author's name, address, work and home phone numbers, fax number, and e-mail address. *This letter must also include*

a statement that the article has not been published or submitted elsewhere. The author's name should not appear on other pages of the submission.

Initial manuscript submissions must be computer-printed or typed with dark ink and be easily readable, using a large font size and double spacing with ample margins. Faxed copies will not be accepted. When a full-length article has been accepted and all author revisions are complete, a disk copy on a 3.5 inch high-density disk should be submitted. Microsoft Word for Windows 6.0 is preferred, but if that is not available, the following programs will be acceptable: Microsoft Word for Windows 2.0; Windows Write 3.0 or 3.1; Word for Macintosh 4.0, 5.0, or 5.1; Word for MS-DOS 3.x–5.x or 6.0; WordPerfect 5.0, 5.x for Windows, or 5.1 for MS-DOS.

Announcements and professional notes are published on a space-available basis. These should be submitted at least four months in advance. Please send exact copy as concisely written as possible and be sure to include any applicable deadlines.

PERMISSIONS

TETYC requires that authors obtain any permissions necessary to reprint previously published material. Material for which permissions are required includes, but is not limited to, artwork, tables, photographs, reprinted chapters, poetry or song lyrics, or prose extracts consisting of a substantive portion of the original work.

Because many publishers routinely take 12 weeks to process permission requests, you should apply as early as possible. *The Chicago Manual of Style*, 14th ed., offers a useful discussion of fair use of copyrighted material and how to apply for necessary permissions. If you have questions after reading these passages, the editor can offer additional guidance.

The original, fully signed contract or letter from the copyright holder granting permission to reprint must be submitted with the final manuscript. Evidence that you have paid any necessary fee is also required. A manuscript submitted without all necessary permissions paperwork may experience a delay in publication.

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

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

RESOURCES

TO
SUPPORT
TEACHERS

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

STRATEGIES

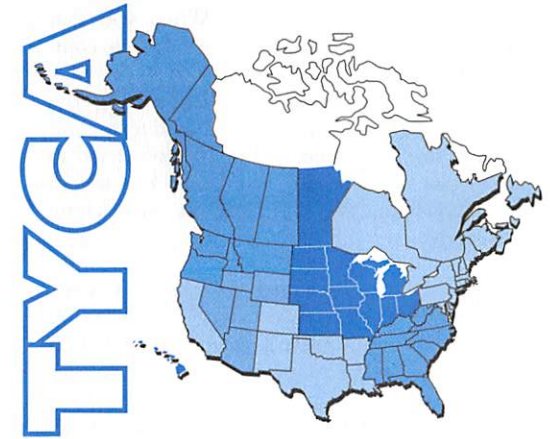
TO
IMPROVE THE
PROFESSION

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

ADVOCACY

TO
LIGHTEN
THE LOAD

NATIONAL



THE NATIONAL TWO-YEAR COLLEGE ENGLISH ASSOCIATION

of the National Council
of Teachers of English

Resources, Strategies, Advocacy

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

WHAT IS NATIONAL TYCA?

The National Two-Year College English Association (TYCA) is an organization formed in 1996 within NCTE to focus entirely on two-year college concerns. National TYCA coordinates the work of seven long-standing, dynamic Regional Conferences serving every section of the United States and many Canadian provinces. TYCA provides resources, develops strategies, and advocates on behalf of all who teach the first two years of college.

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

WHO IS ELIGIBLE TO JOIN NATIONAL TYCA?

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

WHY SHOULD I JOIN?

- To strengthen the voice of two-year college faculty locally, regionally, nationally, and internationally in debates about literacy, literature, and language.
- To share in the exchange of effective classroom teaching methods and important professional issues such as establishing the role of the two-year teacher/scholar in the academy.
- To learn about cutting-edge ideas from highly respected authors and scholars through discounts of up to 30% on NCTE publications.
- To connect with your colleagues on campuses across the nation through regional meetings and national conventions.

HOW DOES NATIONAL TYCA WORK?

All members of National TYCA elect national officers who are joined by elected representatives from each TYCA Regional (Northeast, Southeast, Midwest, Southwest, West, Pacific Northwest, Pacific Coast) to form the National TYCA Executive Committee. When you join National TYCA, you augment your membership in your Regional TYCA and become part of a national voice for two-year college faculty.

- Join TYCA committees and task forces.
- Take part in the National TYCA Saturday breakfast and all-day strand at the CCCC Convention each year.
- Respond to calls for submission of manuscripts for publication and program proposals for NCTE and CCCC Conventions.

HOW DO I JOIN?

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

HOW CAN I GET INVOLVED?

NATIONAL TYCA ENROLLMENT FORM

- YES, I want to join National TYCA!** \$60
- Membership benefits include a one-year subscription to *TETYC*; discounts on NCTE books, conferences, and conventions; a one-year subscription to the NCTE newspaper, *The Council Chronicle*; and voting privileges in National TYCA elections.

ADDITIONAL OPTIONS

- Membership in the Conference on College Composition and Communication and a subscription to *College Composition and Communication* \$25
- College English* \$25
- English Education* (includes membership in the Conference on English Education) \$15
- Research in the Teaching of English* \$20
- (International postage: Add \$4 per year for *TETYC*, *CCC*, or *RTE*; add \$8 per year for *CE*)

(Please print) Total _____

Name _____

Address _____

City _____

State _____ Zip _____

Phone number H: () _____

O: () _____

E-mail _____

School _____

Address _____

City _____

State _____ Zip _____

E-mail _____

Purchase order # _____

Charge my MasterCard Charge my VISA

Account no. _____

Expiration date _____

Your signature _____

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

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

AWARDS CATEGORIES FOR 2006

Reaching Across Borders

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

Enhancing Developmental Education

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

Fostering Student Success

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

Enhancing Literature and Cultural Arts

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

[Both credit and noncredit programs may be submitted.]

SUBMITTING ENTRIES

Applicants should request a submission form from Melissa Prentice, NCTE 800-369-6283, ext. 3613, mprentice@ncte.org or download a form from <http://www.ncte.org/groups/tyca/awards>.

Applicants must submit a completed submission form, a brief description of their program (60 words or less), a statement of the program (1,000 words or less), and a 3 1/2 inch diskette with the description and statement for each entry. For an entry to be considered, it must adhere to all directions on the submission form.

The submissions must be post-marked by November 18, 2005.

Send submissions to:

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

For more information, contact:

Gwen Gresham
Awards Committee Chair
gweng@northark.edu

DIANA HACKER
TYCA
OUTSTANDING
PROGRAMS
IN ENGLISH

AWARDS
FOR
TWO-YEAR
COLLEGES
AND
TEACHERS
2006

SPONSORED BY TYCA
THE NATIONAL TWO-YEAR COLLEGE
ENGLISH ASSOCIATION OF NCTE
AND BEDFORD/ST MARTIN'S



THE NATIONAL TWO-YEAR COLLEGE ENGLISH ASSOCIATION

OF THE
NATIONAL COUNCIL OF
TEACHERS OF ENGLISH
AND
BEDFORD/ST. MARTIN'S

are pleased to announce a call
for submissions for the
Diana Hacker TYCA
“Outstanding Programs in
English Awards”

WHAT ARE THE “OUTSTANDING PROGRAMS IN ENGLISH AWARDS”?

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

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

These awards will:

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

HOW WILL THE ENTRIES BE JUDGED?

The programs selected will reflect:

- *thoughtful responses* to the educational needs of diverse students
- *creative and innovative strategies* that solve problems and provide solutions which go beyond the usual borders and cross traditional lines
- *success in meeting goals* documented by appropriate assessment/evaluation measures
- *exemplary programs that can be shared* so that other teachers and colleges can benefit by adopting or adapting them

- *collegiality and collaboration* among those who participate in or are affected by the programs
- *sensitivity to the cultural community*
- *pedagogy* informed by sound language theory and practices

Each year the Awards Committee will evaluate submissions in each category. Submissions in a category do not assure a winner. Honorable-mention awards may be given to other exceptional programs in a category. The winners will be notified by January 31, 2006. The awards will be presented in Chicago, IL, March 25, 2006.

HOW WILL THE RECIPIENTS BE HONORED?

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

Winners will be granted a \$500 travel stipend to attend the event.

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

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



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



Sponsored by the National Two-Year College English Association of NCTE and Bedford/St. Martin's

The Outstanding Programs in English Awards honor two-year college teachers and their colleges for outstanding English programs that enhance students' language learning, helping them achieve their college, career, and personal goals. The programs may be exclusive to English or in combination with other disciplines, college services, community, or workplace groups. The awards will recognize the professional work of teachers and quality programs, provide an opportunity for sharing models across the nation, and promote the best language learning values and principles. We look forward to receiving submissions with your innovative programs. Colleges may enter a program in more than one category, if appropriate, but each entry must be submitted separately and no program will receive an award in more than one category.

CATEGORIES FOR 2006

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

1. *Reaching Across Borders*

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

2. *Enhancing Developmental Education*

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

3. *Fostering Student Success*

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

4. *Enhancing Literature and Cultural Arts*

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

AWARDS

A teacher and an instructional administrator from each of the winning programs will be guests of honor for an awards presentation at the TYCA Breakfast at the CCCC Convention in Chicago, IL, on March 25, 2006. Winners will be granted a \$500 travel stipend to attend the event. Names of award-winning and honorable-mention programs, as well as brief descriptions of all entries and college contacts, will appear in *Teaching English in the Two-Year College*, a national journal. Copies will be mailed to all colleges entering the competition. The names of award winners will be published in NCTE publications. Colleges may also be invited to present their programs at national conferences.

CRITERIA

The programs selected will reflect:

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

(See reverse side for submission form)

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

Sponsored by the National Two-Year College English Association of NCTE and Bedford/St. Martin's

SUBMISSION FORM

Check Only One Submission Category per Entry

1. Reaching Across Borders
2. Enhancing Developmental Education
3. Fostering Student Success
4. Enhancing Literature and Cultural Arts

Outstanding Program Title: _____

College Name: _____

College Address: _____

College Phone: _____

Chief Instructional Officer: _____

Program Contact Person: _____

Office Phone/Extension: _____

E-mail Address: _____

DIRECTIONS

- Please attach the following to this form:
 - (1) a brief description of your program in 60 words or less.
 - (2) a statement of the program in 1,000 words or less: include a description of the program, the purpose, the focus, the target population, the outcomes, and the evaluation process.
- Do not add additional support materials.
- Consider the six criteria by which the program will be judged (listed on the other side of this form) as you develop your statement.
- Use standard 8" by 11 inch paper with one-inch margins, one side only.
- Single space, using standard fonts with a font size of 10 to 12 points.
- Send a 3.5 inch diskette, preferably in MS Word, along with the statement and the completed submission form.
- Winners will be notified by January 31, 2006.
- **Deadline for submissions: Postmarked by November 18, 2005. No faxed copies, please.**

Send submissions to

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

For more information

Gwen Gresham, Awards Committee Chair
gweng@northark.edu

AGENDA
Two-Year College English Association
March 27, 2004
San Antonio, TX

- I. WELCOME AND INTRODUCTIONS
- II. ADOPTION OF THE AGENDA
- III. APPROVAL OF THE MINUTES OF NOV. 2003
- IV. CHAIR'S REMARKS
- V. CONSENT AGENDA
 - A. ADMINISTRATIVE
 - 1. Executive Director's report (Williamson)
 - 2. Chair's Report (Valentino) *well see*
 - B. AWARDS COMMITTEES
 - 1. Outstanding Programs in English (Wootten)
 - 2. Nell Ann Pickett Award (Madden)
 - 3. Public Image: Fame and Shame Award (Warner)
 - 4. TETYC Best Article of the Year Award (Callan)
 - C. REGIONAL REPORTS
 - 1. Midwest Report (Roberts)
 - 2. Northeast Report (Callan)
 - 3. Southeast Report (Jennings) *added*
 - 4. West Report (Bateman)
 - 5. Pacific Northwest Report (Payne)
 - 6. Southwest Report (Gresham)
 - 7. Pacific Coast (Fitzgerald) *8 North East added*
 - D. PUBLICATIONS REPORT: TETYC (Tinberg)
 - E. TYCA STRAND PROPOSALS for NCTE 2004 (Mitchler/Gresham)
 - F. TYCA REPRESENTATION—NATIONAL WRITING COMMISSION (Millward)
 - G. TYCA REPRESENTATION—RESEARCH FORUM (Millward)
 - H. NEW TYCA POSITIONS
 - 1. TYCA Program Chair Nov. 2003-2005: Gwen Gresham
- VI. REPORTS FOR DISCUSSION
 - A. COMMITTEE REPORTS
 - 1. College Forum Report (Wrice--oral)
 - 2. TYCA Breakfast Report (Wrice/Jennings--oral)
 - 3. National Alliance Report (Valentino-oral)

VII. ACTION ITEMS

- A. OFFICERS' DUTIES: RESTRUCTURING (Mitchler)
- B. SUGGESTED CHANGES TO REGIONALS' BY-LAWS
- C. TYCA COLLEGE RESEARCH INITIATIVE (Millward)
- D. TYCA TALKS TOPIC FOR 2005
- E. TYCA SAT. WORKSHOP "Writing Proposals" VOLUNTEERS 2005
- G. REGIONAL PANELS FOR CCCC 2005
- H. OUTSTANDING PROGRAMS AWARD FUNDING
- I. TEACHER-SCHOLAR DOCUMENT (DRAFT/REPORT) (Madden)
- J. NEXT STEPS FOR *GUIDELINES FOR ACADEMIC PREPARATION OF TWO-YEAR COLLEGE ENGLISH TEACHERS* (Valentino)

VIII. NEW BUSINESS

- A. TYCA COMMITTEE GROUP MEETINGS (See Committees Matrix)

B. Proposal for OPEAL Powers

IX. ANNOUNCEMENTS

- A. TYCA WEB TENDER APPOINTMENT
- B. TYCA MEETING AT NCTE CONVENTION IN INDIANAPOLIS 2004 AND CCCC 2005 IN SAN FRANCISCO
- C. NEW TYCA POST REGIONAL CONVENTION REPORT FORM
- D. CALL FOR *TETYC* EDITOR AND TIMELINE and CALL FOR *CE* EDITOR AND TIMELINE

X. ADJOURNMENT

XI. INFORMATION ITEMS

- A. REVISED FORMS (Barnhouse)
 - 1. Membership Brochure
 - 2. TYCA Volunteer Form
 - 3. NCTE Conference Presentation Form
- B. TYCA Committees Matrix
- E. TYCA BY-LAWS
- F. TYCA EXECUTIVE COMMITTEE ROSTER

NCTE Mission Statement and Core Values and Benefits

Mission Statement

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

Core Values and Benefits

Writing

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

Literature

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

Integrated Language Arts

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

Diversity

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

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

Knowledgeable, Caring Teachers

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

Advocacy

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

Public Education

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

Mission and Goals of TYCA

The Two-Year College English Association (TYCA) identifies and articulates the best theories and practices, and pedagogy in teaching English in the two-year college through regional and national conventions and a journal, *Teaching English in the Two-Year College (TETYC)*.

Goals of TYCA:

- Promote excellence in the theory and practice of teaching English
- Encourage scholarship in research that informs the teaching of writing, literature and language
- Provide a forum for shared professional concerns
- Recognize and support diversity in the classroom and in the profession
- Promote awareness of the distinctively open academic and social environment of the two-year college
- Promote awareness of the effectiveness and adaptability of the two-year college in meeting community needs
- Encourage subscriptions to *Teaching English in the Two-Year College*
- Establish, affirm, and strengthen ties to groups that share our professional commitments
- Encourage the participation in TYCA of teachers of English in the first two college years through meetings, conferences, publications and other professional activities

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

UNAPPROVED MINUTES

I. WELCOME AND INTRODUCTIONS

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

Absent: Lois Powers, Gill Creel

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

II. PARLIAMENTARY PROCEDURE (Bodmer)

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

III. ADOPTION OF THE AGENDA

Motion 1.0: (Valentino/Tinberg)

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

IV. APPROVAL OF THE MINUTES, NOVEMBER 22, 2002

Motion 1.1: (Mitchler/Madden) *Approved*

V. APPROVAL OF CONSENT AGENDA

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

Chair's report to "VI. L." on the agenda.

Outstanding Programs in English Award to "VI. M."

Reports included in the Consent Agenda:

A. Administrative

1. Executive Director's Report (Williamson)
2. Financial Report (Subick)
3. Chair's Report (Millward)

B. Awards' Committees

1. Outstanding Programs in English (Powers)
2. Nell Ann Pickett (Houston)
3. Fame and Shame Award (Callan)
4. TETYC Best Article of the Year Award (Callan)

C. Archives and History (Powers)

D. Regional Reports

1. Midwest Report (Roberts)
2. Northeast Report (Callan)
3. Southeast Report (Jennings)
4. West Report (Bateman)
5. Pacific Northwest Report (Mitchler)
6. Southwest Report (Gresham)

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

VI. REPORTS FOR DISCUSSION AND ACTION

A. TYCA Breakfast (Wrice)

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

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

B. TYCA Fund (Bodmer)

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

C. College Forum (Matthews)

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

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

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

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

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

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

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

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

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

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

E. TYCA Strands at NCTE and CCCC

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

C. College Forum (Matthews)

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

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

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

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

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

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

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

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

1. Roles and Duties of Officers

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

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

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

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

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

A. TYCA Breakfast Report (continued from Thursday)

Wrice reported the final figures for Saturday's breakfast.

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

(Balance) (\$2,684.58)

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

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

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

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

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

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

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

A.1. Executive Director's Report to TYCA

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

Additional discussion:

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

VI. L. Chair's Report (Millward)

Report Submitted: TYCA Committees Update

Millward summarized TYCA Principles for Appointments to Committees:

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

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

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

3. Public Image Committee
Sterling Warner, Chair (PC)
- Outgoing Chair, Callan, submitted a report outlining process for Chair selection and term of service.

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

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

Motion 2.7 Moved that a change to the report read as follows:

“2. Chair of the committee appoint a new chair for the committee.” (Fitzgerald/Warner). WITHDRAWN

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

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

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

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

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

7. Nominating Committee (Reconstituting Efforts, Ad Hoc)
Frank Madden, Chair (NE)

Ben Wiley, Co-Chair (SE)

Committee Charge – see Millward report UPDATE (pasted here)

- Develop form(s) for Regionals to use to solicit nominations for service in TYCA and CCCC
- Develop a list of TYCA and CCCC committees, their charge, and term of service and post on TYCA Website
- Identify CCCC committees where TYCA membership would benefit both organizations
- Solicit recommendations from Regional Boards and active TYCA members for the following offices:
 1. Elected positions
 - TYCA Associate Chair
 - College Forum
 - 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)

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

Develop policy -

M. Community College Profile Ad Hoc Committee

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

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

VII. APPENDIX

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

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

Addendum #1

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 provide and annotated bibliography of works relating to the 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.
- The committee will advocate for that role—with two-year college administrators, faculty evaluators, and promotion committees to increase recognition of the necessity to reward the triad of teaching, scholarship, and service.
 - 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.

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, recent Executive Committee trends, and new initiatives launched in 2003-04.

A Summary Review: July, 2003 – February, 2004

Policy Leadership and Advocacy

Last summer, the NCTE Executive Committee worked with a consultant who specializes in helping non-profit boards work under a "strategic policy governance" model. The consultant introduced a body of management literature and concepts that are taking hold amongst large, progressive, non-profit groups. With these concepts in mind, the NCTE EC has decided to reserve much of its time in the next year for study and policy-making related to four timely public policy issues with relevance across our constituencies:

- Teacher Quality
- Young Adult Literacy
- Assessment
- Writing

As each issue is tackled, the board is framing its analysis with four global questions:

- 1) What do we know about trends in public policy, teacher practice, research, and the activities of allied or competitor organizations that is pertinent to (the topic)?
- 2) What do we know about the needs and interests of NCTE members and key stakeholders in the English language arts community pertaining to (the topic)?
- 3) What do we know about our own history, positions, and programs relevant to (the topic)?
- 4) What do we know about NCTE's capacity to influence others regarding (the topic)?

From this analysis we are attempting to identify actions that we can take in alliance with other groups, those that we can pursue on our own, and those that need to be pursued by others (but are beyond our capacity to undertake). The EC is also establishing executive limitations, or practices that we will not engage in while pursuing desirable outcomes, and is weighing the ethical dimension of our choices. To inform the analysis, "study groups" of EC members are reaching out to various Council constituencies as well as nonmember experts to build briefing books rich in background knowledge about the topic at hand.

Our first attempt to implement this governance model was undertaken at the EC meeting in February, where the constellation of issues associated with teacher quality was studied. While no final recommendations have emerged from the study group, after extensive research and board discussion, the group is working to establish key definitions of "quality" in our field, and a developmental model of learning and support for English language arts teachers as they advance through their career. Rather than focusing outreach and advocacy efforts exclusively on Washington DC, it appears that they will recommend a grassroots strategy that focuses on outreach to parents, community groups and local and regional leaders. In effect, they are working to frame the issue in terms that every parent and student can understand as a means of combating some of the most pernicious effects of top-down federal and state mandates designed to restructure our profession and teaching practices.

TYCA has a key role to play in advising the NCTE Executive Committee study groups as they take on these issues, in helping to set the agenda by suggesting future topics/policy issues of vital interest to our profession, and by assisting with the distribution and outreach efforts needed to broaden public understanding of our positions. TYCA's developing position paper on the Teacher Scholar is a prime example of the kind of information we can publish to help the public, and the rest of the academy, understand the complex and fundamental role two-year college

teachers play in creating quality education. In addition, the "Guidelines for Academic Preparation of Two-Year College Faculty" demonstrate our commitment to providing highly qualified faculty for two-year colleges. By understanding better what we are seen to represent, how key education issues are perceived by others, and what we can realistically hope to achieve, we should be able to develop more timely and useful services for members and the public we serve.

In addition to the change in governance procedures, we have deployed some new tools and work procedures at the staff level that are helping us gain broader exposure and respond rapidly to changes in policy. Since last summer, 117 stories featuring NCTE leaders or our positions have been picked up by national, regional, or local media outlets/newspapers. We estimate that these stories have reached more than 22 million readers/viewers. This count includes 17 stories in top-tier national papers, including the *New York Times*, *Los Angeles Times*, *Washington Post*, and *Chicago Tribune*. Topics have ranged from the proposed changes to the SAT and ACT exams, to changing patterns of language use, to email and instant messaging, to testing and the No Child Left Behind Act, to teacher education, to digital composition and the web, and student engagement. Late last fall, NCTE inaugurated the Legislative Action Tool, an online service that makes it possible for any member to quickly email their state or US congressional representatives about pending legislation. We look forward to more effective use of these new tools as the Higher Education Act and other critical legislation goes to the House and Senate floor this spring.

Another key advocacy project in which TYCA has a stake is the Alliance for the Uses of Writing in the Transition to College. This diverse group includes representatives from TYCA, CCCC, CEL, the NCTE secondary section, and many non-Council groups including the National Writing Project, the College Board, ACT, and several other groups of leaders from community colleges, academic advisors/counselors, and other higher education organizations. Their initial report should be released this spring, and will focus on the multiple uses of writing in preparation for and success in college, not merely essays for traditional entry exams.

To strengthen our effectiveness as a policy-making organization and improve our capacity to project our influence widely, two new positions are being developed at the staff level. The James R. Squire Office for Policy Research in English Language Arts will seek to gather empirical and qualitative data describing current trends in our profession, including the qualifications of and support for English language arts teachers at all levels. TYCA's research initiative will help provide some of the much-needed information to give us a more complete picture of two-year college English teaching. We will suffuse this data through NCTE publications and programs and plan to use it to attract more grant support and collaborations with partners working to advance our mission. We also are reorganizing our marketing and outreach efforts under an office for Resource Development. Its goal will be to combine membership, book, and professional development/convention promotions with grant and fundraising outreach, media relations, and sponsorship/strategic partnership promotion work to stimulate growth in revenue and participation in Council programs and membership activities.

Technology and New Program/Service Development

After nearly two years of planning and preparation, sweeping changes to our technology infrastructure have been introduced over the past year. Last spring, new membership database software replaced the membership system we had run on since the 1970's. By August, a new web publishing system was in place and a new website design was introduced in September. Linking the membership database and website is a massive database called "NCTE Knowledge". This system matches topical member preferences with every content entry—webpages, journal articles, book chapters, conference sessions, even news stories and position statements. In addition, a series of online communities have been introduced along with password-protected access to NCTE journals behind a members-only "portal" system. A state-of-the-art online proposal review system was introduced in 2003 and improved this year, resulting in a faster, more efficient, and more transparent convention planning process. Through a grant from MCI, NCTE and IRA have partnered to create the remarkable ReadWriteThink website, which has attracted more than a million visitors during the past year to use and download free online lesson

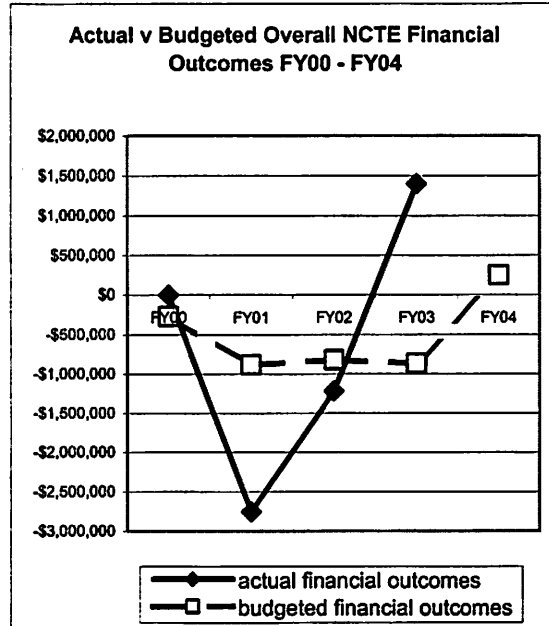
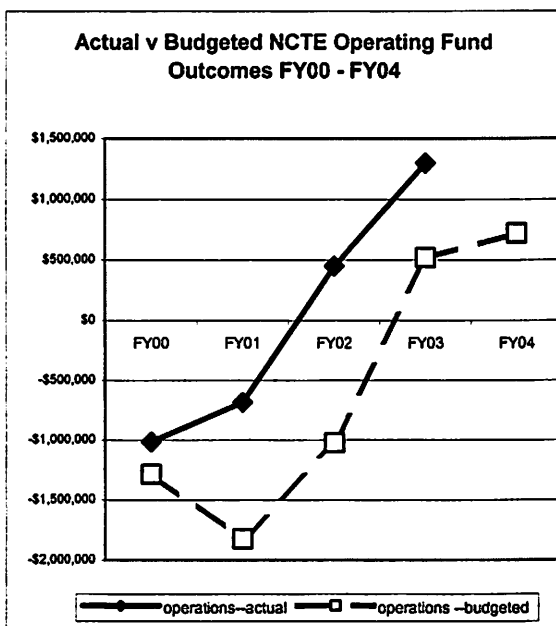
plans and student materials. And an "ecommerce" system was just introduced in February which makes it possible to purchase NCTE membership, products and services in a safe online environment and receive acknowledgment and service almost immediately.

Implementation of some of these systems has been marred with the type of setbacks that are all too typical of tech system transitions. NCTE listservers crashed, the passwording system has proven difficult for many members to navigate which has resulted in less usage than had been projected, the ecommerce system took too long to implement which created processing backlogs. To date, efforts to help members understand how to take advantage of these new services have been inadequate. Nevertheless, efforts to introduce 21st century services for our members were long overdue and substantial progress has been made in the past year. To consolidate these gains and sustain momentum, a series of member and stakeholder focus groups and advisory panels are being organized to guide staff in the next round of system renovations, planned for this summer.

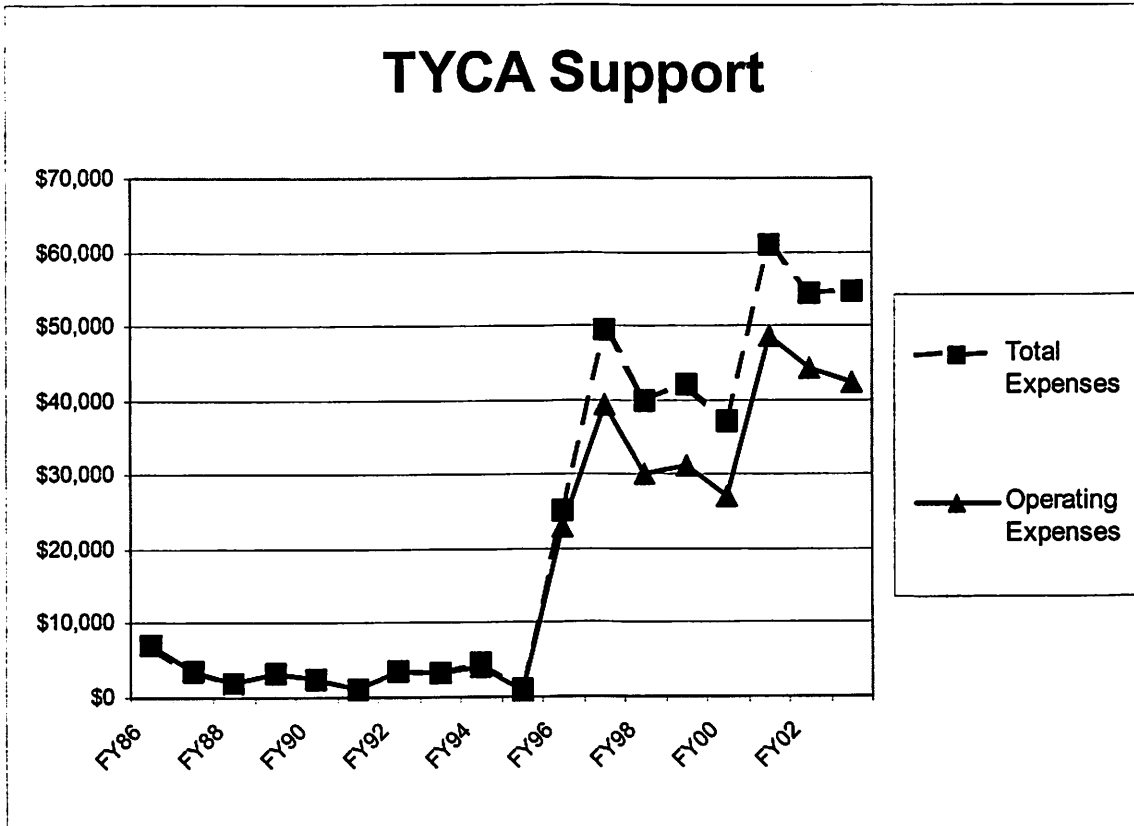
TYCA input on all tech-related questions is essential. Over the past year, TYCA board input has led to substantial revisions of the TYCA webpages. As we look ahead, a volunteer moderator of a TYCA list serv will be needed later this spring, and collaboration is needed now on creating electronic and "hard-copy" resource collections designed to help English teachers at two and four-year colleges meet their teaching challenges. There is important work we can do together now to rebuild the influence and value of NCTE and TYCA; with increased scrutiny and interest in literacy education at all levels, it is imperative that we offer a compelling vision of what is needed in our field, or others will define it for us.

Finances and Membership

While NCTE's future is clouded by concerns associated with the erosion of our membership and participation base, it appears that the financial crisis that threatened our continued existence just a few years ago has receded. Through a combination of steps to cut spending, improve efficiency, selectively raise fees, and discontinue programs whose contribution to our mission couldn't justify continued financial losses, the persistent deficit on NCTE operations has been erased. We ended FY03 with a \$1.293 million surplus on operations, up from a \$447,583 surplus in FY02 and substantial operating losses in FY00 and FY01. In addition to the positive swing in operating outcomes, the value of our invested reserves has finally improved as the financial markets have turned around after two and a half abysmal years. The charts below provide an overview of NCTE financial trends.



FY04 has brought mixed results through the first six months of the year. NCTE continues to run a healthy surplus on operating activities, although not as strong of a surplus as we enjoyed in FY03 (operating fund surplus is down about \$268,000 from last year's level, while our overall financial position has improved substantially due to an \$898,000 appreciation of our invested reserves). NCTE investment in support for TYCA through December amounted to \$32,333, a little over half of the amount budgeted for FY04 and about 6% more than support provided through the first six months of last year. The chart below tracks the history of NCTE financial support for TYCA.



A Note on TYCA Finances

TYCA is in a relatively unique position among NCTE constituent groups in that its 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 \$16,085, up from \$12,470 in FY03 and \$6,232 from the same period in FY02. Most of the support spending increase can be attributed to higher travel expenses to TYCA regional meetings and higher materials/supplies spending. This report does not take into account various expenses absorbed in other NCTE project budgets—the costs of recruiting and renewing TYCA members (18,000 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

As the table below indicates, TYCA membership has continued to decline in the past year. Like the rest of the NCTE "family" the main challenge for the future is to establish a clear and compelling rationale for why it makes sense, in an age of information overload and open-ended work (and abundant community service/leisure opportunities) to be an active member in a professional association. As we make the case for membership, the career-long developmental model of teacher quality that the NCTE-EC is working on may provide a framework for support

and professional development. Many of the online tools we are working on harbor the potential for creating and nurturing national communities for those with shared interests, and leadership opportunities within those communities. Ultimately, we understand that while online services and professional development experiences can certainly enrich a member's experience, the "ties that bind" are interpersonal. That is, we must find a way to harness the skills and interests of members in cooperative work projects that advance our collective agenda. By working together on meaningful projects—whether it involves mentoring, research, lesson planning, or just social networking—members build "social equity" in TYCA and NCTE. Thus, it may be that the key to reigniting growth is to find a few simple projects that can "scale up" to involve thousands of teachers working together towards enhancing the value/public perception of our profession.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>5 yr trend</u>
TYCA Members	2,921	3,201	3,455	3,505	3,460	2,917	-0.2%

--Kent Williamson

TYCA Support Financial Report: FY04
July 1 through December 30

	Year to Date		Total
	FY04	FY03	FY03
Revenue			
TYCA Dues			
Pacific Coast Conference	-	-	-
Pacific Northwest Regional	98	192	192
West Regional	20	-	48
Northeast Regional	-	-	184
Southeast Regional	-	-	776
Southwest Regional	-	-	272
Midwest Regional	70	-	-
Misc Income	-	-	-
Total Revenue	188	192	1,472
Salaries & Benefits			
Salaries & Benefits	10,231	12,149	21,588
Discretionary Expenses			
Registration	893	475	560
Materials & Supplies	2,445	131	193
Telephone	2	5	14
Printing & Copying	1,370	2,903	4,830
Postage & Mail Services	506	448	1,269
Volunteer Travel & Per Diems	5,522	5,072	9,764
Staff Travel	4,399	2,461	2,460
Exhibit Expenses	565	258	258
Professional Services	60	-	179
Food & Beverage	323	704	1,358
Miscellaneous	-	13	14
Total Discretionary Expenses	16,085	12,470	20,899
Indirect Expenses			
Allocations	6,205	6,140	12,211
Total Expenses	32,521	30,759	54,698
Net TYCA Support	32,333	30,567	53,226

2004 Annual Report, Two-Year College English Association (TYCA)

TYCA has focused this year on two documents, one which defines two-year faculty as teacher-scholars and one which offers guidelines for future teachers of English in two-year colleges. Its seven dynamic regions—MW, NE, SE, West, Pacific NW, SW, and Pacific Coast—continue to plan their own conferences and produce regional publications, but they come together at the annual NCTE and CCCC conferences, presenting panels and individual presentations under the TYCA Strand, joining in TYCA Talks, and networking at the annual Saturday TYCA Breakfast (105 attendees). As of June 2004, national TYCA's members number 2997, and we expect that figure to increase next year because of our national website, research projects, and initiatives described below.

INCREASED TYCA PARTICIPATION/COLLABORATIONS

TYCA's Website is being developed by our new **WebTender, Mike Matthews** from the Southwest. The officers and EC are also working through our on-line communities.

NCA: Paul Bodmer has initiated discussions with the Nat. Communication Association, which has resulted in TYCA's participation in the NCA President's panel on preparing instructors and developing standards for faculty who teach both disciplines at their convention in November.

DATABASE: In June, TYCA will initiate a database of volunteers for committee service, presentations, special projects, and a deeper applicant pool for positions on TYCA, CCCC, and NCTE committees.

FORMS: We now have three revised forms, under the leadership of Sandie Barnhouse: **Membership Brochure, TYCA Volunteer Form, and TYCA Conference Participation Form.** These forms, available at conferences, encourage different types of service, and will help us network across regions.

The Two-Year College Research Initiative: Spearheaded by Jody Millward, this new committee is applying for funding for its research on teaching conditions and pedagogy in two-year colleges.

TYCA AWARDS

Nell Ann Pickett Service Award: John Lovas

TETYC Best Article of the Year: "Longer, Deeper, Better" J. Simmons, T. McLaughlin (May 03).

Outstanding Programs in English Awards:

- "Fostering Student Achievement": Centralia College (WA) Writing Center, Linda Foss.
- "Reaching Across Borders" (honorable mention): The Graduate Student Internship Program at College of Lake County," Grayslake, IL, Sean P. Murphy
- "Enhancing Literature and Cultural Arts" (honorable mention): The College of the Desert, Palm Desert, CA, Ruth Nolen.

Public Image "Fame and Shame" Awards

- **Shame Award:** The Fort Worth Star-Telegram 1/25/04. Dr. Jim Lee from U. of N. Texas is quoted: "any junior college is considered Siberia. . . .Most people teaching at them would probably eat wood to get out."
- **Fame Award:** Fort Worth Star-Telegram 2/2/04. Dr. Tahita Fulkerson of Tarrant County College replies: "If Rattan would 'eat wood' to leave his employer of three decades, it may be because he just doesn't understand the mission of the institution."

TETYC JOURNAL

Editor Search: TYCA is beginning our search for the next editor (2006-11). The Search Committee will present its decision by April 2005. As of June, circulation was 3657, with 742 institutional members.

REGIONAL NEWS

For the first time this year, national TYCA officers, besides an opening welcome, presented one or two workshops on the various region's themes. It has been received well.

For future national CCCC conferences, each region will send one representative to be on a panel of "Regional Challenges and Best Practices," and the host region will add an adjunct member.

At upcoming fall and spring conferences, each region will review its by-laws to ensure they are current and adhere to the national TYCA by-laws.

TYCA STRANDS for NCTE for 2004 AND CCCC for 2004 and 2005

NCTE 2004: TYCA sponsored four panels and one demonstration.

CCCC 2004: TYCA Strand Sessions numbered over 40 in San Antonio, including the annual pre-convention workshop on "Best Practices" and post-convention workshop on "Sharing Your Ideas with the Profession." One of the featured sessions spotlighted a TYCA panel on "Basic Writers and Marginalized Students." Over 100 attended, and the participants asked for a second version of that panel for next year's conference (which has been submitted).

CCCC 2005: Next year is a proud year for TYCA. At CCCC 2005, our own Jay Wooten is Conference Chair, and Sally Fitzgerald from the Pacific Coast is the Facilities Chair. Eight panels came out of networking at TYCA talks.

TYCA POLICY DOCUMENTS

"Guidelines for the Academic Preparation of Two-Year College Faculty":At TYCA Talks, faculty provided feedback on the "Guidelines." A brief version of the document was sent to CCCC and CEE officers and other college members for their input before September. Following revisions, it will be submitted to TYCA EC in Nov. and, if approved, to NCTE EC.

"The Two-Year College Teacher-Scholar":With its charge to define, promote and support the role of the teacher-scholar, the committee is in the process of writing a second draft, after input from two-year faculty at CCCC and members from the regions. The draft describes areas of scholarship, models of research, and an annotated bibliography and will be ready by TYCA EC's Nov. meeting.

TYCA AGENDA FOR 2004-05

1. Sharon Mitchler (Pacific Northwest), Associate Chair, will begin the first two-year term as TYCA Chair in November 2004.
2. We continue to consult with publishers for "Outstanding Program" Awards funding.
3. We are creating a TYCA Regional Post Convention Report Form to get more information about needs and interests of national members and nonmembers.

My thanks go to our thoughtful and dedicated TYCA officers, Sharon Mitchler, Sandie Barnhouse, Jody Millward, and Howard Tinberg, our EC, and all our committee chairs and members, who make TYCA such a revitalizing place to be.

Marilyn J. Valentino, Chair

Committee Reporting:

TYCA Outstanding Programs in English Awards

To: Executive Committee, Two-Year College English Association

Report Author: Jay Wootten

Date of This Report: February 18, 2004

Members Present at Online Discussions:

1. Linda Isles Jones
2. Sharon Mitchler
3. Sheldon Wrice
4. Gwen Gresham
4. Jay Wootten, chair
5. Lois Powers, consultant

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

Work Completed Since Last Report:

- Read proposals for the awards
- Selection of winners and honorable mentions
- Contacted winners and honorable mentions
- Headquarters sent letters to winners and honorable mentions with information about the award presentation at the TYCA Breakfast
- Reviewed and updated the brochure and the submission form for 2004
- Clarified submission directions
- Reconsidered the categories
- Headquarters printed brochures and submission forms so that the information could be distributed at the CCCC Convention and at TYCA regionals

2004 Winners

Reaching Across Borders:

Honorable Mention: College of Lake County, Grayslake, IL

Fostering Student Achievement:

Winner: Centralia College Writing Center, Centralia, WA

Enhancing Literature and the Arts:

Honorable Mention: College of the Desert, Palm Desert, CA

Projected Completion Date of Activities:

On-going yearly cycle

Recommendations to National TYCA from the 2002 and 2003 Reports.

These recommendations still stand. The committee would like to see the Executive Committee act upon them.

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

**National TYCA Breakfast
Underwriters**



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

Bedford/St. Martin's
Houghton Mifflin
McGraw-Hill
Longman
Prentice Hall
Wadsworth Publishing



National TYCA Officers

Prof. Marilyn Valentino – Chair
Prof. Sharon Mitchler – Associate Chair
Prof. Sandie McGill Barnhouse – Secretary
Prof. Jody Millward – Past Chair
Prof. Sheldon Wrice – 2004 Breakfast Chair
Prof. Chris Jennings – 2004 Assist. Breakfast Chair
&
2005 Breakfast Chair

**Making Composition Matter: Students
Citizens, Institutions, Advocacy**



**National TYCA Breakfast
At CCCC**



**San Antonio Hyatt
San Antonio, Texas**



**Saturday, March 27, 2004
7:00 a.m.**

Light is the task when many share the toil.

Homer

- ◆ Welcome Prof. Marilyn Valentino
- ◆ Silent moment of Reflection.....Prof. Chris Jennings
- ◆ Breakfast
- ◆ Greeting/Remarks by our Sponsors
- ◆ Special tribute in memory of Prof. Diana Hacker
Ms. Michelle Clark of Bedford/St. Martins
- ◆ Presentation of the 2004 Outstanding Programs in
English Awards for Two-Year Colleges and
Teachers Professor Jay Wootten

OUTSTANDING PROGRAMS IN ENGLISH AWARDS 2004

Reaching Across Borders

Honorable Mention

Graduate Student Internship Program
College of Lake County, Grayslake, IL
Sean P. Murphy

Fostering Student Achievement

Winner

Centralia College Writing Center
Centralia College, Centralia, WA
Linda G. Foss

Enhancing Literature and Cultural Arts

Honorable Mention

*Building Bridges Between College and Community Through
Poetry*
College of The Desert, Palm Desert, CA
Ruth Nolan

- ◆ The Image of the Two-Year College: TYCA Fame and
Shame

- ◆ Closing Remarks Professor Marilyn Valentino

Nell Ann Pickett Award

The Nell Ann Picket Service Award is granted each year to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism and whose teaching exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.

The 2004 Nell Ann Picket Award Committee (Ben Wiley, Louise Bowen, and Frank Madden) is pleased to announce that the winner of this year's award is John Lovas of DeAnza College, Cupertino, California.

Please send nominations for next year's award to:
Terrill Martinez, Nell Ann Pickett Service Award Committee, NCTE, 1111
W. Kenyon Road, Urbana, IL 61801-1096.

Frank Madden, Chair

Fame and Shame Awards

Report Author: Sterling Warner
Date of Report: *February 16, 2004*

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

- Since the CCCC 2003 conference in New York, members of the *Public Image of Two-Year Colleges: Hallmarks of Fame and Shame* committee have been collecting favorable and demeaning or misleading representations of Two-Year colleges by the media.
- On Friday, March 26, 2004, the committee will convene to look over, assess, and determine the best (fame) and worst—or most disparaging—(shame) media portrayal of two-year colleges.
- Bill Swanson, South Puget Sound Community College, joined the Fame/Shame committee last fall; however, his name did not appear on the master list of committee members.

Last Meeting Date/Location:

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

2003 Fame Award and Honorable Mentions:

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

2003 Shame Award and Dishonorable Mentions:

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

Work in Progress:

- The committee's on-going research into the issues and images of two-year colleges projected and/or reinforced through the media will be presented on March 26, 2004 at 2:00 pm (session K.22) at the CCCC's 2004 in San Antonio, TX.
- The Public Image of Two-Year Colleges Committee extends its thanks to Terrill Martinez who established the link and the final "Fame/Shame Awards" form that anyone can use for making online *Fame* and *Shame* nominations at the TYCA web site. See <http://www.ncte.org/tyca/fame_shame.shtml>

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

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, Committee Chair

Date of This Report: February 17, 2004

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 14, 2004—online.

Work Completed Since Last Report:

The Committee chose the TETYC Best Article of 2003, titled “Longer, Deeper, Better.” It was written by Jay Simmons, Associate Professor of English at the University of Massachusetts at Lowell, and Timothy McLaughlin, Professor and Chairperson of English at Bunker Hill Community College in Boston. The article was published in the May, 2003 issue of the TETYC.

Summary of Current Activities:

The TETYC Best Article of the Year Committee is ready to present the TETYC Best Article of the Year Award to its authors at this year’s CCCC in San Antonio, Texas.

Projected Completion Date of Activities: March 26, 2004

Recommendations from the Committee to the Executive Committee:

Review the structure of the TETYC Best Article of the Year Committee.

Date of Next Meeting: March, 2004

Committee Reporting:

TYCA Midwest

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Leslie Roberts
Date of This Report: 02/23/04

Members Present at Last Committee Meeting:

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

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

Work Completed Since Last Report:

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

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

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

Summary of Current Activities:

Publish fall, winter, and spring newsletters

Improve design of regional web pages

Award the first regional outstanding new faculty award (nominations deadline: March 30, 2004)

Encourage outstanding presenters to submit proposal to 2004 NCTE and 2005 CCCC

Encourage members to attend TYCA breakfast at 4C's

Continue to solicit new members and institutional members

Hold 2004 regional conference in Peoria, IL, October 7-9, 2004 (June 1, 2004, proposal deadline)

Projected Completion Date of Activities: April and October, 2004

Recommendations from the Committee to the Executive Committee: none

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

TYCA West Report to National TYCA
CCCC 2004

Prepared by Eric Bateman, TYCA West Regional Representative

Current Membership

According to Jeff Sturges, our membership chair, TYCA West has 154 members as of September 2003.

Dates and Locations of Future Conferences

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

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

Names and Contact Information of Officers:

Chair:
Joanna Tardoni
Western Wyoming Community College
2500 College Drive
Rock Springs, WY 82902
jtardoni@wwcc.edu

Cochise Community College
Sierra Vista Campus
901 North Colombo Avenue
Sierra Vista, AZ 85635-2317
(520) 515-0500
sturgesj@cochise.edu

Assistant Chair:
Barbara Smith
Western Wyoming Community College
2500 College Drive
Rock Springs, WY 82902
bsmith@wwcc.edu

Program Chair: Anne Hendricks
Brigham Young University, Idaho
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Rexburg, ID 83460-0865
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(208) 496-1944 (fax)
hendricksa@byui.edu

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(775)-623-1812 (fax)

Membership:
Jeff Sturges

ebateman@gbcnv.edu

Local Arrangements and Past Chair
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(435) 652-7646
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Nominating Committee Chair
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Arizona State Representative:
Connie Gilmore
Yavaipi College
Prescott, Arizona

Nevada State Representative:
Anna Cates
Great Basin College

Wyoming State Representative:
Kevin Holdsworth
Western Wyoming Community College

Hawaii State Representatives:
Renee Riley
Suzette Robinson
Maui Community College

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

Idaho State Representative:
Paula Soper
Brigham Young University, Idaho

Summary of Major Developments in Regional

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

NEW Website: The TYCA West website is now at <<http://www.tycawest.org>>. The site is hosted and maintained by our colleagues at Salt Lake Community College.

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

TYCA Region Reporting:

Pacific Northwest

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

Report Author: Eva Payne

Date of This Report: February 23, 2004

Regional Executive Committee Members and e-mail addresses:

1. Tom Gribble, Co-chair
2. Alexis Nelson, Co-chair
3. Dana Elder, 4-Year Representative
4. Audrey Perkins, Treasurer
5. Sharon Mitchler, National Representative
6. Eva Payne, National Representative
7. Bradley Bleck, Membership
8. Kim Johnson, Secretary
9. Annie Oakes, 2003 Conference Registrar
10. Holly Cullom, 2004 Program Co-chair
11. Troy Wilkerson, 2004 Local Arr. Co-chair

Date of Last Meeting: January 24, 2004

Work Completed Since Last Report:

- Membership Chair Bradley Bleck is in the process of collecting e-mail addresses for instructors at regional community colleges and postal addresses for calls for proposals for the Portland Conference in the fall of 2004.
- Given our projected reserve, the REC agreed to revise the 2004 funding for the Newsletter to \$750.
- TYCA-PNW will extend conference registration to Canadians at par, US funds = Canadian funds.
- REC agreed to meet three times per year: at the fall conference, in January, and in the spring.
- Walter Hudsick agreed to serve as TYCA-PNW Archivist.

Date of Next Meeting: April 24 at Portland Community College's Rock Creek Campus.

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

Committee Reporting:

TYCA-Southwest

To: The Executive Committee of the Conference on English Education
Report Author: Gwen Gresham
Date of This Report: 23 February 2004

Members Present at Last Committee Meeting:

1. Michael Gos, Chair
2. Michael Berberich, Secretary
3. Joan Mathis, Treasurer
4. Susan Faulkner, Membership Recruitment Chair
5. Maryjane Giesler, EC Member
6. Dale Adams, Publications Chair
7. Terry Stewart Mouchayleh, Newsletter Editor and 2004 Conference Co-Chair
8. Mike Matthews, Past TYCA Representative to the College Forum
9. Gwen Gresham, Regional Representative to TYCA
10. Chuck Fisher, Colorado Representative
11. Mary Snaden, New Mexico Representative
12. Bertha Wise, Oklahoma Representative
13. Beth Shelton, Texas Representative
14. Toni McMillan, Texas Representative
15. Jill Coe, Guest

Date of Last Meeting: 21 February 2004

Work Completed Since Last Report:

Michael Berberich reported successful negotiation with the Fairmont, New Orleans, regarding the shortfall in rooms booked for the 2003 conference because of the withdrawal of LCTE as conference co-sponsor. A proposed slate of officers was circulated by e-mail after the New Orleans conference; when no additional nominations were made within 72 hours, paper ballots were mailed to the membership and returned within thirty days. The membership voted to accept the slate proposed by the Nominations Committee: Michael Gos, Chair; Irma Luna, Associate Chair; Joan Mathis, Treasurer; and Michael Berberich, Secretary. David Lydic and Terry Stewart Mouchayleh have made plans for the 2004 conference in Austin, TX, October 14-16. The conference theme will be "Can English Matter?" and a series of mailings and the newsletter will publicize the call for proposals and

the conference itself. The deadline for presentation proposals is July 15. Michael Gos and Michael Berberich are pursuing plans for Lee College and Galveston to host the 2005 conference in Galveston, TX, and Bertha Wise is exploring the possibility of a 2006 conference hosted by Oklahoma City Community College.

Summary of Current Activities:

Treasurer Joan Mathis presented a report showing a current balance of \$4682.12. Membership Recruitment Chair Susan Faulkner reported a current membership of 116, with four institutional memberships that involve 60 additional individual faculty. Publication Chair Dale Adams reported that it is no longer possible to mail a directory of TYCA-SW members, but that he will continue to request updated information from department chairs so that the list can remain current. Bechtel will pay postage for the newsletter, which is sent to 2100-2200 faculty in the region. Terry Stewart Mouchayleh will chair a Political Information session at the Austin conference to provide an update on legislation affecting two-year colleges in the region, especially assessment, testing, and completion rates; the Austin conference will continue the session for department chairs instituted in the New Orleans program in 2003. Michael Berberich reported that position papers on course load, faculty development, adjunct faculty, and distance education have been posted on the website, and he asked for help making sure that colleges in the region post job offerings; the REC suggested direct links to the HR pages for colleges in the region. Mike Matthews pointed out that Tarrant County Community College now accepts *only* online applications.

The state representatives reported on developments at their colleges and in their states. Bertha Wise reported widespread accreditation and assessment concerns in Oklahoma, where Redlands Community College is now offering a course in police writing. Mary Snaden reported that New Mexico professors can now join collective bargaining units, and that the English course offerings at UNM Gallup will be divided between the arts and letters department and a newly formed developmental department. In Colorado, Chuck Fisher reported, budget cuts of up to \$150 million will affect higher education, and a move toward privatization is gaining ground. Colorado has also lowered the ACT entrance score required for college level composition from 23 to 18, and is considering 16 as a cutoff score. Texas Representative Beth Shelton plans to send out in late summer a personal invitation to Texas faculty to become involved with TYCA-SW; Toni McMillan reported that Texas' 6.6% growth in community college enrollments has meant that colleges are moving toward hybrid classes to meet space limitations. The REC voted to extend a \$600 stipend toward the expenses of the regional's representative to TYCA at CCCC.

Date of Next Meeting: 14 October 2004

To: TYCA-SW Regional Executive Committee
From: Gwen Gresham
Southwest Regional Representative to National TYCA
Date: 21 February 2004

Since our meeting, I have attended NCTE in San Francisco, and I have the following National TYCA issues, trends, and developments to report:

- At last summer's NCTE Retreat, two-year college writing issues were fore-grounded at the "Writing Initiative Work Group" when outgoing TYCA Chair Jody Millward made sure that our concerns were addressed.
- New TYCA Chair Marilyn Valentino participated in a meeting of the National Alliance on the Uses of Writing in Transition to College, which included representatives from TYCA, NCTE, AACC, AAC & U, League for Innovation, College Board, and admissions officers. The focus was on the use of writing in admission, placement, and transfer; because of Valentino's input, the alliance title was changed from "Admission" to "Transition" because many 2-year college students do not enter college directly from high school.
- Jay Wootten, former TYCA Chair and keynoter in Little Rock, was elected as CCCC's Associate Chair, and I was elected to the CCCC's Executive Committee. At my first meeting (as a guest), I counted ten two-year college people in thirty-one participants, so the voice of two-year college English teachers will be heard in CCCC and NCTE as well as TYCA.
- The Outstanding Program Awards continues to recognize exemplary practices nationally, but now that I serve on that TYCA committee, I can report that there are far too few submissions, and TYCA-SW needs to be more involved.
- The new database of members of NCTE/TYCA who are interested in national service, compiled by national officers during their visits to regional conferences, will provide opportunities for our program participation in NCTE and CCCC, as well as service on TYCA committees. (See attached National TYCA Volunteer Profile Form and Presenter Information Sheet.)
- I have been appointed for a two-year term as TYCA Program Chair, which means that I will coordinate panels of special interest to two-year college instructors at NCTE and CCCC.
- National TYCA's commitment to the preparation of "Guidelines for Two-Year College Teacher Preparation" and a clear definition of the role of the two-year college teacher/scholar remains strong.
- The regionals need to review the national and regional TYCA by-laws (attached).
- The new NCTE Website allows for the creation of online communities with special interests, individualized portals to the site, and online submission of proposals for NCTE and CCCC presentations.

As always, we need to:

- 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.
- continue to include a session for new chairs on the regional conference program (Lillian included what I hear was a lively session in New Orleans).

This spring we have a unique opportunity to showcase our region's programs, newsletter, and membership at CCCC in San Antonio. The annual TYCA breakfast on Saturday is an excellent place to share ideas and celebrate the winners of the Outstanding Program Awards.

I'm happy to report that Jody Millward will be the national officer to visit our 2004 conference in Austin.

I have written two TYCA to You reports since our October conference, a report on assessment in the SW Region and a summer reading list. My next deadline for a TYCA to You report will be in April or May, but Gill Creel has not yet announced the topic. Many thanks to all of you who have sent me material—the best part of this job is hearing from so many of you on a regular basis!

**TYCA Region Reporting:
ECCTYC-TYCA Pacific**

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

Report Author: Sally Fitzgerald

Date of This Report: February 2004

Regional Executive Committee Members and e-mail addresses:

1. see attached list

Date of Last Meeting: October 2003

Work Completed Since Last Report:

The final bills for the conference were paid and the reports of sessions submitted.

Summary of Current Activities:

The board will meet April 22-24, 2004, in Sacramento, CA.

Projected Completion Date of Activities:

Recommendations from the Regional Executive Committee:

Date of Next Meeting: April 23-25, 2004

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Committee Reporting:

TYCA-Southeast

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

Report Author: Chris Jennings

Date of This Report: March 22, 2004

Members Present at Last Committee Meeting(s):

1. Don Andrews, REC Chair
2. Faye Barham, Program Co-Chair 2005 (Jackson)
3. Evelyn Beck, former South Carolina State Representative; newly elected Assistant Chair
4. Paul Bodmer, Associate Executive Director for Higher Education, NCTE
5. Jo Ann Buck, North Carolina State Representative
6. Annette Cederholm, Alabama State Representative
7. Thad Cockrill, *TYCA-SE Journal* Editor
8. Karen Dieckmann, Mississippi State Representative
9. Beverly Fatherree, Program Co-Chair 2005 (Jackson)
10. Laura Hammons, Awards (Cowan/Doster) Chair
11. Joel Henderson, Tennessee State Representative; Program Chair 2004 (Huntsville)
12. Sean Glassberg, 2006 Conference Planner (Myrtle Beach)
13. Chris Jennings, TYCA-SE Representative to National TYCA
14. Lorne Kotler, former REC Secretary
15. Tom LaBelle, REC Treasurer
16. Chuck McDonnell, South Carolina State Representative
17. Harry Moore, REC Membership Chair
18. Sally Nielsen, Florida State Representative
19. Susan Slavicz, Advertising Manager
20. Debbie Stallings, newly elected Assistant Chair
21. Bonnie Startt, TYCA-SE Webmaster
22. Sandra Via, Virginia State Representative
23. Evelyn Webb, Minority/Adjunct Involvement
24. Betty Weldon, former Assistant Chair; newly elected Georgia State Representative
25. Mike Williams, ITC Co-Director
26. Patricia Worrall, Georgia State Representative

Date(s) of Last Meeting: February 26 & 28, 2004

Work Completed Since Last Report:

2004 Conference Program Chair Joel Henderson distributed conference packets and announced that the local Barnes & Noble was donating 20 percent of all book sales during the 2004 conference. Although the pre- and post-conference workshop registrations numbers were low, 175 members were registered for the conference. He also reported that all 16

publishers' tables had been contracted (\$125 each) and 200 luncheon tickets had been sold with a 220 cap to hear Rick Bragg. Participants in the TYCA-SE 2004 Conference were welcomed by Dr. Devin Stephenson, President, Snead State Community College, and Dr. Marilyn Beck, President, Calhoun Community College February 26 in Huntsville, Alabama. Marilyn Valentino, TYCA National Chair, and Paul Bodmer, Associate Executive Director for Higher Education, NCTE, brought greetings. Three Adjunct Travel Stipends were awarded. The Nell Ann Pickett Adjunct Presenter's Award was given to Cassandra Moore and Vicki Ferrara for their session "Epic Strategies for Teaching the Epic Hero." The opening keynote speaker was Honoree Fanonne Jeffers, author of *The Gospel of Barbecue* and *Outlandish Blues*. The luncheon key note speaker was Pulitzer Prize winner Rick Bragg, author of *All Over but the Shoutin'*, *Somebody Told Me*, *Ava's Man*, and *I Am a Soldier, Too: The Jessica Lynch Story*. The February 29 closing keynote speaker was Marlin Barton, whose stories have appeared in a variety of journals (including *Shenandoah*, *The Southern Review*, *The Virginia Quarterly Review*, and *The Sewanee Review*), received the Dictionary of Literary Biography Yearbook Award for his collection of short stories, *The Dry Well*, and published his first novel, *A Broken Thing* in 2003. 2004 Cowan Award for Excellence in the Teaching of English recipient Beverly Fatherree and Doster Award for Distinguished Service Ovid Vickers presented featured sessions at 2004 Conference.

Membership Chair Harry Moore reported that TYCA-SE membership was at 358 for 2003, up by 20 (almost 6%) from 2002. His goal for 2004 is 400. The percentage of new members is up this year: 117 out of 308. Minority & Adjunct Chair Evelyn Webb collected recent data on adjuncts and minorities in the Southeast region. Don Andrews reminded the group of the reduced membership and conference-registration fees for adjuncts, stipends, and the Nell Ann Pickett Adjunct Presenter Award.

Treasurer Tom LaBelle presented the 2004 Financial Report, December 31, 2003, balance of \$3,784.57 in the Regular Operating Account (ROA) and \$47,171.67 in the Fund for Excellence Account (FEA) for a total of \$50,956.24. The Interim Financial Report indicated a February 26, 2004, balance of \$3,044.39 in the ROA and \$47,171.67 in the FEA, for a total of \$50,216.06. With profits from the Huntsville Conference, Tom anticipates the organization should be back on its financial feet. Advertising Manager Susan Slavicz reported a grand total of \$2,775 in journal and program ads from McGraw Hill, Bedford, Houghton Mifflin, Wadsworth, and Prentice Hall.

TYCA-SE Journal Editor Thad Cockrill reported that the Spring issue entailed extra charges for formatting to a new size, thanked everyone for their support, commended State Reps' submission of reports, and pointed out that each presenter was receiving encouragement to submit write-ups of session topics.

WebMaster Bonnie Startt requested ideas for website modifications and emphasized that every state English teacher's group should have a link (as NC does) to the TYCA-SE website. She also suggested and the REC affirmed that a forum be set up on the TYCA-SE website to collect comments about the region's bylaws.

TYCA-SE National Representative Chris Jennings requested nominations for NCTE/CCCC committees, as well as for the slate of TYCA National Officers, a re-examination of TYCA bylaws to determine applicability to the regional, and publishing opportunities in TETYC's

"TYCA To You." Urging the REC to become part of a TYCA national database, Chris distributed TYCA Presenter Information Sheets. She stressed the Teacher-Scholar Model in two-year colleges, promoted the TYCA Talks & TYCA Breakfast at the upcoming CCCC in San Antonio, Texas, and urged everyone to join national committees and make presentations at national conferences.

Summary of Current Activities:

The Four-Year-College Representative position needs to be filled. Don Andrews emphasized two-year college teaching as a viable alternative for graduate students at four-year schools and said the position opening would be announced at the conference and filled by September.

Co-Director of ITC (Institute for Technical Communication) Mike Williams noted that the ITC workshop is scheduled for June 20-25, 2004. The REC is responsible for appointing a new ITC Co-Director to serve with Mike. The ITC Advisory Committee needs alumna to advise on procedure as well as selection of stipend recipients. Information on recruitment, stipends, and applications was announced at State Meetings and the Closing Session Business Meeting.

2005 Conference (Jackson, MS) Program Co-Chairs Faye Barham and Beverly Fatherree and Local Arrangements Co-Chairs Laura Hammons and Evelyn Webb reported on the 2005 conference in Jackson (February 24-26) at the Jackson Hilton, Mississippi. The theme is "Voices from the River." The Jackson conference will return to session strands (seven) with strand leaders. In celebration of TYCA-SE's 40th anniversary, speakers and activities will underscore the conference theme: Morgan Freeman has been invited to participate on a panel on "Film as Literature"; a private tour of Eudora Welty's house is being planned; Ovid Vickers, who co-wrote the 25-year anniversary retrospective, will be a speaker; and TYCA-SE memorabilia will be on display. All 15 community colleges in Mississippi are hosting the conference with the expectation that all 15 CC presidents will attend the Jackson conference.

Sean Glassbery shared planning options for the 2006 TYCA-SE Conference in Myrtle Beach, SC. The REC appointed Laura Hammons, contingent upon her institutional support, as Meeting Planner, whose function is to facilitate conference contracts. Attorney Michael Harbers has offered to peruse contracts for any implications that might otherwise go unnoticed and work with conference planners, as well as the Meeting Planner, in legal matters.

Projected Completion Date of Activities:

February 24 – 26, 2005 TYCA-SE Conference

Recommendations from the Committee to the Executive Committee:

A concern was raised that a paper should come from TYCA-SE, National TYCA, and/or NCTE to say that the enrollment cap in an on-line course should be the same as for on-site classes. There was general agreement that this is a significant issue.

The organization needs to devise ways to promote its benefits beyond conferences and requests copies of the national conference-planning book as described by Paul Bodmer.

Date of Next Meeting: REC Meeting – September 17 – 18, 2004, Atlanta, GA

TYCA Northeast Report

Report Author: Stasia J. Callan, TYCA-Northeast Representative

Date of Report: March 10, 2004

COMMITTEE MEMBERS:

Elected Fall, 2003:

1. Lisa Ialtomari, State Rep Coordinator, Vermont Technical College, laltomar@vtc.edu
2. Yulanda McKinney, Secretary, Monroe CC, ymckinney@monroecc.edu

Continuing in current positions:

1. David Critchett, REC Chair, CC of Rhode Island: dcritchett@cc.ri.us
2. Barbara Cooper, REC Vice Chair, Howard CC: bcooper@howardcc.edu
3. Stasia Callan, TYCA National Rep., Monroe CC: scallan@monroecc.edu
4. David Cranmer, REC Treasurer, New England Inst. of Tech.: dcranmer@neit.edu
5. Tim McLaughlin, Archivist, Bunker Hill C: tmclaughlin@bhcc.mass.edu
6. Heloise Ruskin, Membership Chair, Bergen C: hruskin@bergen.cc.nj.us
7. David Steinhart, Newsletter Editor, CC Allegheny C: dsteinha@ccac.edu
8. Elizabeth Butts, TYCA-NE Web Master: ebutts@dcccnet.edu

2004 TYCA-NE Conference Chairs:

1. Tara Hart, Program Chair, Howard CC, thart@howardcc.edu
2. Vivian Spencer Local Arrangements Chair, Anne Arundel CC, vspencer49@aol.com

Appointed to REC Position:

1. Judy Angona, Nom. Committee Chair, Ocean County CC, NJ: jangoco@aol.com

Last meeting: March 6, 2004, Sheraton Barcello, Annapolis, MD

Work completed since last report:

1. TYCA-NE annual fall conference planning. The conference will take place November 4-6, 2004, In the Sheraton Barcello Hotel, Annapolis, MD. Its theme will be: "Making Waves: Innovative Teaching and Learning."

2. REC approved \$ 3,000 (out of \$14, 074 treasury balance) to subsidize adjunct, part-time, and graduate students registration.

Work in progress:

The following are the tasks in progress:

- a). Teams from Anne Arundel CC and Howard CC, MD, are finalizing preparations for the 2004 TYCA-NE annual conference.
- b). At the meeting, the REC proposed tentative revisions of the Regional By-Laws. The revisions reflect the regional practices in application of the by-laws. The Regional representative will take them for approval to the National TYCA EC Meeting to be held at CCCC, March 25th, 2004.
- c). The TYCA Nor'easter Editor continues to appeal for a greater variety of submissions to the newsletter.

TYCA By-Laws Revisions Proposed by TYCA Northeast

March 6th, 2004

The revised sections will be underlined.

IV. Regional Executive Committee

A. Membership: Each association shall have a Regional Executive Committee of twelve voting members comprised as follows:

1. Six members elected by the regional membership for a three-year term.
2. One representative to the National TYCA Executive Committee selected from those members who have served on REC.
3. One four-year college or university representative, elected by REC (Northeast does not have this position.)
4. Four voting members elected by REC for specific duties
 - a. Conference Program Chair
 - b. Conference Assistant Program Chair
 - c. Conference Local Arrangements Chair
 - d. **Editor of regional publications**

6. Other, optional, voting positions....

- B. 2. The Nominating Committee is elected for the following year at the regional conference or by mail ballots as soon as feasible following the conference.
3. The Nominating Committee shall strive to provide...
5. If a General Session is held, candidates shall be introduced....
7. The Nominating Committee shall count the ballots and report the results to REC Chair who will announce them before the conference ends and/or in the next regional newsletter.
8. If the elections are held by mail after the annual regional conference, ballots shall be mailed to each member of the regional association no later than ten to thirty days after the conference. Ballots are to be returned within fourteen days....
10. All members of REC must be dues-paying members of the regional association and TYCA/NCTE.

B. 14. If vacancy on REC occurs before the expiration of an elected member's term of office, the REC shall elect...

C. 5. Elect conference officials as described in IV A. 4....

6. Elect from among the six elected REC members a Chair, an Assistant Chair (optional), a Secretary, Treasurer, a Membership Chair, and Future Sites Chair....

V. F. Future Sites Chair shall do the following:

1. Canvas the region to find colleges willing to host the annual conference.

2. In conjunction with the REC and a hotel finder, if one is used, choose site for the annual regional conference.

G. The Four-year college or university...

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

Committee Reporting:

TETYC

To: TYCA Executive Committee
Report Author: Howard Tinberg, Editor of *TETYC*
Date of This Report: February 2004

Editorial Advisory Board:

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

Date of Last Meeting: CCCC 2003

Work Completed Since Last Report:

Call for Papers: On Class (attached)
Special Issue: Teaching as Scholarship (forthcoming)

A Sampling of the Year's Published Articles:

- "Harlem, History, and First-Year Composition: Reconstructing the Harlem of the 1930s through Multiple Research Methods" (James Wilson)
- "Reflections on a Democratically Constructed Cannon (Gregory Shafer)
- "What is College-Level Writing?" (Patrick Sullivan)
- "The Gradual Student" (Juan Flores and Becky Flores)
- "Teaching Literacy as Rap at Southeast Community College" (Jim Sundeen)

Date of Next Meeting: CCCC 2004

Call for Papers: Class

A Special Issue of TETYC, Edited by Ira Shor and Howard Tinberg

TETYC announces a special issue focusing on class in the first two years of college. The community college has been described as an "open door," a gateway of opportunity to an increasingly stratified society. Yet many have argued that the two-year college limits or "cools" the aspirations of the working-class student.

To what extent do class markers exist on two-year college campuses? How does class determine our view of students, faculty, college environment, curriculum, and linguistic policies? How class-divided are two-year faculty when community colleges employ more contingent teachers and fewer full-time professors than any branch of higher education? How does gender affect class in the community colleges, where 60% of the student body is now female? Has the new feminine majority changed the environment and curriculum? How do two-year colleges address the needs of "queer" working-class students? How do "class" and "disability" interact on campus? Finally, with two-year colleges offering the widest access to higher education for minorities, what is the state of race relations among working-class students on diverse campuses?

Manuscripts may investigate a broad range of subjects, including

- ◆ The nature of course syllabi and writing/reading units that focus on social class as a theme
- ◆ The interaction of class with gender, race, sexual preference, or disability in the community college classroom
- ◆ Histories of the community college movement that foreground class, especially those histories that focus on open admissions
- ◆ Working conditions of students, faculty, staff, and administration
- ◆ The role of contingent faculty in the community college
- ◆ The effect of class on the interaction among faculty, staff, and administration
- ◆ The two-year college faculty as underclass within higher education
- ◆ Reviews of textbooks and other materials foregrounding the application of social class to instruction

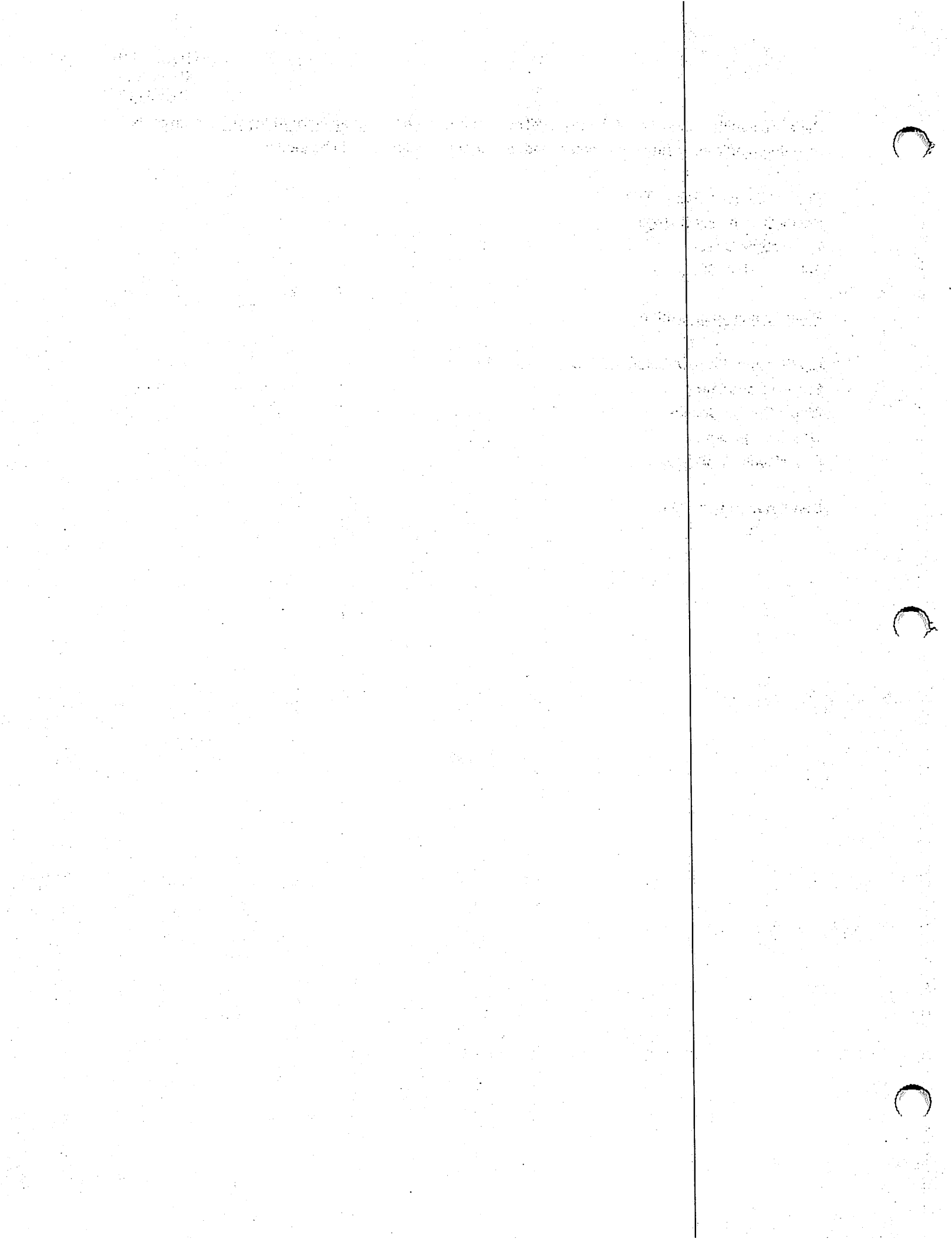
Papers submitted should conform to guidelines set out in the "Information for Authors." Manuscripts of featured articles, instructional notes, and reader commentary should be sent to

Howard Tinberg, Editor, *TETYC*
Bristol Community College
777 Elsbree Street
Fall River, MA 02720

Reviews should be sent to

Kip Strasma, Review Editor, *TETYC*
English Department
Illinois Central College
One College Drive
East Peoria, IL 61635

Deadline: Feb. 1, 2005



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

Committee Reporting:

Program Planning and Support

To: The Executive Committee of the Conference on English Education
Report Author: Sharon Mitchler and Gwen Gresham
Date of This Report: 2/11/04

Members Present at Last Committee Meeting:

1. Gwen Gresham, National Program Chair
2. Sharon Mitchler, National TYCA Associate Chair

All meetings took place online and by phone.

Date of Last Meeting:

Work Completed Since Last Report:

1- Gwen Gresham was appointed to the position of National Program Chair in January 2004.

2- We assisted in the following proposal for the 2004 NCGE Annual Convention by completing the online proposal form:

Proposal Number 537: Teaching the Significance of Cultural Diversity, Humor and Magic Realism in African, Asian, and South American Literature. Chair, Sandie McGill Barnhouse; presenters Christie Okocha, Venna Kasbekar, and Marilyn Valentino

3- Terrill Martinez forwarded copies of the TYCA Presenter form each person had completed at a regional conference to Sharon and Gwen. We then sent personal e-mail messages to the eleven TYCA members who expressed an interest in presenting at the national level. We thanked them for their interest and asked them to respond if they were interested in presenting at the 2005 4Cs conference in San Francisco.

Summary of Current Activities:

1- We are waiting for responses to the e-mails, and as they come in we will facilitate creating panels and completing the online proposal forms.

2- We plan to circulate at the TYCA Talks in March to coordinate additional panels for proposals at the 2005 4Cs conference.

3- We will coordinate with Terrill Martinez to submit the "standing" TYCA proposals for the 4Cs in 2005.

Projected Completion Date of Activities:
These are ongoing activities.

Recommendations from the Committee to the Executive Committee:

Date of Next Meeting:

Committee Reporting: TYCA Representation--National Writing Commission Report

To: The Executive Committee of Two-Year College Association

Report Author: Jody Millward

Date of This Report: February 20, 2004

Members Present at Last Committee Meeting:

On-line TYCA Executive Committee

Present at NCTE meeting:

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

Date of Last Meeting: July 2003

Work Completed Since Last Report:

In June 2003, Chair of NCTE, David Bloome, contacted TYCA Chair, Jody Millward and charged her with the duty of providing TYCA's view of effective practices, knowledge base, and critical challenges of two-year colleges. Although this effort was inspired by the work of the National Writing Commission on Writing in America's Schools and Colleges, the charge was an NCTE charge and fell under the rubric of NCTE's National Writing Initiative, specifically the Writing/Rhetoric Subcommittee, chaired by Patricia Stock.

Millward conducted an on-line survey of TYCA Executive Board members and past leaders. She presented her summary of their responses to these key issues at the July meeting of the sub-committee during NCTE's leadership retreat (see attachments). That sub-committee submitted a recommendation to the NCTE Executive Committee requesting that NCTE officially recommend to the National Writing Commission the inclusion of a two-year college member.

Summary of Current Activities: As this is an NCTE workgroup and as the leadership of both NCTE and TYCA has changed, TYCA has not been informed of any on-going activities.

Projected Completion Date of Activities:

Recommendations from the Committee to the Executive Committee:

- 1) The Chair of TYCA should follow-up on the recommendation for TYCA representation on the Writing Committee;
- 2) TYCA Officers and Executive Committee should follow up on the recommendations emerging in the on-line interviews and those presented at the NCTE meeting.

Date of Next Meeting:

Aug 5, 2003

TO: NCTE Executive Committee Members

From: Jody Millward

RE: Summary of Writing Initiative Workgroup

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

Workgroup members:

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

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

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

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

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

- 1) A name change to better reflect the goals of the group and to distinguish it from NCTE Commissions and non-NCTE commissions on writing. The group suggested that "Alliance" or "Coalition" would better reflect the spirit and goals of the consortium.
- 2) Seek new organizational partnerships and to provide a balance between NCTE members and other academic and educational groups (e.g. the A.A.A.G.; CCHA; U Mich. Admissions). The Workgroup agreed that NCTE should take a leadership role, but should work in partnership with many organizations in order to increase chances for grant funding and increase the impact of recommendations the alliance produces. In addition, it would position us as partners in similar efforts and establish a model for future alliances.
- 3) Continue to seek outside funding, with the expectation that extended partnerships will increase the pool of possible grant funding.
- 4) Whether or not funding comes through, to stick the original timeline outlined in the report.

• Two Year Colleges and Community Colleges Key Issues and Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Challenge: Increasing TYCA membership in NCTE

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

• Connection of Writing Education and Families

The work group made the following recommendations:

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

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

Committee Reporting: Research Forum Nomination Committee

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

Report Author: Jody Millward

Date of This Report: February 20, 2004

Members Present at Last Committee Meeting:

1. Jody Millward
2. TYCA Executive Committee

Date of Last Meeting: November 2003

Work Completed Since Last Report:

In May, 2003, the NCTE Executive Board approved the creation of Research Forum. A central purpose of this Research Forum is to: "Make research activity central to conversations about English language arts in NCTE, promote the connection of research to the day to day work of teachers, to involve teachers in the research communities of NCTE, and develop alliances with teacher-researchers and teacher-researcher groups."

At that meeting, Jody Millward moved that membership list be amended to include "A member of TYCA to be appointed by the TYCA Executive Committee." The motion passed.

Jody Millward, as Chair of TYCA, sought nominations for the position of TYCA representative to the NCTE Research Forum and brought the names of two nominees to the TYCA Executive Committee (November 2003). She attended the first meeting of the Research Forum held at the 2003 NCTE Conference in San Francisco. This planning meeting, chaired by David Bloome, brought together members of the various NCTE Research committees. Those present discussed the design, purpose, and membership of the Research Forum. Peter Smagorinsky was selected to Chair the Forum. No dates were set for future meetings at that time.

Jody Millward appointed Patrick Sullivan, Professor, English Department, Manchester Community College, as the TYCA Representative to the NCTE Research Forum in January 2004. His name has been submitted to NCTE headquarters and to TYCA headquarters.

Summary of Current Activities:

Jody Millward will forward information on the Research Forum to Patrick Sullivan and Terrill Martinez.

Jody Millward will forward to Patrick Sullivan the summary of the on-line interview of the TYCA Executive Committee conducted Summer 2003.

Patrick Sullivan has agreed to:

- attend meetings of the Research Forum,
- to consult with TYCA officers and/or the Executive Committee to determine how best to represent TYCA concerns and interests, and
- to submit reports summarizing the work of the Research Forum to the TYCA Executive Committee at their bi-annual meetings.

Projected Completion Date of Activities:

The Research Forum Representative has a three-year term.

Recommendations from the Committee to the Executive Committee: The Patrick Sullivan work closely with the TYCA Research Initiative Committee, Co-chaired by Jody Millward, Santa Barbara City College and Greg Shafer, Mott Community College.

Date of Next Meeting: To be determined by Chair, NCTE Research Forum.

July 27, 2003

TO TYCA Colleague

From: Jody Millward (Chair)

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

Key to Participants in the Discussion:

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

Timeline

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

- Given that two-year colleges teach an estimated 70% of developmental writers, the National Writing Commission (under the direction of Senator Bob Kerrey; membership includes K-12 and four-year faculty, no two-year faculty) is interested in learning more about two-year colleges in terms of "Challenges" and "What Works." That was first framed as "challenges" and "what works"?

Early July: David Bloome, NCTE Chair, contacted TYCA Chair, Jody Millward

concerning an NCTE Work Group (to be chaired by Millward) whose focus would be the two-year colleges. I

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

Summary of responses is provided below.

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

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

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

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

SUMMARY

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

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

1a. While best practices and programs are useful as benchmarks, we need to establish a pedagogical philosophy first and then measure programs against that philosophy rather than the other way around. It is better to set a standard than to allow a program to set the standard. I believe that NCTE would be wise to ask the field for a statement of philosophy about what we believe is appropriate in two-year college composition, a philosophy that has been agreed on at the national level (SF). (SB agrees).

1b. As a general rule, if we are serious about looking at education and addressing what matters, we must remain open to innovation. Adapting "best practices" is not a bad idea,

but what is good and what is bad might be relative. Two-Year Colleges may reshape the question as follows: 1) ideal teaching environment, 2) reasonable class size--as defined by CCCC/NTCE and the Wyoming Resolution, 3) appropriate loading for composition. (SW)

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

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

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

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

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

2.d Perhaps we need to take TYCA's Outstanding Programs award and adapt it for local regions and make all entries in the national "Outstanding Programs" available to our

members. There are excellent practices locally that are not well known on the national level or that do not receive recognition because of the limited number of awards. (SW).

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

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

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

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

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

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

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

- a. TETYC
- b. CCCC and NCTE Publications on policies and their Position Statements
- c. Best Article Award Winners (and the criteria established for winners)
- d. TYCA Regional Publications
- e. NCTE Publications which focus on Two-Year College Teaching.
- f. CCCC
- g. Scholarship that includes or is easily adaptable to two-year college teaching, including publisher's guides

- h. Besides our discipline organizations, the reading association (IRA), TESOL, and dev. Ed organization have related materials
- i. *College English* (1) mention)
- j. Much of the scholarship is too dense and too theoretical in the four-year publications and the cost of subscribing to these journals and books is too high when only one or two articles per year or per book is relevant to two-year college teaching.

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

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

4b. We need to decimate pamphlets, position statements, and scholarship at local state and national conferences, possibly at the TYCA booths. People need to be able to access this information on the internet with links between Regional and National TYCA Web Sites for something like "Scholarship and Teaching Resources." Consider reducing costs to membership in two ways: use technology to increase access to resources; consider not limiting composition studies to refereed journals. (SW)

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

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

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

5.A. Assessment and Tracking

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

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

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

5.A.d. Madden was interviewed by *Community College Week* in April 2003 concerning writing initiatives by ACT (emphasizing the disconnect in writing standards between high school and college teachers) and College Board (both in response to writing tests under development). He responded that: (1) it was great that the "problem" of writing in school was being addressed with so much noise (2) that said, that these two organizations-- responsible for the proliferation of standardized tests that led to the devaluing of writing in school—now find student writing was less than adequate (3) And finally, both organizations are fueling a concern (and the market) because of their investments in a writing test. Writing is the way we measure achievement, writing under conditions which allow students to follow what we have been teaching--including time for reflection and revision. Assessment should be in the hands of well-prepared full-time faculty. (FM)

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

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

5.A.f The traditional measures of "success" are student retention, progress, and completion, but these are problematic given the realities the academic choices and

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

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

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

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

5.B. WAC and a WAC Rubric

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

5.B.b. WAC has been problematic because of student-teacher ratios. Other than English and closely related remedial areas, classes in most other disciplines are huge. Teachers in

those courses are not likely to ask students to write much when they have so many papers to grade. We have always pushed WAC at my college--but the response. It's clear that writing will never be as valued as it ought to be and students will never improve as writers until writing is valued as the basic means of sharing what students know in other courses. (FM).

5.B.c. The St. Martin's Manual for Writing in the Disciplines: A Guide for Faculty by Richard Bullock is a useful tool for WAC. In a very concise format, it gives teachers who want to incorporate more writing concrete suggestions for ways to incorporate writing activities, process writing, managing the paper load, etc., rubrics for responding to student writing, even capstone projects and portfolio suggestions. The more we write, and are published in other disciplines, the more the mystery of how to use writing in curriculum areas may disappear.

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

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

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

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

5.C. Role of Reading Instruction Across the Disciplines

5.C.a. Instruction in two-year college English should focus on reading as a teachable activity, whose challenges students must meet as they move through the curriculum. Should those departments take up reading instruction or yield such work to the developmental area purely? WAC, it seems to me, never really took up the challenge of preparing students to read (and think) in a variety of disciplines. We talk often about the

reading and writing connection and yet so often leave the matter of reading instruction to others. What kinds of reading and writing courses should be in place? Our students need to read and write in as wide a variety of situations and in as varied forms as possible. Having said that, we need to emphasize our strength is in preparing students to read and write for an academic purpose and audience. Can we do so and send the message that such activities matter in the world? Can the writing and research done in our courses have genuine connections with what matters to their lives and to the lives of others in their own communities? Service-Learning becomes, then, especially useful and fruitful for the two-year college. (HT)

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

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

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

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

5.D. Summary Statement on Research Needs and Challenges

We need to rely on current research and theory and show that we know it and use it, but four-year and graduate schools are much deeper into this. We need to make connections with specialists in the various areas for some of that scholarship. Few two-year college

faculty can keep up with all the separate fields of inquiry. For example, can each of us develop expertise in assessment, psycholinguistics, brain and learning research, multicultural research, digital writing (the impact of non-linear reading/writing on learning), literary theory, etc? We can teach students through theory, wise application, and experience, but we need to show that we inform our teaching with current theory when we write documents or position statements. Yet, it's hard to be a comprehensive teacher scholar. Can we pose questions and research studies for doctoral students to pursue? (LP)

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

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

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

- Two-Year vs. Four-Year Faculty's access to equipment for the range of ways to employ Technology Mediated Instruction?
- Two-Year vs. Four-Year Faculty access to training in the most appropriate uses of technology in instruction?
- Two-year vs. Four-Year college students' access to quality technology, necessary to work independently if they are to meet the requirements of TMI courses?
- Scholarship on best methods of TMI with two-year college students?

(JM)

- How has and does electronic teaching affect class size and workload, especially regarding contingent faculty? (questions of increasing importance given nationwide budget cuts to two-year colleges)
- CCCC has formed an ad hoc Committee on Digital Writing, Teaching, and Assessment—does it include two-year college people? If so, are they communicating with TYCA? I don't know if this is the same committee as that chaired by Dickie Selfe on Best Practices. In any case, is TYCA represented on, collaborating with, the work of these types of committees, which are addressing concerns critical to our teaching? (JM)

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

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

6.a.4. Some of the fine print of the "The Neglected R" acknowledges the student-teacher ratio (as in the number of papers teachers have to correct) but proposed that technology

(as in computers reading student essays on software they would try to develop?) rather than better class sizes as the answer. (FM)

OTHER CONCERNS:

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

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

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

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

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

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

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

7.b. My favorite question is, "If the student received an A or B in English Composition, why doesn't s/he write well in my class?" The implication is that a) our standards were too low, or b) the teacher didn't teach well. Often colleagues from other disciplines, administrators, or legislators do not understand the philosophy behind process writing. Furthermore, many colleagues do not know how to design writing assignments that are effective, accomplish what they intended, or in some cases, do not make the student

accountable for turning in polished work. Unfortunately, the teaching of writing stymies many who want black and white outcomes. Therefore, how can we "teach" those colleagues, administrators, and legislators what we do and why it is effective, albeit not usually quantifiable in the context that is easily measured?

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

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

8.a Continue to use all forms of media to pass on the word that two year colleges, through TYCA and in relation to NCTE, are gaining an ever increasing voice in the national conversation on lower division college composition--and to some extent, literature. We should all become life long ambassadors--cheerleaders if you will--for the organization. (SW)

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

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

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

Even administrators with English backgrounds don't know or don't rely on NCTE/TYCA for answers or points of view. (LP)

8.e. NCTE needs to make clear its commitment to TYCA and clarify what it is willing to do to improve teaching and learning at the two-year college. This includes a more effective and collaborative relationship with TYCA members; an active outreach program to insure representation on vital committees is necessary—and a standardized procedure for doing so may help. A recognition of the material realities of the two-year college campus—the lack of travel and conference funding, the lack of release time for research or professional-development, the fact that many institutions do not grant tenure, and the over reliance on contingent faculty to teach core courses, to name a few. CCCC and NCTE has done membership drives for new teachers, offered travel and conference funding for contingent faculty, and has promoted the work and memberships of new scholars of color. However, faculty of color and women are over-represented in the two-year colleges, and the majority do not receive support for professional membership or professional development. In addition, forming professional partnerships is crucial—in research and in practice. This would produce a variety of benefits: graduate schools would have higher placement rates and two-year college faculty would be better prepared; an increased depth of knowledge of adult learners who are apprentice writers; an increased depth of knowledge about the range and learning of developmental writers; an increased depth of knowledge in cultural studies in terms of the intersections of race, class, gender, ethnicity, etc. It would provide scholarship opportunities for doctoral students and a wider audience for publications in the field and an increase in membership. Given the demands of high teaching loads, of increasingly heterogeneous populations, of increased use of technology, of the cuts in travel and conference and professional development funds, and of the increased departmental and campus responsibilities of full-timers as the reliance on contingent faculty grows, two-year college faculty have little time and little patience for anything (organizational memberships, publications, policy statements, etc.) that does not directly improve their ability to meet their responsibilities.

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

- Lack of hard data (recent data) on student body, faculty, and programs.
- Given the multiple goals of our student population (certificate, Associate degree, transfer, obtaining job related skills, updating skills, changing careers, self-improvement, it's hard to assess "success" that is, whether writing programs are meeting these multiple needs and/or whether the traditional criteria—a four-year degree in four years—is appropriate.
- Given the multiple goals of our student population, what are the most appropriate types of courses, programs, writing assessment measures? For example, should there be a separate course for the vocational student rather than the academic freshman comp (and

consider welding vs. nursing)? In some colleges business and technical writing are taught in areas other than English ESL is often separate, but most are mainstreamed in the freshmen composition course—is this best? (LP & SM)

- Economics are working against community colleges: in economic downturns, our enrollment goes up and our funding goes down. This can translate into: increased class sizes; cutting funding for professional development (such as sabbaticals, travel and conference, professional development programs brought to campuses, etc.); an increased reliance on contingent faculty; cutbacks in technology and in training for use of technology, and a reliance on cheaper, though less effective, methods of assessing student performance. (JM)

- We need more and more fully integrated partnerships with high schools and four-year universities to better serve students in these crucial transition stages and to better reinforce the transfer and development of skills. This is especially important for those students who are not in college prep courses and who come to us without much experience in writing. (MV)

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

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

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

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

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

TYCA Program Chair

We are pleased to have Gwen Gresham serve as our TYCA Program Chair for the NCTE and CCCC conferences for 2003-2005.

Gwen Gresham has served as the southwest regional representative to TYCA since 2001, and she has participated in the Public Image of the Two-Year College Committee and Outstanding Programs in English Award Committee. In TYCA-SW she has served as Chair, Conference Co-Chair, Membership Recruitment Chair, and Archivist. She serves as a member of the CCCC Executive Committee.

--Marilyn Valentino, TYCA Chair

RESTRUCTURING OF TYCA OFFICERS' DUTIES

To: TYCA EC Members
Report Author: Marilyn Valentino
Date of Report: February 15, 2004

After further examination of the various duties of TYCA Officers, the committee comprised of Sandie Barnhouse, Frank Madden, Jody Millward, Sharon Mitchler, and Marilyn Valentino, voted on February 2, 2004, to accept the following five changes:

1. The Chair attends only one regional meeting. Other officers share other regional meetings.
2. The Assoc. Chair/Past Chair acts as "Point Person" with CCC emails and info., alerting the Chair to important issues as they arise, but the Chair continues ~~(when possible)~~ to attend CCC meetings.
3. The Program Chair assists the Assoc. Chair in creating a TYCA Strand for NCTE and CCCC and assumes full duties of TYCA strand when the Assoc. Chair position is vacant.
4. The Chair can either read proposals or assign an EC member to be a first reader for NCTE or CCCC proposals as needed.
5. The Past Chair is the Nominations Chair. When that position is vacant, a one-year appointment is made.

Committee Reporting: TYCA College Research Initiative

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

Report Author: Jody Millward

Date of This Report: February 20, 2004

Members Present at Last Committee Meeting:

Jody Millward

Greg Shafer

Date of Last Meeting: On-going meetings on-line February 2003.

Work Completed Since Last Report:

1. Greg Shafer has accepted agreed to Co-chair the Research Initiative Committee with Jody Millward
2. Review of research areas

Summary of Current Activities:

After consultation with TYCA officers in March 2004, the committee will:

- establish goals and set timelines
- prioritize research areas
- investigate outside funding

Projected Completion Date of Activities:

March 2005

Recommendations from the Committee to the Executive Committee:

- TYCA Officers should provide direction for Committee to follow
- TYCA Chair should request nominations from the TYCA Executive board for additional members to appoint to the committee.

Date of Next Meeting: Meetings will continue to be held on line.

Guidelines for the Academic Preparation of Two-Year College English Faculty

1. What are the characteristics of effective two-year college English teachers?

We describe ourselves in the document as:

- teachers who are reflective
- teachers whose classrooms are student-centered
- teachers who understand diversity
- teachers who challenge our students
- teachers whose lessons are grounded in theory and research
- teachers who collaborate with colleagues in developing curriculum
- teachers who read journals, attend conferences, and do research and publish.

2. How can these characteristics be fostered through academic preparation and professional development?

Undergraduate Degree: BA in English

The document proposes that the undergraduate degree be well-balanced with a major in English, and these core classes:

- grammar and linguistics
- western and non-western literature
- composition

Additional courses recommended in:

- teaching reading
- teaching writing
- the adult learner
- curriculum

Masters Degree

The Masters Degree should include in-depth courses in the **core group** above, plus:

- reading
- literary theory
- research methods
- theories of learning
- literacy for adult learners

Suggested electives: bilingual/bicultural education, ESL, Computers to learn, classroom assessment.

Further Training and Development

Further training and development should include:

- higher education politics
- issues of language policy
- teaching non-traditional students, students with disabilities, and ethnically diverse students course development and evaluation teacher/self-evaluation
- assessment

Adjunct Faculty

Adjunct faculty who have an MA in English with coursework in Composition Theory or the Teaching of Writing, or experience with the National Writing Project or similar organizations. For those who may be teaching without this background (whether full-time or adjunct), the English Department in the two-year college is urged to offer courses or workshops in these areas as well as in methods of evaluation, adult learners, and assessment.

Some questions to consider:

1. What courses should have the highest priority?
2. Are there courses we may be missing? Are there any in the core group that could be deleted?
3. Do you know of any graduate programs that are especially geared to this preparation of two-year college teachers that we could spotlight as model programs

Proposal for Outstanding Programs in English Awards Committee Selection

To: TYCA Executive Committee
From: Lois Powers
Date: 23 March 2004
Re: Procedure for Committee Selection

Composition of the Committee for Outstanding Awards in English Programs

The Committee would be composed of four members and a chair. The members should reflect diversities, regionals of TYCA, and kind/size of two-year colleges. One member should be on the EC to provide a link to that body. The chair of the next year's committee will be chosen from among the present members of the committee or a member of a past committee.

Selection Process

The Chair of TYCA will appoint the members of the committee each year. The Chair of the OPEA committee for the next year will be appointed from among the members of the committee by the TYCA Chair in consultation with the outgoing chair of the committee.

Terms

Members of the committee would serve one-year terms. The chair would be selected from among the members of the present committee or from among members of a former committee, thus serving two years, consecutive or non-consecutive.

Qualifications

The work on this committee is done online. Members should be comfortable working online, have ready access to e-mail, and frequently check their e-mail.

March 23, 2004

Committee members need to be current in both theory and pedagogy in order to judge the merits of programs and generally knowledgeable about what is going on in the field.

Responsibilities and Duties

Members will read the proposals sometimes during mid November, December, early January and select the winners, consider changes or additions to the awards categories for the proposal forms, and award brochures for the following year, monitor and plan various phases of the yearly cycle (awards, presentations, award announcements in journals and on the TYCA web page, etc.), and publicize the award. The Chair will work with an NCTE staff member who keeps a master timeline for this award and makes the actual changes to the web and printed materials, arranges for plaques and certificates, sends reminders, etc.

Dear TYCA EC Members:

In an effort to do some advance work before our meeting, I've summarized the *Guidelines for the Academic Preparation of Two-Year College English Faculty* document below. Our next step is to share these recommendations with college English educators and graduate program directors for their input and identify some model universities that offer what our future faculty need.

Before that step, I'd like your feedback to make sure that our representation is accurate. It's easy to do. Just send comments to me at mvalen@lorainccc.edu, and I'll pass them on.

This document intends to answer two questions:

a. What are the characteristics of an effective two-year English teacher ?

We describe ourselves in the document as:

- teachers who are reflective
- teachers whose classrooms are student-centered
- teachers who understand diversity
- teachers who challenge our students
- teachers whose lessons are grounded in theory and research
- teachers who collaborate with colleagues in developing curriculum
- teachers who read journals, attend conferences, and do research and publish.

b. How can these characteristics be fostered through academic preparation and professional development?

Undergraduate Degree: Baccalaureate degree in English

The document proposes that the undergraduate degree be well-balanced with a major in English, and these core classes:

- grammar and linguistics
- western and non-western literature
- composition

Additional courses recommended in:

- teaching reading
- teaching writing
- the adult learner
- curriculum

Masters Degree

The Masters Degree should include in-depth courses in the **core group** above, plus:

- reading
- literary theory
- research methods
- theories of learning
- literacy for adult learners

Suggested electives are bilingual/bicultural education, ESL, Computers to learn, and classroom assessment.

Further Training and Development

Further training and development should include:

- higher education politics
- issues of language policy
- teaching non-traditional students, students with disabilities, and ethnically diverse students course development and evaluation teacher/self-evaluation
- assessment

Adjunct Faculty

Since many of our courses are taught by adjunct faculty, the document advises hiring of adjunct faculty who have an MA in English with coursework in Composition Theory or the Teaching of Writing, or experience with the National Writing Project or similar organizations. For those who may be teaching without this background (whether full-time or adjunct), the English Department in the two-year college is urged to offer courses or workshops in these areas as well as in methods of evaluation, adult learners, and assessment.

Some questions to consider:

1. What courses should have the highest priority?
2. Are there courses we may be missing?
3. Do you know of any graduate programs that are especially geared to this preparation of two-year college teachers?

I propose that we circulate this bulleted list among our colleagues at our regionals—either in a separate session or at the TYCA booth for the widest response and that the responses be summarized or passed on to me soon thereafter. Thanks for your help in getting this closer to completion.

Marilyn J. Valentino, TYCA Chair

Related Information:

- [CCCC Convention Preview](#)
- [Online registration is now available for the 2004 CCCC Annual Convention!](#)
- [Convention Program Note](#)

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

*** This report is to be completed by the TYCA Regional Chair within 2 weeks after TYCA Regional Convention**

TYCA Region Reporting:

To: National TYCA/NCTE Headquarters

Report Author:

Date of This Report:

Date of Regional Convention:

Number in attendance at Convention:

Number of convention attendees not NCTE members:

(a fee of \$2 per attendee is to be assessed and returned to National TYCA office at NCTE)

Updated list of Regional Executive Committee Members and e-mail addresses, noting Officers: (or, please attach current roster here)

Information on next year's conference:

Conference Title:

Date:

Location:

Local Arrangements Chair and e-mail address:

Proposal Deadline:

Website address or contact name for those requesting additional information on your upcoming regional conference:

- Please return completed form within 2 weeks after your regional conference to: Terrill Martinez, NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801
- Please include with completed form a check made out to NCTE for all regional conference attendees who are not NCTE members (\$2 per attendee).

The Role of the Webtender: Responsibilities and Duties

Leadership Responsibilities

- Provide vision for further development and maintenance of the TYCA website
- Seek new ideas, features, and uses for the TYCA website
- Keep abreast of the technological opportunities for expanding the website
- Keep abreast of information and issues within the profession
- Use the resources of the website to provide forums and discussion groups/boards to explore issues of interest and concern

NCTE Responsibilities

- Work with NCTE staff to have new material posted
- Monitor accuracy, currency, design, and function of the TYCA website
- Provide NCTE staff with any changes, updates, or corrections
- Serve as a liaison between NCTE staff, national TYCA , and the website committee

TYCA Responsibilities

- Establish website connections with the seven regionals
- Feature the regionals on the national website
- Moderate online TYCA communities as they develop
- Encourage the use of website features by TYCA members
- Suggest ways to assist TYCA members using new features of the website

Duties

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

Search for New Editor of *Teaching English in the Two-Year College*

NCTE is seeking a new editor of *Teaching English in the Two-Year College*. In May 2006, the term of the present editor, Howard Tinberg, will end. Interested persons should send a letter of application to be received **no later than November 1, 2004**. Letters should include the applicant's vision for the journal, and be accompanied by the applicant's vita, one sample of published writing, and two letters of general support from appropriate administrators at the applicant's institution. Do not send books, monographs, or other materials that cannot be easily copied for the Search Committee. The applicant appointed by the NCTE Executive Committee in April 2005 will effect a transition, preparing for his or her first issue in September 2006. The appointment is for five years. Applications should be addressed to Margaret Chambers, *Teaching English in the Two-Year College* Search Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Questions regarding any aspect of the editorship should be directed to Margaret Chambers, Division Director Publications: mchambers@ncte.org; (800) 369-6283, extension 3623.

**TIMELINE AND SEARCH COMMITTEE FOR SELECTING AN EDITOR FOR
TEACHING ENGLISH IN THE TWO-YEAR COLLEGE**

In May 2006, Howard Tinberg's term as editor will end. While 2006 may seem a long time away, our procedures call for an early search and a year-long transition for the new editor. A search beginning in April 2004 and concluding in April 2005 will allow the new editor a year to get ready, including reviewing manuscripts, conferring with the retiring interim editors, and becoming acquainted with headquarters production staff.

1. The recommended timeline is as follows:

April 2004 The Search Committee is appointed (see # 2, below). Upon appointment, Search Committee confers on objectives, criteria, procedures, etc.

April 2004 – Oct. 2004: A notice of vacancy is printed in appropriate journals; invitations to apply are sent to individuals recommended by the Section Committees and the Executive Committee, if desired. Interested persons (1) a letter of application, (2) a vita, (3) one published writing sample, (4) the applicant's vision for the journal, and (5) two letters of general support from appropriate administrators.

Nov. 2004: Search Committee convenes at the Annual Convention in Indianapolis, IN to review applications and select up to four finalists. If feasible, the staff liaison serves as a resource person at this meeting.

Dec. 2004: Finalists are asked to prepare and submit any additional materials requested by the Search Committee. Finalists who hold other major posts should be advised they will have to resign those posts in keeping with NCTE's Multiple Roles Policy.

March 2005: Search Committee interviews finalists at the CCCC Convention in San Francisco, CA; the committee prepares a rank-ordered list of two or three candidates. If feasible, the staff liaison serves as a resource person at the interviews.

April 2005: Executive Committee acts on Search Committee's recommendations.

Summer 2005: Transition begins.

September 2006: New editor's first issue appears.

2. The Executive Director recommends that XX be invited to serve as chair; also recommended are XX, (alternates: XX, XX) and XX, (alternates: XX, XX) as committee members. Should any of those listed decline or wish to be candidates for the editor position, further alternates can be named.

*Candidates will be urged to use institutional funds where possible

Budget for Search

Photocopies, postage, miscellaneous	\$
Per diem for committee to meet at Annual Convention in 2004 to review applications	\$
Travel, lodging, meals for up to four candidates for interviews* at CCCC Conference in 2005	\$
Lodging and meals (but not travel) for committee to interview candidates at CCCC Conference in 2005 (interviews will probably be spread over two days)	\$
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Total	
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Support for Teaching English in the Two Year College

Items needed at Editor's Institution	Cost ¹
<p><i>Staff Support at the Host Institution(s)</i> 1 FTE², e.g., secretary or editorial assistants, available for 12 months each year</p>	location specific
<p><i>Release Time</i> 1/2 FTE</p>	location specific
<p><i>Office Expenses</i> to include postage, supplies, telephone, and copying.</p>	location specific
<p><i>Office Space</i></p>	location specific
<p><i>Office Equipment</i> to include fax, telephone, computer, access to Internet</p>	location specific
<p><i>Required Travel</i> to NCTE Annual Convention to CCCC Annual Convention</p>	<p>\$1000 \$1000</p>
NCTE Costs	
Items needed	Cost ¹
<p><i>Staff Support at NCTE</i> 1/8 FTE journal editor, available for 12 months each year</p>	Variable
<p><i>Journal Start-up Costs</i> journal redesign orientation trip stationery printing</p>	<p>\$1,500 \$1,500 \$2,500</p>

¹Costs shown are estimates only.

²FTE=full-time equivalent

**2004 COMMITTEE for 2005 OUTSTANDING PROGRAMS IN
ENGLISH AWARDS FOR TWO-YEAR COLLEGES AND
TEACHERS**

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*** Indicates preferred address**

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
PHYSICS DEPARTMENT

PHYSICS 311
LECTURE 10
MAY 19, 1983

THE UNIVERSITY OF CHICAGO
PHYSICS DEPARTMENT
PHYSICS 311

PHYSICS 311
LECTURE 10
MAY 19, 1983

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LECTURE 10
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MAY 19, 1983

PHYSICS 311
LECTURE 10
MAY 19, 1983

**2004 COMMITTEE for 2005 PUBLIC IMAGE of the TWO YEAR
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**2004 COMMITTEE for 2005 TETYC
BEST ARTICLE OF THE YEAR AWARD**

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* Indicates preferred address

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**2004 COMMITTEE for 2005
NELLY ANN PICKETT SERVICE AWARD**

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* Indicates preferred address

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Outstanding Programs in English Awards

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

2004 Winners

Category 1: Reaching Across Borders

Honorable Mention

Graduate Student Internship Program
College of Lake County, Grayslake, IL

Category 2: Fostering Student Achievement

Winner

Centralia College Writing Center
Centralia College, Centralia, WA

Category 3: Enhancing Literature and Cultural Arts

Honorable Mention

Building Bridges Between College and Community Through Poetry Program
College of the Desert, Palm Desert, CA

Call for Submissions

The Outstanding Programs in English Awards for Two-Year Teachers and Colleges will be given annually and will honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals. The TYCA Awards Committee is seeking submissions for the award to be given in 2005. The colleges selected for the awards (one in each category) and for honorable mention will be honored at the TYCA Breakfast at the CCCC Convention in San Francisco, CA on March 19th, 2005.

Applicants must submit a completed submission form, a brief description of their program (60 words or fewer), a narrative of the program (1,000 words or fewer), and a 3 ½" diskette with the description and narrative. Submission materials must be postmarked by **November 15, 2004**. More information and the submission form can be obtained from Melissa Prentice, NCTE, 1111 West Kenyon Road, Urbana, IL 61801-1906; phone 800-369-6283, ext. 3613; e-mail: mprentice@ncte.org.

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MEMORANDUM

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FROM: SAC, NEW YORK

SUBJECT: [Illegible]

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[Illegible]

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Past Winners of TYCA's Outstanding Program Awards

2003 Outstanding Program Award Winners

Category 1: 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--Ammerman Campus, Selden, NY

Category 2: 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

Category 3: Enhancing Developmental English

Winner

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

Category 4: Promoting Technology-Based Instruction

Winner

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

2002 Outstanding Program Award Winners

Category 1: Reaching Across Borders

Winner

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

Honorable Mention

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

Category 2: Fostering Student Achievement

Winner

The Montgomery Scholars Program
Montgomery College, Rockville, MD

Honorable Mention

Transfer Achievement Program
Fullerton College, Fullerton, CA

Category 3: Enhancing Developmental English

Winner

Bridge to Success
Umpqua Community College, Roseburg, OR

Honorable Mention

Reinventing Basic Skills
Chaffey College, Rancho Cucamonga, CA

Category 4: Promoting Technology-Based Instruction

Winner

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

Nell Ann Pickett Award

Call for Nominations!!

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

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

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

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

Submit nominations to:

Melissa Prentice
Nell Ann Pickett Award
1111 West Kenyon Road
Urbana, IL 61801-1096

Nominations must be postmarked no later than November 15, 2004.

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Nell Ann Pickett Service Award Committee Procedures

The Nell Ann Pickett Service Award Committee is appointed by the chair of National TYCA to select an annual award winner for this honor. In appointing the committee, the chair will rotate membership among the seven regional TYCA organizations. The previous winner of the award will be invited to serve on the committee.

The Call for Nominations is published in TETYC, CCC, and College English by NCTE. It should also appear in the regional TYCA newsletters or journals.

The Call reads as follows:

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

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

Major Impact on Two-Year College Professionalism

Teaching Qualification: Demonstrated past or present excellence in teaching which exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.

Service Qualification: Positive contributions to leadership in professional organizations at the regional or national levels and inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups that promote two-year colleges.

Nominations: Any person may nominate a service award candidate who meets the award qualifications by sending an overview of the applicant's qualifications in no more than two double-spaced typed pages. The selection committee may request other supporting materials.

Submit nominations to: Melissa Prentice, Pickett Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801.

Nominations must be postmarked no later than November 15, 2004.

Materials received at NCTE headquarters will be copied and mailed to the committee members. The chair will request additional materials as needed from the nominators and will distribute them to the committee. Curriculum vitae are most often requested, but other materials may be needed when multiple excellent candidates are nominated.

The members will review the letters and other materials. Candidates will be evaluated for contributions to the profession once threshold teaching excellence is met. The committee will communicate via telephone or e-mail.

Once a decision is reached, the committee chair will **notify NCTE headquarters by January 10, 2005** and the National TYCA chair. The national TYCA chair will notify the award winner of her/his selection. The name of the winner is regarded as confidential until the winner is notified. The award is presented during the Second General Session of CCCC. The award committee chair, the National TYCA chair, or the CCCC chair will introduce the award winner and present the award.

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TYCA Fame and Shame Awards

Call for Nominations

Send nominations for the TYCA Fame and Shame Awards based on the criteria below, either on-line or to:

Sterling Warner

TYCA Fame and Shame Committee Chair
Evergreen Valley College
San Jose, CA 95135

Award Information

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

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

Criteria:

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

Procedures:

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

2004 Winners

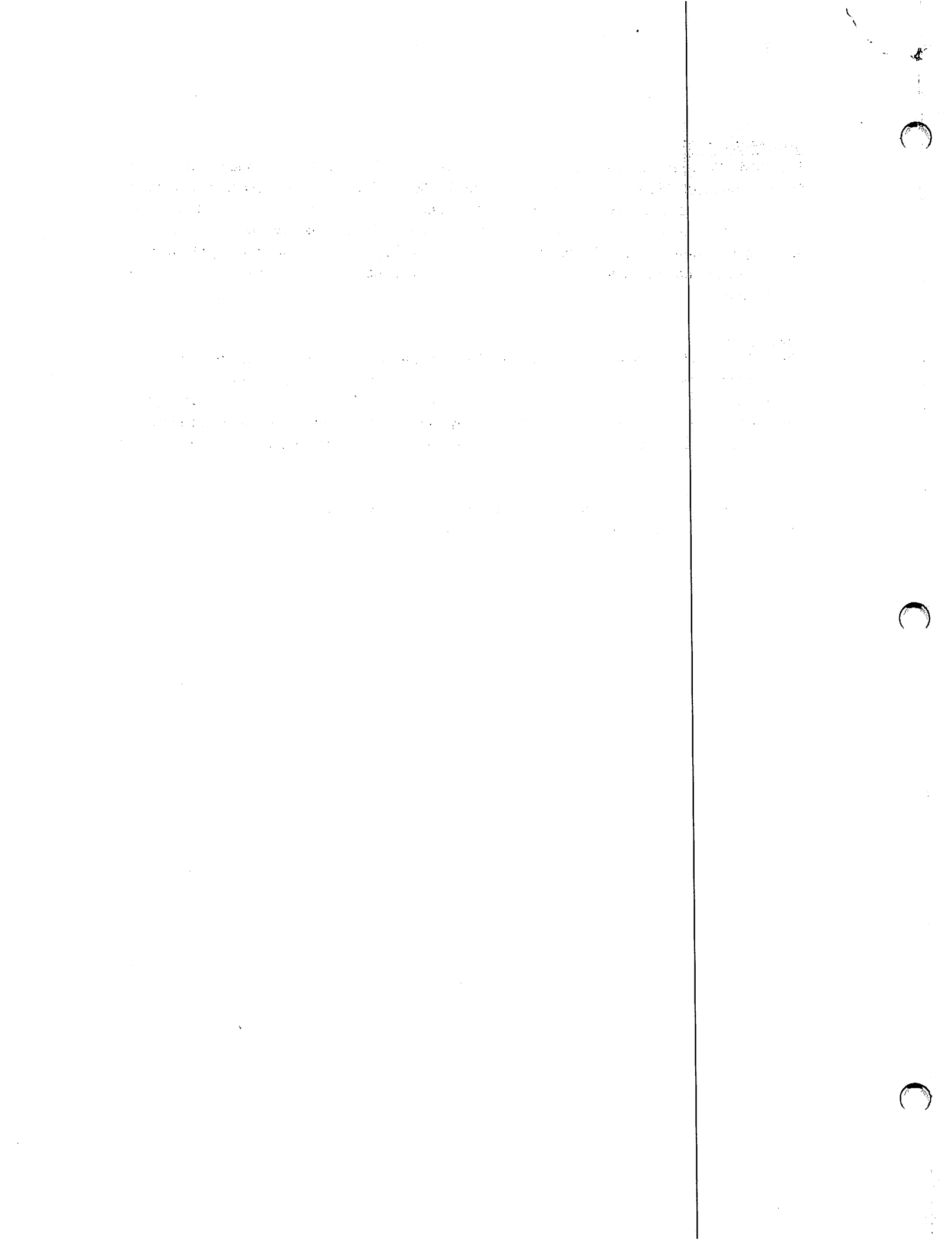
SHAME WINNER

The 2004 TYCA Shame Award went to *The Fort Worth Star-Telegram* for an article on January 25, 2004. In the article "Poems from the Edge" about Dr. Cleatus Rattan, Texas' new poet laureate at Cisco Junior College, Jeff Guinn quotes Dr. Jim Lee, professor emeritus at the University of North Texas: "In our line of work, any junior college is considered Siberia," Lee says, "Most people teaching at them would probably eat wood to get out. But if you stay on a junior college faculty too long, unfairly or not, you establish yourself as a sort of junior-college type. Typically, you never get out of there."

FAME WINNER

The 2004 TYCA Fame Award went to *The Fort Worth Star-Telegram* for an article on February 2, 2004. In the article "Don't Dish Up That Pine Tree Yet," Dr. Tahita Fulkerson, dean of instruction/accreditation services for the Tarrant County College District, responds, "However, by the time I had read enough of Guinn's article to find my friend Jim Lee's remark that in academia 'any junior college is considered Siberia,' I knew that I had to present another view of professional life at two-year colleges."

Dr. Fulkerson goes on to say, "If Rattan would 'eat wood' to leave his employer of three decades, it may be because he just doesn't understand the mission of the institution."



TETYC Best Article Award

Criteria

Nature of the Work to be Considered: The *TETYC* Best Article Award is granted each year to the author whose essay manifests excellence in the following areas: content currency, style, form, value to readers and overall impression.

Dates of Articles to be Considered: articles to be considered will be chosen from *TETYC* issues of the year prior to selection (March, May, September, December).

Nature of the Award: A plaque will be awarded to the author of the winning article along with a cash award.

Presentation: The presentation of the award will be made at the Annual CCCC Convention and announced in *TETYC*.

2004 TETYC Best Article Award Winner

Jay Simmons and Timothy McLaughlin were awarded the 2004 *TETYC* Best Article of the Year Award for his article "Longer, Deeper, Better," in the May 2003 issue of *TETYC*.

Previous Winners

2003 Loretta Kasper
2002 Derek Soles
2001 Dana Elder
2000 Richard Raymond
1999 Kay Thurston
1998 Smokey Wilson
1997 Marilyn J. Valentino
1996 Tom Speer
1995 William S. Robinson
1994 Julia Ferganchick-Neufang
1993 Betty Palmer Nelson
1992 Dana L. Fox
1991 Joseph F. Trimmer
1990 Judith Rae Davis
1989 Fred Standley
1988 Nadine Pearce and Paul Hunter

1987 Richard Raymond
1986 Patricia Callaghan
1985 Sylvia A. Holladay
1984 Marcia H. Edwards
1983 Tim McCracken and W. Allen Ashby
1982 Michael E. Adelstein



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2004 TEACHER/SCHOLAR COMMITTEE

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Cover Panel



THE NATIONAL TWO-YEAR COLLEGE ENGLISH ASSOCIATION

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

Resources, Strategies, Advocacy

Inside Left Panel

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

WHAT IS NATIONAL TYCA?

The National Two-Year College English Association (TYCA) is an organization formed in 1996 within NCTE to focus entirely on two-year college concerns. National TYCA coordinates the work of seven longstanding, dynamic Regional Conferences serving every section of the United States and many Canadian provinces. TYCA provides resources, develops strategies, and advocates on behalf of all who teach the first two years of college.

WHO IS ELIGIBLE TO JOIN NATIONAL TYCA?

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

WHY SHOULD I JOIN?

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

Inside Middle Panel

- To strengthen the voice of two-year college faculty locally, regionally, nationally, and internationally in debates about literacy, literature, and language.
- To share in the exchange of effective classroom teaching methods and important professional issues such as establishing the role of the two-year teacher/scholar in the academy.
- To learn about cutting-edge ideas from highly respected authors and scholars through discounts of up to 30% on NCTE publications.
- To connect with your colleagues on campuses across the nation through regional meetings and national conventions.

HOW DOES NATIONAL TYCA WORK?

All members of National TYCA elect national officers who are joined by elected representatives from each TYCA Regional (Northeast, Southeast, Midwest, Southwest, West, Pacific Northwest, Pacific Coast) to form the National TYCA Executive Committee. When you join National TYCA, you augment your membership in your Regional TYCA and participate in the national issues for two-year college faculty. To learn more about National TYCA and find information on joining your TYCA Regional, visit <http://www.ncte.org/groups/tyca>.

HOW CAN I GET INVOLVED?

- Volunteer for TYCA committees and task forces.
- Attend Regional and National workshops on presenting at CCCC and NCTE conferences and submitting article ideas to *TETYC*.
- Take part in the National TYCA Saturday breakfast and strand at the CCCC Convention each year.
- Participate in on-line communities where you can voice your concerns, challenges, and share success strategies.
- Respond to calls for submission of manuscripts for publication and program proposals for NCTE and CCCC Conventions.

■ ■ ■ For additional information on these and other TYCA topics, visit the TYCA Website at <http://www.ncte.org/groups/tyca>

HOW DO I JOIN?

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

Inside right panel

NATIONAL TYCA ENROLLMENT FORM

TYCA/NCTE membership	\$40
TETYC subscription	\$20
	\$60

ADDITIONAL OPTIONS

- Membership in the Conference on College Composition and Communication and a subscription to *College Composition and Communication* \$25
 - College English*\$25
 - English Education* (includes membership in the Conference on English Education) \$15
 - Research in the Teaching of English* \$20
- (International postage: Add \$4 per year for TETYC, CCC, or RTE; add \$8 per year for CE)
- Total _____

(Please print)

Name _____

Address _____

City _____

State _____ Zip _____

Phone number H: () _____

O: () _____

E-mail _____

School _____

Address _____

City _____

State _____ Zip _____

E-mail _____

Purchase order # _____

Charge my MasterCard Charge my VISA

Account no. _____

Expiration date _____

Your signature _____

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

Institutional subscriptions to *Teaching English in the Two-Year College* are available for \$40/year. For more information, call NCTE Customer Service at 877-369-6283. P-0046

Back left panel has address on it

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

Back middle panel

RESOURCES TO SUPPORT TEACHERS

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

STRATEGIES TO IMPROVE THE PROFESSION

- Resources and strategies available in *TETYC* and on the TYCA website provide up-to-date resources, research, and strategies in two-year college teaching.
- Regional meetings and national conferences where you can attend highly practical, sessions and network opportunities with colleagues who share your interests
- Opportunities for publication
- Professional development workshops on topics like portfolios, writing, and assessment

ADVOCACY TO LIGHTEN THE LOAD

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



Volunteer Corps

National TYCA Volunteer Profile Form

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

* If you are not currently a TYCA/NCTE member, you may join by visiting the National TYCA Website at <http://www.ncte.org/groups/tyca/membership/113407.htm>

Name (print): _____

NCTE Member # _____

Office phone: _____ Home phone: _____

Email: _____

Preferred Mailing Address

- Home
 Institution

Institution: _____

Institution address: _____

City: _____ State: _____ Zip: _____

Home Address: _____

City: _____ State: _____ Zip: _____

TYCA Region: _____

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

1. _____

2. _____

3. _____

I would like to:

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

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

Please visit the National TYCA Website at <http://www.ncte.org/groups/tyca> for more information.

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

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

Fax: 217-328-0977
Attn: Nancy Wilson

TYCA PRESENTER INFORMATION SHEET

Name: (print) _____

Phones: Office: _____ Home: _____

E-mail: _____ Fax: _____

Home Address: _____

City _____ State _____ Zip _____

Institution: _____ Dept. _____

Institution Address: _____

City _____ State _____ Zip _____

TYCA Region _____ Interested in Chairing a Session? ___ Yes ___ No

Working Title for Presentation for next conference: _____

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

_____ (email) _____

Brief summary of your idea:

Other Possible Presentation Topics:

Please return completed form to: Terrill Martinez, NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801

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

TYCA Committees

TYCA COMMITTEES MATRIX

As of 02/04

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

TYCA Committees

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

TYCA Committees

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

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

I. The National Organization

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

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

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

C. Purposes:

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

D. Goals:

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

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

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

F. Membership

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

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

A. Membership

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

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

The TYCA Executive Committee shall

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

C. Officers of TYCA Executive Committee

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

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

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

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

D. Duties of the TYCA Executive Committee Officers

1. The Chair shall

- a. Assume the responsibility for the functioning of TYCA
- b. Plan the agenda for all business meetings
- c. Preside at all business meetings of TYCA unless unavoidably absent
- d. Appoint all committees authorized by TYCA
- e. Prepare an annual report on TYCA and regional association activities for presentation to the TYCA Executive Committee, to the College Section steering committee, and to the NCTE Executive Committee. The Chair will also provide an oral report on TYCA and regional activities to the CCCC executive committee at its regular meetings.
- f. Ensure that REC Chairs and regional newsletter editors receive copies of all announcements of committee vacancies and calls for program proposals and participants from NCTE and CCCC as they are pertinent to teachers of English in two-year colleges
- g. Ensure that all liaisons and appointees to relevant groups in NCTE are appointed
- h. Notify CCCC Chair of any proxy representation prior to biannual meetings
- i. **Attend all NCTE Executive Committee Meetings**

2. The Associate Chair shall

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

3. The Immediate Past Chair shall

- a. Advise the Chair and TYCA
- b. Chair the nominating committee

4. The Secretary shall

- a. Prepare minutes of all business meetings of TYCA
- b. Distribute minutes to all members of the TYCA Executive Committee within thirty days of the meeting
- c. Maintain a permanent file of the minutes and all other records necessary to the orderly transaction of TYCA business
- d. Send copies of all minutes and other records to the Executive Director of NCTE

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

E. Meetings of TYCA Executive Committee

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

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

A. Names

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

B. Purposes

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

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

C. Regional Boundaries

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

D. Membership

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

E. Dues

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

IV. Regional Executive Committees

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

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

B. Election of REC

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

7. The Nominating Committee shall count the ballots and report the results to the REC chair who will announce the results at the annual business meeting and/or in the next regional newsletter.

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

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

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

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

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

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

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

C. Duties of the Regional Executive Committee

The REC shall

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

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

D. Four-Year Representative

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

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

1. Program Chair

- a. The REC shall elect a Program Chair to a one-year term commencing at the close of the annual regional conference preceding the conference he or she is to plan
- b. The Program Chair shall hold no other office on the REC.

2. Assistant Program Chair

- a. The REC shall elect an Assistant Program Chair whose term of office shall coincide with that of the program chair.
- b. The Assistant Program Chair shall hold no other office on the REC.

3. Local Arrangements Chair

- a. The REC shall elect a Local Arrangements Chair whose term of office shall coincide with that of the Program Chair. Preferably, the Local Arrangements Chair should have faculty status at the college which is acting as host to the conference.
- c. The Local Arrangements Chair shall hold no other office on the REC.

4. Assistant Local Arrangements Chair (optional)

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

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

5. Editor of Regional Publications

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

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

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

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

6. Business and Advertising Manager (optional)

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

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

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

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

F. Meetings of the REC

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

Meetings may be called by the chair of the REC, or at the request of two other REC members. Notice of the meetings shall be provided to all REC members, normally in writing, at least two weeks in advance.

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

V. Duties of the REC Officers

A. The Chair shall

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

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

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

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

- d. Arranging for a professional audit every two years if the REC elects to do so
- e. Preparing annual financial reports for submission to the REC, the regional membership, National TYCA, the Chair of the College Section steering committee and the NCTE Executive Director

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

D. The Secretary shall

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

E. The Membership Chair shall

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

F. The Four-Year College or University Representative shall

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

G. The Program Chair shall

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

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

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

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

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

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

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

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

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

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

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

VII. Amendment of the By-Laws

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

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

4. The College Section Steering Committee
5. The NCTE Executive Committee

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

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

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

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

TYCA 2003-2004 Executive Committee

<p>Marilyn Valentino (2002-2005) Chair (2003-2004)</p> <p><i>Preferred Address:</i> Lorain County Community College 1005 N. Abbe Rd. Elyria, OH 44035 Office: (440) 366-7103 Fax: (440) 366-4663 mvalen@lorainccc.edu</p> <p>86 Hickory Hollow Dr. Amherst, OH 44001 Home: (440) 985-1765</p>	<p>Sharon Mitchler (2000-2004) Associate Chair (2003-2004)</p> <p><i>Preferred Address:</i> Centralia College 600 W. Locust Centralia, WA 98531-4099 Office: (360) 736-9391, ext. 405 Fax: (360) 330-7502 smitchler@centralia.ctc.edu</p> <p>3231 Skooter Ln NE Olympia, WA 98506 Home: (360) 412-1822 smitchler@comcast.net</p>
<p>Jody Millward (2001-2004) Past Chair (2003-2004)</p> <p><i>Preferred Address:</i> 5213 San Simeon Drive Santa Barbara, CA 93111 Home: (805) 683-2478</p> <p>Santa Barbara City College College Achievement Program 721 Cliff Drive Santa Barbara, CA 93105 Office: (805) 965-0581 X2736 Fax: (805) 963-7222 millward@sbcc.edu</p>	<p>Sandie McGill Barnhouse (2002-2005) Secretary (2002-2005)</p> <p><i>Preferred Address:</i> 5119 Witham Passage Charlotte, NC 28215 Home: (704) 598-3505 Fax: (704) 598-4415 barnhouse111@aol.com</p> <p>Rowan Cabarrus Community College P.O. Box 1595 Salisbury, NC 28145-1595 Office: (704) 788-3197 x520 Fax: (704) 788-2168 Curriculum office</p>
<p>Stasia J. Callan (2001-2004) Northeast Representative</p> <p><i>Preferred Address:</i> 494 Lake Road Webster, NY 14580-1055 Home: (585) 787-6879 Fax: (585) 427-2749 scallan1@rochester.rr.com</p> <p>Monroe Community College 1000 E. Henrietta Road Rochester, NY 14623 Office: (585) 292-3370 Fax: (585) 427-2749 scallan@monroecc.edu</p>	<p>Sally Fitzgerald (2001-2004) ECCTYC Representative</p> <p><i>Preferred Address:</i> Vice President, Instruction Napa Valley College 2277 Napa-Vallejo Highway Napa Valley, CA 94558 Office: (707) 253-3057 sfitzgerald@napavalley.edu</p> <p>2326 Stonehouse Dr. Napa, CA 94558 (707) 226-6349</p>

<p>Eva Payne (2003-2006) Pacific Northwest Representative</p> <p><i>Preferred Address:</i> 3230 NW 60th St. Corvallis, OR 97330 Office: (503) 589-7827 epayne1@chemeketa.edu</p> <p>Chemeketa Community College 4000 Lancaster Dr. NE PO Box 14007 Salem, OR 97309</p>	<p>Christine Jennings (2003-2006) Southeast Representative</p> <p><i>Preferred Address:</i> Tidewater Community College 1700 College Crescent Virginia Beach, VA 23453 Office: (757) 822-7145 cjennings@tcc.edu</p> <p>2941 Wood Duck Drive Virginia Beach, VA 23456 Home: (757) 426-7295 Fax: (757) 427-0327</p>
<p>Gwen Gresham (2003-2006) Southwest Representative</p> <p><i>Preferred Address:</i> North Arkansas College 1515 Pioneer Drive Harrison, AR 72601 Office: (870) 391-3316 Fax: (870) 391-3250 gweng@northark.edu</p> <p>304 Huntington Pl. Harrison, AR 72601 (870) 741-5146</p>	<p>Eric Bateman (2002-2005) West Representative</p> <p><i>Preferred Address:</i> Great Basin College 5490 Kluncy Canyon Rd. Winnemucca, NV 89445 Office: (775) 623-1807 Fax: (775) 623-1812 ebateman@gbcnv.edu</p> <p>5820 Muddy Rd. Winnemucca, NV 89445 Home: (775) 623-0546</p>
<p>Leslie Roberts (2002-2005) Midwest Representative</p> <p><i>Preferred Address:</i> 200 West Jefferson Ann Arbor, MI 48103 Home: 734-665-7629 Cell: (734) 730-8019 Office: (248) 522-3433 lrobert@oaklandcc.edu</p> <p>Oakland Community College Orchard Ridge Campus Dept. of English 27055 Orchard Lake Rd. Farmington Hills, MI 48334</p>	<p>Alexis Nelson (2003-2004) Northwest Co-Chair</p> <p><i>Preferred Address:</i> Communications Department, M.S. 3050 Spokane Falls Community College 3410 West Fort Wright Dr. Spokane, WA 99224-5288 Office: (509) 533-3588 alexisn@spokanefalls.edu</p> <p>17 West 26th Ave. Spokane, WA 99203 Home: (509) 838-2649</p>

<p>Tom Gribble (2003-2004) Northwest Co-Chair</p> <p><i>Preferred Address:</i> Spokane Community College Liberal Arts, MS 2011 1810 Spokane, WA 99217-5399 Office: (509) 533-7206 Fax: (509) 533-8059 tgribble@scc.spokane.edu</p> <p>3523 W. Rockwell Ave. Spokane, WA 99205-1768 Home: (509) 325-5420 gribneal@comcast.net</p>	<p>Sterling Warner (2003-2004) ECCTYC Chair</p> <p><i>Preferred Address:</i> 2942 Neal Avenue San Jose, CA 95128 Home: (408) 983-1305 jsterlingw@aol.com</p> <p>Evergreen Valley College 3095 Yerba Buena Rd. San Jose, CA 95135 Office: (408) 274-7900, ext. 6605 Fax: (408) 223-9391 sterling.warner@sjeccd.cc.ca.us</p>
<p>Don Andrews (2003-2004) Southeast Chair</p> <p><i>Preferred Address:</i> Chattanooga State Technical CC 4501 Amnicola Hwy. Chattanooga, TN 37406 Office: 423-697-4747 Fax: 423-697-4430 donald.andrews@chattanoogaastate.edu</p> <p>2711 St. Lawrence Rd. Chattanooga, TN 37421 423-899-6344 dandrews15@comcast.net</p>	<p>Michael Gos (2003-2004) Southwest Chair</p> <p><i>Preferred Address:</i> Lee College English & Comm. Dept. Baytown, TX 77522 Office: (281) 425-6809 mgos@lee.edu</p> <p>1510 Mija Ln. Seabrook, TX 77586 Home: (281) 474-3390</p>
<p>Joanna Tardoni (2003-2004) West Chair</p> <p><i>Preferred Address:</i> 509 Lewis St. Rock Springs, WY 82901-6657 Home: (307) 382-7438 jtardoni@wwcc.cc.wy.us</p> <p>Western Wyoming Community College PO Box 428 Rock Springs, WY 82902-0428 Office: (307) 382-1744</p>	<p>Jane Wagoner (2003-2004) Midwest Chair</p> <p><i>Preferred Address:</i> 429 S. Home Ave. Park Ridge, IL 60068 Home: (847) 698-0034 janewwc@aol.com</p> <p>Wilbur Wright College English Dept. 4300 N. Narragansett Ave. Chicago, IL 60634 Office: (773) 481-8682 Fax: (773) 481-8242</p>

<p>Dave Critchett (2003-2004) Northeast Chair</p> <p><i>Preferred Address:</i> Community College of Rhode Island 400 East Ave. Warwick, RI 02886 Office: (401) 825-2332 Home: (401) 826-8747 d.j.critchett@worldnet.att.net or dcritchett@ccri.edu</p> <p>10 Rex St. West Warwick, RI 02893 dcritchett@ccri.edu</p>	<p>Lois Powers Archivist</p> <p><i>Preferred Address:</i> 7441 Calico Trail Orange, CA 92869 Home: (714) 771-2056 Fax: (714) 771-4728 lpowers@socal.rr.com</p> <p>Fullerton College 321 E. Chapman Ave. Fullerton, CA 92832</p>
<p>Patricia Lambert Stock (lifetime) NCTE President, Ex officio</p> <p><i>Preferred Address:</i> 5724 LeBaron Court East Lansing, MI 48823 Home: (517) 339-3696</p> <p>Michigan State University The Writing Center 300 Bessey Hall East Lansing, MI 48824 Office: (517) 432-3614 pstock@pilot.msu.edu</p>	<p>Howard Tinberg (2001-2005) Editor, <i>TETYC</i></p> <p><i>Preferred Address:</i> 615 East Avenue Pawtucket, RI 02866 Home: (401) 722-4962 htinberg@cox.net</p> <p>Bristol Community College 777 Elsbree Street, Room B-208 Fall River, MA 02720 Office: (508) 678-2811, ext. 2317 htinberg@bristol.mass.edu</p>
<p>Gill Creel Editor, <i>TTY</i></p> <p><i>Preferred Address:</i> 183 Malcolm Ave SE Minneapolis, MN 55414 Home: (612) 331-8321 gill.creel@minneapolis.edu</p> <p>Minneapolis Community & Technical College 1501 Hennepin Ave. Minneapolis, MN 55403 Office: (612) 659-6023</p>	<p>Sheldon Wrice (2003-2007) College Forum Representative</p> <p><i>Preferred Address:</i> PO Box 13603 Akron, OH 44334 Home: (330) 836-6593</p> <p>Community and Technical College University of Akron Polsky 133F Akron, OH 44334 Office: (330) 972-6023 Fax: (330) 972-7785 swrice1@uakron.edu</p>
<p>Paul Bodmer NCTE Associate Executive Director</p> <p>NCTE — 1111 W. Kenyon Rd. Urbana, IL 61801-1096 Office: (217) 328-3870 x3615 Fax: (217) 328-0977</p>	<p>Terrill Martinez TYCA Assistant</p> <p>NCTE — 1111 W. Kenyon Rd. Urbana, IL 61801-1096 Office: (217) 328-3870 x3613 Fax: (217) 328-0977</p>

TYCA E-Mail

Lois Powers

From: Dr.Marilyn Valentino [mvalen@lorainccc.edu]
Sent: Thursday, January 15, 2004 2:42 PM
To: sheldon wrice; smitchler; gweng; pbodmer; barnhouse111; ljrobert; ebateman; Beth.camp; mesa; Michael Gos; d.j.critchett; lpowers; gcreel; millward; scallan1; sfitzgerald; cjennings; sterling.warner; donald.andrews; mvalen; tinberg
Subject: Webtender Nominations

Dear EC Members:

At our November meeting, the Web Committee gave us clear guidelines and responsibilities for a Webtender. Now, I'm asking you to check with people you know who would be interested in the position. I was given one name already, but I'd like to hear from you. Please check your notes for the yellow sheet describing the position, check with the person to see if he/she is interested, and then send name, institution, phone, email address to me. I'll contact them personally to get a BIO. You can also tell them to send a BIO to me. I'll let you know the candidates and you can give me your input. I'd like to appoint someone by April at the latest. So, please get your candidates to me by Feb. 10 if you can. They don't get any money for this, but you can offer them drinks, a free breakfast, do what you must! Thanks for helping out. Thanks again to the Committee for doing such a fine job for us. Marilyn V.

Lois Powers

From: Jody Millward [millward@sbcc.edu]
Sent: Tuesday, January 20, 2004 3:32 PM
To: barnhouse111@aol.com; smitchler@centralia.cte.edu;
donald.andrews@chattanooga.state.edu; htinberg@cox.net; mesa@dixie.edu;
ebateman@gbcnv.edu; mgos@lee.edu; Beth.camp@linnbenton.edu; mvalen@lorainccc.edu;
gcreel@mctc.mnscu.edu; sfitzgerald@napavalley.edu; pbodmer@NCTE.ORG;
gweng@northark.edu; ljrobert@oaklandcc.edu; scallan1@rochester.rr.com; Jody Millward;
sterling.warner@sjeccd.cc.ca.us; lpowers@socal.rr.com; cjennings@tcc.edu; swrice1
@uakron.edu; d.j.critchett@worldnet.att.net
Subject: Re: clarification for guidelines on TYCA strand at Cs

>>> "Dr.Marilyn Valentino" <mvalen@lorainccc.edu> 01/14/04 9:48 AM >>>

I don't think that's the issue. The logo would help. The issues are do we increase the number of submissions? If we want to do that, how do we do so? How does this impact the submission process in terms of signalling for reviewers? And would it change how we clarify to constituent organizations how we consistently want to identify a TYCA strand. We don't need a policy, but clearly the convention planners read guidelines and ours are outdated even for the status quo and need further revision if we expand the number of offerings.

jody

Dear Folks, After reading everyone's input, I think that if the TYCA strands are designated with the logo, as has been the case, that's great. All we really need to do is to ensure that any panels the Program Chair submits that include EC members not be offered on Sat. Do we need a policy or announcement to NCTE for that? Or do we just want to put something on record at a TYCA EC meeting? Marilyn

"Bodmer, Paul" wrote:

> What I could add is that most of the C's Program Chairs
> have had TYCA strands throughout the program. In most
> cases, they have also been branded with the TYCA logo
> through the entire convention. We can easily follow
> practice and continue, but setting it in print may help
> the future TYCA program chairs.Paul

>

> -----Original Message-----

> From: Sharon Mitchler
> [mailto:smitchler@centralia.ctc.edu]
> Sent: Monday, January 12, 2004 4:56 PM
> To: Barnhouse111@aol.com; Millward, Jody;
> Valentino, Marilyn
> Cc: Bodmer, Paul; gweng@northark.edu
> Subject: Re: clarification for guidelines on
> TYCA strand at Cs

>

> I agree with Sandie. I think restricting the
> TYCA strand to one day costs us more than it
> brings us. I know that the other "strands" are
> spread out over the conference. Could we find a
> way to have the TYCA sessions marked in the
> program with the TYCA symbol? If we could get
> that done consistently, it sure would help.

>

> Also, most of the board seems to be involved in
> giving presentations (go us!) so pulling people

> Out of the board meeting to go give sessions can
> be a big crazy.

> --
> Sharon Mitchler
> English and Humanities Associate Professor
> Centralia College
> 600 W. Locust
> Centralia, WA 98531-4099
> (360) 736-9391 ex. 405


> From: Barnhouse111@aol.com
> Date: Mon, 12 Jan 2004 17:44:14 EST
> To: millward@sbcc.edu,
> smitchler@centralia.ctc.edu,
> mvalen@lorainccc.edu,
> Millward@sbcc.edu
> Cc: pbodmer@ncte.org,
> gweng@northark.edu
> Subject: Re: clarification for
> guidelines on TYCA strand at Cs

> Hello all,

> Personally, I'd hate to see TYCA
> restricted to one day, especially
> because of Jody's example that our
> board members have to come and go on
> Saturdays. I know that in the past,
> Sharon and I were on a panel on a
> Wednesday night (in fact, I've been on
> two of those). We had an all-North
> Carolina group--three of us from
> community colleges and one from a
> four-year university, and it was very
> well attended. Marilyn, Sheldon, and
> I have a session at CCCCs this year on
> Thursday, so there doesn't seem to be
> a hard and fast rule, as Sharon said.

> The other reason I would like to
> see the sessions spread over the
> conference (and I may be wrong about
> this), but it seems to me that a
> broader audience may be more likely to
> attend sessions presented by two year
> and two year/four year mixed panels
> earlier in the conference. When I
> look through the 4Cs program book, I
> don't restrict myself to only
> attending TYCA/two year
> presentations. And, I believe a good
> number of conference goers are getting
> pretty burned out by Saturday
> afternoon. By Saturday, I know lots
> of folks are ready to explore the city
> and some are even leaving. And one
> more thing that's on my mind--if
> several good presentations are
> scheduled concurrently, it makes it
> difficult to try to hear many of the
> sessions. And if one is presenting
> that day too, it's even more difficult
> to get everything in.

> I certainly believe having a TYCA



strand is important, but does having a strand imply it must all take place on one day?

Sandie

Lois Powers

From: Bodmer, Paul [PBodmer@NCTE.ORG]
Sent: Wednesday, January 28, 2004 11:39 AM
To: Alexis Nelson; Christine Jennings; Dave Critchett; Don Andrews; Eric Batemen; Eva Payne; Gill Creel; Gwen Gresham; Howard Tinberg; Jane Wagoner; Joanna Tardoni; Jody Millward; Leslie Roberts; Lois Powers; Marilyn Valentino; Michael Gos; Patricia Lambert Stock; Paul Bodmer (Liaison); Sally Fitzgerald; Sandie McGill Barnhouse; Sharon Mitchler; Sheldon Wrice; Stasia Callan; Sterling Warner; Terrill Martinez (TYCA Assistant); Tom Gribble
Subject: TYCA Guidelines for Preparation of Two-Year College English Faculty

It is time to move ahead on the Guidelines document. Marilyn has summarized the contents of the document and we have posted it in the community groups discussion board for TYCA. To get there, you do the same thing you did to look at the minutes. Go to the NCTE web page, open your portal (the "My NCTE" section), look for "My Communities" on the right-hand side, and click on TYCA. You should have at least two options, TYCA Executive Committee and TYCA Talks. You want the TYCA Executive Committee. Even though it shows the document on the right-hand side, don't click on that. Instead, click on the Executive Committee, and you will see four topics. If you haven't read the minutes, here is where they are. Remember that they are draft minutes for approval in March. At the top of that list is the guidelines document. Click on that, and then go to the end of my note. In the bar below the text part will be an underlined statement, "GuidelinesSummary January 2004.doc." Click on that for Marilyn's memo. Seems more complicated than it is, but when you get there, read the document and comment on it by clicking on reply. Remember that this system does not identify you like listservs do, so you should sign your statement. When you click reply, the bottom of that screen gives you the option of getting replies to your email mailbox. I do that so that I know when someone else has responded. I can read their message in my email, but I have to go back to the discussion group to reply to it.

If you are having any problems with this, get in touch with me or Terrill, and we will walk (talk) you through it.

Paul

Paul Bodmer
Associate Executive Director for Higher Education
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801
800-369-6283, ext 3615
217-278-3615 (direct)
mailto:pbodmer@ncte.org

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TYCA Events at Upcoming CCCC Conference in San Antonio

TYCA Officers Meeting

Friday, March 26th
9:30-10:30 a.m.

Awards/Retirement Reception

Friday, March 26th
5-6 p.m.
Hyatt, Regency Ballroom West

TYCA Talks

Friday, March 26th
6:30-7:30 p.m.
Hyatt, Chula Vista Room

TYCA Breakfast

Saturday, March 27th
7-8 a.m.
Hyatt, Ballroom 1

TYCA Executive Committee Meeting

Saturday, March 27th
8 a.m.-5 p.m.

TYCA Sponsored Sessions:

Featured Session

- J Basic Writers, Working-Class and Marginalized Students: How to Make Writing Count
- W.1 Theory to Exemplary Practice and Programs for the Two-Year College
- SW.1 Sharing Your Ideas with the Profession: Drafting NCTE/CCCC Proposals, Turning Presentations into Articles
- J.14 Students Becoming Citizens: How Composition Matters in Community Connections

Sessions Presented by Two-Year College Faculty

- MW.4 The Peaceable Classroom Revisited
- MW.5 Designing and Developing Preparing Future Faculty Programs
- W.4 Making Basic Writing Matter: Methodologies for Us All
- W.6 Making Assessment Work: A Consultation and Workshop
- AW.10 Classin' Up the Joint: Class as a Critical Tool in High School, Access , and College Comp.
- SW.6 Best Assessment Practices in a Time of Budget Cuts
- A.10 Toward an Epistemology of Nonviolence
- A.14 Essays Read Differently: Conceptual and Rhetorical Differences in both

Time and Space

- A.17 Transformed into Practice: WAC, Toulmin, and Literacy Education
- B.02 Learning Our Lessons: Composition Matters in the History of Indian Residential Schools
- B.13 Research in English as a Second Language
- B.32 New Approaches to Research Writing
- B.33 Compelling Confessions: Advocacy and the Politics of Personal Disclosure in the Composition Classroom
- C.05 Making Assessment Matter: Revising Curricula, Pedagogies, Programs
- C.13 Preparing To Teach in a Two-Year College
- C.33 All the World is a Classroom: Online Partnering for Revision and Team Assignments at Community Colleges and Universities Here and Abroad
- C.36 Expanding the Composition of Learning Communities: Our Changing Roles as Interpreters of Culture
- D.04 Making Composition Matter: Authentic Assessment of Writing Across a Statewide System of Higher Education
- D.26 Reviving Rhetoric in the Two-Year College
- D.27 Technology Literacy Matters in Urban and Rural Environs
- D.33 Confronting Realities: Student Attitudes, Public Spheres, and Vampire Slayers
- D.35 Conjunctions and Disruptions: Institutional Crossroads
- E.13 Ways of Knowing: Writing-Center Outcomes as Politics, Pedagogy, and Theory
- E.14 How Electronic Assessment Programs Construct "Composition"
- E.18 Curiosity and the Community-College Writer: Addressing the Psychology of Writing
- E.22 The Dark Matters of Composition: Experiencing Service, Research, Global Citizenry, and Identities as Routes into Mystery
- G.03 Making Composition Matter
- G.05 Working Across the Curriculum: New Approaches and Communication
- G.14 Transforming Our Teaching: The Difference Online Writing Makes
- H.31 Practices for Energizing Basic Writing
- I.14 They're Here for the Duration: Exploring the Ways Contingent Faculty Shape Composition
- I.33 "If It Ain't Broke, Fix It Up": Finding New Ways To Tweak Traditional Ideas in the Writing Center and Writing Classroom
- J.06 "Do This, Don't Do That, Can't Your Read the Sign?" or Perceptions of Visual Communications: Moving from Consumption to Production of Designed Texts
- J.23 More Than Basic Skills: Rhetorical Designs for Reading and Writing Pedagogy
- J.28 From the Local to the Global: Technology, Literacy, and Civic Action
- K.02 Science, Authority, and Public Persuasion: The Uses of Scientific Evidence in Discourses of Public Advocacy
- K.22 The Public Image of Two-Year Colleges: Hallmarks of Fame and Shame
- L.07 Composition in Historically Black Colleges and at the Penn School for Newly Freed Slaves
- L.19 Transforming Barriers, Creating Possibilities, Advancing What Matters
- M.01 What Makes WAC Work: Reflections on Writing Across the Curriculum
- M.18 Making Composition Matter to Students and Institutions : The Role of

First-Year Writing in Creating Academic Citizens

- M.32 New Pedagogies for First-Year Writing
- M.35 Music, Creative Juxtapositions, and Performance Art in Composition Classes
- N.21 Using Images to Stimulate Critical Thinking and Writing
- O.11 Is Class Dead?

NCTE *A Professional Association of Educators in English Studies, Literacy, and Language Arts* The National Council of Teachers of English
1111 W. Kenyon Road, IL 61801-1096
Phone: 800-369-6283 Fax: 217-328-9645, Email: public_info@ncte.org

Lois Powers

From: Marilyn Valentino [mvalen@lorainccc.edu]
Sent: Friday, March 05, 2004 6:54 AM
To: sheldon wrice; smitchler; gwen gresham; pbodmer; barnhouse111; ljrobert; ebateman; Michael Gos; d.j.critchett; lpowers; gcreel; millward; scallan1; sfitzgerald; cjennings; sterling.warner; donald.andrews; mvalen; tinberg; alexisn; tgribble; jtardoni; janewwc; epayne; mvalen@lorainccc.edu
Subject: TYCA EC MEETING at San Antonio CCCC Convention

Dear TYCA EC Members:

It's March already! Are you getting ready for the sunshine in San Antonio?
 I'm sending this reminder of our meeting in San Antonio on Saturday:

March 27 9 a.m. to 2 p.m. (See Conference Program or Agenda for Building and Room)
 2 p.m. to 4 p.m. (Committee meetings)

You should be receiving the Agenda in the mail this week. Thanks to all of you who sent in your reports to Terrill at headquarters. **PLEASE read the Agenda before the meeting since our time is tight. New EC members should also read the By-laws in the back.**

Procedural Info

You have the option to ask that any of the consent items be moved to discussion. Otherwise, we will vote that the consent items will be accepted as a block so that we can move on to action items. Also, if you would like to make a motion, please write it down ahead of time. I also asked for a flip chart so we can write motions as they come up during the meeting. This way, if we make "friendly amendments" or "substitution amendments" we can see the wording clearly. Sandie is helped by that, too, as she takes the minutes.

We were very lucky to get boxed lunches for our meeting. Since most of us will be at the TYCA breakfast that morning, I asked that instead of morning pastries we get lunches so that we can work through. The officers have to present a workshop at 2 p.m. on "Sharing Ideas with the Profession," so we hope to get through the agenda by then. That leaves time afterwards for committees to meet and plan. When I canvassed you a few months ago about this, it was almost unanimous that we work through lunch and get done earlier (and, yes, there will be short breaks for phone calls, etc.).

What You Can Do Before the Meeting: Regional Panels

1. Region-Sponsored Panel or Roundtable

We ask that you check with members of your region to see who would like to be on a panel that your region will sponsor for CCCC 2005 in San Francisco March 16-19. The theme is: "Opening the Golden Gates: Access, Affirmative Action, Student Success." Those proposals will be due to national very soon after we meet in March. To help Gwen Gresham, our Program Chair, and Sharon Mitchler, our Assoc. Chair, present a strong TYCA STRAND for San Francisco, we hope you will help them with suggested topics for panels or roundtables. Bring possible topics and names of a chair/presenters to the EC Meeting. We are reserving time for the regional reps to meet with Gwen and Sharon during our Sat. meeting. For those of you who may have already contacted Gwen and Sharon, bless you!

2. Region's Brochures/Flyers about Conferences, etc.

Please bring any information about your region (flyers about conferences, sample journals or newsletters) to the TYCA booth. It will probably be toward the back of the publishers' hall somewhere. Also, please sign up to help staff the booth. Jody Millward has sent out a schedule. It's very important that we have people there who can answer questions about TYCA and get people to join or sign volunteer sheets for committees or presenter sheets. We are also selling TYCA BREAKFAST tickets there--we need to sell as many as possible to make it a success. It's also a good place to meet fellow members. Usually there are two people there, so if you are new to TYCA EC, don't panic, someone will show you the ropes.

Since we don't officially meet until Sat., if I don't see you at one of the parties, here is a schedule of events TYCA is sponsoring:

March 25-27 (Th-Sat.) **TYCA Booth** (Please sign up and buy your TYCA Breakfast tickets.)

March 25 (Th. 8 a.m.) Opening Session

March 26 (Fri. 6-7 p.m.) **TYCA TALKS** (snacks provided) See program for room assignment.

Chairs

tell about their next

TYCA

Guidelines for the

written feedback. And

committees or

please come and lend

At TYCA Talks, we welcome other two-year teachers. The Regional introduce themselves and spotlight an initiative from their region or conference. Frank Madden will also speak briefly this year about our Teacher-Scholar document. We will have copies of the brief Academic Preparation of Two-Year Teachers at each table to get Gwen and Sharon, Jody and I will be encouraging folks to sign up for presentations. We also just want to network and share ideas, so your support. We've got free food!

March 27 (Sat. 7-8 a.m.)
this time.

TYCA Breakfast, hosted by Sheldon Wrice
We give out the "Outstanding Programs" Award and other awards at

(8-9 a.m.) CCCC General Meeting

(9-2 p.m.) TYCA EC Meeting

(2-4 p.m.) TYCA Committees meet

I will be staying at the Hyatt, so please give me a call if you need anything. Otherwise, I'll try to be at the TYCA booth.

If I've forgotten anything, please email me.

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March 23, 2004

TO: TYCA Executive Committee
From: Jody Millward, Past Chair

RE: TYCA NOMINATION PROCESS FOR NATIONAL OFFICES OF CHAIR AND SECRETARY.

Currently, the Nominating Committee is chaired by the Past Chair and its members are Regional Representatives. With our new leadership structure, we need to reconfigure the committee. In doing so, we would like to refine the nominating the procedure in order to standardize and perhaps improve the process for future members of the nominating committee.

Concerns have been raised about the procedure: 1) not all Regional Representatives can make it to the nominating session and we need all voices in deliberation; 2) we do not have equal information about all candidates; 3) the short time for deliberation; 4) whether or not proposed candidates should recuse themselves from the discussion. Yet, TYCA leaders have many responsibilities at the national convention and finding a meeting time to suit everyone's schedule is problematic. Therefore, I propose the following to address the leadership issue and the above concerns.

Proposed Change: I propose that either the Past Chair or the Associate Chair serve as the Nominating Committee Chair and that we move to an on-line nomination and voting process. Doing so will allow the Nominating Committee the time it needs to solicit candidates, to determine the candidates' willingness to serve, and to deliberate before voting. In addition, prospective candidates will have the opportunity to request information and to prepare their materials for candidacy.

Process: The Associate Chair or Past Chair (Jody Millward for TYCA 2005 elections) should oversee the process and assume responsibility for submitting the candidates' names at the CCCC nominating session. The TYCA Executive Board, including Ex-Officio members and Regional Representatives, should take an active role in soliciting suitable candidates for the positions of 2005 TYCA Associate Chair and TYCA Secretary. With the assistance of Terrill Martinez (TYCA Administrative Assistant), The Chair of the Committee and the Regional Representatives will determine the candidates' willingness to serve and solicit information from the candidates in relation to their candidacy. The Nominating Committee will then deliberate (conducting discussions on-line) before voting on the candidates. The Chair of the Nominating Committee will submit the names of the two candidates who receive the most votes to stand for election as TYCA Associate Chair or TYCA Executive Committee Secretary.

Suggested Timeline for TYCA Nominating Process:

Note: The dates listed below are suggested as the latest date for each stage in the process. The Chair of the Nominating Committee, with the consent of committee members, may complete tasks ahead of time if doing so does not disadvantage potential candidates.

September 1 to October 1: Open call for nominations from TYCA Executive Board Members (see attached nomination form); Nominators will be responsible for providing contact information—including e-mail addresses for proposed candidates. If the nomination form does not provide contact information, the Nominating Committee will not consider the nomination. *Note: Those considering candidacy should be encouraged to submit their materials within two weeks after they are contacted.*

By October 14: The TYCA Assistant will have contacted candidates, determined their willingness to serve, and requested and received information pertinent to candidacy. All materials from Candidates must be submitted by the deadline (see attached form for Candidates).

By October 16: The TYCA Assistant will have distributed candidates' names and information to the Nominating. *Note: Materials may be distributed to the Nominating Committee as soon as they are received and the Nominating Chair may begin on-line discussion of candidates as soon as nominations are closed and the materials are distributed, i.e. prior to October 16)*

October 16 – October 25: On-line discussions of Candidates; **Voting concluded by October 25.** *Note: Voting may take place before October 25 if the Nominating Committee unanimously agrees to do so.*

By October 31: Chair of the Committee has informed the candidates of the Nominating Committee's decision. In the event that any of those selected for candidacy declines, the Chair of the Nominating Committee will contact the candidate with the next highest number of votes. In the event of a tie, the Chair will inform the Nominating Committee who will vote to break the tie.

No later than November 7: Chair of the Nominating Committee announces the candidates to TYCA Executive Board (*Note: This deadline may be extended by one week if one of the candidates decides not to run*).

Chair of the Nominating Committee submits candidates' names for the 2005 Spring election.

TYCA NOMINATION FORM 2005

TYCA ASSOCIATE CHAIR AND TYCA SECRETARY

OPEN CALL TO TYCA EXECUTIVE COMMITTEE

The Chair of the TYCA Nominating Committee and TYCA Regional Representatives invite nominations from the TYCA Executive Committee for the position of national TYCA Associate Chair.

TYCA Associate Chair, a **one-year term**, will lead to a **two-year term** of service as **national TYCA Chair** and a **one-year term** of service as **Past Chair**, in total, a **four-year term commitment to national TYCA leadership**. The Associate Chair's duties include serving on the TYCA officers' leadership team, representing national TYCA at regional conferences, serving as a member of the CCCC Executive Committee, and assisting the TYCA Chair in promoting TYCA programs and furthering the national agenda.

TYCA Executive Committee Secretary is a **three-year term**. The Secretary's duties include attending TYCA Executive Committee meetings at the NCTE and CCCC national conventions, representing National TYCA at a Regional TYCA conference, and serving on the TYCA officers' leadership team.

PROCESS:

1. Please fill out the following form and **Email to Terrill Martinez, TYCA Assistant, tmartinez@ncte.org**. (If you're having trouble typing on the form, simply cut and paste as a word document, then return as an attachment.)

2.) The TYCA Nominating Committee will be happy to contact your nominee(s), but please be sure to fill out the following form thoroughly, including the proposed candidates email address. Incomplete forms may mean that your candidate will not be contacted or eligible for consideration.

NOMINATION FORM: 2005 TYCA NATIONAL OFFICES

IMPORTANT: Please complete the entire form. Names of nominees without institutional affiliations, addresses, or supportive comments are often difficult for the Nominating Committee to assess, especially if there is insufficient time for obtaining biographical information from a potential nominee. You **DO NOT** need prior consent from the people you nominate. Self-nominations are accepted and encouraged.

Nomination for TYCA Associate Chair TYCA Secretary
(Check one):

Nominee:

First Name

Last Name

Department:

College:

Address (if known)

Street

City, State, Zip Code

Phone:

Email (PLEASE PROVIDE THIS CONTACT INFORMATION!):

Comments in support of nomination:

SUBMISSION DEADLINE: October 1, 2005 To Terrill Martinez: tmartinez@ncte.org

Lois Powers

From: Jody Millward [Millward@sbcc.edu]
Sent: Sunday, April 18, 2004 6:12 PM
To: mvalen@lorainccc.edu; Jody Millward
Cc: tmartinez@NCTE.ORG; tredenbaugh@NCTE.ORG; gweng@northark.edu; ljrobert@oaklandcc.edu; plstock@pilot.msu.edu; scallan1@rochester.rr.com; tgribble@scc.spokane.edu; lpowers@socal.rr.com; alexisn@spokanefalls.edu; cjennings@tcc.edu; swrice1@uakron.edu; d.j.critchett@worldnet.att.net; jtardoni@wwcc.cc.wy.us
Subject: URGENT: DEADLINE APPROACHING CCCC PANEL--RESPOND EACH REGION NEEDS A REP

Dear TYCA Executive Committee (how official" so unlike me):

CCCC proposal deadline is near; I would appreciate a quick response. At the Exec. Meeting, we discussed submitting a CCCC proposal which would include a panelist from each region who would highlight key challenges and successful programs in their region.

I have listed below the names of people you have suggested as speakers. If you did not give me a name, I used your name as a place holder. Could you please confirm with the person you suggested or confirm that you yourself will speak? In short, I need to know:

- 1) IF THAT IS THE SPEAKER WHO WILL REPRESENT YOUR REGION
- 2) CONTACT INFO FOR SPEAK, INCLUDING INSTITUTION, HOME ADDRESS, HOME & OFFICE PHONE, EMAIL AND FAX
- 3) VERIFICATION THAT THE SPEAKER IS NOT LISTED ON ANOTHER PROPOSAL SUBMISSION

I've bolded those names where I have questions. I have included a draft of the proposal (not the final draft) in case you would like to forward this to someone you have in mind for the panel. Time's winged chariot is running me over, so I would truly appreciate a quick response. I've written Christine and Stasia notes J, but need each of you to check your region. If you signed on as interested in the research initiative, we will call on you for help with the survey, etc.

TYCA MIDWEST

Gregory Shafer
Mott Community College
Home: (810) 720-0385
Office: (810) 232-2831
Email: gshafer@mcc.edu
(need home address)

TYCA SOUTHWEST

David Lydic
Austin Community College
512-451-7780,
lydic@austincc.edu
(I have emailed him asking him if he's willing to present;)

TYCA WEST

Eric Bateman
Great Basin College
5820 Muddy Rd.
Winnemucca, NV 89445
Home: (775) 623-0546
Office: (775) 623-1807
Fax: (775) 623-1812
ebateman@gbcnv.edu

TYCA SOUTHEAST

Christine Jennings
Tidewater Community College
2941 Wood Duck Drive

Virginia Beach, VA 23456

Home: (757) 426-7295

Office: (757) 822-7145

cjennings@tcc.edu

Fax: (757) 427-0327

Christine, You have great people in your region. Would Joel Henderson be good for this? Or Kevin (I think that's his name?) Please let me know ASAP.

TYCA PACIFIC NORTHWEST

Connie Wasern

Spokane Falls College

conniew@spokanefalls.edu

NEED CONFIRMATION AND INFO

TYCA NORTHEAST

Stasia J. Callan (2001-2004)

Monroe Community College:

494 Lake Road

Webster, NY 14580-1055

Home: (585) 787-6879

Office: (585) 292-3370

Fax: (585) 427-2749

scallan1@rochester.rr.com

STASIA, I have contacted Patrick Sullivan....do you have a back-up in case he's not interested?

TYCA WEST COAST:

Mark Snowwhite

Crafton Hills College

Home address: 33380 Washington Dr.

Yucaipa, CA 92399

Home:(909) 797-0808

Office: (909) 389-3334

FAX (909) 389-1734 email: msnowhit@Crafton.sbccd.cc.ca.us

CCCC 2005 RESEARCH INITIATIVE PROP: DRAFT (SNAPPY TITLE FORTHCOMING) Keith Kroll reminds us that "literacy and literacy practices are never neutral constructs," that "they are always marked by social and material conditions that call them into play" (Alford and Kroll, *Politics of writing in the Two-Year College*, vi). Historically, the two-year college has served first generation, linguistically diverse, reentry, working class, economically displaced, and transfer students. Currently, we teach an estimated 50% of all freshmen level composition and 70% of all basic writing courses; a majority of students of color and women choose the two-year college as their gateway to higher education. According to a 2002 study on two-year colleges (and in light of recent legislation in many states), we will see an increase in enrollment even as states continue to cut college budgets. Yet, as Tinberg has argued, two-year colleges occupy the "borderland between high schools and universities . . . academia and the workplace." This panel proposes to shift the two-year college to the center of higher education. To do so, we must become better acquainted with ourselves, our students, and the unique contexts in which we work with readers and writers. Speakers will present the first phase of the TYCA Research Initiative: 1) a summary of an on-line interview of the TYCA Executive Committee documenting two-year college challenges and recommendations for meeting those challenges; and 2) the results of a national survey, cumulative and broken down by TYCA region. Presenters will identify the key factors affecting literacy practices (including teaching in a multi-skills, multi-goal, and multicultural classroom, and the politics of assessment, adjunct/full-time ratios, access to technology, and composition loads) as well as highlight effective programs and practices of their respective regions. Each of the seven has agreed to limit his/her presentation in order to allow for audience response; if desired, discussions will be continued on-line. Our purpose is to define the shifting constructs of two-year college teaching as we document the transformation of higher education by forces outside and inside the classroom. For too long, too many two-year faculty have felt isolated in an academic sphere that is dynamic. This project is a necessary first step to collaborative, cross-institutional partnerships that will move our faculty and our students from the borderland to the center. (To cite but one example, a deeper understanding of the current legislative and media construct of the two-year college as a "cost-effective educational resource" impels us to revision our exploration of the intersections of ethnicity, class, and gender.) Literacy is always about power; it is always transformative. If we are to offer students the liberatory education Freire so eloquently espoused, if we are to assure that the access equals success, "our aim should not be 'functional literacy,' but critical literacy, powerful literacy," which promotes "understanding and control of" the contexts in which we operate (Apple, *Official Knowledge* 44). Collaboration will make each of us more forceful in our classroom, on our campuses, in our states, and in our profession.

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