

TWO-YEAR COLLEGE ASSOCIATION ARCHIVES

January – June 2005

YEAR	DATE	CONVENTIONS/MEETINGS	CONTENT
2005	1/26/06	New TYCA Position	Mitchler-TYCA Executive Committee regarding position of Volunteer Coordinator
	2/15	New Award Name and Winner Announcement	Prentice-TYCA EC regarding name change for Outstanding Program Award and announcement of winners for 2005
	March	CCCC Convention 2005 San Francisco	Wootten- Invitation to CCCC Convention and update to convention lodging problems
	3/2	Reframing Bylaws Questions	Gresham, et.al.-TYCA EC regarding bylaws questions
	3/7	CCCC Convention San Francisco	Prentice-TYCA EC regarding San Francisco convention meetings and events
	3/11	Announcement	Mitchler-TYCA EC regarding "Teacher/Scholarship" and "Guidelines" documents now posted on web
	3/14	National Communication Association meeting	Bodmer- e-mail regarding meeting with NCA
	3/14	National Writing Commission	Bodmer-e-mail regarding meeting with NWC
	3/17	TYCA and Advisory Committee to NWC meeting	Bodmer-report of the meeting
	3/19/05	TYCA Executive Committee Meeting San Francisco	<p>Agenda</p> <p>Unapproved minutes—Indianapolis (20 Nov. 04)</p> <p>Bodmer-Quarterly Reports College Forum Groups</p> <p>Mitchler-TYCA Chair's Report</p> <p>Gresham-Outstanding Program Awards Report</p> <p>Lovas-committee report of Nell Ann Pickett Award Selection Committee</p> <p>Warner-committee report of Public Image of Two-Year Colleges Committee</p> <p>Calhoun-Dillahunt-report of TETYC Best Article Committee</p> <p>Regional Reports</p> <p>Tinberg-report TETYC</p> <p>Gresham-TYCA Panels for NCTE 2005</p> <p>Powers-Archivist Report</p> <p>Millward-report from TYCA Research Initiative Committee to TYCA Executive Committee</p> <p>Millward-report from TYCA Research Initiative Committee to CCCC Executive Committee</p> <p>Millward-outline of the National TYCA Research Initiative Survey 2005</p> <p>Millward-draft of Twp-Year College Fact Sheet</p> <p>Buck-Executive Summary of "Guidelines for the Academic Preparation of Two-Year College English Faculty"</p> <p>Sullivan-report—"Mending Walls, Unlocking Gates: Research and Reflection on the Shifting Roles of the Two-Year College"</p> <p>TYCA Committees as of 4/1/04</p>

			(continued) By-laws of Two-Year College English Association and the Regional Associations TYCA 2004-2005 Executive Committee
	3/24	TYCA Breakfast	Bodmer-TYCA EC regarding breakfast tickets for awardees
	3/30	Announcement	Prentice-TYCA EC regarding response to Guidelines on web
	4/11	Presentation of TYCA documents	Bodmer-e-mail on the presentation at AACC

Additional E-Mails

Year	Date	E-Mail	Content
	1/20	Nominations for CCCC	Valentino-Seeking names for nominations
	1/15	Hacker TYCA Award & Winners	Matthews, Bodmer, & Prentice-winners and additional support from Bedford
	2/21	Research Survey	Milward-Information to TYCA EC trial survey
	3/24	Breakfast Tickets for Awardees	Bodmer-Recommends appointing breakfast chair
	6/28	Generating More Survey Responses	Milward-Information regarding research survey, request for responses, and timeline

Additional Emails

2005

Lois Powers

From: Marilyn Valentino [mvalen@lorainccc.edu]
Sent: Thursday, January 20, 2005 1:26 PM
To: TYCA Executive Committee
Subject: [tyca-executive-committee] Nominations for CCCC--We need Names

Dear TYCA Committee:

I need your help in putting forward names of people committed to CCCC who are willing to serve as:

Executive Committee member (3-year term)
Nominating Committee member (1 year)
NCTE College Forum Rep (4 year term) [Sheldon Wrice is our TYCA College
Forum Rep]

Further info about the responsibilities is available at www.ncte.org/groups/ccc/gov/108431.htm

You can submit your own name or someone you know. You don't have to even write a letter or anything else. Just email me back with a name. This is a great opportunity to have more TYCA members give voice in NCTE and CCCC. The deadline is Feb. 16. Thanks, Marilyn Valentino

You are currently subscribed to tyca-executive-committee as: lpowers@socal.rr.com. To unsubscribe send a blank email to leave-tyca-executive-committee-921817D@lists.ncte.org

Lois Powers

From: MATTHEWS, MIKE
[MIKE.MATTHEWS@tccd.edu]
Sent: Tuesday, February 15, 2005 1:55 PM
To: TYCA Executive Committee
Subject: RE: [tyca-executive-committee] Diana Hacker TYCA Outstanding Program Award Winners

Dear Paul,

I am thrilled that Diana Hacker's publisher has been so generous in her memory. She was always one of my favorite people to invite to speak to TYCA Southwest and always a great friend of TYCA. She did not like to get up for early breakfasts, but she did attend some of the National TYCA breakfasts in support of two-year college English teachers. Now she will continue in spirit to attend our Saturday breakfasts. (I miss her.)

Thanks,
Mike

-----Original Message-----

From: Bodmer, Paul [mailto:PBodmer@NCTE.ORG]
Sent: Tuesday, February 15, 2005 3:44 PM
To: TYCA Executive Committee
Subject: RE: [tyca-executive-committee] Diana Hacker TYCA Outstanding Program Award Winners

And, boys and girls, Bedford/St. Martins has sweetened the deal even more. As part of their co-sponsorship, they are giving a \$500 travel grant to each of the winners to help defray costs for bringing the appropriate person or administrator to the CCCC to accept the award.

See you all there.

Paul

-----Original Message-----

From: Prentice, Melissa
Sent: Tuesday, February 15, 2005 3:38 PM
To: TYCA Executive Committee
Subject: [tyca-executive-committee] Diana Hacker TYCA Outstanding Program Award Winners

Hi all,

As you all know, the Outstanding Program Awards are given annually to honor two-year teachers and their colleges; 2005 marks the first year of co-sponsorship of the award by Bedford/St. Martin's in honor of Diana Hacker.

The (newly re-named) Diana Hacker TYCA Outstanding Programs in English Awards (by category) for 05 are:

Reaching Across Borders
Outstanding Program Award
Latin American and Latino Studies Program, Wright College, Chicago, IL
Honorable Mention
Linked Class Program, St. Louis Community College, Meramac

Fostering Student Achievement
Outstanding Program Award
Developmental Math, English, and Reading Advocacy Center, Northwest Vista College, San Antonio, TX

Enhancing Developmental English
Outstanding Program Award
ESL Credit Program, Norwalk Community College, Norwalk, CT
Honorable Mention
Learning in Nurturing Communities (LINC) Program, Brevard Community College, Cocoa, FL

Enhancing Literature and Cultural Arts
Outstanding Program Award
Travels Through Literature Program, Illinois Central College, East Peoria, IL
Honorable Mention
Mesa Literary Festival, Mesa Community College, Mesa, AZ

The awards will be presented at the TYCA Breakfast on March 19 in San Francisco.

Regards,
Melissa

Melissa S. Prentice
Assistant for College Section & TYCA
National Council of Teachers of English
1111 W. Kenyon Rd., Urbana, IL 61801-1096

From: Prentice, Melissa [MPrentice@NCTE.ORG]
Sent: Tuesday, February 15, 2005 1:38 PM
To: TYCA Executive Committee
Subject: [tyca-executive-committee] Diana Hacker TYCA Outstanding Program Award Winners

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Assistant 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>

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Lois Powers

From: Jody Millward [Millward@sbcc.edu]
Sent: Monday, February 21, 2005 10:23 AM
To: janewwc@aol.com; sterlingw@aol.com;
smitchler@centralia.ctc.edu;
donald.andrews@chattanooga.state.edu;
epayne1@chemeketa.edu;
bcooper@howardcc.edu; mgos@Lee.Edu;
mvalen@loraincc.edu;
SFitzgerald@napavalley.edu;
GWENG@northark.edu;
ljrobert@oaklandcc.edu;
tgribble@scc.spokane.edu;
lpowers@socal.rr.com;
alexism@spokanefalls.edu;
cjennings@tcc.edu; swrice1@uakron.edu;
d.j.critchett@worldnet.att.net;
jtardoni@wwcc.cc.wy.us

Subject: The research survey--once more into the
breach: Deadline March 1



TYCA Research
Survey6.doc (53 ...)

Dear TYCA Executive members:

The list serve manager rejected my email because it "had an attachment" and no attachments are permitted on this list??? Anyway, I have tried to email each of you separately. I'm working from an 2003-2004 roster (I don't have the 2004-2005). If you're no longer on the exec board, please feel free to do the survey anyway--we'd appreciate it. I'd repasted the memo I sent previously below. I'm hoping the survey goes through. Thanks and Grr. about technology :)
Jody

Dear TYCA Executive Committee Members,
The Research Initiative Committee has finished what we hope is our next-to-the last draft of the survey. we have incorporated your suggestions (if any are missing, I take responsibility as I tried to gather all of the surveys at the meeting and may have missed some).
We are asking that you serve as the final pilot testers. Please do the following:

1. If possible, time yourselves to see how long it takes.
2. Under any question you have difficulty answering, please give a brief

explanation of what made that question problematic for you.

Process: We intend to format the survey so that Melissa Prentice can distribute it to the membership. It is not yet in that form. It will probably be easiest for you to: 1. Download it as an attachment in microsoft word. 2. If you find placing an X by the answers is causing you difficulty, simply DELETE the answers that DO NOT APPLY and say in your return email that you have done so.

3. DEADLINE: MARCH 1.

Thank you so much for your help and time. We believe that if we can get a representative view of two-year college praxis--what we do, the next stage would be to find out WHY we do what we do and HOW we can become more effective. The latter will help us in advocacy efforts. In addition, if any of you know any recent data-based research on two-year colleges, please include that in your email. We appreciate it. See you in San Francisco! Jody

From: Bodmer, Paul [PBodmer@NCTE.ORG]
Sent: Thursday, March 24, 2005 8:29 AM
To: TYCA Executive Committee
Subject: [tyca-executive-committee] Breakfast Tickets for Awardees

I think the problem with the tickets this year points up the need for the breakfast chair to be an appointed position, rather than rotating. The problem with the tickets this year is that we are in a transition process. And now for the whole story.

A few years ago, TYCA volunteers handled everything about the breakfast. The breakfast chair did all the soliciting, planning, organizing, printing of programs and table items. All CCCC staff did was reserve the room and put the breakfast chair in contact with the hotel caterer. Initially, all money was handled by the breakfast chair, and the bank was one of the regionals. Then, when Mike Matthews became the chair for a period of time, we began holding the money at NCTE. Mike still collected from publishers and ticket purchases, but he sent the proceeds to NCTE and they paid the bills as he directed. Sheldon took over this process. A couple of years ago, we asked for, and got, the breakfast tickets on the CCCC registration form. That meant the money came to headquarters, and it also meant that more planning and arranging was done by the headquarters staff. That happened a year ago for San Antonio, and we massaged many of the processes on the fly as we arranged for the convention. (As an aside, for all other food events that NCTE handles, there are no onsite purchases of tickets. So, we had to make a case for selling tickets at the booth. Not a problem, just orienting our thinking to a new process.)

As for the awardees getting tickets, I have checked the letters, and the letter to the awardees says, "We would like to invite you and an administrator (or representative) from your college to be our guest at the Annual TYCA Breakfast so that we can acknowledge your achievement." The same sentence is in the honorable mention. The process, and remember this was invented when the tickets were handled exclusively by the breakfast chair, is that the administrative assistant (in this case Melissa) would notify the breakfast chair of the winners, and the chair would take care of the tickets. Now that the tickets are handled at headquarters, that process invites a slip-up. And that is what happened. Because Chris was new to the job, Melissa's notification to her of the winners did not automatically trigger the thought that they would need tickets. She assumed that whomever was handling the tickets would take care of it. In addition, the ticket takers at the door were not informed to let the winners through, and the winners were not told to go to the booth and pick up tickets. Which may not have worked either.

Let me suggest a solution. Because the tickets are handled at headquarters, we could put them in the award notification letter (two tickets per awardee including the honorable mentions) or we could specify that the awardees let Melissa know how many tickets they want (they get two free and can purchase more).

As for this year, we have already heard from one of the awardees requesting a receipt so that they can get reimbursed from their college. Unless anyone sees a problem, what we could do is send them the reimbursement for the ticket, and send a letter to all the awardees to see if they all had to purchase tickets, and then reimburse them as well.

Paul

Lois Powers

From: Jody Millward [Millward@sbcc.edu]
Sent: Tuesday, June 28, 2005 8:30 PM
To: tyca-executive-committee@lists.ncte.org
Cc: PSullivan@mcc.commnet.edu; gshafer@mcc.edu; LJROBERT@oaklandcc.edu; lpowers@socal.rr.com; DFallon@yccc.edu
Subject: Re: We desperately need more survey responses--a plan and a plea



spreadsheet.doc (1 MB)

>To : TYCA Executive Board

From: Jody Millward

RE: Generating more survey responses

I need to begin this email by saying I can't even express how the death of John Lovas affects all of us. John's commitment to two-year college students and our mission, to the profession of teaching writing, and to TYCA's critical role in that mission changed our national presence. He so inspired me*really helped me find a voice in the profession*and I'm sure that's true for many of us. I can't imagine our California regional, our national, or CCCC's with John's chair empty. We lost an advocate, a contrarian, and an innovator who kept us all honest and on our toes.

I honestly don't know how to segue into work except that John got things done. So I believe he would forgive me for both honoring him and talking about the Research Initiative. I'm not a rhetorician. The difficulty I have in combining both is profound. But I couldn't go about business as usual.

So on to TYCA's Research Initiative. We need to have more responses to the survey before we are deemed "statistically valid." We need to figure out the best way to do that. I know some regions have a fairly inclusive databases of the colleges in their regions. Some have incomplete databases. Although we extended the deadline for survey responses until the end of the summer, we need to know who's contacting whom, and who still needs to be contacted. To help all of you, I attached a spreadsheet from some weeks ago. I've contacted Melissa to find out how easy it is to get updated spreadsheets throughout the summer.

Here's the bottom line: we need more responses if we are to be statistically relevant, and we have a rather tight deadline. FIRST RESPONSE WAS 128; WE NEED MINIMUM 347, but would prefer to have more if we're claiming we're representing two-year college writing programs in 1157 colleges

I think the first order of business is to insure that every member of the TYCA National Executive Board insures his/her college submits the survey; the second is to insure that every member of the TYCA regional boards insures that their college submits the survey. We don't require that chairs fill out the survey (as that may also skew data)*we just need one response per college. If national and regional TYCA board members all insure their colleges submit, that should net us at least 60 more. If you filled out the pilot survey, you still need to submit the revised survey as it includes suggested revisions and will be tabulated at headquarters. I know some of you are worried that this will mean only the active are included, but isn't that true with every survey? Whomever is willing to take the time to fill it out gets counted, and those are people who are usually committed to the issues.

But of course we need to be more inclusive. To that end, please respond to the following questions*and remember there is no right answer as this is the first ever national survey and we've been trying our best to meet challenges as they arose. Please respond to the following:

1. Does your membership chair have a database for your region?
2. Do you believe that database is complete?
3. Have you assigned anyone in your region to follow-up on survey responses?
4. If no one has been assigned, do you have someone in mind who would be willing to do so?

Studies show that follow-up emails do help generate response, so even if you've already contacted folks in your region, please re-contact. Our committee will figure out a way to identify contacts for both TYCA and non-TYCA colleges. But you all must know (and folks on your regionals must know) friends at colleges not included on the response spreadsheet and folks who are not active on the regional or national boards they can ask to fill out the survey. Whatever colleges out of 1157 we can exclude from contacting will be a tremendous help. Or we will contact them if you give us a name and an email address*that too would be helpful*and if we can use your name to encourage them, all the better. We do, of course, prefer to work through the regionals as TYCA's strength is that it is a grassroots organization, and many perceive national projects as "impersonal," despite the fact that our recent research suggests we share political, demographic, and teaching challenges and the fact that the survey results can yield state by state results.

Some of you may be wondering why you need to do such tracking. There is no national database of two-year college English departments and NCTE can only provide their membership roles. On the upside, this collaborative effort may result in a national database of two-year college English departments. We have a spreadsheet of the colleges that have responded to NCTE/TYCA's call (attached below).

We understand it's summer and some of you are busy or away or checking email sporadically. **SURVEY MUST BE COMPLETED BY: SEPTEMBER 2, 2005. WE NEED TO KNOW WHO YOUR REGIONAL FOLK HAVE OR CAN CONTACT BY JULY 15** (and we will hit the others). Could you assign the task to someone on your boards and stress our deadline when you do so?

I know many of you are worried about representation. I promise if we know who's been contacted (or will be by July 15), we'll do the follow up. Just let us know who can do what in your region by that deadline. We will use the AACC community college finder site to do the rest. That will be a truly random representation. If you'd like contact information for the colleges state by state, the website is <http://www.aacc.nche.edu/> They have every community college in every state listed and you click on the college and get to their website and you can find the English departments, etc. This is the process we'll follow. It's time-consuming for 1157 colleges, but if we can delete the colleges you all will contact, we can get it done! And I believe we can do it! J

I've included an example of the introductory email for the survey. Please feel free to edit:

TYCA, the primary professional organization of two-year college English teachers, is conducting a survey of all two-year college English language programs. **YOUR RESPONSE COUNTS!**

If you have not yet had the opportunity to complete the survey, please **DEDICATE 40 MINUTES TO AN HOUR** to voice your college's concerns and successes **BEFORE SEPTEMBER 2**. Make sure you're included in this national research effort on what do and what we would like to do.

The survey covers assessment, technology, writing in the disciplines, and working conditions (including

class size, professional development opportunities, etc.)

Any full-time faculty member can complete the survey. To insure that you can do so in one sitting, you may want to preview the questions. Just click on or cut and paste this address into your internet connection.

LINK TO THE SURVEY: <http://www.zoomerang.com/survey.zgi?p=WEB224BA4DG3EZ>

It's worth your time, as your college will be included in our profile of two-year college English programs and what we learn here can help us affirm our successes, identify our challenges, and help us (and you) advocate for students and faculty on the local, state, and national levels.

We will email you the results!

To: TYCA Executive Committee
Subject: RE: [tyca-executive-committee] New Position - Volunteer Coordinator

-----Original Message-----

From: Sharon Mitchler [mailto:smitchler@centralia.ctc.edu]
Sent: Wednesday, January 26, 2005 2:36 PM
To: TYCA Executive Committee
Subject: [tyca-executive-committee] New Position - Volunteer Coordinator

Volunteer Coordinator - job description

At the last TYCA Executive Committee meeting in November, the EC agreed to create a new position, Volunteer Coordinator. The volunteer coordinator's job would focus primarily on contacting TYCA members who have expressed an interest in becoming involved in various committees and /or issues on the TYCA volunteer forms. The term of service for this position is two years.

The information gathered from volunteer forms will be housed at NCTE headquarters with Melissa Prentice, who will manage the database. The coordinator's job is to contact people after they have completed the form. Ideally, this contact would thank the member for volunteering, and begin a dialogue in which the coordinator would get a fuller understanding of the volunteer's strengths and interests. Then, the TYCA chair could contact the volunteer coordinator for suggestions of members to serve on committees, special projects, and / or to be nominated for work in related organizations (4Cs, NCTE).

This position does not require travel, though the volunteer coordinator would be asked to submit a report for the EC meetings in November and March each year.

Please send your nomination for the volunteer coordinator to Sharon Mitchler, TYCA Chair, at smitchler@centralia.ctc.edu no later than February 28, 2005.

--

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

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Melissa

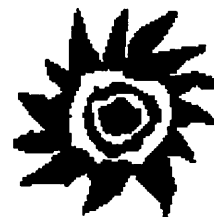
Melissa S. Prentice
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Convention Update from the CCCC Chair



CCCC has a solid history of progressive action in support of students, teachers, and the American citizenry. In keeping with that tradition, and in light of an ongoing labor dispute involving the San Francisco Hilton, we announce today that all sessions at the 2005 convention in San Francisco will be moved to the Moscone Center. We are confident that the new site will ably accommodate us, with minimal disruptions to people attending the conference. **Specifically, we will be meeting in the same area of the same city, on the same dates, with the same program.** People with reservations at the Hilton will have the option of retaining or changing them, as they wish.

Since this past December, the CCCC leaders and CCCC/NCTE staff have shared information about possible changes with the San Francisco meeting. Those who have carefully followed these developments will recall that in fall 2004, fourteen San Francisco hotels, including the Hilton where our convention had been sited, locked out workers involved in labor actions. During its regular meeting in November 2004, the CCCC Executive Committee agreed with the Officers that many members would be unlikely to attend meetings in a hotel that was being picketed. After considering a wide range of options, the Officers directed CCCC/NCTE staff to negotiate an alternative plan with the Hilton management. To their credit, the Hilton management agreed to an equitable solution that preserves CCCC's historical values.

The agreement stipulated that if the labor dispute were unresolved as of January 31, 2005, CCCC would move its convention to the Moscone Center. The decision day has come, and the dispute is not resolved.

CCCC/NCTE staff have been working quietly and diligently to compile information about the changes and their implications for convention registrants. Their information follows our letter. Together with Jay, they had devised a second set of meeting plans. You can be assured that all of us—CCCC Executive Committee, NCTE Staff, San Francisco Local Arrangements Committee—will continue to make this convention the high quality professional experience you have come to expect—and that the splendid program deserves.

Will the transition be entirely seamless? Probably not. To a large extent, it would surely have been simpler to keep the meeting where scheduled. But the chance that members would have had to make difficult decisions at a picket line seemed not only unfair but also at odds with CCCC's principles. Fortunately, we were able to devise a good alternative.

We want to thank a number of people for their tireless efforts. In addition to the specific people named above, we thank the CCCC Executive Committee, the other CCCC Officers, past and present (Duku Anokye, Carol Rutz, Marilyn Cooper, Shirley Wilson Logan, Deborah Holdstein, and, surely, Kathleen Blake Yancey). Above all, we thank the many CCCC members who have written or

telephoned with information, advice, and encouragement. Let's make our gathering in San Francisco beside the Golden Gate, one that we, our CCCC ancestors, our current colleagues, and our students can all regard with pride.

Sincerely,

Doug Hesse
CCCC Chair

Jay Wootten
CCCC Associate Chair
2005 Program Chair

If you haven't done so already, please register for the 2005 CCCC Convention at <https://secure.ncte.org/forms/cccc2005/default.asp>.

The link for making or checking on your reservations at the Hilton is http://www.hilton.com/en/hi/groups/private_groups/sfofh_toe/index.jhtml. Should you choose to do so, you may cancel your reservation at the Hilton up to one week in advance without penalty.

You can find a complete list of all hotels in the Union Square that are not affected by the negotiations by going to <http://www.ncte.org/profdev/conv/cccc/119486.htm>.

Room assignments are now being made at the Moscone and will be up on the Web by the end of the month.

We look forward to your being a part of the San Francisco Conference, a conference

From: Gwen Gresham, Dr. [GWENG@northark.edu]
Sent: Wednesday, March 02, 2005 3:09 PM
To: TYCA Executive Committee
Subject: RE:[tyca-executive-committee] Reframing the Bylaws Question
Leslie:

Our region questions the requirement that all regional EC members also be members of CCCC—I wonder if that requirement didn't come from the pre-TYCA era when CCCC was the meeting place for two-year faculty. We need to encourage participation in the REC, and it is difficult to get some of our REC members to pay NCTE dues. We also feel that III.D.1 could be amended to allow the REC's to appoint their own 4-year representatives. That's about all we've noticed, except that we've gotten awfully lax about making sure that REC members have an updated set of bylaws. As soon as your committee finishes its work, I'll try to fix that!
See you soon!—Gwen

Gwen Gresham, Ph.D.
Vice President of Learning
North Arkansas College
1515 Pioneer Drive
Harrison, AR 72601
870.391.3316

From: Roberts, Leslie J [mailto:LJROBERT@oaklandcc.edu]
Sent: Sunday, January 30, 2005 11:28 AM
To: TYCA Executive Committee
Subject: Reframing the Bylaws Question

As most of you know, over the past year or so, Marilyn Valentino asked each regional TYCA to examine its bylaws. Initially, we were looking for discrepancies between the national bylaws and the regional ones, with an eye to making the changes necessary so the two documents were not different in significant ways. This fall, Paul Bodmer suggested we reframe the task somewhat, and asked each regional to also consider this an opportunity to change the bylaws in more significant ways -- adding voting positions, specifying or changing terms of service, and so forth.

Please speak with your regional executive committees about these possibilities. Forward to me any changes you would like discussed by March 7, so that I might include them in my report for our meeting at 4C's.

Leslie Roberts
Midwest Rep

From: Jsterlingw@aol.com [mailto:Jsterlingw@aol.com]
Sent: Sat 1/29/2005 9:55 PM
To: TYCA Executive Committee
Subject: Re: [tyca-executive-committee] Reports for Agenda & CCCC info

I cannot open the windmail.dat.....

Sterling

In a message dated 1/29/05 10:33:34 AM, bcooper@howardcc.edu writes:

Melissa-

We're having our semi-annual meeting for TYCA-NE on Saturday, Feb. 26. Would it be possible for me to submit our report on Monday, Feb. 28 so it could include the most recent information about TYCA-NE?

Barbara

-----Original Message-----

From: Prentice, Melissa [mailto:MPrentice@NCTE.ORG]

Sent: Mon 1/24/2005 5:35 PM

To: TYCA Executive Committee

Cc:

Subject: [tyca-executive-committee] Reports for Agenda & CCCC info

Hi all,

I hope your semesters are off to a good start . . .

This is the "official" report request for the TYCA EC meeting at CCCC in March. I'll need your regional reports and committee reports <mailto: mprentice@ncte.org <mailto: mprentice@ncte.org> > no later than Friday, February 25th. I'm attaching regional and committee report templates that you can use them to fit your needs.

Also, I've listed the dates and times for several TYCA events at 4C's. I will post more information (locations/rooms) as it becomes available.

Awards Session/Reception, Friday 3/18 5-6:30pm (Nell Ann Pickett and TETYC Best Article)

TYCA Talks, Friday 3/18 6:30-7:30pm

TYCA Breakfast, Saturday 3/19 7-8am (Fame and Shame and Outstanding Program Awards)

TYCA EC Meeting Saturday 3/19 9:30am-5pm

Thanks so much!

Best,
Melissa

Melissa S. Prentice
Assistant for Higher Education
National Council of Teachers of English
1111 W. Kenyon Rd., Urbana, IL 61801-1096
Phone: 800-369-6283, extension 3613
<mailto: mprentice@ncte.org <mailto: mprentice@ncte.org> >

From: Sharon Mitchler [smitchler@centralia.ctc.edu]
Sent: Friday, March 11, 2005 11:20 AM
To: TYCA Executive Committee
Cc: Paul Bodmer; Melissa Prentice
Subject: [tyca-executive-committee] TYCA documents available on the web!!

Hey all!

The "Teacher - Scholar" document and the "Guidelines for Preparing Future Faculty" document are now available on the TYCA / NCTE website. You can access them directly : <http://www.ncte.org/groups/tyca/positions>

There is an executive summary, and a pdf file for each document. Again, kudos to the committee members who devoted so much time, energy and critical thought to producing these documents for our use. Now, let's use them! Feel free to print them off and distribute them to your colleagues, deans, vice-presidents, presidents, hiring committees, and graduate programs.

--

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

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**TYCA and Advisory Committee to National Writing Commission
CCCC, San Francisco
March 17, 2005**

Attendees:

Jay Wootten (TYCA)
Jody Millward (TYCA)
John Lovas (TYCA)
Lois Powers (TYCA)
Marilyn Valentino (TYCA)
Richard Sterling (NWP-chair, Advisory Committee of NWC)
Patricia Stock (Advisory Committee of NWC)
Gail Hawisher (Advisory Committee of NWC)
Paul Bodmer (NCTE staff)

Purpose of meeting: Discuss the voice of two-year college English faculty on the Advisory Committee for the National Writing Commission or the Commission itself.

Discussion: The group discussed the particular needs of two-year college students and faculty for the value and teaching of writing. Concern was expressed that the National Writing Commission and its Advisory Committee did not have an actual two-year college English faculty voice. Clarification was made that the National Writing Commission does have two-year college representation through a community college president, and that the Advisory Committee had sought input from two-year college faculty in hearings across the country. Issues particular to two-year college writing instruction were surfaced. There was general support for the need for the two-year college English faculty voice on the work of the Writing Commission, perhaps through the Advisory Committee.

Conclusions: The group concluded that it was necessary for the Advisory Committee and TYCA to stay in contact. If the Writing Commission goes forward with more work and the Advisory Committee continues to function, the Advisory Committee members would advocate for a TYCA voice to be on the Advisory Committee.

Lois Powers

From: Bodmer, Paul [PBodmer@NCTE.ORG]
Sent: Monday, March 14, 2005 7:32 AM
To: Alexis Nelson; Chris Jennings; Dave Critchett; Don Andrews; Eva Payne; Gil Creel; Gwen Gresham; Jane Wagoner; Joanna Tardoni; Leslie Roberts; Lois Powers; Michael Gos; Patricia Stock; Sally Fitzgerald; Sheldon Wrice; Stasia Callan; Sterling Warner; Tom Gribble; Bodmer, Paul; Howard Tinberg (E-mail); Jody Millward (E-mail); Marilyn Valentino (E-mail); Sandie McGill Barnhouse (E-mail); Sharon Mitchler (E-mail)
Subject: Visit to CCCC by NCA

Isa Engleberg, past president of National Communication Association (NCA), and David Bodary, chair of the community college section of the NCA, will be attending CCCC and speaking on a panel with Sharon, Marilyn, and me on Thursday from 12:15-1:30 (Exhibit Hall D, Room 19). They will both be arriving on Wednesday afternoon. Isa is from Prince George's Community College and David is at Sinclair Community College. David needs to return home on Thursday afternoon, but Isa will be staying until Saturday.

Marilyn and I attended the NCA convention in November, and we will be repeating the session at CCCC. The impetus for this visit was a conversation I had with Isa last spring. Because our work is very similar (in fact, communication [speech] was part of NCTE for the first two years of NCTE's existence), and many two-year college English faculty teach communication and vice versa, we thought it would be good if we had a conversation. In our session we will talk about our common agenda, and our differences. I invite all of you to come and talk up the session. We have worked with NCA before on the PFF grant, and I envision working with them more on lower division general education work. They are also doing research on their profession similar to Jody's research initiative. This will be a good chance to build some relationships.

When Marilyn and I attended the NCA, we were treated royally, made to feel welcome everywhere we went, and treated as good colleagues. Although David won't be at CCCC for very long, Isa will be there through most of the convention. I have invited her to TYCA Talks, and pointed her to a couple of other sessions and events.

See you all next week.

Paul

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

Lois Powers

From: Bodmer, Paul [PBodmer@NCTE.ORG]
Sent: Monday, March 14, 2005 9:19 AM
To: Bodmer, Paul; Frank Madden (E-mail); Howard Tinberg (E-mail); Jay Wootten (E-mail); Jody Millward (E-mail); John Lovas (E-mail); Lois Powers (E-mail); Lynn Quitman Troyka (E-mail); Sharon Mitchler (E-mail)
Cc: Williamson, Kent
Subject: RE: National Writing Commission and Two-Year faculty

After looking at all your responses (thank you for the quick replies) the best time for most of us to meet with members of the Writing Commission is 10:30-11:45 Thursday in Jay's suite in the Handlery (ask at the desk or call--or talk to Jay or me at the opening session). I am sorry we couldn't find a time that could accommodate all of us, but you know the complexity of it. At this time I have a definite yes from Jody, Howard, Jay, John, and Lois, with a possible from Lynn. I will be there as well. Kent and Richard Sterling are getting Writing Commission people together. If you have any questions, feel free to contact me. I on the road tomorrow, so after today, use my cell phone 217.493.1217.

Paul

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

> From: Bodmer, Paul
> Sent: Sunday, March 13, 2005 8:28 AM
> To: Frank Madden (E-mail); Howard Tinberg (E-mail); Jay Wootten (E-mail); Jody Millward (E-mail); John Lovas (E-mail); Lois Powers (E-mail); Lynn Quitman Troyka (E-mail)
> Cc: Williamson, Kent
> Subject: National Writing Commission and Two-Year faculty

>
> We have a chance for a conversation with the National Writing
> Commission and two-year college English faculty. I am to contact all
> of you to see if you can meet with members of the Commission during
> CCCC. Right now, the best times seem to be Thursday at 10:30 a.m.
> (right after the opening session) or Thursday at 4:45 p.m. If you can
> make either of those times, let me know ASAP.

>
> Paul

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

>
>

From: Prentice, Melissa [MPrentice@NCTE.ORG]
Sent: Wednesday, March 30, 2005 7:57 AM
To: TYCA Executive Committee
Subject: [tyca-executive-committee] Great news on the Guidelines doc

Hi all,

As many of you are aware, the Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges, was featured in last week's INBOX (a weekly e-newsletter sent to NCTE members).

Here is a message NCTE staff received yesterday regarding that issue:

A Note about Last Week's Issue:

The View, "Characteristics of Highly Competent Two-Year College English Faculty," which linked to TYCA's new "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges," had 2,496 hits in the first seven days.

If that isn't the highest number of hits we've received on an INBOX item, it's darn close! Our readers must be looking for great two-year college resources!

Once again, many applause for your hard work on this document!

Best,
Melissa

Melissa S. Prentice
Assistant 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>

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From: Bodmer, Paul [PBodmer@NCTE.ORG]

Sent: Monday, April 11, 2005 1:52 PM

To: TYCA Executive Committee

Subject: The documents at AACC

I am at the AACC convention, and I presented our documents at a session this morning. I was on the panel with Dave Berry of CCHA, Isa Engleberg of NCA, and Cheryl Cleaves of AMATYC. It was a round table presentation, and very lightly attended (after all, this is administration, and you know where their interests are [or aren't]). One person from NEH was there, a person from the University of Northern Iowa who deals with the relationship between CC's and universities in Iowa, a VP from a Virginia community college, and two other people whose backgrounds I did not get. It was a good, informal discussion, and I was very pleased that they all looked at our documents and wanted more. They thought the documents were right on the mark. The VP from Virginia took a handful because he wants one for all his department chairs. The man from Iowa wanted several because he wants to use them in his work. They all have our web address, so they can download more. Anyway, I was pleased with the good reception.

Paul

AGENDA
Two-Year College English Association
March 19, 2005 9:00am – 5:00pm
San Francisco, Moscone Center, Exhibit Level Room 133

1. READING:
2. WELCOME AND INTRODUCTIONS
3. ADOPTION OF THE AGENDA
4. APPROVAL OF THE MINUTES OF NOV. 2004
5. CHAIR'S REMARKS
6. CONSENT AGENDA
 - A. ADMINISTRATIVE
 1. AED Report (Bodmer)
 2. Chair's Report (Mitchler)
 - B. AWARDS COMMITTEES
 1. Outstanding Programs in English (Gresham)
 2. Nell Ann Pickett Award (Lovas)
 3. Public Image: Fame and Shame Award (Warner)
 4. *TETYC* Best Article of the Year Award (Calhoon-Dillahunt)
 - C. REGIONAL REPORTS
 1. Midwest Report (Roberts)
 2. Northeast Report (Nourse)
 3. Southeast Report (Jennings)
 4. West Report (Brown)
 5. Pacific Northwest Report (Payne)
 6. Southwest Report (Gresham)
 7. Pacific Coast (Fitzgerald)
 - D. PUBLICATIONS REPORT: *TETYC* (Tinberg)
 - E. TYCA STRAND PROPOSALS for NCTE 2005 (Gresham)
 - F. ARCHIVIST REPORT (Powers)
7. REPORTS FOR DISCUSSION
 - A. COMMITTEE REPORTS
 1. College Forum Report (Wrice--oral)
 2. TYCA Breakfast Report (Jennings--oral)
 - B. RESEARCH INITIATIVE (Millward)
 - C. WEB TENDER'S REPORT (Matthews- oral)
 - D. EXECUTIVE DIRECTOR'S REPORT (Williamson- oral)
8. ACTION ITEMS
 - A. REVIEW OF REGIONALS' BY-LAWS (Roberts)

- D. TYCA COLLEGE RESEARCH INITIATIVE (Millward)
- CE. TYCA TALKS TOPIC FOR 2006
- DE. TYCA SAT. WORKSHOP "Writing Proposals" VOLUNTEERS 2006
- EG. REGIONAL PANELS FOR CCCC 2006
- EH. OUTSTANDING PROGRAMS AWARD FUNDING UPDATE (Mitchler - oral)
- EI. NEXT STEPS FOR *GUIDELINES FOR ACADEMIC PREPARATION OF TWO-YEAR COLLEGE ENGLISH TEACHERS* and TEACHER-SCHOLAR DOCUMENT (Mitchler)

9. NEW BUSINESS

- A. TYCA COMMITTEE GROUP MEETINGS (See Committees Matrix)
- B. BIBLIOGRAPHY OF TWO-YEAR COLLEGE ENGLISH
- C. *TYCA and changes at NCTE*

10. ANNOUNCEMENTS

- A. TYCA TO YOU EDITOR APPOINTMENT
- B. TETYC EDITOR APPOINTMENT
- C. TYCA MEETING AT NCTE CONVENTION IN PITTSBURG, PA 2005 AND CCCC 2006 IN CHICAGO, IL
- D. VOLUNTEER COORDINATOR POSITION
- E. "MANAGE MY ORGANIZATIONS" AVAILABLE FOR TYCA REGIONALS
- F. *Arkent Agenda*

11. ADJOURNMENT

12. INFORMATION ITEMS

A. FORMS

- 1. Membership Brochure
- 2. TYCA Volunteer Form
- 3. NCTE Conference Presentation Form
- 4. Terms of Use/Contract for "Manage My Organizations"
- B. TYCA Committees Matrix
- C. TYCA BY-LAWS
- D. TYCA EXECUTIVE COMMITTEE ROSTER

*9
B. Initiative
to promote
book length projects*

DRAFT MINUTES

TWO-YEAR COLLEGE ENGLISH ASSOCIATION

November 20, 2004

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

TYCA EC Members Present:

Sandie Barnhouse, Gwen Gresham, Marsha Nourse, Marilyn Valentino (Chair), Louise Bown, Chris Jennings, Eva Payne, Sharon Mitchler (Associate Chair), Gill Creel, Jody Millward, Sheldon Wrice, Leslie Roberts, Sterling Warner

Others Present:

Frank Madden, John Lovas, Paul Bodmer, Melissa Prentice, Kent Williamson

Absent:

Don Andrews, Michael Gos, Lois Powers, Karla Brown, Tom Gribble, Barbara Smith, Barbara Cooper, Mike Matthews, Howard Tinberg, Sally Fitzgerald, Alexis Nelson

Chair: Marilyn Valentino called the meeting to order.

III. ADOPTION OF THE AGENDA

Motion 1.0 (Wrice/Roberts) *Approved*

IV. APPROVAL OF THE MINUTES

Motion 1.1 (Warner/Mitchler) to accept the minutes for San Francisco 2003 and San Antonio 2004. *Approved*

V. CHAIR'S REMARKS

A. NCTE updates:

1. Announced the opening of an NCTE office in Washington, DC planned for July 2005. It will be staffed by Senior Program Officers for Higher Education and PreK-12. Their roles will be to cultivate alliances, influence legislation, and apply for grants.
2. The NCTE Study Group on Assessment has proposed that NCTE create professional development materials for assessment and asked that the College Forum, of which TYCA is a member, suggest further areas of research on assessment.
3. The NCTE Study Group on Writing recommended that NCTE marshal its resources on writing for faculty development.
4. College Forum will be working on assessment documents and research
5. CCCC is studying the impact of the new writing component of ACT/SAT on high school curricula.

6. CCCCs will look at the decline of majors in Rhetoric/Composition and suggest what courses should be included. This is timely, considering TYCA's *Guidelines* document's publication.
- B. NCTE focus areas for coming year:
 1. Multi-modal literacies
 2. Relationship between teaching and research
 3. English Language Learners
- C. Anne Ruggles Gere has submitted a research project (FIPSE Grant) to look at adjunct faculty development needs in order to provide on-line mentoring that could involve TYCA members Marilyn has been invited to serve on that grant project representing two-year colleges.
- D. NCTE Annual Fund donations are tax-deductible.
- E. Paul Bodmer announced that Howard Tinberg received the 2004 Carnegie Professor of the Year for Community Colleges. We will publicly honor him at CCCC in March 05.
- F. Today we need to focus on the *Teacher/Scholar Document*, *Guidelines for the Preparation of Two-Year English Teachers*, and the Research Initiatives.

VI. A STURGIS MOMENT (see handout)

VII. ACCEPTANCE OF THE CONSENT AGENDA REPORTS

Motion 1.2 (Gresham/Mitchler) Approved with the following changes: NE report added (Nourse), Archives and History report (Powers) and Web Committee Report (Herrick) NOT included, addendum to TYCA Panels added (Gresham), 2003 Chair's report replaced with Valentino's report, Millward moved to strike the words in the Heading "and the National Writing Commission" along with "and Jody Millward on the Writing Commission" Agenda Item VII.A.3 (page 2), and Millward pulled out TYCA Nominations Report and moved to IX H: Action Items. *Approved*

Reports included in the consent agenda:

A. ADMINISTRATIVE

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

B. 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)

C. PUBLICATIONS REPORT: *TETYC* and Call for Papers (Tinberg)

- D. TYCA PANELS for NCTE 2004 AND CCCC 2005 (Mitchler/Gresham)
Insert: TYCA Panels for NCTE 2004 and CCCC 2005 (addendum)

VIII. REPORTS FOR DISCUSSION

A. COMMITTEE REPORTS

1. College Forum Report and re-authorization of College Forum (Bodmer)
 - a. Report from Paul Bodmer
 - The College Forum, established to identify and address issues of broad concern to members, has requested to be a standing committee of NCTE.
 - b. Wrice should forward issues for discussion to CF listserv
2. *TETYC* Editor Search (Wrice)
 - Names of nominees are still being accepted for editor.
3. TYCA Breakfast Report (Jennings, oral)
 - Saturday, March 19, 2005, Hilton Hotel, San Francisco.
 - Estimated cost: \$26.00. Buffet: \$39.00
 - Registration for the breakfast on the conference application will be \$20.
 - Tickets for \$20 (serving as a receipt) will be made by NCTE staff and sold at the TYCA booth during the CCCC conference.
 - Leslie Roberts, Gwen Gresham, Louise Brown will take tickets at the breakfast.
 - Sheldon Wrice volunteered to take care of table decorations.

Motion 1.3 (Mitchler/Warner) Mitchler moved that the breakfast chair and the NCTE staff negotiate the breakfast cost. *Not approved.*

Motion 1.4 (Mitchler/Roberts) Mitchler moved that the TYCA Breakfast Chair and NCTE Staff, in consultation with the TYCA Chair; negotiate the lowest cost possible for the TYCA breakfast, given the rates charged by each hotel. *Approved.*

Suspension of Agenda:

TYCA EC thanked Gill Creel for his years of service as "TYCA To You" Editor.

4. Suggested Changes to Regional By-Laws (Roberts, oral)

Motion 1.5 (Warner/Wrice) Warner moved that Leslie Roberts immediately send out an inquiry to all regional chairs and regional representatives reframing the bylaws update question so that regional chairs can respond by March 1, 2005. *Approved.*

5. TYCA Volunteer Database (Valentino, oral)

Motion 1.6 (Warner/Jennings) Move to table the discussion. *Approved*

Suspension of Agenda:

Kent Williamson, NCTE Executive Director's Report:

- *NCTE now spends the bulk of its time focusing on governance issues for teacher quality, assessment, young adult literacy, and writing.*
- *The challenge for the TYCA EC board and members is to stay in sync with and inform NCTE of the most critical issues facing two-year colleges.*

- *Update on Washington, DC Office.*
- *Members of NCTE are encouraged to go to Washington, DC, April 14, 2005 for Alliance Day.*
- *Update on extension of NCLB mandate to K-20.*
- *Although general membership has declined approximately 10%, TYCA and NCTE Memberships have been on the rise in the past few months. Survey being conducted on current members, former members, and those who have never been members.*

Motion 1.7 (Barnhouse/Mitchler) Barnhouse moved that the Chair appoint a Volunteer Coordinator (and possibility a Co-Coordinator) for a two-year term to work with TYCA Chair and TYCA Committee Chairs to communicate regularly with volunteers. *Approved.*

Motion 1.8 (Barnhouse/Warner) During the first year, the Volunteer Coordinator, in conjunction with the Chair, will develop a job description to be brought to the EC meeting for approval in November 2005. *Approved.*

B. TYCA REPRESENTATION

1. National Writing Commission (Millward, oral)
 - NCTE agreed that a two-year college person be on the commission, but as of this time that has not happened.
2. National Alliance (Valentino, oral)
 - Kathleen Yancey, Chair CCCC, reported that nothing is happening with this alliance; however, Chris Anson is writing a report that should be finished soon.

IX. ACTION ITEMS

A. OUTSTANDING PROGRAMS AWARD FUNDING (Valentino)

- TYCA is working for a long-term funding of this award.
- Bedford St. Martin's is willing to fund up to \$1500 per year if the award is named in honor of Diana Hacker.

B. ALLIANCE OF RHETORIC STUDIES MEMBERSHIP (Valentino)

- Valentino received a letter asking TYCA to join the Alliance of Rhetoric Studies, which would cost \$200 per year.

Motion 1.9 (Millward/Jennings) Millward moved to request that NCTE fund the \$200 in order for TYCA to join. *Approved.*

C. TYCA To You Topic for TETYC 2006 (Creel) and New TTY Editor

- Submit TTY editor (3 yr. term) nominees to Valentino or Tinberg by December 15, 2004.
- Barnhouse suggests that Creel develop an informal job description of the TTY Editor's position to be submitted to Valentino.

D. TYCA TALKS Topic for CCCC 2005 (Mitchler)

- Announcement of *Teacher-Scholar Document* (informally) and t-shirt promotion (wear T-shirts and hand out document)

- Millward will talk for first ½ hour and will present the Best Practices
- Promoting the Workshop for Developing Program Panel Proposals
- Requested a nice room with round tables for session

Valentino recessed the meeting for lunch at 12:25 P.M.

Valentino reconvened the meeting at 2:30 P.M.

E. *TEACHER-SCHOLAR* DOCUMENT (Madden and Lovas, oral)

- Valentino thanked Frank Madden, John Lovas (past-chair), Peter Sotiriou, and Howard Tinberg for their work on the *Teacher Scholar Document*.
- The board thanked Marilyn Valentino for her role in its preparation.

Motion 1.10 (Mitchler/Wrice) Moved to adopt the *Teacher-Scholar Document* with revisions. *Approved.*

- Jennings recommends adding research presented by College Forum Annual Report to NCTE EC 2004 which includes the transition between high school to two-year college to the section "Research and Scholarship: Areas of Inquiry" (page 5 of 32). Jennings will forward the information to Madden and Lovas for inclusion.

Motion 1.11 (Mitchler/Wrice) Moved to call the question. *Approved.*

Motion 1.12 (Mitchler/Wrice) Mitchler moved that the NCTE staff be directed to develop a publication, including a brochure, based on the *Teacher-Scholar Document* and complete this work in time for dissemination for CCCC 2005 March Conferences. *Approved.*

- Lovas suggested the document be disseminated to college foundations, organizations listed in the document, all researchers cited in the text, professors at community colleges and related graduate programs, Ph.D. programs, regional newsletters, and people who ignore us.
- Electronic dissemination should include NCTE website, TYCA website, Regional website links, Community College English Blog, websites for community college journals.
- Madden will send final document to Prentice to begin publishing work

F. *GUIDELINES FOR THE PREPARATION OF TWO-YEAR ENGLISH TEACHERS* DOCUMENT (Buck)

Motion 1.13 (Roberts/Warner) Roberts moved that we adopt the *Guidelines for the Preparation of Two-Year English Teachers with revisions [as italicized]*:

- Page 1, Number 1: Revise last bulleted item to read, "Teachers who read journals, attend conferences, do research, and publish *texts*."
- Page 2, "Graduate Work," Number 2: Revise sixth bulleted item to read, "Computer-mediated learning and digital environments, *and multi-modal learning.*"

- Page 2, “Graduate Work,” Number 2: Check on language for bulleted item that reads “*bilingual/bicultural, ESL education,*” and,
- Page 2, “Further Graduate Studies and Faculty Development”: Check on language for bulleted item “Teaching non-traditional students, *students with disabilities,* and ethnically diverse students.”

Approved

Motion 1.14 (Mitchler/Wrice) Mitchler moved the NCTE staff be directed to develop publications based on the *Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges.* *Approved*

- Valentino thanked the committee who worked so hard developing this document: Sallyanne Fitzgerald, JoAnn Buck, Yulanda McKinney, Jude Okpala, Leslie Roberts, Xiao Wang.
- The EC thanked Marilyn Valentino, who also served on the committee.

G. TYCA RESEARCH INITIATIVE GRANT (Millward)

- Millward presented a TYCA Research Initiative Survey draft prepared by Millward (Chair), Dianne Fallon (Co-Chair), and Greg Shafer seeking the EC’s comments by December 15, 2004.
- Additional items will be added and the revised draft will be distributed to TYCA EC members and Anne Ruggles Gere at the NCTE Research Center.
- Millward requested more committee members to include at least one person from each region.
- The goal is to receive a 20% response from all community colleges and tribal institutions in the U.S. TYCA members of NCTE and those NCTE members who have selected Two-year colleges as their Interest Area (approx. 4200 individuals) will be sent the survey via the listserv with the expectation of a minimum of 235 responses.
- Results of the survey will be published on the NCTE Website.

Motion 1.15 (Payne/ Wrice) Payne moved that Jody send a draft of the TYCA Research Initiative Survey to the EC and Anne Ruggles Gere for comments and to be returned to Millward by December 15, 2004. *Approved*

Motion 1.16 (Mitchler/Warner) Mitchler moved that we direct the NCTE staff to publish results of the TYCA Research Initiative Survey. *Approved*

H. TYCA NOMINATIONS REPORT (Millward)

Motion 1.17 (Millward/Warner) Millward moved that we rescind the process for online nominations that we passed in March 2004, and follow those recommended by NCTE. *Approved.*

- X. OLD BUSINESS: Mentoring/Membership Service Drive (Nov. 03, Motion 1.6, Warner)
- The Mentoring Membership Service Drive is continued as IP (In Process).

XI. NEW BUSINESS

- A. TYCA Web Updates (Matthews)

Motion 1.18 (Wrice/Warner) Wrice moved that the regional web managers have an annual meeting online or face-to-face whenever possible. *Approved.*

- Chair will direct the regional webmasters to work with Mike Matthews in consultation with Melissa Prentice to review the National TYCA homepage by March 2005.
- Bodmer recommended that changes to the TYCA page be based on the format of the CCCC page: <http://www.ncte.org/groups/cccc>

B. Nat'l TYCA Membership Gift at Regional Convention (Bodmer)

- Bodmer announced that National TYCA could offer a reduced \$45 membership to Regionals that want to give away a national membership at their regional conferences. Regular cost is \$60.

XII. ANNOUNCEMENTS

- A. TYCA EC Meeting at CCCC San Francisco: Saturday, March 19, 2005 (8-5)
 - Prentice: notify EC if the location changes
- 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

Valentino adjourned the meeting at 4:25

By acclamation, the EC recognized Marilyn Valentino for her excellent work as Chair.

Quarterly Reports
College Forum Groups
Q2, FY05
March, 2005
Paul Bodmer

Just so you know, this report goes to the governance groups of CCCC, CEE, CSSC, TYCA, and the College Forum. By the way, this is really, really long. Sorry. Speed read.

The Field

This seems like a good time to review what seems to be the major focus of work of the CF constituencies. In an interesting way, it seems to me that the higher education groups in NCTE are taking stock of where we are and where we need to go.

CCCC research initiatives

This is straight from Doug's annual report to the NCTE EC:

In 2004, the officers recommended, a committee developed, and the EC approved up to \$50,000 to support the CCCC Research Initiative. This program aims to consolidate what the profession has already learned, through a variety of methodologies, regarding the teaching and study of composition, rhetoric, and literacy. The purposes of these synthesis projects are (1) to articulate what is known about the teaching of composition at this time, and (2) to provide a foundation for public policy discussions, large grant proposals, and future research. In late spring we put out a call, received 25 submissions and awarded 10 grants of up to \$5000. The recipients met at the NCTE Annual Convention in Indianapolis, will present at the convention in San Francisco, and will have their work published in CCC and TETYC. Complete information about the awarded projects is available at <http://www.ncte.org/groups/cccc/highlights/117912.htm>

The C's will continue this project for the next year, although scaled down because they will also commission a specific research project to gather information about the state of writing for advocacy purposes.

At the MLA convention in Philly this past December, Kathi Yancey, Barry Maid, Sandra Jamieson, Shirley Logan, Doug Hesse, Chris Anson, Irv Weisser, presented at the C's and WPA session on the curriculum for first-year college composition as well as various approaches to writing programs for undergraduate education. Where I think all this comes together is that we are stepping back to really take a good look at the state of writing, the kinds of writing, the teaching of writing, and the preparation for teaching writing. This is good, global vision.

CEE Summit

CEE has had some very successful Monday Colloquia at the NCTE Annual convention focusing around what it is we do in methods classes, which has led to the larger question, what does a good English Education program look like? In light of the changing dynamics of institutions, and the changing and demanding policies from both state and federal government, they are holding a summit this spring that will try to identify major questions, and answers, for the state of English Education. Again, a good opportunity to step back, talk with smart people, think deeply, identify our challenges, and begin to shape where we need to go in the next decade.

In addition, CEE has actively worked to begin a graduate student cohort within its ranks. More on that in the student section of this report.

College Section Steering Committee

With the shift in conference planning from a completely hands-on process to a virtually (I guess that is a pun in this case) online process, the NCTE EC has eliminated bringing the whole conference planning group to Urbana in February. The problem is that also eliminates the second annual meeting of the Section Steering Committees—they only meet at the annual convention now. To do the extensive work of the Steering Committees, creating a sense of community is important, and we are trying to find ways that will make that possible.

On a specific programmatic front, the CSSC is exploring as many possibilities as it can to find a good, collaborative arrangement to continue the Summer Literature Institutes. By the next report, we hope to have a concrete plan in place for the summer of 2006.

TYCA

TYCA has just completed two major documents that they have been working on for the past few years. They are “Research and Scholarship in the Two-Year College,” and “Guidelines for the Academic Preparation of Two-Year College English Teachers.” They will be publicly available at the CCCC convention in San Francisco. The first document demonstrates the wide and deep research and scholarship in English studies, particularly in the scholarship of teaching, that is being done, and that needs to be done, by two-year college English faculty. It is a good picture of what a two-year college English faculty member is, or should aspire to. The second document presents a guide for graduate programs, and students, to become that faculty member. Like the other three higher education constituencies in NCTE, this has allowed TYCA to reflect on where the profession is and what is needed as we move into the big changes caused by the retiring of huge numbers of faculty who have been the backbone of community college work.

I will be taking these documents to the American Association of Community Colleges annual convention this spring where I will be on a panel with Dave Berry of the Community College Humanities Association (CCHA), Cheryl Cleaves of the American Mathematical Association in Two-Year Colleges (AMATYC), and Isa Engleberg of the National Communication Association (NCA). We will all be talking about the faculty needed for the challenges ahead, and how best to prepare and support that faculty.

The Faculty Contingent

I do see enough commentary in a variety of places (administrators, policymakers, even public venues) that leads me to believe we might be able to really address the issue. All the NCTE groups, and most of the other associations, have been working to find ways to include adjunct faculty in the professoriate. But all of our efforts are really a drop in the bucket. Unless an institution makes a commitment to address the adjunct faculty on its campus, most of our efforts only reach a very small number—the PEP awardees (less than 100 a year), the reduced rates for conference attendees, and even the reduced rates for membership—only apply to that minority of adjunct faculty who participate in our programs.

I was on a panel at the AAC&U convention in San Francisco this past January with Gwen Bradley of AAUP and Arnita Jones of American Historical Association. Gwen talked about the numbers of adjunct, and Arnita gave a great picture of how the professoriate is turning into a management job. She talked about the tenured historians who now must spend most of their time creating the curriculum that will be delivered by adjuncts. She compared it to the old registered

nurse who used to be on the floor and working with patients, but now is back in the management room setting up schedules and determining what nurse assistants will treat which patients. The person with the real expertise is removed from working with patients, or in the historian's case, students. We recognize the story, but she was able to frame the discussion to make a point that, I think, would resonate with policymakers. We still have to get policymakers ears, however.

I talked about the effect of adjunct faculty on the most important course in a liberal education, first-year college composition. We know that over 50 percent of the faculty who deliver that course are adjunct faculty. Most of the permanent full-time faculty who teach FYC are knowledgeable writing teachers who work out of the framework of current composition theory. That is because the hiring process and the tenure and review process is one way of ensuring that. In other words, the permanent faculty are credentialed by the institution. However, for the adjunct faculty, in most cases, no such process is in place. While many adjuncts may be appropriately educated and continue their scholarship to remain current and effective composition teachers, there is no process to ensure it. Therefore, we cannot say with any certainty that the over 50 percent of faculty who teach the FYC course are credentialed in any systematic way.

Randy Bomer is establishing a task force to investigate and comment upon the relationship between conditions of teachers' work and the conditions of their students' learning. It will include consideration at least of these different groups: contingent composition faculty, contingent education faculty, and daycare providers. I think the work we have been doing with CAW will help inform this task force.

Qualification

In my comments on adjunct faculty, I referenced qualification of faculty. I would like to expand on that a bit. At the MLA convention in Philadelphia, John David Guillory of New York University spoke as part of a panel on the plight of the Humanities in Academe. He proposed that we consider how we qualify humanities faculty. At this point, the tenure process, which is the qualifying process, as well as the review and promotion process, are all tightly tied to academic book and article publication. With that one mode of review as the predominant signifier, qualifying faculty has become quantified—X number of books/articles through particular presses equals quality. His suggestion was to find a way to qualify faculty by qualitative reviews of all the scholarships—discovery, integration, application, and teaching. In his view we need to think outside the old form to new forms and methodologies.

The Students

We have had a growing student contingent in NCTE. Student memberships are up in every segment. We have continued an active interest in the student-instructor program, and a growing interest, particularly in CEE, for graduate student programming. In fact, Allen Webb of the CEE EC is very interested in pursuing this subject. This past NCTE convention saw a strong contingent of students at the CEE meetings, and CEE now has a graduate student affiliate. They have a 60+ person listserv and plan to submit a proposal to CEE for Pittsburgh to deal with doctoral student issues and recruit new members.

The Academy

New publication

A new electronic publication, aimed at faculty, has been created by former staffers from the *Chronicle of Higher Education*. It is free, and the editors' intent is to address issues of concern to the faculty. Here is the address: <http://www.insidehighered.com/>

The Humanities

At the December 2004 Modern Language Association annual meeting, Robert Scholes, president of MLA, developed a series of invited sessions to address the future of the Humanities. The framing session for that series of discussions featured Louis Menand of Harvard University, Barbara Herrnstein Smith of Duke University, John David Guillory of New York University, and Kwame Anthony Appiah of Princeton University. In addition to the framing address, there were two question-answer sessions featuring the four speakers. In addition, Scholes presidential address also addressed the future of the Humanities.

The basic argument presented by the speakers is that the Humanities is, as always, under attack. No one really understands us Humanists, and even though our values and methodologies are crucial, particularly now, we are undervalued and our methodologies are dismissed. With the rise of the modern university and the move away from the education for the elite classes only, particularly in the United States and Canada, the educational enterprise has emphasized creating more creature comforts, not in making our lives more meaningful and fulfilled. The growth of all of the publicly supported institutions, the land-grant colleges, the normal schools, community colleges, has continually emphasized the value of practical knowledge for personal gain. The humanities disciplines and the Humanities as a discipline have allowed our work to be co-opted as just education for leisure. We need to reinforce and reiterate that the skills of a competent workforce are the skills of reading, reflection, re-conceptualization, and action that are embedded in a good liberal education with a strong humanities emphasis. However, I found the big guns of the academy simply decrying our situation. To use a metaphor from my youth, for the most part, they were plowing the same field without ever planting anything for growth.

Except for one. John David Guillory. I think he planted a seed—or tried to. Earlier in this report I outlined his suggestion to qualify scholarship in the humanities disciplines. In addition, he argued that we must disassociate scholarship from publishing. The way it is now, publication trumps scholarship. The purpose of publication should be to disseminate scholarship, but because the tenure and promotion process usually indicates that the scholarship must be disseminated in a particular way with a particular number of pieces, the qualification of candidates is quantified, rather than qualified. He did not argue for the reduction or elimination of the book, but for the qualification of scholarship, including finding other venues for dissemination. Particularly for scholarships other than the scholarship of discovery. He argued that a tremendous amount of very good scholarship goes into the classroom, rather than into journals or books. This good scholarly work, what we would call the scholarship of teaching, does not find its way into a venue for qualification. We need to find a way to do that. The other scholarships likewise (integration and application) are often not recognized because they, also, do not become books or articles. And yet those scholarships must also be recognized and qualified.

If, as humanists, we can give an account of our scholarship that goes beyond the traditional scholarship of discovery disseminated in a book or journal articles, then we will serve our profession internally by qualifying our scholars and serve our profession externally by providing a transparent accounting of our values and our value to the culture.

Where I think this plays out for us, and why we want to be part of this developing conversation, is that we have always championed the scholarship of teaching. We have also been exploring other venues for dissemination, particularly the web. We also have membership groups who are interested in expanding the kinds of scholarship that are accepted for tenure.

One more angle on all this. The American Council of Learned Societies (ACLS) is pursuing three initiatives in relation to the humanities.

- Collaborate with American Association of Universities with campus roundtables to explore the AAU report on the humanities, particularly to expand and clarify the role of the humanities for undergraduate education on research extensive campuses. The AAU report, "Reinvigorating the Humanities: Enhancing Research and Education on Campus and Beyond," was issued last April and can be found at <http://www.aau.edu/issues/humanities.cfm>
- Support for the teacher/scholar—scholar/teacher in research intensive through baccalaureate institutions. They are working with the Teagle Foundation <http://www.teaglefoundation.org/intro.htm> on how the liberal arts fit (or don't) for the teacher/scholar, particularly in relation to student learning outcomes. ACLS will convene a working group to produce a white paper.
- The Life of the Teacher/Scholar; a Rockefeller Foundation proposal. Focus on Master's degree institutions to ensure the centrality of humanities and humanities scholarship in these institutions.

I spoke with Dr. Yu about the absence of two-year colleges in her initiatives. She said that she was very aware of it, and is working to get the Teagle proposal to include them. She is very interested in the TYCA work, particularly the Teacher-Scholar document.

The National Humanities Alliance

The National Humanities Alliance was formed as an advocacy group for the Humanities in general and to serve as a voice for the National Endowment for the Humanities, both to the NEH and general advocacy for humanities for public policy. John Hammer has been the Executive Director since its inception, and he retired effective December 31, 2004. When the NHA began reviewing candidates to fill the ED position being vacated by John Hammer, the most promising candidate was Bruce Craig, the current ED of the National Coalition of History, an organization like the NHA that serves as an umbrella organization to history associations. There have been moves in the past to consolidate, or at least more closely coordinate, the work of the NHA and the NCH. Bruce Craig suggested a plan that would consolidate the two associations, thereby giving the double advantage of both a 501(c)3 organization and a 501(c)4 as well as combining staff for a more powerful advocacy advantage. The plan for the transition is:

- Both NHA and NCH adopt the plan for the potential consolidation
- By January 8, both organizations will have met to endorse plan
- A task force of five NHA board members and five NCH members will iron out the details that will be the basis for a vote at the NHA meeting May 7.

Policy

Community Colleges are big on several fronts. Bush's push. *Change* magazine, November/December 2004, published by AAHE focused on CC's. *Chronicle of Higher Education* October 29, 2004 issue focused on CC's. In short, the community college has come of age.

With that has come the problems of all of higher education. The hallmark of the community college has been the open door policy. And, until just recently, it has been an open door. All are admitted. But that has resulted in several problems.

- Budget constraints. Local CC districts, state legislatures, and federal student aid support has all either stagnated or diminished as the student population continues to rise. The result is that two-year colleges are beginning to screen applicants, either through entrance processes or through rising tuition.
- Open door to the college has been translated into open door to all courses. Which results in guaranteeing failure to students who do not have college-level skills in literacy being placed

in college-level courses. Correct placement means appropriate assessment and effective programs for success.

- Transfer has always been a bit of a tricky issue. Some states have state-wide articulation agreements. Quite often, community colleges have articulation agreements with several baccalaureate institutions. The positive part of this is that we are starting to engage in national talks about the difference between lower division and upper division coursework.
- The mission of community colleges has been fairly broadly defined, down to the point that it misses definition in some cases. While some see them as the beginning of a baccalaureate and higher education, others see them as job training, and others as stop-in/stop-out places to get some skills enhancement.
- Teacher education programs are growing very rapidly in community colleges. So are baccalaureate degrees. The baccalaureate degrees are quite often done on the CC campus, but awarded through an agreement with a four-year institution, although some CC's are offering them as programs completely within the community college.
- Success rates for colleges are often determined by graduation rates. That is particularly problematic for community colleges, as the graduation rate is very low—transfer before degree, stop-in/stop-out for a few courses, skills enhancement, all of these success stories are counted as failures if the student does not take an associate degree.
- The Bush administration has made Community Colleges its priority for higher education funding. Their vision is that the community college is for job training and vocational skills development. Although it has broad appeal, it emphasizes the training part of our institutions, rather than the education part. This is the divide that I think we need to keep exploring. It goes back to the humanistic thrust of the earlier parts of this report.

New Education Secretary

This is really not news, but here is the *CHE* report.

Margaret Spellings, President Bush's nominee to replace Education Secretary Paige, won unanimous confirmation in a vote by the Senate Committee on Health, Education, Labor and Pensions. Her nomination will go to the full Senate for confirmation this month. During a two-hour hearing before the committee, Ms. Spellings stressed the president's commitment to community colleges and the Pell Grant program. In her opening remarks, the nominee promised additional resources for community colleges and Pell Grants, and described the forthcoming reauthorization of the Higher Education Act as "a great opportunity to meet the needs of older students and adults." . . . Ms. Spellings repeated the president's proposal -- first offered in his re-election campaign -- to allow Pell Grant recipients to use their awards year-round, rather than only over the nine months of a traditional academic year. "We need to break down barriers in higher-education financing" that present disadvantages to lifelong learners, she said. "Community colleges are our first line of providers for training and job retraining."

The Work of NCTE

Most of this report has been seen through the rather narrow lens of higher education issues. I would like to broaden the field of view to include the whole of NCTE as a way of seeing what our work is and where we need to put energy.

The NCTE EC has worked very hard over the past year and a half in researching, studying, and focusing on issues in English Language Arts. In 2004, they explored the issues of Teacher Quality, Assessment, Literacy, and Writing. The issues for 2005 are Multi-modal Literacies,

Teaching and Research, and English Language Learning. Their work has produced some insightful discussions leading to policy decisions for NCTE directions.

Teacher Quality

The NCTE EC adopted the following statement about teacher quality:

The education and professional development of highly-qualified teachers of the English language arts is an ongoing project that must be considerate of the context in which teachers work. It begins in sound teacher preparation programs that focus on both content and pedagogical knowledge, continues in guided induction and mentoring programs, and extends throughout career-long professional development activities that practicing teachers undertake in formal and informal collaborations with professional colleagues local and nationally. The professional development needs of Preservice, New, Mid-career, and Late-career teachers are different and different kinds of programs must be developed and available to meet the needs of teachers at different stages of their careers. Similarly, teacher preparation programs and professional development must consider the cultural, socio-economic, and linguistic context within which teachers teach (or will teach).

Assessment

The NCTE EC adopted the report of the Assessment study group in November. The core of the statement is the following belief statement:

- Assessment must include multiple measures and must be manageable.
- Consumers of assessment data should be knowledgeable about the things the test data can and cannot say about learning.
- Teachers and schools should be permitted to select site-specific assessment tools from a bank of alternatives and/or to create their own.

The full document can be found at

<http://www.ncte.org/about/over/positions/category/assess/118875.htm>

Literacy

The Adolescent and Young Adult Literacy study group issued the following report, adopted by the NCTE EC:

Literacy is a complex activity that involves deep understanding through reading, writing, speaking, listening, and critical thinking within rhetorical contexts. Literacy Learning is a lifelong enterprise. Individuals do not learn to read and write, once and for all, but again and again, in contexts of meaningful use. Adolescents and young adults read and write for multiple purposes and audiences and in a variety of situations, many of which are located in digital, multi-media environments, many of which are located outside of schoolroom walls. As a personal and social process of building comprehension and making and articulating meaning, literacy of adolescents and young adults is integrally linked to academic excellence.

Writing

The NCTE EC also adopted eleven core beliefs about writing:

1. Everyone has the capacity to write, writing can be taught, and teachers can help students become better writers.
2. People learn to write by writing.
3. Writing is a process.
4. Writing is a tool for thinking.
5. Writing grows out of many different purposes.
6. Conventions of finished and edited texts are important to readers and therefore to writers.

7. Writing and reading are related.
8. Writing has a complex relationship to talk.
9. Literate practices are embedded in complicated social relationships.
10. Composing occurs in different modalities and technologies.
11. Assessment of writing involves complex, informed, human judgment.

Each of the beliefs is developed with explanatory remarks, and the full text can be found at <http://www.ncte.org/about/over/positions/category/write/118876.htm>

Final Thoughts

Not really a conclusion, but a request of sorts. This report has really been trying to frame out a set of parameters within which faculty in English studies writ large (general undergrad education, teacher education, composition and rhetoric, lower division studies, graduate education) exist. It is a changing landscape with new forms of dissemination of research and scholarship available, although not necessarily accepted, new paradigms of the faculty cohort with large numbers of faculty outside official institutional frameworks, new definitions of classroom space, and a changing awareness of what it is we do and need to do. And, within that context, what can we as members of NCTE do to address our issues within the parameters of NCTE. What we need is some good, serious thinking that will help shape a long-term plan to address the issues. Talk to your College Forum representative, as that is the place for these discussions to come together.

To: TYCA EC
Report Author: Sharon Mitchler, TYCA Chair
Date of Report: 2/22/05

REPORT FROM THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

I. TYCA ORGANIZATIONAL CHANGES

- A. Last year, the TYCA Chair appointed a **TYCA Program Chair** to assist with soliciting panels and presentations for the NCTE and CCCConventions. The term lasts two years. During the first year, the Program Chair assists the Associate Chair with creating a TYCA Strand; in the second year (when the Assoc. Chair position is vacant) the Program Chair will be responsible for the TYCA Strand for both conventions.
- This new position will be continued. It has provided an excellent way to focus the development of panels, to provide national support for individual members who need to contact others for panel presentations, and it has allowed TYCA to improve opportunities for members to present at national conferences and conventions.
- B. Mike Matthews was appointed the first **Webtender**. He has begun communications with the seven regional web masters.
- C. **TYCA Volunteer Forms and Presenter Sheets** have been distributed during regional conferences. Names and pertinent information are now housed in a database at NCTE headquarters. To facilitate coordination of these volunteers and communication with individuals who completed the forms a new position, **Volunteer Coordinator**, was created by the TYCA EC at the November EC meeting. The TYCA chair will appoint the Volunteer Coordinator by March of 2005. A description of the position and call for nominations has been sent out on the TYCA listservs.

II. TYCA RESEARCH INITIATIVE: Research Funded.

Jody Millward, Past Chair, used last year's "nine areas for research in teaching English in two-year colleges" as the basis for an application to the CCC Research Initiative. The project was chosen for funding. Jody Millward, Gregory Shafer, and Dianne Fallon are completing the project, now named "Survey of Two-Year College Composition Programs." Millward, Shafer and Fallon met with mentors from CCC in November, and they are currently testing a survey, which will be distributed later this year.

III. TYCA CONFERENCE PARTICIPATION

During the NCTE 2003 convention, four concurrent sessions identified as "Two-Year College" were on the program. This is the same number as the previous year.

CCCC continues to be a powerful draw for TYCA members. For CCCC 2005, the TYCA Strand offers two workshops, TYCA Talks, the TYCA Saturday Breakfast, and one SIG: "Public Image of the Two-Year College." More proposals labeled "TYCA Stand" than ever before were submitted with the help of the TYCA Program Chair. Of those, thirteen were accepted. This is a slight increase over last year (10 accepted). The TYCA Program Chair has helped to increase participation in submission of panels, and helped create panels that include TYCA members from multiple regions.

Session topics include: assignments that promote student success in urban community colleges, unique concerns for faculty at rural community colleges, writing outcomes, hosting small conferences, portfolio assessment, and visual rhetoric/literacy.

IV. TYCA AWARDS

A. TYCA conferred four **Outstanding Program Awards** and three honorable mentions this past year. By category, winners for **2004** were:

- "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.

This year, TYCA will present four **Outstanding Program Awards** and three honorable mentions. Winners, by category, for **2005** are:

- "Reaching Across Borders" – Wright College; Honorable Mention, St. Louis CC-Merimac
- "Fostering Student Success" – Northwest Vista College
- "Enhancing Developmental English" – Norwalk Community College; Honorable Mention, Brevard Community College
- "Enhancing Literature and the Cultural Arts" – Illinois Central College; Honorable Mention, Mesa Community College

More details will be included in a later report. Details of the winning programs will be announced at the 4C Convention in San Francisco this coming March.

B. TYCA's **Annual Awards for 2004** presented at the CCCC Convention in 2004:

1. Nell Ann Picket Award: John Lovas
2. Outstanding TETYC Article: "Longer, Deeper, Better" J. Simmons, T. McLaughlin (May 03)
3. Fame and Shame Awards:
 - **Shame Award:** The Fort Worth Star-Telegram 1/25/04. Dr. Jim Lee from U. of N. Texas is quoted: "any junior college is considered Siberia. . . .Most people teaching at them would probably eat wood to get out."
 - **Fame Award:** Fort Worth Star-Telegram 2/2/04. Dr. Tahita Fulkerson of Tarrant County College replies: "If Rattan would 'eat wood' to leave his

employer of three decades, it may be because he just doesn't understand the mission of the institution."

TYCA's **Annual Awards for 2005** will be presented at the CCCC Convention in 2005:

1. Nell Ann Picket Award: Georgia Newman
2. Outstanding TETYC Article: Dr. Laurie Grobman's "Thinking Differently about Difference: Multicultural Literature (May 04)
3. Fame and Shame Awards: will be chosen at the conference at the "Public Image" SIG and announced at the TYCA breakfast.

V. TYCA AGENDA for 2005-06

TYCA continues to encourage faculty to improve writing programs in their colleges, to increase its networking among the regionals and its members, to expand the mentoring process, and to revise its membership brochure. TYCA will also devote energies to specific areas:

A. TETYC Editor Search

A search committee made up of Eric Bateman, (SW), Sheldon Wrice (MW) and Don Andrews (SE) is in process. They will make their recommendation later this spring.

B. TTY Editor Search

A committee made up of the TYCA officers, Marilyn Valentino, past-chair; Sandie Barnhouse, secretary; and Sharon Mitchler, Chair is in process. They will make their recommendation by the EC meeting in San Francisco on March 19.

C. Teacher/Scholar Document

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

Both of these policy documents were submitted to the TYCA EC in November 2004, and they were approved. They are currently being prepared for distribution in the following avenues:

- An upcoming issue of *TETYC* will focus on this topic.
- Brochures that highlight the major statements will be completed for first review by the EC meeting in March 2005. They will then be distributed at the seven regional conferences.
- Complete copies of the documents will be available on the NCTE/TYCA web pages.

The TYCA EC will continue to improve distribution of these documents to TYCA members, other groups within NCTE, and to academic professional organizations that also serve two-year college students and interests.

D. Outstanding Program Award.

This award continues to garner more attention each year, but and TYCA will continue to find better ways to encourage nominations. After Diane Hacker's passing her longtime publisher, Bedford/St. Martin's, proposed funding the award in her honor. After prolonged discussions, it was agreed that the award would be renamed the "Diane Hacker TYCA Awards for Outstanding Programs in English" beginning with the 2005 awards.

Name of Committee:

Outstanding Program Awards

To: TYCA Executive Committee
Report Author: Gwen Gresham
Date of Report: 9 February 2005

Committee Members:

1. Gwen Gresham, Chair (SW)
2. Linda Isles Jones (SE)
3. Deborah Wilson (MW)
4. Sheldon Wrice (MW)
5. Lois Powers (PC), ex officio

Last meeting date/location: online discussions and phone calls, December 04--January 05

Work completed since last report:

The committee received submissions from seven programs in five different TYCA regions. This year's awards and honorable mentions went to:

Reaching Across Borders

Outstanding Program Award
Wright College, Prof. Brenda Cardenas
Latin American and Latino Studies Program

Honorable Mention

St. Louis CC—Meramac, Linda VanVickle
Linked Courses: ESL Writing and Literature

Fostering Student Success

Outstanding Program Award
Northwest Vista College, Valerie Jimenez and Heidi Lopez
Developmental Math, English, and Reading Advocacy Center

Enhancing Developmental English

Outstanding Program Award
Norwalk Community College, Craig Machado
ESL Credit Program

Honorable Mention
Brevard Community College, Catherine Lally
Learning in Nurturing Communities (LINC)

Enhancing Literature and the Cultural Arts
Outstanding Program Award
Illinois Central College, Edwina Jordan
Travels through Literature

Honorable Mention
Mesa Community College, James Cervante
Mesa Literary Festival

Recommendations from the Committee to the Executive Committee: Because this year one college submitted the same program in two categories, the committee recommends that the submission form and brochure be revised to say, "Colleges may enter a program in more than one category, if appropriate, but each entry must be submitted separately, and no program will receive an award in more than one category." [The current wording is "Colleges may enter in more than one category, each entry to be submitted separately."] We also recommend revising the criteria so that the programs should show evidence of "thoughtful responses to the educational needs of diverse students" [the current wording is "thoughtful responses to the educational needs of students that are informed by the best language learning theory"] and "pedagogy informed by sound language theory and practices" [new criterion].

Additional information: Melissa Prentice reported to the committee, "Beginning this year, Bedford/St. Martin's is co-sponsoring the award in honor of Diana Hacker. As a result, the award has undergone a name change and starting with the promotion of the 2006 award will be called the Diana Hacker TYCA Awards for Outstanding Programs in English for Two-Year Colleges and Teachers. As part of the co-sponsorship, the award winners will be offered a \$500 travel stipend to attend the CCCC Convention and receive the award."

The committee owes special thanks to Lois Powers and Melissa Prentice for their advice and support!

Name of Committee:

Nell Ann Pickett Award Selection Committee

To: TYCA Executive Committee
Report Author: John Lovas, Chair
Date of Report: February 28, 2005

Committee Members:

1. John Lovas, Chair
2. Louise Bown
3. Frank Madden

Last meeting date/location The committee met online.

Work completed since last report: The committee reviewed all nominees for the award, ranked the top three, and came to unanimous agreement on our choice for the award. The committee chose the candidate with the broadest and deepest record of service to the profession as well as a record of excellence as a teacher-scholar.

Work in progress: None. The committee will resume work under a new chair in the next nomination cycle.

Recommendations from the Committee to the Executive Committee: The committee selected Georgia Newman as the 2005 recipient of the Nell Ann Pickett Award.

Additional information: None.

**Public Image of Two-Year Colleges Committee:
Hallmarks of Fame and Shame**

To: TYCA Executive Committee
Report Author: Sterling Warner, Chair
Date of Report: February 2, 2005

Committee Members

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

Last Meeting Date/Location:

On Friday, March 26, 2004, at the 2004 CCCC in San Antonio, TX, the Public Image of Two-Year Colleges Committee met to share research, facilitate presentations scrutinizing various forms of mass media, and engage in a forum on the best and worst examples of two-year college media coverage. From numerous online and hardcopy submissions of both positive and negative portrayals of community colleges across the nation, the participants awarded ONE Fame Award; it also identified ONE Shame Award. For the first time, both Awards went to the same news service: *The Fort Worth Star-Telegram*. Following is a more detailed list of recipients and the basis for their respective awards:

2004 "SHAME" AWARD WINNER:

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

2004 "FAME" WINNER

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

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

WORK IN PROGRESS:

- Since the CCCCs in San Antonio, TX, the Fame/Shame Committee has been sharing hard copy and online nominees for the 2005 Fame Award and Shame Award. In San Francisco, CA, we will convene to look over, assess, and determine the best (fame) and worst—or most disparaging—(shame) media portrayal of two-year colleges.
- The committee's on-going research into the issues and images of two-year colleges projected and/or reinforced through the media will be presented on Friday, March 18, 2005 (3:30-4:45pm, Exhibit Level, Hall D, Room 8) at the CCCCs 2005 in San Francisco, CA.

Name of Committee:

Teaching English in the Two-Year College Best Article Committee

To: TYCA Executive Committee
Report Author: Carolyn Calhoon-Dillahunt
Date of Report: March 1, 2005

Committee Members:

1. Carolyn Calhoon-Dillahunt (Chair)
2. Iris Gribble-Neal
3. Alexis Nelson
4. Joanna Tardoni

Last meeting date/location: All of our committee work took place on-line. Our last “meeting” took place on 1/19/05, the day we announced our 2004 winner to *TETYC* editor and to NCTE.

Work completed since last report:

Over the past year, the committee has read and rated the March 2004, May 2004, September 2004, and December 2004 issues of *Teaching English in the Two-Year College*. We used a common rubric to score each article (excluding “Instructional Notes,” “Book Reviews,” and the like), and the chair would tally total scores for each issue and send them out to all committee members. (Articles were scored from 1 – 5, with 5 as the highest, on the following criteria: Content, Form, Style, Usefulness, and Overall Impression.) After the December 2004 issue, we reviewed our total scores and found that we had a clear winner, so no further discussion of the articles was needed. We selected “Thinking Differently about *Difference*: Multicultural Literature and Service Learning” by Laurie Grobman (May 2004) as our winner. It received a total of 93 points between all readers (average score = 23.3) and was the only article to receive more than 90 points (out of 100 possible). The committee chair notified Howard Tinberg (*TETYC* Editor) and Melissa Prentice (NCTE) as well as our award winner.

Work in progress: The work for 2004 is completed except for presentation of the award at CCCC in March 2005. Our award winner, Laurie Grobman, will not be able to attend, but the chair will announce our committee’s selection at the awards ceremony.

Recommendations from the Committee to the Executive Committee: No recommendations for the Executive Committee. However, the Best Article committee has made recommendations to the chair about ways to encourage dialogue (vs. simply reporting scores) during the reading/rating process.

Additional information: All committee members have indicated that they would like to serve on the committee again next year.

TYCA Regional Reporting:

Midwest Regional Two Year College English Association (TYCA - Midwest)

To: TYCA Executive Committee
Report Author: Leslie Roberts
Date of Report: February 15, 2005

Committee Members:

1. Jane Wagoner, Past Chair and Archivist
2. Neville Britto, Treasurer
3. Sue Peters, Secretary
4. Karla Brown, Chair
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)

Last meeting date/location: October, 2004, Peoria, IL

Work completed since last report:

Review of regional and national bylaws
Publish fall, winter newsletter
Continued to work on the design of regional web pages

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
Added an "archivist" to the list of non-voting EC positions

Work in progress:

Fine-tune the outstanding new faculty award process and accept nominations for 2005
(deadline: March 30, 2005)
Publish spring newsletter
Plans for the Fall 2005 conference

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.

Additional information:

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

TYCA Regional Reporting: TYCA Northeast

To: Executive Committee of the Two-Year College English Association
Report Author: Marsha Nourse, TYCA/Northeast Representative
Date: February 27, 2005

Regional Executive Committee Members, Positions and E-mail Addresses:

1. Barbara Cooper, Chair	bcooper@howardcc.edu
2. Veronica Singer, Vice-Chair	vdoerr@ccac.edu
3. Yulanda McKinney, Secretary	ymnkinney@monroecc.edu
4. David Cranmer, Treasurer	dcranmer@neit.edu
5. Vivian Spencer, Membership	vgspencer@aacc.edu
6. Marsha Nourse, National Representative	mnourse@dean.edu
7. Dave Critchett, Immediate Past Chair	dcritchett@ccri.edu
8. Lisa Altomari, State Representatives	laltomar@northshore.edu
9. Judy Angona, 2005 Program Chair	jangona@ocean.edu
10. Howard Scheiber, 2005 Local Arrgt.	Howard_Scheiber@middlesexcc.edu
11. David Steinhart, Newsletter Editor	dsteinhart@ccac.edu
12. Tim McLaughlin, Archivist	tmclaughlin@bhcc.mass.edu
13. Elizabeth Butts, Web Tender	ebutts@dccc.edu

Date of last REC Meeting: February 26, 2005

Work Completed and Current Activities since last report:

- **Barbara Cooper**, as our new REC Chair, has carefully reviewed the TYCA By-Laws and become familiar with the “ropes” as a new chair. As she continues to learn her role as chair, she is also establishing a goal of reaching out to all members of the Executive Board to be sure that everyone understands how things are done. In that spirit, she developed a project for Tim and Elizabeth to delineate roles and tasks for all members of REC (see below). Other goals she has set are to make TYCA more known in the region, work with Lisa to further develop state representative network, continue to include a Small Press in the regional publisher’s trade show, and become more involved with the bigger picture for TYCA on the national level.
- **Dave Cranmer**, REC Treasurer, reported a healthy balance of \$15,766.14 in our bank account. This past year, we had to complete a report to the IRS for the first time, and Dave hired an accountant to file appropriately.
- **Marsha Nourse**, TYCA Representative, completed two TETYC columns, reported to the Regional Committee meeting on Feb. 26th, and is planning expanded contributions for the forthcoming regional newsletter to further promote current projects on the national level.
- **Vivian Spencer**, as the new Membership Chair, is embarking on a membership list project, to synthesize all our various lists (membership, mailing, English Departments of colleges in the region) into one database, probably on Excel. The task of maintaining and

passing on clean lists has always been a challenge, and her goal is to utilize current technology to improve this process for the region. Vivian reported 169 members in current standing and 31 additional names dating back to 1999. She is setting goals to continue to attract new members. One successful concept was to waive conference fees for up to 30 adjuncts at the 2004 conference. REC voted to offer this again in 2005.

- **Vicki Singer**, as Vice Chair is responsible for future sites, and identified Providence, Rhode Island for the 2006 Conference. She is hoping to interest a coalition from nearby schools (New England Institute of Technology, CCRI, Dean College, Bristol CC, Massasoit CC) to host a Providence conference.
- **Lisa Altomari** as State Representative Coordinator plans to continue her contact work and host a State Reps breakfast on Saturday morning during the Fall 2005 Conference. Lisa plans to work with Vivian on helping the Reps cultivate English Departments that don't send delegates to the conference.
- **Dave Steinhart**, Newsletter Editor, set a deadline of March 15 for the next issue, which would be published and mailed in mid-April, following the Call for Proposals mailing at the end of March.
- **Tim McLaughlin**, Archivist, and **Elizabeth Butts**, Webmaster, drafted and presented a document of *Frequently Asked Questions: Everything You Always Wanted to Know about the REC*. This document will be included in the fall conference folders and used as a "recruiting tool" to attract nominees for REC. Part Two of this document will be to delineate tasks involved for each REC position.
- **Elizabeth Butts** has enhanced the Regional Executive Committee list with photos, in addition to posting all pertinent information on the forthcoming conference. She continually updates the regional web site with current information.
- **Judy Angona**, Program Chair 2005, and **Howard Scheiber**, Local Arrangements Chair 2005, reported on plans for the Fall 2005 conference in Princeton. The Conference Theme is *INNOVATE, COLLABORATE, NEGOTIATE: Global English in the Twenty-First Century*. Speakers are currently being contacted. The Call for Proposals (due by June 1st) is posted on the regional web site, and will be mailed on March 15. They are utilizing the resources of Princeton University and the town of Princeton for tours, performances and speakers. The session schedules have been established.

Projected Completion Date of Activities: Fall Conference 2005

Date of Next Meeting: October 22, 2005

TYCA Regional Reporting:

TYCA Southeast

To: The Executive Committee of the Two-Year College English Association
Report Author: Chris Jennings
Date of Report: March 1, 2005

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@hindsc.edu |
| 7. | Chris Jennings, National Rep | cjennings@tcc.edu |
| 8. | Thad Cockrill, Journal Editor | tcochrill@southwest.tn.edu |
| 9. | Susan Slavicz, Advertising Manager | sslavicz@fccj.edu |
| 10. | Laura Hammons, Meeting Coordinator | ldhammons@hindsc.edu |
| 11. | Evelyn Webb, Minority Inv/Local Arrang | webb@spcjc.cc.ms.us |
| 12. | Bonnie Startt, Webmaster | bstartt@tcc.edu |
| 13. | Faye Barham, Program Co-Chair 05 | frabarham@hindsc.edu |
| 14. | Beverly Fatherree, Program Co-Chair 05 | bdfatherree@hindsc.edu |
| 15. | Annette Cederholm, AL State Rep | ederholm@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 Conf Chair/TN Rep | joel.henderson@chattanoogastate.edu |
| 23. | Sandra Via, VA State Representative | svia@jtcc.edu |
| 24. | Ben Wiley, Archivist | wileyben@spcollege.edu |
| 25. | Mike Williams, ITC, Dir. and Local Arrang. | 06 Michael.Williams@hgtc.edu |
| 25. | Sean Glasberg, Chair 2004 (Myrtle Beach, SC) | |

Date of Last Program: 7:30 a.m. Saturday, Feb. 26, 2005/Jackson, Mississippi

Work Completed Since Last Report:

TYCA-SE Chair Don Andrews commended spirit of cooperation among members of the Executive Committee in light of cancellation of Fall 04 REC meeting due to weather. The next REC meeting is scheduled for Sept. 16, 17, 2005 at the AmeriSuites, Atlanta, GA.

Assistant Chair's Report: Evelyn Beck facilitated letters to administrators recognizing service to TYCA-SE by members of the executive board. She reported that a full slate of candidates and full staffing of elections was in effect at the 2005 conference.

Treasurer's Report: Tom LaBelle reported that TYCA-SE is in good financial standing and able to support projects that include the Fund for Excellence. Three adjunct travel awards were given for the Mississippi conference. An audit was conducted during the conference; TYCA-SE received "a clean bill of health." Recommendations from the auditors will be forthcoming in a formal report.

Membership Chair's Report: Harry Moore reported a 367 member total for 2004 that included 152 new members. State totals were AL, 44; FL, 25; GA, 14; KY, 8; MS, 78; NC, 13; SC, 25; TN, 52; VA, 22; WV, 0. The membership is directly related to conference sites. When people cannot attend the conference, the membership suffers.

Member-At-Large and Award Chair's Report: Debbie Stallings announced the 2005 Cowan and Doster Awards: Cowan – Susan Poston Allen, Greenville Technical College, Greenville, SC; Bill Doster Distinguished Service Award – Linda Isles Jones, also of Greenville Technical College. Along with accolades from the membership, Susan received a cash award; Linda received a lifetime membership to TYCA-SE. Both received engraved plaques and presented a session at the 2005 conference.

Four-Year College Representative: This position needs to be filled.

Minority & Adjunct Affair Reports: Evelyn Webb created special invitations for the Chair's Reception to distribute to conference participants as they arrived on site and continues to notify identified minorities about conference events.

TYCA National Representative: Chris Jennings reminded board to review bylaws to ensure TYCA-SE is inline with those of the national organization. She encouraged members to volunteer their services, write proposals, and attend national conferences of NCTE and CCCC. As chair of the upcoming TYCA/CCCC Breakfast, she invited members to attend and asked for volunteers to assist with the activity. She announced that the TYCA Outstanding Program Awards is being co-sponsored by Bedford/St. Martin's in honor of Diana Hacker; the publisher will provide \$500 travel stipends to winners of the award.

Journal Editor's Report: Thad Cockrill requested book reviews, poems, conference photos, and announcements about promotions, awards, and retirees for the next edition by March 10.

Advertising Manager's Report: Susan Slavicz distributed information demonstrating financial support of Thomas, Bedford, Prentice Hall, McGraw, and Longman publishers in journal and conference program advertisements. She encouraged members to write reviews of publications for the journal.

Webmaster's Report: Bonnie Startt reported that the TYCA-SE website receives approximately 1,000 hits per month. She will reactivate the listserv with member passwords to encourage membership discussion and involvement. Publishers who support the organization receive links from the TYCA-SE web site to their companies. Photos from the 2005 conference will be placed on the web site.

ITC (Institute in Technical Communication) Report: Mike Williams reported the success of the 2004 conference with a good mixture of 2-year and 4-year participation. With Mike's resignation as director, the TYCA-SE board suspended ITC for 2005 to consider ongoing promotion of this activity.

2004 Huntsville Conference Report: Joel Henderson shared data demonstrating financial and program success of the 2004 conference. Monies from outside sales of tickets to the Rick Bragg event and a portion of book sales through Barnes & Nobel contributed to the profits. The conference attendance figure was 193.

State Representative Reports:

ALABAMA - Annette Cederholm reported that she sent email messages to current members with a challenge to bring in one new member this year.

FLORIDA - Sally Nielsen emailed members to renew membership and requested photos to send to those who did not attend the conference.

GEORGIA - No report

KENTUCKY - No report

MISSISSIPPI - Karen Dieckmann reported that the majority of the 200 participants at the 2005 conference with the majority of participants were from MS. A state level organization, TYCAM, enabled English instructors from all 15 two-year colleges to convene and plan for the 2005 conference..

NORTH CAROLINA - No report

SOUTH CAROLINA – Chuck McDonnell reported that the state's economy and corresponding impact on faculty salaries, as well as lack of SPD funding, caused restrictions in out-of-state travel. The SC General assembly has introduced legislation to authorize area commissions for each technical college to consider name changes to include the term "community college." A no-frills, drive-in, one-day English Conference for all 16 technical colleges is planned for the fall.

TENNESSEE – Joel Henderson reported that he has relied on an email distribution list that includes 95% of the 2-year faculty to encourage colleagues to join TYCA-SE. He wants to have a one-day state meeting and suggested the need for more state level discussions, perhaps through a discussion board.

VIRGINIA – Sandra Via reported that state budget cuts and lack of travel funds have hindered membership and attendance at out-of-state conferences. In October 2004, over 200 community college English faculty members participated in a biannual Peer Conference in Charlottesville, VA. In addition to discipline-related presentations, faculty attended issue-oriented roundtable discussions to update course descriptions and consider issues related to transfer, Internet literature, dual enrollment, ESL, and adjunct faculty. The VCCS Chancellor's goals that include a demand for workforce development may alter the nature of English courses.

WEST VIRGINIA – No representative

Work in Progress:

Meeting Planner's Report: Laura Hammons reported that although all 15 college presidents supported the TYCA-SE 2004 conference, TYCA-SE seed money for subsequent conferences should be increased to \$2,000. She recommended that the Chair sign conference hotel contracts, that cost-cutting measures be employed to look at options for conferences sites outside of luxury hotels, that the "burn out" factor be considered in personnel responsible for hosting and planning conferences, and that efforts be made to mentor younger colleagues to attend conferences.

2005 Local Arrangements Report: Evelyn Webb reported that the 2005 Conference included 34 concurrent sessions; an opening plenary session with John Rusky, riverboat captain, luncheon speaker, Dr. Suzanne Marrs, Eudora Welty scholar; and closing session speaker, Nevada Barr, author. Morgan Freeman, also responded to the invitation to attend, and appeared on a panel to discuss film and literature. Local MS authors shared their works in readings, the fortieth birthday of TYCA-SE was celebrated, ITC's 25th year, and after conference tours were conducted for members to visit local cultural attractions.

2005 Jackson, MS Program Co-Chairs, Faye Berham and Beverly Fatherree: This conference hosted by the entire state had contributions from all 15-college presidents. Publishers were also generous for this event and hosted several events. Over 200 participants registered.

Myrtle Beach, SC 2006: Sean Glasberg, Program Chair, and Mike Williams, Local Arrangements: The February 23 – 25, 2006 site is the Kingston Plantation/A Hilton and Embassy Suites Resort on the beach in Myrtle Beach, SC. Room rates at \$99.00. Fred Chappell and Beulah White are the scheduled main speakers. Proposals for sessions will be available in the Spring TYCA Journal and also on the TYCA-SE website.

Jacksonville, FL 2007: Plans are in place for the TYCA-SE 2007 conference to be hosted by Community College of Florida in Jacksonville, FL.

Announcement of results of elections of new REC members: New REC positions will be held by the following members - Joel Henderson, Associate Chair; Evelyn Beck, Membership Chair.

Projected Completion Date of Activities: February 23-25, 2006

Recommendations from the Committee to the Executive Committee: NA

Date of Next Meeting: September 17, 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	Nat'l Rep/ Webmaster	louise.bown@slcc.edu	
8.	Carol Hammond	Local Arg. Co-Chair	Carol_hammond@yc.edu*	
9.	Connie Gilmore	Local Arg.Co-Chair	Connie_Gilmore@yc.edu*	
10.	Ron Christiansen	Nominating Chair	ron.christiansen@slcc.edu*	

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

We are discussing the next TYCA West conference in Prescott, AZ via email.

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: February 25, 2005

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

	Name	Role	email	new member*
1.	Tom Gribble	Co-chair	tgribble@scc.spokane.edu	
2.	Alexis Nelson	Co-chair	alexisn@spokanefalls.edu	
3.	Dana Elder	4-year rep.	delder@mail.ewu.edu	
4.	Eva Payne	National rep.	epayne1@chemeketa.edu	
5.	Sandra Schroeder	Publications co-ed.	sschroeder@yvcc.edu	
6.	Dodie Forrest	Publications co-ed.	dforrest@yvcc.edu	
7.	Walter Hudsick	Archivist	mailto:whudsick@cascadia.ctc.edu	
8.	Holly Cullom	Secretary	hcullompcc.edu	
9.	Samm Erickson	Member at large	serickso@pcc.edu	
10.	Troy Wilkerson	Member at large	twilkers@mail.pcc.edu	
11.	Kris Fink	Treasurer	krisfink@yahoo.com	
12.	Carolyn Calhoon- Dillahunt	Program Co-Chair 2005 Conference	ccalhoon@yvcc.edu	
13.	Mark Fuzie	Program Co-Chair 2005 Conference	mfuzie@yvcc.edu	
14.	Sharon Mitchler	Member at large	smitchler@centralia.ctc.edu	

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

Date of Last REC Meeting: January 29, 2005

Work Completed Since Last Report:

All REC members agreed to send job listings to the newsletter co-chairs for possible inclusion in the newsletter—we hope to continue in spite of the sparse response rate.

Walter Hudsick continues to work on our archives. After discussion, we determined that sheltering the archives at one of the REC's committees institutions would be the best idea.

Bradley Bleck and Kris Fink are updating the membership list to reflect attendees at the 2004 conference.

Bradley Bleck wrote a letter as Membership Chair to send to new members that was accepted with revisions. He will send that letter to Kris so she can include it in acknowledgments to new members.

Dana Elder reported on contacting Masters in English programs and we discussed ideas which might be more successful and determined that dividing up the list of programs amongst REC members and arranging for REC members to visit programs personally would be preferable. We will report progress on this at the April meeting.

Eva Payne has contacted her Longman rep and is awaiting word on advertising interest for our regional TYCA publications.

We discussed the revision of our By-laws and Eva Payne will relay the REC's desire to the National group working on By-law compliance that it is our strong preference that the By-laws be permissive rather than restrictive—our co-chair situation is an example of where we differ.

Summary of Current Activities:

Tom Gribble and Beth Camp are working on updating our listserv to restore REC members who were inadvertently removed and include new REC members.

Tom Gribble, Samm Erickson and Beth Camp are exploring moving the PNW website from its present host at the Linn-Benton Community College server to a yahoo site.

- We discussed the need to develop a system for tracking non-NCTE members attending regional conference.
- We discussed our treasurer's report and the amount of money to be given for the Lisa Ede Outstanding teacher's award.
- We approved a draft copy of the 2005 conference to be held at Yakima Community College: (appears below).

In Spanish, "*abrir*" means to open; a "*camino*" is a path or way. "*Abrecaminos*" then are trailblazers, those who open the way. This conference will offer dialogue about the many landscapes and means for breaking trail community colleges offer.

Most of our students are opening the way for themselves and their families as well as becoming new political and social forces in their communities. As teachers we are also trying to find a way, for our students and ourselves. However, we often find ourselves in a difficult dual role of being gateways and gatekeepers (both barriers and path openers).

This conference, with its presentations, questions, and discussions, is designed to serve as an intersection, a time and space where our paths cross, providing us an opportunity to open the way through dialogue. Our goal is to share the nature of our barriers, to blaze new trails, and, ultimately, to discover how to become "*abrecaminos*" for our students who are trying to find their ways in and through the academy.

Date of Next Meeting: April 29, 2005

TYCA Regional Reporting:
Southwest

To: The Executive Committee of the Two-Year College English Association
Report Author: Gwen Gresham
Date of This Report: 25 February 2005

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 Interim Membership Chair	iluna@accd.edu	
3.	Joan Mathis	Treasurer	jmathis@parisjc.edu	
4.	Chuck Fisher	Secretary Colorado Rep.	chuck.fisher@aims.edu	
5.	Michael Berberich	Web Designer Political Info. Chair Galveston Conf. Chair	mberberich@gc.edu	
6.	Gwen Gresham	Nat'l TYCA Rep. Archivist	gweng@northark.edu	
7.	Terry S.Mouchayleh	Newsletter Ed.	tstewart@austincc.edu	
8.	Lillian Wooley	REC Member Louisiana Rep.	lwooley@pobox.lsua.edu	
9.	Beth Shelton	Awards Chair Texas Rep.	bshelton@parisjc.edu	
10.	Toni McMillen	Texas Rep.	tmcmillen@parisjc.edu	
11.	David Charlson	Oklahoma Rep.	djcharlson@okccc.edu	
12.	Berta Wise	Oklahoma Rep.	bwise@okccc.edu	
13.	Mary Snaden	New Mexico Rep.	msnaden@gallup.unm.edu	
14.	Joseph Cole	Arkansas Rep.	jcole@pulaskitech.edu	
15.	Amy Baldwin	Arkansas Rep.	abaldwin@pulaskitech.edu	
16.	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, Austin, TX; members present: Amy Baldwin, Michael Berberich, David Charlson, Jill Coe, Joey Cole, Michael Gos, Gwen Gresham, Irma Luna, David Lydic, Joan Mathis, Jim McInturff, Toni McMillen, Terry Stewart-Mouchayleh, Beth Shelton, Lillian Wooley

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." The deadline for program proposals is May 1, submitted to Dr. Michael Gos, Lee College, P.O. Box 818, Baytown, TX, 77520. Conference co-chairs are Michael Berberich and Michael Gos; Irma Luna will coordinate the publishers' exhibits. Mary Snaden is exploring a conference in Santa Fe in 2006.

Summary of Current Activities:

Austin Conference Co-Chairs David Lydic and Terry Stewart-Mouchayleh reported 82 attendees at the 2004 conference, with a final profit of \$689.55. Treasurer Joan Mathis reported a balance of \$2209.06, with 141 paid memberships. Funding changes were a common theme in the reports from the state representatives, with Texas focusing on overall population growth in a district rather than enrollment growth and fully funding the higher education formula but cutting health benefits. The current administration's proposed cuts in Perkins funds will affect writing centers across the region. OKCCC is increasing its full-time English faculty to lessen its dependence on adjuncts. Louisiana is focused on building the two-year colleges; four-year institutions have raised their minimum ACT score to 21 and are developing partnerships with the two-year colleges for developmental courses. Texas has a common course numbering system among two-year colleges; Arkansas does not have a common course numbering system, making transfer difficult. Pulaski Technical College, the fastest growing, lowest funded two-year college in Arkansas, is managing rapid growth and a huge population of English adjunct faculty, while maintaining quality courses. Pulaski Tech uses Web-CT for faculty development. The English department there sponsors two student journals, one literary and one scholarly. The REC is studying regional and national TYCA bylaws online, with an eye to updating the regional bylaws and proposing changes in the national bylaws.

Date of Next Meeting: 10/20/05 on Galveston Island

TYCA Regional Reporting:

English Council of the California Two Year Colleges Board

To: TYCA Executive Committee
Report Author: Sallyanne H. Fitzgerald
Date of Report: January 2005

Committee Members:

see Fall 2004 report with attached board list

Last meeting date/location: San Diego, CA Fall 2004

Work completed since last report:

The Board has been communicating on line about a variety of issues: budget issues, the fall 2005 conference plans, an ECCTYC flyer, the future of the organization.

Work in progress: Plans for the fall 2005 conference and an information flyer.

Recommendations from the Committee to the Executive Committee:

Additional information: ECCTYC holds statewide conferences every two years. The fall 2005 conference is scheduled for Long Beach, CA. Information about the conference and ECCTYC is available on the ECCTYC website.

Patrick Sullivan
English Department
Manchester Community College
Manchester, CT 06040
(860) 512-2669
psullivan@mcc.commnet.edu

**Mending Walls, Unlocking Gates:
Research and Reflection on the Shifting Roles of the Two-Year College**

TYCA Northeast

Key Challenges:

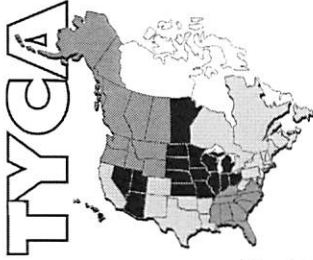
- A troubling philosophical question related to open admissions and the community college mission: How many chances do we give students? Should we ever say "no"? Are we being honest when we tell everyone that they can make it? Does it make sense to offer admission to even the most unprepared? Should there be a "bottom" threshold for admittance--and, if so, what should that threshold be?
- ESL and The 1.5 Generation: "What did we talk about before we had ESL students?" Many ESL students now come to us with strong listening and speaking skills (and are "Americanized" in many ways), but they are often not strong readers or writers. They are also "caught between two cultures and two generations." How do we best meet their needs?
- Freshman Composition: "How much is reasonable to expect from one required English course?" Faculty on our campuses will often say, "This is the course where students learn to write." But there is too much pressure on this course to do it all, including teach "the research paper." Key challenge: To get our colleagues to understand that English competency develops longitudinally and must involve other disciplines. Proposal: Two required English courses and ongoing WAC initiatives.
- Common course numbering and consistent standards among colleges: "To what extent can a state community college system have common standards and outcomes?" Do the unique needs of our students make it impossible to have common standards at all colleges in a state system?
- National standards and assessment initiatives vs. local control: "Control is a big issue right now. Things are moving toward strong central control, prescriptive regulations and legislation, with the Federal and state government looking over our shoulder. The idea appears to be that 'if we follow this procedure or fill out that form, then we'll have better

education." How do we best respond to these prescriptive national initiatives?

- Declining reading skills: "Poor writing skills remain a constant, but we've also seen a real decline in reading skills. Students can't be successful at anything without reading skills, including math."
- The "temping" of the profession. "English departments are overly reliant on adjunct faculty and this creates a host of problems--some practical, some logistical, some ethical. Adjunct faculty members simply cannot have the same commitment to an institution as full-time professors can."
- Workload: 22 students x 5 classes. "I am cutting back on the numbers of papers I assign. Students get less attention and less writing experience."
- Workload and professional development: "I get home and the last thing I want to look at are more words! So it's hard for me to read professional journals or think about writing something to publish."

Successful Programs and Effective Practices:

- There continues to be great enthusiasm for the enterprise of teaching and for engaging the various challenges English teachers face in our profession. I found English teachers working happily and with great determination. Morale is strong. People are busy.
- There is a great deal of local creativity and community engagement (poetry readings, departmental reading groups, leadership on issues related to literacy and access, academic support and success programs).
- Technology use is on the rise. WebCT and Blackboard are commonly used even in traditional classes. Increasing numbers of distance/online courses are being offered.
- CCET (Connecticut Coalition of English Teachers). This is a statewide coalition of community college English teachers that meets 4-5 times a year to discuss issues of mutual concern (statewide placement cut-off scores, assessment protocol, common course numbering, etc.). This is a group that has established political power and credibility and is regularly consulted by our system administrators whenever issues related to the teaching of English arise. Every state should have one! For more information contact Professor Sally Terrell at sterrell@txcc.commnet.edu. Sally teaches English at Tunxis Community College in Connecticut.



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

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

Executive Summary

The Two-Year College English Association of the National Council of Teachers of English developed the following document to give guidelines for the academic preparation of two-year college English 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 college teachers, and to graduates who want some direction in deciding appropriate courses in their preparation to become two-year college English faculty.

Two major questions frame the document; what are the characteristics of effective two-year college English teachers, and how can these characteristics be fostered through academic preparation and professional development?

Characteristics of effective two-year college English faculty

- Reflective practitioners and flexible teacher/scholars
- Classrooms are student-centered
- Understand diversity and teaching to diverse ethnic, economic, and ability populations
- Challenge their students
- Teaching is grounded in theory and research
- Collaborate with colleagues in developing curriculum
- Actively serve their colleges and their communities
- Participate in professional community through conferences, presentations, publications and ongoing scholarship.

Academic preparation and professional development

Baccalaureate degree with major in English and these core courses:

- Western and non-western literature, including literary theory
- Grammar and linguistics
- 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

Master's Degree in English or English Education should include:

- In-depth courses in the core group above
- 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
 - Multilingual/multicultural, ESL education
 - Computer-mediated learning and digital environments
 - Research methods
- Suggested elective coursework in:
 - Diversity
 - Writing Across the Curriculum
 - Writing Centers
 - Classroom assessment

Further Graduate Studies and Continuing 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; faculty/self-evaluation

Adjunct Faculty

Since much of the teaching of composition is taught by adjunct faculty, they should have the same qualifications expected for full-time hires, specifically, a master's degree 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.

**Prepared by an ad hoc committee of 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
 Marilyn Valentino, Ph.D., Lorain County Community College, Ohio
 Xiao Wang, Ph.D., Broward Community College, Florida

Approved by the Two-Year College English Association of the National Council of Teachers of English,
November 20, 2004

To download the full text of the document, visit:
<http://www.ncte.org/groups/tyca/featuredinfo/119956.htm>

TWO-YEAR COLLEGE FACT SHEET : Millward

Draft Only

Enrollment numbers:

- 1157 two-year colleges; 979 public, 148 private, 30 tribal colleges
- In 1999, 47% of undergrad students in U.S. public higher education and 44% (including private colleges) were enrolled in two-year colleges, a total of 5,590,000 students: 2.3 million were men; 3.2 million were women.
- By 2005, 16.3 million (an increase of 1 million from 2001; by 2011, enrollment is expected to be 17.7 million.

Student body profile:

- In 1999, 62% of two-year colleges (as compared to 7.5%) of four-year universities had open admission policies
- 63% of two-year college students attend college less than full-time; at 4-year colleges, only

~~22% of students are part-time.~~ typo

2000 – a slight increase in percentages in one year

17% of black undergraduates

56% of Hispanics

48% of Asian/Pacific islander

57% of Native Americans

57% of two-year college students are women

46% of all two-year college students are at least 25 years old; average age

is 29

60% work more than 20 hours per week

34% spend 11 or more hours per week caring for dependents

52% are first-generation college-goers

Funding and Transfer:

- 44% of funding for two-year colleges comes from the state; 20% from fees, 10 % local funds; 5% federal funds

- Of the 43 states cut overall spending or tapped reserves in 2002, 29 cut higher education and 11 more expected to do so in 2003.

- On average, two-year colleges spend \$7,020 per full time student (319% in scholarships)

- 53% of two-year college students intend to earn bachelors; yet only 25% transfer to a four-year institution within five years. Only 39% of those who intended to transfer actually did so within 5 years. The higher a student's class status, the more likely that student is to transfer:

- 48% vs. 32% of 4-year students drop out after one year.

- Impact of class status on transfer rates:

- 35% of upper class students transfer

- 21% of middle class

- 7 % of working poor and low income transfer

- 52% of adults surveyed by ETS say our education system is coming up short or

falling behind when it comes to offering young people from all backgrounds a chance to attend college; 52% name rising tuition and other costs the biggest problem facing colleges & universities & also cited decreased government funding.

96% believe that a college education is a good investment

- 48% of two-year colleges offer welfare-to-work programs; 54% of the remaining colleges plan to offer such programs

- 95% of two-year colleges are Internet connected

- 95% of employers who use two-year colleges for workforce training would recommend the programs their workers use.

- 72% of business executives give U.S. higher ed system an A or B for quality;

- 73% of business executives report that higher ed is doing a good job at preparing students for work.

Homeland Security:

- 85% of law enforcement, firefighters and EMT's are credentialed by two-year colleges

- 65% of healthcare workers are educated at two-year colleges

- Most popular fields for two-year college students is health sciences and technologies (30%); business (17%), and computer and information technology (15%)

Publications Report:

TETYC

To: TYCA Executive Committee
Report Author: Howard Tinberg
Date of Report: Feb. 28, 2005

Editorial Board Members:

1. Eleanor Latham
2. Smokey Wilson
3. Stephen Ruffus
4. Sheldon Wrice
5. Tom Speer
6. Maxine Long
7. Beverly Derden Fatheree
8. Kip Strasma
9. Gil Creel

Last meeting date/location: March 2004

Work completed since last report:

Special Issue: Teaching as Scholarship (September 04)

Work in progress:

Special issue on Class (forthcoming)

Notable articles from the past year:

- *Thinking Differently about **Difference**: Multicultural Literature and Service-Learning* > Laurie Grobman
- *A Flare from the Margins: How the Association for Business Communication Fails Two Year College Faculty* > Lisa Tyler

- *Two-Year College English Faculty and the Scholarship of Teaching and Learning: The Journey Awaits* > Jeffrey Sommers
- *Exceptional James* > Gregory Shafer
- *Comprehension, Concept Formation, and Written Expression: Strategies and Challenges for Teaching College Writing to Students with Learning Disabilities* > Ricia Gordon

TYCA Panels for NCTE 2005

To: TYCA Executive Committee
Report Author: Gwen Gresham
Date of Report: 24 February 2005

Work completed since last report:

I submitted the following panels for NCTE 2005 on behalf of the presenters, indicating TYCA sponsorship:

Title: "KISS, Chat, Blog: Reaching Today's Students Through Dynamic Communication"

Panel: Ken Haley, Paris Junior College, Paris TX
Toni L. McMillen, Paris Junior College, Paris TX
Sharon Dennehy, Paris Junior College, Paris TX

Title: "The Writing Center: Practical Information for Creating, Growing and Maintaining a Writing Center at Two-Year Colleges"

Leslie Roberts, Chair, Oakland Community College, Farmington Hills, MI
Presenters: Sandie Barnhouse, Rowan Cabarrus CC, Salisbury and Concord, NC

Title: "Keeping it in the Family: An English Department Funds, Manages, and Staffs a Two-Campus Writing Center"

Sharon Mitchler, Centralia College, Centralia, WA
Title: "Getting a Boost with Faculty Support"

Eva Payne, Chemeketa Community College, Salem, OR 97309
Title: "Expanding Writing Center Services"

The following proposals were submitted by the presenters, earmarked as TYCA-sponsored:

Title: "Adventures in Online Composition: A Variety of Practices and Tools for Teaching Writing Online "

Presenters: Angie Macri-Hanson, Pulaski Technical College, N. Little Rock AR
Joseph Cole, Pulaski Technical College, N. Little Rock AR
Amy Baldwin, Pulaski Technical College, N. Little Rock AR

Title: "No Sponges: Creating an Ethical Community for the Community College via the Research Paper Process"

Presenters: Amy Baldwin, Pulaski Technical College, N. Little Rock AR
Angie Macri-Hanson, Pulaski Technical College, N. Little Rock AR
Joseph Cole, Pulaski Technical College, N. Little Rock AR

Title: "Permeable Boundaries in World Literature: Strategies for Approaching Unfamiliar Ground in Greek and Indian Fables, and in the Works of Achebe, Aidoo, and Allende"

Speaker #1: "Not for Children Only: Adult Values in Fables, Old and New"

Speaker #2: "The Construct of Marriage in the Texts of Chinua Achebe and Ama Ata Aidoo"

Speaker #3: "Magic Realism: Allende's 'Real' Antidote to Transcend Repression in "The House of the Spirits" and her YA book, "City of the Beasts"

Work in progress:

Recommendations from the Committee to the Executive Committee: TYCA Talks will provide an excellent springboard for collection of Presenter Information forms, which will be a valuable program resource for panels for CCCC '06. Please continue to collect those forms at regional conferences during the year as well to expedite panel submissions for NCTE. It's difficult to put together panels for NCTE, both because there are fewer two-year college faculty attending and because the proposals are due so early in January.

Additional information:

Archivist's Report

To: TYCA Executive Committee
Report Author: Lois Powers
Date of Report: March 6, 2005

Work in progress and near completion:

Materials to be sent to NCTE (Summer 2005)

- Mark Reynolds Mississippi meeting files with content list
- Personal files from Mississippi meeting 1992 to 1996 (pre TYCA)
- Personal files with content list from 1992 to the present (agenda books, correspondence, etc.)
- Brief history of TYCA projects: TYCA Web Site, development of Outstanding Program in English Awards, and "Guidelines"
- Personal comments by Mark Reynolds (the Mississippi meeting), Chuck Annal (the plan for creating TYCA), Paul Bodmer (a short history of TYCA), Frank Madden (NTCC and NCTE negotiations), Howard Tinberg (TYCA and *TETYC*), and Lois Powers (some observations of TYCA's growth) Note: Chair reports do summarize major activities/accomplishments as well as highlight issues of importance. In that respect, we do have limited overviews from chairs.

What I determined would be probably be the most meaningful to the organization is to offer my personal files from 1992 to 2005, providing a kind of chronology by indexing the content, and providing a very brief commentary from my perspective of being on the EC in one capacity or another from 1992 to the present.

Early Existing Archive Material at NCTE, Urbana

- Bound copies of *TETYC*, published first by East Carolina University, then NCTE, from fall 1974 to the present.
 - Includes reports from the regionals
 - Includes people who were active early in the two-year writing and research
 - Includes articles and research of high quality
- Archived papers from
 - NJCC (National Junior College Committee)
 - NTCC (National Two-year College Committee)
 - TYCA (Two-Year College English Association)
 - (Often personal papers)
 - (Some Examples)
 - Junior college memberships, conferences, reports and NJCC committee
 - Information about regionals
 - Working papers and personal notes
 - Meetings and conferences
 - By-laws
 - Minutes of NJCC and NTCC meetings
 - Agendas

Correspondance
Studies
Bibliographies
Directoires

Recommendations:

- Though I had written letters and sent reminders to the chairs of TYCA from 1996 to the present soliciting materials (memoirs, important events, important correspondence—written or electronic), to the participants in the “Mississippi Meeting” soliciting their remembrances of the initial attempts to bring the two-year college into a more active role in postsecondary education, and to *TETYC* editors soliciting their thoughts on how the journal has changed/responded to the emergence of TYCA, little material has been received. I would recommend that future archivists continue trying to collect such materials.
- Reconsider the role of archivist in terms of the way information is currently archived at NCTE and the way communication is delivered electronically. In 1997, agenda books became an important record of TYCA’s activities. Expanded handbooks were developed in binder form by Laura Johnston in 2000 including complete information about TYCA, past and present minutes, past and present awards winners, etc. The handbook is updated yearly by NCTE staff. Thus, most material is already archived at NCTE though I am not sure how it is organized.
- Although I attempted to collect important e-mail, e-mail often becomes more like a personal letter combined with business and less carefully constructed (understatement). Thus, my tendency was to save limited e-mail. Then, too, some chairs communicate more frequently and more directly than others. The TYCA EC may want to consider the value of e-mail.
- At present, no system is in place to channel materials directly to the archivist from TYCA chairs, EC members, and committee chairs. The archivist’s request for materials has not proven effective. However, because TYCA has formalized its committee reporting system and chairs’ reports, I believe that important material is collected and saved. The EC may want to revisit this question.

Name of Committee: TYCA Research Initiative

To: TYCA Executive Committee
Report Author: Jody Millward
Date of Report: March 5, 2004
Committee Members:

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

Last meeting date/location: on-going meetings via email

Work completed since last report:

1. Organized CCCC panel with representatives of each of the TYCA Regions to identify major challenges and successes (best practices) of two-year colleges by region. Panelists will provide handouts documenting their findings. Participants will present at a session and provide follow-up discussion at TYCA Talks at the CCCC 2005 Convention in San Francisco. Participants are as follows:

Patrick Sullivan, Northeast
Donald Andrews, Southeast
Gregory Shafer, Midwest
David Lydic, Southwest
Joanna Tardoni, West
Eva Payne, Pacific Northwest
Sterling Warner, Pacific Coast

2. Jody Millward and Gregory Shafer attended a CCCC Research Initiative Workshop at the Fall 2004 NCTE Convention, Indianapolis.

3. The committee drafted and pilot tested a survey on Assessment Practices, Technology Mediated Instruction, Writing Across the Discipline Programs and Practices, and Working Conditions. Survey was piloted with TYCA Executive Committee Members, February-March 2005.

4. The committee determined a distribution methodology for survey. This will be a three-prong effort:

- Melissa Prentice, TYCA Assistant, will distribute the survey through the NCTE office to all TYCA members.
- TYCA Regional Representatives will promote and track survey completion through the Regional Committees.
- Research Initiative Committee will follow-up with emails to volunteers who signed "Survey Taker" list at Regional TYCA Conventions and the national NCTE and CCCC conventions.

Work in progress:

1. As follow-up to the TYCA CCCC panel, the committee will:
 - Identify shared and unique challenges and best practices of the regions as defined by the presenters and
 - Strongly encourage panel participants to post their presentations on the TYCA Website and the TYCA Regional Websites.
2. The committee will present a final revision of the survey at the TYCA Executive Committee meeting in San Francisco 2005.
3. The survey will be distributed in April 2005.
4. The committee will meet with a consultant (provided by CCCC) to discuss ways to sort data and establish protocol for follow-up interviews.
5. The committee will identify two-year colleges promoting best practices in the four areas of the survey: Assessment, Teaching with Technology, WAC, and Working Conditions, identify contact people at these institutions, and conduct interviews.
6. The committee will publish the results of the Survey on the TYCA Website, in TETYC, and forward for posting on Regional Websites.

Recommendations from the Committee to the Executive Committee:

We recommend additional members be added to the committee to facilitate the completion of the last 6 steps. Ideally, the committee should have two members from each regional; these members could be active in their local Regionals or recommended by local Regionals.

Name of Committee: TYCA Research Initiative

To: CCCC Executive Committee
Report Author: Jody Millward
Date of Report: March 5, 2004
Committee Members:

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

Last meeting date/location: on-going meetings via email

I. Questions we are investigating:

1. What are the most common practices in two-year colleges in the areas of Assessment, Teaching With Technologies, and Writing Across the Disciplines?
2. How do material and working conditions affect those practices: e.g., technology access for faculty and students, faculty support for professional and program development?
3. What two-year colleges are following best practices in these areas? How did their programs develop? How are they sustained? Are they replicable?

Methodologies:

1. To create a context for the study, Chair, Jody Millward organized a CCCC panel binging together representatives of each of the TYCA Regions to identify major challenges and successes (best practices) of two-year colleges by region. Panelists will provide handouts documenting their findings. Participants will present at a session and provide follow-up discussion at TYCA Talks at the CCCC 2005 Convention in San Francisco. Participants are as follows: Patrick Sullivan, Northeast; Donald Andrews, Southeast; Gregory Shafer, Midwest; David Lydic, Southwest; Joanna Tardoni, West; Eva Payne, Pacific Northwest; Sterling Warner, Pacific Coast. As follow-up to the TYCA CCCC panel, this committee will: identify shared and unique challenges and best practices of the regions as defined by the presenters and post the results on the TYCA national and regional websites. In addition, the committee will strongly encourage panel participants to post their presentations (papers) on the TYCA Website and the TYCA Regional Websites.

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- TYCA Regional Representatives will promote and track survey completion through the Regional Committees.
- Research Initiative Committee will follow-up with emails to volunteers who signed "Survey Taker" lists at Regional TYCA Conventions and the national NCTE and CCCC conventions.

Findings:

The pilot survey is a very small sample, yet receiving even this small sampling is exciting, for it suggests several areas of research. For example, we may be able to determine if private and two-year college branch campuses of four-year institutions have more resources than public two-year colleges and how that affects assessment practices, technology access, and the creation of WAC programs. The private colleges in the pilot were not open-admissions, used a writing sample for placement and portfolios for assessment, had both computer lab classrooms, "smart classrooms," and WEB access classrooms for studentpublic lap tops, and they have instituted or begun to institute a WAC program. A majority of two-year public colleges used standardized placement tests (sometimes with a writing sample, often not) and fewer than 50% use portfolios for assessment. A few of these colleges (roughly 1/3) offer on-line courses for developmental reading, writing, and second language classes, and 80% of those colleges have no technology literacy requirement. None of these colleges offers web access in the classroom for students with lap tops. Finally, while many of these colleges offer some form of a WAC program (writing intensive courses, links, learning communities), 80% do not have an institutionally designated WAC program. In terms of support for professional development, we have discovered that travel and conference funding has been restricted, reduced or eliminated, that all faculty co-pay for sabbaticals but range differs, and that a number of two-year colleges do not offer tenure. One person commented that several colleges in her area (her own included) have taken the selection process for hiring out of the department.

While this survey is primarily a gathering of data, clearly we will be able to draw some conclusions about the factors affecting two-year college praxis in these three critical areas. In addition, it will provide a basis for future research for masters and doctoral students and composition scholars, including 1) success and retention rates for students in colleges with no placement procedures vs. standardized testing without writing samples vs. multi-criteria placement including writing samples; 2) success and retention rates for students in developmental classes without technological literacy requirements vs. those with such a requirement; and 3) the material conditions which foster innovative programs and projects such as WAC and electronic portfolios. We posit that the results of such studies will provide a strong foundation for public advocacy efforts for two-year colleges nationwide.

Project Timeline: We expect the survey to be distributed in April, the literature survey completed by July, the analysis of the data and the protocol (and perhaps establish contacts) for interviews completed by September, and the report finished by November for NCTE in Pittsburgh.

Information Sources: We will update the TYCA website; in addition, Chair, Jody Millward will respond to inquiries.

TYCA RESEARCH INITIATIVE SURVEY: 2005

I. RESPONDENT INFORMATION

II. ASSESSMENT PRACTICES

- A. PLACEMENT OF NEWLY ADMITTED STUDENTS INTO THE ENGLISH LANGUAGE ARTS CURRICULUM**
- B. LANGUAGE ARTS CURRICULUM**
- C. COMPETENCY AND EXIT ASSESSMENT**

III. TECHNOLOGY AND THE TEACHING OF WRITING:

- A. ON-LINE COURSES**
- B. TECHNOLOGY SUPPORT/ENHANCEMENT FOR TEACHING**
- C. TEACHER TRAINING IN TECHNOLOGY FOR CLASSROOM PRACTICE**

IV. WRITING ACROSS THE CURRICULUM

- A. INSTITUTIONALLY DESIGNATED WAC OR WID PROGRAMS**
- B. WAC OR WID PRACTICES IN NON-DESIGNATED PROGRAMS**

V. WORKING CONDITIONS

- A. COMPOSITION LOAD**
- B. TENURE, SABBATICALS, RELEASE TIME, TRAVEL AND CONFERENCE**

TYCA Research Initiative Survey: 2005

I. RESPONDENT INFORMATION

1. Name of Institution

State in which Institution is located:

2. Information for the person completing the survey:

Name

Title

Phone

Email

3. Which of the following best describes your college?

- a) Public Two-Year College
- b) Two-Year College Branch of a Four-Year Institution
- c) Private/Proprietary
- d) Other

4. Which of the following best describes the mission of your college?

- a. Vocational/Technical, terminal certificates/degrees
- b. Vocational/Technical, degrees and transfer
- c. Feeder/Transfer
- d. Multi-mission
- e. Other

5. Location of Institution (Mark appropriate response):

- a. Rural
- b. Urban
- c. Suburban
- d. Multiple Campus Sites
- e) Other:

6. Does your college have an open admissions policy?

- a. Yes
- b. No
- c. If no, briefly describe requirements

7. Is your school calendar divided into (Choose one):

- a. quarters
- b. semesters

II. ASSESSMENT PRACTICES

A. PLACEMENT OF NEWLY ADMITTED STUDENTS INTO THE ENGLISH LANGUAGE ARTS CURRICULUM

8. What measures are currently used to determine student placement in the ESL/English sequence at your college? (Mark all that apply)

- a) Standardized tests without a writing sample
- b) Standardized tests with a writing sample (e.g., ACT, SAT, in-house)
- c) Writing sample only
- d) Portfolio
- e) Multiple criteria (e.g., transcripts, placement in reading, math, etc.)
- f) No placement procedure in place
- g) Other (Comment below)

Please specify the standardized instruments or comment on your placement criteria:

B. COMPETENCY AND EXIT ASSESSMENT

9. If your college administers “competency” or exit assessments for students, at what stages are these assessments employed? (Mark all that apply)

- a) At the end of each course
- b) For students transitioning from ESL to mainstream programs
- c) For students transitioning from developmental English
- d) For students completing the transfer level
- e) No exit or “competency” exams given
- f) Other (please comment)

10. If your college administers “competency” or exit assessments for students, what instruments are used? (Mark all that apply)

- a) Standardized tests without a writing sample
- b) Standardized tests with a writing sample (e.g., ACT)
- c) Timed essay exam
- d) Traditional Portfolio

- | | | |
|--|-----|-----|
| a) Transfer-level writing course | ___ | ___ |
| b) Transfer-credit reading classes | ___ | ___ |
| c) Developmental writing (one-level below transfer) | ___ | ___ |
| d) Developmental writing (two or more levels below transfer) | ___ | ___ |
| e) Developmental reading (pre-transfer level) | ___ | ___ |
| f) English as a Second Language | ___ | ___ |
| g) Other (e.g. creative writing, vocational topics writing) | ___ | ___ |

Comment:

16. If your college offers on-line classes, is there a technology literacy requirement for these courses? If Yes, please briefly describe:

17. In general, in comparison to face-to-face classes, is class size for on-line courses

- a) smaller
- b) the same
- c) larger

Comment:

B. TECHNOLOGY SUPPORT/ENHANCEMENT FOR TEACHING

18: Does your college offer any of the following as enhancement for your composition courses? (Mark all that apply)

ESL Pre-Transfer Transfer

- a) Computer lab classroom for every class meeting
- b) Computer lab classroom scheduled to supplement class meetings
- c) Computer lab classroom as necessary for class meetings
- d) Open lab (not for in-class instruction)
- e) Web access within a traditional classroom for instructor
- f) Web access within a traditional classroom for instructor and students with lap tops

Other computer technologies (please comment):

19. Does your college offer any of the following as enhancement for your reading courses?
(Mark all that apply)

ESL Pre-Transfer Transfer

- a) Computer lab classroom for every class meeting
- b) Computer lab classroom scheduled to supplement class meetings
- c) Computer lab classroom as necessary for class meetings
- d) Open lab (not for in-class instruction)
- e) Web access within a traditional classroom for instructor
- f) Web access within a traditional classroom for instructor and students with lap tops

Other computer technologies (please comment):

20. Are you or any of your colleagues in ESL or English using electronic portfolios?

- a) yes
- b) no

Comment:

C. TEACHER TRAINING IN TECHNOLOGY FOR CLASSROOM PRACTICE

21. Does your college offer training in any of the following? (Mark all that apply)

- a) on-line course development
- b) pedagogy for a computer lab classroom
- c) use of computer technologies in a 'traditional' classroom
- d) incorporating multimedia in any of the above teaching environments
- e) other
- f) no training available

Comment:

22. If your college does offer training in the use of computer and/or media technologies, how are you compensated for this training?

- a) no compensation
- b) stipends
- c) course release
- d) fulfillment of required professional development hours (e.g., "flex" credit)

e) other

Comment:

23. Can you name a two-year college (your own or another) you believe follows “Best Practices” in integrating technology into their composition program? If so, please list below and, if possible, provide a contact name at the college.

24. Please briefly indicate your satisfaction with current technology access and use at your college. List what changes (if any) you would recommend in terms of access or use of technology on your campus.

IV. WRITING ACROSS THE CURRICULUM

A. INSTITUTIONALLY DESIGNATED WAC OR WID PROGRAMS

25. Does your college have an institutionally designated Writing Across the Curriculum program?

a) Yes

b) No

26. If your answer is “Yes,” which programs are directly served? (Mark all that apply)

a) Vocational

b) Transfer

c) Honors

d) Other (please specify)

27. If your answer is “Yes,” how is the program structured? (Mark all that apply)

a) Writing intensive courses

b) Link courses

c) Learning communities/academies

d) Cluster courses

e) Other (please specify)

Comment:

B. WAC OR WID PRACTICES IN NON-DESIGNATED PROGRAMS

28. If your college does not offer a designated Writing Across the Curriculum program, does it offer any of the following (Mark all that apply):

- a) Writing intensive courses
- b) Link courses
- c) Learning communities/academies
- d) Cluster courses
- e) Other (please specify)

Comment:

29. Can you name a two-year college (your own or another) you believe follows r “Best Practices” in administering its Writing Across Curriculum Program? If so, please list below and, if possible, provide a contact name at the college.

30. Please briefly indicate your satisfaction with WAC or WID programs at your college. List what changes (if any) you would recommend for these programs on your campus.

V. WORKING CONDITIONS

A. COMPOSITION LOAD

31. What is the maximum number of composition students (from ESL through transfer courses) a faculty member in your department could have per term to fulfill a fulltime load? (Multiply maximum number of courses plus maximum class size)

- a) per quarter:
- a) per semester:
- b) college sets a cap of _____ composition students per faculty member per semester.

Comment:

B. TENURE, SABBATICALS, RELEASE TIME, TRAVEL AND CONFERENCE

32. Does your college offer tenure? (Mark one)

- a) Yes, if yes, how long is your probationary period _____
- b) No, if no, what are your contract conditions (for example, 1, 2, 3 year “rolling contracts,” multiple year term limits without rehire), please specify

33. Does your college offer sabbaticals? (Mark all that apply)

- a) Yes, year long
- b) Yes, term long
- c) No

Comment (or note any changes to sabbatical policy):

34. If your college offers sabbaticals, how many years must you wait to apply for:

- a) year-long _____
- b) term-long _____

Comment:

35. Are your sabbaticals fully funded or partially funded by your college? Please briefly describe funding process and or note any changes to funding:

36. Does your college grant on-going release time to full-time faculty for the following teaching-related duties? (Mark all that apply)

- a) Administrative work, (Chair of department, division or program duties, union duties)
- b) Union duties
- c) Writing Center Administration
- d) Tutorial work
- e) Other (Please specify):

Comment ((or note any changes in course release policies):

37. Does your college grant limited release time to full-time faculty for the following related duties? (Mark all that apply)

- a) Curriculum development
- b) Projects funded by grants
- c) Professional organizations (for example, TYCA Regionals, National offices)
- d) Other (please specify):

Comment (or note any changes in course release policies):

38. In the past five years, has your college (Mark all that apply):

- a) Maintained travel and conference funding?
- b) Increased travel and conference funding?
- c) Reduced travel and conference funding?
- c) Restricted travel and conference funding (e.g., to within a limited geographic area or by dollar amount, instituted a presenter requirement)?
- d) Eliminated travel and conference funding?
- e) My college has never offered travel and conference funding.

Comment:

39. Can you name a two-year college (your own or another) you believe follows "Best Practices" in creating effective teaching conditions within the composition program? If so, please list below and, if possible, provide a contact name at the college.

40. Please provide any additional comments or information you would like to share.

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

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

RESOURCES
TO
SUPPORT
TEACHERS

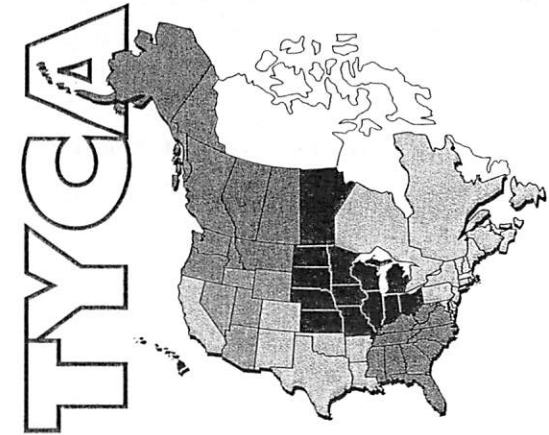
- Resources and strategies available in *TETYC*, online, and at meetings that provide you with the latest information, research, and developments in teaching that affect you professionally
- Regional meetings and national conferences where you can attend highly practical, hands-on sessions and network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

STRATEGIES
TO
IMPROVE THE
PROFESSION

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

ADVOCACY
TO
LIGHTEN
THE LOAD

NATIONAL



**THE NATIONAL
TWO-YEAR
COLLEGE ENGLISH
ASSOCIATION**

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

Resources, Strategies, Advocacy

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

WHAT IS NATIONAL TYCA?

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

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

WHO IS ELIGIBLE TO JOIN NATIONAL TYCA?

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

WHY SHOULD I JOIN?

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

HOW DOES NATIONAL TYCA WORK?

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

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

HOW DO I JOIN?

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

HOW CAN I GET INVOLVED?

NATIONAL TYCA ENROLLMENT FORM

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

ADDITIONAL OPTIONS

- Membership in the Conference on College Composition and Communication and a subscription to *College Composition and Communication* \$25
- College English* \$25
- English Education* (includes membership in the Conference on English Education) \$15
- Research in the Teaching of English* \$20

(International postage: Add \$4 per year for *TETYC*, *CCC*, or *RTE*; add \$8 per year for *CE*)

(Please print) Total _____

Name _____

Address _____

City _____

State _____ Zip _____

Phone number H: () _____

O: () _____

E-mail _____

School _____

Address _____

City _____

State _____ Zip _____

E-mail _____

Purchase order # _____

Charge my MasterCard Charge my VISA

Account no. _____

Expiration date _____

Your signature _____

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

Institutional subscriptions to *Teaching English in the Two-Year College* are available for \$40/year. For more information, call NCTE Customer Service 1-800-369-6283.



Volunteer Corps

National TYCA Volunteer Profile Form

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

Name (print): _____

NCTE Member # _____

Office phone: _____ Home phone: _____

Email: _____

Preferred Mailing Address

Home

Institution

Institution: _____

Institution address: _____

City: _____ State: _____ Zip: _____

Home Address: _____

City: _____ State: _____ Zip: _____

TYCA Region: _____

I would like to be nominated to serve on committees for: TYCA, 4Cs, NCTE
(Check all that apply.)

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

1. _____

2. _____

3. _____

I would like to:

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

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

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

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

Fax: 217-328-0977
Attn: Nancy Wilson

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



TYCA PRESENTER INFORMATION SHEET

If you have a presentation topic and would like to be part of the program at NCTE, CCCC, and/or a regional, complete this form and submit to the address indicated below. Your information will be forwarded to the TYCA Program Chair, who will review the proposal and contact you.

Name: (print) _____

Phones: Office: _____ Home: _____

E-mail: _____ Fax: _____

Home Address: _____

City _____ State _____ Zip _____

Institution: _____ Dept. _____

Institution Address: _____

City _____ State _____ Zip _____

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

Working Title for Presentation for next conference: _____

National conference you are interested in (please circle one): NCTE CCCC

Regional conference, if interested: TYCA NE TYCA SE TYCA MW TYCA W TYCA W TYCA PNW TYCA PC

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

Brief summary of your idea: _____ (email) _____

Other Possible Presentation Topics:

Manage My Organization

(<http://www.ncte.org/groups/affiliates/officer/118839.htm>)

Manage My Organization

Manage My Organization is an online tool designed to enable you to manage the membership of your group. This new program, offered by NCTE to its affiliates, assemblies, and TYCA Regionals, is an additional benefit of affiliation with NCTE.

Use Manage My Organization to:

- **Quickly view, add, delete, or change** your list of members, or an individual member's information
- Easily **download your membership list into an Excel** or a text file for labels or merge letters
- Use member data from the NCTE database, and **substantially reduce your keying**
- Create tables to **track member demographics**, such as grade levels at which members teach, diversity, conference attendance, or meal functions
- Access Manage My Organization through a **PC or Mac, avoiding access problems** when your officers and personal computer systems change
- **Ensure accuracy and consistency during officer changes or personal computer crashes.**
NCTE backs up its information on a nightly basis.

Presently, **only one** membership administrator for each affiliate or assembly will be granted access to Manage My Organization.

Access to an high speed Internet connection is necessary. Home dial-up may work, but it will be unstable and slow.

Manage My Organization will go live on **February 15, 2005** for those groups who have completed and submitted a Letter of Agreement for use of the Manage My Organization tool.

Please contact the Division of Communications and Affiliate Services office at NCTE for more information or to register for Manage My Organization. You may e-mail (affsec@ncte.org) or call 1-800-369-6283, ext. 3633 for more information.



*A Professional Association
of Educators in English Studies,
Literacy, and Language Arts*

The National Council of Teachers of English
1111 W. Kenyon Road, IL 61601-1096
Phone: 800-369-6283 Fax: 217-328-9645 Email: public_info@ncte.org

LETTER OF AGREEMENT FOR USE OF NCTE'S MANAGE MY ORGANIZATION TOOL

NCTE affiliates, assemblies, or TYCA Regionals wishing to manage their memberships using the Web-Based NCTE Manage My Organization Tool agree to the following terms:

- Complete this application form and update it as necessary.
- To have only **one** membership administrator who is an NCTE member and whose access to the affiliate's membership will be based on that **individual's** NCTE user name and password.
- Notify NCTE **immediately** if there is a change in membership administrator.

Membership administrators agree to the following terms:

- To abide by the Terms of Use and the Privacy Policy for the NCTE Web site.
- To abide by the NCTE Computer Usage Policy.
- To notify NCTE any time personal contact information changes.

With the exception of the required signature, please type or print the following information.

Complete Name of Group: _____

Name of Person Submitting Application: _____

Name of Membership Administrator: _____

Street Address of Membership Administrator: _____

City, State Zip of Membership Administrator: _____

Signature of Membership Administrator: _____

My signature indicates that I am the membership administrator for the group named above and that I will abide by the terms listed above both for the affiliate, assembly, or TYCA Regional and for the membership administrator.

Date: _____

RETURN THIS FORM TO: NCTE Affiliate Office, 1111 W. Kenyon Rd., Urbana, IL 61801; (phone) 800-369-6283, ext. 3634; (fax) 217-278-3760; (e-mail) affsec@ncte.org

Please keep a copy of this for your group's records.

TYCA Committees

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 Power, 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 Rick Hartsell Yulanda McKinney Jude Okpala Leslie Roberts Marilyn Valentino Xiao Wang Mark Reynolds, Reader	00-04 04-05 04-05 04-05 04-05 04-05 02-05 04-05 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				
TETYC Editor Search Committee Eric Bateman, Chair Don Andrews	04-05 04-05	3/2004			

TYCA Committees

Sheldon Wrice	04-05				
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				
NCTE Adolescent Literacy Marilyn Valentino	04-05				
NCTE Leadership Development Marilyn Valentino	04-05				
CCCC Mentoring Committee Marilyn Valentino	04-05				
CCCC Assessment Committee Larry McDonell	04-05				

November 2002

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

I. The National Organization

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

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

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

C. Purposes:

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

D. Goals:

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

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

F. Membership

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

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

A. Membership

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

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

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

The TYCA Executive Committee shall

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

C. Officers of TYCA Executive Committee

1. The officers shall be the Chair, Associate Chair (**even-numbered years**), Immediate Past Chair (**odd numbered years**), Secretary and Editor of TETYC.
2. The Associate Chair and Secretary are elected by a national ballot mailed to all members of TYCA. The person elected Associate Chair serves the first year as Associate Chair, the second **and third** year as Chair, and the **fourth** year as Immediate Past Chair. The secretary serves a three-year term.
3. The nominating committee, composed of the TYCA Executive Committee Immediate Past Chair and the seven regional representatives, shall prepare a ballot of two candidates for each

of the nationally elected positions. To the extent possible, nominations should strive to reflect the diversity of TYCA membership, drawing from full and part-time teachers, from the seven regional associations, and from those TYCA members who do not belong to the regional associations. The election process shall be completed before the fall meeting of TYCA Executive Committee.

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

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

D. Duties of the TYCA Executive Committee Officers

1. The Chair shall

a. Assume the responsibility for the functioning of TYCA

b. Plan the agenda for all business meetings

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

d. Appoint all committees authorized by TYCA

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

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

g. Ensure that all liaisons and appointees to relevant groups in NCTE are appointed

h. Notify CCCC Chair of any proxy representation prior to biannual meetings

i. Attend all NCTE Executive Committee Meetings

2. The Associate Chair shall

a. Assist the Chair and preside in the Chair's absence

b. Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English teachers at CCCC and NCTE

3. The Immediate Past Chair shall

a. Advise the Chair and TYCA

b. Chair the nominating committee

4. The Secretary shall

a. Prepare minutes of all business meetings of TYCA

b. Distribute minutes to all members of the TYCA Executive Committee within thirty days of the meeting

- c. Maintain a permanent file of the minutes and all other records necessary to the orderly transaction of TYCA business
- d. Send copies of all minutes and other records to the Executive Director of NCTE
- e. Assist the Chair in preparing for each business meeting

5. The Executive Secretary-Treasurer shall

- a. Keep an accurate record of finances for TYCA which shall include the per capita payments from the regional associations
- b. Authorize payment of all bills incurred by TYCA
- c. Direct NCTE staff to meet annually with the TYCA Executive Committee to explain NCTE's budget as it affects TYCA, report on per capita payments from the regionals, report on current numbers of members, and provide information to the TYCA Executive Committee as it plans the year's activities

6. The Editor of TETYC shall

- a. Provide a forum to announce and explore issues of interest to the teaching of English in the two-year college and the first two years of college
- b. Serve as resource speaker or workshop leader for regionals
- c. Serve as an advisor-for editors of regional newsletters

E. Meetings of TYCA Executive Committee

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

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

A. Names

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

B. Purposes

- 1. The central purpose of each association is to provide a framework for a variety of professional activities among the teachers of English in two-year colleges within its region.
- 2. Specific goals include:
 - a. Defining and exploring issues relevant to the improvement of the teaching of English in the two-year colleges within its region

- b. Conducting an annual regional conference
- c. Publishing reports of regional conferences and news items of special interest to members within its region
- d. Encouraging studies and research in the teaching of English in the first two-college years

C. Regional Boundaries

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

D. Membership

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

E. Dues

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

Committee, subject to approval by a majority of the RECs or the membership of at least four regionals.

IV. Regional Executive Committees

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

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

B. Election of REC

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

6. Ballot boxes shall be placed in convenient locations, and voting hours shall be publicized.

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

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

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

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

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

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

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

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

C. Duties of the Regional Executive Committee

The REC shall

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

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

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

4. Select a site and dates for the annual conference and meet with

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

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

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

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

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

D. Four-Year Representative

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

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

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

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

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

1. Program Chair

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

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

2. Assistant Program Chair

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

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

3. Local Arrangements Chair

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

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

4. Assistant Local Arrangements Chair (optional)
 - a. The REC may elect an Assistant Local Arrangements Chair whose term shall coincide with that of the Local Arrangements Chair.
 - b. The Assistant Local Arrangements Chair shall hold no other office on the REC and shall be a non-voting, ex officio member of that body.
5. Editor of Regional Publications
 - a. The REC shall elect an editor of regional publications to serve a three-year term.
 - b. The term of the editor shall begin at a time designated by the REC.
 - c. The editor shall hold office for not more than two consecutive terms, but may be reelected after retirement from office for one year.
 - d. The editor shall hold no other office on the REC.
6. Business and Advertising Manager (optional)
 - a. The REC may elect a business and advertising manager to assist the editor of regional publications in securing advertising for publications and the Program Chair in securing advertising for the published program of the annual regional conference.
 - b. The business and advertising manager shall serve a three-year term, which shall begin at a time designated by the REC.
 - c. The business and advertising manager shall hold office for not more than two consecutive terms, but may be reelected after retirement from office for one year.
 - d. The business and advertising manager shall hold no other office on the REC and shall be a non-voting, ex officio member of that body.

F. Meetings of the REC

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

V. Duties of the REC Officers

A. The Chair shall

1. Assume responsibility for the proper functioning of the regional association and the REC
2. Preside at the meetings of the REC unless unavoidably absent

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

contribution to the chair of National TYCA at the same time

c. Maintaining complete financial records

d. Arranging for a professional audit every two years if the REC elects to do so

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

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

D. The Secretary shall

1. Keep minutes of all meetings of the REC and all business meetings of the regional association

2. Forward copies of such minutes to all REC members within thirty days after the meeting

3. Upon authorization by the REC or its chair,- conduct all correspondence

4. Maintain permanent records of all resolutions passed by, or actions taken by, the regional association

E. The Membership Chair shall

1. In coordination with the Treasurer, maintain an up-to-date list of the names and addresses of regional members

2. Report annually to the REC on the distribution of members by state within the region

3. Devise and implement ways of increasing regional membership

4. Encourage members of the regional association to maintain membership in TYCA/NCTE and CCCC

F. The Four-Year College or University Representative shall

1. Serve as an advisor to the REC

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

G. The Program Chair shall

1. With the assistance and approval of the REC, plan a general theme and specific workshops for the annual conference

2. With the assistance and approval of the REC, select the major speakers for the conference

3. Assume responsibility for the completion of the conference program

4. Prepare a brief report of the annual conference and submit it to the REC not more than sixty days after the conference

5. Provide the editor of regional publications with the materials necessary to publicize the program and to report on the conference after it has taken place

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

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

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

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

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

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

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

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

VII. Amendment of the By-Laws

- A. Amendments to these by-laws may be proposed by
1. A majority vote of the membership in a regional association or its REC
 2. National TYCA
 3. The CCCC Executive Committee
 4. The College Section Steering Committee
 5. The NCTE Executive Committee
- B. Amendments may be approved by the National TYCA Executive Committee
1. By a two-thirds vote of the the legal votes cast if no previous notice of the proposed amendment has been given
 2. By a majority of the legal votes cast if previous notice had been given by mail at least thirty days prior to the National TYCA Executive Committee meeting
- C. An amendment approved by the National TYCA Executive Committee shall be submitted to the regional associations for a vote of the membership.
1. Each REC must submit any amendment adopted by the National TYCA Executive Committee to its membership either by mail or at its next annual business meeting.
 2. A regional shall be considered to have approved an amendment which receives approval by a majority of those voting.
 3. Notice of approval or rejection of the proposed amendment must be sent to the Executive Director of NCTE, by the regional chair within thirty days of the voting.
 4. An amendment shall become effective when it has been approved by four of the regionals.

TYCA 2004-2005 Executive Committee

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<p>Christine Jennings (2003-2006) Southeast Representative</p> <p><i>Preferred Address:</i> Tidewater Community College 1700 College Crescent Virginia Beach, VA 23453 Office: (757) 822-7145 cjennings@tcc.edu</p> <p>2941 Wood Duck Drive Virginia Beach, VA 23456 Home: (757) 426-7295 Fax: (757) 427-0327</p>	<p>Gwen Gresham (2003-2006) Southwest Representative</p> <p><i>Preferred Address:</i> North Arkansas College 1515 Pioneer Drive Harrison, AR 72601 Office: (870) 391-3316 Fax: (870) 391-3250 gweng@northark.edu</p> <p>304 Huntington Pl. Harrison, AR 72601 (870) 741-5146</p>
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