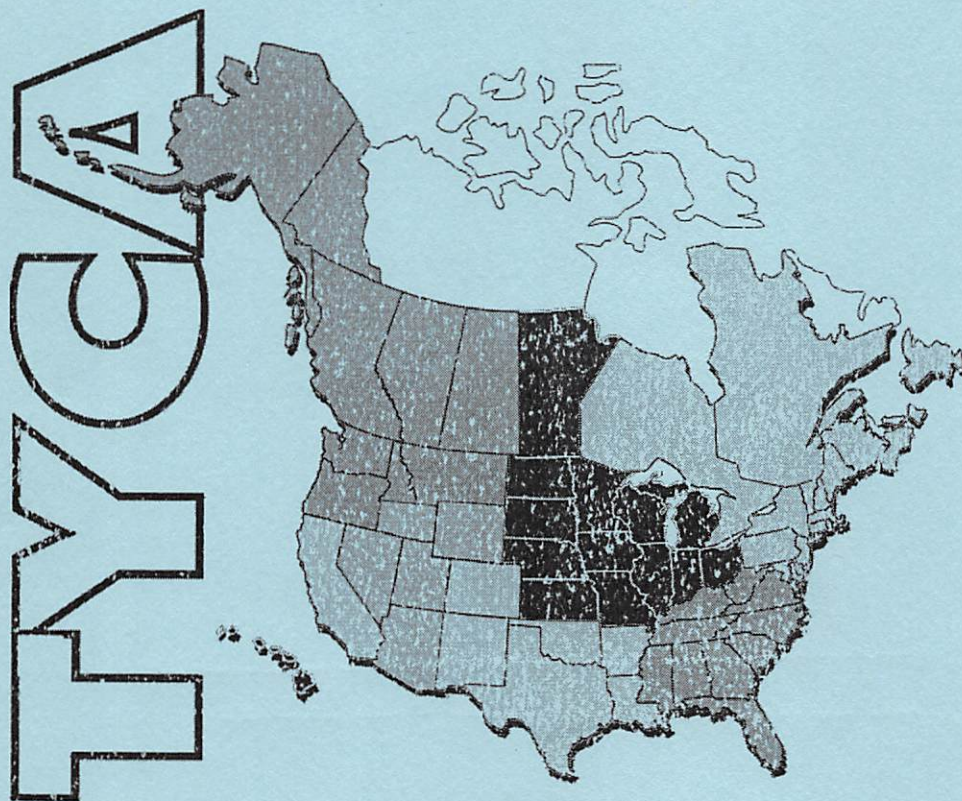


# Two-Year College English Association

## Agenda



Sheraton Boston Hotel  
Kent Room, 3<sup>rd</sup> Floor  
Boston, Massachusetts

Saturday, November 23, 2013  
8:00 a.m. – 5:00 p.m.

NCTE

# AGENDA

Two-Year College English Association  
Executive Committee Meeting

Sheraton Boston Hotel  
Kent Room, 3<sup>rd</sup> Floor  
Boston, Massachusetts

Saturday, November 23, 2013  
8:00 a.m.–5:00 p.m.

ITEM	PAGE
1. READING	
2. WELCOME AND INTRODUCTIONS	
3. REVIEW OF PARLIAMENTARY PROCEDURE (Anderson)	
4. ADOPTION OF THE AGENDA	
5. APPROVAL OF THE MINUTES (March 2013)	1
6. CHAIR'S REMARKS (Anderson)	
7. ACCEPTANCE OF CONSENT AGENDA REPORTS	
<p><i>CONSENT AGENDA: Organizations having a large number of routine matters to approve often save time by use of a consent agenda. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely no questions.</i></p> <p><i>Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved en bloc.</i></p> <p style="text-align: right;">Alice Sturgis <i>The Standard Code of Parliamentary Procedure</i> Page 116</p>	
A. Chair's Report (Anderson)	7
B. Awards Committees	
1. Nell Ann Pickett Award (Sommers)	
2. Public Image: TYCA Fame Award (Warner)	10
3. Mark Reynolds TETYC Best Article Award (Shafer)	

What can we do together?

ITEM	PAGE
4. Diana Hacker/TYCA Awards (Anelora)	13
C. Regional Reports	
1. Midwest Regional (Labadie)	
2. Northeast Regional (Angona)	14
3. Southeast Regional (Fatherree)	17
4. West Regional (Gardner)	19
5. Pacific Northwest Regional (Nelson)	21
6. Southwest Regional (Lydic)	
7. Pacific Coast Regional (Millward)	
D. Publications Report: TETYC (Sommers)	23
E. Publications Report: TYCA to You (Priebe)	24
F. College Section Steering Committee (Anderson)	
G. TYCA Research Committee (Holly Hassel and Jeff Klausman, Co-Chairs)	
H. TYCA Webtender (Bleck)	
I. Archivist (Gardner)	25
J. Public Image Committee (Warner)	
<del>K. National TYCA Conference Exploratory Task Force (Lydic)</del>	
<del>L. Dual Credit/Dual Enrollment Committee (Uhlenkamp)</del>	
M. TYCA Officers Visit to Regional Conference 2013-14 (Anderson)	26
8. REPORTS FOR DISCUSSION	
A. CCCC Assistant Chair Update (Banks)	
B. Executive Director's Report (Williamson) <b>10:15 a.m.</b>	
C. Legislative Update (Cambridge)	
D. CCCC Chair Update (Tinberg)	
E. TYCA Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges (Calhoun-Dillahunt)	
F. Third Annual Tour of TYCA (2013): January 2014 (Calhoun-Dillahunt)	
G. Redefining Student Success (Calhoun-Dillahunt)	
H. Nominating Committee for the Diana Hacker Award (Gardner)	

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Get Dev Ed  
Folk involved

Flipped Conversation

Course



ITEM		PAGE
	I. Surveys on <i>What can TYCA do for you?</i> (Anderson)	
	<del>AWARDS</del> (8K-13D)	
9.	ACTION ITEMS	
	A. Teaching English in Two-Year College Resource Bibliography	
10.	NEW BUSINESS	
	A. Liberal Arts Education (Leslie Roberts) <del>State</del> Common Core driven?	
	B. MOOCs (Johnson) - initiatives - really coming - not going to happen	
	C. Trends in Assessment (including Prior Learning Assessments) (Anderson) (CLEP)	
	D. Increasing national membership among regional members (Anderson)	
	E. Strategic planning: review of motions, committees matrix, 2020 Vision, goals brainstorming (Anderson/Calhoon-Dillahunt)	
11.	ANNOUNCEMENTS	27
	A. Next TYCA EC Meeting: Saturday, March 22, 2014, Indianapolis	
	B. Next TYCA EC Meeting: Saturday, November 22, 2014, Washington, DC	
	C. Third Annual <i>Tour of TYCA (2013)</i> : January 2014	
12.	ADJOURNMENT	
13.	INFORMATION ITEMS	28
	A. TYCA 2020 Vision	29
	B. TYCA Executive Committee Roster 2013-14	30
	C. National TYCA Constitution and Bylaws (November 2012)	34
	D. 2013-14 TYCA Committee Matrix (appoint new member to TETYC Best Article?)	45
	E. Guidelines for Making Formal Motions	48
	F. List of Previous Motions	52
	G. NCTE 2013 Government Policy Platform	59
	H. Important Links to Remember	62
	I. Forms	
	1. TYCA Membership Brochure	63
	2. NCTE Call for Proposals 2014	65

CCAF  
re Article  
- what can we do  
page tools

**TYCA  
Financial Comparison**

	FY13	FY12	FY11	FY10	FY09
<b>Revenue</b>					
TYCA Dues					
Pacific Coast Conference	144	-	-	-	-
Pacific Northwest Regional	186	102	184	116	-
West Regional	98	130	86	190	-
Northeast Regional	154	194	224	296	188
Southeast Regional	258	242	342	290	196
Southwest Regional	144	400	-	134	168
Midwest Regional	224	256	228	246	258
Gift/Contribution Income	-	3,500	3,500	3,525	3,500
Registration Income	5,925	4,501	5,750	5,600	6,465
Misc Income	-	-	(46)	(2,213)	2,596
<b>Total Revenue</b>	<b>7,133</b>	<b>9,325</b>	<b>10,268</b>	<b>8,184</b>	<b>13,371</b>
<b>Salaries &amp; Benefits</b>					
Salaries & Benefits	6,348	8,539	7,901	8,029	7,994
<b>Discretionary Expenses</b>					
Registration	293	295	280	172	268
Materials & Supplies	3,182	3,593	3,771	4,518	3,629
Telephone	4	-	-	-	9
Printing & Copying	803	1,115	2,832	2,136	2,542
Postage & Mail Services	938	1,334	1,709	1,331	2,172
Volunteer Travel & Per Diems	7,990	9,693	9,007	9,652	11,880
Staff Travel	815	452	708	552	837
Exhibit Expenses	-	-	-	-	-
Professional Services	160	257	321	-	367
Food & Beverage	5,156	6,061	6,538	3,960	10,125
Miscellaneous	43	31	-	113	77
<b>Total Discretionary Expenses</b>	<b>19,384</b>	<b>22,831</b>	<b>25,166</b>	<b>22,434</b>	<b>31,906</b>
<b>Indirect Expenses</b>					
Allocations	7,670	8,682	9,985	7,645	9,610
<b>Total Expenses</b>	<b>33,402</b>	<b>40,052</b>	<b>43,052</b>	<b>38,108</b>	<b>49,510</b>
<b>Net TYCA Support</b>	<b>26,269</b>	<b>30,727</b>	<b>32,784</b>	<b>29,924</b>	<b>36,139</b>
<b>Balance in TYCA Breakfast Fund</b>	<b>3,098</b>	<b>2,872</b>	<b>2,950</b>	<b>2,543</b>	<b>130</b>

## UNAPPROVED MINUTES

Two-Year College English Association  
Executive Committee Meeting

Riviera Hotel  
Monaco 13, Monaco Tower, 2nd Floor  
Las Vegas, Nevada

Saturday, March 16, 2013  
9:00 a.m.–5:00 p.m.

ITEM	
1.	READING
2.	WELCOME AND INTRODUCTIONS  9:06 Reading, poem by Lewis Simpson, "Chocolates"  Chair, Andy Anderson; Past Chair, Carolyn Calhoon-Dillahunt; TETYC Editor, Jeff Sommers; PNW Rep, Alexis Nelson; NE Chair, Laurie Lieberman; SE Rep Beverly Fatherree; MW Rep Suzanne Labadie; MW Chair Rich Peraud; West Rep, Clint Gardner; Pacific Rep Jody Millward; NE Rep, Judy Angona; TYCA Webtender, Bradley Bleck
3.	REVIEW OF PARLIAMENTARY PROCEDURE (Anderson)
4.	ADOPTION OF THE AGENDA  <b>Nelson/Fatherree: Carried</b>
5.	APPROVAL OF THE MINUTES (November 2012)  <b>Fatherree/Angona: Carried</b>
6.	CHAIR'S REMARKS (Anderson)  *TYCA did the right thing by not giving out the Diana Hacker Award this year, but we have taken steps to ensure this won't happen again. *Survey of "What can TYCA do for you?" will go out soon *Will speak with Adam Banks [2014 CCCC Program Chair] to ensure that TYC people are recognized in next year's program as in this year's. Will volunteer to work on that. *Recognition of Howard Tinberg's work
7.	ACCEPTANCE OF CONSENT AGENDA REPORTS Chair announced that Item G would be pulled from the consent agenda and moved to Reports for Discussion  <b>Labadie/Bleck: Carried</b>

ITEM	
	A. Chair's Report (Anderson)
	B. Awards Committees
	1. Nell Ann Pickett Award (Sommers)
	2. Public Image: TYCA Fame Award (Warner)
	3. Mark Reynolds <i>TETYC</i> Best Article Award (Shafer)
	4. Diana Hacker/TYCA Awards (Andelora)
	C. Regional Reports
	1. Midwest Regional (Labadie)
	2. Northeast Regional (Angona)
	3. Southeast Regional (Fatherree)
	4. West Regional (Gardner)
	5. Pacific Northwest Regional (Nelson)
	6. Southwest Regional (Lydic)
	7. Pacific Coast Regional (Millward)
	D. Publications Report: <i>TETYC</i> (Sommers)
	E. Publications Report: TYCA to You (Lydic)
	F. College Section Steering Committee (Nelson/Anderson)
	G. TYCA Research Committee (Holly Hassel and Jeff Klausman) (motion to pull)
	H. TYCA Webtender (Bleck)
	I. Archivist (Gardner)
	J. Public Image Committee (Warner)
	K. National TYCA Conference Exploratory Task Force (Lydic)
	L. TYCA Officers Visit to Regional Conference 2013 – 14 (Anderson)
8.	REPORTS FOR DISCUSSION
	A. CCCC Chair Update (Anson)
	B. Executive Director's Report (Williamson)
	<b>NCTE's role in public policy—NCTE is and will become more aggressive in its legislative advocacy</b>

ITEM	
	<p><b>Hal Plotkin</b>, assistant to undersecretary of higher education, is a former Two Year College trustee. Believes in the mission of two-year schools. If anyone on the board plans to go to DC in the next year, she or he should let Barbara Cambridge know so that a meeting can be set up with Undersecretary Plotkin. Currently, his interests lie in open source and MOOCs. He is excellent at finding money in the non-obvious places to support the work of TYC literacy training.</p> <p>Plotkin is especially interested in the maldistribution of literacy knowledge, including digital. He seems to understand that TYCs are not just about job training, but about helping people learn how to learn. He's a big believer in "getting people to completion quicker" so it's our job to make sure he's aware of the nuances and the pitfalls inherent in completion initiatives.</p> <p><b>State advocacy network</b>—NCTE would like to have a designated higher ed liaison in each state as a point person/contact to act as NCTE's eyes and ears in every state. These people would send updates about what they hear about legislation, funding, etc. NCTE would then circulate the information</p> <p>Danielle Griffin will be sending out an invitation in the next weeks and Williamson wants to make sure that TYC people are involved.</p> <p><b>Listening Tour</b>—CCCCs will invite First Year Composition writers to talk about what they value in a writing course. They will distribute a kit so that members can conduct listening sessions, gather the information, and send it on. Our hope is that these listening sessions can change the conversation about what it means to be a successful writer.</p> <p>Our hope is that we can highlight what we may be losing in quality when we expedite, programmize, and efficientize the teaching of writing.</p> <p><b>Social media</b>—NCTE plans to hire a part time social media coordinator this year</p> <p><b>Monterey Institute</b> built a subscription network of support materials which tend to be teacher-developed. They want to begin building a more robust collection of developmental reading and writing materials and Williamson asks that TYCA consider this opportunity.</p> <p><b>NCLE Initiative</b>—April 3 we'll be unveiling the results of our big survey of K-12 teachers: "Remodeling for What Counts: Creating Space for Literacy Learning"</p> <ul style="list-style-type: none"><li>• 76% of all K-12 teachers see building students' literacy as part of their personal mission</li><li>• Large majority value the opportunity to collaborate and make their own choices about professional learning</li></ul>
	<p>C. TYCA Research Committee (Holly Hassel and Jeff Klausman)</p> <p>*Encouragement from the EC to the committee. They are doing good work, and the EC wants to ensure they have enough people.</p> <p>*Questions about whether this position statement will have a political or pedagogical focus.</p>



ITEM	
	<p>D. Research Task force NCTE</p> <p>Does the EC still want the Chair to charge a task force to apply for NCTE funding to conduct research on definitions of student success?</p> <p>We missed the timeline for NCTE's budget for this year, but if we charge a task force now, that group would be ready to propose to NCTE by November 2013.</p> <p><b>Moved that the EC form a research committee to investigate inclusive definitions and models of student success.</b></p> <p><b>Lydic/Millward: Carried</b></p>
	<p>F. Survey: What TYCA Can Do for You? (Andy Anderson)</p>
	<p>G. TYCA EC positions to fill: Breakfast Chair, TYCA to You Editor (Anderson)</p> <p>Suzanne Labadie will be TYCA Breakfast Chair</p> <p>Sybil Priebe will be TYCA to You Editor</p>
	<p>H. TYCA Regional Policy Advocacy Committee update (Calhoon-Dillahunt)</p> <p>Two common themes in Policy Advocacy Discussions held at Regional Conferences:</p> <ul style="list-style-type: none"><li>• Completion initiatives</li><li>• Legislative obstacles to quality developmental writing instruction</li></ul> <p>Discussion of what to do with this information now that we have it. Northeast Region will have a Government Affairs Coordinator. Might be a model for the rest of the regions.</p> <p>National Reps are asked to identify the state reps on each REC who could act as policy watchdogs for the national organization.</p>
	<p>I. TETYC Editorial Appointments (Sommers)</p> <p>Annie Del Principe from Kingsborough Community College will take over for Jeff Klausman as review editor</p> <p>Holly Hassel will be Associate Editor</p> <p><b>By general acclamation Jeff Klausman is commended and congratulated for the excellent work he's done as review editor</b></p>

ITEM	
	<p>Discussion of continuing confusion of regional TYCA members who are not national members and so do not receive the journal. Sommers hopes to distribute extra issues in regional conference registration packets to raise interest and awareness.</p>
	<p>J. Tour of TYCA 2012 (Calhoon-Dillahunt)</p> <p>Went smoothly because of Bradley Bleck and Linda Walters. Calhoon-Dillahunt has started collecting for 2013. Next step is to make the presentations searchable by topic.</p>
9.	<b>ACTION ITEMS</b>
	<p>A. <i>TYCA Guidelines for the Academic Preparation of English Faculty in Two-Year Colleges?</i> Christie Toth, Carolyn Calhoon-Dillahunt, Rhonda Grego, Joanne Buck, Suzanne Labadie (move to Chair's Remarks)</p>
10.	<b>NEW BUSINESS</b>
	<p>A. Program Award (Jeff Andelora)</p> <ul style="list-style-type: none"> <li>• Award winners should be on the next program for 2014's Wednesday workshop at CCC and in a subsequent issue of TETYC.</li> <li>• Committee should actively investigate likely programs to send an invitation to self-nominate.</li> <li>• Winners' write-up should go to Sommers rather than leave it as an informal announcement</li> <li>• Submission system is now online, linked from TYCA page</li> </ul> <p><b>Moved to institute a nominating committee for the Diana Hacker Outstanding Program Awards</b></p> <p><b>Gardner/Bleck: Carried</b></p> <p>Gardner volunteers to chair the nominating committee. Regional reps might function as an ad hoc nominating committee.</p> <p>B. Topical discussions (suggestions)</p> <p>1. Trends (policy advocacy)</p> <p>Williamson is looking for people to pay attention to state-level initiatives and pending legislation. EC wants to make sure that those "watchdogs" are not only from 4-year institutions, since the issues faced by TYCs are many times different. Suggested that state reps will forward at least two names to the Chair, who will in turn forward names to Kent Williamson.</p> <p>Discussion of whether Regional Policy Advocacy Committee should get a new charge. Committee will sunset. Visiting officers will continue to present a roundtable session with the EC Regional Rep at each regional conference.</p> <p>Suggestion that "newsflash" policy warnings or trends appear on the TYCA website.</p>

ITEM	
	<p>2. Member engagement (branding): review survey question</p> <p>Survey should have a brief introductory letter that explains what/who TYCA is and present the survey. Goal is to get the survey out by mid-April</p> <p>3. Shared Scholarship (national conference, Tour of TYCA, regional conferences think tanks, awards)</p> <p>A national conference seems untenable from a practical standpoint.</p> <p>Suzanne Labadie, Alexis Nelson, David Lydic, Jeff Sommers will propose a TYCA full-day workshop on scholarship for the two-year college teacher</p> <p><b>Moved that the Mark Reynolds Award Winning author serve on the Mark Reynolds Awards committee for the following year.</b></p> <p><b>Sommers/Lydic: Carried</b></p>
11.	<b>ANNOUNCEMENTS</b>
	A. Next TYCA EC Meeting: Saturday, November 23, 2013, Boston
	B. Next TYCA EC Meeting: Saturday, March 22, 2014, Indianapolis
	C. Bleck announced that this year's National Poetry Month will be a 5-year anniversary "Best Of"
	D. CSSC rep Alexis Nelson announced that the committee endorsed TYCA's Position Statement on Dual Enrollment
12.	<b>ADJOURNMENT</b> <b>Gardner/Fatherree: Carried</b>

**Two-Year College English Association (TYCA)**

**Submitted by  
Andy Anderson**

National TYCA is composed of dues paying members from each of its seven regions—Midwest, Northeast, Pacific Coast, Pacific Northwest, Southeast, Southwest, and West, each with its own regional leadership and conference—in addition to NCTE members who subscribe to *Teaching English in the Two-Year College* and/or indicate two-year college interest on their member profiles. The National TYCA EC is composed of representatives from each region (regional Chairs and the National Representatives from each region) and elected officers. Each region contributes material quarterly to “TYCA to You,” a section in *TETYC*, and each region has a member on *TETYC*’s Editorial Board. The regional TYCA organizations and conferences and the journal *Teaching English in the Two-Year College* remain the primary sources of professional development opportunities for TYCA members.

Most regional TYCA conferences are held in the fall, though TYCA-SE kicks off the conference season each year with a late winter/early spring conference. This year’s TYCA-SE conference will be held in Tampa, FL. TYCA Pacific Coast’s biannual conference will be held this year October 24-26, 2013, in Anaheim, CA. Preparations for the fall conference season are well underway. More specific information about each region and the regional conferences can be found at <http://www.ncte.org/tyca/regionals>.

<b>REGION</b>	<b>UPCOMING FALL CONFERENCES</b>
<b>TYCA Northeast</b>	"R/evolutions: Addressing Pedagogical and Institutional Change in Higher Education" October 3-5, 2013 Morristown, New Jersey (Visiting Officer: Past Chair Carolyn Calhoon-Dillahunt)
<b>TYCA Midwest</b>	"Beyond Normal: Teaching Writing in New Spaces" October 3-5, 2013 Normal, IL (Visiting Officer: Secretary Sarah Johnson)
<b>TYCA Southwest</b>	"Keep Teaching Weird" October 31-November 2, 2013 Austin, Texas (Visiting Officer: Secretary Sarah Johnson)
<b>TYCA West</b>	"The Evolving Classroom: Surviving the New Generation Gap" October 11-12, 2013 Las Vegas, Nevada (Visiting Officer: Chair Andy Anderson)
<b>Pacific Coast/ECCTYC</b>	Writers on the Storm : Communication, Collaboration, and Discovery October 24-26, 2013 Anaheim, CA (Visiting Officer: Past Chair Carolyn Calhoon-Dillahunt)
<b>TYCA Pacific Northwest</b>	October 25-26, 2013 Cornish College of Arts Seattle, Washington (Visiting Officer: Chair Andy Anderson)
<b>TYCA Southeast</b>	"Beacons of Light" February 27-March 1, 2014 Tampa, FL (Visiting Officer: Secretary Sarah Johnson)

**TYCA Committee and Task Force Work:**

Meeting at the CCCC annual conference on Saturday, March 16, 2013, the Two-Year College English Association Executive Committee directed the Research Committee to investigate inclusive definitions and models of student success.

Considering the importance of paying attention to state-level initiatives and pending legislation, the EC decided the TYCA Regional Policy Advocacy Committee should get a new charge. TYCA Officers will continue to present a roundtable session with the EC Regional Rep at each regional conference.

The EC also considered developing a template the Regionals could use to post “newsflash” policy warnings or legislative activities on the TYCA website.

### **TYCA Awards**

Annually, TYCA honors its award winners at CCCC. The Nell Ann Pickett Service Award and Mark Reynolds TETYC Best Article Award awards were presented at the CCCC Awards/Recognition Reception. The 2013 Public Image Committee “Fame Award” recipient was recognized at the TYCA Breakfast. The awards committees are to be commended for their work over the past year.

- Nell Ann Pickett Service Award: Marilyn Valentino, professor Emerita of English at Lorain County Community College in Elyria, Ohio.
- Mark Reynolds TETYC Best Article Award for 2013: Diana Lin Award Scrocco from Kent State University, Ohio, for *Do You Care to Add Something? Articulating the Student Interlocutor’s Voice in Writing Response Dialogue*. The article appeared in the March 2012 issue.
- Diana Hacker/TYCA Outstanding Programs in English Awards: This award was not presented this year.
- Fame Award: The 2013 TYCA Fame award went to Becky Wai Ling Packard for *Community Colleges Cannot be Overlooked in America’s Quest for New Scientists*, an article appearing in the New York Times, October 19, 2012.

See [http://www.ncte.org/library/NCTEFiles/Groups/TYCA/12\\_F\\_Winners.pdf](http://www.ncte.org/library/NCTEFiles/Groups/TYCA/12_F_Winners.pdf) for more details.

To improve the award processes a few changes have been made.

- Each year’s winner of the Mark Reynolds TETYC Best Article Award will be asked to serve on the Mark Reynolds Awards committee for the following year.
- To better promote the Diana Hacker/TYCA Outstanding Programs in English Awards in coming years a nominating committee for the Diana Hacker Outstanding Program Awards has been formed. Clint Gardner, chair of the Hacker Nominating Committee, is actively soliciting nominations of outstanding programs.

### **TYCA Breakfast**

TYCA Breakfast Chair, Sarah Z. Johnson (TYCA Secretary), organized another successful event—her last as the TYCA Breakfast Chair. Suzanne Labadie from Oakland Community College, MI, has agreed to take on the role of TYCA Breakfast Chair. The event remains a popular conference event. Twelve tickets were again given away to adjunct, graduate student, or local attendees at a drawing held during the evening TYCA Talks.

### **Teaching English in the Two-Year College**

*TETYC* continues to be the leading publication about English teaching at two-year colleges. Editor Jeff Sommers announced a few changes in the editorial staff appointing Annie DelPrincipe from Kingsborough Community College to take over for Jeff Klausman as review editor. Holly Hassel has been appointed Associate Editor. Sybil Priebe from North Dakota State College of Science replaces David Lydic as the new *TETYC* "TYCA to You" Editor.

#### **TYCA at NCTE Advocacy Day**

TYCA Chair Andy Anderson participated in NCTE's Literacy Advocacy Day to advocate for NCTE's 2013 Legislative Platform.

#### **Webtender**

Bradley Bleck continues to serve as the TYCA Webtender. Bradley assisted with the *Tour of TYCA* by posting featured sessions from the regional conferences on the website. TYCA plans on continuing the *Tour*. We will continue to solicit outstanding sessions from the regional conferences for posting on the TYCA web pages.

#### **TYCA National Conference Participation**

The TYCA EC expressed sincere appreciation to Howard Tinberg (2013 CCCC Program Chair) for identifying TYCA presentations in the 2013 CCCC conference program. Moreover, the scheduling of those sessions to avoid excessive conflicts with TYCA leadership meetings was also much appreciated!

**Public Images of Two-Year Colleges: Hallmarks of Fame**

**Submitted by  
Sterling Warner**

**Committee Members:**

1. Sterling Warner, Evergreen Valley College, Chair, jsterlingw@sbcglobal.net
2. Joy Barber, MSU Billings joy.barber@msubillings.edu
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1. 8. Howard Tinberg, Bristol College Howard.Tinberg@bristolcc.edu
10. Meg O'Rourke, Norco and Fullerton College: Orourke.margaret@gmail.com
11. Jeffrey Klausman, Whatcom Community College jklausma@whatcom.ctc.edu

**LAST MEETING DATE/LOCATION:**

We sincerely welcomed two more adjunct instructors members to the *Public Image of Two-Year Colleges: Hallmarks of Fame* committee, and look forward to their leadership and technological expertise as we continue as we collect future Fame Award nominees.

On Wednesday, March 13, 2013 at the CCCCs Conference in Las Vegas, Nevada at the Rivera Hotel, *The Public Image of Two-Year Colleges: Hallmarks of Fame Committee* convened to look over, assess, and determine the best (fame) and media portrayal of two-year college.

The *Public Image of Two-Year Colleges: Hallmarks of Fame Committee* scrutinized various forms of mass media, and engaged in a forum to continue the yearly discussion on the best (most accurate) representations of two-year college media coverage. After considering numerous submissions, committee members and session participants determined the 2013 Fame Award winner—Becky Wai-Ling—by consensus.

At the TYCA Breakfast on Saturday, March 16, 2013, at 7:00 a.m., as Chair of the *Public Image of Two-year Committee*, I announced the recipient for the 2013/2014 Fame Award, as well as two honorable mentions. (Side-Note: several attendees at the early morning breakfast lamented that they missed the Shame Award . . . )

Following is a more detailed account of this year's Fame Award winner—as well the two honorable mention for 2013:

**FAME WINNER 2013: BECKY WAI-LING PACKARD**

The 2013 TYCA Fame award went to Becky Wai-Ling Packard for "*Community Colleges Cannot be Overlooked in America's Quest for New Scientists*," an article appearing in the *New York Times* 19 October 2012.

Ms. Packard's article clearly advocates that Community Colleges continue to be a huge, affordable resource for higher education, and deserves considerable support and recognition in "America's Quest for New Scientists." Specifically"

- The United States needs to grow and diversify its science and engineering work force to be competitive in the new global economy — and community colleges play an increasingly important role in this process.
- The title of Packard's article reveals much of its content: "Community Colleges Cannot be overlooked in America's Quest for New Scientists."
- The author suggests looking at a how Mount Holyoke and other community colleges have launched programs built on early advising, peer networks, and course work to "get up to speed and excited about studying science."
- By working with community colleges and understanding the needs of the students who want to pursue studies in science disciplines, four-year institutions can improve transfer experiences and help expand the nation's science and engineering work force.
- The article notes "50% of lower income students and minority students and 40% of all students start off at community colleges."
- Packard also states that, "Even with community colleges in the national spotlight (increasing the numbers of students enrolled), far too often this discussion focuses on short-term, one-year training programs."
- Clearly, there's a need to "demonstrate to community college students, especially women, that studying science disciplines is a viable academic or career path. The community college transfer pathway can take them to four-year degree programs, where they will gain the further knowledge and skills they need to enter the work force as trained professionals or go on to graduate studies."
- "The community college transfer pathway can take them to four-year degree programs, where they will gain the further knowledge and skills they need to enter the work force as trained professionals or go on to graduate studies."

#### **HONORABLE MENTION #1:**

***"Defining Community Colleges Down" By Richard Kahlenberg***

**3 July 2012 edition of the *Chronicle of Higher Education***

- While expressing pleasure in hearing an author write that two- year colleges can play "to help grease the wheels of social mobility", he was careful to point out that: rather than seeing them as places where low-income students will settle for "middle skills," community colleges should aim higher.
- Two-year institutions should always have an important and valuable vocational role—which, for low-income students may represent a significant step up.
- But the additional function of community colleges as a pathway to a four-year degree in the modern economy is more important than ever if we want education to continue to be about significant social mobility

#### **HONORABLE MENTION #2:**

***"More High School Graduates are Choosing Two-year Colleges" By Elizabeth Dorin***

**23 June 2012 in *The Post Standard* (Syracuse.com)**

- "A lot of our top students pick two-year schools to save money, and also because it's make financial sense while they're deciding what career they want,"



- The author emphasize that those interviewed still feel they receive great education in good, competitive programs that transfer.

**WORK COMPLETED SINCE LAST REPORT:**

We updated membership on the *Public Image of Two-Year Colleges: Hallmarks of Fame* Committee (now TWELVE people—including several adjunct instructors).

I submitted paperwork to CCCCs for the *Public Image of Two-Year Colleges* SIG in 2014; the committee received an invitation during the summer of 2014 and I accepted it on behalf of the committee.

Visit the Fame Awards Web site at <http://www.ncte.org/tyca/awards/fame> to submit nominations for the 2013/2014 award.

**ADDITIONAL INFORMATION:**

As always, we welcomed all two-year college instructors to attend the committee meeting (officially labeled as a SIG) and to bring a hard copy of any last minute nominations—unless they bring a CD/DVC—which we would like to encourage.

I will continue to accept nominations for the CCCCs 2014 **Fame** Award until March 10, 2014. You can either send me a hard copy nominee or Ideas on new directions for the Public Image committee would be most welcome.

**WORK IN PROGRESS:**

*The Public Image of Two-Year Colleges: Hallmarks of Fame* Committee continues to examine its “future”—including how it might realistically and effectively use technology.

Through 2013 and for the first few months of 2014, committee members and national instructors will be recognizing and nominating positive mention of two-year colleges appearing in any media during the previous year.

*The Public Image of Two-Year Colleges* Committee will be accepting nominations for the 2014 Fame Award up until March 10, 2014. Email nominations to me at [jsterlingw@sbcglobal.net](mailto:jsterlingw@sbcglobal.net) OR use the NCTE “online” nomination form (see TYCA under [www.ncte.org](http://www.ncte.org)).

On Wednesday, March 19, 2014 at the CCCCs in Indianapolis, Indiana, *The Public Image of Two-Year Colleges: Hallmarks of Fame* Committee will meet from 6:30-7:30 to determine

**Diana Hacker TYCA Outstanding Programs in English Awards Committee**

**Submitted by  
Jeff Andelora**

**Committee Members:**

1. Jeff Andelora
2. Elissa Caruth
3. (Awaiting appointment)
- 4.

**Last meeting date/location:** Jan. 30, 2013/Online

**Work completed since last report:**

**Work in progress:**

- Once this nomination/award cycle is over, the Hacker Award committee will propose a revision to align the award brochure and the online nomination form. The committee will also consider updating the award categories.
- In order to encourage more submissions—last year we had only one nominee—the TYCA EC established a nominating committee composed of national reps and chaired by Clint Gardner. The reps will encourage nominations from within their region. As this nomination cycle approaches its deadline, we'll soon know how well these efforts have paid off.

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

- Nothing yet, but we will have a recommendation after the first of the year when Linda Walters next asks the committee for changes to the brochure. (Last year this request was sent on January 16.)

**Additional information:**

**TYCA Northeast Regional**

**Submitted by  
Judith Angona**

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

<u>Name</u>	<u>Role</u>	<u>Email</u>	<u>Term Limit</u>
<u>Elected Voting Members</u>			
1. Laurie Lieberman	REC Chair	<a href="mailto:llieberman@bergen.edu">llieberman@bergen.edu</a>	Fall 2014
2. Leigh Jonaitis	Vice-Chair	<a href="mailto:ljonaitis@bergen.edu">ljonaitis@bergen.edu</a>	Fall 2015
3. James Freeman	Secretary	<a href="mailto:freemanj@bucks.edu">freemanj@bucks.edu</a>	Fall 2014
4. Iris Bucchino	Treasurer	<a href="mailto:lbucchino@bergen.edu">lbucchino@bergen.edu</a>	Fall 2016
5. Stephen Pierson	Membership Chair	<a href="mailto:Piersons@Sunyocc.edu">Piersons@Sunyocc.edu</a>	Fall 2015
6. Jennifer Garner	Future Sites	<a href="mailto:jgarner@howardcc.edu">jgarner@howardcc.edu</a>	Fall 2016
<u>Appointed Members (Voting or Non-Voting, as designated below)</u>			
7. Judy Angona-V	National Representative	<a href="mailto:jangona@ocean.edu">jangona@ocean.edu</a>	Fall 2014
8. TBD-V	2014 Program Chair		Fall 2014
9. TBD-V	2014 Local Arr. Chair		Fall 2014
10. TBD-NV	2014 Registration Chair		Fall 2014
11. Elizabeth Nesius-NV	Social Media E-Publicist	<a href="mailto:enesius@hccc.edu">enesius@hccc.edu</a>	Fall 2014
12. Caroline Kelley -V	Editor of Publications	<a href="mailto:ckelley@bergen.edu">ckelley@bergen.edu</a>	Fall 2014
13. Tim McLaughlin-NV	Archivist	<a href="mailto:tmclaughlin@bhcc.mass.edu">tmclaughlin@bhcc.mass.edu</a>	Fall 2014
14. Dan Salerno-NV	Web Tender	<a href="mailto:dsalerno@bergen.edu">dsalerno@bergen.edu</a>	Fall 2014
15. Stacy Korbela-NV	Regional Advocate	<a href="mailto:SKorbelak@howardcc.edu">SKorbelak@howardcc.edu</a>	Fall 2014
<u>Elected Non-Voting Members</u>			
16. Terry Cassidy (Chair)	Nominating Committee	<a href="mailto:tcassidy@txcc.commnet.edu">tcassidy@txcc.commnet.edu</a>	Fall 2014
17. Annet O'Mara	Nominating Committee	<a href="mailto:omaraa@sunyocc.edu">omaraa@sunyocc.edu</a>	Fall 2015
18. Susan Gentry	Nominating Committee	<a href="mailto:sgentry@txcc.commnet.edu">sgentry@txcc.commnet.edu</a>	Fall 2016

**Date of Last REC Meeting:** Saturday, Oct. 5, 2012 (Hyatt at Headquarters Plaza Hotel—Morristown, NJ)

**Work Completed Since Last Report:**

- Fall 2013 Conference:** The 2013 Northeast conference, offering the conference theme, "R/Evolution: Addressing Pedagogical and Institutional Change in Higher Education," took place during the delightful early fall weekend of October 3-5, 2013, at the Hyatt at Headquarters Plaza Hotel in Morristown, NJ. The host colleges included five local schools: Bergen Community College, Passaic County Community College, Hudson County Community College, Borough of Manhattan Community College, and County College of Morris. Program Co-Chairs Iris Bucchino, Leigh Jonaitis, and Caroline Kelley of Bergen Community College coordinated the conference sessions, roundtable discussions, and speakers, working cooperatively with Local Arrangements Chair Kelly Bender of Passaic County Community College and Registration Chair Elizabeth Nesius of Hudson Community College to design a conference that attracted 167 registered attendees and 9 guest panelists. The conference program contained 34 concurrent sessions, 7 Thursday pre-conference sessions and

roundtables, and 2 featured breakfast panels: "From Professor to Administrator" and "The Future of Journalism. More than 112 colleagues made presentations, and 34 chaired sessions. Over 25 colleges and universities were represented. Prize-winning novelist Gary Shteyngart, scheduled to keynote Friday's luncheon session, was called away to be present at the birth of his child; however, in his place Northeast members were captivated by the impromptu poetry reading presented by our TYCA Northeast resident poet, Steve Straight, of Manchester Community College. Saturday luncheon attendees were in turn mesmerized by the expertise and passion of Professor Richard Miller, whose visually-enhanced talk spotlighted the effects of contemporary technology on literacy and higher education.

2. **Additional Conference Highlight:** An additional highlight of the Morristown conference included two political advocacy workshop sessions co-presented by Past National TYCA Chair Carolyn Calhoon-Dillahunt, who served as national officer in attendance at the conference, and Stacy Korbela, Northeast regional political advocate. The purpose of the advocacy workshops was to inform members of regional legislative initiatives that impact higher education. Northeast Chair Laurie Lieberman and Northeast National Representative Judy Angona served as session moderators.
3. **Treasury Report:** On October 5, 2013, Richard Blankenship, outgoing Treasurer, reported the Northeast treasury balance was \$44,960.43, reflecting carryover funds plus an estimated \$14,018.04 profit from the 2013 Morristown conference.

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

1. The Morristown conference political advocacy roundtable was offered at a Friday session and repeated on Saturday, with approximately 25 people attending the two sessions. Northeast Regional Political Advocate Stacy Korbela and Past National TYCA Chair Carolyn Calhoon-Dillahunt led the sessions, informing those in attendance about several legislative initiatives in the Northeast states, including completion initiatives, common core standards' impacts, and altered ways of serving developmental students. Northeast continues to welcome other regionals' ideas for the effective operation of regional advocacy committees.
2. **Fall 2014 Conference:** The TYCA Northeast 2014 conference will take place on October 23-25, 2014, at the Embassy Suites Hotel in Baltimore, MD. The conference theme is "Finding Safe Harbor: Creating Pathways to Completion and Student Success." Howard Community College will coordinate the conference program and the Community College of Baltimore County will coordinate local arrangements. Other Maryland-area colleges will be invited to join the planning team.
3. The Northeast REC is phasing in a more ambitious role for its state representatives, including asking reps to actively solicit conference proposals, promote conference registrations, serve as conference session chairs, and assist in membership drives. The Vice Chair's responsibilities also have been redefined to include the task of serving as REC liaison to each year's conference planning team. The Membership Chair has been given the roles of coordinating the state representatives' activities and overseeing organizational mailing lists. The Publications Editor will implement the REC's decision to convert the online newsletter to a blog and will post and update regional advocacy issues on the blog for information and discussion. The new position of E-Publicist will carry the responsibility of enhancing TYCA Northeast's presence on social media sites.

4. Northeast has completed its long-pending incorporation and received approval for Federal nonprofit tax-exempt status; the Treasurer will continue to file annual applications for state exemptions as needed according to annual conference locations.

**Projected Completion Date of Activities:** Current Activities 1-4 listed above will be completed as indicated.

**Date of Next REC Meeting:** Saturday, February 8. The meeting site will be the Embassy Suites Hotel, Baltimore, MD.

**TYCA Southeast Regional**

**Submitted by  
Beverly Derden Fatherree**

**REC Members: (Include titles/terms; contact info. recommended)**

1. Susan Slavicz	Chair	<a href="mailto:sslavicz@fscj.edu">sslavicz@fscj.edu</a>
2. Glynda Duncan	Ass't Chair	<a href="mailto:glyndaduncan@yahoo.edu">glyndaduncan@yahoo.edu</a>
3. Doug Branch	Secretary	<a href="mailto:dbranch@southwest.tn.edu">dbranch@southwest.tn.edu</a>
4. Matt Simon	Treasurer	<a href="mailto:msimon@tctc.edu">msimon@tctc.edu</a>
5. Annie Lotz	Membership	<a href="mailto:anne.lotz@kctcs.edu">anne.lotz@kctcs.edu</a>
6. Meg Matheny	Journal Ed.	<a href="mailto:meg.matheny@kctcs.edu">meg.matheny@kctcs.edu</a>
7. Bonnie Startt	Awards Chair	<a href="mailto:bstartt@tcc.edu">bstartt@tcc.edu</a>
8. Beverly Fatherree	Rep. to Nat'l	<a href="mailto:bdfatherree@hindsc.edu">bdfatherree@hindsc.edu</a>
9. Joel Henderson	Meeting Planner	<a href="mailto:Joel.henderson@chattanooga.state.edu">Joel.henderson@chattanooga.state.edu</a>
10. Wendy Perniciaro	Ad. Manager	<a href="mailto:wpernici@fscj.edu">wpernici@fscj.edu</a>

**Last meeting(s) date/location:** Sept. 14, 2013. Atlanta, GA

**Summary of Minutes (list major discussion and action items and major activities, including conference info. and election/balloting results, as relevant):**

The main topics of this REC meeting was the February 2013 conference in Greenville, SC, the upcoming February 2014 conference in Tampa, FL, and the 2015 50<sup>th</sup> anniversary conference in Jackson, MS.

- The 2013 conference, "Education: The Bridge to Freedom," was a huge success, with 157 paid registrants.
- The 2014 conference, "Beacons of Light," is on track, with publishers in place, events scheduled (including the Salvador Dali museum as an option), and proposals coming in. Hillsborough Community College is doing an excellent job, so far.
- The 2015 conference, "TYCA-SE: Teaching Ourselves into History," is in the planning stages with the hotel booked and the luncheon speaker scheduled. The conference will be hosted by all 15 Mississippi community colleges, with funding support from all of the CC presidents. This extra funding will allow for a huge 50<sup>th</sup> anniversary celebration.
- Membership is right at 200, with all state reps working to increase the numbers.
- Four members have been nominated and have agreed to run for the upcoming REC election in February.
- The REC approved the funding to update the last 25 years of TYCA-SE to begin where the first 25-year history left off. The history will be presented at the 2015 conference.
- We also increased the travel stipend to \$200 for REC members for the Fall and Spring meetings if their schools do not fund them.
- At the moment, we do not have an invitation for the 2016 conference.

**Financial Report:**

- The financial side of TYCA-SE is in excellent shape, with over \$110,000 in the operating account and Fund for Excellence.
- The 2013 conference made over \$10,000.

**Current Activities/Work in progress:** Plans are being made to attend the 2014 conference in Tampa, FL.

**Next meeting date:** February 26, 2014.

**Additional Information:** None

**Recommendations to TYCA EC:** None

**TYCA West Regional**

**Submitted by  
Clint Gardner**

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

Name	Role	Email	Term Limit
1.	Stephanie Maenhardt	Chair	Stephanie.maenhardt@slcc.edu (12-15)
2.	Louise Bown	Secretary	louise.bown@slcc.edu (08-11)
3.	Charlotte Howe	Treasurer	Charlotte.howe@slcc.edu (12-15)
4.	Mary Verbout	Treasurer	mary.verbout@yc.edu (11-14)
5.	Alisa Cooper	Web Master	dr.coop@gmail.com (10-12)
6.	Jeff Andelora	Local Chair	
7.	Clint Gardner	National Rep	clint.gardner.slcc.edu (11-14)
8.	Ron Christiansen	UT State Rep	ron.christiansen (11-13)
9.	Liza Kiesell	AZSoState Rep	
10.	Dan Pund	AZNoState Rep	dpund@mohave.edu
11.	Brad Waltman	NV State Rep	briat7@aol.com (11-13)
13.	Duane Roen	4 year Rep	duane.roen@asu.edu

*Current folks a local  
boy Michael  
TYCA members*

The TYCA-West Conference was held Oct 11-12, 2013 at the College of Southern Nevada in Las Vegas, NV. The theme was "The Evolving Classroom: Surviving the New Generation Gap." Stephanie Maenhardt, TYCA Chair, conducted. Michael Huff was program chair. About 30 faculty attended. Andy Anderson, TYCA National Chair, was our national officer. He discussed how the 21<sup>st</sup> Century is here and we can't talk about how it is in the future anymore. Gamers solve puzzles that scientists could not solve for years. Proteins are folded in a game that could be a key factor in curing AIDS. Scientists could not solve it for a decade but gamers solved the mystery in two weeks. He mentioned how our students are connected all the time. National TYCA appreciates our work and hopes we participate in National TYCA. He reminded us of the Diana Hacker Outstanding Program Award, due Nov 10.

Peggy Albers, Georgia State University Professor, was our keynote. She, teaches graduate courses in language and education in the College of Education and also enjoys creating pottery. She is interested in gaming and technology in education. Her presentation on "Evolving Matters," was enlightening and fun. Peggy enjoys reality TV and appreciates the interest her students have in reality programs. She asked the following questions: How did we get to where we are today? How have technologies and tools shaped the very civilization we live in today? How has civilization shaped the digital tools that we use?

She shared stories of people she knows who are involved in technology. She told a story of using technology to buy wine on an airplane and emailing the receipt to the purchaser, reflecting on how technology is always all around us. She mentioned Viber, an alternative to Skype. She did a survey at the gym she attends and found that the elderly also use technology. Her 62 year old friend is getting a master's degree in technology. 85 % of us like using technology. She showed "The Less New" video which illustrates how the less new technologies are new for some. The video captures the fear around a new technology and shows a significant shift in technology. Instagram is now replacing Facebook. Quoting Apple, "There's never been a better time to learn." Embracing change has always been a challenge. She showed videos of infants swiping, scrolling, expanding their understanding of music. Infants understand the iPad as a tool of communication, a way to read, and interpret their world. They



build identify around digital technologies. Online degrees which at one time were thought of as not a good idea are now thought of as a good thing. MOOC's are now the new technology.

She discussed the top 10 inventions that shaped the world: plow, wheel, printing press, refrigeration, communication, steam engine, automobile, light bulb, computer, and internet. She asked "What are the technologies and tools that have impacted your lives"? Flickr, soundtube, and wikis have. Mike Matas, from Push Pop Press was featured on TED Talks demonstrating a new idea in books--Al Gore's, *My Choice*, is the first full length interactive book, a sequel to interactive infographics. Push Pop Press is building software to enable others to create books like this. They want to license to publishers as their philosophy is that students will be more involved with an interactive text.

She mentioned Dr. Hilary Janks, "Doing Critical Literacy" which offers renowned speakers via the Internet who discuss literacy issues. Albers emphasized that Pew Internet and the Kaiser Foundation have statistics on Internet use in the world indicating we want information and learning on demand.

Other sessions included "Tech-Savvy Students and Hybrid English Courses at the Two-Year Community College," "The Hulk Ate My Homework," and "Melding Learning Styles, Learning Outcomes and Habits of Mind in Writing Courses."

**Date of Next Meeting:** CCCC, 2014

**TYCA Pacific Northwest Regional**

**Submitted by  
Alexis Nelson**

**REC Members:**

1. Dodie Forrest	Chair	dforrest@yvcc.edu	2010-13
2. Cheryl Siemers	Asst Chair	ckdavis@kpc.alaska.edu	2012-15
3. Joy Barber	Secretary	joy.barber@msubillings.edu	2012-15
4. Betsy Lawrence	Treasurer	blawrence@scc.spokane.edu	2010-13
5. Jeannie Isern	Publications	Jisern@scc.spokane.edu	2012-15
6. Siskanna Naynaha	Publications	naynahas@lanecc.edu	2012-15
7. Lisa Freeman	Membership	lisaf@spokanefalls.edu	2010-13
8. Barbara Simmons	At Large	barbaras@spokanefalls.edu	2010-13
9. Bradley Bleck	At Large	Bradley.bleck@spokanefalls.edu	2012-15
10. Gretchen Coulter	Conference	gcoulter@whatcom.ctc.edu	2012-13
11. Amanda Hill	Conference	ahill@cornish.edu	2012-13
12. Dennis Bennett	PNWCA	co-sponsor	2012-13
12. Alexis Nelson	National Rep	alexisn@spokanefalls.edu	2012-15

**Last meeting:** May 4, 2013 12:30 at Cornish College of the Arts

**Summary of Minutes (list major discussion and action items and major activities, including conference info. and election/balloting results, as relevant):**

- The CFP for the October 25-26 Conference was published on the CWPA listserv as well as in *The Writing Lab* newsletter. Gretchen contacted specific colleges and department chairs and Dennis shared the PN Writing Center member list.
- Keynoter Jentery Sayers of U Victoria who will address scholarship across literary studies, rhet/comp, digital humanities. Honorarium: \$400 + expenses.
- Though Bedford has sponsored the Friday evening social for a number of years, this year their budget cuts preclude that. Nonetheless, the Friday social event is important for networking.
- Keeping the conference on the west side of the mountains has increased attendance, and to maintain that bump, EC decided to accept either the invitation of either Wendy Olsen at WSU-Vancouver, OR, or Dennis Bennett's invitation to OSU.
- 2015 Conference at Spokane Falls CC in eastern WA; 2016 conference at Lane CC in Eugene, OR.
- Upcoming REC vacancies: chair, treasurer, and membership
- Balloting: The REC wants to solicit statements from prospective candidates ahead of time and not lose the spontaneity of volunteers who decide at the conference that they could serve. To achieve both ends, Dodie has solicited volunteers to run and submit statements ahead of the conference, and we decided to close nominations after the Saturday breakfast so statements could be typed and distributed with ballots at lunch when the voting occurs.

**Financial Report:**

- The current balance is \$4213.01. In the CD there is \$2281.08; this rolls over and comes due again in December. In total then, TYCA has approximately \$6500.00 in funds. Dodie noted this was positive and indicates growth.
- Because we co-sponsor our conference with PNWCA, there are fiscal concerns that Dodie has addressed and the REC discussed. The outcome:
  - The host organization does about 75% of the conference work. The profit-loss sharing formula multiplies participation percentage by the net profit and awards related totals to each organization. For example, if the profit is \$1000.00, the host organization would be awarded \$750 and the supporting organization \$250.
  - Conference registration fee for part-time instructors, students and retired faculty has been \$40.00, which provided membership to the attendee, but basically “comped” the membership fee since this amount only covered the participants’ conference attendance.
  - Dodie noted that the participation percentage could vary in the future, so she and Dennis agreed that the loss-sharing formula should be a 50-50 split.
  - Finally, Dodie brought up a possible adjustment to the profit-loss sharing formula which could be implemented if the number of registrants for each organization becomes grossly uneven. In the past, registration has been fairly evenly distributed. Dodie reported that last year the breakdown was 76 PNWCA, 88 TYCA, and 24 joint members. However, should registration become really skewed, Dodie proposed adjusting the profit figure by 10% in the favor of the organization with the most attendees. Dennis agreed that this seemed fair as uneven registration would likely mean uneven conference proposals, sessions, etc.

**Current Activities/Work in progress:** Planning the October 25-26 Conference at Cornish College of the Arts, Seattle. Organizing the Lise Ede Award for Teaching Excellence

**Next meeting date:** October 25, 2013

**Additional Information:** If you want longer minutes, they can be provided.

**Recommendations to TYCA EC:** None at this time.

**Teaching English in the Two-Year College**

**Submitted by  
Jeff Sommers, Editor**

During the fiscal year ending June 30, I have shepherded four issues into print (September 12, December 12, March 13, May 13), one issue is in press (September 13), and one issue is being copy edited (December 13). The September 2012 issue was a special issue focused on ESL. I have received 99 submissions since August 2012 report, a troubling drop in submissions of 20% over the past year. Fortunately, the dip in submissions has not affected the quality level of the manuscripts, and, at the same time, manuscripts have tended to be longer than in the past, thus fewer manuscripts have been necessary to fill the issues.

The flow of excellent book reviews continued in the capable hands of Jeffrey Klausman, Whatcom Community College. Annie Del Principe, Kingsborough Community College, will be the review editor beginning with the January 14 issue. Holly Hassel, University of Wisconsin-Marathon County, has assumed the role of Associate Editor.

I convened a norming session at CCCC13 and 20+ reviewers and I had a lively discussion focused on the review process. I am planning a similar norming session for CCCC14.

Reviewing continues to be efficient as all of it has been conducted electronically. Consulting readers have proven to be thorough and quite reliable in meeting deadlines; through an editorial call for new reviewers, I have added approximately a dozen new reviewers to my list of readers. At this point, 100% of manuscripts are submitted electronically as well. The acceptance rate is roughly 25%. I am planning to shift the submission process to Editorial Manager this coming year.

<b>September 2012 issue (40.1) (Guest Editors: Natasha Lvovich, Martha Clark Cummings)</b> Articles: 6 Instructional Note: 1 Reviews: 3 Editorial: 1 New Voices (first-time authors): 4	<b>May 2013 issue (40.4)</b> Articles: 4 Poems: 2 Reviews: 3 Editorial: 1 New voices (First-time authors): 2
<b>December 2012 issue (40.2)</b> Articles: 5 Poems: 5 What Works for Me: 5 Reviews: 4 Editorial: 1 New Voices (first-time authors): 1	<b>September 2013 issue (41.1)</b> Articles: 4 Instructional Note: 1 What Works for Me: 3 Reviews: 4 Review article: 1 (3 books on Writing Centers) Guest Editorial: 1 (Jeffrey Klausman, Review Editor) New voices (First-time authors): 6
<b>March 2013 issue (40.3)</b> Articles: 4 Instructional Note: 1 Readers Write: 1 What Works for Me: 3 Reviews: 4 Editorial: 1 New voices (First-time authors): 8	

**"TYCA to You"**  
***Teaching English in the Two-Year College***

**Submitted by**  
**Sybil Priebe, Editor**

**Committee Members:**

David Lydic, Southwest  
Bev Fatherree, Southeast  
Judith Angona, Northeast  
Jody Millward, Pacific Coast  
Suzanne Labadie, Midwest  
Alexis Nelson, Pacific Northwest  
Clint Gardner, West

**Last meeting date/location:** N/A

**Work completed since last report:** The regional reps have written two columns since I took over this summer for David; the first column's topic was grading & the most recent topic was Common Core. Reps will be summarizing their fall conferences for the next deadline.

**Work in progress:** N/A

**Recommendations from the Committee to the Executive Committee:** N/A

**Additional information:** N/A

Agenda Item: 7.I  
November 2013

**TYCA Archives**

**Submitted by  
Clint Gardner**

The TYCA archive has been moved from my old office to my new office in a brand new building. Your humble Archivist did open the box this summer to put in certain items from last year.

**TYCA Officers Visit to Regional Conferences**

**2013-2014**

<b>Region</b>	<b>Date</b>	<b>Theme</b>	<b>Location</b>	<b>Visiting Officer</b>
Midwest	October 3-5, 2013	Beyond Normal: Teaching Writing in New Spaces	Marriott Hotel & Conf Center Normal, IL	Sarah Z. Johnson <a href="mailto:szjohnson@matcmadison.edu">szjohnson@matcmadison.edu</a>
Northeast	October 3-5, 2013	R/evolutions: Addressing Pedagogical and Institutional Change in Higher Education	Hyatt Hotel Morristown, NJ	Carolyn Calhoon-Dillahunt <a href="mailto:ccalhoon@yvcc.edu">ccalhoon@yvcc.edu</a>
West	October 11-12, 2013	The Evolving Classroom: Surviving the New Generation Gap	College of Southern Nevada Las Vegas, NV	Andy Anderson <a href="mailto:aanders@jccc.edu">aanders@jccc.edu</a>
Pacific Coast/ECCTYC*	October 24-26, 2013	Writers on the Storm (Communication, Collaboration, and Discovery	Crowne Plaza Anaheim Resort Hotel Anaheim, CA	Carolyn Calhoon-Dillahunt <a href="mailto:ccalhoon@yvcc.edu">ccalhoon@yvcc.edu</a>
Pacific Northwest	October 25-26, 2013	Piecing it Together: Making, Tinkering, and DIY in Our Colleges	Cornish College of Arts Seattle, WA	Sarah Z. Johnson <a href="mailto:szjohnson@matcmadison.edu">szjohnson@matcmadison.edu</a>
Southwest	October 31- November 2, 2013	Keep Teaching Weird	Airport Hilton Austin, TX	Andy Anderson <a href="mailto:aanders@jccc.edu">aanders@jccc.edu</a>
Southeast	February 27- March 1, 2014	Beacons of Light	Hilton Tampa Airport Tampa, FL	Sarah Z. Johnson <a href="mailto:szjohnson@matcmadison.edu">szjohnson@matcmadison.edu</a>

\*Pacific Coast meets every other year.

**Announcements**

- A. TYCA EC Meeting: Saturday, March 22, 2014, Indianapolis
- B. TYCA EC Meeting: Saturday, November 22, 2014, Washington, DC
- C. Third Annual *Tour of TYCA (2013)*: January 2014



**Information Items**

- A. TYCA 2020 Vision
- B. TYCA Executive Committee Roster 2013-14
- C. National TYCA Constitution and Bylaws (November 2012)
- D. TYCA Committee Matrix (2013-14)
- E. Guidelines for Marking Formal Motions
- F. List of Previous Motions
- G. NCTE Government Policy Platform 2013
- H. Important Links to Remember
- I. Forms
  - 1. TYCA Membership Brochure
  - 2. NCTE Call for Proposals 2014

**TYCA 2020 Vision**

TYCA will have advanced public understanding of the critical role two-year college English programs and faculty play in promoting academic, workforce, and civic success. To accomplish this, TYCA will provide a forum for rich professional development, support scholarly research in multiple literacies and classroom practices, and recognize outstanding programs and faculty. In addition, TYCA will forge collaborative relationships with other writing and literacy programs and organizations. At state, regional, and national levels, legislative and organizational policymakers will recognize and rely upon the expertise of two-year college faculty in addressing the diverse needs of adult learners.

**TYCA Executive Committee  
2013-2014**

<p><b>Andy Anderson (2011-2015)</b> Chair (2012-2014) Past Chair (2014-2015) Associate Chair (2011-2012)</p> <p><i>Preferred Address:</i> Johnson County Community College 12345 College Blvd Overland Park, KS 66210-1283 <b>Office:</b> (913) 469-8500, x-4388 <a href="mailto:aanders@iccc.edu">aanders@iccc.edu</a></p> <p>10038 Craig Drive Overland Park, KS 66212-3482 <b>Home:</b> (913) 341-9262 <b>Cell:</b> (913) 952-4199</p>	<p><b>Eva Payne (2013-2017)</b> Associate Chair (2013-2014) Chair (2014-2016) Past Chair (2016-2017)</p> <p><i>Preferred Address:</i> Chemeketa Community College 4000 Lancaster Drive NE Salem, OR 97309 <b>Office:</b> (503) 589-7827 <b>Cell:</b> (503) 740-0075 <a href="mailto:eva.payne@chemeketa.edu">eva.payne@chemeketa.edu</a></p> <p>3230 NW 60<sup>th</sup> Street Corvallis, OR 97330-3101</p>
<p><b>Sarah Z. Johnson (2011-2014)</b> Secretary (2011-2014) TYCA Breakfast Chair (2010-2013)</p> <p><i>Preferred Address:</i> Madison Area Technical College 3550 Anderson Street Madison, WI 53704-2520 <b>Office:</b> (608) 246-6595 <a href="mailto:szjohnson@madisoncollege.edu">szjohnson@madisoncollege.edu</a></p> <p>505 Echo Valley Road Brooklyn, WI 53521-9448</p>	<p><b>Jeff Sommers (2005- 2016)</b> Editor, <i>TETYC</i></p> <p><i>Preferred Address:</i> 3411 Chestnut Street #747 Philadelphia, PA 19104-5515 <b>Home:</b> (215) 921-3638 <a href="mailto:jsommers@wcupa.edu">jsommers@wcupa.edu</a></p> <p>West Chester University Main Hall 516/English Dept West Chester, PA 19383 <b>Office:</b> (610) 436-2916 <a href="mailto:tetyc@wcupa.edu">tetyc@wcupa.edu</a></p>
<p><b>Rich Peraud (2012-2015)</b> Midwest Chair</p> <p><i>Preferred Address:</i> 5612 Rhodes Avenue St. Louis, MO 63109-3530 <b>Home:</b> (314) 752-5750 <a href="mailto:rperaud@stlcc.edu">rperaud@stlcc.edu</a></p> <p>St. Louis Community College 11333 Big Bend Road St. Louis, MO 63122-5720 <b>Office:</b> (314) 984-7542</p>	<p><b>Suzanne Labadie (2012-2015)</b> Midwest Representative TYCA Breakfast Chair (2014-2016)</p> <p><i>Preferred Address:</i> 1007 South Wilson Royal Oak, MI 48067-5015 <b>Home:</b> (248) 217-4918 <a href="mailto:smlabadi@oaklandcc.edu">smlabadi@oaklandcc.edu</a></p> <p>English/Commucation Dept. Chair Oakland Community College 739 South Washington Avenue Royal Oak, MI 48067-3829 <b>Office:</b> (248) 246-2648</p>

**NOTE:** Dates in parentheses after member name indicate elected term. Dates behind role indicate dates of service in that position.

<p><b>Laurie Lieberman (2010-2013)</b> Northeast Chair</p> <p><i>Preferred Address:</i> Bergen County Community College 400 Paramus Road Paramus, NJ 07652 <b>Office:</b> 201-493-3631 <a href="mailto:llieberman@bergen.edu">llieberman@bergen.edu</a></p> <p>39 Lockerby Lane Westwood, NJ 07676-1817 <b>Home:</b> 201-666-6899</p>	<p><b>Judy Angona (2010-2013)</b> Northeast Representative</p> <p><i>Preferred Address:</i> Ocean County College College Drive P.O. Box 2001 Toms River, NJ 08754-2001 <b>Office:</b> 732-255-0400, Ext. 2951 <a href="mailto:jangona@ocean.edu">jangona@ocean.edu</a></p> <p>246 Quail Lane North Lanoka Harbor, NJ 08734 <b>Home:</b> 609-693-8815 <b>Cell:</b> 609-290-7542</p>
<p><b>Perri Gallagher (2013-2016)</b> Pacific Coast/ECCTYC Chair</p> <p><i>Preferred Address:</i> 19256 Gliddon Street Castro Valley, CA 94546-3647 <b>Home:</b> (510) 979-7417 <a href="mailto:perrigallagher@comcast.net">perrigallagher@comcast.net</a></p> <p>Ohlone College 39399 Cherry Street Newark, CA 94560-4902 <b>Office:</b> (510) 742-2383 <a href="mailto:pgallagher@ohlone.edu">pgallagher@ohlone.edu</a></p>	<p><b>Jody Millward (2009-2013)</b> Pacific Coast/ECCTYC Representative</p> <p><i>Preferred Address:</i> 5213 San Simeon Drive Santa Barbara, CA 93111-2132 <b>Home:</b> (805) 683-2478 <a href="mailto:millward@sbcc.edu">millward@sbcc.edu</a></p> <p>Santa Barbara City College 721 Cliff Drive English Department Santa Barbara, CA 93109-2312 <b>Office:</b> (805) 965-0581</p>
<p><b>Dodie Forrest (2010-2013)</b> Pacific Northwest Chair</p> <p><i>Preferred Address:</i> 103 North 30<sup>th</sup> Avenue Yakima, WA 98902-2772 <b>Home:</b> (509) 248-4116 <a href="mailto:dforrest@yvcc.edu">dforrest@yvcc.edu</a></p> <p>Yakima Valley Community College 1107 South 16<sup>th</sup> Avenue Yakima, WA 98902 <b>Office:</b> (509) 574-4822</p>	<p><b>Alexis Nelson (2009-2015)</b> Pacific Northwest Representative</p> <p><i>Preferred Address:</i> Spokane Falls Community College 3410 West Fort Wright Dr. Spokane, WA 99224-5288 <b>Office:</b> (509) 533-3588 <a href="mailto:alexis.nelson@spokanefalls.edu">alexis.nelson@spokanefalls.edu</a></p> <p>17 West 26<sup>th</sup> Ave. Spokane, WA 99203 <b>Home:</b> (509) 838-2649</p>

**NOTE:** Dates in parentheses after member name indicate elected term. Dates behind role indicate dates of service in that position.

<p><b>Susan Slavicz (2013-2016)</b> Southeast Chair</p> <p><i>Preferred Address:</i> 4055 Windsor Park Drive East Jacksonville, FL 32224-2291 <b>Home:</b> (904) 251-5701 <a href="mailto:sslavicz@fscj.edu">sslavicz@fscj.edu</a></p> <p>Florida State College 11901 Beach Boulevard Jacksonville, FL 32246 <b>Office:</b> (904) 646-2348</p>	<p><b>Beverly Fatherree (2009-2015)</b> Southeast Representative</p> <p><i>Preferred Address:</i> 101 Bellemeade Trace Clinton, MS 39056-6247 <b>Home:</b> (601) 925-5923 <a href="mailto:bdfatherree@hindsgcc.edu">bdfatherree@hindsgcc.edu</a></p> <p>Hinds Community College Box 1100—English Department Raymond, MS 39154 <b>Office:</b> (601) 857-3901</p>
<p><b>Toni McMillen (2012-2015)</b> Southwest Chair</p> <p><i>Preferred Address:</i> Collin College Central Park Campus 2200 W. University Drive McKinney, TX 75071-2906 <b>Office:</b> (972) 548-6513 <a href="mailto:tmcmillen@collin.edu">tmcmillen@collin.edu</a></p>	<p><b>David Lydic (2006-2015)</b> Southwest Representative</p> <p><i>Preferred Address:</i> 4901 Westfield Dr Austin, TX 78731-5544 <b>Home:</b> (512) 451-7780 <a href="mailto:lydic@austincc.edu">lydic@austincc.edu</a></p> <p>Austin Community College 1212 Rio Grande Austin, TX 78701 <b>Office:</b> (512) 223-3386</p>
<p><b>Stephanie Maenhardt (2012-2015)</b> West Chair</p> <p><i>Preferred Address:</i> Salt Lake Community College 4600 South Redwood Road Salt Lake City, UT 84123-3145 <b>Office:</b> (801) 957-4810 <a href="mailto:stephanie.maenhardt@slcc.edu">stephanie.maenhardt@slcc.edu</a></p>	<p><b>Clinton Gardner (2011-2014)</b> West Representative TYCA Archivist (2011-2014)</p> <p><i>Preferred Address:</i> 1983 South 2500 East Salt Lake City, UT 84108-3243 <b>Home:</b> (801) 712-9197 <a href="mailto:clint.gardner@slcc.edu">clint.gardner@slcc.edu</a></p> <p>Salt Lake Community College 4600 South Redwood Road Salt Lake City, UT 84123-3145 <b>Office:</b> (801) 957-4842</p>

**NOTE:** Dates in parentheses after member name indicate elected term. Dates behind role indicate dates of service in that position.

<p><b>Bradley Bleck (2008-2014)</b> <b>Webtender/TYCA Connected Community</b></p> <p><i>Preferred Address:</i> 1318 South Bernard Street Spokane, WA 99204-3626 <a href="mailto:bradb@spokanefalls.edu">bradb@spokanefalls.edu</a></p> <p>Spokane Falls Community College 3410 W. Fort George Wright Drive Spokane, WA 99225 <b>Office:</b> (509) 533-3562</p>	<p><b>Sybil Priebe (2013-2017)</b> <b>Editor/"TYCA to You"</b></p> <p><i>Preferred Address:</i> North Dakota State Coll of Science Dept. of English and Humanities Haverty Hall 223 800 6<sup>th</sup> Street North Wahpeton, ND 58076 O: 701-671-2346 <a href="mailto:sybil.priebe@ndscs.edu">sybil.priebe@ndscs.edu</a></p>
<p><b>Patricia Lambert Stock (lifetime)</b> <b>NCTE Past President, Ex officio</b></p> <p><i>Preferred Address:</i> 5724 Lebaron Court East Lansing, MI 48823-2971 <b>Home:</b> (517) 339-3686</p> <p>Michigan State University The Writing Center 300 Bessey Hall East Lansing, MI 48824 <b>Office:</b> (517) 432-3610 <a href="mailto:pstock@pilot.msu.edu">pstock@pilot.msu.edu</a></p>	<p><b>Linda Walters-Moore</b> <b>TYCA Administrative Liaison</b></p> <p>NCTE 1111 W. Kenyon Rd. Urbana, IL 61801-1096 <b>Office:</b> 800-369-6283 x3632 <b>Direct:</b> (217) 278-3632 <b>Fax:</b> (217) 328-0977 <a href="mailto:lwaltersmoore@ncte.org">lwaltersmoore@ncte.org</a></p>

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

**November 2012**

**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 informs 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 eleven voting members, five non-voting members, and seven regional alternates (REC Chairs):
  - a. Chair
  - b. Associate Chair (**even numbered years**)
  - c. Immediate Past Chair (**odd numbered years**)
  - d. Secretary
  - e. Editor of *TETYC*
  - f. Seven Regional Representatives
  - g. Seven Regional Executive Committee (REC) Chairs (non-voting, except when serving as alternates for the regional representatives)
  - h. Editor, TYCA to You (non-voting)
  - i. Archivist (non-voting)
  - j. Webtender (non-voting)
  - k. College Section Steering Committee Representative (non-voting)
  - l. Executive Secretary-Treasurer (NCTE Executive Director) (nonvoting)
2. The seven regional representatives shall serve three-year terms on the TYCA 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 elected 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 Editor of *TETYC* and the **Chair or** College Section Steering Committee Representative shall be ex officio non-voting members of the College Section Committee.
6. The Chair will serve as a member 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. Authorize 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. Approve appointments to the non-elected TYCA EC positions:
  - a. *TETYC* Editor



- b. TYCA to You Editor
  - c. Archivist
  - d. Webtender
  - e. College Section Steering Committee Representative
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 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 to the NCTE and CCCC 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 of term 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 shall 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 any regional association. Elections shall be completed before the fall meeting of TYCA Executive Committee.
  4. The TYCA Executive Committee 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 bi-annual report on TYCA and regional association activities for presentations to the TYCA Executive Committee and to the NCTE Executive Committee;
  - 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 that are pertinent to teachers of English in two-year colleges;
  - g. Serve as TYCA representative or appoint TYCA representative to relevant NCTE groups;
  - h. Serve as visiting officer to two or three TYCA regional conferences each year;
  - i. Attend all CCCC and 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;
  - c. Serve as visiting officer to two or three TYCA regional conferences each year;
  - d. Attend all CCCC Executive Committee meetings.
3. The Immediate Past Chair shall
- a. Advise the Chair and TYCA;
  - b. Chair the nominating committee;
  - c. Serve as visiting officer to two or three TYCA regional conferences each year;
  - d. Attend all CCCC Executive Committee meetings.
4. The Secretary shall
- a. Prepare and distribute minutes of all meetings of the TYCA Executive Committee, including NCTE Executive Director, within 30 days of the meeting;
  - b. Maintain a permanent file of the minutes and all other record necessary to the orderly transaction of TYCA business;
  - c. Assist the Chair in preparing for each business meeting;
  - d. Serve as visiting officer to two or three TYCA regional conference each year;
  - e. Attend all CCCC Executive Committee meetings.
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 regional associations, report on current numbers of members, and provide information to the TYCA Executive Committee as it pertains to TYCA activities.
6. The Editor of *TETYC* shall
- a. Provide a forum to publish issues of interest to the teaching of English in the two-year college and the first two years of college;
  - b. Select a book review editor
  - c. Serve as a resource speaker or workshop leader for regionals;
  - d. 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 voting members shall constitute a quorum at any regularly authorized Executive Committee meeting.

**III. The Regional Associations: There shall be seven TYCA regional associations.**

**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 regional association is to provide a framework for 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 a regional conference
  - c. Publishing reports of regional conferences and news items of special interest to members within the 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 bylaws 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 two-year college or first two years of college English teachers, administrators, and others interested in such teaching or in two-year college English programs.
2. Members are those whose current regional 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 TYCA regional associations shall contribute to the support of National TYCA by paying a per capita fee based on 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 NCTE/TYCA members. 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 (REC) comprised as follows:

1. Six members elected by regional membership to serve as regional officers to include at least the following positions:
  - a. Chair
  - b. Assistant or Co-Chair
  - c. Secretary
  - d. Treasurer
  - e. Membership Chair
2. One representative elected to the National TYCA Executive Committee, elected by the regional membership after nomination by the REC from those members who are serving or have served on the REC
3. Positions appointed by the REC for specific duties:
  - a. Program Chair
  - b. Local Arrangements Chair
4. State or area representatives. These members shall be voting members only if they are elected by the general membership or their area constituents.
5. Other, optional positions (non-voting if appointed vs. elected), such as but not limited to
  - a. Editor(s) of regional publications
  - b. Assistant Program and/or Local Arrangements Chair
  - c. Conference Registrar
  - d. Conference Site Coordinator
  - e. Assistant Publications Editor
  - f. The Immediate Past Chair
  - g. Webtender
  - h. Archivist or Historian
  - i. Four-Year College or University Representative
  - j. Adjunct Faculty Representative
  - k. Awards Chair
  - l. Member(s) at-large
  - m. Nominating committee members

**B. Election of REC**

1. The members of the REC may be elected at the regional conference or by mail ballot of the membership directly before or after the regional conference.
2. The Nominating Committee and/or REC shall recruit potential candidates.
3. When possible, the slate shall include at least two candidates for each vacancy and shall provide for reasonable geographic representation from the region.
4. Candidates shall be introduced at the first general session of the conference, at which time additional nominations from the floor shall be called for. If elections are held by mail, the ballot shall include a brief description of each candidate as well as space for write-in candidates; ballots must be returned within 30 days.
5. Election results shall be reported to the REC Chair who will announce the results before the end of conference and/or in the next regional publication.
6. All members of the REC must be dues paying members of the regional association and NCTE/TYCA. The Chair and the National TYCA Representative must also be members of CCCC as a condition of serving on the National TYCA Executive Committee.
7. Voting REC members shall serve three-year, staggered terms, with the exception of the Program Chair and Local Arrangements Chair, who serve one-year terms. Non-voting REC members shall serve at the pleasure of the REC.  
Terms begin upon election.
8. No elected REC member shall be eligible for reelection after serving two consecutive three-year terms unless one year has elapsed since last holding an elected office on the REC.
9. No voting REC member shall hold more than one voting REC position.
10. 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. Conduct the business of the region;
3. Select a site and dates for the regional conference and meet with the Program Chair to plan the general theme and outline of the conference;
4. Elect officers from among the six elected REC members, and appoint all other REC positions, except for state or area representatives;
5. Propose and promote regional association program proposals for the programs of the NCTE and CCCC Annual Conventions.

**E. Meetings of the REC**

1. At least two regular business meetings shall be held each year, one in conjunction with the regional conference. Meetings may be called by the Chair of the REC, or at the request of two other REC members, and notice of the meetings shall be provided to all REC members at least two weeks in advance.
2. Four of the elected REC officers present at any called 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 items to come from other REC members;
  4. Carry out the directives and decisions of the REC, appointing committees and task forces as needed;
  5. Serve on the National TYCA Executive Committee as an alternate to the regional TYCA representative;
  6. Report the results of all elections and appointments within thirty days to the regional membership, to the Chair of TYCA, and to the NCTE Executive Director;
  7. Ensure the NCTE Executive Director receives annually the following items from the REC:
    - a. The minutes of all regional business meetings,
    - b. The official call for proposals, publicity, and program of the regional conference,
    - c. The results of all elections and balloting on amendments to the bylaws,
    - d. The regional supplement to the national newsletter and any other publications,
    - e. A brief annual report concerning the year's activities,
    - f. Copies of all resolutions passed by the regional membership.
- B. The Assistant 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 NCTE Executive Director 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 periodic professional audits as deemed necessary by the REC;
    - e. Preparing annual financial reports for submission to the REC, the regional membership, the National TYCA EC, and the NCTE Executive Director.
- 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 and publish minutes for regional membership;
  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. Maintain an up-to-date list of the names and contact information of regional members;
  2. Devise and implement member recruitment and retention strategies;
  3. Encourage members of the regional association to maintain membership in NCTE/TYCA and CCCC.

- F. 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 action items, activities, membership, elections, and finances;
    - 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. Reporting to the REC and the membership about National TYCA issues and activities after each national meeting;
    - c. 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.
  3. Produce regional content for quarterly TYCA to You publications in *TETYC*.
- 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 prior to the next REC meeting;
  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. Review the evaluations of programs at the regional conference and recommend presenters for NCTE and CCCC program participation;
  7. Appoint an Assistant Program Chair if needed to assist with the completion of program-related tasks.
- H. The Local Arrangements Chair shall
1. With the assistance and approval of the REC, make arrangements for hotel space, presentation space, and meals for the regional conference;
  2. Assume responsibility for all site-related conference preparation, such as technology, transportation, guest speaker accommodations, signage, exhibitor spaces, and parking;
  3. Appoint an Assistant Local Arrangements Chair if needed to assist with duties.
- I. The Editor of Regional Publications shall
1. Edit, publish, and distribute regional publications to all current regional members;
  2. Work with the Program Chair and the Local Arrangements Chair on preconference publicity;
  3. Work with REC and conference organizers to publish reports on the annual conference and regional business to be distributed to membership annually;
  4. Send to the editor of *Teaching English in the Two-Year College (TETYC)* and NCTE Executive Director copies of all regional publications.

## **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 earnings 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 bylaws.

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. Amendments of the Bylaws**

A. Amendments to these bylaws 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 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 at its next conference or by mail.
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 NCTE Executive Director, by the REC chair within thirty days of voting.
4. An amendment shall become effective when it has been approved by four of the regionals.

**TYCA Committees**

<b>Standing Committees</b>	<b>Term</b>	<b>Charge &amp; Start Date</b>
<b>TYCA Nominating Committee</b> Past Chair 7 Regional Reps	12-13	TYCA nominations NCTE nominations CCCC nominations (Term = one year, beginning fall/academic year)
<b>Nell Ann Pickett Award</b> Jeff Sommers, Chair Sharon Mitchler Shelley Rodrigo	12-13 11-14 12-15	Choose outstanding teacher "whose vision and voice had a major impact" on professionalism. (Terms = one year for current Nell Ann Pickett Award winner, three years for other committee members; start date = fall/academic year)
<b>Outstanding Programs Award</b> Jeff Andelora, Chair Joel Henderson Elissa Caruth Lois Powers, advisor	11-14 11-13 12-15	Honor two-year college teachers and outstanding English programs. (Term = three years, rotating; start date = fall/academic year)
<b>TETYC Best Article of Year Award</b> Gregory Shafer, Chair Jill Kronstadt Shane Wilson	11-13 11-14 12-15 (13-16)	Choose best article from the journal for the year. (Term = four years, rotating; start date = Jan./calendar year)
<b>TYCA Breakfast at CCCC</b> Suzanne Labadie	<del>10-13</del> 13-16	Plan and host TYCA breakfast. (Term = four years, calendar year)
<b>Webtender</b> Bradley Bleck	09-15	Provide vision for development of TYCA Website and TYCA Connected Community; solicit ideas, features; create web strategies to respond to critical issues (Term = 3 years, beginning fall/academic year)

<b>AD HOC Committees and Task Forces</b>	<b>Term</b>	<b>Charge &amp; Start Date</b>
<b>Public Image Committee</b> Sterling Warner, Chair Joy Barber Carmen Carrasquillo Michael Dinielli Bruce Hinderson Marth Henning Mandan Mohsenzadegan Howard Tinberg Med O'Rourke Jeffrey Klausman		Publicly acknowledge the best mention of two-year college in any media ("Fame Award"); explore ways to use media to promote TYCA achievements and activities; <b>Add new motion (clearinghouse or archive or talking points or ???)</b>  (Term = 3 years, beginning fall/academic year)

<p><b>Research Initiative</b> Holly Hassel: Cochair Jeff Klausman: Cochair Christy Toth Pat Sullivan Leslie Roberts Add members?</p>	<p>12-15</p>	<p>Research two-year college developmental reading and/or writing programs.  (Term = 3 years, beginning fall/academic year)</p>
<p><b>Regional Policy Advocacy Committee <del>disband</del>—project replaced by Policy Analysis Initiative</b> <u>Regional Policy Presentations:</u> Andy Anderson Carolyn Calhoon-Dillahunt Sarah Z. Johnson Judy Angona Beverly Fatheree Clint Gardner David Lydic Jody Millward Alexis Nelson Leslie Roberts <u>Policy Clearinghouse:</u> Carolyn Calhoon-Dillahunt Rhonda Grego Holly Hassel Shane Wilson</p>	<p>12-14</p>	<p>Share relevant NCTE policy advocacy work and national policies that impact two-year colleges with regional TYCA and gather information about state-level policy proposals and legislation and make it available to the TYCA membership. <b>Add policy clearinghouse portion to charge; update membership list for policy clearinghouse subcommittee.</b>  (Term = three years, beginning spring, calendar year)</p>
<p><b>TYCA Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges Task Force</b></p>		<p>Revise and make charge</p>

<p><b>NCTE/CCCC Committees</b></p>		
<p><b>Research Forum</b> Leslie Roberts</p>	<p>12 -</p>	
<p><b>College Forum</b> Andy Anderson</p>	<p>13-14</p>	<p>TYCA Chair serves as representative to College Forum.  (Term = two years; beginning Nov./NCTE)</p>
<p><b>College Section Steering Committee</b> Andy Anderson <del>Alexis Nelson (CSSC Rep.)</del></p>	<p><del>13-14</del></p>	<p>TYCA Chair is <i>ex officio</i> voting member, <i>TETYC</i> Editor is <i>ex officio</i> non-voting member;</p>

Jeff Sommers	05 -09-13 Term? 16	CSSC Rep. Term = four years, beginning fall/academic year
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~~Sybil P~~

TYCA to you Editor  
ex Officio?

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### Guidelines for Making Formal Motions

While in an ideal situation every motion would be advanced with the best possible choice of verb, impeccably cast syntax, and luminous exposition of content, resolutions are often composed improvisationally, changed during the discussion through friendly amendments, polished or clarified in restatement, etc. Minor infelicities are easily dealt with when staff prepare the minutes for Executive Committee review at the next meeting.

Perhaps the key point for a committee member to consider in making a motion is whether he or she--as an individual or as head of a subcommittee, section, conference, etc., -- **is intending to make a recommendation for action**. If so, make this as explicit as possible. And again, remember that most action items--and virtually all action items involving expenditures--are not initiated on the spot but have been presubmitted as agenda items so that the entire group or committee has time to reflect on them. An unanticipated motion for action is not necessarily out of order, but it is most often best stated as a motion to be included as a topic on the committee's next agenda rather than as an item to be decided without time for advance reflection and development into an agenda item.

It is useful to note that our guide to parliamentary procedures (we use Sturgis) gives no indication of the meanings of particular verbs. We generate the language and define the nuances. We have been governed by our evolving sense of the need to include various items in the minutes and to cast motions in particular language according to the intent of the mover, seconder, and committee as a whole. Hopefully, we're also guided by common sense rather than nitpicking legalism.

In section steering committee meetings, more meeting time is spent operating outside of parliamentary session, thus facilitating informal discussion prior to engaging in formal deliberations. This time should be used to weigh options, become familiar with different perspectives on issues, and move towards clear-cut choices before an "action" is taken via motion. The Chair will typically invite motions to go into parliamentary session.

#### How To Make a Motion

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

- I move that we adopt the agenda.
- I move that we adopt the agenda (as revised).
- I move that we approve the minutes of the November 2000 Elementary Section Steering Committee meeting.
- I move that we accept the minutes of the November 2004 College Section Steering Committee meeting with corrections.

- I move that we accept the 2004 Strategic Plan of the Middle Level Section Steering Committee.
- I move that we adjourn the November 2001 Secondary Section Steering Committee meeting.

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

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

**Examples (all are fictional):**

1. I move that the Chair constitute a committee to investigate ways to offer support to early career teachers and give it the following charge: ...
2. I move that the Ad Hoc Committee on Happy Meetings, in consultation with the Grumpy Members Committee, explore options for improving the efficiency of steering committee meetings and report its recommendations at the Monday 2003 steering committee meeting in San Francisco.
3. I move that we accept (or adopt) the report of the Ad Hoc Committee on Happy Meetings. [Accepting or adopting a report means that the assembly also agrees to any recommendations contained in the report. The assembly also can dispense with a committee report in other ways, by moving to refer it back to the committee, by postponing its consideration (definitely or indefinitely), or by moving that the report be filed.]
4. I move that we dissolve the Grumpy Members Committee, with thanks for its service to an important constituency within the organization.

**Useful Verbs**

Accept, Adopt, Appoint, Approve, Authorize, Close/End Discussion, Constitute (a committee), Decline (to do something), Designate, Dissolve (a committee), Develop, Endorse, Establish, Postpone Temporarily

(to table or kill a motion), Postpone Definitely (to a particular later time), Reconsider (an action), Refer (to a committee or person), Rescind (an action), Thank, Withdraw (a motion).

## Reports

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

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

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

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

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

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

## Action Motions

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

03:2 To extend the Hoey Award classroom deadline to February 1.

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

01:7 To approve the elimination of the Middle Level Representative as a designated requirement of the Secondary Section.

Action Motions that result from discussions in a subcommittee, section, or conference will frequently be elucidated in the context. The chair of the particular group will say something such as: "We have several

items to report about conference activities, and one recommendation for action." When the Action Motion is brought up, a formal motion is made, e.g.:

96:104 To approve a donation of \$250 to the Digital Futures Coalition.

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

01:6 To direct the Farmer Committee 2001 to refine the guidelines for the Farmer Award and bring a proposal to the Spring Conference Section meeting in Birmingham.

A motion to establish a program or policy *might involve expenditure of an unknown amount of funds*. When the cost is not immediately clear, staff is typically requested to bring the committee a budget by a specific date, and the specific shape of the program or implementation of the policy is acted upon only when the budget is adopted. Thus, the committee can indicate endorsement while calling for more detailed plans that spell out the cost of implementation. The action below exemplifies a variation on this theme:

95:161 To accept in principle the Elementary Section Committee's strategic plan, requesting specific budgets for items that will entail costs.



### Review of Past Motions from TYCA EC Meetings

#### TYCA 2020 Vision

TYCA will have advanced public understanding of the critical role two-year college English programs and faculty play in promoting academic, workforce, and civic success. To accomplish this, TYCA will provide a forum for rich professional development, support scholarly research in multiple literacies and classroom practices, and recognize outstanding programs and faculty. In addition, TYCA will forge collaborative relationships with other writing and literacy programs and organizations. At state, regional, and national levels, legislative and organizational policymakers will recognize and rely upon the expertise of two-year college faculty in addressing the diverse needs of adult learners.

The marginal codes are as follows:

- D**     **Done** – implementation stated or implied in the Executive Committee action has been completed.
- IP**    **In Progress** – action is being planned.
- R/CA** **Reconsider/Current Agenda** – motion will be reconsidered in current agenda.
- CA**    **Current Agenda** – action is advanced in the current agenda.
- **No implementation** is called for.

**Motions from the following TYCE EC Meetings are attached:**

2007	CCCC	New York	2012	CCCC	St. Louis
2007	NCTE	New York	2012	NCTE	Las Vegas
2008	CCCC	New Orleans	2013	CCCC	Las Vegas
2008	NCTE	San Antonio			
2009	CCCC	San Francisco			
2009	NCTE	Philadelphia			
2010	CCCC	Louisville			
2010	NCTE	Orlando			
2011	CCCC	Atlanta			
2011	NCTE	Chicago			

**TYCA Executive Committee Meeting  
CCCC  
Saturday, March 24, 2007  
New York**

1.3	Moved that the TYCA Breakfast Chair may invite regional ECs to provide centerpieces for the TYCA Breakfast. The breakfast chair will rotate the invitation each year. (Mitchler/Brown) Carried	D
1.6	Moved that the TYCA National Chair appoint no fewer than five TYCA National members to post on the TYCA National NCTE sponsored blog. Those individuals appointed will post at least one blog entry per month for one calendar year. (Mitchler/Caruth) Carried	D
1.7	Moved that the TYCA Research Committee Chair provide brief statements on the progress of the committee's work (to include upcoming publication information, short contextualized statements from the committee's documents and/or contextualized statements which share data). These statements will be provided to the TYCA National Chair for publication on the TYCA National website. (Mitchler/Wrice) Carried	D
1.8	Moved that the TYCA Research Committee Chair provide cumulative results to the TYCA National Chair for publication on the TYCA National website. (Mitchler/Caruth) Carried (Agenda Item 10B)	D
1.9	Move that Sharon Mitchler, past TYCA Chair, in consultation with TYCA National EC members, develop a brief document explaining the TYCA membership structure to present to the National TYCA EC at the Nov. 2007 meeting. (Sommers/Mitchler)	D
1.10	Moved to direct the TYCA National EC chair to collaborate with the Research Initiative committee to explore the need for establishing a committee to study workload and adjunct issues, with the possibility of developing a guideline/position statement. The result of this collaboration will be reported at the fall 2007 TYCA EC meeting. (Nourse/Caruth) Carried	D
1.11	Moved that the TYCA National EC review "Writing Assessment: A Position Statement," prepared by CCCC Committee on Assessment to determine if it addresses the needs of two-year colleges and to endorse it if it meets our needs. (Nourse, Mitchler) Carried	D
1.12	Moved that the criterion for the Nell Ann Pickett Service Award be revised so that "Service Qualifications" appears first among the criteria and read: "Positive contributions to professional leadership with a clearly national reach and an inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups that promote two-year colleges." (Mitchler/Lydic)	D
1.13	Moved that TYCA EC host a reception for Paul Bodmer's retirement in 2008 (CCCC, New Orleans). (Payne/Hurley) Carried	D

**TYCA Executive Committee Meeting  
NCTE  
Saturday, November 17, 2007  
New York**

1.3	Moved that the TYCA Chair appoint a committee of three that will explore regional and national membership and report back to the TYCA EC at CCCC 2008. (Mitchler/Cockrill) Carried. Eric appointed Sharon Mitchler, Thad Cockrill, and Louise Bown to committee.	D
1.4	Moved that the TYCA Chair establish a committee to plan a social activity following TYCA	D

	Talks at CCCC 2008 in New Orleans. (Calhoun-Dillahunt/Payne) Carried	
1.5	Moved that the TYCA Chair establish a committee to plan the event program. (Wrice/Caruth) Carried.	D
1.6	Moved to direct The TYCA Chair to appoint a committee to investigate best practices for dual credit/dual enrollment and report back preliminary findings to the TYCA EC at CCCC 2008. (Payne/Mitchler) Carried	D
1.8	Moved to direct past TYCA Chair, Sharon Mitchler, to develop a brief survey to be distributed at 2008 regional conferences to identify attendance patterns and attendee attributes and to submit a brief report to the EC by the November 2008 meeting and a full report by the March 2009 meeting. (Mitchler/Caruth) Carried Sharon will run the questionnaire by TYCA Chair Eric Bateman once it is complete, and this questionnaire will be piloted at the TYCA-SE conference in February.	D

**TYCA Executive Committee Meeting  
CCCC  
Saturday, April 5, 2008  
New Orleans**

1.3	Moved that the teaching conditions article be placed on TYCA website. (Lydic/Roberts) Carried.	D
1.4	Moved that research committee release all research data on website without identifying information or comments attached. (Roberts/Lydic) Carried.	D
1.5	Moved to instruct chair to modify the charge of the committee, characterizing Phase II as narratives of two year college programs and experiences that represent range and variety found in survey and that provide a framework for future research. (Roberts/Lydic) Carried.	D
1.7	Moved that the TYCA Chair, Assistant Chair, and Breakfast Chair review the TYCA Breakfast Chair's recommendations and come back to the EC with recommendations for action. (Roberts/Warner) Carried.	D

**TYCA Executive Committee Meeting  
NCTE  
Saturday, November 21, 2008  
San Antonio**

1.3	Moved that the TYCA Executive Committee members either respond to the pilot surveys or find someone in their department or region who will and promote responses to these short surveys through their regionals. (Roberts) Carried	D
1.4	Moved that the TYCA Secretary lead an e-mail discussion for determining the best use of the Bodmer Celebration money. The Secretary and Chair will make a decision before CCCC 2009. (Payne/Cockrill) Carried	D
1.5	Moved to direct the Chair to request that the NCTE Executive Director investigate the possibility of procuring funding comparable to what CCCC EC members receive in order to assist with TYCA EC members travel costs. (Caruth/Cockrill) Carried.	D
1.6	Moved that the Chair facilitate an e-mail discussion after NCTE on the National Day on Writing Project. (Payne/Cockrill) Carried.	D
1.7	Moved that TYCA National accept the opportunity to be involved in National Day on	D

	Writing and that each regional representative talk with their REC Boards to determine what they would like to include in their regional space on the website. (Bown/Caruth) Carried.	
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**TYCA Executive Committee Meeting**  
**CCCC**  
**Saturday, March 14, 2009**  
**San Antonio**

1.4	Moved that the TYCA Executive Committee review the NACEP Statement of Standards by April 30 <sup>th</sup> and recommend how to use their guidelines. (Bateman/Bown) Carried	D
1.9	Moved that the Executive Committee accept and commend Eric's report and that Eric write a guest editorial for TETYC on the results. (Payne/Caruth) Carried.	D
1.13	Moved that the excess money from the Paul Bodmer Celebration fund be used to fund a travel grant called "The Paul Bodmer CCCC Travel Grant" for one TYCA member in good standing presenting at the 2010 CCCC in Louisville, Kentucky by November 1, 2009. The TYCA Chair shall appoint a committee to establish selection criteria, collect applications for the grant, and to select the award winner. The grant winner will be announced with the rest of TYCA awards for 2010. (Gardner/Lydic) Carried.	?
1.14	Moved that Jeff Sommers attend WPA 2010 with a slimmed-down exhibit kit. (Gardner/Payne) Carried.	D

**TYCA Executive Committee Meeting**  
**NCTE**  
**Saturday, November 21, 2009**  
**Philadelphia**

1.3	Moved that the committee on Dual Credit & Dual Enrollment be reconstituted and recharged for the term of 2009-2012 (Gardner/Bateman). Carried.	D
1.4	Moved that a committee be formed to revise the National Membership Form by CCCC, March 2010 (Bown/Bleck) Carried.	D

**TYCA Executive Committee Meeting**  
**CCCC**  
**Saturday, March 20, 2010**  
**Louisville**

1.3	Moved that the "TYCA Officers' Retreat" be renamed "The TYCA Members' Retreat" (Nourse/Lydic) Carried	D
1.4	Moved that the revised <i>TYCA Research and Scholarship in the Two Year College</i> be published in full in TETYC upon instruction of the TYCA Executive Committee Chair (Lydic/Nourse). Carried.	D
1.8	Moved to rename "TETYC Best Article of the Year Award" for a contributor to or editor of TETYC and that the chair appoint a committee to study the matter to report back by the Fall 2010 NCTE Executive Committee meeting. (Nelson/Millward/Calhoon-Dillahunt). Motion carried as amended.	D

**TYCA Executive Committee Meeting  
NCTE  
Saturday, November 20, 2010  
Orlando**

1.3	Moved to reconstitute the Committee on Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges (Nelson/Bown). Carried.	D
1.4	Moved that TYCA National Representatives take the regional portion of the By-Laws (Sections III, IV, and V) to the regional executive committees for review and recommendations and report back by the CCCC 2011 meeting of the TYCA Executive Committee. (Calhoon-Dillahunt/Bleck) Carried.	D
1.5	Moved that a party-planning committee for the TYCA 15th Anniversary Celebration at TYCA Talks in Atlanta 2011 be constituted. (Gardner/Fatherree) Carried.	D
1.6	Moved that the revised edition of <i>Research and Scholarship in the Two-Year College</i> should be published in <i>TETYC</i> at the earliest opportunity. (Fatherree/Bleck) Carried.	D
1.8	Moved that the Executive Committee continue the discussion of the 2020 Vision Statement online. (Calhoon-Dillahunt/Nelson) Carried.	D

**TYCA Executive Committee Meeting  
CCCC  
Saturday, April 9, 2011  
Atlanta**

1.3	Moved that a task force be formed to study options to purchase tickets for the TYCA Breakfast for adjunct faculty and graduate students (Rodrigo/Sommers). Carried.	D
1.6	Moved that a task force be formed to determine what are the characteristics of a successful community college instructor. (Klausman/Rodrigo) Carried.	D
1.7	Moved the time of service on the Outstanding Programs Awards Committee be changed to 3 year staggered terms and the committee membership be limited to 3. (Bown/Fatherree) Carried.	D
1.8	Moved that the Public Image Committee and the Research Initiative Committee be recategorized to special ( <i>ad hoc</i> ) committee status. (Rodrigo/Barnhouse) Carried	D
1.9	Moved that the Public Image Committee focus exclusively on positive images of two-year colleges and the committee revise the name "Fame & Shame Award" to represent this change in mission (Rodrigo/Klausman). Carried.	D
1.10	Moved that a task force be established to research legal issues for individual and regional liability and report at the NCTE 2011 TYCA Executive Committee meeting (Bown/Fatherree). Carried.	D
1.11	Moved that the 2020 Vision Statement for TYCA is "TYCA will have advanced public understanding of the critical role two-year college English programs and faculty play in promoting academic, workforce, and civic success. To accomplish this, TYCA will provide a forum for rich professional development, support scholarly research in multiple literacies and classroom practices, and recognize outstanding programs and faculty. In addition, TYCA will forge collaborative relationships with other writing and literacy programs and organizations. At state, regional, and national levels, legislative and organizational policymakers will recognize and rely upon the expertise of two-year college faculty in addressing the diverse needs of adult learners." (Barnhouse/Lydic) Carried.	D

*TYCA Talks*

1.12	Moved that a task force be formed to contact other two-year college faculty associations to petition the NCIA to make a statement of support for faculty and leadership roles. (Klausman/Rodrigo). <i>Carried.</i>	D
1.13	Moved that a task force be formed to revise the bylaws to be presented at the 2011 NCTE TYCA Executive Board meeting. (Gardner/Lydic) <i>Carried.</i>	D

**TYCA Executive Committee Meeting  
NCTE  
Saturday, November 19, 2011  
Chicago**

1.3	Moved that \$300 in tickets to TYCA breakfast be distributed locally with priority given to adjunct faculty at TYCA talks, and, if possible, to the two year colleges in the host city. (Roberts/Lydic) <i>Carried.</i>	D
1.4	Moved that a short survey be designed to track attendance and collect recruitment data at the 2012 TYCA breakfast. (Rodrigo/Lydic) <i>Carried.</i>	D
1.5	Moved that Clint Gardner be appointed as TYCA Archivist for 3 years. (Gardner/Fatherree) <i>Carried.</i>	D
1.6	Moved that the reconstituted Research Committee will focus on accelerated learning programs and completion initiatives. (Rodrigo/Fatherree) <i>Carried</i>	IP
1.7	Moved that TYCA pilot a policy advocacy initiative to present to regional organizations. (Roberts/Rodrigo) <i>Carried.</i>	IP

**TYCA Executive Committee Meeting  
CCCC  
Saturday, March 24, 2012  
St. Louis**

2/17/12	Online vote: TYCA EC unanimously approved Bylaws revision.	D
	Moved that TYCA adopt the Position Statement on Concurrent Enrollment Programs upon revision and that the committee provide an executive summary. (Gardner/Lieberman) <i>Carried.</i>	D
	Moved that the committee is reconstituted and investigates basic reading/writing. (Nelson/Fatherree) <i>Carried.</i>	IP
	Moved that we do Tour of TYCA for one more year. (Millward/Lieberman) <i>Carried.</i>	IP
	Moved to approve and publish the "Characteristic of a Highly Effective Two-Year College English Instructor" statement. (Gardner/Nelson) <i>Carried</i>	D
	Moved that the Chair charge a task force to explore a National TYCA Conference attached to Cs. (Lydic/Fatherree) <i>Carried.</i>	IP

**TYCA Executive Committee Meeting  
NCTE  
Saturday, November 17, 2012  
Las Vegas**

	Moved that we continue to give \$300 in tickets to TYCA breakfast to be distributed locally with priority given to adjunct faculty at TYCA Talks. (Gardner/Anderson) <i>Carried.</i>	
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	Moved to reconstitute the TYCA <i>Guidelines for the Academic Preparation of English Faculty in Two-Year Colleges</i> committee with a new chair. (Gardner/Labadie) <i>Carried.</i>	
	Moved that the chair form a task force to develop a research proposal to better define and articulate two-year college student success. (Anderson/Gardner) <i>Carried.</i>	
	Moved that the EC request each Regional Executive Committee nominate at least one outstanding program in its region each year for the Diana Hacker TYCA Outstanding Program Award. (Sommers/Nelson) <i>Carried.</i>	
	Moved that the EC direct the chair to charge a task force to develop a broadly-distributed survey asking two-year college faculty the question, "What could TYCA do for you?" (Gardner/Fatherree) <i>Carried.</i>	
	Moved that the next TYCA Talks address the issue of "What can TYCA do for you?" (Gardner/Labadie) <i>Carried.</i>	

**TYCA Executive Committee Meeting  
CCCC  
Saturday, March 16, 2013  
Las Vegas**

	Moved that the EC form a research committee to investigate inclusive definitions and models of student success. (Lydic/Millward) <i>Carried.</i>	
	Moved to institute a <del>nominating</del> committee for the Diana Hacker TYCA Outstanding Program Awards. (Gardner/Bleck) <i>Carried.</i>	
	Moved that the Mark Reynolds Award winning author serve on the Mark Reynolds Awards Committee for the following year. (Sommers/Lydic) <i>Carried.</i>	

Costing (This is what you are missing...)"

\$300,000?

Notes: Breakfast →  
TETVC  
Adjunct Letter

### **NCTE 2013 Government Policy Platform**

Students, teachers, administrators, community members, and policymakers are collectively responsible for ensuring that the literacy learning required to earn a living and lead a well-rounded life is available to all. To meet that responsibility, NCTE urges legislators to practice civil discourse by working through complex issues and arguing in the spirit of compromise—to commit more to negotiation than to control. Through productive bipartisan engagement by policymakers, schools can become richer learning environments, teachers accomplished professionals, and students engaged learners. Thus, we can make significant progress in raising our nation's capacity for innovation, economic success, and global leadership.

We can sustain improvement in our education system by fostering evidence-based teacher decision making, school innovation, and integration of learning opportunities across every student's daily life. Educators working in teams understand better how to teach the literacy practices needed for academic success in all content areas. To ensure that all students are college- and career-ready, we call upon policymakers at all levels to

**Take into account the practices and conditions that foster success in literacy teaching and learning, support effective collaboration, and encourage innovation at the grassroots by**

- systematically involving and consulting *with* teachers in the process of implementing and assessing standards for student learning;
- supporting teachers in developing instruction that capitalizes upon cultural and linguistic diversity as resources;
- ensuring that new systems for assessing student learning are shaped by systematic collaboration with educators and by research describing measures that promote fidelity, integrity, and reliability in writing and reading assessments.

**Invest in research, including case studies, surveys, interviews, and meta-analyses, to document the influence of recent initiatives and policy developments on literacy learning. Some areas of focus for research include**

- the impact of the Common Core State Standards (CCSS) on literacy teaching and student learning;
- the influence of career-ready and workforce initiatives on writing instruction at two- and four-year colleges;
- the development of innovative and effective practices in formative assessment;
- the relative merits and challenges associated with artificial intelligence and machine scoring in the assessment of student writing;
- the influence of reciprocity agreements and data sharing across state lines on teacher migration and the distribution of teachers to the schools and systems in highest need;
- the types of support systems created in teacher preparation programs and state departments of education for preservice and practicing teachers in response to CCSS;
- the impact on student equity and instructional contexts of waivers granted to states from No Child Left Behind requirements. In the interest of transparency, this work should be funded and disseminated by the US Department of Education.



**Support the development of high-quality preparation of English language arts teachers by**

- utilizing high-quality professional standards that describe content area knowledge and that are evaluated through rigorous standards of peer review;
- assuring that evidence used to determine the effectiveness of literacy educator preparation programs is based on the latest knowledge in the field;
- ensuring that the costs of entering the teaching profession don't bar the entry of promising candidates;
- maintaining consistent standards for the licensing of qualified English language arts teachers and ensuring that all students are taught by fully prepared teachers;
- recruiting and retaining a culturally, racially, and ethnically diverse pool of literacy teachers who reflect the characteristics of the students they teach;
- supporting literacy teachers' understanding of how best to promote equity and access for students with disabilities.

**Invest in systematic and systemic team-based professional learning that builds teacher agency and preserves and enhances respect for the profession by**

- including teachers in planning professional learning that builds their capacity to meet the increasingly diverse literacy learning needs of students;
- providing time in the school day for teams to design and share goals and strategies, to strengthen decision making, and to reach and implement agreements that advance literacy learning in every content area;
- supporting teachers in out-of-district learning such as attendance at professional conferences, Web-based learning, periodical subscriptions, and book study groups.

**Support a comprehensive, cross-curricular basis for design and funding of legislation, such as the LEARN Act, and of programs, such as the Striving Readers Comprehensive Literacy Program, that**

- recognizes the role writing, reading, speaking, and listening play in developing sophisticated communication and argumentation skills;
- includes contextually appropriate curricula that meaningfully engage students in developing these literacies;
- assures equitable learning environments rich in a variety of instructional strategies, assessments, complex texts, and technologies;
- encourages literacy learning experiences across content areas that foster
  - curiosity—the desire to know more about the world
  - openness—the willingness to consider new ways of being and thinking in the world
  - engagement—a sense of investment and involvement in learning
  - creativity—the ability to use novel approaches for generating, investigating, and representing ideas
  - persistence—the ability to sustain interest in and attention to short- and long-term projects
  - responsibility—the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others
  - flexibility—the ability to adapt to situations, expectations, or demands

- metacognition—the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.\*
- supports content area literacy development and time for educators in different disciplines to collaborate and to coordinate instruction;
- recognizes the interdependent and reciprocal role that literacy learning plays in science, technology, engineering, and mathematics.

**Preserve and enhance quality in a higher education system that sustains and increases student literacy and advances preparation for participation in society as productive citizens by**

- examining the extent to which fast-track credit programs may weaken student learning, thereby compromising the mission of college/university programs;
- supporting eligible students with funding, such as the Pell Grant Program;
- enabling students to develop literacy to thrive in domestic and international markets;
- embracing the moral and ethical responsibility of preserving campuses as sites for the development of intellectual capital and the public good.

**Support fair and responsible assessment policies that advance, not merely measure, learning by**

- advancing equity by ensuring that all students have access to vital digital tools not only for assessment but also for regular use in substantial literacy learning experiences;
- maximizing student learning time and providing sufficient data to monitor the progress of schools and systems by considering the adoption of testing schedules that do not test every student every year;
- supporting teachers as assessors of student learning in creating their own formative assessments and in making instructional decisions based on these assessments;
- funding professional learning to increase teachers' assessment literacy and to provide time to analyze results of assessments for the purpose of improving student learning.

\*Taken from the "Framework for Success in Postsecondary Writing" (2011)

### Important Links to Remember

#### TYCA Links

TYCA Web Site: <http://www.ncte.org/tyca>

TYCA EC Egroup on the NCTE Connected Community:

<http://ncte.connectedcommunity.org/ncte/directory1/communitydetails?CommunityKey=9e1bd0c0-949c-490c-8d71-d7703554bb2a>

(must be an NCTE Member to log in and to access egroup)

Position Statements: <http://www.ncte.org/tyca/positions>

Awards: <http://www.ncte.org/tyca/awards>

TYCA Archives: <http://tycaarchive.wordpress.com>

Join TYCA: <http://www.ncte.org/tyca/membership>

#### Other

NCTE: <http://www.ncte.org>

NCTE Connected Community: <http://ncte.connectedcommunity.org/Home/>

(must be an NCTE Member to log in to access certain areas)

TYCA Microsite—NCTE Connected Community:

<http://ncte.connectedcommunity.org/NCTE/TYCA/Home/Default.aspx>

(must be an NCTE Member to log in to access certain areas)

NCTE National Day on Writing: <http://www.galleryofwriting.org/>

TYCA Gallery of Writing: <http://www.galleryofwriting.org/galleries/127056>

(a collection of writings by members of NCTE's Two-Year College English Association)

TYCA Leaders Gallery of Writing: <http://www.galleryofwriting.org/galleries/191130>

(This gallery provides a forum for past and present leaders of TYCA to share a variety of written and visual artifacts that chronicle the birth and growth of TYCA.)

## NATIONAL TYCA ENROLLMENT FORM

- YES, I want to join NCTE/National TYCA! - \$75/yr  
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.
- Please enroll me as a GREEN TYCA/NCTE member (all of the same benefits, but journal and newspaper are accessible in digital form only) ..... \$65/yr
- I want to join NCTE/National TYCA membership **without** a journal subscription - \$50/yr (Please complete your NCTE Profile and choose **Two-Year College** as the Scholastic Level of Your Main Professional Work).
- I am already an NCTE member, but want to add a *TETYC* journal subscription/TYCA membership ..... \$25/yr
- I am already an NCTE member, but want to add a GREEN *TETYC* journal subscription (digital access only)/TYCA membership ..... \$20/yr

NCTE Membership Number: \_\_\_\_\_

Please select your voting section:

- Elementary  Middle  Secondary  College

### ADDITIONAL OPTIONS

- Membership in the Conference on College Composition and Communication and a subscription to *College Composition and Communication* ..... \$25/yr
- Membership in the Conference on English Education and a subscription to *English Education* ..... \$25/yr
- College English* ..... \$25/yr
- Research in the Teaching of English* ..... \$25/yr

(International postage: \$8/yr for *TETYC*, *EE*, and *RTE*. Add \$12/yr for *CCC* and *CE*. International orders must be prepaid in U.S. currency.)

TOTAL \_\_\_\_\_

(Please print)

Name \_\_\_\_\_

Address \_\_\_\_\_  
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Phone H(     ) \_\_\_\_\_

Email \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_  
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City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone O(     ) \_\_\_\_\_

Email \_\_\_\_\_

Please check preferred address  Home  School

Check is enclosed (payable to NCTE).

Charge my  MasterCard  VISA  Discover

Account # \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

Institutional subscriptions to *TETYC* are available for \$75 per year. For more information, call NCTE Customer Service at 877-369-6283.

# TYCA



## THE NATIONAL TWO-YEAR COLLEGE ENGLISH ASSOCIATION

of the  
National Council of  
Teachers of English

## THE NATIONAL TWO-YEAR COLLEGE ENGLISH ASSOCIATION

of the National Council of Teachers of English

Teaching at a two-year college poses many unique professional challenges. 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 who share your professional concerns and will gain access to timely resources about teaching, research, and national trends of interest to two-year college English faculty.

### WHAT IS NATIONAL TYCA?

The National Two-Year College English Association (TYCA) is a constituent group of the NCTE, which is devoted to improving the teaching and learning of English and the language arts at all levels of education. National TYCA was formed in 1996, joining teachers committed to the teaching and study of English in the two-year college, to advancing the profession, and to providing a national voice for two-year college faculty in postsecondary education. National TYCA unites seven longstanding, dynamic Regional Conferences—TYCA-Pacific Northwest, TYCA-Pacific Coast, TYCA-West, TYCA-Midwest, TYCA-Southwest, TYCA-Northeast, and TYCA-Southeast. **Membership in regional and NCTE/National TYCA is separate, but both memberships are beneficial.** When you join National TYCA, you augment your membership in your Regional TYCA and become part of a national movement to support and advance English teaching in two-year colleges.

### WHY JOIN?

For Resources and Strategies to Support Teaching and Promote National Collaboration including...

- A subscription to the award-winning journal, *Teaching English in the Two-Year College*.
- Access to the TYCA Connected Community Social Networking Site, which provides a lively discussion space, a national directory of members, shared teaching and research resources, and links to the National TYCA and regional TYCA web pages.
- Access to TYCA research reports and position statements on critical professional issues.
- Opportunities to engage in national initiatives like the National Gallery of Writing, and Literacy Education Advocacy Day.
- Discounts on books, NCTE convention/meeting Registration fees, and open access to the historical archive of all scholarly journals published by NCTE, including *TETYC*.
- Professional Development programming through webinars, consultant presentations, and the NCTE Online Pathways professional development system.

For Advocacy to Advance our Professional Community

- Monitoring working conditions and establishing guidelines to make the case for the resources required to support outstanding teaching and learning.
- Assuming national leadership roles on active TYCA committees and task forces.
- Promoting change on critical issues including student and program assessment, dual credit, advancing 21st century literacies, and establishing the role of the two-year college teacher-scholar in the academy.
- Gaining direct access to legislators and critical staff members dealing with literacy education issues at the national and state levels.
- Engaging in national service by submitting articles to *TETYC*, serving as a reviewer for the journal or national meeting program proposals, participating in research initiatives or on important award committees.

### HOW DO I JOIN?

Simply fill out the 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 877-369-6283, or e-mail [membership@ncte.org](mailto:membership@ncte.org); or visit <https://secure.ncte.org/store/membership-tetyc>.

To become a member of a Regional TYCA organization, contact your region's membership chair (regional webpages are accessible from [www.ncte.org/tyca](http://www.ncte.org/tyca)) or attend your region's next conference.

# CALL FOR PROGRAM PROPOSALS



## Story as the Landscape of Knowing

Story is the landscape within which we map the significance of experience and build towers of knowledge. Stories saturate our lives, woven so tightly into the fabric of the everyday that it's easy to overlook their value as a way of knowing the world. We work at understanding the chaotic "stuff" of daily life by constructing stories to interpret and bring order and coherence to what is occurring around us. Each story carries a multiplicity of meanings that capture the richness and nuances of life and accommodate the ambiguity and complexity of experience. The webs of interconnected stories constructed in our minds become an interpretive lens to filter new experiences. They are the glue that creates community and binds us together around common purposes and values.

These powerful roles of story are often discounted as standing in opposition to scientific rigor; creating the belief that story inhibits knowing. Instead, story facilitates knowing by creating bridges between the English language arts and other disciplines, fact and fiction, written/oral literacy and media literacies, literary and social discourse, and public and private interaction. These bridges challenge the dichotomies that cause confusion and pendulum swings. Currently, educators face policies that artificially separate informational and literary texts; a separation that ignores the use of narrative structures to engage readers with both types of texts. Scientists and historians constantly use story to construct theories that provide coherent explanations of known facts. Both change their stories as new information and perspectives become available. A story is thus a theory of something, what we tell and how we tell it reveals what we believe at a particular moment in time.

Stories of the past are significant in framing our thinking about the world and providing a sense of our humanity. Without these stories of our past, we are adrift, unable to compare and contrast our current experiences with those of the past. We are locked in the current moment, deprived of memory, unable to see ourselves as part of the larger continuum of life that stretches far behind and ahead. Stories of the past allow us to locate ourselves and to envision the possibilities for taking action to create social change.

The ways in which we create and tell stories are culturally-based. Our human need to story our experiences may be universal but there is no one way to tell stories. Our stories are always intertextualized and interwoven with the stories that exist within families, communities

and cultural traditions. Inviting stories across multiple cultures and languages into classrooms is essential to a curriculum that values difference as resource. For the current generation of students, this diversity recognizes that stories are told and accessed through a wide range of literacies and technologies as well as through oral and written language.

Story is the landscape within which we live as teachers and researchers—our knowledge is ordered by story and understood by story. Our rich stockpiles of storied knowledge about literacy, curriculum, instruction, and students construct teaching as narrative in action. Stories are the touchstones and metaphors by which we conduct our professional lives, telling us who we are and who we can, or cannot, become. They constrain and position our identities and roles as well as provide a way of knowing and of creating community among ourselves and with our students.

Given the convention location in Washington DC, we must also recognize that story is always political. Story can be used to distort, marginalize and misrepresent particular groups and to determine who gets to tell their stories and whose reality is accepted as the norm. Because all stories are ideological, they produce a way to see the world that privileges particular interests over others. Those in positions of power often use story to legitimate and dominate, to spin their version of "truth," but story can also be used as counter-narratives to resist and challenge. NCTE is actively engaged in re-authoring stories about teachers and professional organizations, challenging deficit views by telling stories of teacher agency and collaborative inquiry through the National Center for Literacy Education.

At the 2014 NCTE Convention, proposals that explore the many dimensions of story as the landscape of knowing are invited—story as literary and informational text, story as cross-disciplinary collaborations, story as multiple literacies and genres, story as memory and identity, story as teacher knowledge and research, story as community and culture, story as marginalization, and story as resistance. Our gathering in Washington DC is an opportunity to take back the right to tell our stories, to create our own landscapes, and to "talk story" with each other.

Kathy G. Short

# Submitting Proposals

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All proposals must be submitted online at <http://www.ncte.org/annual/call>  
The NCTE online proposal system will close at 11:59 pm PST, Wednesday, January 15, 2014.

Incomplete proposals will not be considered.

To promote the participation of newcomers to the profession, NCTE wishes to include early-career teachers in as many sessions as possible. Please check the “Early Career” box beside the name of any individual who has taught fewer than five years.

To promote the participation of urban teachers, program planners find it helpful when the students and teachers considered in a session are from public school districts in large cities. If the content is especially attentive to the interests of teachers and students in big cities, please check the “Urban Teacher” box beside the presenter’s name.

To promote new involvement by people from historically under-represented groups, NCTE’s Conference on English Education invites applications for Cultural Diversity grants of \$500 to help defray the costs of travel and registration for the NCTE Convention. Applicants should check the “CEE Cultural Diversity Grant” box on the proposal form and visit the website (<http://www.ncte.org/cee/awards/culturaldiversity>) to submit an application. The application deadline is Sunday, May 18. Direct all questions about the process to [conventions@ncte.org](mailto:conventions@ncte.org).

To promote involvement of two-year college faculty, we encourage proposals that explore the unique learning environment of the community college.

Proposals designed to advertise or disseminate information about books, materials, or services for sale will not be accepted.

*NCTE policy limits each participant to one speaking appearance per convention.*

*All speakers are required to pay registration fees for the convention. Speakers are encouraged to be members of NCTE. NCTE does not reimburse program speakers for travel or hotel expenses.*

Session proposers should advise all involved in their proposal that submission of a proposal does not constitute an invitation to appear on the program. Individual invitations are mailed in late spring following the planning committee’s review meeting.

Proposers must secure approval from the publisher prior to the proposal deadline to secure funding for trade book authors appearing on the program. Sessions are accepted with the expectation that the panelists listed will present at the convention; changes to the presenter list after acceptance may result in the session being removed from the program.

## Criteria for Program Selection

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The NCTE Convention Planning Committee is comprised of representatives from the college, middle, secondary, and elementary sections. Committee members from the section indicated on the proposal read, rate, and comment on each proposal before assigning a preliminary score. The proposal is reviewed a second time by two other committee members during a face-to-face planning meeting in the spring. These evaluations are shared with the Program Chair, who makes the final decision on convention programming. Though the criteria for excellence vary to some extent among these groups, some common values are listed here:

*Clarity and thoughtfulness of proposal*—Reviewers will favor proposals that are very clear about their content and about what the presenters will do in the session and are thoughtful in providing a rationale for the content and organization of the session.

*Appropriate and engaging method of presentation*—The method of presenting the content should be described and fit with the purpose of the session. Reviewers particularly look for opportunities for participants to participate actively and interact with presenters and other participants, not just listen to presenters talk.

*Content and issues are timely and critical to the field*—Reviewers want to know how a proposal fits within broader conversations of theory, research, and/or practice in the field and the significance of the presenter’s work to current issues. Make explicit the influences on your work and the connections to important debates or concerns in the field.

*Strong fit with NCTE mission and intended NCTE audience*—Reviewers look for proposals that connect with the mission of NCTE at a deep fundamental level and that address the interests and concerns of the intended audience at the NCTE convention.

### Online Coaches

Online coaches can help you revise your proposal! Send a draft of your proposal to a coach no later than three weeks prior to the proposal deadline. Coaches will read the proposal and respond with suggestions for improvement. For more details, visit <http://www.ncte.org/annual>.

## Call for Research Presentation Proposals

The NCTE Standing Committee on Research invites proposals for sessions discussing new research that advances the mission of the NCTE: "to promote the development of literacy, the use of language to construct personal and public worlds, and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language."

All proposals must be submitted online through the NCTE proposal system. Submissions should include a clear theoretical framework, research design, and anticipated or completed results. Proposals are evaluated through a blind-review process based on the contribution to the field, soundness of argument and/or research design, appropriateness of conclusions, and clarity. Research Strand proposals may be panel presentations or symposia. Individuals are encouraged to submit single-topic proposals that will be combined with others to form complete sessions or roundtables.

## Convention Strands

Proposals may be selected for inclusion in special program strands. Inclusion in these strands is determined by convention planning committee reviewers representing committees, caucuses, or conferences within NCTE. A brief description of each strand is provided below. Check the appropriate box on the proposal form if you believe your proposal should be highlighted in one of the convention strands.

**CEE Strand** proposals focus on issues, research, and practices pertaining to teacher development, professional development, and teacher education programs, including preservice and induction programs. Successful proposals highlight the practice of those who prepare literacy educators or support their continued development through courses, workshops, and inquiry.

**Early Childhood Education Strand** proposals focus on issues pertaining to the education of children from birth to age eight, their families, and their teachers. Early literacy is a key concept in identifying Early Childhood Education Strand proposals. Reviewers look for proposals that address diversities in early childhood, and highlight practices and processes that are situated in social, historical, and cultural contexts.

**LGBT Strand** proposals focus on issues pertaining to lesbian, gay, bisexual, and transgendered students, their families, and their teachers. When selecting LGBT Strand sessions, reviewers look for proposals that address representations of sexual and affectional difference, a broad understanding of diversity, free inquiry and expression, critical pedagogy, democratic teaching practices, and for proposals that encourage the creation of safer, more inclusive schools.

**NCLE Strand** proposals highlight the remarkable efforts underway to invest students with the literacy skills needed to innovate, solve problems, and meet unprecedented challenges. Reviewers look for proposals that highlight the benefits of cross-discipline collaboration, address ways to teach the elements of literacy in all content areas, and provide examples of schools that are using a team approach to to remodel literacy education.

**Rainbow Strand** proposals focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students. Affirming people of color is the key concept in identifying Rainbow Strand proposals. Reviewers look for proposals that affirm African Americans, Latinos/Latinas, American Indians, Asian Americans, and Pacific Islanders.

**WLU Strand** proposals focus on whole language theory and practice, to be reviewed by the Whole Language Umbrella. Reviewers look for proposals that push understandings of critical literacy, inquiry, and collaborative learning, and that integrate literacy with other sign systems and knowledge systems, situated in social, historical, political, and cultural contexts.

## Session Formats

### Panel presentations

Seventy-five-minute presentations in which two or four individuals speak, with time for audience questions and responses.

### Roundtables

Seventy-five-minute sessions in which a series of small-group discussions about related aspects of a specific topic or theme are led by round table leaders at individual round tables.

Roundtables may be created by the convention planning committee from individual proposals.

### Poster sessions

Seventy-five-minute sessions in which a number of presenters display posters, or other artifacts of their research or teaching practices, standing nearby to explain and discuss, informally, their displayed work. Posters are most often submitted by one speaker. Individual proposals may be assigned to poster sessions by the planning committee.

### Classroom demonstrations

Seventy-five-minute sessions with three or four presenters who engage participants, as if they were students, in promising teaching practices.

### Individual proposals

Proposals submitted by one speaker. These proposals will be combined by the NCTE Convention Planning Committee with other individual proposals to make full sessions or roundtables. Committee members may also assign individual proposals to poster sessions.

### Day-long workshops

Workshops take place Monday, November 24. Proposals must be explicit about the activities in which participants will engage and the apportionment of time to various activities throughout the day. Only proposals with more than one presenter will be considered. Proposals cannot include planned meal functions.

## Topics of Emphasis

Topics of Emphasis are used by the planning committee and are searchable in the online program.

### Topics are:

Argumentation, Assessment, Close Reading, Content Area Literacies, Composition/Writing, Digital and Media Literacies, Early Literacies, Equity and Social Justice Issues, Informational Text, Language and Multilingualism, Literature, Reading, Teacher Education and Professional Development





# 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

November 12, 2013

MEMORANDUM TO: TYCA Executive Committee Members

FROM: Linda Walters-Moore, Administrative Liaison to TYCA

SUBJECT: Agenda Book for TYCA EC Meeting and Other Information

Enclosed you will find your agenda for the TYCA Executive Committee Meeting. Below is a listing of important events for TYCA EC members and some additional information.

**Don't forget that we will have a Continental Breakfast for the TYCA EC.**

## **TYCA Executive Committee Meeting**

Saturday, November 23

8 a.m.-5 p.m.

Sheraton/Kent Room, Third Floor

## **TYCA Exhibit Booth – #1719**

Friday, November 22 – Noon-6:00 p.m.

Saturday, November 23 – 9:00 a.m.-5:00 p.m.

Sunday, November 24 – 9:00 a.m.-1:00 p.m.

Hynes/Halls C-D, Level Two

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## **OTHER EVENTS**

### **Opening Mixer**

Thursday, November 21

6:00 p.m.-6:30 p.m.

Hynes/Ballroom Foyer, Level Three

### **Opening General Session – Tony Danza**

Thursday, November 21

6:30 p.m.-8:00 p.m.

Hynes/Ballroom A-B-C, Level Three

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#### **Northeast**

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

#### **Southeast**

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

#### **Midwest**

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

#### **Southwest**

AR, CO, LA, NM,  
OK, TX

#### **West**

AZ, HI, ID,  
NV, UT, WY

#### **Pacific Northwest**

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

#### **Pacific Coast**

CA

**Friday General Session – First Wave**

Friday, November 22

8:00 a.m.-9:15 a.m.

Hynes/Ballroom B, Level Three

**Annual Business/Board of Directors Meeting**

Friday, November 22

5:30 p.m.-7:00 p.m.

Hynes/Ballroom B, Level Three

**College Celebration/Reception – Carolyn Calhoon-Dillahunt**

Friday, November 22

7:30 p.m.-10:00 p.m.

Sheraton/Back Bay Ballroom D, Second Floor

**College Section/CCCC Luncheon – Stephen Pinker**

Saturday, November 23

12:30 p.m.-2:30 p.m.

Hynes/Room 311, Level Three

**Sunday General Session – Sandy Hayes**

Sunday, November 24

10:00 a.m.-11:15 a.m.

Hynes/Ballroom B, Level Three

**MORE INFORMATION:**

**Per Diems**

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

Please note: Incoming members of the TYCA Executive Committee, while encouraged to attend the meeting, do not officially become members of the Committee until noon on Sunday, November 24 and are therefore ineligible to receive the per diem.

**TYCA Ribbons**

TYCA Executive Committee members will be recognized with ribbons to wear at the Convention. The ribbons have been redesigned and I have enclosed the **NEW TYCA EC** ribbon for your use. Please adhere it to your name badge to identify yourself as a TYCA Executive Committee member. Be sure to bring it with you.

Please contact me with any questions at [lwaltersmoore@ncte.org](mailto:lwaltersmoore@ncte.org) or 800-369-6283, ext. 3632.

# TYCA Booth Schedule

Annual Convention  
Boston, Massachusetts

I still need someone to set-up the booth either Thursday or Friday morning.

DATE	TIME	PERSON
Friday, November 22  Noon-6:00 p.m.	2:15 – 2:30 p.m.	Alexis Nelson
Saturday, November 23  9:00 a.m. – 5:00 p.m.		
Sunday, November 24  9:00 a.m. – 1:00 p.m.		



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

## Course Choice "Mini-Voucher" Program in Louisiana

Analyst: Ratliff, Clancy

Submitted On: Monday, November 11, 2013

Louisiana is piloting a program called "Course Choice," which has been nicknamed a "mini-voucher program." In this program, students in C, D, or F schools may opt to take a Course Choice version of a course rather than the course offered at their schools. Other students may take Course Choice courses that are not offered at their schools (Chinese, AP Environmental Science, etc.). Most of the Course Choice offerings are online classes.

One prominent provider is the Louisiana School for Math, Science, and the Arts, a selective public school in Natchitoches, Louisiana that attracts students from all over the state. Community colleges throughout the state are also offering dual enrollment courses, mostly in English and math. Finally, the state is allowing private companies to offer courses: Rocket Learning Partners, LLC; Edgenuity, Inc.; and several others. The program is very popular, with 2000 students currently enrolled and more than 1000 on a waiting list.

As it stands, the quality of the course offerings is unknown, particularly among the private providers, though as the transition to the Common Core State Standards continues, it may be fairly straightforward to demonstrate alignment with the CCSS. If the state decides to integrate these Course Choice classes into the articulation agreement for college-level English courses, these courses will have to be examined carefully for alignment with the CCCC Statement of Principles and Standards for the Postsecondary Teaching of Writing and the CCCC Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI).

### Tags

[Administrative Issues](#)  
[Assessing Programs](#)  
[Common Core](#)  
[Composition/Writing](#)

[Curriculum Development](#)  
[Curriculum Reform](#)  
[Educational Policy](#)  
[Four-Year](#)

[Secondary Ed/High Schools](#)  
[Standards](#)  
[Two-Year](#)  
[Writing Program Admin](#)

### State

Louisiana

### Academic Level

Both

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# **NCTE** National Council of Teachers of English

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

## How National Reforms are being implemented at the local level in Nevada

Analyst: Webber, Jim

Submitted On: Monday, November 11, 2013

I'll focus on how the "completion agenda," represented by Complete College America (CCA), is being implemented at the local level. CCA argues that low college completion rates hurt states' economic growth and should be addressed using four "policy levers": performance based funding based on outcomes assessment, ending remediation, changing delivery methods, and decreasing time to degree. In December 2010, the Chancellor of the Nevada System of Higher Education (NSHE) officials endorsed CCA's goals and called for "partnership with k-12" to end remediation.

This partnership has been implemented in a specific way here. In Spring 2013, a pilot program began to remove courses designated "remedial" from the University of Nevada, Reno (UNR). Some sections of English 098, a basic writing course designed at UNR, would be taught in local district high schools by high school teachers. If this program was successful, administrators suggested, it might become common practice.

For writing faculty at UNR, this practice raised questions: would high school teachers' understandings of student writing reflect the intent of the course ("basic" rather than "remedial")? What kind of preparation and support might teachers have when working with basic writers? And how might teachers adapt the 098 course (designed by faculty at UNR) to the high school context?

These questions resonate with discussions in composition regarding basic writing. The removal of basic writing recalls the institutional responses of downsizing and restratification Mary Soliday identifies in *The Politics of Remediation*. NSHE administrators frame basic writing (at least at an R-1 state system flagship) as waste that doesn't contribute to the public good. Likewise, by restratifying writing education, NSHE administrators suggest that underprepared students represent cost but not opportunity for the university. Tom Fox terms this suggestion choosing standards over access.

Although no literacy educators have responded to the CCA's argument directly, defenses of basic writing (e.g., Horner and Lu; Adler-Kassner and Harrington) reveal NSHE/CCA's lack of interest in student perspectives on writing, learning, and social context. Likewise, Soliday and Fox's analyses reveal the gulf between the NSHE/CCA and literacy educators' professional values as represented by the NCTE. Generally, the purpose of literacy education envisioned in the CCA (completion for competition) is starkly different from that outlined in the NCTE/CWPA/NWP Framework for Success in Postsecondary Writing.

This post is short and there is much more to say. In future posts, I'll focus on how other higher education policy reforms (like the Collegiate Learning Assessment) are being implemented in Nevada.

\*References were omitted to fit the 500 word limit.

### Tags

[Assessing Programs](#)  
[Assessing Students](#)  
[Assessing Teachers](#)  
[Basic Writing](#)  
[Common Core](#)

[Composition/Writing](#)  
[Educational Policy](#)  
[Four-Year](#)  
[Literacy](#)  
[New Teacher Induction](#)

[Professional Development](#)  
[Secondary Ed/High Schools](#)  
[Standards](#)  
[Teacher Education](#)  
[Writing Program Admin](#)

### State

Nevada

### Academic Level

Higher Education



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

## Redefining Freshman Composition II

Analyst: Gos, Michael/Lee College

Submitted On: Thursday, November 14, 2013

In the 1990s, English professors in Texas decided to change our second semester composition course from a continuation of Comp I to an introduction to literature course. Composition training was then shrunk to fit into one semester.

Recently, the state coordinating board has decided that students need more training in writing and to enforce that, has created a new course description for comp II. It reads:

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

This has created a controversy among faculty. Some argue that this return to the view of composition as a two semester sequence will benefit our students greatly. Others are looking for ways to continue to teach a literature-based course while finding a way to make it fit into this new description. There is much disagreement on the issue at this time. The change is effective immediately.

### Tags

American Literature  
British Literature  
College

Composition/Writing  
Curriculum Development  
Literature

Rhetoric  
Two-Year

### State

Texas

### Academic Level

Higher Education

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## Defacto Privatization

Analyst: Roberts, Leslie/Oakland Community College

Submitted On: Monday, November 04, 2013

Michigan Education Association Research Consultant

Greg Steimel presented a session at the MEA's October 25, 2013 Higher Education Conference titled "By the Numbers: Higher Education." Steimel's research indicated current and future problems caused by the decline in State of Michigan House and Senate appropriations to higher education. Over the past ten years, Michigan's general fund has grown, and spending on public safety and prisons increased rather significantly, while spending on higher education continues to drop between 10 and 40 percent (supported by a wealth of data Steimel reported at the session). Between 2006 and 2008, the portion of community college and university revenue from state aid and that from tuition "crossed," meaning that since 2008, tuition has provided more revenue while state aid has continued to provide less revenue, in each subsequent year. In 2007, the conservative Mackinac Center presented "Michigan Higher Education: Facts and Fiction," in which it stated, "The reduction in appropriations to schools in the first half of this decade made sense not only fiscally, but also, in broader economic terms, as there is no good evidence that state spending on higher education has positive growth effects." The current administration in Lansing also favors "performance based funding," with appropriations increases to institutions with undergraduate degree completions in "critical skills areas" (though it was unclear who decided what those areas were). These factors, combined with corporate sponsorship of classrooms and initiatives, threatens to lead Michigan down the road of what Lyall and Sell label the "defacto privatization" of higher education. The deficiency in funding is in part being met by higher tuition and fees. The greatest risk of this trend is that as tuition and fees increase, financial aid seldom keeps up, and low and moderate income student enrollment, retention, and success decline. The overall number of students earning Bachelor's degrees in the state is expected to decrease as a result of these policies. The curriculum may also be affected by "market pressures." This latter prediction seems to have been true this fall. Some community colleges in Michigan are being restructured with emphasis on the technical college mission at the expense of the transfer mission, despite the number of students reporting they the goal of transferring general education course work to four year universities. Courses in literature for instance are considered "non-essential" and canceled one student short of the minimum number of students to allow a section to run.

Lyall, Katharine C and Kathleen R. Sell. *The De Facto Privatization of American Public Higher Education*.

Change: *The Magazine of Higher Learning*, v38 n1 p6-13 Jan-Feb 2006

### Tags

Advocacy  
College

Four-Year

Two-Year

### State

Michigan

### Academic Level

Higher Education

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Wyoming			

## Policy Analysis Initiative November 2013

### Introduction to the Policy Analysis Initiative

Because states play a significant role in educational policy, English educators need to be aware of and involved in state level issues. Awareness of federal policy is important but inadequate to ensure that English educators' voices are part of all policymaking processes. In light of No Child Left Behind waivers based on the lack of reauthorization of the Elementary and Secondary Education Act (ESEA), the upcoming reauthorization of the Higher Education Act (HEA), and the diversity of state policies, NCTE, CCCC, and TYCA leaders prioritized providing their members with analyzed information about state policies.

To highlight state level issues, NCTE, CCCC, and TYCA have created a network of volunteers to track state policy developments impacting English language arts, English studies, literacy, and the humanities. These volunteers were chosen to serve as Policy Analysts first by their response to surveys administered by CCCC, TYCA, and NCTE and then by recommendations from NCTE leaders. Policy Analysts, one covering P12 education and one covering higher education in each state, use guidelines for their reporting to provide other members with analyzed information about state policies. With this knowledge, educators can better participate in the policymaking process that affects them, their students, their institutions, and their communities.

### Launch of the Website

The Policy Analysis Initiative webpage (<http://www.ncte.org/policy-analysis-initiative>) launched on November 1. On November 11, an e-mail went out to all NCTE members announcing the initiative and the webpage.

The webpage is organized into three sections: listing of the most recently submitted reports, content from the DC Office, and the ability to view all reports by state. Visitors to the site can also view a list of the current Policy Analysts (<http://www.ncte.org/policy-analysts>) from a link on the Policy Analysis Initiative main page. The webpage is read only.

### Current Work

The DC Office reads all reports posted by Analysts to check that information published does not contradict NCTE positions or encourage advocacy. The DC Office also sends pertinent information to Analysts for their use.

As of mid-November, Higher Education Policy Analysts (for whom survey results were sooner available) represent 45 states, while P12 Policy Analysts represent 25 states. Higher Ed Policy Analysts have already begun posting reports, with analyses covering such topics as freshman composition, caps on semester credit hours, remedial education and basic writing, dual enrollment, outcomes-based funding, and distance education. Since the DC Office is still identifying P12 Analysts, they will begin posting reports in December, so that there will be a robust presence of P12 analyses when they begin posting.

**Policy Analysis Initiative**

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A network of NCTE, CCCC, and TYCA volunteers track state policy developments impacting English language arts, English studies, literacy, and the humanities. These volunteers, one covering P12 education and one covering higher education in each state, provide other members with analyzed information about state policies. With this knowledge, educators can better participate in the policymaking process that affects them, their students, their institutions, and their communities.

**Recent State Reports**

- [University of Wisconsin System Examining Best Practices in Remedial Education](#)
- [California CC Distance Education Report](#)
- [Oregon Writing and English Adeson Committee](#)

[View All Reports in Chronological Order of Submission](#)

**Updates from the DC Office**

The DC Office of NCTE is inaugurating the Policy Analysis Initiative during November and December 2013.

You can view a list of current Policy Analysts [here](#).

**Archive of State Reports**

<a href="#">Alabama</a>	<a href="#">Kentucky</a>	<a href="#">North Dakota</a>
<a href="#">Alaska</a>	<a href="#">Louisiana</a>	<a href="#">Ohio</a>
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<a href="#">Arkansas</a>	<a href="#">Maryland</a>	<a href="#">Oregon</a>
<a href="#">California</a>	<a href="#">Massachusetts</a>	<a href="#">Pennsylvania</a>
<a href="#">Colorado</a>	<a href="#">Michigan</a>	<a href="#">Rhode Island</a>
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# Teaching Composition at the Two-Year College: Background Readings

## Editors

Patrick Sullivan and Christie Toth

## TYCA Advisory Panel

Holly Hassel, Jeffrey Klausman, Carolyn Calhoon-Dillahunt, Leslie Roberts, Joanne Giordano, Jeff Andelora, Jeff Sommers, Jan Lombardi, Anthony Warnke

## Project Description

*Teaching Composition at the Two-Year College* will provide a much-needed compilation of key research and scholarship on teaching writing in two-year college settings. With 1,132 two-year colleges nationwide (Public: 986; Independent: 115; Tribal: 31) enrolling 45% of all U.S. undergraduates (AACC "Fast Facts"), the need for this kind of book is urgent and growing. Millions of degree-seeking students enroll at U.S. two-year colleges every year, and virtually all of them will be required to take at least one writing course early in their college careers. Roughly half of all students who pursue postsecondary education in the U.S. experience their primary writing instruction with two-year college English faculty (see Hassel and Giordano "Occupy Writing Studies").

This book seeks to address the unique and specific needs of the two-year college teacher-scholar who teaches composition, something no other book on the market currently addresses. We have included some landmark essays in this book that will be important to anyone who teaches composition. But what makes this collection unique and noteworthy is the large selection of essays devoted specifically to the two-year college, the site where so much of the work of teaching composition—in all of its forms—now takes place. Many of the essays included here were written for our major professional journal, *Teaching English at the Two-Year College*, and many others were written specifically with the community college teacher-scholar in mind. We have selected these essays because we believe that they will be of great value to our colleagues in two-year colleges as they continue to think mindfully about the work they do in the composition classroom.

Composition instructors at two-year colleges have many demands on their time: they typically manage a heavy teaching load, and many are adjunct/contingent faculty working at more than one institution. We know from several recent studies that many two-year college English faculty are very busy with the everyday work of teaching writing (conferences with students, grading essays and revisions, designing curriculum), and they often struggle to find time to keep up with current scholarship in the field (see Toth "Unmeasured Engagement"; Toth, Griffiths, and Thirolf "Distinct and Significant"). This collection of essays is designed to address the needs of these faculty by providing in one convenient, accessible volume a thoughtful overview of the current state of scholarship related to teaching composition at the two-year college.

Another important feature of this collection is our emphasis on classroom-based concerns, with particular attention to the question that is perhaps most important to all teachers: "Scholarship and theory is all well and good, but what do I do in the classroom on Monday?" Many of the essays in this collection have a very pragmatic focus, seeking to address the essential task of translating theory and scholarship into concrete classroom practice in thoughtful and successful ways. This collection of essays is designed to help writing teachers at the two-year college do precisely that: translate theory into practice.

This approach is reflected in the way many of the chapters in the book are designed. We have pursued an organizational strategy that features important theoretical essays in our field by both two- and four-year college faculty, followed by essays written by two-year college teacher-scholars that suggest how we might translate composition scholarship and theory at the distinctive setting of the two-year college.

Our "Responding to Student Writing" chapter, for example, begins with a canonical essay about responding to student writing by Nancy Sommers ("Responding to Student Writing"). We conclude this chapter with two essays from *Teaching English in the Two-Year College* that seek to translate and operationalize ideas about responding to student work developed by scholars like Sommers into real, pragmatic practices for the two-year college classroom: "Do You Care to Add Something? Articulating the Student Interlocutor's Voice in Writing Response Dialogue" by Diana Lin Awad Scrocco and "Conversing in Marginal Spaces: Developmental Writers' Responses to Teacher Comments" by Carolyn Calhoon-Dillahunt and Dodie Forres. We believe this organizational approach—which showcases two-year college English faculty expertise in what Ernest Boyer calls "the scholarship of application"—will prove to be engaging, relevant, and enjoyable for our readers.

This volume is designed to provide instructors at two-year colleges with fresh ways of thinking about teaching reading and writing, about assessment and placement, and about literacy, race and class, access and inclusion, and professional identity. Most of the essays included here have been published recently, so this collection reflects the best current thinking on a range of topics of concern to teachers of writing at two-year colleges. This book is full of inspiring ideas that can be discussed at department meetings, used as focal points for professional development activities, and translated immediately into departmental policies and classroom practices. We have kept chapters short so that instructors busy with the daily work of teaching will not feel overwhelmed and will be encouraged to explore issues that interest them, knowing they can do so over the course of a few days by reading a handful of carefully selected essays.

As a part of Bedford/St. Martin's *Background Readings* series, this volume will cover seven major areas relevant to both community college faculty and those seeking a scholarly introduction to this field:

1. An Introduction to the Two-Year College
2. The Profession of English at the Two-Year College

3. Teaching Reading and Writing
4. Innovations in Developmental Education
5. Diverse Student Populations
6. Administering Writing Programs in the Two-Year College
7. Selected Bibliographies by Topic

Each of these sections will open with a short essay presenting major themes and issues on the topic and contextualizing the selected readings within the wider scholarly conversation.

This volume will serve as a stand-alone resource for researchers, graduate students, and community college faculty trained in the field of composition who seek an introduction to writing instruction at the two-year college. It is also designed as a companion volume to existing Bedford/St. Martin's readers, such as *Teaching Composition* and *Teaching Developmental Writing*, for new community college English faculty whose academic training is in fields other than composition. This reader could be used as a resource for faculty professional development workshops at two-year colleges, a textbook in graduate-level courses, and a reference guide for individual scholars, programs, and departments at both two- and four-year institutions.

*Teaching Composition at the Two-Year College* will benefit from the support of the Two-Year College English Association (TYCA) and the expertise of its membership, which includes the most professionally engaged teacher-scholars in the field. The essays, articles, and reports included in this volume will be selected by the editors, in consultation with the TYCA Research Committee. Additionally, we are in the process of designing a national survey of TYCA members to gather information from a representative sampling of two-year college teachers nationwide about the scholarship that has most informed their pedagogical approaches, administrative decisions, and professional identities. We will use responses to this survey to help shape our final list of readings.

### **The Market**

This reader would address the needs of four core audiences:

1. new two-year college English faculty with little academic and/or professional preparation for teaching in these settings;
2. experienced two-year college English faculty seeking to update themselves on the state of the field;
3. graduate students and university researchers seeking an introduction to scholarship in and about teaching writing at the two-year college; and
4. graduate-level faculty teaching general courses in composition research or specialized courses in two-year college composition who need a textbook that provides a broad survey of the scholarship in this area.

Regular queries for recommended readings on this topic to the Writing Program Administrators listserv and other professional networks suggest that there is a growing need for a go-to resource that provides a map of the field of two-year college composition.

This volume fills an important gap in the available scholarly and pedagogical resources. Although Bedford/St. Martin's well-regarded *Background Readings* titles on *Teaching Composition*, *Teaching Developmental Writing*, and *Teaching Developmental Reading* all address important dimensions of the teaching that takes place in two-year colleges, these volumes encompass only a part of the complex work these writing programs undertake. None of the existing Bedford/St. Martin's readers specifically focuses on the distinctive institutional missions, student populations, work conditions, and pedagogical demands of two-year college English teaching. The two major edited volumes on this topic that are currently available, *The Profession of English in the Two-Year College* and *The Politics of Writing in the 2-Year College*, are both excellent collections of essays, but neither offers the kind of broad survey of major scholarly sources that the Bedford/St. Martin's readers provide.

#### **Proposed Schedule for Completion:**

TYCA membership survey:	December 2013-January 2014
Survey analysis:	February 2014
Final reading selections:	March 2014
Draft and revise section introductions:	April-August 2014
Submit complete manuscript:	September 2014

**Length:** 475 pages. This volume will be a bit lengthier than other volumes in this series because English teachers at the two-year college manage a great deal on their campuses besides their writing classes. This includes hiring, training, and mentoring adjunct faculty; developing assessment and placement protocols; engaging issues related to diversity, access, and open admissions; helping colleagues develop professionally; running often large writing programs with many adjunct faculty; and keeping abreast of new academic and policy developments that are changing the way we think about two-year college composition. This book is designed to help our colleagues do this important work thoughtfully and skillfully, in ways that are congruent with current research and thinking in our field.

#### **Table of Contents**

"How They Got Here" by Steve Straight (poem)

#### **Introduction**

#### **Section 1: An Introduction to the Two-Year College**



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Developmental Education Reform  
Automated Writing Evaluation  
Student Success and Retention  
Language Diversity  
Dual Enrollment  
Teaching Online  
Two-Year College Writing Centers  
Writing Across the Curriculum at Two-Year Colleges  
Part-Time/Contingent Faculty  
Articulation and Transfer  
Graduate Preparation for Two-Year College English Faculty

### Regional Report Form

**REC Members:** (Include titles/terms; contact info. recommended)

Chair: Deborah Bertsch: [dbertsch@csc.edu](mailto:dbertsch@csc.edu)  
Assistant Chair: Tom McCulley: [tom.mcculley@heartland.edu](mailto:tom.mcculley@heartland.edu)  
Secretary: Mary Gruis: [mary.gruis@ridgewater.edu](mailto:mary.gruis@ridgewater.edu)  
Treasurer: Leslie Roberts: [ljrobert@oaklandcc.edu](mailto:ljrobert@oaklandcc.edu)  
Membership Coordinator: Michelle Byrne: [mwb@uakron.edu](mailto:mwb@uakron.edu)  
Web Manager/ Info Coordinator: John Pruitt:  
[john.pruitt@uwc.edu](mailto:john.pruitt@uwc.edu)

**Last meeting(s) date/location:**

October 3rd-5th, Normal Illinois: "Beyond Normal" TYCA Midwest Annual Conference

**Summary of Minutes (list major discussion and action items and major activities, including conference info. and election/balloting results, as relevant):**

October conference was a success. We believe that we broke even in terms of participation and costs, which was the goal considering our off-the-beaten-path venue. Great keynote speaker from MSU.

John Pruitt and Mary Gruis were elected to the board. John will serve as Web Manager and Mary will serve as our new Secretary.

Next Midwest Conference will be in Grand Rapids, MI, October 2-4. This coincides with the annual Art Prize event, with over 100,000 artists displaying their work publicly around the city. Conference contact person is Katie Kalisz- [kkalisz@grcc.edu](mailto:kkalisz@grcc.edu).

Discussion was had over the role of state representatives; there is a desire among the EC members to increase participation and membership in our region; some states are more heavily represented than others; Membership Coordinator is working on a more regular system of contact and reporting with the state reps.

We are working on running conference payment and membership online through Paypal. Alan Hutchinson, Iowa State Rep., is helping us coordinate this process.



Committee voted to increase supplemental funding for the NCTE Rep. and Chair positions for travel to national conferences to \$800.

Initiative to identify a state representative to follow and track political developments in the region was tabled in favor of adding this responsibility to the state reps

**Financial Report:**

Detailed financial is forthcoming. An addendum will be forwarded asap.

**Current Activities/Work in progress:**

Developing a database of department chairs in the region (through state reps/Membership Coordinator.

**Next meeting date:**

April 11, 2014

Grand Rapids, MI

**Additional Information:**

A roundtable session was held at the October conference to solicit feedback from regional membership. Suggestions and ideas were also solicited from conference attendees through the TYCA National Display table.

**Recommendations to TYCA EC:**

n/a

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

### **TYCA Regional Reporting:**

#### **Southwest**

**To:** The Executive Committee of the Two-Year College English Association  
**Report Author:** David Lydic  
**Date of This Report:** October 12, 2012

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

	Name	Role	email	new member*
1.	Toni McMillen	Chair	<a href="mailto:tmcmillen@collin.edu">tmcmillen@collin.edu</a>	
2.	Raj Chekuri	Vice-Chair	<a href="mailto:rchekuri@laredo.edu">rchekuri@laredo.edu</a>	
3.	David Lydic	Nat'l Rep	<a href="mailto:lydic@austincc.edu">lydic@austincc.edu</a>	
4.	David Lydic	Secretary	<a href="mailto:lydic@austincc.edu">lydic@austincc.edu</a>	
5.	Irma Luna	Treasurer	<a href="mailto:iluna@alamo.edu">iluna@alamo.edu</a>	
6.	Beth Humphreys	newsletter editor	<a href="mailto:beth_hum@nmsu.edu">beth_hum@nmsu.edu</a>	
7.	Jon Inglett	Webtender	<a href="mailto:jinglett@occc.edu">jinglett@occc.edu</a>	
8.	Amy Baldwin	Distance Ed Coord	<a href="mailto:abaldwin@pulaskitech.edu">abaldwin@pulaskitech.edu</a>	
9.	Michael Gos	Texas Rep	<a href="mailto:mgos@lee.edu">mgos@lee.edu</a>	
10.	Joseph Cole	Arkansas Rep	<a href="mailto:jcole@pulaskitech.edu">jcole@pulaskitech.edu</a>	
11.	Jeffrey Runyon	Colorado Rep	<a href="mailto:jrunyon@coloradomtn.edu">jrunyon@coloradomtn.edu</a>	
12.	Beth Humphreys	New Mexico Rep	<a href="mailto:beth_hum@nmsu.edu">beth_hum@nmsu.edu</a>	
13.	Bertha Wise	Oklahoma Rep	<a href="mailto:bwise@occc.edu">bwise@occc.edu</a>	
14.	David Lydic	2013 confer chair	<a href="mailto:lydic@austincc.edu">lydic@austincc.edu</a>	
15.	Jill Coe	Archivist	<a href="mailto:jill.coe@swtjc.edu">jill.coe@swtjc.edu</a>	

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

**Date of Last REC Meeting:**  
Nov 2, 2013

#### **Summary of Agenda:**

##### **Agenda:**

- Election of New Officers
- Report on Fall 2014 Regional Conference
- Newsletter Report
- Treasurer's Report
- Membership Report

- Webtender Report
- Terms of EC Members
- Travel
- Report on Fall 2013 Conference
- State Reports

**Minutes:**

Present: Toni McMillen, Irma Luna, Kasty France, Dave Charlson, Michael Berberich, Bertha Wise, Jill Coe Gos, Beth Humphreys, Andy Anderson, Raj Chekuri, David Lydic

1. The EC welcomed new member Kasty France, Tulsa Community College. Brian Anderson, College of the Mainland, was also elected to the EC but was unable to attend this meeting.

The EC also welcomed Andy Anderson, Chair of National TYCA, Johnson County Community College, Kansas City, as our visiting national representative.

2. Annual Conferences in the Future: 2014 will be hosted by Collin County College, with Toni McMillen as chair; 2015 hopefully will be in Colorado and we will know by our Feb 2014 EC meeting ; we discussed the possibility of New Mexico, perhaps the Grants/Albuquerque area in the future.
3. Newsletter: Beth Humphreys showed us copies of her initial newsletter, one sheet/two pages. We thought it looked very good. The EC felt we should consider it be sent both electronically and in print as a quarterly ; the first issue will be sent next spring as a promotion for the 2014 conference.
4. Treasurer's Report: Irma Luna, standing in for Erin O'Neill, announced that \$20,458 is our current balance.
5. 2013 Conference Report: David Lydic reported that the Austin conference welcomed approximately 151 attendees: 99 full-time faculty, 31 adjunct, 16 graduate students, 5 undergraduates.
6. Terms of EC Members: Michael Berberich is cycling off the EC (we thank Michael for his many years of service); Irma Luna is staying on to help with treasurer duties because Erin O'Neill has new responsibilities at her college and is having difficulty balancing so many duties.
7. EC Elections: Irma Luna was elected as treasurer as well as Membership Committee chair; Raj Chekuri was elected as vice-chair; Toni McMillen as Chair.

8. Report on 2014 Annual Conference: Toni McMillen is negotiating with Embassy Suites and StoneBriar in Frisco, TX, for next year ; the conference dates will be either Oct 16 – 18 or Oct 30 – Nov 1; possible theme—The Art of Flexibility.
9. Travel: The EC voted to award David \$900 for travel to the National Council of Teachers of English conference, to be held in Boston Nov 19 – 23.
10. Archivist Report – Jill Coe Gos distributed information showing that most materials (minutes, agendas, reports) are missing for 2008 - 2011 EC meetings, so we are asked to keep an eye out for them; Jill and Michael Gos have created a slide show of last year's conference in Las Cruces, NM, and hope to begin a tradition of such shows.
11. Membership Committee Report: Irma Luna reminded us that TYCA-SW must decide a permanent address that will appear on our W-9; David Lydicwill ask Austin Community College if it will be the host site for this address.

David will furnish Irma with an updated list of TYCA-SW members from the 2013 Austin conference.

12. Webtender Report: Bertha Wise reported for webtender Jon Inglett that the website had a recent breakdown but Jon didn't want work on a fix during the Austin conference; he will fix it now and wants to add more photos, accurate emails, a member list, updated position statements, terms of office for EC members, and EC meeting minutes; the EC approved of these additions to the site.
13. Approval of March 2013 Minutes: David did not have copies of the minutes; those minutes as well as the current ones will be sent to the EC to approve via email.
14. State Reporting: The EC members are reminded to inform the EC about anything important going on in their states.

**New Mexico**—colleges are not being reimbursed for remedial students until they have completed a credit course.

**Texas**—The new Texas Skills Initiative Assessment is much harder than the previous diagnostic exam and is twice as long. 70% of it is English based.

For teaching the new developmentalAdult Basic Education course, 9 hours of training is required.

The last legislative session resulted in a new law stating that 5% of each community college's funding is based on student- success measures; the legislature diluted the power of the Texas

Higher Education Coordination Board. For example, the THECB can no longer close low-enrollment programs and no longer has approval authority of colleges' capital projects.

**Oklahoma**—The Complete College America program requires services for student intervention and requires information on online learning, student suspensions, and student success rates/retention; some funding is based on student success measures; Tulsa Community College succeeded in having its Composition I limit lowered from 25 to 20.

No reports from Louisiana, Arkansas, or Colorado

**Financial Report:**

- Treasurer Irma Luna reports that the TYCA SW balance is currently \$20,458.
- David Lydic has not yet completed paying expenses for the 2013 conference but expects to make a small profit.

**Work Completed Since Last Report:**

- David Lydic held the 2013 regional conference in Austin, TX
- Toni McMillen is planning the 2014 regional conference for the Dallas, Tx area
- The EC agreed to review its position statements

**Current Activities/Work in Progress:**

1. 2013 conference be held Oct 31 – Nov 2, 2013, in Austin, TX
2. We continue to work on how best to promote the SW region, even to our current members
3. We finally have a real newsletter editor on the job. Beth Humphreys of New Mexico State University, Grants, NM, has produced our first printed newsletter in several years. We plan on mailing them quarterly, with the first mailed next spring as part of the 2014 regional conference promotion.
4. We are searching for a Louisiana state rep.
5. Toni McMillen will host the conference in fall 2014 in the Dallas area

**Projected Completion Date of Activities:**

1. Nov 2, 2013
2. ongoing
3. Nov 2, 2013
4. Ongoing
5. End of Oct/beginning of Nov, 2014

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

**Attachment 1: Recommendations from the Regional Executive Committee**

**Date of Next Meeting:** Feb 8, 2014 at the Texas Community College Teachers Association annual convention

KEEP TEACHING WEIRD