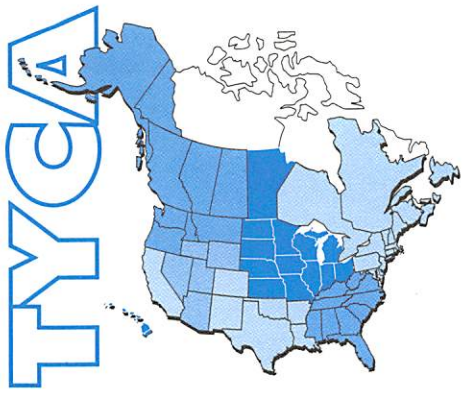
TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

June – December 2004 Part II

YEAR	DATE	CONVENTIONS/MEETINGS	CONTENT
2004	09/02 10/11	Prentice to EC NCTE Convention Indianapolis	Prentice - Post Serve - Email Prentice-TYCA Executive Committee regarding Indianapolis convention meetings and events
	11/20	TYCA Executive Committee Meeting Indianapolis	Agenda NCTE Mission Statement and Core Values and Benefits Unapproved minutes-San Francisco (22 Nov. 2003) Proposal for the TYCA Webtender (19 Nov. 2003) Unapproved minutes-San Antonio (27 March 2004) A Sturgis Moment (in honor of Erika Lindemann) Williamson-Executive Director's Report to TYCA Williamson-TYCA Financial Comparison Bodmer-Quarterly Reports-College Forum Groups Millward-TYCA Chair's Report Nov. 2003 Valentino-TYCA Chair's Report Nov. 2004 Regional reports Tinberg-report *TETYC* Call for Papers-special issue, Writing Centers and the Two-Year College Millward-committee report-20042005 Nominating Committee Gresham-TYCA Panels for NCTE 2004 and CCCC 2005 College Forum Annual Report to the NCTE EC (08 2004) Assessment of College Forum Mitchler-committee report of National TYCA Volunteers Madden-committee report of Two-Year College Teacher-Scholar (draft of document) Buck-committee report of Guidelines for the Academic Preparation of Two-Year College English Faculty Draft summary statement and draft document Millward-committee report-TYCA Research Initiative Committee Matthews-report TYCA Webtender TYCA Committees (4 Jan. 2004) By-Laws of TYCA and Regional Associations (Nov. 2002) Roster TYCA EC 2003-2004 (Revised)

09/17 Prentice to EC Prentice - Handbook Update, Part 1



Two-Year College English Association

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

MEMORANDUM

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

From: Melissa Prentice, TYCA Assistant

Date: November 10, 2004

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

TYCA Executive Committee Meeting:
Saturday, November 20, 2004
8 a.m.-5 p.m.
House Room, Westin
*** Continental Breakfast will be served**

Opening Banquet
Thursday, November 18, 2004
7:30 p.m.
Marriott Ballroom 5, Second Floor

College Colloquium
Friday, November 19, 2004
2:30-5:00 p.m.
Wabash Ballroom 1 Convention Center

Annual Business/Board of Directors Meeting
Friday, November 19, 2004
5:30-7:00 p.m.
Marriott Ballrooms 1-4, Marriott

College Forum Reception & College Forum featuring Cynthia Selfe & Presentation of this year's Richard Ohmann Award
Friday, November 19, 2004
7:30-10:00 p.m.
Marriott/Indiana Ballroom 3, First Floor

College Forum Event Post-Reception
Friday, November 19, 2004
10:00pm
AED Suite, Marriott

College Section/CCCC Luncheon
Saturday, November 20, 2004
12:30-2:30 p.m.
Indiana Ballroom E, Marriott
Speaker: Sena Jeter Naslund

Doctoral Degrees in English Education
N Session, Sunday, November 21
Panel/CEE Strand
1:00pm-3:00pm
Convention Center, Room 110, First Floor

Per Diems
Travel, living expenses, and convention registration are not reimbursable for the Annual Convention. You can however expect a per diem payment of $50 for the day of the TYCA Executive Committee Meeting. You must attend the meeting to receive the per diem.

Please note: Incoming members of the TYCA Executive Committee, while encouraged to attend the TYCA Executive Committee Meeting, do not officially become members of the Committee until midnight of the Monday of convention and are therefore ineligible to receive the per diem.

TYCA Executive Committee Member Ribbons
TYCA Executive Committee members will be recognized with ribbons to wear at the Convention. Please identify yourself as a TYCA Executive Committee member when you check in at the Registration Booth in the Indiana Convention Center, Street Level, Exhibit Halls D & E. Your ribbon will be given to you at that time. Hours for the Registration Booth are as follows:

Thursday	noon-6 p.m.
Friday	7:30 a.m.-6 p.m.
Saturday	8 a.m.-6 p.m.
Sunday	8 a.m.-5 p.m.
Monday	8 a.m.-4p.m.
Tuesday	8 a.m.-1 p.m.

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

Lois Powers

From: Prentice, Melissa [MPrentice@NCTE.ORG]
Sent: Thursday, September 02, 2004 12:18 PM
To: TYCA Executive Committee
Subject: Welcome!

Welcome to the TYCA Executive Committee listserv! The new listserv address is tyca-executive-committee@lists.ncte.org

We've tried to design it so that it is very easy to use. This is a "closed" list, available to TYCA Executive Committee members and staff liaisons only--you need only hit reply to respond to everyone on the list.

The list will support attachments, so if you have a document to share, feel free to upload it (it will "stick" with the message it was sent with, so if you see an attachment referred to in subsequent "reply" messages, just go back to the message with the attachment icon on it and double click to read the document that is being discussed in the thread).

If you would like to start a new discussion thread on the TYCA Executive Committee list serv, you can send a message to tyca-executive-committee@lists.ncte.org (rather than just replying to an existing message, which adds you to an ongoing thread). When you send a message to start a new thread, remember that the text in your "subject" line will be the theme for the thread.

NCTE will also be rolling out the public Talks and various other governance committee listservs later this year as well as the new "create your own" listservs. As we receive additional information, we will pass it along to you.

I hope that you find the list simple to navigate. If you should have any questions or problems, please contact me for help.

Melissa S. Prentice
Administrative Liaison for College Section & TYCA
National Council of Teachers of English
1111 W. Kenyon Rd., Urbana, IL 61801-1096
Phone: 800-369-6283, extension 3613
<mailto: mprentice@ncte.org>

Lois Powers

From: Prentice, Melissa [MPrentice@NCTE.ORG]
Sent: Friday, September 17, 2004 12:57 PM
To: Alexis Nelson; Christine Jennings; Dave Critchett; Don Andrews; Eva Payne; Gill Creel; Gwen Gresham; Howard Tinberg; Jane Wagoner; Joanna Tardoni; Jody Millward; Leslie Roberts; Lois Powers; Marilyn Valentino; Michael Gos; Patricia Stock; Prentice, Melissa; Sally Fitzgerald; Sandie Barnhouse; Sharon Mitchler; Sheldon Wrice; Stasia Callan; Sterling Warner; Tom Gribble
Subject: Handbook Updates Part 1

TYCA Nominating Committee 04-0... | TYCA 2004 annual report.doc (3... | 04 annual report.doc (19 KB) | 04 minutes divider.doc (19 KB)... | Minutes San Antonio UNAPPROVED... | San Antonio Agenda Draft.doc (... | approved minutes NY 03.doc (83...

TYCA Minutes SF November 2003 ... | TYCA SF Agenda.doc (35 KB) | TYCA MinutesChicago March 2... | 2004 TYCA WEB COMMITTEE.doc (2... | 2004 Teacher-Scholar Ad hoc ... | 2004 Guidelines Committee.doc ... | 2004 Research Initiative Commi...

September 17, 2004

TO: Two-Year College English Association Executive Committee members

FROM: Melissa Prentice (mprentice@ncte.org)

SUBJECT: Replacement Pages for TYCA Executive Committee Handbook

Enclosed are replacement pages for the Handbook. Add new pages behind the tabs that are indicated. The list is in the order the pages should be inserted in the handbook. Please note: you will be sent a 04-05 roster (Roster Tab) and TYCA EC list (Member Responsibility Tab) later this fall.

Elections Tab
* TYCA Nominating Committee 2004-2005

Annual Reports Tab
* 2004 TYCA Annual Report with Blue Cover Sheet

Agenda/Minutes Tab
* San Antonio 2004 Meeting Agenda with Blue Cover Sheet
* Draft Copy of San Antonio 2004 Meeting Minutes
* Copy of Approved New York 2003 Meeting Minutes
* Draft copy of San Francisco 2003 Meeting Agenda and Minutes
* Copy of Approved Chicago 2002 Meeting Minutes

Committees Tab
* TYCA WEB Committee
* TYCA Teacher/Scholar Committee
* TYCA Guidelines Committee
* TYCA Research Initiative Committee

<<TYCA Nominating Committee 04-05.doc>> <<TYCA 2004 annual report.doc>> <<04 annual report.doc>> <<04 minutes divider.doc>> <<Minutes San Antonio UNAPPROVED 4.21.04.doc>>
<<San Antonio Agenda Draft.doc>> <<approved minutes NY 03.doc>> <<TYCA Minutes SF November 2003 DRAFT.doc>> <<TYCA SF Agenda.doc>> <<TYCA MinutesChicago March 2002.Revised.doc>>
<<2004 TYCA WEB COMMITTEE.doc>> <<2004 Teacher-Scholar Ad hoc committee.doc>> <<2004 Guidelines Committee.doc>> <<2004 Research Initiative Committee.doc>>

AGENDA

TWO-YEAR COLLEGE ENGLISH ASSOCIATION
Saturday, November 20, 2004
8 a.m.-12:30 p.m., 2-5 p.m.

Westin Hotel, House Room Indianapolis, Indiana

I. READING: *from* Toni Morrison's Nobel Speech

*"We die. That may be the meaning of life. But we **do** language. That may be the measure of our lives."*

II. WELCOME AND INTRODUCTIONS

III. ADOPTION OF THE AGENDA

IV. APPROVAL OF THE MINUTES
- A. San Francisco, November 2003
- B. San Antonio, March 2004

V. CHAIR'S REMARKS (oral)

VI. A STURGIS MOMENT (see handout)

VII. ACCEPTANCE OF THE CONSENT AGENDA REPORTS

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

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

Page 116
The Standard Code of Parliamentary Procedure
By Alice Sturgis

A. ADMINISTRATIVE
1. Executive Director's Report and Financial Report (Williamson)
2. AED Report (Bodmer)
3. Chair's Report, 2003 and 2004 (Valentino)

B. ARCHIVES and HISTORY (Powers)

C. REGIONAL REPORTS
1. Midwest Report (Roberts)
2. Northeast Report (Nourse)
3. Southeast Report (Jennings)
4. West Report (Bown)

5. Pacific Northwest Report (Payne)
6. Southwest Report (Gresham)
7. Pacific Coast (Fitzgerald)

D. PUBLICATIONS REPORT: *TETYC* and Call for Papers (Tinberg)
E. TYCA NOMINATIONS REPORT (Millward)
F. TYCA PANELS for NCTE 2004 AND CCCC 2005 (Mitchler/Gresham)
G. TYCA WEB COMMITTEE REPORT (Powers/Herrick)

VIII. REPORTS FOR DISCUSSION

A. COMMITTEE REPORTS
1. College Forum Report and re-authorization of College Forum (Wrice)
2. *TETYC* Editor Search (Bateman, oral)
3. TYCA Breakfast Report (Jennings, oral)
4. Suggested Changes to Regional By-Laws (Roberts, oral)
5. TYCA Volunteer Database (Valentino, oral)

B. TYCA REPRESENTATION
1. National Writing Commission (Millward, oral)
2. National Alliance (Valentino, oral)

IX. ACTION ITEMS

A. OUTSTANDING PROGRAMS AWARD FUNDING (Valentino)
B. ALLIANCE OF RHETORIC STUDIES MEMBERSHIP (Valentino)
C. TYCA To You TOPIC for *TETYC* 2006 (Creel) and New TTY Editor
D. TYCA TALKS TOPIC for CCCC 2005 (Mitchler)
E. *TEACHER-SCHOLAR* DOCUMENT (Madden)
F. *GUIDELINES FOR THE PREPARATION OF TWO-YEAR ENGLISH TEACHERS* DOCUMENT (Buck)
G. TYCA RESEARCH INITIATIVE GRANT (Millward)

X. OLD BUSINESS: Mentoring/Membership Service Drive (Nov. 03, Motion 1.6, Warner)

XI. NEW BUSINESS

A. TYCA Web Updates (Matthews)
B. Nat'l TYCA Membership gift at regional convention (Bodmer)

XII. ANNOUNCEMENTS

A. TYCA EC meeting at CCCC San Francisco: Saturday, March 19, 2005 (8-5)
B. TYCA EC Meeting at NCTE Pittsburgh: Saturday, November 19, 2005 (8-5)
C. CCCC 2005 Help for Jay Wooten and Sally Fitzgerald

XIII. ADJOURNMENT

XIV. INFORMATION ITEMS

A. TYCA Committees Matrix
B. Updated Committee Membership (Received by email)
C. TYCA Constitution and By-laws
D. 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.

Two-Year College English Association
Marriott, Pacific Suite H, 4th Floor
November 22, 2003
San Francisco, CA

DRAFT MINUTES

Executive Committee Members Present:

Sandie Barnhouse	Gwen Gresham	Jody Millward	Howard Tinberg
Eric Bateman	Christine Jennings	Sharon Mitchler	Sterling Warner
Stasia Callan	Frank Madden	Lois Powers	Sheldon Wrice
Sally Fitzgerald	Mike Matthews	Leslie Roberts	Marilyn Valentino

Absent: Don Andrews, Beth Camp, Gill Creel, Dave Critchett, Michael Gos, Candace Mesa

Others Present:
Paul Bodmer, NCTE Associate Executive Director and TYCA Liaison
Terrill Martinez, Administrative Assistant for TYCA

I. WELCOME AND INTRODUCTIONS:

Chair Jody Millward called the meeting to order.

II. ADOPTION OF THE AGENDA

Motion 1.0: (Mitchler/Warner)
Mitchler moved to adopt the agenda as amended, moving V. I. (CONSENT AGENDA) Discussion of Teacher/Scholar Committee (Madden) to VII. (NEW BUSINESS,) H. *and,* adding item VII. NEW BUSINESS, I. Extended Time for Deadlines for Awards. *Approved*

III. APPROVAL OF THE MINUTES, MARCH 2003

Motion 1.1 (Valentino/Callan)
Mitchler moved to approve the March 2003 minutes with the following corrections: VI. Chair's Report (Millward), 5. WEB Committee: Mike Matthews is from the SW Region; and, a rewording of second bulleted comment under WEB Committee: "Millward needs recommendations from regional reps for people to consider for the new "web tender" position and for people to serve on the committee. She will take committee's recommendations under advisement." And, on page 7 of 10, College Section Representative should be removed from list of "elected" positions. *Approved*

IV. CHAIR'S REMARKS

Jody Millward's remarks contained in Attachment V.A.2

V. APPROVAL OF THE CONSENT AGENDA

Motion 1.2 (Matthews/Fitzgerald)
Matthews moved to approve with the following change: Sterling Warner authored the Fame and Shame Award Report. *Approved*

Reports included in the Consent Agenda:
- A. Administrative
  - 1. Executive Director's Report (Williamson)
- B. Awards Committees

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

C. Archives and History (Powers)

D. Regional Reports
1. Midwest Report (Roberts)
2. Northeast Report (Callan)
3. Southeast Report (Jennings)
4. West Report (Bateman)
5. Pacific Northwest Report (Mitchler)
6. Southwest Report (Gresham)
7. Pacific Coast (Fitzgerald)

E. Publications Report
1. *TETYC* (Tinberg)

F. TYCA Breakfast Report (Wrice/Jennings)

G. College Forum Report (Matthews)

H. Guidelines Report Update (Newman)

I. Discussion of Teacher/Scholar Committee (Madden) -- moved to VII. New Business, H.

J. Writing Initiative Workgroup Summary (Millward)

K. TYCA Strand Proposals for 2004 (Valentino)

VI. STANDING OR OLD BUSINESS OR REPORTS FOR DISCUSSION

A. Officers, Duties
1. Report (Valentino/Mitchler)
An update of the work completed by the committee is to be responsible for submitting Info. items report
2. Break out

Motion 1.3: (Warner/Madden)
Warner moved to create the position of TYCA Program Chair. Selection, term, and duties to be determined. *Approved*
Motion 1.4 (Valentino/Wrice)
Valentino moved that the TYCA National Chair appoint a two-year position, TYCA Program Chair to be responsible to submit NCTE/CCCC TYCA Strands proposals. Term to begin immediately. *Approved*
Motion 1.5 (Mitchler/Fitzgerald)
The four current TYCA officers will complete the tasks of redistributing officers' duties, and motions generated by that effort will be voted on on-line by Executive Board members by January 10, 2004. *Approved*

B. The Alliance for the Uses of Writing in the Transition to College (Valentino) (oral report)
Valentino attended the meeting in Washington, D.C., November 12, 2003 where placement processes began on guidelines for the admissions and placement process for colleges and universities. The group considered these questions:
-What role should writing play, if any, in students' admission to post-secondary education?
-What kinds of writing [are appropriate], composed under what circumstances?
-What are the purposes for which these writings will be used?
-How will we know if these writings serve the purposes imagined?
Chris Anson will draft a document addressing issues the alliance discussed.
A final draft will be presented at the CCCC Convention in San Antonio, March 24-27, 2004.

C. Financial Report (Subick, Williamson)
Included in Information Items/Reports.

D. NCTE Research Member Groups
1. Report (Millward)
-Data has been gathered that generated the Two-Year College Profile, which was distributed at regional conferences.
-Coordinating Committee and nine research initiatives and efforts have been identified.

Motion 1.6 (Warner/Matthews) Warner moved that TYCA should continue its development of a coordinated mentoring/membership service drive, and that
1) TYCA pursue the research initiative by assigning Jody Millward leadership responsibility of the Two-Year College Research Initiative.
2) the ad hoc committees for the Two-Year College Research Initiative, leadership follow TYCA approved guidelines of diverse regional representation, gender balance, and ethnic balance for committee memberships.
3) the various ad hoc committees of the Two-Year College Research Initiative, leadership adhere to the following recommendations: a) tasks should be clearly defined and limited in order not to impose undue burdens or extended timelines on committee members; and b) the majority of committee work should be conducted on-line in order not to impose a financial burden on committee members. *Approved*

2. Break-out Sessions
Small group discussions led to recommendations of the charges of the ten research initiative committees. Concern was voiced whether informal information gathering would be considered valid.

VII. NEW BUSINESS

A. Appointments/Elections
1. College Forum Representative (4 year commitment)
a. Mike Matthews' term ending. Mike was thanked for his leadership.
b. Nominees--Sheldon Wrice (TYCA MW Chair) and Rod Keller (TYCA West)
c. Sheldon Wrice elected by EC Board vote
2. NCTE Research Forum (Millward)
a. Patrick Sullivan will be appointed to serve on this commission.

B. Web Committee and Website (Herrick and Powers)
1. Powers distributed the "Proposal for the TYCA Webtender."

Motion 1.7 (Matthews/Warner)
Matthews moved that national TYCA approve as outlined the "Proposal for the TYCA Webtender."
Approved (see appendix)

2. Community Groups (Williamson)

C. Regional By-Laws Review
Callan noted complications of Section IV.A.2. of the By-Laws regarding RECS: election procedures and voting rights, membership on REC, and job descriptions for REC positions.

Motion 1.8 (Valentino/Gresham)
Valentino moved that regional reps review their by-laws and bring back to the EC at the March meeting any questions of interpretation or suggested changes with particular attention to the questions brought forth by Callan. *Approved with one abstention* (ECCTYC)

D. Administrative Report (Bodmer) (oral)
1. Financial report is in the agenda packet.

2. Bodmer referred to Website Committee Item VII.B.2. EC members should log on to the TYCA website link "Community Groups." Committee members can utilize these "groups" to do committee work. Messages can be kept in a mailbox or member can select to have the messages sent to personal email address. Martinez suggests that we have messages sent to our email address.

E. Review of Membership Brochure
Barnhouse will head a committee to review and revise the multiple membership forms. Mitchler and Roberts will assist. Suggestions for revision will be given to Martinez by the end of January.

F. Review of TYCA Volunteer Form
Martinez will send document out to EC members to review and revise, suggestions from members will be given to Barnhouse who will work with Martinez to revise documents.

G. Review of NCTE Conference Presentation Form
Martinez will send document out to EC members to review and revise, suggestions from members will be given to Barnhouse who will work with Martinez to revise documents.

H. Discussion of Teacher/Scholar Committee (Madden)
Peter Sotiriou and Frank Madden met November 21 to define the concept of the Teacher/Scholar in the Two-Year College. Committee includes John Lovas, Howard Tinberg, and Marilyn Valentino. The Scholars Committee will present a report at the March Meeting.

I. Extended Time for Deadlines for Awards
December 15th is the new deadline for submissions for awards. All members are encouraged to identify and contact individuals and programs that exemplify excellence. The decision date will remain January 10th of each year.

VIII. Announcements

A. TYCA Meeting at CCCC Convention
The TYCA Executive Committee meeting at CCCC will be held on Saturday, 9:30 A.M. – 5:00 P.M.

IX. Adjournment (Warner/Mitchler)

Warner moved that the meeting be adjourned. ***Approved***

X. Information Items

Committees Matrix
Template for Regional Reports
TYCA Executive Committee Roster
TYCA Constitution & By-Laws
Officers, Duties (VI.A) Breakout Materials
TYCA Officer Responsibilities and Activities
TYCA Officer Duties Graph--Current Plan
TYCA Officer Duties Graph--Alternate Plan

Appendix

PROPOSAL FOR THE TYCA WEBTENDER

Qualifications

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

Webtender's Role

Leadership Responsibilities

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

NCTE Responsibilities

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

TYCA Responsibilities

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

Duties

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

Selection of Webtender

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

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

UNAPPROVED MINUTES

I. WELCOME AND INTRODUCTIONS

Present: Sandie Barnhouse, Eric Bateman, Paul Bodmer, Stasia Callan, Gill Creel, Sally Fitzgerald, Gwen Gresham, Chris Jennings, Sharon Mitchler, Jody Millward, Alexis Nelson, Lois Powers, Leslie Roberts, Howard Tinberg, Marilyn Valentino, Jane Wagoner, Sterling Warner , Kent Williamson, Sheldon Wrice

Absent: Don Andrews, Dave Critchett, Michael Gos, Tom Gribble, Eva Payne, and Joanna Tardoni

Chair: Marilyn Valentino called the meeting to order at 9:30 A.M.
Introductions followed.
Parliamentary procedure explained.

II. ADOPTION OF THE AGENDA

Motion 1.0 (Gresham/Mitchler) Gresham moved to adopt the agenda as amended:

Item III. Minutes of November 2003 missing.
Item V. A2 is missing (Chair's Report)
Add VIII. B. Proposal for Outstanding Programs (Powers)
Add VIII. C. TYCA Workshop at NCTE (Wagner)
Add VIII. D. Discussion of News Articles in the Chronicle of Higher Education

Approved

III. APPROVAL OF THE MINUTES OF NOV. 2003 - Suspended

IV. CHAIR'S REMARKS

A, NCTE's Briefing Books:

1. Teacher Quality – February
2. Adolescent Literacy – May
3. Assessment – July
4. Writing – November

B. CCCC's Initiatives

1. "Next Generation Project"
2. CCC Editor – Deb Holdstein
3. Research Projects (up to 10 @ $5,000 ea). "What We Know...What We Need to Know."
4. PEP – Professional Equity Project
5. CCC Writing Program Certificate of Excellence
6. Committee on Higher Education

7. Major in Rhetoric/Composition. The major is on the decline in graduate programs.
8. 1984 and War in Iraq – Sense of the House Motion. 1984 was recommended to be studied next year with NCTE providing materials for classroom use.
9. San Francisco March 16-20; TYCA meeting March 19th
   Sally Fitzgerald, Local Arrangements Chair

C. TYCA
   1. Forms Revised
      a. National TYCA Volunteer Form
      b. TYCA Presenter Form
   2. Teacher Scholar Document
   3. Research Initiative

V. CONSENT AGENDA

Motion 1.1 (Wrice/Warner) *Approved* with the following changes:
SE Region Report (Jennings) and NE Region Report (Callan) added.
Approved

Reports included in the Consent Agenda:

A. ADMINISTRATIVE
   1. Executive Director's report (Williamson)
   2. Chair's Report (Valentino)

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
   4. West Report (Bateman)
   5. Pacific Northwest Report (Payne)
   6. Southwest Report (Gresham)
   7. Pacific Coast (Fitzgerald)

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)
   - Requests suggestions for identifying and addressing issues within Two-Year colleges.
   - Proposal grant in the process for New Teachers' Induction Academy.
   - Kent Williamson clarified Briefing Books

2. TYCA Breakfast Report (Wrice/Jennings--oral)
   - Six publishers participated this year. We should make a small profit this year (breakfast cost was $14.90). Wrice recommends that the price should be included on the ticket, and the statement "This ticket also serves as your receipt."
   - Chris Jennings will be taking over the breakfast.

Motion 1.2 (Barnhouse/Mitchler) Barnhouse moved that the TYCA Board thank Sheldon and Chris for the wonderful breakfast. *Approved*

3. National Alliance Report (Valentino-oral)
   No report available as yet; postponed until November meeting.

VII. ACTION ITEMS

A. OFFICERS' DUTIES: RESTRUCTURING (Mitchler)

Motion 1.3 (Mitchler/Millward) Mitchler moved to amend the National TYCA by-laws (D.2 and D.3) to read: "The immediate Past Chair or the Associate Chair shall chair the Nominating Committee." *Approved*

B. SUGGESTED CHANGES TO REGIONALS' BY-LAWS (Millward)

- New Nomination Forms for national officers will be sent to Regional Reps and available on the TYCA Website.
- Valentino appointed Leslie Roberts as Chair to consult with the Regional Representatives to assure that their Regional By-Laws are in alliance with the National By-Laws. Leslie will report to the TYCA EC at the November meeting.
- Valentino suspended discussion of Regional By-Laws until November.

C. TYCA COLLEGE RESEARCH INITIATIVE (Millward)

Motion 1.4 (Warner/Nelson) Warner moved that Jody Millward propose a panel composed of seven TYCA Regions on regional challenges and best practices for the CCCC San Francisco 2005 program. *Approved*

Regional Representatives should submit their ideas for the panel by May 5, 2005.

Motion 1.5. (Millward/Warner) Millward moved to remove the third charge "to investigate outside funding" from the TYCA College Research Initiative Committee. *Approved*

D. TYCA TALKS TOPIC FOR 2005

This year's topic was Teacher/Scholar.

- Working Conditions (Wagoner)
- Morale (Wrice)
- Online/traditional teaching conditions
- Best sessions, research, or article from regional conferences and journals

Motion 1.6 (Mitchler/Roberts) Mitchler moved that the Regional Representatives bring two examples of regional and national conference presentations, regional articles, and other scholarship, research, and best practices to TYCA Talks 2005. *Approved*

E. TYCA SATURDAY WORKSHOP "Writing Proposals" VOLUNTEERS 2005

Valentino recommended that Regional Representatives propose names of individuals who could assist with the Saturday afternoon workshops so that the EC members do not need to leave the EC meeting. Give names to Gwen Gresham or Sharon Mitchler.

F. *(Letter F omitted from Agenda).*

G. REGIONAL PANELS FOR CCCC 2005

Eight panels for CCCC 2005 came out of TYCA Talks Friday night.

H. OUTSTANDING PROGRAMS AWARD FUNDING

Bedford/St. Martin's wants to establish and fund an award in Diana Hacker's name. Marilyn Valentino and Paul Bodmer met on Thursday with Michelle Clark and Linda Henry of Bedford/St. Martin's and will consider funding this award. Their other consideration is for a Teacher/Scholar award.

Paul Bodmer reminded EC Members that any donations made to NCTE earmarked for TYCA Programs are tax deductible.

I. TEACHER-SCHOLAR DOCUMENT (DRAFT/REPORT) (Madden)

Frank Madden presented the draft of "Research and Scholarship in the Two-Year College." He requested feedback be sent to him by May 1, 2004 at frank.madden@sunywcc.edu or fmadden@aol.com. The feedback generated will result in another draft to be presented at the TYCA EC meeting in November.

Wagoner suggested that if we could get the document online, Regional conferences could discuss it at their meetings.

Valentino thanked Frank and Howard for their work on this document.

J. NEXT STEPS FOR *GUIDELINES FOR ACADEMIC PREPARATION OF TWO-YEAR COLLEGE ENGLISH TEACHERS* (Valentino)

Discussion of *Guidelines for the Academic Preparation of Two-Year College English Faculty.* Suggestions were made for additions to the Master's Degree coursework:

- Literature, Composition Theory, Pedagogy, Multiple Lingual/Cultural Contexts, Digital/Online

Suggestions for additions to Further Training and Development:

- In-service Training

Tinberg suggested that the final report be published as a position statement on the website.

Information note: University of Chicago has a program called Teaching in the Community College.

Information note: NCTE is working on a document for Preparing Future Faculty.

Valentino recessed the meeting for lunch at 12:10 p.m.
Valentino reconvened the meeting at 12:40 p.m.

Motion 1.7 (Fitzgerald/Wrice) Fitzgerald moved that the committee submit the original document, *GUIDELINES FOR ACADEMIC PREPARATION OF TWO-YEAR COLLEGE ENGLISH TEACHERS,* to the NCTE office for creation of a pamphlet, which will include consideration of ideas proposed at the 2004 CCCCs Committee meeting to be ready for CCCCs in 2005. *Approved*

Motion 1.8 (Fitzgerald/Nelson) Fitzgerald moved that NCTE distribute the draft and pamphlet for feedback to various constituencies by November 2004 to report back to the EC at NCTE. *Approved*

VIII. NEW BUSINESS

A. TYCA COMMITTEE GROUP MEETINGS (See Committees Matrix in Agenda Booklet.) Terms are one year for committees.

B. PROPOSAL FOR OUTSTANDING PROGRAMS IN ENGLISH AWARDS COMMITTEE SELECTION (Powers)

Powers submitted a document outlining the Procedure for Committee selection recommending that four new members be appointed by the TYCA Chair each year.

Motion 1.10 (Powers/Wrice) Powers moved that the EC accept the Proposal for Outstanding Programs in English Awards Committee Selection Document. *Approved*

C. TYCA WORKSHOP AT NCTE (Wagoner)

Motion 1.9 . (Wagoner/Wrice) Wagoner moved that the TYCA EC thank Linda Houston for her leadership of the TYCA Workshop at the CCCCs and express its appreciation for her efforts. *Approved*

Wagoner reported that in 2005 the current practices for the TYCA Pre-Conference

Workshop are in place. A change for the 2006 Workshop includes the following:

1. A letter will be sent to regional chairs and TYCA Reps asking them to call for proposals for the workshop.
2. A proposal form will accompany the letter.
3. The selection of participants will be based on region participation.
4. One slot will be saved for an adjunct from the host city area

D. RESPONSE TO ARTICLES IN CHRONICLE OF HIGHER EDUCATION

Lois Powers suggested that we compose a response to two recent articles in the Chronicle that were negative slants on Two-Year College teaching.

Sally Fitzgerald suggested that someone who is known, such as Lynne Troyka, respond to such articles.

Paul Bodmer suggested that future articles be sent to his office to let the Public Information Office respond to them.

Motion 1.10 (Powers/Wrice) Lois Powers moved that the NCTE staff respond to negative articles in the Chronicle of Higher Education. She will provide the titles of these two articles and the dates published. *Approved*

IX. ANNOUNCEMENTS

A. TYCA WEB TENDER APPOINTMENT

Mike Matthews will be the new web tender. Matthews addressed the EC and asked for contact with regional webmasters. mike.matthews@tccd.edu

B. TYCA MEETING AT NCTE CONVENTION IN INDIANAPOLIS 2004 AND CCCC 2005 IN SAN FRANCISCO

NCTE: Saturday, November 20, 2004 all day.
CCCC: Saturday, March 19, 2005 all day.

C. NEW TYCA POST REGIONAL CONVENTION REPORT FORM

Included in the Agenda packet.

D. CALL FOR *TETYC* EDITOR AND TIMELINE and CALL FOR *CE* EDITOR AND TIMELINE

Suggestions for names for the nominating committee members and for editors should be sent to Marilyn Valentino, Paul Bodmer, or Margaret Chambers by next week. Discussion was held as to whether we wish to have a four-year college person on the committee. Sheldon Wrice and Eric Bateman have volunteered to serve on the Nominating Committee.

X. ADJOURNMENT

Motion 1.10 Chair adjourned the meeting.

A Sturgis Moment (in honor of Erika Lindemann):

To make sure we are keeping correct rules of order, to help with efficiency, and to maintain clarity, Sturgis recommends (among others) these five procedures:

1. To begin discussion of an item, you must make a motion expressed in the affirmative, with details as needed, including deadlines. It's best to write down motions first, preferably on the flip chart so all can see. (You know how precise we English teachers are about language.)

2. During discussion, be as concise as possible and respectful of others. Also, if someone has expressed your view, you do not need to repeat it. Please avoid private discussions. (We'll have enough breaks.) If we need to have an informal discussion of an issue, the Chair can suspend the formal meeting and allow time to freely discuss without following protocol.

3. Save time and trouble. Rather than amend amendments to motions, defeat the motion and write a new, clearer motion.

4. What are friendly amendments? They are a blessing. If you would like a minor change of date or wording, you may ask the person who made the motion if he or she would accept a friendly amendment. If he/she agrees, it can be changed without a vote, but the person is under no obligation to accept it.

5. TYCA believes in open, honest dialogue. Please ask questions if you need any background or history on an item or if you'd like clarification.

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 2004-05.

A Summary Review: January – October, 2004

Policy Leadership and Advocacy
In my last report to you, I outlined a new "strategic governance" approach that the Executive Committee was brining to its leadership work. In order to focus on the most critical issues facing our professional community, and to fulfill the essential leadership task of elaborating realistic outcomes that the Council can strive to achieve, NCTE Executive Committee focused much of its time over the past year on these four key issues:

- 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) that will help us determine what out capacity is for further action?
4) What are the ethical dimensions of our choices?

From this analysis we are attempting to identify outcomes that we can achieve, either independently or in alliance with others. TYCA has a critical role to play in three regards: a) providing input to the President-elect by September each year regarding what important focal issues should be pursued in the year ahead; b) assisting with research and analysis, particularly on items 1) and 2) listed above; and c) serving on work or implementation teams with staff in order to achieve the outcomes indicated for the Council. Randy Bomer has sharpened the focus of the Executive Committee "issue management teams" to serve as coordinators of the issue analysis that needs to be done, rather than carrying out the exhausting research work on their own. With this in mind, here are the three focal issues that Randy has selected for this year (each of which seems to be directly relevant to the professional challenge of TYCA members and their students):

1. What can NCTE do to advance young people's learning about the **multi-modal literacies** that are becoming commonplace in a digital environment? How can we create resources that bring the widest possible range of teachers into this conversation? What public policy and public education will prepare the way for the rapid pace of change in these forms of literacy?

2. How can NCTE help teachers, the broader public, and policymakers understand the relationship between **research and teaching**? In what ways does and does not research properly inform the work of literacy educators? How can we contribute to the development of wide understanding about the variant roles of different research traditions in forming educational policy?

3. How can NCTE help its members and potential members develop an interest in and knowledge about the teaching (and learning) of **English Language Learners** in English Language Arts classrooms? What would make NCTE the professional home of this conversation and educational agenda?

A tremendous amount has been accomplished over the past six months or so in pursuit of the EC motions on Teacher Quality and Adolescent Literacy. While not all of these actions will seem directly pertinent to TYCA's work, I include them to provide you with a sense of the scope and direction that our work is taking.

Teacher Quality
The teacher quality motion passed in April emphasized these critical needs:

1. *Support for teachers of the English language arts in the early phase (i.e., induction) of their careers. NCTE should work to nurture, explore, and extend local expertise by working with local language arts professionals and surveying the local scene to be sure we're building on what people already know/want to know.*

2. *NCTE should provide a range of research-based resources for answering questions or dilemmas that teachers themselves pose (vs. legislators, etc.). NCTE professional development programs may respond to the requests of administrators but should never diminish the professionalism of teachers.*

3. *Support for professional development efforts of local schools and school districts in ways that are respectful of local knowledge and the professionalism of teachers is essential; and,*

4. *Efforts must be increased to influence federal policies that affect the ability of high quality teachers of the English language arts to provide excellent instruction for their students.*

This motion has been the catalyst for a range of product, service, and position development over the past six to eight months. Among these:

- A team of staff and volunteers worked feverishly to put together a $2.4 million dollar Teacher Quality Enhancement Partnership proposal to fund a New Teacher Induction Academy Network. The proposal was modeled on Project English summer institutes from the 1960's, and featured an intensive two to three year sequence of coursework and in-school mentor support for early career ELA teachers. It involved high-needs school districts (LA Unified and Beecher City/Flint schools), highly-regarded teacher education programs (Cal State Northridge and Michigan State), and would have resulted in college credit towards a master's degree for participants, collaborative planning with local mentors, and use of NCTE materials and network support, as well as opportunities to share knowledge and present findings through NCTE meetings and publications/lists.

  While the grant proposal made it to the final review round, it was ultimately rejected because: 1) it was not judged to have a far-reaching effect on teacher preparation programs; 2) it focused too narrowly on ELA; 3) it did not sufficiently involve local partners in shaping/updating the program; 4) the capacity of the institutions to carry forward the program once federal funding was exhausted was questioned. This reply was received at the end of September, and since that time staff and selected volunteer leaders have been working to re-conceptualize the NTIAN program so that it might be more readily adapted for institutions of all sizes and teachers in all locations. This has not yet been worked out in detail, but at minimum it would include a core of publications/online resources from NCTE and a mentorship training component for district personnel. The

college/university partnership component will likely need to remain flexible so that successful programs already in place can be accommodated, but the notion of extending college credit and support into the early career years remains a compelling one. Early results from our Teacher Quality survey are proving instructive in these efforts.

- The Teaching Resource Collections on the Homepage of the NCTE Web site are intended to provide teaching strategies and professional readings on current "hot topics" in English language arts—particularly for early career teachers. Pulled from Council books, journals, web resources and more, these collections are designed to help you address specific challenges in the classroom. The items in the collections are by no means comprehensive but meant to highlight the high quality of resources available through NCTE.

  Content in many collections include RWT lessons, selected journal articles, sample book chapters, research briefs and a sampling of convention sessions. 80% of visitors to the collection browse selected RWT lessons. Research briefs account for the second most accessed documents with 13% of visitors accessing them. Other topics listed among the top five most visited pages in each collection include sample convention sessions and funding opportunities.

  Since these "teaching resource collections" pages were posted (between May and September) here are the number of visitors served through October 6:

1.	Adolescent Literacy	15,016
2.	Grammar	7,002
3.	Sec. Eng. Lang. Learners	5,471
4.	Early Literacy	5,180
5.	Elem. Eng. Lang. Learners	4,649
6.	Literacy Coaching	2,785 (Sept. start)
7.	College Research Paper	2,565
8.	Spelling	2,563
9.	Literacy in the Ways of the Web	1,119 (Sept. start)

- With more experienced teachers in mind, we have created education policy issue collections as well. These take components of the briefing books developed thus far, and supplement them with additional NCTE resources and policy links. The adolescent literacy policy link was just launched, but the teacher quality link has served more than 4,000 visitors.

- The Professional Development Consulting Network Advisory Team was established this quarter to advise NCTE staff regarding strategic management/policy questions relating to administration of the Professional Development Consulting Network. The scope and nature of their work includes: a) serve as a peer-review evaluator of applications from those seeking appointment as an NCTE Professional Development Consultant; b) collaborate on drafting/review of a document that establishes Guidelines for Working Effectively with Reputable English Language Arts Consultants; c) serve as an NCTE Consulting Network "ambassador", assisting with outreach to prospective clients and providing insights and suggestions to improve the efficacy of the Network; d) advise staff on possible PD Network meetings where shared concerns, legislative priorities, and professional collaborations can be explored. Individuals currently serving an appointment term of Jun 1, 2004 – May 31, 2005 include: Kylene Beers, Randy Bomer, Curt Dudley-Marling, Isoke Nia, Becky Sipe, Katie Wood-Ray, and Lynn Troyka.

In the first quarter of FY05, inquiries on a range of topics came in from 20 different states, mostly in the form of emails and phone calls in response to promotional pieces. Interested people were from regional offices, universities, educational companies and schools (principals, curriculum coordinators, and teachers). Topics and services requested were primarily related to writing, assessment and secondary reading issues. Nearly all requests came from non-members of NCTE. NCTE staff supplied proposals as part of ongoing conversations. These proposals typically include consultant recommendations, packages of print publications, memberships and convention options.

Applications for the Consulting Network picked up steadily towards the end of October. Five applications have been received and are currently in the peer-review process. An additional 16 consultants with national consulting experience have given us a verbal commitment to apply. NCTE staff plan to meet with all consultants who have been accepted into the consulting network during the annual convention to begin building support pieces for their ongoing work in the field.

While only a small number of contracts can be attributed to these new services and processes thus far, conversations are ongoing thereby increasing awareness of NCTE's services. Our study of comparable efforts by other publishers suggest that our relative advantage may be the range of content we can cover, and the pre-contract "matching" of local needs to resources and consulting expertise. Looking ahead, NCTE staff will continue to seek out applications to the consulting network in areas not yet covered regionally or by topic. Promotion of the network will increase in the second quarter, so that we are prepared to negotiate FY06 consulting/PD relations in the first six months of 2005.

Staff has networked with other key publishers to negotiate permissions to use materials in "kits" designed to support the work of consultants and to gain access to consultants' time. In the future, we will be relying upon consultants for development of themed kits (as a product, they are labeled "Professional Communities at Work: theme XXX"), online courses, and "bridging" documents that help explain how to integrate use of NCTE materials in everyday teaching and research practices. Staff has carefully studied the PD and collection assembly/promotion activities of other education associations and key publishers like Heinemann, Stenhouse, and Teachers College Press; based on these studies, requests for materials, and survey data, our first collections/kits (to be released at convention) will focus on adolescent literacy and writing workshop. They will include a few books, reprints of articles and lesson plans from ReadWriteThink, and selected policies and position statements. They are intended to serve as self-study kits for groups of reflective teachers in schools or (later) college departments—professional communities at work.

- The notion of publications development driven by career stage is also influencing acquisitions plans and CoLEARN. For example, the Books Program is trying to develop a "Survival Series"--small, practical books on topics that are intended to help early-career teachers. This would include books like...

- *More Ways to Handle the Paper Load--on Paper and Online* (a solicited collection edited by Jeff Golub), is a sequel to *How to Handle the Paper Load*. Its main audience will also be the beginning teacher though it will appeal to mid-career teachers as well. It is now in production.

- A survival guide for graduate students in English is in development. Other topics we've identified for the series are as follows: a teacher's guide for teaching grammar in high school (Amy Benjamin); classroom management; plagiarism.

- For preservice teachers, we have acquired McCann, Johannessen, and Ricca, *Becoming an English Teacher: Expectations for Success*. It is projected to come out next calendar year, possibly by April 05.

- Another proposal, *Engaging Classrooms: Teacher Acts and Student Performance* (Joe Milner and Mary Graciano, eds.) is in review. This targets pre-service teachers.

- Another proposal, *Teaching in the Middle School: Getting Started,* solicited from Anna Roseboro, is in development. Her proposed book is also aimed at beginning teachers and at teachers who might be changing careers and are teaching middle school for the first time.

Finally, we are looking at a series that NCTM produces, called "Empowering the beginning teacher at XXX level" to see if we can develop a similar series. Per NCTM, these books are selling well for them. They're clearly low-budget books and combine Notes Plus-like activities, with various other topics such as mentoring, the first day of class, and other practical tips. We are planning to explore the potential for a similar series. An update on pubs strategic planning can be found below.

- CoLEARN has continued to evolve to serve different groups in different institutional settings. While it can be shaped, similar to an online course, by an informed practitioner/expert to address specific issues (Cathy Fleischer has done excellent work along these lines with Writing Initiative Colearn), its flexibility poses special marketing and business fulfillment challenges. Recently, we have migrated it from being a series of fixed "products" covering a theme over a school year to a subscription product, that a teacher/school/department/district can subscribe to at any time and enjoy service for a full year—while shaping interactions through it to their local needs. Here's a summary of the program at the moment:

CoLEARN Writing Initiative is now provided as an online subscription allowing for ongoing enrollment instead of a fixed enrollment period based on the school year. Most participants enrolled during FY04 are scheduled to renew in November of 2004. A high renewal rate for team-based participation looks favorable at this time. Total CoLEARN Writing Initiative participants enrolled at this time stands at 374 with 86 of those being students enrolled as part of a university course requirement. Most new enrollments during the first quarter are directly connected to university course work. Those participants enrolled as individuals or teams primarily use CoLEARN as a source of professional readings. When a strong facilitator at the local level is present there is typically some evidence of reflection in the online bulletin board. University faculty and the students enrolled through required course work are tapping CoLEARN as a source of readings and for the bulletin board environment. A bulletin board forum specifically set up for students had 164 posts in this quarter and 983 views. After discussions with Cathy Fleischer, we have added a forum specifically for methods course teachers to share helpful hints and to provide a place for instructors to share syllabi. Although this section has not seen heavy traffic yet, it is generating lots of discussion for possible purchase for the upcoming semester.

Additional numbers: '

- CoLEARN RI (not counting SCRI) 563 these expire on 11/12/04;

- CoLEARN SCRI-180 participants set to expire on 11/12; 218 set to renew/purchase
- CoLEARN RI with methods courses; 34 enrolled this quarter
- ESL CoLEARN: 15 participants enrolled with multiple conversations alive on this one.

- The Squire Office is pulling together a FIPSE proposal in conjunction with CCCC, TYCA, and various college-level leaders to support faculty development for adjuncts and non-tenure track faculty. Some additional details are included in the Squire Office report appended to this agenda item, but the thrust is to create an electronic program of professional development for adjuncts who teach composition. The professional development dimension of this project lies beyond the purview of the Squire Office (other NCTE staff will assist), but it will also include a plan to collect data from adjuncts themselves. Such data will compliment the departmental data collected by the Coalition on the Academic Workforce and provide useful information for policy decisions.

- To gain a keener understanding of what our members think about issues related to teacher quality, the Teacher Quality Survey was developed by the TQ study group and staff. A link to it was inserted in the October 12 issue of the InBox and it was separately emailed on October 15 to 5,205 members. Staff and the TQ study group will be reviewing responses over the next month or so. A few key findings to date:

    1. 95% of those completing the survey consider themselves to be "highly qualified".
    2. Surprisingly, 48% of respondents reported that they are provided with all of the resources they need to teach well, while 44% reported that only their basic needs as a teacher were met, and about 7% reported that their basic teaching needs were <u>not</u> met. There was little difference in response to this question by level, with High School teachers reporting that they are slightly less well supported than other levels (45% fully supported, 9% not adequately supported), and post-secondary teachers somewhat better supported (53% fully supported, 4% not supported).
    3. When asked to evaluate how powerfully a list of nine factors affect their ability to provide high quality instruction in English language arts, the three most powerful factors were:
        - Daily time for planning and reflection (about 70% rated it a very strong effect).
        - Supportive administrators (about 64% a rated it as "strong").
        - Small class sizes (just over half rated it as "strong")

        The least powerful affects according to respondents were:
        - College or university coursework (about 37% rated it as strong—10% said it was not strong at all).
        - High stakes tests (about 23% rated it strong—40% said it was not strong at all).
        - Prescriptive programs or textbooks (only 12% rated it strong—52% said it wasn't strong at all).
    4. In a related question, these are the three changes that were rated as most valuable in helping respondents become or remain highly qualified ELA teachers:
        - Increased knowledge of strategies for teaching composition/writing (62%--extremely valuable)

- Increased knowledge of strategies for engaging students in active learning (60%--extremely valuable)
- Increased knowledge of strategies for teaching literature/reading (58%--extremely valuable)

- Last spring, an advisory statement about teacher quality was developed for legislators, and has been linked to from our "write your legislator" pages. This stands as a resource for any NCTE advocate meeting with a member of Congress.

- The notion of developing content to match teacher needs at different career stages is also reflected indirectly through journal article publications and Read-Write-Think content. In fact, R-W-T has remarkable reach to practicing teachers (often early career) and teacher education courses. Here is a summary of R-W-T usage in the first quarter of FY05:

Traffic to the site for the first quarter of the 04–05 Work Plan was as follows:

Current month	Hits	Page views	Unique visitors	Total visits
July 04	6 million	700,000	100,000	167,664
August 04	7.8 million	875,000	125,000	217,190
September 04	12.8 million	1.2 million	200,000	355,489

The top five lessons for this quarter were:

- A Picture's Worth a Thousand Words: From Image to Detailed Narrative (NCTE): 7250 visits
- Be a Reading Detective: Finding Similarities and Differences in Ideas (IRA): 5499 visits
- A Bad Case of Bullying: Using Literature Response Groups With Students (IRA): 5029 visits
- A Getting-Acquainted Activity Using *My Teacher's Secret Life* (NCTE): 5022 visits
- A Journal for Corduroy: Responding to Literature (IRA): 4762 visits

Adolescent Literacy
At its meeting in July, the Executive Committee established the following vision for what success will look like:

In light of the adolescent and young adult literacy instruction that we would advance in the nation's schools, we believe NCTE is well positioned to undertake the following:

1. *A research initiative to sponsor studies about the language and literacy of adolescents and young adults. Such studies might analyze existing research in adolescent and young adult literacy, re-introduce the results of qualitative/descriptive studies widely recognized as the equal of quantitative studies in the field of statistical research, or present new research such as data documenting the reading and writing in which adolescents and young adults are currently engaged inside and outside of school.*
   Research emphasizing work by practitioners and vignettes of students can serve well in getting our message out about the complexity of literacy and the expertise of teachers.

2. *The broad distribution and circulation to educators, policy makers, and the general public of what the Council learns from this research initiative.*

3. *A robust professional development endeavor aimed at preparing teachers in localities in their effective literacy instruction of the adolescents and young adults in their classrooms. Providing viable ways for teachers to explore and build on positive prior literacy experiences of adolescents and young adults, develop a deep understanding of content and the rhetorical nature of literacy, and integrate all aspects of literacy in the curriculum could form part of the professional development efforts.*

4. *An initiative to support leaders training literacy coaches in school systems to assist teachers in their effective literacy instruction of the adolescents and young adults in their classrooms.*

5. *Increased purposeful efforts to influence legislation and policies that will influence the teaching of adolescent and young adult literacy.*

6. *An information network or clearinghouse for members and the public regarding NCTE's involvement in adolescent and young adult literacy, teacher quality, assessment, and writing.*

7. *Continued alliance with professional organizations and parent groups to develop joint strategies to influence and implement legislation on adolescent and young adult literacy. We must speak with authority for teachers and for adolescents*

Since this motion was passed last summer, we have moved on three fronts—research, advocacy/alliances, and professional development. Here is a brief summary of progress:

Research

The Squire Policy Research Office has worked in close cooperation with NetDay to shape a large-scale, on-going (as of this writing) study of high school students' out-of-school literacy activities. Here are adapted excerpts of a report from Anne Gere, Director of the Squire Policy Research Office (her full report is attached as an appendix): During September, the Squire office worked collaboratively with Julie Evans, Director of NetDay, to develop several questions that are being used in this year's survey; Julie has been very generous about publicly identifying NCTE as a partner in the survey, and she reports considerable positive response to this connection between technology and a discipline-based association. NCTE has provided publicity for the survey through two InBox features, and NetDay anticipates that more than 100,000 students will take part in this fall's canvas. Once data acquisition is completed at the end of October, we will have access to all of the resulting raw data. Anne is working with her team to analyze the data as soon as it is available, and produce a report that can be distributed widely through the NCTE website, and possibly, the *Council Chronicle* newspaper and our journals.

Anne Gere is also in discussion with Elizabeth Moje at the University of Michigan about an extensive study she has initiated to investigate students' in-school and out-of-school reading and writing activity. Moje has shared a draft of the questionnaire she is circulating to reviewers, and we are negotiating to see if it will be possible to share or interpret the resulting data from K – 12 students. If these negotiations are successful, our summary and interpretation of this data will augment findings from the NetDay study, and provide a platform for policy recommendations and professional development service generation.

Advocacy/Alliances

Adolescent literacy continues to be an area of intense federal legislative activity and alliance-building work. There are three bills dealing with adolescent literacy currently before Congress:

the Graduation for All Act, the Pathways for All Students to Succeed Act (PASS Act), and the Striving Reader's Initiative. The key difference between them is that the first two are pieces of legislation introduced by members of Congress that would create authorizing language in support of various adolescent lit programs while The Striving Readers Initiative (intended to improve the reading skills of secondary students) was proposed as a part of President Bush's FY2005 Budget and has been included in both the House and Senate versions of the appropriations bills. NCTE has cosigned letters supporting the Grad for All Act and the PASS Act. We rejected an offer to cosign a letter supporting additional funding of the Striving Reader's Initiative because the letter did not support collaboration and partnerships between local education agencies and organizations like NCTE.

It is likely, practically certain, that the two pieces of legislation will have to be reintroduced when the 109th Congress is seated in January. The fate of Striving Readers is tied to the Labor-HHS-Education appropriations bills.

The Alliance for Excellent Education has been instrumental in soliciting cosigners for the two pieces of legislation. They worked closely with the National Association of Secondary School Principals in requesting additional funding for the Striving Reader's Initiative. The Alliance recently released a report, funded by the Carnegie Corporation of New York, titled: *READING NEXT, A Vision for Action and Research in Middle and High School Literacy*. We were successful in getting comments drafted by Randy Bomer about the document published on the AEE's website. We have been somewhat disappointed in the lack of early collaborative outreach from the Alliance, and Kent has scheduled a meeting with them on November 10 to discuss joint work with the Squire Policy Research Office and NCTE advocacy volunteers.

On the alliances front, we have worked to play a more forceful, directive role in two key coalitions—the National Adolescent Literacy Coalition (NALC) and the Alliance for the Acceleration of Middle Grades Reform. Through most of 2004, Kylene Beers has served as our representative with the NALC, a group including many policy groups and independent researchers, in addition to traditional membership groups (the list includes ASCD, NMSA and the Principal's organizations, IRA, NCTE, the National Writing Project, WestEd, the Alliance for Excellent Education, Education Development Center, the Alliance for the Acceleration of Middle Grades Reform, College Board--the convening organization, National Council of La Raza, Cooperative Education Services, and numerous local and regional education cooperatives). The group just moved to elect a board to lead their coalition work, and Kylene was elected to a three-year term, the longest term possible.

The National Forum to Accelerate Middle Grades Reform distributed their latest policy statement, Small Schools and Small Learning Communities, in June 2004. They are also calling for nominations for their Schools To Watch program. Find both at http://www.mgforum.org/. Debby Kasak, Executive Director, joins middle level leaders Howard Miller and Sandy Hayes at a panel session in Indianapolis, Reform and Transform: The Significance of Middle Schools and Its Language Arts Programs, *Sunday, November 21 — 11:30 am–12:45 pm.* The National Forum is a policy group that is underwritten by grant funding (mainly from Carnegie of New York) and, with College Board, has been an early organizer of the NALC group. Kathy Egawa has represented NCTE at several Middle Grades Reform meetings. This month they are hosting an adolescent education policy workshop for middle grades teachers and administrators featuring Kati Haycock of Education Trust in Chicago. It is an example of an emerging group that may or may not survive, but that has positioned itself as a natural "host" for key adolescent literacy discussions.

Professional Development

The Adolescent Literacy Teaching Idea Collection (web) and upcoming release of the Professional Communities at Work: Adolescent Literacy kit (print) provide us with powerful collections to supplement the already popular *English Journal*, *Voices from the Middle*, and *Classroom Notes Plus*. But the area where we may have the greatest potential is in the emerging

constellation of policy and professional development work to advance literacy coaching. Here's a summary of Kathy Egawa's update on efforts to construct literacy coaching standards and related program/service development:

Status of literacy coach standards project

Creating *Standards for Middle and High School Literacy Coaches and Subject Matter Teachers* (Coaching Standards) is a collaborative project of five subject matter organizations: National Council for the Social Studies (NCSS), National Council of Mathematics Teachers (NCTM), National Council of Teachers of English (NCTE), the National Science Teachers Association (NSTA, and the International Reading Association (IRA). As the use of coaches is increasingly viewed as part of the solution to address adolescent literacy needs, these organizations felt it was crucial to establish standards to guide not only the hiring of literacy coaches, but also the interactions between literacy coaches and subject matter teachers.

Funding for the project was provided by the Carnegie Foundation of New York in response to adolescent literacy needs and to current legislative and hiring trends. Representing NCTE were Diane DeFord and Evelyn Hanssen, both coaches of literacy coaches, and Kathy Egawa and Kent Williamson, NCTE staff. The project began in May 2004 and a final draft is under review. The standards should be available in the late fall, 2004.

The five standards are divided into two sections: leadership standards, which are the same across content areas, and discipline-specific standards, specific for each of four subject areas: English Language Arts, Social Studies, Mathematics and Science.

Leadership Standards

STANDARD 1: SKILLFUL COLLABORATORS
Secondary Literacy Coaches are skilled collaborators and function effectively in middle school and high school settings.

STANDARD 2: SKILLFUL PEER COACHES
Secondary Literacy Coaches are skilled instructional coaches for secondary teachers in the school disciplines.

Discipline-Specific Standards

STANDARD 3: FOUNDATIONAL KNOWLEDGE
Secondary Literacy Coaches understand the school disciplines and know how reading and writing processes and instruction intersect with those disciplines.

STANDARD 4: SKILLFUL ASSESSORS
Secondary Literacy Coaches are skilled assessors of literacy needs within the disciplines at the school, department, classroom, and individual levels and can collaborate with leadership teams to interpret assessment data.

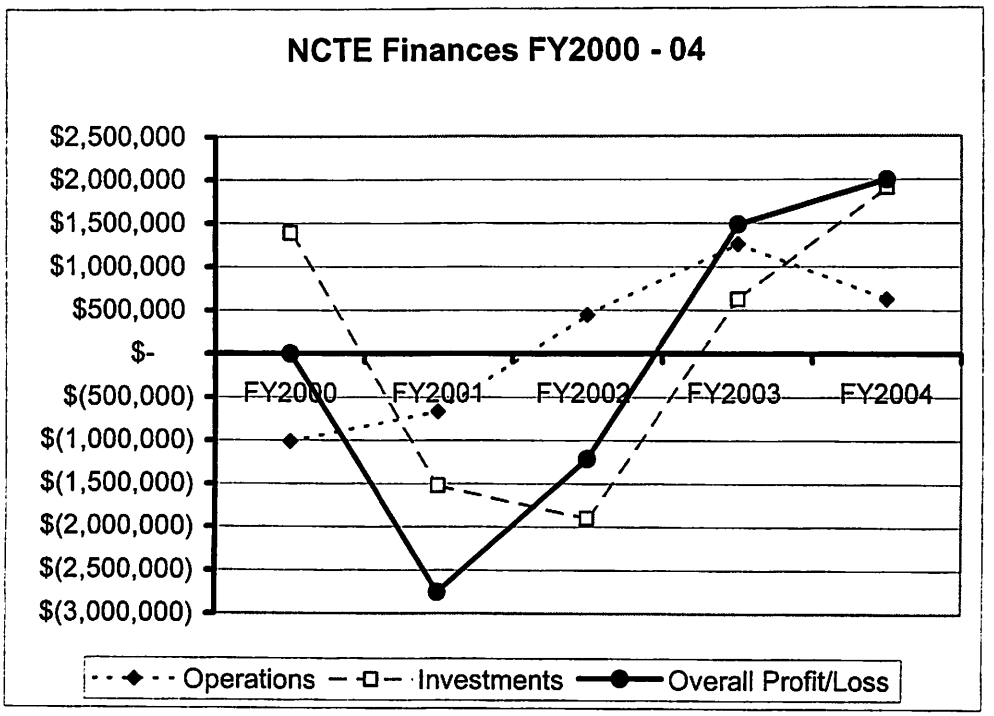
STANDARD 5. SKILLFUL TEACHERS
Secondary Literacy Coaches are master secondary teachers who are skilled in instructional strategy development for secondary school disciplines.

Development of literacy coach materials
The most recent Reading Initiative curriculum materials include a reorganization of materials into two collections: Models/Tools/Strategies and Study Group and Coaching Resources. Each was created to assemble in one collection the materials found across the curriculum studies. The Study Group and Coaching Resource experiences, vignettes, and readings are organized by questions that study group leaders ask, i.e. How do we want to work together? How will our group

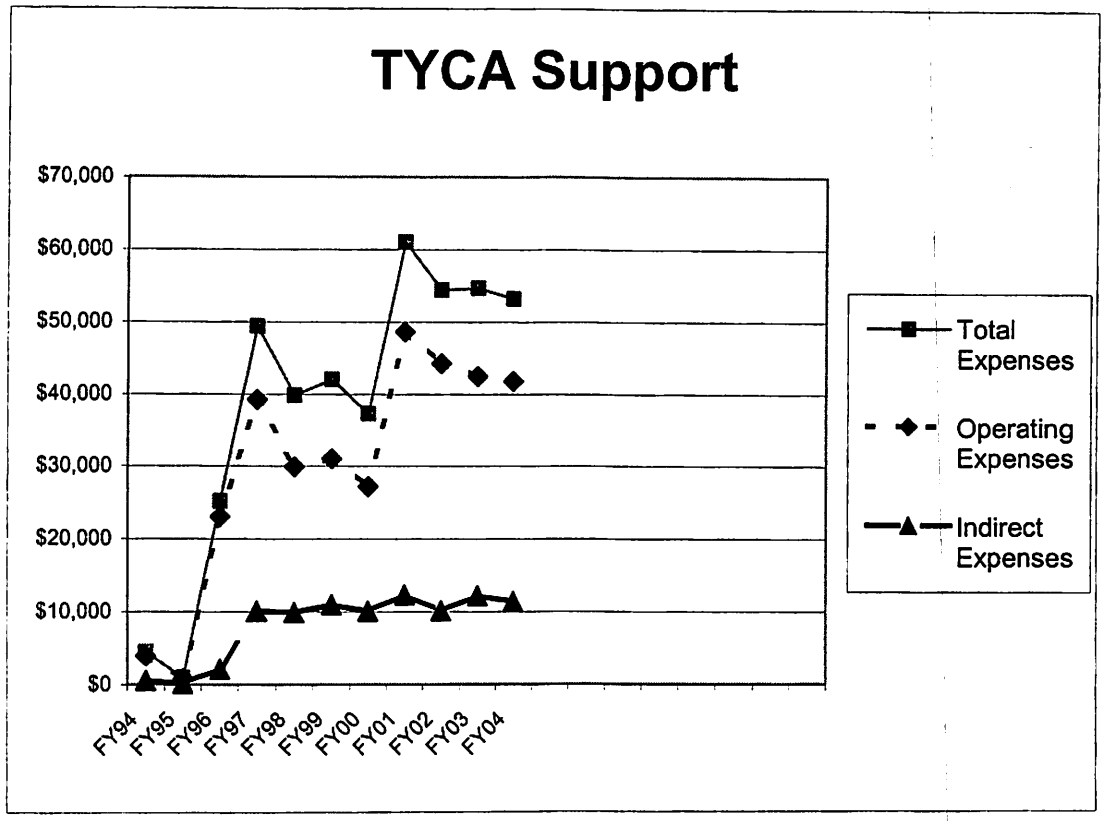
be organized? I'm visiting a colleague's classroom. How can we be helpful to each other ? What changes will we make in our group, in our classrooms, at our school? The resource notebook includes recommended experiences and vignettes from more than twenty-five leaders and over 300 pages of professional reading. In its current form, it can be readily updated or revised. Kathy has also helped develop the literacy coaching teaching idea collection found on the NCTE homepage.

TYCA Finances and Membership

While NCTE's future has been clouded by concerns associated with the erosion of our membership and participation base (recently, membership has begun to grow), 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 FY04 with a $630,218 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 improved markedly in FY04 as the financial markets turned around after two and a half abysmal years. The charts below provide an overview of NCTE financial trends.



FY05 has brought mixed results through the first quarter. NCTE continues to run a healthy surplus on operating activities, although not as strong of a surplus as we enjoyed in the first quarter of FY04. Membership dues payments and convention receipts are up slightly, but book and journal subscription income is down marginally. The promise on the horizon remains professional development, where consulting efforts are just beginning to take hold. Overall expenses are up very slightly, but at this time, it looks like we are staying well within budget parameters. NCTE investment in support of TYCA through FY04 amounted to $53,240 roughly equivalent to the amount provided in FY03 and FY02. 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 it's finances are accounted for as a program budget running out of the NCTE general fund. In short, this means that TYCA is a "service" program and need not run a balanced budget. With this in mind, you can see from the attached financial report that direct spending on TYCA support through FY04 (including salaries and direct expenses, but exclusive of overhead) amounted to $41,841. Most of the support spending can be attributed to travel expenses to TYCA regional meetings and 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 (about 20,000 membership invitations were mailed to two-year college English teachers in August/September), supporting publication of TETYC, and advocacy work related to advancement of professional support for, and recognition of, the two year college teaching community

TYCA membership declined in FY04, but remains relatively stable through the first quarter of FY05. Still, over five years, TYCA membership has declined by more than 10%, a trend we are eager to reverse. 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. I will have findings from the current survey study of members, former members, and non-members with me for discussion when we meet in Indianapolis. With a well-conceived, consistent strategy, I'm confident that we can renew growth even in these challenging times.

--Kent Williamson

TYCA Financial Comparison						
	FY04	FY03	FY02	FY01	FY00	FY99
Revenue						
TYCA Dues						
Pacific Coast Conference	-	-	208	-	226	-
Northwest Regional	98	192	80	78	-	-
West Regional	20	48	50	-	-	-
Northeast Regional		184	-	206	-	-
Southeast Regional	116	776	-	252	-	248
Southwest Regional		272	-	188	-	125
Midwest Regional	70	-	146	196	-	188
Misc Income	-	-	10	180	-	90
Total Revenue	304	1,472	494	1,100	226	651
Salaries & Benefits						
Salaries & Benefits	18,835	21,588	19,417	30,160	15,164	19,131
Discretionary Expenses						
Registration	1,013	560	275	622	70	85
Materials & Supplies	3,183	193	2,940	1,761	1,765	137
Telephone	6	14	34	21	24	19
Printing & Copying	2,295	4,830	3,006	3,745	3,120	2,639
Postage & Mail Services	702	1,269	1,395	1,934	1,378	1,100
Volunteer Travel & Per Diems	8,049	9,764	12,519	5,626	4,963	5,036
Staff Travel	6,156	2,460	2,816	2,664	-	36
Exhibit Expenses	565	258	416	119	438	2,175
Professional Services	60	179	190	307	253	212
Food & Beverage	973	1,358	1,277	1,483	-	492
Miscellaneous	4	14	-	212	-	-
Total Discretionary Expenses	23,006	20,899	24,868	18,494	12,011	11,931
Indirect Expenses						
Allocations	11,399	12,211	10,139	12,344	10,120	10,988
Total Expenses	53,240	54,698	54,424	60,998	37,295	42,050
Net TYCA Support	52,936	53,226	53,930	59,898	37,069	41,399

Quarterly Reports
College Forum Groups
Q1, FY05

October 29, 2004
Paul Bodmer

This report initiates quarterly reports from the higher education staff office to all of the college groups in NCTE, the College Forum, CCCC, CEE, CSSC, and TYCA. A similar report, although with different contextualization, is also prepared for NCTE staff. The difference between the two audiences is that the college groups will be asked to think and reflect on a variety of issues, particularly to help clarify and understand what the information in the report means for their particular constituency. The report to staff is designed to inform staff of higher education issues in all of English studies for staff's work in creating professional resources for our members and the profession.

I have arbitrarily organized the report into four areas: (1) the field, (2) the faculty, (3) the students, and (4) the academy. This seems a good starting place, but as the reports develop, the reporting form may also change. The first area, the field, is really your area. I will report what I am hearing and seeing from both our work and what I hear from other disciplinary associations that may impact the field. You are the experts in the field, and I expect that you will be providing me with information that I may try to organize for all of us. For this, I will be monitoring several discussion lists, ours as well as others'. The second area, the faculty, will initially focus on issues surrounding changing faculty appointments and roles, *e.g.*, the adjunct issue. The third area, the students, will focus on the changing demographics and preparedness of the student body. The fourth area, the academy, will be somewhat of a catch-all, but this will be an area to comment on what other associations are experiencing, both within their disciplines and collectively. For instance, the emergence and growth of for-profit institutions and how they are impacting our work would fall into this area. And, of course, once I begin these reports, I will find that needs are shifting and changing, and I will change the form. So it goes.

The Field

Rather than report on emerging trends and issues in the field of English studies, I would like to report on the means we now have of exploring some of those trends and issues. Most of you already know this, and it is the good news, the discussion lists are back. The premise was to start a discussion list for C's, CEE, College, and TYCA by seeding the list with people who would start a conversation. Once the conversation was started, we would invite all members within that constituency to join. The hope was that you all would be in the midst of a vibrant, stimulating discussion and then we would invite others to join. Step one has been done, and the discussions are very halting. Kind of like a middle school dance, and no one wants to be first on the floor. I am hopeful that, by the time you read this, we will have sent out the larger invitation. I dunno, maybe we have to tap a keg or open some wine. But now that we have the room, we need to get it populated and people talking. Once that happens, we can begin to monitor the discussions and see what it is that is on people's minds.

The Faculty

Contingent Faculty

For the past twenty-five years, this has been the over-riding issue of concern for faculty. The move away from tenured and tenure-line faculty towards non-tenured faculty has really been with us for about fifty years, but it became more imminent during the past twenty-five years, and the

past decade has seen concern escalate. According to information compiled by John Curtis of AAUP culled from the IPEDS Fall Staffing Survey, in 1975 approximately 57% of faculty were tenured or tenure-track, and approximately 13% were non-tenure track full-time. In 2001, tenured and tenure-track had fallen to 36% while full-time non-tenure-track had increased to 19%. In 1975, 30% were part-time, but by 2001 that percent had increased to 45%. Not only have we increased the use of non-tenured appointments, but we have significantly increased the use of part-time faculty. While the percentage of part-time faculty is approaching 50 percent in the academy, Berger, Kirshtein, Rowe, and Zimbler published "Findings from the *1999 National Study of Postsecondary Faculty, Institution Survey*" of the US DOE National Center for Education Statistics that indicate 29 percent of courses across all disciplines are taught by adjuncts. I suspect, given the high number of adjuncts teaching the fyc course that in English studies in general and composition in particular, that percentage is higher.

The issue has been discussed in NCTE for at least twenty years. In 1984, NCTE passed a resolution on the use of part-time faculty.
http://www.ncte.org/about/over/positions/level/coll/107576.htm
And in 1997, NCTE passed another resolution on the use of part-time faculty and graduate students. http://www.ncte.org/about/over/positions/level/coll/107574.htm CCCC also acted on the issue with their position statement, "Statement of Principles and Standards for the Postsecondary Teaching of Writing" (http://www.ncte.org/groups/cccc/positions/107680.htm). The College Forum has discussed the issue at its summer meetings for the past four years, and in their report from this past summer's meeting, they indicated that the shifting faculty appointments will impact higher education as powerfully as No Child Left Behind is impacting K-12.

In the late 1990's, the Coalition on the Academic Workforce (CAW) was formed to address the contingent faculty issue. The coalition is composed of learned societies and associations, primarily in the humanities and social sciences, but not limited to those disciplines. One of their first major activities was to coordinate a survey, primarily funded through MLA resources, of staffing patterns for humanities and social sciences disciplines. MLA surveyed all English departments, which, naturally, included the FYC course. CCCC surveyed all stand-alone writing departments. The results of the survey provided base-line data that verified anecdotal evidence that faculty in non-tenured and non-tenure track positions were not being supported through salary and benefits, working conditions, such as access to libraries, research opportunities, office space and equipment, travel, and professional growth opportunities. The survey results for English departments can be found on the MLA site
http://www.mla.org/resources/surveys/staffing_survey99. The overall CAW report can also be found on the MLA site at http://www.mla.org/resources/surveys/survey_coalition.

One of the problems that the humanities and social sciences face in attempting to argue for the shifting of the faculty assignments is the lack of uniform data about the profession. With that in mind, the Humanities Indicators Project was proposed, and it is being developed through the American Academy of Arts and Sciences. They have created a template for all disciplines to use in gathering data about faculty within the disciplines. Each discipline can develop its own survey as long as they include the questions from the template so that there will be uniform data that can be collated and interpreted.

The overarching question for the shift in faculty assignments, of course, is the impact it has on the mission of the institution. Until the past few years, most of our data only reflects the changing conditions of those assignments, but very little study had been done on the impact of that change for teaching, scholarship and research, and service, the traditional triad of faculty responsibility.

However, Ernie Benjamin of AAUP has been collecting and interpreting data that demonstrates the lack of faculty contact with students, therefore, less student-faculty interchange, particularly in guiding students through difficult studies. Ronald Ehrenberg has also been collecting data, and he and Liang Zhang have a working paper, "Do Tenured and Tenure-Track Faculty Matter?" The August 2004 draft states that "Other factors held constant, a 10 percentage point increase in the percentage of part-time faculty at a public masters' level institution is associated with about a 3 percentage point reduction in the graduation rate at the institution and a 10 percentage point increase in the percentage of full-time faculty that are not on tenure-track lines is associated with about a 4.4 percentage point reduction in the graduation rate at the institution." The graduation rates at other institutional types did not change appreciably with the increased use of contingent faculty. The American Sociological Association (ASA) issued a research brief in July of 2004 that explored the issue of contingent faculty in their field. I mention this to emphasize that the contingent faculty issue is becoming enough of an issue that disciplinary associations are beginning to seriously discuss it.

The issue has raised the interest of major administrative associations as well. In January of 2004, AAC&U invited CAW to host a series of sessions at their annual meeting. January of 2005 will see AHE, AAUP, and NCTE as presenters at another AAC&U annual meeting.

The CCCC PEP program was introduced three years ago to help non-supported contingent faculty to attend the annual convention. As the PEP program gains applicants, it has also encouraged departments to match our funds. While the ideal would be for institutions to fully support all of their faculty members regardless of role, the reality is that we may have to work for joint approaches, where institutions and associations work together to ensure the full professionalization of faculty.

Most of the TYCA regionals offer reduced rates for adjunct faculty to attend their conferences. The most liberal is the TYCA NE with free registration for adjuncts if they register early. TYCA MW, W and PNW all offer approximately a 50% reduction in fees, and TYCA SE provides three $350 travel awards to adjunct faculty through a drawing. TYCA MW also provides a cash award of free registration and one night's lodging for the best proposal submitted by an adjunct faculty member.

Faculty Growth

This really falls into two categories, preparing faculty to teach in the academy, and the continuing professionalization of faculty through their entry, mid-career, late career, and career plateau stages.

We had a granted program as part of the national Preparing Future Faculty initiative. That program impacted five institutions directly through the grant, but had in indirect impact on many more institutions who were partners with those five. In addition, we can build on what we learned in that program to develop resources for faculty preparation. One piece of that will be the forthcoming TYCA document, "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges."

In keeping with the NCTE EC action to impact the varying career stages of teachers K-12, we should develop resources for higher education English studies faculty for their varying career stages.

This fall TYCA MW initiated an outstanding beginning faculty member award for a faculty member in the first five years of his or her career. The winner of the award is recognized with a plaque at the conference and given a cash award of $100 to purchase NCTE products.

There was a healthy discussion about professionalization in composition this fall on the Teaching Composition site that Chris Anson moderates. You can find the archive of the discussion at http://mailman.eppg.com/pipermail/teaching_composition/2004-September/thread.html.

The Students

Undergraduate

You are all familiar with the shifting demographics of undergraduate students. The short answer is that the image of moving to a college residence and attending four years at the same institution is no longer the predominate image of the undergraduate. Instead, our students transition into college from a variety of places and ages, transfer readily between institutions, pick up courses on the internet, and patch together the requirements to satisfy the degree requirements. While most students still follow the traditional path, the time to degree is getting longer, and the variety of paths is more accepted. The result is that a larger and larger number of students do not have a unified experience as they work their way through the curriculum to satisfy degree requirements.

With that in mind, two issues impact our work. The first is the entry point itself. As the SAT and ACT begin using writing in their college entrance exams, we are concerned about what that writing experience will be, how it will be administered, how it will be assessed, and how the writing component will be used by institutions. We are in the process of preparing a document that addresses the uses of writing in the transition to college.

And this just in: ACT has just published a report, *Crisis at the Core*, that asserts that high school graduates are not ready for college. They define college readiness as having a 75 percent probability of earning a C or better in such credit-bearing courses as First-Year College Composition, College Algebra, and Biology. What they found in their study is that 26 percent of high school graduates would succeed in Biology, 40 percent in College Algebra, and 68 percent in First-Year College Composition. When they compared 1994 to 2004, the percentages were almost identical. Then they broke down the students by high school coursework, and measured against what they call the "core." For ACT, the minimum core is four years of English and three years each of math, science, and social studies. The numbers above are for all students, those who took the core and those who took less than the core. When they measured the less than core and the core, the composite ACT for less than core was 19.4 and for the core was 21.9. For English students, the less than core was 18.7 and the core was 21.5. They also found that students who took more than their identified core did even better. For students who took four years of high school English plus a speech course scored higher than those who just took the four years of English. While most of us would say, "Duh-uh," to the obvious here, what is significant is that we are getting data that verifies reasonable assumptions.

And to see a state study, we need to look far west. According to the October 14, 2004 *Chronicle of Higher Education*, the results are in from a new California testing program designed for high school juniors to show how much work they need to do to be prepared for college. According to the first year test results, only 22 percent scored high enough to be declared college ready in English, while 55 percent scored high enough for mathematics. The English portion of the test is 15 multiple-choice questions and an essay. The premise is that California will test in the junior year to give students another year to become prepared for college work. At the present time more

than half of first-time first-year college students need extra academic preparation. California hopes to slash that to 10 percent by 2007.

The second issue is the dual credit or dual enrollment issue. In a nutshell, this is fraught with complications. Since this concept is sold as a way to speed a student through high school and jump-start college, an approach often taken is to allow the fourth year of high school English to be taught as a first-year college composition course. Which deprives the student of the very rich literacy experience of that high school course—a much broader and general experience than first-year college composition. The best approaches add an optional course to the high school curriculum called college writing. It is a first-year college composition course, taught by faculty hired by the college (therefore approved by them) with the curriculum and syllabus approved by the college. It is an elective high school credit. The problem is that the ideal is often ignored in terms of the expediency of offering one course that receives credit in both institutions but is neither a high school English course nor a college composition course. I know there is interest in an NCTE resolution concerning this issue, and I would not be surprised to see it surface this year.

Graduate Students

This area will be short in this report, but I expect we will want to do more here. This is not so much to report on that cohort as much as to plea for us to address it. Right now we have a Graduate Student Assembly in NCTE and CCCC has two graduate student SIGs. But we do not address the needs of our graduate students with any systematic process. Instead, our tradition has been to allow graduate instructors to carry the full weight of professionalizing their students with our materials. That is fine, but not really enough.

We need to know who our graduate students are and what they are majoring in. We have graduate students in English Education, in composition and rhetoric, and in the broader category of English Studies who will do a bit of all of the above, yet we do not identify them or have any systematic program to bring them into the profession.

My sense is that, if we want to become important in graduate students' lives, then we need to think about their differing needs depending on their majors. One reason to become important in their lives is that will lead to their continuing relationship with us. And this ties us back into the preparation of faculty to anticipate and work in the various institutional roles in the academy.

The Academy

As a culture, we have had a strong commitment to public higher education throughout our history. While our first institutions were established to educate the future leaders in religion, law, and government, in the first half of the nineteenth century, the creation of the state normal schools and the Morrell Act gave us the public university system. The normal schools were state-funded, ostensibly for teacher education, but also to provide higher education for the "non-elite" who would not be able to enter the colleges for professional preparation in the ministry and law. The land grant colleges were funded from the sale of federal lands to support institutions that were to be accessible and affordable for all worthy students, not just the elite classes. Jump a century to the end of WWII, and the GI bill. Again, massive federal support (no tax dollars—a sale of federal resources) to send young men who were economically, culturally, and academically unprepared for college to institutions of higher education. In the 1960's the federal government supported states in developing the community college network, again, to provide affordable access to students who were economically, culturally, and academically unprepared for college.

On one level we can perceive a societal philosophy of democratizing higher education. Each movement and investment has been to create a more widely and diversely educated populace through public support. A social compact was established.

Several sources I heard this past Spring, not the least of whom was David Ward, the president of the American Council on Education, say that this compact has been broken. First, there has been the erosion of state funding and the increase of tuition, placing more of the burden on the students. Second, grants from the GI Bill and the Pell Grants have been replaced by loans. (We know that economically disadvantaged students are not as willing to take out loans as students from middle class and higher backgrounds.) Third, major funding of universities comes from outside the university through research grants and the growth of proprietary research. The result is that the commitment to higher education as a positive value for the social order has been compromised. And, fourth, community colleges have begun restricting enrollments and controlling entrance.

A trend that we are currently observing serves to further complicate the problem of democratizing education. Although the decline in public support, state and federal, impacts the public institutions to the point where even community colleges are now devising strategies to undercut their own mission of open and affordable access by increasing tuition and limiting enrollments, the private institutions are, for the most part, relatively healthy through their foundations. The growth of the for-profits also speaks to the issue of what it is we value. For-profit institutions used to be that small group of post-secondary institutions that primarily offered specialized training for various vocations at the lower level and professional schools such as law and medicine at the upper levels. Now such places as the University of Phoenix are becoming larger and larger players in higher education. As they begin to compete for the same students as the public and non-profit private colleges, they will promote their systems as superior to the traditional group of colleges. Two years ago TYCA gave a Shame Award to Heald College for its disparaging remarks about public community colleges. Much as we have seen the growth of the voucher system and charter schools in the K-12 world, we will see the same arguments made for higher education dollars to go toward the for-profits. And this further complicates the issues and roles for faculty.

To further the economic pressures, if it is only the middle and upper classes that are willing to take out loans, and if the grants coming in the new HEA are targeting only technical programs for poor high school students with high grade point averages, and if the states continue to withdraw support for developmental courses, we are going against the concept of democratizing higher education.

What this all means is that the traditional commitment of public support for higher education has been to support the individual, through financial aid, as she or he becomes educated. Large-scale support of institutions for faculty development has been a limited part of that landscape. While institutions may develop faculty teaching and learning centers, they are often limited in funding, unless there is a targeted approach. One of those targets will be in teacher education programs.

Final Notes

Elsewhere in your agenda book you will find two reports from the College Forum work from this past summer. One is for the reconstitution of the College Forum (when constituted as a committee of NCTE four years ago, we were constituted for four years to see how we worked) which will give a bit of the history of our work over the last four years and a rationale for the need for the Forum. The second report is the annual report that the College Forum prepares for

the NCTE EC every year. Read that report in conjunction with this report. Your job as a member of one of the college constituent leadership/governance groups is to help all of us to see both the larger picture of academic work in the shifting and changing landscape of the academy and to help all of us see the specifics of the "on the ground" work of college faculty in the multiple assignments within the broad frame of English studies.

TYCA Chair's Report, 2003

Two-Year College English Association

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

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

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

Highlights of 2002-2003 include the following:

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

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

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

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

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

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

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

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

Respectfully submitted by,
Jody Millward, Chair, TYCA

TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)
CHAIR'S REPORT: FALL 2004

This year National TYCA's voice has become stronger and more pervasive throughout the many initiatives of NCTE and CCCC as well as in our own regions, and as an active member of the College Forum and the National Alliance. And we've begun building ties to other organizations, like the National Communications Association. To begin our national research, we've received a CCCC grant to study teaching conditions and pedagogy in two-year colleges. We have also been sought out as a partner in a Squires Research proposal for a FIPSE grant to survey adjunct teachers and offer professional development and mentoring. To be seen as leaders in our field, TYCA has focused this year on completing two documents, one which offers guidelines for future teachers of English in two-year colleges and one which defines two-year faculty as teacher-scholars.

TYCA represents **1,173** two-year public and private institutions and over **11 million** students in America and parts of Canada. Our seven dynamic regions—MW, NE, SE, West, Pacific NW, SW, and Pacific Coast—continue to plan their own conferences and produce regional publications. We all 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 this year). We also welcome **Melissa S. Prentice**, our new Administrative Liaison for the College Section and TYCA. She has been so positive and professional in helping us to do our jobs better. As of June 2004, national TYCA's members number **2997,** and we expect that figure to increase next year because of our larger presence made known through our policy documents, the implementation of research projects, a national website and TYCA listserve, and the various initiatives described below.

TYCA POLICY DOCUMENTS

Guidelines for the Academic Preparation of Two-Year College Faculty
At TYCA Talks at the March CCCC, faculty provided feedback on the *Guidelines.* A brief version of the document was then sent to CCCC and CEE officers and other college members for their input before September. Jo Ann Buck, the new chair of the committee, along with its members, revised the final draft and submitted it to TYCA EC for its approval at the Nov. meeting. If approved, the document will be submitted to the NCTE EC, and, if approved there, it will be published. I want to thank the past chair, Sally Fitzgerald, and all the committee members for their dedication over the last three years to ensure that this document represented our best recommendations for future teachers.

The Two-Year College Teacher-Scholar
With its charge to define, promote and support the role of the teacher-scholar, the committee under the stewardship of Frank Madden, has written a final draft, after input from two-year faculty at CCCC and members from the regions. The draft defines the teacher-scholar in the two-year college, describes areas of scholarship, models of research, and offers an annotated bibliography. If approved at TYCA EC's Nov. meeting, it will be submitted to NCTE, and,

if approved by NCTE it will be published. I commend the committee for such a carefully articulated document that will spur changes in how we are perceived and rewarded as teacher-scholars.

TYCA RESEARCH INITIATIVES AND PARTNERSHIPS

The Two-Year College Research Initiative: Spearheaded by Jody Millward, this new committee has received funding from CCCC research grants for research on teaching conditions and pedagogy in two-year colleges. A survey form has already been created and a pilot project is underway.

Adjunct Faculty Research: Anne Ruggles Gere at NCTE Squires Research has sent in a preliminary proposal for a FIPSE grant to survey adjunct faculty and provide faculty development and mentoring. TYCA has been asked to be a part of this project, if awarded.

INCREASED TYCA PARTICIPATION/COLLABORATIONS

TYCA's Website and Listserve: Our national website is being developed by our new **WebTender Mike Matthews** from the Southwest and designed by staff at NCTE. The main page has information and links to TYCA regionals, conferences, leadership opportunities, and resources. The site can be reached at www.ncte.org. Select "College" on NCTE's main page and "TYCA" on the college page. The officers and EC are also working through our on-line communities. The new **TYCA listserve** was established this fall to support communication within TYCA: tyca-executive-committee@lists.ncte.org. It has helped with wider discussions of policy and individual concerns. John Lovas's weblog has also been a contributor to current news items and responses and to links to other organizations.

NCTE's Focus Areas for 2004-05: Randy Boomer has chosen these issues for next year that are relevant to TYCA's goals. He is seeking input for these questions:
1.What can NCTE do to advance multi-modal literacies and create resources for teachers?
2. How can NCTE help teachers and policymakers understand the relationship between research and teaching?
The launching of a professional development consulting network at NCTE could draw consultants from CCCC, CEE, and TYCA.

NCA: Paul Bodmer has initiated discussions with the National Communication Association, resulting in TYCA's participation in the NCA President's panel at their Nov. convention. Marilyn Valentino brought TYCA's *Guidelines* document and discussed the shrinking of both communication and composition requirements. Paul Bodmer talked about the problems of delivering large numbers of low enrollment courses for Gen Ed requirements. NCA has been invited to be at a joint session at CCCC.

National Alliance for the Uses of Writing in Transition to College and The National Writing Commission: Marilyn Valentino serves on the National Alliance and Jody Millward on the Writing Commission to ensure that the needs of students an faculty at two-

year institutions are being heard and considered. The two groups have not made any recommendations as of this date.

MEMBERSHIP/VOLUNTEER PARTICIPATION: We now have three revised forms, thanks to 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.

DATABASE: From the new forms (above) we had hoped that by June, TYCA would have a national database of volunteers for committee service, presentations, special projects, and a deeper applicant pool for positions on TYCA, CCCC, and NCTE committees. Due to an unexpected staff reduction, that has not yet started but has been promised. We have completed all the motions from last year, except this one motion from the Nov. 2003 meeting: to establish a mentoring/membership service. This database can help us begin that initiative.

TYCA AWARDS

Nell Ann Pickett Service Award: John Lovas
***TETYC* Best Article of the Year:** "Longer, Deeper, Better" J. Simmons, T. McLaughlin
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-Telegram1/25/04. 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."

Awards Funding: TYCA has been working with Bedford/St. Martin's to fund the "Outstanding Programs in English Awards" in honor of Diana Hacker.

TETYC JOURNAL

Editor Search: TYCA is completing its search for the next editor (2006-11). The Search Committee will present its decision by April 2005. As of June, *TETYC* circulation was **3657,** with 742 institutional members. This year the journal focused one issue on: Teacher-Scholar.
TYCA To You Editor: We are looking for a new TTY Editor to be appointed for next year.

NCTE PUBLICATIONS: NCTE is interested in publishing books on "Strategies for Teaching." Look for presentations at NCTE that could become articles in such a book.

REGIONAL NEWS

For the first time this year, national TYCA officers, besides an opening welcome and answering questions at the TYCA booth, presented one or two sessions on various topics to more fully participate in the conference. From all accounts, this seems to have been well received. 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 has reviewed its by-laws to ensure they are current and adhere to the national TYCA by-laws. Those changes will be voted on by the TYCA EC in Nov.

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 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 will begin our research initiative and keep involved in the Squires research proposal for adjuncts.
3. We will shepard the two documents through the approval process to publication.
4. We will begin using the TYCA Regional Post Convention Report Form to get more information about needs and interests of national members and nonmembers.
5. We will have the volunteer and presenters database in full operation.

This year would not have been possible without the guidance of Paul Bodmer, Executive Director at NCTE. He is truly one of us and speaks strongly for us. My special thanks go to our insightful and dedicated TYCA officers, Sharon Mitchler, Sandie Barnhouse, Jody Millward, and Howard Tinberg, who work so many hours and weekends to ensure that TYCA is seen as a professional leader in the field. And to our Executive Committee, and all our committee chairs and members, who make TYCA such a revitalizing place to be.

Marilyn J. Valentino, TYCA Chair
October 31, 2004

Committee Reporting:

TYCA Midwest

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Leslie Roberts
Date of This Report: 11/05/04

Members Present at Last Committee Meeting:

1. Jane Wagoner, Chair
2. Neville Britto, Treasurer
3. Sue Peters, Secretary
4. Karla Brown, Membership
5. Jeffrey Schantz, Information Coordinator/Web Site
6. Kip Strasma, Newsletter Editor and Program Chair, 2004
7. Jennifer Richrath, Local Arrangements Co-Chair, 2004
8. Paul Resnick, Local Arrangements Co-Chair, 2004
9. Daniel Snyder, Adjunct Faculty Representative
10. Brenda Aghahowa, NCTE Four Year College Liaison
11. Leslie Roberts, TYCA Midwest NCTE Representative
12. Theresa M. Jackson, Iowa Advisory
13. Andy Anderson, Kansas Advisory
14. Karen Busch, Minnesota Advisory
15. Larry McDoniel, Missouri Advisory
16. Andrea Lang, Nebraska Advisory and 2005 Local Arrangements Coordinator
17. Sheldon Wrice, Ohio Advisory and Past Chair
18. Ella Davis, Michigan Advisory
19. Paul Bodmer, Associate Director, NCTE
20. Sharon Mitchler, Association Chair, National TYCA
21. Esther DiMarzio, Illinois Advisory
22. Michelle Cleary, Site Coordinator (new EC)
23. Carol Luvert, Membership Chair (new EC)
24. Kris Fulkerson, 2005 Program Chair (new EC)

Date of Last Meeting: April , 2004, Peoria, IL

Work Completed Since Last Report:

Spring Planning Meeting, April 11, 2004 and Fall Conference, with two Executive Committee Meetings

- Held Fall Conference October 7-9 at Peoria, Illinois Holiday Inn City Center. Approximately 110 participants, with over 50 presenters at 47 sessions. Reduced free for adjuncts was appreciated (25 registrants). Highlights included Illinois Poet

Laureate Kevin Stein, luncheon speakers Paul Bodmer, Sharon Mitchler, and Lester Faigley. The regular business meeting was held October 9, and the region has 125 members.

- Discussed planning for the 2005 regional conference, October 13-15, 2005, at the Omaha, Nebraska Sheraton Hotel. The Theme is Wide Open Spaces : Exploring the Landscape of Imagination, Community, and the English Classroom. Proposal Deadline: June 1, 2005. Available on the TYCA Midwest Website: www.tycamw.org.
- Reviewed regional bylaws and national bylaws
- Continued to pursue institutional and individual memberships across the region
- Awarded the first regional Outstanding New Faculty Award to
- Elected a new president, Karla Brown, Hawkeye Community College, and two new EC members,
- Published one issues of the regional newsletter
- Established future conference sites: 2005 Omaha, NE; 2006, St. Louis Metropolitan Area (tentative).

Summary of Current Activities:

Review of regional and national bylaws
Publish fall, winter, and spring newsletters
Continue to work on the design of regional web pages
Fine-tune the outstanding new faculty award process and accept nominations for 2005 (deadline: March 30, 2005)
Encourage outstanding presenters to submit proposal to 2005 NCTE and 2006 CCCC
Encourage members to attend TYCA breakfast at 4C's
Continue to solicit new members and institutional members
Hold 2005 regional conference in Omaha, NE (see above)
Added an "archivist" to the list of non-voting EC positions

Projected Completion Date of Activities: April and October, 2005

Recommendations from the Committee to the Executive Committee: Add the dual credit/concurrent enrollment issue to those being researched at a national level and possibly establish best practices policy.

Date of Next Meeting: April 8-9, 2005, Omaha, NE

Committee Reporting:

TYCA Southeast Regional Representative

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Chris Jennings, TYCA-SE Regional Rep.
Date of This Report: November 1, 2004

Regional Executive Committee and State Representatives:

1. Don Andrews, REC Chair donald.andrews@chattanoogastate.edu
2. Evelyn Beck, Assistant Chair beck.e@ptc.edu
3. Betty Weldon, Secretary betty.weldon@kctcs.edu
4. Thomas LaBelle, Treasurer tlabelle@cccc.edu
5. Harry Moore, Membership Chair hvm@calhoun.edu
6. Debbie Stallings, Member-At-Large dpstallings@hindscc.edu
7. Chris Jennings, TYCA-SE Rep National TYCA cjennings@tcc.edu
8. Thad Cockrill, Journal Editor tcockrill@southwest.tn.edu
9. Susan Slavicz, Advertising Manager sslavicz@fccj.edu
10. Laura Hammons, Meeting Coordinator ldhammons@hindscc.edu
11. Evelyn Webb, Minority Involvement/Local Arrangements webb@spcjc.cc.ms.us
12. Bonnie Startt, Webmaster bstartt@tcc.edu
13. Faye Barham, Program Co-Chair 2005 (Jackson, MS) frbarham@hindscc.edu
14. BeverlyFatherree, Program Co-Chair2005 (Jackson,MS) bdfatherree@hindscc.edu
15. Annette Cederholm, AL State Representative acederholm@snead.edu
16. Sally Nielsen, FL State Representative snielsen@fccj.edu
17. Patricia Worrall, GA State Representative pworrall@gc.peachnet.edu
18. Nancy Corbett, KY State Representative nancy.corbett@kctcs.edu
19. Karen Dieckmann, MI State Representative Kdieckmann@msdelta.edu
20. Jo Ann Buck, NC State Representative jabuck@gtcc.edu
21. Chuck McDonnell, SC State Representative mcdonnell.c@ptc.edu
22. Joel Henderson, '04 Confer.Chair/TNStateRep joel.henderson@chattanoogastate.edu
23. Sandra Via, VA State Representative svia@jtcc.edu
24. Ben Wiley, Archivist wileyben@spcollege.edu

25. Mike Williams, ITC Local Arrangements Chair Michael.Williams@hgtc.edu

Date of Last REC Meeting: September 18, 2004 (Cancelled due to Hurricane Ivan)
In lieu of "live meeting," email/postal reports submitted.

Work Completed Since Last Report:

Don Andrews emailed Executive Committee members' reports for review and acclamation. Following online discussion and acclamation, reports were filed with the Secretary.

Treasurer's Report: Tom LaBelle recognized the hugely successful Huntsville 2004 Conference that enabled funds to be allocated to repay the balance of the emergency loan from the Fund for Excellence to cover expenses due to the Nashville 2003 Conference shortfalls.

Advertising Manager: Susan Slavicz indicated that for this fiscal year TYCA-SE had commitments from Thomson for two pages in the program and two journal pages, Bedford for six program pages and four journal (two Fall and two Spring) pages, and from Prentice Hall for one program page. Advertising revenue totals $2,025.00.

Membership Chair's Report: Harry Moore, reported the membership demographics for 2004, as of 08/01/04, were as follows: AL, 54; FL, 37; GA, 27; KY, 11; MS, 83; NC, 23; SC, 29; TN, 63; VA, 35; WV, 0; Other, 5. The total membership was 367, a slight increase over the previous year. New members totaled 152. Minority membership for 2004 increased to 34. His goal for 2005 is 400 members.

Award Chair's Report: Debbie Stallings announced the 2005 winners of the Cowan and Doster Awards: Cowan - Susan Poston Allen, Greenville Technical College, Greenville, SC; Bill Doster Distinguished Service Award - Linda Isles Jones, Greenville Technical College, Greenville, SC.

Four-Year College Representative's Report: Position is currently unfilled.

Minority & Adjunct Affair Report: Evelyn Webb has sent letters to all identified adjuncts and minorities, especially in Mississippi, site of the next conference, to build interest and participation in TYCA-SE.

TYCA National Representative: Chris Jennings shared the TYCA 2004 Annual Report; TYCA Strands for NCTE 2004 and CCCC 2005; TYCA Events at NCTE 2004 and CCCC 2005; TYCA Nomination Process for National Offices of Chair and Secretary; "Proposal for The CCCC Research Initiative: Composition, Rhetoric, and Literacy." As chair of the TYCA Breakfast at CCCC, she requested help in the areas of programs, tickets, table decorations, music, and textbook publisher contacts.

Journal Editor's Report: Thad Cockrill requested updates from all state representatives for the journal.

Webmaster's Report: Bonnie Startt has updated the TYCA-SE web site www.tyca-se.org to include the program proposal for the 2005 Conference.

State Representatives' Reports:

ALABAMA—**Annette Cederholm,** reported that she is updating the list of members and sending email to encourage membership renewals.

FLORIDA—Sally Nielsen identify an aggressive mail out campaign as the reason for membership increases. TYCA members at FCCJ are pursuing a quality enhancement plan to increase retention in all developmental courses, including English composition.

GEORGIA—No report

KENTUCKY—Betty Weldon has sent emails about membership and the upcoming conference. She reported two new members.

MISSISSIPPI—No report

NORTH CAROLINA—No report

SOUTH CAROLINA—Chuck McDonnell reported that 44 SC Technical College system teachers gathered in Columbia on Sept. 24 for the "No-Frills English Conference" hosted by Midlands Technical College. Featured presenters were Kathleen Yancey and Michael Neal from the Pearce Center, Clemson University. This one-day, cost-free conference encouraged networking in an informal environment and featured sessions on developmental, freshman comp, literature and online courses.

TENNESSEE—No report

VIRGINIA—Sandra Via reported that Virginia's 23 community colleges enrolled a record 350,000 students in 2003-2004. Led by Chancellor Glenn DuBois' Dateline 2009, a number of goals will be accomplished in the next 5 years, including: (1) 16,000 new students (2) Training for an additional 225,000 who choose non-credit courses (3) Better retention, graduation rates, and job placement (4) Numbers for dual enrollment will triple (5) Student will achieve 80% competency on written and oral communication, information technology, critical thinking, and scientific and quantitative reasoning (6) Operating budgets will be increased from 77% to 100% funding levels (7) Faculty salaries will move up from the 35th percentile to the top 1/3 nationwide (8) Full time/part-time faculty ratio will move up from 47% to 55% for full time, and (9) Transfer to 4-year institutions will be simplified, resulting in a "seamless curriculum." Funded by the system office, a bi-annual English Peer Conference was held October 21-22, 2004,in Charlottesville. Adjunct and full time instructors addressed issues of course descriptions for English 111 and 112.

WEST VIRGINIA— No representative

ITC (Institute in Technical Communication) Report: No report

TYCA-SE Huntsville, AL Conference 2004: Joel Henderson, Program Chair, reported that several factors combined to make the February 2004 Huntsville TYCA-SE Conference extremely successful. He acknowledged the generous support of publishers, community college partners, and Marriott Hotel. Conference expenses totaled $24,631.84 with proceeds totaling $38,204.28, for a net profit of $13,572.44.

Summary of Current Activities:

Meeting Planner's Report: Laura Hammons reported that all plans are proceeding well for the February 24-26, 2005 TYCA-SE Conference, the 40th Anniversary of the organization, in Jackson, MI. Carrie Brandon at Thomson has pledged $5,00 for the reception with Morgan Freeman.

Local Arrangements Report: Evelyn Webb reported that one session at the TYCAM meeting was devoted to statewide conference planning that resulted in formation of statewide committees to complete detailed responsibilities. The site of the conference is the Jackson Hilton Hotel, Ridgeland, MS. Plans are being developed to hold the pre-conference REC meeting Feb. 23 at Hinds Community College in Raymond, MS. All 15 colleges have made financial contributions and pledged total support to the conference. All 15 presidents have been invited to the opening session where their Chair will address conference attendees.

Faye Barham and **Beverly Fatherree, Program Co-Chairs**, and **Laura Hammons, Local Arrangements Chair:** The conference theme will be "Voices from the River." The program will return to the structure of strands with strand leaders. Morgan Freeman, well-known actor who is very interested in community colleges, has agreed to speak at the conference; while he does not charge to speak anywhere in Mississippi, he has been promised a scholarship funded in his name for the community college of his choice. He will be hosting a panel on film and literature with Anita Modak-Truran, local film critic, and Ward Emling, director of the Mississippi Film Commission. Other speakers include John Ruskey, a riverboat captain; Suzanne Marrs, Welty scholar at Millsaps College; and Nevada Barr, author, actress, and artist. Pre-conference presenters include Lorian Hemingway, Papa's granddaughter and novelist; and Bill Kelly, author of *Discovery* and *Odyssey*. A special room for Mississippi authors, especially up-and-coming writers, will be available. A highlight of the conference will be the "Lordy, Lordy, TYCA's 40 – and ITC is 25!" party. Post-conference excursions include Delta Blues Tour to Clarksdale, Vicksburg River Tour, and Jackson Literary Tour.

Myrtle Beach, SC 2006: Mike Williams's proposal on behalf of Horry-Georgetown Technical College, accepted by the REC in 2003, will bring the TYCA-SE Conference to Myrtle Beach, SC in 2006.

Jacksonville, FL 2007: Susan Slavicz reported that Florida Community College at Jacksonville is offering to host the 2007 TYCA-SE Conference in Jacksonville, FL.

Projected Completion Date of Activities: February 23-26, 2005

Recommendations from the Committee to the Executive Committee: NA

Date of Next Meeting: February 23, 2005

TYCA Regional Reporting:

TYCA West

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Barbara Smith
Date of This Report: November 5, 2004

Current Regional Executive Committee Members, roles, and e-mail addresses:

	Name	Role	email	new member*
1.	Barbara Smith	Chair	bsmith@wwcc.wy.edu	
2.	Mary Verbout	Assistant Chair	mary_verbout@yc.edu	*
3.	Joanna Tardoni	Past Chair	jtardoni@wwcc.wy.edu	
4.	Sue Bennett	Secretary/ Program Chair	Bennett@dixie.edu	
5.	Clint Gardner	Treasurer	Clint.gardner@slcc.edu	
6.	Jeff Sturges	Membership	sturgesj@cochise.edu	
7.	Louise Bown	National Representative /webmaster	louise.bown@slcc.edu	
8.	Carol Hammond	Local Arrangements Co-Chair	Carol_hammond@yc.edu	*
9.	Connie Gilmore	Local Arrangements Co-Chair	Connie_Gilmore@yc.edu	*
10.	Ron Christiansen	Nominating Chair	ron.christiansen@slcc.edu	*
11.				
12.				
13.				
14.				
15.				

***Please indicate who is a new member so that we can send them a complete handbook.**

Date of Last REC Meeting: October 9, 2004

Work Completed Since Last Report:
The REC Board met twice at the Annual Regional Meeting held in Las Vegas, NV, October 7-October 9th, 2004.
Treasurer's Report: Louise Brown reported for Treasurer Clint Gardner--current balance is $4730, which does not include 2004 conference expenses and income.

Bowen will investigate the possiblity of acquiring a tax exempt ID# and a debit card for TYCA-West. Because her name was on the TYCA West account, she had to pay $30 to the IRS last year. The council agreed to reimburse her.
Since Eric Bateman has moved out of our region, Louise Bown will assume the duties of our TYCA-West national representative. She will receive a $500 stipend to attend CCCC in the spring.
The REC Board reviewed the current by-laws and voted unanimously to approve the changes. The revised document was available to all members at the conference for their comments and input. Bowen will send the REC Board final copies of the document and take it to TYCA national.
Joanna Tardoni suggested that we make a concerted effort to recruit council members from every state since we currently have no one from Nevada, Idaho, or Hawaii.
Jody Millward, the TYCA National Representative, expressed her concerns about two-year colleges in general and stressed the importance of the CCCC research initiative.

The Oct 7-9, 2004 Conference: "Striking it Rich: Cross-Talk in Teaching English." The REC Board commended Candace Mesa, Local Arrangements Chair, and all who volunteered for a very beneficial conference. Highlights included an exceptional keynote address by Kathleen Blake Yancey, Chair, CCCC, the pre conference workshop by Jody Millward, TYCA National Representative, and a wide variety of presentations, including a roundtable discussion on the topic of the 4C's community college research initiative, "What's Happening at Your Community College: Challenges and Successes". At the conference, Sue Bennett of Dixie State College received the Teaching Award. She was nominated by her former student, Eilzabeth Myers, who is now a graduate student in English at Texas Tech University. Barbara Smith of Western Wyoming Community College received the Best Writing Award.
Mary Verbout (Yavapai CC) was elected to the REC Board as Assistant Chair
Also, Ron Christiansen accepted the position of Nominating Chair.
2005 State Representatives include:
Arizona: Connie Gilmore (Yavapai CC)
Hawaii: Renee Riley and Suzette Robinson (Maui CC)
Idaho: Debbie Bright and Susan Grover (BYU-Idaho)
Nevade: Bradley Waltman, (CC Southern NEvada)
Utah: Sue Briggs, Stephanie Dowdle, Diedre Kindsfather (Salt Lake CC)
Wyoming: Chris Propst (Western Wyoming CC)
The REC Board agreed on a tentative plan for future conferences, based on convenience, dependable resources, budget concerns, location (alternating states), and greatest possible participation:

2005-Yavapai CC--Prescott Campus (Arizona)
2006-either Park City or Salt Lake CC (Utah)
2007-Central Arizona CC or Cochise CC (Arizona)
2008-BYU-Idaho (Idaho)

Summary of Current Activities:
Sue Bennett will compile a notebook for the next Secretary, similar to the Chair's notebook, compiled by Candace Mesa for the Chair. The other officers were asked to do the same.

The REC Board resumed conversation about alternating between hosting the annual conference at a resort one year and at a college the next in order to strike a balance between higher expenditures and possibly higher attendance at a resort location vs. much lower expenditures and possibly lower attendance at a college location. Jeff Sturges agreed to track attendance of past attendees for the last few years to make a more informed decision in the future.

Sturges suggested that the state representative should be more responsible for communications within their states. The REC board would like to clarify the duties of the state reps so that they report current information to Sturges.

Joanna Tardoni suggested that we make a concerted effort to recruit council members from every state since this past year we had no one from Nevada, Idaho, or Hawaii on the REC Board.

Bennett will send Carol Hammond the file for the 2005 flyers for printing and distribution.

Tardoni will send Bennett the file for the registration forms.

Sturges will communicate with Millward and the state representatives on our email list of current and potential members in our region.

For the 2005 conference, Mesa will handle name tags, Tardoni-awards, Hammond-vendors.

Projected Completion Date of Activities: October 2005

Date of Next Meeting: Oct 6, 2005

TYCA Regional Reporting:

TYCA-PNW

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Eva Payne
Date of This Report: October 31, 2004

Current Regional Executive Committee Members, roles, and e-mail addresses:

	Name	Role
1.	Tom Gribble	Co-chair
2.	Dana Elder	Four-year representative
3.	Eva Payne	National Representative
4.	Dodie Forrest	Publications Co-Editor
5.	Sandra Schroeder	Publications Co-Editor
6.	Audrey Perkins	Treasurer (outgoing)
7.	Walter Hudsick	Archivist
8.	Holly Cullom	Program Co-Chair 2004 Conference
9.	Samm Erickson	Program Co-Chair 2004 Conference
10.	Troy Wilkerson	Local Arrangements Co-Chair 2004 Conference
11.	Kris Fink	Local Arrangements Co-Chair 2004 Conference
12.	Carolyn Calhoon-Dillahunt	Program Co-Chair 2005 Conference
13.	Mark Fuzie	Program Co-Chair 2005 Conference
14.	Sharon Mitchler	Member at Large

***Please indicate who is a new member so that we can send them a complete handbook.**

Date of Last REC Meeting: April 28, 2004

Work Completed Since Last Report:

- Treasurer's Report. Present balance $6,806.82. Balance does not include 2004 conference expenses and income.
- Treasurer will continue to maintain main membership database.
- Membership Report. Bradly Bleck removed 30 dead E-mail addresses and will continue list cleaning-up.
- Newsletter. Bulk mail concerns were solved. Current circulation 780.
- Four Year Representative. The call for proposals was sent via snail mail and e-mail, with follow-up phone calls to all graduate programs with Masters in English programs. Minimal response to these efforts.
- Purpose and structure of nominating committee a concern. Will revisit the issue.

- 2004 Conference. REC commended Holly Cullom, Samm Erickson, Troy Wilkerson and Kris Fink on successful conference. Debrief discussion highlighted:
    - conference team made up entirely of adjunct instructors, who responded quickly and well to complications due to their part/time status on PCC Campus.

- exceptional quality of keynote speaker, Dr. Sherrie Gradin
- high number of presentations (24, up from 18 at 2003 conference)

Summary of Current Activities:

Action Items

- All REC members are to solicit articles for the upcoming newsletter, deadline Nov. 15. Columns for submissions include: Student Talk, poetry, Guest Spotlight and Practical Matters.
- All REC members will send job listings to the newsletter co-chairs for possible inclusion in the newsletter.
- All REC members should continue to forward materials to Walter Hudsick for the archives.
- Bradley Bleck and Kris Fink will update the membership list to reflect attendees at the 2004 conference.
- Bradley Bleck will write a letter as Membership Chair to send to new members, and he will send that letter to Kris so she can include it in acknowledgments to new members.
- Dana Elder will explore other ways to contact Masters in English programs which might be more successful, possibly to include dividing up the list of programs amongst REC members and arranging for REC members to visit programs personally.
- Dodie Forrest and Sandra Schroeder will send follow-up E-mails to conference presenters requesting submissions for the newsletter.
- Dodie Forrest will send most recent newsletter to Howard Tinberg, Editor for TETYC.
- Eva Payne will continue researching advertising procedures for regional TYCA publications.
- Eva Payne will relay the REC's desire that the By-laws be permissive rather than restrictive in the upcoming discussion at National-TYCA EC meeting in November 2004.
- Gordon Koestler, Carolyn Calhoon-Dillahunt and Mark Fuzie will E-mail Paul Bodmer at pbodmer@ncte.org to provide correct addresses so he can send them updated versions of the TYCA conference arrangements handbook.
- Sharon Mitchler will draft TYCA-PNW "biography," introducing the organization and our connection to National TYCA to prospective members.
- Tom Gribble and Beth Camp will update the listserv to restore REC members who were inadvertently removed and include new REC members.
- Tom Gribble, Samm Erickson and Beth Camp will explore moving the PNW website from its present host at the Linn-Benton Community College server to a yahoo site.

Projected Completion Date of Activities: January 2005

To the report author: Please fill in any recommendations your committee has for the Executive Committee as an attachment to your report.

Date of Next Meeting: **January 29, 2005**

Email Addresses:

Alexis	Nelson	alexisn@spokanefalls.edu
Audrey	Perkins	perkina@linnbenton.edu
Carolyn	Calhoon-Dillahunt	ccalhoon@yvcc.edu
Dana	Elder	delder@mail.ewu.edu
Dodie	Forrest	dforrest@yvcc.edu
Eva	Payne	epayne1@chemeketa.edu
Holly	Cullom	hcullom@pcc.edu
Kim	Johnson	kimberlie.johnson@nic.edu
Kris	Fink	krisfink@yahoo.com
Mark	Fuzie	mfuzie@yvcc.edu
Samm	Erickson	serickso@pcc.edu
Sandra	Schroeder	sschroeder@yvcc.edu
Sharon	Mitchler	smitchler@centralia.ctc.edu
Tom	Gribble	tgribble@scc.spokane.edu
Troy	Wilkerson	twilkers@mail.pcc.edu
Walter	Hudsick	WHudsick@sccd.ctc.edu

TYCA Regional Reporting:

Southwest

To: **The Executive Committee of the Two-Year College English Association**
Report Author: Gwen Gresham
Date of This Report: 5 November 2004

Current Regional Executive Committee Members, roles, and e-mail addresses:

	Name	Role	email	new member*
1.	Michael Gos	Chair Galveston Conf. Chair	mgos@lee.edu	
2.	Irma Luna	Assoc. Chair	iluna@accd.edu	
3.	Joan Mathis	Treasurer	jmathis@parisjc.edu	
4.	Chuck Fisher	Secretary Colorado Rep.	cfisher@aims.edu	
5.	Susan Faulkner	Membership Chair	SLF3422@dcccd.edu	
6.	Gwen Gresham	Nat'l TYCA Rep. Archivist	gweng@northark.edu	
7.	Terry S.Mouchayleh	Newsletter Ed. Austin Conf. Chair	tstewart@austincc.edu	
8.	Michael Berberich	Web Designer Political Info. Chair Galveston Conf. Chair	mberberich@gc.edu	
9.	Lillian Wooley	REC Member	lwooley@pobox.lsua.edu	
10.	Beth Shelton	Awards Chair Texas Rep.	bshelton@parisjc.edu	
11.	Toni McMillen	Texas Rep	tmcmillen@parisjc.edu	
12.	David Charlson	Oklahoma Rep	djcharlson@okccc.edu	
13.	Mary Snaden	New Mexico Rep.	msnaden@gallup.unm.edu	
14.	Joseph Cole	Arkansas Rep.	jcole@pulaskitech.edu	New
15.	Amy Baldwin`	Arkansas Rep.	abaldwin@pulaskitech.edu	New
16.	David Lydic	Austin Conf. Chair	lydic@austincc.edu	
17.	Dale Adams	Publications Chair	dadams@lee.edu	

***Please indicate who is a new member so that we can send them a complete handbook.**

Date of Last REC Meeting: 10/16/04

Work Completed Since Last Report:
TYCA-SW plans to hold its October 21-23, 2005 conference in Galveston, TX, hosted by Galveston College and Lee College; the conference theme will be "No Student Is an Island."

Mary Snaden is planning a conference in New Mexico in 2006.

Summary of Current Activities:
Conference Co-Chairs David Lydic and Terry Stewart-Mouchayleh reported 70 attendees at the 2004 conference in Austin, TX, at which the following awards were presented: Robert W. Wylie Service Award (Susan Faulkner) and Teaching Excellence Award (Joan Mathis). Keynoters included Jody Millward, TYCA Past Chair, X.J. Kennedy, poet and editor, and Raymund A. Paredes, Commissioner of Texas Higher Education Coordinating Board. Treasurer Joan Mathis reported a balance of $2119.81, and Membership Recruitment Chair Susan Faulkner reported 141 members. The newly elected slate of officers includes: Michael Gos, Chair; Irma Luna, Co-Chair; Joan Mathis, Treasurer; and Chuck Fisher, Secretary.

Date of Next Meeting: 2/19/04 at the Texas Community College Teachers Association conference in Austin

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: October 2004

Regional Executive Committee Members and e-mail addresses:

1. see attached list from spring submission

Date of Last Meeting: April 2004

Work Completed Since Last Report:
The new format for the ie journal was developed and the fall edition mailed.

Summary of Current Activities:
The board met in San Diego; some sessions were in conjunction with the California State University English Council. Board discussions included new ways of insuring communication, plans for the fall 2005 conference in Long Beach, position papers and resolutions. The board will vote on-line on the final drafts of two resolutions: one on the English AA and another on the use of part-timers. Additional discussion concerned the undergraduate preparation for the major and the collection of dues.

Projected Completion Date of Activities:

Recommendations from the Regional Executive Committee:

Date of Next Meeting: April 2005

ECCTYC Report-from Susan Brant

On October 20-22, I attended the ECCTYC Board meeting in San Diego. Thank you for those of you who provided me with your concerns. I thought you might be interested in the concerns of English departments across the state.

Reports from the ten regions indicated that items of interest/concern are

* The standard for student learning outcomes and how to make it work for us and not against us
* English 1A as the minimum requirement for the associate degree
* Repeatability of creative writing classes
* Core requirements for English majors
* Portfolios vs. exit exams
* Composition prerequisites for literature courses

* "Challenging works" disclaimer at Cerro Coso, explaining to students the importance of examining and writing on ideas they may not agree with. See the Cerro Coso English Department webpage: <http://academic.cerrocoso.edu/english/>
* Adjuncts: finding good ones; problem of continuity
* Distance learning appendices
* Class size, especially the possibility of going to a cap of 45!
* Use of recent bond money to build "smart classrooms"
* Student complaints about cost of textbooks, especially those packaged with cd's, dvd's/internet passwords which force students to buy new books
* Rumors of moving distance education from under the realm of the Chancellor's Office to ITS
* Placement tests
* Accreditation teams' recommendations for more diverse faculty and fines for being too far below the 75/25 ratio of full time to part time
* Lack of health benefits for part timers
* Availability of full-time positions
* New policy of no late registration at College of the Redwoods
* New policy of "directive and intrusive assessment and advisement" at College of the Redwoods: all new students must take the placement exam before registering for any class
* Miscalculation of enrollment projections resulting in a $1.5 million shortfall at one college

The Board discussed:

* Budget Issues: Board members will be calling department chairs in their regions to request payment of membership dues. Collection of dues is necessary to fund the next issue of inside english and the 2005 conference
* The ECCTYC Conference tentatively scheduled for October 13-15, 2005

Check the ECCTYC website at www.ecctyc.org <http://www.ecctyc.org> for updates on the conference, position statements, resolutions, and the latest edition of inside english.

Report to the TYCA Executive Committee
November 2004
Submitted by Howard Tinberg, Editor of
Teaching English in the Two-Year College

Teaching English in the Two-Year College continues to publish articles on all areas of composition; business and technical writing; and the teaching of literature within the context of the first two-years of college. I have attempted to publish articles that express the best teaching practices informed by the best scholarship available. Among the articles featured during the year:

- "Teaching Literacy as Rap at Southeast Community College" (Jim Sundeen)
- "Harlem, History, and First-Year Composition: Reconstructing the Harlem of the 1930s through Multiple Research Methods" (James Wilson)
- "Reflections on a Democratically Constructed Canon" (Gregory Shafer)
- "On Wine, Cheese, and the Superlative role of Time in the Acquisition of English as a Second Language" (Frank W. Herman)
- "Service-Learning at an Urban Two-Year College" (Nita Moots Kinkaid and Peter Sotiriou)
- "'A Flare from the Margins': How the Association for Business Communication Fails Two-Year College Faculty" (Lisa Tyler)

The September issue focused on the theme of "Teaching as Scholarship" and featured a range of thoughtful articles. A sampling:

- Scholarship, Textbooks, and Mythology (Laura K. Noell)
- Two-Year College English Faculty and the Scholarship of Teaching and Learning" (Jeffrey Sommers)
- Building a Two-Year College Teacher-Scholar Community" (Mark Reynolds)
- "Aren't You WastingYour Ph.D. at a Community College": four Voices Rewriting the Narrative (Janet Peterson Gerstner, Vicki Holmsten, Connie A. Jacobs, and Andrea Penner)

A note or two about future issues: A special issue on "Class" is in the works, with the published Call for Papers listing a Feb. 1, 2005 deadline. The issue will be co-edited with Ira Shor. In addition, I've issued a call for papers (attached) on "Writing Center and the Two-Year College" with a Mar. 1, 2005 deadline

Submissions from community college faculty continue to run high. Some two-thirds of manuscripts received between January and May of this year were authored by community college faculty. As editor, I have placed a priority on mentoring community college faculty who aspire to publish and whose professional work shows genuine promise.

As always, I am indebted to a great many people whose efforts on behalf of the journal have been invaluable: most notably, Rona Smith, Lee Irwin, and Carolyn Fonseca-Caughman. My thanks also go to Kip Strasma, Reviews Editor; and Gil Creel, TYCA-to-You Editor. Both have added energetic and stimulating content to the journal.

Call for Papers:

Writing Centers and the Two-Year College

Writing centers have served as valuable resources for at least five decades. During that time, writing centers, in addition to assisting student writers, have become rich sites for research in writing practices across the curriculum. Moreover, they have promoted effective and creative means of responding to student writing, shaping practices within the classroom and promoting trends in the field of composition generally.

Where do the writing centers at two-year colleges enter this historical narrative? TETYC plans to publish a cluster of essays that attempt to write two-year colleges into the history of writing centers.

Manuscripts may investigate a broad range of questions, including

- What histories of two-year college writing centers have already been written? What do those histories tell us?
- What histories of such centers have yet to be written? What lessons can THEY offer us?
- How are two-year college writing centers similar to or different from their counterparts at four-year institutions? What advantages do they have? What unique challenges might they face?
- Is peer tutoring possible in a two-year college writing center? What creative models do we know of for staffing and training?
- How does the mission of the two-year college, with its concern for career-specific education, affect the mission of a writing center in that context/setting?
- How can a writing center foster a Writing-Across-the-Curriculum program in a two-year-college?
- What productive relationships between writing centers and writing programs are possible?

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, T*ETYC*
Bristol Community College
777 Elsbree Street
Fall River, MA 02720

Deadline: March 1, 2005

Committee Reporting: 2004-2005 TYCA Nominating Committee Report

To: The Executive Committee of the Two Year College Association

Report Author: Jody Millward, Chair

Date of This Report: November 6, 2004

Members Present at Last Committee Meeting:

Meetings on-line: September - November 2004

1. Sally Fitzgerald
2. Eva Payne
3. Christine Jennings
4. Gwen Gresham
5. Louise Brown
6. Leslie Roberts
7. Marsha Nourse
8. Jody Millward

Work Completed Since Last Report:
At the TYCA Executive Committee meeting in March 2004, the Executive Committee voted to support the following change in the TYCA Nominating Committee Process:

Proposed Change: 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.

In accordance with NCTE guidelines "voting" was deleted in the first line of the proposed change. The TYCA Nominating Committee would accept nominations from the floor as well, in compliance with TYCA by-laws, and would prepare slate of candidates and alternates at NCTE conference.

This effort was intended to garner a larger pool of potential candidates and to determine their willingness to be nominated and to serve if elected prior to the face-to-face Nominating Committee Meeting at the Convention.

The Chair, Jody Millward, requested nominations from the TYCA Executive Committee for the positions of TYCA Associate Chair and TYCA Secretary, extending the deadline to draw in more candidates. Although response was

minimal, she was able to determine who was willing to have their names put forth.

Summary of Current Activities: The TYCA Nominating Committee will submit a preliminary list of candidates to Lori Bianchini, NCTE before the November 15 deadline. The Committee will hold open nominations and will meet to deliberate in closed sessions at NCTE prior to submitting a list of candidates.

Projected Completion Date of Activities: Dec. 15, 2004

Recommendations from the Committee to the Executive Committee: Given the minimal response and the possible conflict with the NCTE times, determine through TYCA Executive Committee Vote, whether to continue the preliminary on-line request for nominations.

Date of Next Meeting: November 19, 2004

Name of Committee:

TYCA Panels for NCTE 2004 and CCCC 2005

To: **TYCA Executive Committee**
Report Author: Gwen Gresham and Sharon Mitchler
Date of Report: Nov. 1, 2004

Committee Members:

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

Last meeting date/location: we meet via e-mail between major conferences

Work completed since last report:

A number of proposals were submitted for the 4Cs conference in 2005. Gwen completed the work on standing proposals (TYCA Talks, preconference worshop, etc.) and Sharon worked with the following groups, assisting in submitting proposals and coordinating information.

1. "Empowering Non-Traditional Students with Visual Rhetoric" #3518

Chair: Sarah Quirk
Presenters: Sarah Quirk "Empowering the non-traditional student through visual rhetoric"
Debra Matier "Working with Groups on Visual Composition"
Lisa Conley Web "Empowering Students in Composition Classrooms to Take Ownership of Their Writing"

2. "Access through Rural Community College: Unique Concerns for Faculty" #3519

Chair: Witt Salley
Presenters: Sharon Mitchler "Open Access: Guess Who's Coming to Class"
Eric Bateman "The Language of the City and the Country: Cultural Hierarchies and Asymmetrical Relationships
Gerri Dobbins "From the Textile Mill to the Classroom: Helping Non-traditional Students Make the Transition"
Joann Yost "Private Liberal Arts Vs. Rural Community College Writers: Topics, Attitudes, Quality"

3. "Access and Excess: When Composition Theory and Composition Load Collide" #3523

Chair: Sharon Mitchler
Presenters: Ashlee Brand "Survival 101: Teaching, Living, and Retaining from Deep Within the Trenches"
Colleen Hazen "Survival and Creativity vs. the Factory Approach in Two-Year Education"
Ruth Fairchild "Drinking from the Fire Hose: Watering Down Standards and Drowning Teachers"
Witt Salley "Online Access: The Successes and Excesses of Web-Based Writing Courses"
Jennifer Flinn "When Student Teachers Become Adjunct Teachers: Making the Transition from 40 Students to 140 Students"

4. "Visual Rhetoric/Visual Literacies: Accessing the Image in Writing Curricula" #3526

Chair:
Presenters: Lissa Holloway-Attaway "Increasing the Field(s) of Vision: Writing, Ethnography, and Visual Resurrection
Patricia Worrall "Site/Sight/Insight: Incorporating Visual Literacy in the Composition Classroom"
Lisa DuPree McNair "Simple Site, Complex Sense: Easier Seen than Done"

5. "Is the Sky Falling?" #3528

Chair: Chris Jennings
Presenters: Sallyanne H. Fitzgerald "As California Goes, so Goes the Nation": Fact or Reality in the Assessment Arena
Chris Jennings "Mandated State Assessments: Chicken Little's Perspective"
Gilchrist White "Is It an Acorn or Really the Sky?""

6. - Transforming the Lives of the Marginalized: Finding Their Own Voice proposal #3581

Chair: Marilyn Valentino
Presenters: Yolanda Sealey-Ruiz "Encouraging African American Re-entry Women Students"
Toni Ortner – "Using Real Stories to help Disadvantaged and Multicultural Students Find Their Voices
Abigayle Phillips – "Combating Classroom Kryptonite: Encouraging the Super Success of Marginalized Students"

7. – Keeping the Gate Open: Using Home Language, Ebonics and Basic Writer's Language in the Classroom (TYCA Strand) #3763

Chair: Isabel Baca

Presenters: Xiao Wang "Accommodating Freshman Student Home Languages in Narrative Essays and the Student Success."
Robert Koppelman "The Effective Use of the Dialogues in Color Purple and their Syntactic and Semantic Features of Ebonics"
Isabel Baca "Bridging Basic Writers' Language Perspectives and Attitudes to Their Writing Performance and Experience"

8. – Hosting Small Conferences Without Going Broke proposal #4002

Chair: Alexis Nelson

Presenters: Dana Elder "Practical Tips for Planning Committee Members"
Bradley Bleck "How to Make the Local Arrangements"
Holly Cullom "Building an Interest Catching and Substantive Conference"

Work in progress:

Recommendations from the Committee to the Executive Committee: The new position of Program Chair certainly helped to coordinate proposals for the 4Cs conference. Having the associate chair assist makes the workload managable and should be continued. Using TYCA Talks as a springboard for developing proposals worked well, as the number of proposals listed above suggests. The new form, "Presenter Information Sheet" worked well to collect information that the program chair could access easily.

Additional information:

College Forum Annual Report to the NCTE EC
August 2004

At its annual meeting, the College Forum Committee identified and discussed what it deems to be the major issues facing CCCC, CEE, CSSC, and TYCA. Our efforts were to find common threads and explore their implications for different audiences within higher education and in relation to K-12 education. The final shaping of the discussion revealed five major areas where the College Forum believes NCTE can impact the work of higher education as well as all the constituencies of the Council. Informing all of our discussions was the knowledge that higher education faculty belong to NCTE because they appreciate that NCTE is a subject matter organization for all levels of scholarship, research, and pedagogy to inform instruction.

Professional Growth
In the context of the very public debate about "highly qualified" teachers in elementary, middle, and secondary schools, the Forum sought ways to articulate analogous issues for college faculty, specifically their need for full and continuing support in the multiple roles they perform as members of professional, institutional, and scholarly communities. We have chosen the term professional growth to address all areas of faculty development, from graduate preparation through institutional appointment, tenure, and promotion.

Graduate preparation

- Preparing Future Faculty. The College Forum of NCTE has already developed this program, and while the grant has ended, the programs need to be sustained. We can promote multiple successful practices to help departments shape their programs to prepare faculty for the changing demands of higher education work in different institutional and cultural settings. Aspects of the Preparing Future Faculty programs at the five participating institutions have been retained.
- Positions and Resources. Various position papers supporting the demands of faculty work in our diverse settings, such as the TYCA Guidelines for the Preparation of Two-Year College English Faculty and the CCCC Position Statement on Learning, Teaching, and Assessing in Digital Environments, need to be developed and promoted. Publications that define appropriate experiences for graduate programs in composition, English education, and English studies in general need to be promoted and developed through NCTE resources.
- The Forum notes with approval Zarina Hock's efforts to encourage the development and publication of "how to" books designed to help our members negotiate the many professional processes of their lives as teachers.

Tenure and Promotion

- Central to the tenure process is a book publication program that provides a venue for high-quality academic books. We support the recent efforts of the NCTE EC to encourage the Editorial Board to identify topics and recruit authors. In the context of a program of rigorous peer review, exacting standards for publication, and careful developmental and copy-editing, such a policy will attract scholars to us as the place to publish books throughout their careers. For college members and authors, it must be made clear that, although the Press is actively engaged in seeking and even commissioning titles that will help our members, its standards of peer review remain exacting.
- While conferences and institutes will remain the venue for the scholarly exchange for the field, improvement in campus work such as teaching and curricular reform can best be

accomplished with sustained, on-campus, professional development. Working with the newly established professional development network, the Forum recommends that an approach be developed that will work effectively on college campuses. These programs should be campus based, intellectually driven, address needs of full-time and adjunct faculty, be technologically sophisticated, and perhaps award certificates.

Matters of the Field

- NCTE needs to address the changing framework for teacher education. As more and more two-year colleges introduce teacher education programs, we need to develop models of seamless transition between the lower division and the major. We must promote the value, or effect of, general education courses on teacher preparation. We need evidence that humanities education makes better teachers. We need to address graduate preparation for faculty for teacher education programs.
- We need to explore the nature of the evolving curriculum as technology overtly and covertly changes both what and the way English is studied and taught, in colleges as well as K-12.

Assessment

Although assessment is a major issue for higher education English studies, there are signs that federal and state mandates may exert more influence than has historically been the case, particularly as budget restrictions control entry to "open door" institutions. As for-profit institutions expand their influence, demands for proof of quality and educational worth will also drive assessment programs in higher education. The College Forum recommends that NCTE anticipate that mandates for assessment will almost certainly accompany federal and state funding and accountability concerns.

During the last ten years, a program assessment linked to the review of accrediting agencies has influenced institutions of every kind. In this model of assessment, the institution is responsible for reviewing curriculum, assessment, and program enhancement. At the same time, appropriate assessment of student work for entrance, placement, and promotion continues to be a major issue. Exacerbating entrance and placement assessment are the new SAT and ACT essay assessments.

Program-level Assessment

- One form of program assessment, driven by accreditation, is both formative and summative. Ideally, it is a model of program assessment that results in an enhanced curriculum and improved performance. We should position NCTE to promote program assessments that fit this definition.
- One feature of quality program assessment is a faculty development component: our efforts toward program assessment need to be designed to include this dimension. Tracking the success of such efforts would also be useful.

Classroom Assessment

- We need to promote our positions on electronic grading. These positions need to inform administrators and faculty of the limits of electronic grading—specifically, what electronic grading cannot tell as well as what it can.
- We need positions and recommendations for assessing literature instruction.
- At this time there appears to be little institutional pressure on the curriculum from student assessments, but we cannot assume that this will continue to be the case. Just as student "evaluations" have an effect on the retention and promotion of faculty members, it is to be expected that student (and alumni) assessments of course offerings will have an effect

on curricula. Forum members are seeing an increased emphasis on demands for "job training" among their students, as private and public institutions are compared unfavorably with "for profit" schools in that regard. The Forum recommends that the Council assert publicly that education is more than job training.

Entrance and Placement

- NCTE needs to develop a position on electronic rating. CCCC has one already, and that could be adopted by NCTE, or serve as a guide for an NCTE document. There are already instances of state-wide electronic rating, and it will become more pervasive.
- When the Alliance for the Uses of Writing in the Transition to College document is ready, we should anticipate ways of advocating with it as well as developing resources to address questions it raises.

Professional Faculty to Produce Favorable Learning

The shift from the mid-twentieth century, when full-time tenured faculty taught the majority of students, to the beginning of the twenty-first century, when full-time tenured faculty are increasingly in the minority on college campuses, has created a serious threat to the integrity of faculty roles and institutional mission. One of the Forum members said that the growing use of adjunct instruction will be as significant for changes in higher education as NCLB is for K-12.

- We need position statements from various college constituent groups addressing a variety of institutional and teaching cohort needs (i.e. graduate students, adjunct, full-time non-tenure track). Positions need to emphasize the necessity for integration of research/scholarship and teaching. Some positions may need/want NCTE imprimatur; some may not.
- We need surveys and data gathering for our discipline and in collaboration with CAW.
- We should publish resources such as model programs and practices, standards, professional development opportunities.
- We should explore FIPSE grant possibilities.
- We should investigate the certification of contingent faculty in our field.

Research

The College Forum lauds the beginning of the Squire Policy Research Office. The first director of that office, Anne Gere, is uniquely situated in that in addition to her personal/professional credentials, she is the College Forum representative to the ACLS and sits on the College Forum. This places her at the juncture between higher education policy in general, specifically at NCTE, and with the full range of English Language Arts studies in NCTE. We are in need of policy research studies, specifically:

- What writing instruction is and what it looks like.
- What does the First-Year College Composition course look like, and how is it evolving. Perhaps juxtapose the WPA outcomes statement against practice.
- What general education programs are doing with writing.
- Explore the divide between high school and college expectations.
    - What do college writing instructors expect of student preparation.
    - What dialogue does exist between college and high school instructors.
    - Best approaches to a seamless transition between high school graduation expectations and college preparation.
- Publish potential dissertation topics and resources.

Relationships

The College Forum endorses the continued development of relationships with other associations and organizations that can help in our advocacy and efficacy.

- Explore relationships with the College Board, including ways we may impact their work such as through a seat on the College Board, reactions to Springboard curriculum, the new SAT, impact on FYC.
- Continuing relationship with ACLS, NHA, MLA, WPA, NWP, ATTW, CAW, DFC , NCA, and other organizations with corresponding agendas.

Assessment of College Forum

Background

The College Forum was informally established in the 1990's as a vehicle for the NCTE college groups' leaders to explore admission to the American Council of Learned Societies as well as to coordinate the work of the various college entities within NCTE. In 1996, at a meeting in Indianapolis, a College Forum Planning Group developed a proposal for changing the College Forum from an informal group that met occasionally to address a specific concern or issue into a formal standing committee with a stated mission and a regular schedule of meetings. A report of the work conducted by this group was presented to and accepted unanimously by the Executive Committee in September 1996. During this planning phase of the College Forum, the chairs and associate or assistant chairs represented each of the groups.

The NCTE EC authorized a retreat of the College Forum group in the summer of 2000 to specifically clarify the mission and structure of the College Forum. Based upon the work of that group, the NCTE EC passed the following motion in September of 2000:

> That the three recommendations be adopted including a budget of up to $7500 for an annual meeting and that the College Forum Committee will review itself after one full cycle. (Gilyard, Blau) CARRIED
> Recommendation 1: That the NCTE Executive Committee establish the College Forum Committee as a standing committee of the National Council of Teachers of English with an operating budget of up to $7500 annually.
> Recommendation 2: That the NCTE Executive Committee appoint to the College Forum Committee the chairs of the Two-Year College, Four-Year College, University Section, the Conference on College Composition and Communication, the Conference on English Education, and the Two-Year College English Association, and authorize each group to select one representative to the College Forum Committee either by appointment or election. These representatives shall serve a four-year term, assuming the chair of the College Forum Committee in the fourth year of their term.
> Recommendation 3: That the NCTE Executive Committee charge the College Forum Committee with:
> - identifying and addressing issues of broad concern to NCTE members in higher education;
> - developing position statements and other publications helpful to teachers, administrators, and policymakers in higher education;
> - maintaining a presence in the American Council of Learned Societies and similar organizations;
> - securing grants for special initiatives; and
> - exploring ways to increase memberships by engaging other college groups in collaborative projects.

Accomplishments

The College Forum has now completed one full cycle and submits this review. The review will focus on the structure and the charges outlined by the NCTE EC motion. The accomplishments are listed under each recommendation from the NCTE EC motion.

Recommendation 1: That the NCTE Executive Committee establish the College Forum Committee as a standing committee of the National Council of Teachers of English with an operating budget of up to $7500 annually.

- The College Forum Committee has met for a summer meeting every year since 2001 and meetings as schedules permit at the NCTE and CCCC conventions.
- The College Forum meeting expenses have consistently been less than allocated.
    - 2001--$4055
    - 2002--$4467
    - 2003--$4403
    - 2004--$4502

Recommendation 2: That the NCTE Executive Committee appoint to the College Forum Committee the chairs of the Two-Year College, Four-Year College, University Section, the Conference on College Composition and Communication, the Conference on English Education, and the Two-Year College English Association, and authorize each group to select one representative to the College Forum Committee either by appointment or election. These representatives shall serve a four-year term, assuming the chair of the College Forum Committee in the fourth year of their term.

- The constituent groups selected representatives and established the rotation pattern for the leadership of the Forum.
- The College Forum reviewed and more fully articulated its structure in 2002 by assigning specific reporting roles to all the members of the Forum.
- The College Forum articulated processes for informing the constituent college groups of the work of the Forum.
- The College Forum included the NCTE presidential team member from the College Section as well as the former NCTE presidential team member from the College Section who serves as the ACLS representative as members of the Forum.

Recommendation 3: That the NCTE Executive Committee charge the College Forum Committee with: identifying and addressing issues of broad concern to NCTE members in higher education; developing position statements and other publications helpful to teachers, administrators, and policymakers in higher education; maintaining a presence in the American Council of Learned Societies and similar organizations securing grants for special initiatives; and exploring ways to increase memberships by engaging other college groups in collaborative projects.

- The College Forum developed a framework for focusing attention on higher education issues called "Improving Conditions for Student Learning in College English Studies: A Framework."
- The CF articulated the ongoing and needed projects to address concerns within the framework.
- The College Forum was the oversight body for the administration of the Preparing Future Faculty Grant, a program to improve preparation of graduate students desiring academic appointments. The grant program has produced systemic changes in the granted graduate programs such as:
    - Washington State University teams graduate students with faculty at other types of institutions so that the graduate student can shadow the faculty member on several site visits.
    - Washington State University places graduate students as teaching interns where they work as a faculty member at Whatcom Community College.
    - UIC developed a graduate course in the institutional history of English Departments, with specific attention to the separation of composition studies and literary studies and the often attendant privileging of research over teaching in some departments.

  - UIC developed relations with local four-year colleges that resulted in two tenure-track hires.
  - MTU has instituted a formal process for preparing students for the practical aspects of the job search including vitas, letters of application, and mock interviews. They have also developed relationships with community colleges that hire their masters candidates.
  - USF developed a relationship with Polk Community College whereby USF places a graduate student on the PCC campus as an intern for a term.
  - Howard University places graduate students as full-time interns on the Hope College campus in Michigan during the students' final graduate school year to allow them to experience a private, undergraduate culture in a setting far different from the Washington, DC Howard campus.
- Member groups of the College Forum identified teacher preparation as specific concerns for higher education
  - TYCA is preparing a document, "Guidelines for the Preparation of Teachers of English in Two-Year Colleges."
  - CEE has identified preparation for teacher education programs as a significant need, and they are producing an updated book to succeed *How English Teachers Get Taught*.
  - CCCC has identified preparation for teaching composition as a major issue.
  - PFF is continuing its systemic changes at the granted institutions, and those models are being prepared for further distribution on our website.
  - The College Section Summer Institute was reinstituted as a biennial literature institute in 2003 for the teaching of the literatures of the Americas.
  - The 2003 College Forum meeting recommended a national conference on writing sponsored by NCTE to draw attention to the needs of writing and writing instruction for all levels of education.
  - The 2003 Forum also recommended a series of traveling workshops that would address local and contingent assessment issues.
  - (Note: These last two items were not able to advance to action. However, they remain as initiatives worth pursuing when appropriate resources are available. The 2004 Forum reiterated that campus-based workshops are a very viable venue for college-level professional development.)
- The College Forum identified the increasing use of adjunct and contingent instructors as a major issue in higher education.
  - Continued representation in the Coalition on the Academic Workforce (CAW)
  - Identified the need for position statements addressing the classroom and faculty conditions for optimal learning.
- The College Forum identified the need for a professional development program to improve instruction in technology and pursued a grant program called "Networked Teaching and Learning Communities."
  - This was the first co-operative effort among the college entities. Although it has not been funded as yet, the work on this grant represents a promising beginning, and the network alliances established a model for future joint efforts.
- The College Forum has maintained a strong presence in the American Council of Learned Societies (ACLS) and similar organizations.
  - Consistent representation by one person (Anne Gere) has given us a "familiarity of presence" in discussions about sustaining the humanities and particularly the recognition that higher education and K-12 need to coordinate more work.

- Staff interactions with other learned society staff has resulted in collaborative efforts in pursuing projects
  - National Communications Association (NCA) and NCTE collaborated on the "Communicating Common Ground" grant application.
  - NCA invited NCTE to help develop a prospectus for expanding the Stanford IRITE program to a national level.
  - NCTE was invited and helped shape the AAC&U "Pedagogies of Engagement" conference in Chicago, spring 2004.
  - NCTE staff is a consultant to the National Humanities Alliance.
  - NCTE staff met with MLA and others on addressing national language policy issues.
  - TYCA and NCA will be doing a joint program at the NCA convention and the CCCC convention on common issues in lower-division general education.
- Staff has participated in regular retreats of the ACLS Conference of Administrative Officers by presenting position papers and moderating discussion groups. One note of interest is that membership in other learned societies is as serious an issue as it is with the college groups in NCTE. Larger, more general societies, as opposed to small discrete societies, are having more serious membership problems.

Summation

The College Forum is an innovative concept. With the growth of CCCC and CEE, the changing role of the CSSC, and the subsequent evolution of TYCA, it became apparent that NCTE needed a collective voice with which to engage the higher education community, both through the ACLS and with other associations where we had common concerns. In addition, there needed to be a space for the college groups within NCTE to communicate, not just their individual work, but also their common concerns. The College Forum became that body, not as another level of governance and not as a means to develop programs, but as a space and vehicle for communicating within NCTE and with the other voices in higher education—discipline associations, administrative associations, governmental agencies, and private companies.

In some ways, the College Forum anticipated the new NCTE. The Forum was put together as a body to advise the NCTE EC and the Council at large on the pressing issues that needed addressing. The summer meetings have produced rich discussions that are now beginning to be formulated into productive reports for the NCTE EC.

The Forum began associating with and collaborating with other higher education entities to find common ground. The Forum has found actual and potential places where working with other associations is productive, the Preparing Future Faculty grant, the Coalition on the Academic Workforce (although primarily a CCCC initiative, it speaks to all of higher education), the various discussions with NCA about potential programs. While this is just a beginning, it is apparent that the College Forum of NCTE is now a recognized entity at the higher education table.

Request for Reauthorization

Now, more than ever, it is apparent that the College Forum can shape a collective higher education voice within NCTE to help the Council develop programs of professional development, policy research, and scholarship for the challenge of the immense changes on the horizon for higher education. With major discussion of writing in college entrance, the place of the general

education and the humanities in curricula, the necessity to address the tectonic plate shifting of faculty roles in the twenty-first century, and the growth of for-profit institutions, all in the face of dramatically changing funding patterns for higher education, NCTE must have a place for these issues to be explored, and more importantly, focused and voiced. The Forum provides just such a space for focusing and developing that voice.

Committee Reporting:

National TYCA Volunteers

To: **The Executive Committee of National TYCA**

Report Author: Sharon Mitchler
Date of This Report: 6 November 2004

Work Completed Since Last Report:
There are currently 26 individuals who have completed the National TYCA Volunteer Profile Form. The original forms are housed with Melissa Prentice at NCTE headquarters. Copies of all the forms have also been sent to Sharon Mitchler, Associate Chair.

Northeast: 5
Southeast: 0
Midwest: 7
West: 6
Southwest: 2
Pacific Northwest: 4
Pacific Coast: 2

Summary of Current Activities:
The collection of National TYCA Volunteers information continues. The next TYCA regional meeting is in the Southeast in February, and more volunteer information will be collected and forwarded to Melissa Prentice.

Projected Completion Date of Activities: ongoing project

Recommendations from the Committee to the Executive Committee:
Sharon Mitchler will:
1- Continue collecting volunteer information
2- Forward volunteer information to Jody Millward and the research initiative
3- Contact volunteers to confirm continued interest and thank for interest

TYCA-EC will:
1- continue collecting volunteer information at regional conferences

QUESTION: What would the EC like to see done with the volunteers / data?

TYCA Nominating Committee 2004-2005

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

TYCA ELECTIONS

Jody Millward, Nominating Committee Chair
Santa Barbara City College, Santa Barbara, CA

Leslie Roberts, Midwest Representative
Oakland Community College, Waterford, MI

Stasia J. Callan, Northeast Representative
Monroe Community College, Rochester, NY

Sally Fitzgerald, Pacific Coast ECCTYC Representative
Napa Valley College, Napa Valley, CA

Eva Payne, Pacific Northwest Representative
Chemeketa Community College, Salem, OR

Christine Jennings, Southeast Representative
Tidewater Community College, Virginia Beach, VA

Gwen Gresham, Southwest Representative
North Arkansas Community/Technical College, Harrison, AR

Louise Bown, West Representative
Salt Lake City Community College, Salt Lake City, UT

2004 *TETYC* Editor Search Committee

Eric Bateman, Chair
San Juan College
School of Humanities
4601 College Blvd.
Farmington, NM 87402-4699
(O) (505) 566-3102
BATEMANE@SANJUANCOLLEGE.EDU

Don Andrews (SE)
2711 Saint Lawrence Rd
Chattanooga, TN 37421-5025
(H) (615) 899-6344
DONALD.ANDREWS@CHATTANOOGASTATE.EDU

Sheldon Wrice (MW)
PO Box 13603
Akron, OH 44334-9003
(H) (330) 836-6593
(O) (330) 972-6023
SWRICE1@UAKRON.EDU

DRAFT

REPORT OF THE COMMITTEE ON THE TWO-YEAR COLLEGE TEACHER-SCHOLAR

Research and Scholarship in the Two-Year College

> As a professor at a community college, you will be evaluated primarily in terms of your effectiveness as a teacher, your commitment to student learning, and your service to the institution and the community. While research and publication are generally encouraged and supported, they do not serve as the main institutional goals and therefore may be given limited recognition and reward in terms of rank, promotion, and salary. Most institutional honors and awards are based on exemplary teaching. ("Considering Community Colleges: Advice to Graduate Students and Job Seekers." Profession 2003, 167)

Rationale, Definition, and Challenges

The statement above, excerpted from a report written by the MLA Committee on Community Colleges, presents an accurate description of the work of community college faculty: teaching and the commitment to student learning form the basis of the community college mission. Faculty are recognized primarily by their own commitment to the twin pillars of teaching and student learning (with college and community service as secondary expectations). Faculty efforts that focus on research and publication, on the other hand, are likely to fall under the radar screen and receive little formal recognition .

The fact is that community college faculty need to be both exemplary teachers and knowledgeable scholars. Yet, unless expectations for quality community college work are rendered explicitly and accorded appropriate recognition for achievements in both teaching and scholarship, we will not achieve the hoped for balance which this document advocates. Pressures on faculty to improve their "productivity"

and to become ever more accountable in meeting standardized benchmarks of student learning outcomes will likely reduce incentives to achieve excellence in scholarship and research (and the concomitant activity of publication). Some faculty will no doubt continue to do research and to publish their work (whether as part of their job or as candidates in doctoral programs). Nonetheless others, perhaps most, will not. It is the purpose of this document to set down explicit expectations regarding the role of the teacher-scholar of English at the two-year college and the appropriate rewards for such a role, as well as provide models and resources (in the form of an annotated bibliography).

Why Scholarship at Two-Year Colleges?

Good teaching matters most at two-year colleges, but this committee views scholarship as a prerequisite and a co-requisite for good teaching--because teachers' scholarship legitimizes their expertise, informs their classroom practice, and provides their students with models for intellectual inquiry. This committee concurs with the *ADE Statement of Good Practice: Teaching, Evaluation, and Scholarship* that "teaching and scholarly activity are mutually reinforcing, [and] departments and institutions should create conditions that encourage all faculty members to engage in intellectual inquiry." While recognizing the range and different mission of the two-year college, we agree that all "faculty members need to engage in scholarly projects that sustain and renew their intellectual lives. In two-year colleges, where teaching has long dominated the mission and the reward system, faculty members need support that affirms the ways in which scholarship vitalizes teaching. Scholarship, broadly defined, is essential to effective teaching and to a satisfying professional life in the humanities."

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

Reflective Practice

To create meaningful discourse between scholarship and the classroom, the committee believes *reflective practice* is crucial to good teaching. A reflective practitioner "turns thought back on action and on the knowing which is implicit in action." While trying to make sense of an action, a reflective practitioner "reflects on the understandings which have been explicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action" (Schön 50). If the practice of good teaching is most important at two-year colleges, then reflection about the practice of teaching is crucial, not only as represented by the formal research of the scholarship of teaching but in every faculty member's classroom.

What is a Teacher-Scholar?

The call for community college faculty to become both exemplary teachers and scholars is hardly new. In 1988, the Commission on the Future of the Community College made that same point when it foregrounded faculty development as a key priority for community colleges. Few disagreed with that finding, although it should be noted that many community colleges currently boast of programs that recognize the professional growth of faculty, including achievement points for presentations and publications. However, defining the kind of scholarship and research appropriate for community college faculty has been exceedingly challenging. The conventional view of research and scholarship holds that the former involves the discovery of new knowledge while the latter amounts to a familiarity with, and understanding of, what is already known. Research institutions have historically assumed that faculty would

engage in both activities: making new knowledge and keeping up to date with advances in their particular areas of expertise But is it realistic to assume that faculty at community colleges will have the time and skills to engage in conventional academic research?

Some have suggested that community college faculty be concerned with becoming good scholars rather than expert researchers, given the lack of time, opportunity, and specialized skills to do conventional research (Parilla, Vaughan). Those same voices have called for an expanded view of scholarship to include not only a familiarity with advances in one's field, but an active integration of scholarship and sound classroom practice. Interestingly, such calls were soon followed by similar reconsiderations of scholarly activity throughout higher education, most conspicuously by Ernest Boyer in his influential work *Scholarship Reconsidered: Priorities of the Professoriate.* Boyer segregates the various activities of the professoriate into several categories of scholarship, from the scholarship of discovery (conventional research) to the scholarship of integration and the scholarship of application.

All these efforts to broaden conventional notions of scholarship have produced little change if the intent was to privilege a wider range of scholarship than the discovery of knowledge in a conventional research setting (laboratory, field research). While efforts to integrate various disciplines have shown promise and received some recognition, similar attempts to foreground the application of scholarship in the classroom have received far less recognition in research institutions when promotion is considered. Meanwhile , liberal arts colleges that have attempted to move away from the conventional view that academic research is all that matters come promotion have encountered resistance from faculty and administration alike (Marek).

Finally, community colleges have had little success in recognizing the work of faculty outside the classroom, for reasons that have already been stated. Indeed, the redefinition of what we mean by scholarship and research seems to have only marginalized community college faculty further (the more rigorous and thereby privileged "scholarship of discovery" is reserved for faculty in elite institutions).

Nevertheless, the distinctions made by Boyer's study continue to resonate with many faculty and administrators, seeing that Boyer's scheme, in an ideal sense, attempts to honor the wide variety of scholarly activities that faculty engage in. *With that in mind, we choose to define the teacher-scholar as that faculty member for whom teaching is informed both by reflective practice and the application of the best available theoretical approaches. Moreover, we invite such faculty to employ the skills and knowledge base that will allow them to become capable researchers whose pursuit of knowledge enriches the intellectual lives of their students. Finally, we encourage faculty to share their work through publication and presentation, receiving feedback from interested colleagues through a process of "critical inquiry and critical exchange"* (Slevin 69).

Research and Scholarship: Areas of Inquiry

Acknowledging that two-year college faculty are reflective practitioners who are engaged in serious research and scholarship, what areas of critical inquiry—traditional and nontraditional—have they pursued? What areas are new to the profession? What areas are still open for investigation? This section will describe the wide scope of inquiry under the following seven genres: writing research, literature research, historical research, pedagogical research, creative writing, assessment, and new areas of inquiry. These categories are meant to be

representative, not exclusive, and may overlap or intersect. While some may parallel those studies in four-year institutions, others may be unique to the two-year college.

Because two-year faculty often enter the profession with the same academic preparation and interests as our colleagues in other institutions, we have performed similar scholarly investigations: research in literary history and theory, rhetorical history and theory, and cultural studies. What distinguishes two-year college faculty is that we are generalists, even though we may simultaneously maintain expertise in distinct fields. While literary and rhetorical research is often valued more than teaching at four-year and graduate institutions, teaching and service are predominant concerns of two-year teacher-scholars. Pedagogy infuses everything we do.

Teaching, then, in all its complexities, is a valuable area of scholarship and research. While much of the research we do is still traditional in nature, we believe that the scholarship of teaching should be valued equally because it offers a fresh perspective, more flexible research methods and, most importantly, is directly related to our mission. The study of teaching has come to be valued as a scholarly subject, not only in the two-year college, but in many four-year institutions as well. This type of inquiry does not reflect a difference in rigor or importance, but one in kind or emphasis. The inquiry may be more interpretive and reflective than traditional research. Though theory-based, its emphases may be more practical than traditional research, and its audience may be different (e.g. students and teachers). By widening the view of research and scholarship, we believe that we can have an important impact on our field.

Writing Research

At the heart of our teaching is the teaching of writing in all its forms. Approximately half of students entering postsecondary institutions do so through community colleges (Grubb 3), and the majority of classes taught are first year composition in its many forms—from honors classes

to technical writing to developmental classes to ESL. Further, the significant percentage of students (from 25 to nearly 80 percent according to Grubb 171) who enroll in pre-freshman or developmental courses encourages teacher-scholars at two-year colleges to examine this student population in detail. Through publications, like *TETYC, College English, and CCC*, and TYCA's Outstanding Program Awards, two-year college teachers are translating theory into practice and presenting findings on composition studies, developmental writers, writing centers, technical communication, and computer-mediated learning.

Examples of some notable work in writing research include Smokey Wilson's award-winning ethnographic study of her developmental students' reading and writing deficiencies and her findings about the nature of illiteracy. The collaborative work of Gil Creel, Michael Kuhne and their student at Minneapolis Community and Technical College shows how the theory of Boal's Theatre of the Oppressed can be mined for classroom activities. Kip Strasma and others at Illinois Central College have been involved in computer-mediated writing research. And Howard Tinberg of Bristol Community College in Massachusetts has investigated learning environments in writing centers.

Literature/Biography Research

Two-year faculty are also pursuing traditional research fields of literary analysis, biography, language studies, and the humanities. Devoted teachers, including the many adjuncts who eek out time and space to design and implement their studies, continue theoretical literary and primary research begun in graduate school or inspired by local writers. Others take part in NEH study grants, Fulbright studies abroad, and receive state awards to look deeper into the subjects of their courses. This research, unfortunately, is not always published or given the press

or prestige offered faculty in four-year institutions. However, this good work does exist and is often shared in the community as part of our commitment to service.

One avenue offered only to two-year teachers is the Midwest Institute for International Education working with Fulbright Global Projects. Keith Hulsey from St. Louis has researched the literature and cultures of Vietnam for his ESL class. Another research site is the Paul Peck Humanities Institute at Montgomery College in Maryland. Partnered with the Smithsonian, it provides seminars that encourage research in the humanities. To expand the literary canon for their students, Katherine M. Thomas from Kentucky and Linda Karsten of Grand Rapids have collaborated to research Caribbean women's literature. And primary biographical and historical research has captured information that could have been lost about significant writers. Colleagues at Lorain County Community College have searched through archives and conducted personal interviews to produce an award-winning video of Toni Morrison's early life in Lorain, Ohio. Randy Cross in Alabama single-handedly rescued from oblivion the novels of Pulitzer Prize winner T. S. Stribling. These scholars continue to speak extensively on the writers' works.

Historical Research

Research has not only been done about great writers of fiction, but also about significant contributors to our field. Jane Maher in New York undertook a project that led to the publication of the only full-length biography of Mina Shaughnessy, considered the founder of basic writing pedagogy. Future opportunities exist for biographers of other pioneers in our discipline.

Pedagogical Research

Because two-year college teachers address a more diverse population of learners, and since there tend to be more levels of developmental reading, writing and bilingual courses at the two-year college than at other institutions, there is also a pressing need to examine course design,

texts, and pedagogy. To get an accurate profile of what is being taught, Jody Millward and others at TYCA have begun a national survey of the methodology of freshman composition courses in two-year institutions. This research should prove invaluable in laying the groundwork for future studies.

In addition to collecting this information, researchers also examine their individual practices inside the classroom and outside factors that affect student learning. Colleagues, like Jeffrey Sommers, have joined The Carnegie Academy for the Scholarship of Teaching and Learning to investigate and document teaching practices and successful student learning to share with others. A relatively new development in reflective practice is the use of weblogs. John Lovas of DeAnza College in California has used the weblog format to document his work as a two-year college teacher of English by posting almost daily over an 18 month period.

Forces outside the classroom have also been points of interest. Longitudinal studies of particular students provide the needed information on writing problems. Service learning projects shared in scholarly journals offer not only theoretical bases for this learning but also give practical advice about how to begin effective programs. Other research that examines the nonacademic aspects of students' lives that impact their academic progress has been valued as a way to more holistically understand our diverse populations.

Some two-year teacher-scholars have changed the way we evaluate texts and have, in fact, written texts to more closely meet the needs of our students. Laura K. Noell in Virginia talks about the scholarship involved in writing textbooks that is often overlooked. However, this

linking of theory and practice is the hallmark of our teaching as reflective practitioners. As Howard Tinberg has written:

> The curiosity that marks great teaching produces an abiding desire to learn as much as possible about our subject. . . . it is possible to view teaching itself as a scholarly subject, not as sealed off from the great and serious texts but as inextricably intertwined with those texts, worthy of serious inquiry and reflection. (5)

In this spirit, two-year college faculty have become increasingly involved for many years in writing textbooks that serve the diverse range of our students and curriculum: Diana Hacker and Lynn Troyka (writing handbooks), Gregory and Elizabeth Cowan (composition), Nell Ann Picket, Ann Laster, and Katherine E. Staples (technical writing), Audrey Roth and Robert Dees (research writing), John Lovas and Peter Sotiriou (developmental reading and writing), Frank Madden (literature and writing), Sheena Gillespie, Terezinha Fonseca, and Carol Sanger (literature across cultures), Loretta Kasper (ESL), Howard Tinberg and Linda Stanley (writing across the curriculum), Smokey Wilson (computer mediated composition), and Peter Berkow (videos on writing). These teacher/scholars along with Peter Dow Adams, John Langan, Jane Peterson, and Betsy Hilbert are only a partial list of the many two-year college faculty who have authored texts that are used in two and four year college and university classrooms across the country. At their best, textbooks represent legitimate research and scholarship and are strong examples of putting pedagogical theory into practical classroom use.

William Costanzo of Westchester Community College in New York has been a pioneer in researching and writing about the use of film and media in the classroom, both in the teaching of writing and for its own sake. His best selling NCTE book, *Reading the Movies,* has gone

through six printings--and has just been followed with a sequel publication, *Great Films and How To Teach Them.*

How to prepare future teachers in our profession has become a recent subject of scholarship. Graduate student internship programs, like Sean P. Murphy's program for Chicago area graduate students conducted at his College of Lake County, are models of collaborative research.

Assessment

In the last five to ten years, two-year college faculty have initiated more class-based assessment, both formative and summative, in their writing, literature, and humanities courses. This entails documenting the learning of students and designing new ways of learning that are later assessed qualitatively and quantitatively. Again, the results of much of this class-based research stays within the walls of the colleges; however, it could and should be shared more widely with the academic community through journals.

Creative Writing

Creative writing is a subject of inquiry as well as a practice at two-year institutions. The fiction of Chitra Banajeree Divakaruni takes its place among other prestigious writers of this century. Bruce Weigl, a Pulitzer nominee, not only writes poetry and prose about his Vietnam experience, but also teaches creative writing and literature at Lorain County Community College in Ohio, and contributes to literary scholarship by translating Vietnamese literature. Paul Oehler of Southern State Community College in Ohio pursued a personal interest in poets' oral reading of their poetry and combined it with a scholarly interest in bibliographic studies to produce a discography of American literature, a useful pedagogical tool for others. These examples show the blurring of traditional boundaries of research and the research's direct link to pedagogy.

New Areas of Inquiry

To better inform us about our field in general, we need more national surveys to develop two-year college student profiles of economic, educational and cultural backgrounds. Moreover, the kinds and content of English courses would tell us the range of the programs offered across the country. Especially significant would be the numbers and percentages and types of developmental English/reading courses and the academic progress of students: from developmental to college transfer courses and to four-year institutions. Another area to be pursued would be the initial placement of students. What methods, instruments, and measurements are being used to judge a student's capabilities? Are they valid? Are they adjusted for the diverse population of high school, adult, ESL, and traditional students? Do they adequately place students into the appropriate level of developmental courses? There can be three or four levels of developmental English courses and up to six levels or more of ESL courses that precede college credit courses. Other questions, such as how reading relates to writing, how and what kind of grammar instruction works, and the difficulty level of writing assignments need further study.

Considering the two-year college students' unique learning needs, two-year English faculty should be seen as partners in the study of college communication and of language studies, which many of us teach. Partnerships should be created among college and university faculty when important state and national studies are conducted. Two-year college faculty should not merely be consulted but be made part of the team of scholars investigating such issues as national college reading and writing standards, competencies, and the development of college English course design and delivery.

Within classrooms is the need for more scholarship on the variety of course deliveries. What is the consensus, if any, regarding the role and emphasis of reading and grammar instruction in developmental courses, or the role of literature in teaching writing for instance? Beyond the developmental level, in what way can students in sophomore level credit courses like surveys of literature—that often differ from their counterparts at universities---be productive subjects of research? Frank Madden sees our role in these courses as different because of the overall responsibility we feel for our students. Our role, unlike that of our university counterparts, is often defined by our students' unique needs and a vision of ourselves as "transformative educators" (727). Such educators can better reflect upon and articulate the pedagogical and theoretical bases of transfer courses that transform their students. And in a larger sense, the instruction the two-year college teacher does at both the developmental and transfer level of reading and writing can be seen as "transformative."

As non-conventional research becomes more visible, teachers in two-year colleges and students will be enriched. However, much scholarship remains invisible and unpublished, so two-year college faculty have to rely on four-year college research, which may or may not be applicable and which may need to be adapted. Recognition of scholarship that informs teaching and learning must be honored. If community college teachers are to achieve teaching excellence, they must be rewarded and acknowledged for pursuing a variety of research interests.

Recommendations

1. *While recognizing the range and different missions of two-year colleges, this committee defines the teacher-scholar as that faculty member for whom teaching is informed both by reflective practice and the application of the best theoretical approaches.*

2. *We invite two-year college faculty to develop the skills and knowledge base that will enable them to become capable researchers. We believe that scholarship is essential to effective teaching and recommend that all two-year college faculty members engage in scholarly projects that sustain and renew their intellectual lives, inform their teaching, and serve as models of inquiry for their students.*
3. *We encourage two-year college faculty to share their work through publication and presentation, receiving feedback from interested colleagues through critical inquiry and critical exchange.*
4. *Given the mission of the two-year college, the broad-based needs of its students, and the broad-based skills of its professors, we recommend that the areas of legitimate research and scholarship at the two-year college include, but not be limited to, traditional research, creative writing, writing research, pedagogy in its many forms, and the history of the field.*
5. *Given the mission of the two-year college and the relationship of scholarship to effective teaching, we urge college administrators and personnel committees to recognize and to reward explicitly the practice of scholarship (as defined above) by its faculty members.*
6. *Given that virtually half of the students entering post-secondary education in this country do so through two-year colleges, we recommend that state and national committees, national studies, and collaborative efforts for the funding of state and national projects for the teaching of post-secondary English seek and require representation by two-year college faculty.*

Resources and Annotated Bibliography

What follows is a preliminary list of published sources that document and illuminate two-year college scholarship in English, including pedagogy, the fields of rhetoric and composition, literature, creative writing, and linguistics. In general, two broad categories of work fall within this listing: books and articles about teaching English in two-year colleges and books, articles, textbooks and other teaching materials published by two-year college faculty.

To our knowledge, no bibliography of two-year college English scholarship has been developed. Such a project appears eminently worthy, but faces a number of obstacles. Bibliographic work is very time-intensive. In general, two-year college faculty do not have opportunities to do such work as a regular part of their professional assignments, although such opportunities are increasing (see the Fall 2004 "Scholarship of Teaching and Learning" special issue of *Teaching English in the Two-Year College*). Such work could be completed as an extended research project, appropriate for a sabbatical leave or grant, opportunities that this committee hopes institutions will offer to their faculty on a regular basis. One goal of the Teacher-Scholar Committee is to solicit and encourage further bibliographic work in the field of two-year college English.

What we do here is sketch the outline of such work and offer some starting points for a more complete effort. Existing bibliographies such as the CCCC Bibliography and the MLA Bibliographies do not identify scholars by the type of institutional affiliation. The CCCC and MLA Bibliographies have not included the newsletters and journals of the Two-Year College English Association (TYCA) Regionals within their scope. Some of those journals are documented in the ERIC database, but individual articles may not be identified by author and title. Additionally, dissertations about two-year college English or by two-year college faculty

have not been identified as such in sources such as *Dissertation Abstracts*, though dissertation titles often convey that information.

Understanding some of the challenges that face this project, we offer here a brief listing of some sources that should enable researchers interested in two-year college scholarship in English and its related fields to get a sense of the current literature. The books are listed chronologically to provide a sense of the pattern of development of scholarship related to two-year colleges and two-year college English. Of course, this listing is suggestive, not comprehensive.

Two Year College English: Books

Here we list the major book-length works that have been published in relation to teaching English in two-year colleges, listing them chronologically. Given the number of dissertations addressing two-year college English issues in recent years, it seems surprising that more of that material has not found its way into book-length works.

Archer, Jerome W. *Research and the development of English programs in the junior college; proceedings of the Tempe Conference, 1965*. Champaign, IL: National Council of Teachers of English, 1965.

Joint Committee of the National Council of Teachers of English and the Conference on College Composition and Communication. *English in the Two-Tear College: Report*. [Samuel Weingarten, chairman. Frederick P. Kroeger, asst. chairman] Champaign, IL: National Council of Teachers of English, 1965.

Barton, Thomas L. & Anna M. Beachner. *Teaching English in the Two-Year College*. Menlo Park, CA: Cummings Pub. Co., 1970.

College English 35 Special Issue on Two-Year Colleges. Urbana, IL: National Council of Teachers of English, 1974.

Shaughnessy, Mina. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977.

Gibson, Walker (ed.) *New Students in Two-Year Colleges*. Urbana, IL: National Council of Teachers of English, 1979.

Reynolds, Mark. *Two-year College English: Essays for a New Century*. Urbana, IL: National Council of Teachers of English, 1994.

Griffith, Marlene, and Ann Connor. *Democracy's Open Door: The Community College in America's Future*. Portsmouth, NH: Boynton/Cook Publishers, 1994. [Repeated here because Griffith and Connor both had long, distinguished careers teaching English in two-year colleges.]

Sonomura, Marion Okawa. *Idiomaticity in the basic writing of American English: formulas and idioms in the writing of multilingual and Creole-speaking community college students in Hawaii.* New York : P. Lang, 1996.
Tinberg, Howard. *Border Talk: Writing and Knowing in the Two-Year College*. Urbana, IL: National Council of Teachers of English, 1997.

Alford, B. and K. Kroll (eds.) *Two-Year Colleges and the Politics of Writing Instruction*, Westport, CT: Heinemann, 1998.

Hillocks,Jr., George. *Ways of Thinking, Ways of Teaching*. New York: Teacher College Press, 1999.

Reynolds, Mark, and Sylvia Holladay-Hicks, ed. *The Profession of English in the Two-Year College*. Portsmouth, NH: Heinemann, 2005

Two-Year Colleges: General

While a bit of an oversimplification, the general literature on two-year colleges tends to either advocate for two-year colleges or criticize them. We'll categorize the material under those two rubrics, realizing that some pieces don't readily fit one category and could cross both.

<u>Advocates</u>

Koos, Leonard V. *The Junior College Movement*. Boston: Ginn and Company, 1925.

Eells, W. C. *The Junior College*. Boston: Houghton Mifflin, 1931.

Eells, Walter C. *The Present State of Terminal Education*. Boston: Houghton Mifflin, 1941.

Bogue, Jesse P. *The Community College*. New York: McGraw-Hill, 1950.

Fretwell, Elbert K. *Founding Public Junior Colleges*. New York: Teachers College Press, 1954.

Medsker, Leland L.*The Junior College*. New York: McGraw-Hill, 1960.

Fields, Ralph R. *The Community College Movement.* New York: McGraw-Hill, 1962.

Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr. *The Two-Year College: A Social Synthesis.* Englewood Cliffs, N. J.: Prentice-Hall, 1965.

Harlacher, Ervin L. *The Community Dimension of the Community College.* Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Carnegie Commission on Higher Education. *The Open Door Colleges.* New York: McGraw-Hill, 1970.

Bromley, Ann (ed.). *A Day at Santa Fe: A Discussion on the Major Issues Confronting America's Junior Colleges.* Gainesville, FL: Santa Fe Junior College, 1971.

Monroe, Charles R. *A Profile of the Community College.* San Francisco: Jossey-Bass, 1972.

Thornton, Jr., James. W. *The Community-Junior College.* 3rd ed. New York: Wiley, 1972.

Gleazer, Edmund J., Jr. *Project Focus: A Forecast Study of Community Colleges.* New York: McGraw-Hill, 1973.

Gleazer, Edmund J. Jr.. *The Community College: Values, Vision, and Vitality.* Washington, DC: American Association of Community Colleges, 1980.

Parnell, Dale. *The Neglected Majority.* Wasshington, DC: Community College Press, 1985.

Roueche, John, and George A. Baker, III. *Access and Excellence: The Open Door College.* Washington, DC: The Community College Press, 1987.

Fryer, Thomas W., Jr. and John Lovas. *Leadership in Governance: Creating Conditions for Effective Decision-Making in Community Colleges.* San Francisco: Jossey-Bass, 1991.

Eaton, Judith. *Strengthening Collegiate Education in Community Colleges.* San Francisco: Jossey-Bass, 1994

Griffith, Marlene, and Ann Connor. *Democracy's Open Door: The Community College in America's Future.* Portsmouth, NH: Boynton/Cook Publishers, 1994.

Huber, Mary Taylor. *Community College Faculty Attitudes and Trends, 1997.* Stanford, CA: National Center for Postsecondary Improvement, 1998. [Neither advocate nor critic, this study is descriptive.]

Schuyler, Gwyer (ed.) *Trends in community college curriculum.* San Francisco : Jossey-Bass, 1999.

Bers, Trudy H. and Harriot D. Calhoun (eds.) *Next steps for the community college.* San Francisco: Jossey-Bass, 2002.

Critics

Clark, Burton R. *The Open-Door College*. New York: McGraw-Hill, 1960.

Hutchins, Robert M. *The Conflict in Education in a Democratic Society.* New York: Harper and Brothers, 1963.

Jencks, Christopher, and David Reisman. *The Academic Revolution.* New York: Doubleday, 1968.

Cohen, Arthur M. *Dateline '79: Heretical Concepts for the Community College*. Beverly Hills, CA: Glencoe Press, 1969.

Birenbaum, William (ed.) *New Directions for Community Colleges: From Class to Mass Learning*. San Francisco: Jossey-Bass, 1974.

Zwerling, Steven. *Second Best: The Crisis of the Community College*. New York: McGraw-Hill, 1976.

London, Howard. *The Culture of a Community College*. New York: Praeger, 1978.

Vaughan, George B. (ed.) *New Directions for Community Colleges: Questioning the Community College Role*. San Francisco: Jossey-Bass, 1980.

Cohen, A. M., and F. B. Brawer. *The American Community College*. San Francisco: Jossey-Bass, 1982. Second edition, 1989.

Brint, Steven, and Jerome Karabel. *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985*. New York: Oxford University Press, 1989.

McGrath, Dennis, and Martin B. Spear. *The Academic Crisis of the Community College*. Albany: State University of New York Press, 1991.

Adelman, Clifford. *The Way We Are: the Community College as American Thermometer.* Washington, DC: U. S. Government Printing Office, 1992.

Dougherty, Kevin J. *The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College*. Albany, NY: State University of New York Press, 1994.

Grubb, W. Norton, et al., *Honored but Invisible: An Inside Look at Teaching in Community Colleges*. New York: Routledge, 1999.

[Additionally, many state agencies have published monographs describing a wide range of policy issues related to community colleges.]

English Studies Journals Publishing Scholarship by Two Year College Authors and About Two-Year College English

General

Chronicle of Higher Education
Community, Technical and Junior College Journal
Community College Review
Community College Times

Academic/Discipline-focused Journals

Association of Departments of English Bulletin
College Composition and Communication
College English
Community College Humanities Review
Composition Studies
Computers and Composition
Forum (Journal of Advanced Composition)
Journal of Basic Writing
Journal of Second Language Writing
Publication of the Modern Language Association
Research in the Teaching of English
Rhetoric Review
Teaching English in the Two-Year College
Writing on the Edge
The Writing Instructor
WPA: The Journal of the Council of Writing Program Administrators

Journals in Rhetoric and Composition listed at http://mason.gmu.edu/~bhawk/journals/links.html

Web-Based Journals

Basic Writing E-Journal [http://www.asu.edu/clas/english/composition/cbw/journal_1.htm]
Computers and Composition Online [http://www.bgsu.edu/cconline/home.htm]
Kairos [http://english.ttu.edu/kairos/]
Lore: An E-Journal for Teachers of Writing [http://www.bedfordstmartins.com/lore/]

State Journals

OATYC (Ohio Association of Two-Year Colleges)

Michigan Community College Journal: Research & Practice (published by Schoolcraft College, Livonia, MI)
Pedagogy Journal (New Hampshire Community Technical Colleges)

TYCA Regional Journals

inside english (ECCTYC/TYCA-Pacific)
TYCA-Southeast Journal
TYCA Midwest Messenger

Websites that Publish Scholarship by Two-Year College Authors And About Two Year College English

American Association of Community Colleges
Community College English [http://twoyearcomp.blogspot.com/]
Conference on College Composition and Communication
ERIC Clearinghouse
National Council of Teachers of English
Two-Year College English Association (TYCA)
TYCA Regionals

Darling, Charles. "Guide to Grammar and Writing" (Capitol Community College Foundation) http://ccc.commnet.edu/grammar/

Raufman, Lisa and Anita Colby, "The Instructional Role of the Two-Year College Learning Resources Center." http://www.libraryinstruction.com/lrc.html

Holladay, Sylvia "The Challenge to the Humanities in the Two-Year College: Going Beyond the Information Given," *ADE Bulletin*, (Fall 1986), 6-10. http://www.mla.org/ade/bulletin/n084/084006.htm

Reynolds, Mark. "The Intellectual Work of Two-Year-College Teaching." *ADE Bulletin*, 121 (Winter 1998): 37-40. http://www.mla.org/ade/bulletin/n121/121037.htm

[The latter two illustrate that many print resources can now be found on-line as well.]

U. S. Community Colleges listed by State http://www.utexas.edu/world/comcol/state/

Examples of Community College weblogs

Western Nebraska Community College blog [http://wncc.blogs.com/]

Northeast State Technical Community College blog
[http://cscilinux.northeaststate.edu/forums/]

Moraine Valley Community College library blog [http://www.morainevalley.edu/lrc/blogs.htm

Dissertations

This selected list came from interrogating the Dissertations Abstracts database with the key words "community college" and "writing," producing 439 responses. The first selections came from the first 100 (thus most recent) dissertations listed. The older selections came from the last 40 selections. While just suggestive, this list illustrates that much graduate research has been done on community college writing programs.

Haberman, Judith. *A study of computer technology in community college writing centers.* George Mason University, 2004, 294 pages.

Rochford, Regina A. *Effects of learning-style-responsive materials on underachieving remedial-writing students at an urban community college.* St. John's University, School of Education and Human Services, 2004, 113 pages.

Cress, Barbara Anne. *Persistence of underprepared community college students related to learning assistance center use.* Northern Arizona University, 2003, 209 pages.

Crews, Denise Marshall. *Influence of a community college developmental education writing course on academic performance and persistence.* University of Illinois at Urbana-Champaign, 2003, 146 pages.

Getz, Christine Margaret. *Application of brain-based learning theory for community college developmental English students: A case study.* Colorado State University, 2003, 261 pages.

Hall, Maureen Patricia. *Classroom as artists' studio/writers' guild: How one teacher created a community of trust in a developmental writing class in a community college.* University of Virginia, 2003, 143 pages.

Homan, Anneliese Marie. *Web-based versus traditional delivery: A study of two approaches in the teaching of English composition at State Fair Community College (Missouri).* Central Missouri State University, 2003, 73 pages.

Lazarus, Kathleen P. *A case study of a community college teacher: The relationship of her personal practical theories to her teaching practice.* University of Central Florida, 2003, 251 pages.

Soltis, Mary Louise. *The intersection of academic identity and literacy: Examining the conceptions of ability and literacy of underprepared college students.* University of California, Berkeley, 2003, 137 pages.

Bekas, Nicholas Joseph. *A case study of developmental writing students' interpretation of and response to instructor's feedback on their writing assignments.* University of Central Florida, 2002, 109 pages.

Bennerson-Mohamed, Theresa A. *An exploration of teachers' and African-American students' attitudes toward ebonics in a community college writing program.* State University of New York at Binghampton, 2002, 355 pages

Haines, Dana Lee. *A study of community college student attitudes related to service learning.* Baylor University, 2002, 104 pages.

Miller, Susan Kay. *Teaching writing at a distance: Exploring instructional decisions and learning perceptions.* Arizona State University, 2002, 252 pages.

Stephens, Catherine Hester. *An examination of the individual behaviors and perspectives of five developmental reading students within the context of a developmental reading program at a community college.* University of South Florida, 2002, 297 pages.

Gates, Suzanne Dena. *Increasing basic writers' thinking about and understanding of literacy through literacy-based service-learning.* University of California, Los Angeles, 2001, 250 pages.

Granville, Debra Maria. *Adjunct faculty integration in community colleges: A case study.* The University of Texas, Austin, 2001, 112 pages.

Nelson, Diorah Manry. *Collaboration, community and computers: A study of two computer classrooms.* University of South Florida, 2001, 237 pages.

Tagliareni, M. Elaine. *Understanding the meaning of experience for urban community college students: A phenomenological study.* Columbia University Teachers College, 2001, 164 pages.

Curry, Mary Jane. *Competing goals, competing discourses: ESL composition at the community college.* The University of Wisconsin, Madison, 2000, 292 pages.

Ethridge, Kathleen Cameron. *Texas Academic Skills Program: Predicting community college associate degree nursing student outcomes.* Texas A & M University - Commerce, 2000, 129 pages.

Harrell, Pamela Jenkins. *Factors associated with North Carolina community college English instructors' level of self-confidence in using computer technology and their perceptions about the effect of computer technology on quality of instruction.* North Carolina State University, 2000, 125 pages.

Speer, Thomas M. *Critical issues of English teaching in the two-year college: An ethnographic journey.* The University of Arizona, 2000, 341 pages.

Eanes, Linda Mae. *Teaching grammar to community college students using model writing and student writing.* George Mason University, 1999, 163 pages.

Gerlica, Reginald L. *The contested definition of basic writing students.* Wayne State University,

1999, 318 pages.

Luyt, Ilka. *Writing in the presence of others: Understanding the role of personal writing in a community college*. Queen's University at Kingston (Canada), 1999, 186 pages.

Quinones, Margaret Rose. *Building bridges: The PUENTE Project and its contributions toward the retention and ultimate success of Latino community college students (California).* University of California, Los Angeles, 1999, 82 pages.

Robinson, Michelle Lee. *A qualitative study of the survival strategies of Black community college graduates.* Columbia University Teachers College, 1999, 246 pages.

Crawford, James Emil. *Writing center practices in Tennessee community colleges*. East Tennessee State University, 1998, 260 pages.

Some Additional Sample Dissertations
(to convey the flavor of research emphases)

Lamb, Bill Henry. *The Prediction of Freshman Composition Grades at a Community College: A Correlational study Based on a Correlational Study Based on a Noncomputational Readablility Scale*. Kansas State University, 1984, 187 pages.

Paulsen, Katleeen East. *A Test of Two Strategies: Effects on Performance and Perceived Self-Efficacy of Students in a Community College Writing Skills Program (Subliminal Stimulation, Achievement, Imaging, Relaxation).* University of California, Santa Barbara, 1984, 179 pages.

Powell, Joyce Elaine. *The Effects of Sentence Combing on the Writing of Basic Writers in the Community College (Grammar, Remedial, Develolpmental).* East Texas State University, 1984, 225 pages.

Wright, Sandra,. *A Description of the Variance Between the Oral and Written Language Patterns of a Group of Black Community College Students*. Wayne State University, 1984, 212 pages.

Herbert, Mary-Alice Scurlock. *An Approach to teaching Writing Process for Basic Writing in Community Colleges.* Carnegie-Mellon University, 1983, 230 pages

Reinhardt, Alan Jeffrey. *Breaking Ground: A study in Interdisciplinary Writing at a Rural Community College*. Indiana Univrsity of Pennsylvania, 1983, 94 pages

Wiley, Willardean Smith. *A Descriptive Analysis of the Writing Performance and Progress of a Selected Group of High-Risk Students in Developmental English at a Two-Year State Community College*. The University of Tennessee, 1983, 170 pages

Bertch, Julie Rice. *Getting By: Basic Writers in the Community College*. Arizona State University, 1982, 338 pages.

Guttry, Lottie Lipscomb. *The Effects of Sentence Combining Exercises on Syntactic Fluency, Quality of Writing, and Standard Usage in the Writing of Community College Freshmen.* East Texas State University, 1982, 183 pages.

Henson, Darold Leigh, *A Data-Based Pedagogy of Rhetoric for Lower-Division Technical Writing.* Illinois State University, 1982, 239 pages.

Hurley, Paul Bishop, Jr. *The Correlation of Holistic Writing Scores with Standardized, Cloze, and Schema-related Reading Scores of Adult Community College Students*, Indiana University of Pennsylvania, 1982, 188 pages.

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Boyer, Ernest. *Scholarship Reconsidered: Priorities of the Professoriate* _Carnegie Foundation for the Advancement of Teaching Special Report. San Francisco: Jossey-Bass, 1990.

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"Considering Community Colleges: Advice to Graduate Students and Job Seekers." *Profession 2003*, 167.

Costanzo, William V. *Double Exposure: Composing through Writing and Film* . Portsmouth: Boynton, 1984.

-------.*Reading the Movies*. Urbana, Ill.: NCTE, 1992.

------. *Great Films and How to Teach Them*, Urbana, Ill.: NCTE, 2005

Cowan, Gregory, and Elizabeth Cowan. *Writing*. New York: Wiley, 1980.

Creel, Gil, Michael Kuhne, and Maddie Riggle. "See the Boal, Be the Boal: Theatre of the Oppressed and Composition Courses." *Teaching English in the Two-Year College* 28 (2000): 141-56.

Cross, Randy K. *The* Forge. By T.S. Stribling. Tuscaloosa: U of Alabama P, 1985.

------. Introduction. *The Store*. By T.S. Stribling. Tuscaloosa: U of Alabama P, 1986.

------. Introduction. *Unfinished Cathedral*. By T.S. Stribling. Tuscaloosa: U of Alabama P, 1986.

Cross, Randy K., and John T. McMillan, ed. *Laughing Stock: The Autobiography of T.S.*

Stribling. Memphis: St. Lukes, 1982.

Dees, Robert. *Writing the Modern Research Paper*. 4th ed. New York: Pearson, 2003.

Grubb, W. Norton, et al., *Honored but Invisible: An Inside Look at Teaching in Community Colleges*. New York: Routledge, 1999.

Gillespie, Sheena, Terezina Fonseca, and Carol A. Sanger. *Literature Across Cultures*. Fourth edition, New York: Longman, 2005.

Hacker, Diana. *The Bedford Handbook,* sixth edition, New York: Bedford Books, 2001

Hulsey, Keith (puma.kvcc.edu/Midwest).

Lovas, John C. *Experiences: The Reader for Developing Writers*. New York: HarperCollins, 1996.

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Madden, Frank. "Crossing Borders: The Two Year College." *College English* Vol. 61, No. 6, July 1999, 721-30.

------. *Exploring Literature: Writing and Thinking about Fiction, Poetry, Drama, and the Essay.* second edition, New York: Longman, 2004.

Maher, Jane. *Mina Shaughnessy: Her Life and Work*, Urbana, Ill.: NCTE, 1997.

Marek, J.E., "Scholarship Reconsidered Ten Years After and the Small College. *Profession 2003*: 44-54.

Murphy, Sean P. "Improving Two-Year College Teacher Preparation: Graduate Student Internships." TETYC, (March 2001): 259-64.

Noell, Laura K. "Scholarship, Textbooks, and Mythology." *Teaching English in the Two Year College* 32.1 (2004): 7-13

Oehler, Paul. "A Discography of American Literature Set to Music—Part II." *Teaching English in the Two-Year College* 26 (1998): 25-28.

------. "I Sing the Body Electric: A Selected Discography of American Literature Set to Music." *Teaching English in the Two-Year College* 21 (1994): 309-16.

Parilla, R.E. "Scholarship in the Community College: A President's Perspective." In *Enhancing Teaching and Administration through Scholarship. New Directions for Community Colleges.* G.B. Vaughan and J.C. Palmer, eds. (1991): 49-58;

Pickett, Nell Ann., Ann Laster, Katherine E. Staples, *Technical English: Reading, Writing, and Speaking,* eighth edition. New York: Longman: 2001.

Roth, Audrey J. *The Research Paper: Process, Form, and Content.* 8th ed. Belmont: Wadsworth, 1999.

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Slevin, James. "Keeping the University Occupied and Out of Trouble." *Profession 2002* New York: MLA, 69.

Sommers, Jeffrey <http: www.carnegiefoundation>

Sotiriou, Peter Elias. *Reading to Write: Composition in Context.* Boston: Heinle & Heinle, 2002.

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Thomas, Katherine M., and Linda Karsten Spoelman. "Caribbean Women's Voices Speak Two-Year College Students." *Teaching English in the Two-Year College* 26 (1999): 388-392.

Troyka, Lynn. (with Douglas Hesse) *Simon and Schuster Handbook for Writers*, sixth edition. Upper Saddle River, N.J.: Prentice-Hall, 2005.

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Wilson, Smokey. "Acts of Defiance (and Other Mixed Messages): Taking Up Space in a Sub-Collegiate Course." *Teaching English in the Two-Year College* 24 (1997): 291-303.

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Respectfully submitted by the committee:

Frank Madden, Westchester Community College, New York, Chair.

John Lovas, De Anza College, California

Susan Miller, Mesa Community College, Arizona

Mark Reynolds, Jefferson Davis Community College, Alabama

Peter Sotiriou, Los Angeles City College, California

Howard Tinberg, Bristol Community College, Massachusetts

Marilyn Valentino, Lorain Community College, Ohio

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

A Summary of a Draft of the Document Prepared by TYCA 04/04

The Two-Year College English Association, a member of NCTE, is drafting a document to give guidelines for a strong academic preparation of two-year college faculty to administrators who hire teachers at two-year institutions, to university faculty who offer graduate courses or are engaged in training future two-year teachers, and to graduates who want some direction in deciding appropriate courses. The document is organized around the following two questions. A bulleted summary of the document is below.

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

We describe ourselves in the document as:

- teachers who are reflective of practices and flexible teacher/scholars
- teachers whose classrooms are student-centered
- teachers who understand diversity and teaching to diverse ethnic, economic, and ability populations
- teachers who challenge our students
- teachers whose lessons are grounded in theory and research
- teachers who collaborate with colleagues in developing curriculum
- teachers who actively serve their colleges and their communities
- teachers who read journals, attend conferences, do research, and publish.

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

Undergraduate Degree: Bachelor's in English

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

1. western and non-western literature, including literary theory
2. grammar and linguistics
3. writing (including expository writing, creative writing, technical writing, writing in the disciplines)

Additional courses recommended in:

- teaching writing (including courses in basic writers, bilingual/bicultural writers)
- teaching reading
- the adult learner

- curriculum

Graduate Work: Master's Degree in English or English Education

The Master's Degree should include:

1. in-depth courses in the **core group (1-3 above)**

2. Other coursework in:

   - theories of learning, including basic writers and literacy for adult learners
   - composition theory and pedagogy
   - rhetoric and rhetorical theory
   - reading and literacy
   - bilingual/bicultural, ESL education
   - computer-mediated learning and digital environments
   - research methods

Suggested electives are diversity, WAC, Writing Centers, and classroom assessment.

Further Graduate Studies and Faculty Development

Further faculty development, which may involve doctoral work, should include:

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

Adjunct Faculty

Since much of the teaching of composition is taught by adjunct faculty, they should have an MA in English with coursework in Composition Theory or the Teaching of Writing, or experience with the National Writing Project, Writing Centers, 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.

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

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

Jo Ann Buck, Ph.D., Guilford Technical Community College, North Carolina--Chair
Sallyanne H. Fitzgerald, Ed.D., Chabot College, California—Past Chair
Yulanda McKinney, Monroe Community College, New York
Jude Okpala, Ph.D., Howard Community College, Columbia, Maryland
Leslie Roberts, Oakland Community College, Michigan
Marilyn Valentino, Ph.D., Lorain County Community College, Ohio
Xiao Wang, Ph.D., Broward Community College, Florida

Statement of Purpose

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

The audience for these guidelines includes professionals at all levels:

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

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

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

A recent study from the U.S. Department of Education reports that almost two-thirds (64.9%) of faculty in two-year colleges are now adjunct. In English departments, the profile may include M.A. or Ph.D. graduates in composition or literature, high school English retirees, professional writers, or professionals from related fields. While research to date has examined adjunct faculty working conditions, matters of academic preparation and currency of these professionals have not been fully addressed. Clearly, these concerns must become paramount if two-year colleges are to continue to offer a bright educational gateway for all students.

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

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

Changes in Theory and Praxis in English

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

A shift from writing as product to writing as process is one such change. In the 1970s, psychologists moved from a stimulus/response view of cognition to a processing one. At about the same time, both writing and reading theory changed to "process" theory in which the writing process itself became the focus of composition, and the reading process offered ways of thinking about how students learn to read and use what they learn. These changes prompted significant revisions, among others, in classroom practices of writing assessment.

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

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

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

It is worth noting that The National Council of Teachers of English has published significant books and position statements over the years to reflect and respond to changes in current theory as these have affected the profession at large. One such early work, Students' Right to Their Own Language (1974), offered a view of language that the field has continued to debate: 1) a student should be encouraged to use the language that fits the context; 2) a student's home language should not be denied but should be used in an appropriate context while standard (today, *standardized*) written English continues as the language for academic writing. In addition, NCTE position statements advocated that graduate English departments provide "education in basic pedagogical skills through formal programs, internships, and other comparable experiences (1973), as well as teacher education programs that prepared "teachers to work with students from diverse language and dialect backgrounds (1974). Nearly thirty years later, NCTE statements on teaching second and other language learners, the preparation and professional development of teachers of writing, and a revised view of the teaching of grammar reflect further changes in the profession.

As all these theories developed in the profession, not all practicing teachers were aware of or in support of the changes. Nonetheless, scholars and researchers continued to

publish, and graduate students were frequently trained in theories that were not practiced in the actual classrooms where they might wish to teach. This disjunction between what was becoming theory in the profession and what was actually being used in the classroom was exacerbated by the lack of a set of standards for expectations across the country.

This document seeks to offer some suggestions to help ameliorate the situation while at the same time suggesting ways that training for new teachers might reflect current and changing theories in teaching.

Our recommendations are intended to reflect the classrooms and theories now in place; we do not expect that these will be solidified. Indeed, we hope that great discussion will result and that, as research reveals new ways of teaching and learning, this document will be continually updated and revised. Therefore, we see these guidelines as a living document that will change as the profession changes. We do, however, believe that the profession needs to have a consistent voice about what we expect in training and philosophy in newly hired, full and part time teachers. While different states require different academic credentials, which this document does not expect to regularize across the country, we hope to establish broad parameters that will be consistent for all two-year colleges.

Changes in Student Populations

In the middle of the twentieth century, a movement began to combine two-year preparatory or junior colleges with technical colleges to create the public community college. Most of these institutions, locally controlled and supported, also addressed community needs, such as non-credit educational opportunities. In their different roles,

two-year colleges, both public and private, have attracted and served different student populations, which have become even more diverse over time.

Especially in two-year colleges, students represent a range of age groups, social and economic backgrounds, racial, ethnic, and international groups, and levels of academic and physical ability—all requiring flexibility in curricula and in teaching. The U.S. Department of Education 1997 survey of two-year colleges reveals that nontraditional students (22 years +) make up 59.9% of all enrolled while those under 18 years represent 3.8%. Women rank as the slim majority at 57.4%.

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

Besides these groups, students with documented disabilities are more likely to be older (average age 30) and enrolled in public two-year institutions (32% versus 25% in four-year institutions), according to the 1995-96 National Postsecondary Study. Within that cohort group, up to 9% of first-time freshmen have documented disabilities (Hebel A19), including physical, learning, and psychological disabilities, which often require special teaching strategies and accommodation. And, this figure does not account for the many undiagnosed students who sometimes self-disclose traumas, abuse, or mental illness to their writing instructors in their journals.

It is incumbent upon professors to become knowledgeable about the many needs and issues facing the diverse pool of students who, in increasing numbers, are different

from the predominantly white, middle class eighteen-year-olds earlier dominating higher education. For example, many students from lower economic backgrounds, especially older students, have more responsibilities when pursuing higher education, with jobs, home, childcare, and transportation, and they often suffer from a lack of self-confidence and adequate emotional and academic support. These factors certainly can interfere with their success in college classes. In addition, those who are first-generation college students, including many ESL students, can place themselves in academic jeopardy because they may be unaware of college and social expectations. In fact, students across backgrounds who enter the "open door" are often underprepared academically. To prevent the "open door" from becoming a "revolving door," two-year college teacher-scholars have to know their students at least as well as they know their field of study and be prepared to adapt instruction accordingly. Research has shown, for example, that students generally defined as "nontraditional" often respond more to self-directed learning projects with optional assignments and individual attention. Adult learners and women have been found to succeed in an instructional climate that is more collaborative, modular, and problem-centered (Cross).

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

Guiding Principles

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

Our interviews with colleagues nationwide who have been recognized by their peers as highly effective teacher-scholars have confirmed our own experience that effective community college English teachers exhibit the following characteristics:

- They are reflective teachers. They think about their own ways of learning so that they approach each class with a belief that others too can learn if teachers just offer them ways to do that. Before, during and after their classes, these teachers examine what has been successful and what has not helped students to learn, and then they modify what they do in the next class.
- Their classrooms are student centered, not teacher centered. In this they involve the students in the learning process through a variety of approaches from group work to debates to group projects to individual presentations.
- They are flexible not only in their teaching approaches but in the different roles they are asked to play--from teaching a developmental course to designing an honors curriculum. They can adapt their teaching style to serve different types of learners in a variety of learning situations.
- Because they respect their students as learners, they treat students with consideration. They bring to their classrooms an understanding of diversity in

all its manifestations—from racial and ethnic diversity to differences in gender and age to diversity in economic background to differences in learning style.

- Their lessons are grounded in research and theory, and they are able to teach theoretical concepts through practical applications. They challenge their students to think beyond the obvious, and they build assignments that will do that. They understand the necessity of providing students with clear guidelines and of following through with what they have promised in those guidelines. They collaborate with their colleagues on and off their campuses in developing curriculum as well as in sharing assignments and approaches to teaching.
- They continue to grow and learn themselves so that they can model for their students ways of reading and writing successfully. To provide new ways of learning, they familiarize themselves with technology, using it not only for their own research but also as a resource for teaching.
- In every way they are professionals—from employing professional expertise in their curricular choices and pedagogy to participating in professional organizations and conferences to reading and contributing to professional journals in the field. They participate in an on-going dialogue with other teacher-scholars and reflect in their classroom teaching their awareness of new theories and practices.

In order to prepare such teachers for future roles in two-year colleges, we believe that graduate programs in English should not be limited to studying literature, although literature is essential to a well-balanced program. We therefore offer some suggestions of

ways that graduate programs can enhance skills their students gain while in their programs and beyond those when they become our teachers.

Formal Preparation

Because two-year college English faculty may teach a broad range of courses and a diverse student population, we recommend a well-balanced undergraduate degree with a major in English. We suggest that the undergraduate major should provide students with a foundation constructed from an interdisciplinary approach, incorporating areas of composition and rhetoric, linguistics and grammar, research methodologies, theories of writing and literature, and literatures of the western and non-western world. We propose that the undergraduate major gain a broad base in these areas as well as in allied areas such as oral communication, history, and humanities. In addition, a major who hopes to teach in the community college would be wise to take courses in teaching reading and writing as well as in teaching the adult learner and understanding and responding to curriculum issues.

Building upon this broad undergraduate degree, a future two-year college English teacher should seek graduate degree programs that include *in-depth* courses in the areas recommended above for undergraduate study, with particular emphasis at the graduate level on the teaching of writing. The candidate should become thoroughly familiar with theories undergirding writing and literature, with research methodologies, with classroom management practices (including how to build a syllabus and organize assignments), and with theories of learning, especially those that inform adult literacy. With the increasing student diversity projected in community colleges, emphasis on bilingual and bicultural

education will be essential. Furthermore, coursework in educational psychology, history of the community college, and modern methods and materials for teaching in the two-year college will prove valuable. Additionally, skills need to be developed in using technology-mediated instruction, in developing strategies for teaching non-native as well as diverse native speakers of English, and in assessing both writing and classroom instruction. Especially helpful are programs that offer their students opportunities to gain both practical and theoretical knowledge in writing centers, service learning, and distance learning, as well as programs that foster an understanding of programmatic and classroom research so that their graduates will be able to assess and evaluate curriculum and contribute in significant ways to the scholarship of teaching. Future two-year college teachers should keep in mind the goal of becoming a scholar-teacher and should take courses in research including ethnographic research as well as other modes, including statistical analysis.

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

theory and praxis and to provide graduates with both breadth and depth in the field. One of the best ways for students to learn about teaching in a community college environment is for them to complete teaching internships. Some four-year institutions around the country have partnered with two-year colleges to provide internship opportunities for a semester, with two-year English faculty members serving as mentors.

Because *traditional* graduate programs heretofore privileged in the academy have not well served the needs of most two-year college teacher-scholars, prospective two-year college teachers of English are encouraged to lobby for change in institutions where "reformed" graduate programs are unavailable. Masters and doctoral degree-granting institutions are encouraged to seek collaborations with two-year colleges in designing such programs. And two-year colleges preparing to announce openings in English are advised to make clear in their advertisements not only a degree requirement or preference but the *type* of educational experience and professional development that are important. In formulating such statements, two-year colleges may wish to consider evidence of excellent teaching, balanced curriculum, and appropriate scholarship, which degree status alone may not measure. Schools should be aware that worthy candidates well suited for two-year college teaching and scholarship may also be found among those who hold additional degrees in a related discipline (reading, foreign languages, humanities, etc.) and/or significant career experience in a field closely linked to the teaching of writing (journalism, technical writing, law, etc.). Pivotal, of course, to a college's success in attracting the best applicants is the time, space, and economic support the college is willing and able to provide for ongoing professional development.

A Framework for On-Going Professional Development

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

- A two-year college teacher-scholar of English should show understanding and appreciation of a broad range of professional issues, such as politics in higher education, issues of language policy, the relationship between two-year and four-year colleges, and such institutional issues as student advising and credit transfer systems.

- A two-year college teacher-scholar of English should be an active member of English professional organizations, conducting research to enhance his/her teaching, participating actively in academic conferences and publishing opportunities, and engaging in professional and community service to further the growth of the academy.

- As teaching is the main focus of two-year colleges, a teacher-scholar of English should be competent in the following:

    - Course development
    - Course evaluation
    - Teacher evaluation
    - Self-evaluation
    - Syllabus writing
    - Active learning strategies
    - Teaching with technology
    - Team teaching and cross-disciplinary pedagogy
    - Assessment
    - Distance learning

- A two-year college teacher-scholar of English should develop an awareness of differences in learners and learning styles. Because traditional within two-year colleges are students often defined in the literature of the academy as "non-traditional," including "students with disability," two-year college English teacher-scholars should be able to develop, apply, evaluate, and modify teaching techniques to promote active learning for all.

- A two-year college teacher-scholar of English should develop an awareness of workforce expectations, especially soft skills (responsibility, team work, adaptability, information processing, and, of course, communication). With the emphasis on preparing students for employment at most two-year colleges, it is vital to learn about local businesses and industries and establish relationships with local business leaders. Since research suggests that employees with effective written and oral communication skills are desired by potential employers and earn more promotions than their less-skilled colleagues, English faculty are in a pivotal role to support students' success.

- A two-year college teacher-scholar of English should have a teaching philosophy that can be clearly articulated and verified through a teaching portfolio or other exhibition of his or her practices.

Qualifications for adjuncts should be the same as those expected for full time faculty members. The minimum qualification for adjunct faculty teaching English should be an M.A. in English with evidence of background in composition theory and experience in the teaching of writing (as experience with the National Writing Project). Formal mentoring of new adjunct faculty should be mandatory.

For adjunct faculty without recent coursework in composition theory, English departments should provide opportunities for teacher development within the institution or should offer partial tuition reimbursement. These include noncredit workshops during the year as well as formal coursework in composition theory, grammar, methods of assessment, reading, ESL, and distance learning.

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

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

Development and Implementation of these Guidelines

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

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

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

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

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

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

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Committee Reporting: TYCA Research Initiative Committee

To: The Executive Committee of the Two Year College Association

Report Author: Jody Millward, Chair

Date of This Report: November 7, 2004

Members Present at Last Committee Meeting:

1. Jody Millward, Chair
2. Gregory Shafer, Co-Chair
3. Diane Fallon

Date of Last Meeting: March 2004 – November 2004, On-line Meetings

Work Completed Since Last Report:
Summary: The Committee has created a CCCC Panel of the seven TYCA Regions. Speakers will present a summary of challenges in their respective regions. The Committee has also received a grant from CCCC to support a survey of two-year colleges; the survey is separate from the panel presentations, but results may be ready for distribution by March. The intent of the panel is to provide a general summary; the grant will provide data in three specific areas—assessment, writing across the curriculum, and digital literacies. In addition, the TYCA Executive Board has solicited volunteers to serve as resources for their regions.

The proposals for each effort are included below.

1. CCCC Panel Proposal (Accepted): "Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College"

Description of Session: Speakers will highlight challenges and effective practices in the seven TYCA regions and analyze how transformations in higher education are affecting access, success, and praxis in the two-year college.

Title for each Presentation: "Changes in Higher Ed: Key Challenges, Successful Programs, and Effective Practices of TYCA _____ Region"

Presenters: Patrick Sullivan, Northeast
Donald Andrews, Southeast
Gregory Shafer, Midwest
David Lydic, Southwest
Joanna Tardoni, West
Eva Payne, Pacific Northwest
Mark Snowhite, Pacific Coast

This panel is intended to provide an overall view, a summary, of key issues in each Region. The rationale submitted to CCCC follows:

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" (*Politics of Writing in the Two-Year College* vi). Historically, the two-year college has served first generation, linguistically and ethnically diverse, reentry, working class, economically displaced, vocational 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 our budgets. Yet, as Tinberg argues, two-year colleges are viewed (constructed) as the "borderland between high schools and universities . . . academia and the workplace." This panel proposes to shift the two-year college to the center.

To do so, we must become better acquainted with ourselves, our students, and the unique contexts in which we work with readers and writers. Attendees will receive handouts documenting 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 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) and highlight effective programs and practices of their respective regions. Each of the seven has agreed to limit his/her presentation to allow for audience response; if desired, discussions will be continued on-line.

For too long, too many two-year faculty have felt isolated in an academic sphere that is dynamic. Our purpose is to define the shared concerns brought about by the shifting constructs of two-year college teaching as we document the transformation of higher education by forces outside and inside the classroom. To cite but one example, a deeper understanding of the current legislative and media construct of our institution as a "cost-effective educational resource" impels us to revision not only access issues, but our explorations 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 access equals success, "our aim should not be ...'functional literacy,' but critical literacy," which promotes "understanding and control of" the contexts in which we operate (Apple, *Official Knowledge* 44). This project is a necessary first step to forming cross-institutional partnerships that will move our faculty and our students from the borderland to the center and make each of us more forceful in our classroom, on our campuses, in our states, and in our profession.

2. The TYCA Research Initiative Committee received a grant from *"The CCCC Research Initiative: Composition, Rhetoric, and Literacy—What We Know, What We Need to Know"*

Our focus: To design, distribute, and analyze a survey of two-year college composition programs. The survey will provide data on the variety of programs offered and identify effective practices and on-going challenges in three critical areas: placement and assessment, emerging literacies, and writing across the disciplines. This data will help to clarify how two-year college composition programs meet the demands of their multiple missions (including transfer, vocational, retraining, and life enrichment) and provide a foundation for large grant proposals and public policy decisions. We will utilize the TYCA national list serve and website and *TETYC*, as well as the seven TYCA regional list serves, websites, journals, and conferences to promote and distribute the survey and to disseminate the results.

3. TYCA Officers and Executive Board Members promoted the distribution of the survey at their Regional Conferences;

Summary of Current Activities:

1. Jody Millward is working with Andreea Serban, Santa Barbara City College's Institutional Researcher to draft the survey. The Committee will revise the survey prior to the TYCA Executive Committee Meeting at NCTE's November Convention in Indianapolis. Millward will distribute the survey to TYCA Executive Committee members who will fill out the survey, make suggestions for revision, and return to Millward by December. The Committee will revise the survey again; Millward will meet with S.B.C.C.'s Institutional Researcher for final revisions. Santa Barbara City College will post the survey online. Distribution will be on-line and will begin in late January. In the grant, the Committee described the process as follows: "TYCA's grassroots structure (with seven geographical regions, each with its own Executive Committee, conference, and list serve) provides us with an on-line venue for distribution. To insure the project's success, we will divide the responsibility of overseeing survey returns: Millward--Pacific Coast TYCA, TYCA West, and TYCA Northwest; Shafer--TYCA Midwest and TYCA Southwest; Fallon-- TYCA Northeast and TYCA Southeast. In addition, we will request that *TETYC* and the Regional Journals announce and promote the survey through their publications, conferences, and list serves. Volunteers from our regions will be contacted to insure that their colleges return the survey."
2. Gregory Shafer is attending the CCCC Research Initiative Workshop as our representative at the NCTE November Convention.
3. The Committee is working to update the TYCA Fact Sheet, and would like to contact volunteers as resources for this aspect of the project.

Projected Completion Date of Activities: November 2005

Recommendations from the Committee to the Executive Committee:

TYCA CCCC's Panel:

1. Consider devoting TYCA Talks (or at least a portion of it) to continuing conversations begun at this session.
2. Consider posting papers from this panel on national and regional TYCA Websites.
3. Consider publishing edited versions of these papers in TETYC

TYCA Survey:

1. Consider expanding the Committee to include at least one person from each region, more if interest arises
2. TYCA Executive Committee advise committee on distribution methods.
3. Publish results on national and regional TYCA Websites.
4. Consider establishing discussion threads across Regions based on three areas of investigation outlined in grant.

Date of Next Meeting: On-going, on-line meetings through March 2005.

TYCA Webtender's Report

To: TYCA Executive Committee
From: Mike Matthews
Date: November 2004
Location: NCTE Convention

Introduction

As the first TYCA webtender, beginning in the summer of 2004, I have read, printed and reviewed the TYCA web pages, which are reached at www.ncte.org.

One finds the TYCA web pages by selecting "College" on NCTE's main page and selecting "TYCA" on the college page. These pages and the TYCA main page are designed by NCTE.

TYCA Main Page

The TYCA main page has six sections: (1) TYCA Regionals, (2) Featured Information, (3) Regional and National Conferences, (4) Leadership Opportunities, (5) Recommended Resources, and (6) INBOX News.

Observation 1: All of these sections have subheadings with additional links except the most important one: TYCA Regionals. One has to click on this link to go a list of the seven TYCA regionals. I would like to see the regionals listed on the TYCA homepage.

Observation 2: Under "Regional and National Conferences," one selects "TYCA Regional Conventions" to receive a list of the regionals and to contact their websites for more conference information. In addition, under "Featured Information," the "TYCA NW Conference" has a link. The duplications and the imbalance of regionals through features seem unnecessary. I would like to see the TYCA main page simplified.

TYCA Northeast

The TYCA Northeast main page features attractive color leaf images, an explanation of TYCA, reasons to join TYCA, and the following links: (1) About TYCA Northeast, (2) Upcoming Conference, (3) Previous Conferences, (4) TYCA NE Newsletter, (5) Links of Interest, and (6) National TYCA Web Site.

TYCA Southeast

The TYCA Southeast main page features the TYCA national map logo, lists the purposes of TYCA-Southeast, and provides nine TYCA Southeast links and four National TYCA links. The TYCA Southeast links include (1) TYCA-SE Conference 2005, (2) TYCA-SE Officers, (3) State Representatives, (4) Membership, (5) TYCA-Southeast Journal, (6)

Elections/Nominations, (7) Institute in Technical Communication 2004 Update, (8) TYCA-SE 2002 Conference Handouts, and (9) Forums.

TYCA Midwest

The TYCA Midwest main page features conference photographs, a brief description of TYCA, and four links: About TYCA, 2004 Peoria Conference, Newsletters, and Other Links. "About TYCA" has seven links: (1) What Is TYCA-Midwest?, (2) Join TYCA-Midwest!, (3) My Midwest Representative, (4) From the Chair of TYCA-Midwest, (5) Midwest Messenger, (6) Future TYCA Conferences, and (7) Photos of Past Events. "2004 Peoria Conference" offers nine links: (1) Conference Program, (2) Call for Proposals, (3) Registration Forms, (4) Conference Overview, (5) Keynote Speakers, (6) Adjunct Submissions Contest, (7) Adjunct Faculty Past Award Winners, (8) Purchase of TYCA-Midwest Pins!, and (9) About Peoria, IL.

TYCA Southwest

The TYCA Southwest main page features a map of the TYCA Southwest region, TYCA 2004 conference information, a PDF of the conference flier that links to the April 2004 newsletter, and ten links: (1) About TYCA-SW Conference, (2) Current Newsletter, (3) Membership, (4) Leadership 2003-2004, (5) Position Statements, (6) Jobs, (7) Archived Newsletters, (8) Awards, (9) Cool Links (10) Contact Us.

TYCA West

The TYCA West main page features a map of the TYCA West region, links to seven conferences from 1999 through 2004, a message from the president, links to four newsletters from 2000 to 2002, affiliate links, and headings about joining and National TYCA. The first link shows the complete 2004 conference program, which provides a link to the regional executive committee members.

TYCA Pacific Northwest

The TYCA Pacific Northwest main page features a mountain logo, mission and conference statements, a section about the 2004 conference, and six links: (1) conferences, (2) regional executive committee, (3) membership, (4) resources, (5) site map, and (6) the Linn-Benton Community College website.

TYCA Pacific Coast (ECCTYC)

The TYCA Pacific Coast main page features the English Council of California Two-Year Colleges (ECCTYC) logo, an explanation of ECCTYC, and 15 links: (1) Introduction, (2) About ECCTYC, (3) Announcements, (4) Board Members, (5) Conferences, (6) ECCTYC Discussion Forum, (7) inside english, (8) Job Postings, (9) English Profession Web Sites, (10) Membership, (11) Minutes (of six past board meetings), (12) Position Statements and Publications, (13) 2003 Directory, (14) ECCTYC Merchandise, and (15)

Advertising Opportunities. (This web site has the most extensive number of pages to print.)

Observations

1. Each regional web site has its own distinctive look and sections; no two sites mirror each other, except for a few similar headings. These web pages reflect the uniqueness of each region.

2. As can be expected, some links do not work and some sections need updating, but for the most part, the regions fulfill the goals of presenting their purposes and marketing their conferences.

3. I am impressed with and informed by all the regional web sites and congratulate each region on its achievements.

Questions

1. What can we learn from the variations in the regional web pages to provide vision for their future development?

2. How effective are the websites now for the particular regions?

3. How could the websites be more effective in serving current members and in recruiting new members for both regional and National TYCA?

4. How can the websites become more interactive?

5. Should the regional web managers meet yearly, maybe at CCCC, to share ideas for improving the web sites, or would online meetings be more effective?

TYCA Committees

As of 4/1/04

Standing Committees	Term	Charge & Start Date	Progress to Date	Further Work/ Budget Requests Recommendations	Projected Completion
Nominating Committee Chair: Jody Millward 7 Regional Reps	04-05	TYCA nominations NCTE nominations CCCC nominations			
Nell Ann Pickett Award Chair: John Lovas Frank Madden Louise Bown	04-05 03-05 04-05	Choose outstanding teacher "whose vision and voice had a major impact" on professionalism.			
Outstanding Programs Award Chair: Gwen Gresham Linda Isles Jones Deborah Wilson Sheldon Wrice Lois Powers, ex-officio	03-05 04-05 04-05 04-05	Honor two-year college teachers and outstanding English programs.			
Public Image Committee Chair: Sterling Warner Barbara Cooper Janet Henderson Don Holt Mike Matthews Bill Swanson	03-05 04-05 04-05 04-05 04-05 04-05	Publicly acknowledge the best and worst mentions of two-year college in any media.			
TETYC Best Article of Year Award Chair: Carolyn Calhoon-Dillahunt Iris Gribble Neal Alexis Nelson Joanna Tardoni	03-05 04-05 04-05 04-05	Choose best article from the journal for the year.			
TYCA Breakfast at CCCC Christine Jennings	04-05	Plan and host TYCA breakfast.			

TYCA Committees

Webtender Mike Matthews	04-07	Provide vision for development of TYCA Website; solicit ideas, features; create web strategies to respond to critical issues			
Ad Hoc Committees					
Guidelines for the Preparation of the Two-Year College English Teacher Chair: Jo Ann Buck Sally Fitzgerald Yulanda McKinney Jude Okpala Leslie Roberts Marilyn Valentino Xiao Wang Mark Reynolds, Reader	00-04 02-04 04-05 04-05 04-05 04-05 02-05 04-05	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 Susan Miller Mark Reynolds Peter Sotiriou Howard Tinberg Marilyn Valentino	03-05 03-05 03-05 03-05 03-05 03-05	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, Lee Herrick Elizabeth Butts Mike Matthews Jane Wagoner	03-04 03-04 03-04 03-04				
Research Initiative Co-Chairs: Jody Millward, Greg Shafer Dianne Fallon	03-05 04-06				

TYCA Committees

TETYC Editor Search Committee Eric Bateman, Chair Don Andrews Sheldon Wrice	 04-05 04-05 04-05	3/2004			
By-laws Reviews Chair: Leslie Roberts	04-05	3/2004			
NCTE/CCCC Committees					
Research Forum Patrick Sullivan	03-05				
National Alliance Marilyn Valentino	03-05				
College Forum Sheldon Wrice	03-05				
National Writing Commission Jody Millward	04-05				
NCTE Leadership Development Marilyn Valentino	04-05				
CCCC Mentoring Committee Marilyn Valentino	04-05				
CCCC Assessment Committee Larry McDonell	04-05				

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 associationin 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. Not withstanding 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: Revised

Marilyn Valentino (2002-2005) **Chair (2003-2004)** *Preferred Address*: Lorain County Community College 1005 N. Abbe Rd. Elyria, OH 44035 **Office:** (440) 366-7103 **Fax:** (440) 366-4663 mvalen@lorainccc.edu 86 Hickory Hollow Dr. Amherst, OH 44001 **Home**: (440) 985-1765	**Sharon Mitchler (2003-2007)** **Associate Chair (2003-2004)** *Preferred Address:* Centralia College 600 W. Locust Centralia, WA 98531-4099 **Office:** (360) 736-9391, ext. 405 **Fax**: (360) 330-7502 smitchler@centralia.ctc.edu 3231 Skooter Ln NE Olympia, WA 98506 **Home:** (360) 412-1822 smitchler@comcast.net
Jody Millward (2001-2004) **Past Chair (2003-2004)** *Preferred Address:* 5213 San Simeon Drive Santa Barbara, CA 93111 **Home:** (805) 683-2478 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	**Sandie McGill Barnhouse (2002-2005)** **Secretary (2002-2005)** *Preferred Address:* 5119 Witham Passage Charlotte, NC 28215 **Home**: (704) 598-3505 **Fax:** (704) 598-4415 barnhouse111@aol.com Rowan Cabarrus Community College P.O. Box 1595 Salisbury, NC 28145-1595 **Office:** (704) 788-3197 x520 **Fax:** (704) 788-2168 Curriculum office
Marsha Nourse (2004-2007) **Northeast Representative: Newly Elected** *Preferred Address:* Dean College English Department Franklin, MA 02038 **Office:** (508) 541-1745 **Fax:** (508) 541-1922 mnourse@dean.edu 70 Nourse Street Westboro, MA 01581 **Home:** (508) 366-9891 **Fax:** (508) 541-1900	**Sally Fitzgerald (2001-2004)** **Pacific Coast Representative** *Preferred Address:* Vice President, Instruction Napa Valley College 2277 Napa-Vallejo Highway Napa Valley, CA 94558 **Office:** (707) 253-3057 sfitzgerald@napavalley.edu 2326 Stonehouse Dr. Napa, CA 94558 (707) 226-6349

Eva Payne (2003-2006)
Pacific Northwest Representative

Preferred Address:
3230 NW 60th St.
Corvallis, OR 97330
Office: (503) 589-7827
epayne1@chemeketa.edu

Chemeketa Community College
4000 Lancaster Dr. NE
PO Box 14007
Salem, OR 97309

Christine Jennings (2003-2006)
Southeast Representative

Preferred Address:
Tidewater Community College
1700 College Crescent
Virginia Beach, VA 23453
Office: (757) 822-7145
cjennings@tcc.edu

2941 Wood Duck Drive
Virginia Beach, VA 23456
Home: (757) 426-7295
Fax: (757) 427-0327

Gwen Gresham (2003-2006)
Southwest Representative

Preferred Address:
North Arkansas College
1515 Pioneer Drive
Harrison, AR 72601
Office: (870) 391-3316
Fax: (870) 391-3250
gweng@northark.edu

304 Huntington Pl.
Harrison, AR 72601
(870) 741-5146

Louise Bown (2004-2007)
West Representative: Newly Elected

Preferred Address:
4383 S 3035 E
Salt Lake City, UT 84124-3701
Home: (801) 733-4037
Fax: (801) 957-4444
bownlo@slcc.edu

Salt Lake City Community College - English Dept.
4600 S Redwood Rd
Salt Lake City, UT 84123-3145

Leslie Roberts (2002-2005)
Midwest Representative

Preferred Address:
200 West Jefferson
Ann Arbor, MI 48103
Home: 734-665-7629
Cell: (734) 730-8019
Office: (248) 522-3433
ljrobert@oaklandcc.edu

Oakland Community College
Orchard Ridge Campus
Dept. of English
27055 Orchard Lake Rd.
Farmington Hills, MI 48334

Alexis Nelson (2003-2004)
Pacific Northwest Co-Chair

Preferred Address:
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

17 West 26th. Ave.
Spokane, WA 99203
Home: (509) 838-2649

Tom Gribble (2003-2004) **Pacific Northwest Co-Chair** *Preferred Address:* Spokane Community College Liberal Arts, MS 2011 1810 Spokane, WA 99217-5399 **Office:** (509) 533-7206 **Fax:** (509) 533-8059 tgribble@scc.spokane.edu 3523 W. Rockwell Ave. Spokane, WA 99205-1768 **Home:** (509) 325-5420 gribneal@comcast.net	**Sterling Warner (2003-2004)** **ECCTYC/Pacific Coast Chair** *Preferred Address:* 2942 Neal Avenue San Jose, CA 95128 **Home:** (408) 983-1305 jsterlingw@aol.com 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
Don Andrews (2003-2004) **Southeast Chair** *Preferred Address:* Chattanooga State Technical CC 4501 Amnicola Hwy. Chattanooga, TN 37406 **Office:** 423-697-4747 **Fax:** 423-697-4430 donald.andrews@chattanoogastate.edu 2711 St. Lawrence Rd. Chattanooga, TN 37421 423-899-6344 dandrews15@comcast.net	**Michael Gos (2003-2004)** **Southwest Chair** *Preferred Address:* Lee College English & Comm. Dept. Baytown, TX 77522 **Office:** (281) 425-6809 mgos@lee.edu 1510 Mija Ln. Seabrook, TX 77586 Home: (281) 474-3390
Barbara Smith (2004-2005) **West Chair: Newly Elected** *Preferred Address:* 521 Lewis St Rock Springs, WY 82901-6667 **Home:** (307)362-7534 bsmith@wwcc.wy.us Western Wyoming Community College PO Box 428 Rock Springs, WY 82902-0428	**Karla Brown (2004-2005)** **Midwest Chair: Newly Elected** *Preferred Address:* 3124 W 4th St Waterloo, IA 50701-4061 **Home:** (319) 236-0625 kbrown@hawkeye.cc.ia.us Hawkeye Community College PO Box 8015 Waterloo, IA 50704-8015

Barbara Cooper (2004-2005)
Northeast Chair: Newly Elected

Preferred Address:
5111 Starsplit Ln
Columbia, MD 21044-1516
Home: (410) 730-6531
bcooper@howardcc.edu

Howard Community College
Columbia, MD 21004
Office: (410) 772-4851

Lois Powers
Archivist

Preferred Address:
7441 Calico Trail
Orange, CA 92869
Home: (714) 771-2056
Fax: (714) 771-4728
lpowers@socal.rr.com

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

Patricia Lambert Stock (lifetime)
NCTE President, Ex officio

Preferred Address:
5724 LeBaron Court
East Lansing, MI 48823
Home: (517) 339-3696

Michigan State University
The Writing Center
300 Bessey Hall
East Lansing, MI 48824
Office: (517) 432-3614
pstock@pilot.msu.edu

Howard Tinberg (2001-2005)
Editor, *TETYC*

Preferred Address:
615 East Avenue
Pawtucket, RI 02866
Home: (401) 722-4962
htinberg@cox.net

Bristol Community College
777 Elsbree Street, Room B-208
Fall River, MA 02720
Office: (508) 678-2811, ext. 2317
htinberg@bristol.mass.edu

Gill Creel
Editor, *TTY*

Preferred Address:
183 Malcolm Ave SE
Minneapolis, MN 55414
Home: (612) 331-8321
gill.creel@minneapolis.edu

Minneapolis Community & Technical College
1501 Hennepin Ave.
Minneapolis, MN 55403
Office: (612) 659-6023

Sheldon Wrice (2003-2007)
College Forum Representative

Preferred Address:
PO Box 13603
Akron, OH 44334
Home: (330) 836-6593

Community and Technical College
University of Akron
Polsky 133F
Akron, OH 44334
Office: (330) 972-6023
Fax: (330) 972-7785
swrice1@uakron.edu

Mike Matthews (2004-2006) **Webtender** *Preferred Address:* Tarrant County College Northwest Campus 4801 Marine Creek Pkwy. Fort Worth, TX 76179-3599 **Office:** (817) 515-7782 Fax: (817) 515-7007 mike.matthews@tccd.edu 5215 Byers Ave. Forth Worth, TX 76107 **Home:** (817) 735-9049 mm76116@aol.com	
Paul Bodmer **NCTE Associate Executive Director** NCTE — 1111 W. Kenyon Rd. Urbana, IL 61801-1096 **Office:** (217) 328-3870 x3615 **Fax:** (217) 328-0977 pbodmer@ncte.org	**Melissa Prentice** **TYCA Assistant** NCTE — 1111 W. Kenyon Rd. Urbana, IL 61801-1096 **Office:** (217) 328-3870 x3613 **Fax:** (217) 328-0977 mprentice@ncte.org

The National Two-Year College English Association

of the

National Council of Teachers of English

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

What are the "Outstanding Programs in English Awards"?

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

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

These awards will:

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

How will the entries be judged?

The programs selected will reflect:

- ***thoughtful responses*** to the educational needs of students that are informed by the best language learning theory
- ***creative and innovative strategies*** that solve problems and provide solutions which go beyond the usual borders and cross traditional lines
- ***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***

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 announced in January 2005. The awards will be presented in San Francisco, CA, March 19, 2005.

How will the recipients be honored?

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

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

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

Awards Categories for 2005

Reaching Across Borders

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

Enhancing Developmental Education

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

Fostering Student Success

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

Enhancing Literature and Cultural Arts

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

[Both credit and noncredit programs may be submitted.]

Submitting Entries

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

Entries may be submitted in more than one category.

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

The submissions must be postmarked by November 13, 2004.

Send submissions to:

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

For more information, contact:

Jay Wootten
Awards Committee Chair
wootten@salem.kent.edu

Outstanding Programs in English

Awards for Two-Year Colleges and Teachers 2005

Sponsored by TYCA
The National Two-Year College English Association of NCTE

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

A Summary of a Draft of the Document Prepared by TYCA 04/04

The Two-Year College English Association, a member of NCTE, is drafting a document to give guidelines for a strong academic preparation of two-year college faculty to administrators who hire teachers at two-year institutions, to university faculty who offer graduate courses or are engaged in training future two-year teachers, and to graduates who want some direction in deciding appropriate courses. The document is organized around the following two questions. A bulleted summary of the document is below.

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

We describe ourselves in the document as:

- teachers who are reflective of practices and flexible teacher/scholars
- teachers whose classrooms are student-centered
- teachers who understand diversity and teaching to diverse ethnic, economic, and ability populations
- teachers who challenge our students
- teachers whose lessons are grounded in theory and research
- teachers who collaborate with colleagues in developing curriculum
- teachers who actively serve their colleges and their communities
- teachers who read journals, attend conferences, do research, and publish.

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

Undergraduate Degree: Bachelor's in English

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

1. western and non-western literature, including literary theory
2. grammar and linguistics
3. writing (including expository writing, creative writing, writing in the disciplines)

Additional courses recommended in:

- teaching writing (including courses in basic writers, bilingual/bicultural writers)
- teaching reading
- the adult learner
- curriculum

Graduate Work: Master's Degree in English or English Education

The Master's Degree should include:

1. in-depth courses in the **core group (1-3 above)**

2. Other coursework in:

   - theories of learning, including basic writers and literacy for adult learners
   - composition theory and pedagogy
   - rhetoric and rhetorical theory
   - reading and literacy
   - bilingual/bicultural, ESL education
   - computer-mediated learning and digital environments
   - research methods

Suggested electives are diversity, WAC, Writing Centers, and classroom assessment.

Further Graduate Studies and Faculty Development

Further faculty development, which may involve doctoral work, should include:

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

Adjunct Faculty

Since much of the teaching of composition is taught by adjunct faculty, they should have an MA in English with coursework in Composition Theory or the Teaching of Writing, or experience with the National Writing Project, Writing Centers, 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.

TYCA would appreciate any comments about our suggested curricula above. Some questions to consider:

1. Are there any courses or areas we may be missing or under/overemphasizing?
2. What courses should have the highest priority?
3. Is there any area that is unclear?
4. Do you know of any solid graduate programs we could spotlight as models?