

## NCTE Books Program

Total revenue for the year was \$350,602 (\$65,398 below budget); expenses totaled \$770,389 (about \$112,776 *better* than what was budgeted), resulting in a total program deficit of \$419,787. Though this deficit is larger than last year's, it is better than the projected deficit of \$467,165.

We received 40 book proposals during the fiscal year; of these, 10 were encouraged for development (based either on the initial submission or on a revised proposal).

We continue to offer PDF ebook versions of all new titles and of several older ones.

### Book Series

#### Continuing the Journey

November 2017 saw the release of the first book in a projected five-book series by longtime members (and former *English Journal* editors) Leila Christenbury and Ken Lindblom. The series is intended primarily for teachers with 3–10 years of experience and those who support them (mentors, senior colleagues, department chairs, and school leaders). The books will be enhanced by in-person professional learning opportunities, with the first such summer institute being held in July 2018.

#### CCCC Studies in Writing & Rhetoric (SWR)

Steve Parks began his 5-year term as series editor in July 2016. Eight proposals were submitted for consideration in FY18, with one being encouraged for development. In FY18, we published 5 books in the series (all of these were projects developed by the previous series editor, Victor Villanueva). Parks anticipates having at least 3 manuscripts ready for production in FY19.

#### NCTE-Routledge Research Series

Susi Long and Valerie Kinloch continued as series editors, working with authors to develop a half-dozen projects for possible publication in the series.

#### Principles in Practice (PIP) imprint

Cathy Fleischer continues as special imprint editor, working closely with NCTE publications staff to develop and promote projects. Two more titles were released in the Teaching English Language Learners strand, and one title was added to the Adolescent Literacy strand. Manuscripts for a new strand on the Students' Right to Read and Write, as well as a few titles for existing stands, are in development.

Staff are indebted to these field editors for their commitment, dedication, collegiality, and generous sharing of their time and talent.

### Promotional Efforts

Marketing efforts this year included targeted email promotions; a catalog released in July 2017; highlighting of new and featured titles in the twice-monthly INBOX newsletter; posts on the Literacy and NCTE blog by authors and about new titles; increased social media outreach (Facebook, Instagram, Twitter); feature stories in the *Council Chronicle*; and visibility through the NCTE Online Store. We continue to partner with Amazon.com to ensure that NCTE titles are available through the online retailer.

We have also worked this year with book marketing firm the Princeton Selling Group to expand our reach to nonmembers and to book distributors. PSG compiled lists of nonmember faculty in teacher education and college-level composition and literature courses, and they created 8 email campaigns to inform these audiences of new and featured (topical, bestselling) NCTE books.

In June 2018, we conducted another month-long discussion in our Facebook book club, NCTE Reads, this time organized around James S. Chisholm and Kathryn F. Whitmore's *Reading Challenging Texts: Layering Literacies through the Arts* (a copublication with Routledge). The group included over 150 members,

including the book's authors. Group members interacted often during the guided discussion of the book in June, and they continue to share resources and experiences.

NCTE book authors continue to be deeply involved in other Council activities and services. Our authors

- present in sessions at the NCTE Annual Convention, CCCC Annual Convention, WLU Literacies for All Summer Institute, and other meetings
- frequently publish in journals produced by NCTE and others
- appear in interviews on Education Talk Radio
- participate in Twitter chats
- provide professional learning opportunities through Web seminars (available through the NCTE Online Store in On Demand archived form after the live event) and online courses

## **Editorial Board**

New members welcomed to the Board this year were Antero Garcia (Secondary) and Staci Perryman-Clark (College). They joined the other members of the Board: Catherine Compton-Lilly and Vivian Yenika-Agbaw (Elementary), Jennifer Ochoa (Middle), Steven Bickmore (Secondary), Deborah Dean (Teacher Education), Bruce McComiskey (College), and Anne Elrod Whitney (Research).

As always, we are indebted to the members of the Board for their dedication. They generously give of their time and of their scholarship, serving the Council by advising the Books Program in fiscally and educationally challenging times.

## **New Titles (published July 2017–June 2018)**

*Continuing the Journey: Becoming a Better Teacher of Literature and Informational Texts*, Leila Christenbury and Ken Lindblom [Continuing the Journey Series]

*The Incarceration of Japanese Americans in the 1940s: Literature for the High School Classroom*, Rachel Endo [NCTE High School Literature Series]

*The Lifespan Development of Writing*, Charles Bazerman, Arthur N. Applebee, Virginia W. Berninger, Deborah Brandt, Steve Graham, Jill V. Jeffery, Paul Kei Matsuda, Sandra Murphy, Deborah Wells Rowe, Mary Schleppegrell, and Kristen Campbell Wilcox

*Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*, 2nd edition, Deborah Dean

*Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*, Michelle Cox, Jeffrey R. Galin, and Dan Melzer

*Workshopping the Canon*, Mary E. Styslinger

*Writing Together: Ten Weeks Teaching and Studenting in an Online Writing Course*, Scott Warnock and Diana Gasiewski

Principles in Practice imprint (imprint editor: Cathy Fleischer)

*Rethinking the "Adolescent" in Adolescent Literacy*, Sophia Tatiana Sarigianides, Robert Petrone, and Mark A. Lewis

*Understanding Language: Supporting ELL Students in Responsive ELA Classrooms*, Melinda J. McBee Orzulak

*Writing across Culture and Language: Inclusive Strategies for Working with ELL Writers in the ELA Classroom*, Christina Ortmeier-Hooper

CCCC Studies in Writing & Rhetoric (SWR) series (series editor through June 2016: Victor Villanueva; after June 2016: Steve Parks)

*Collaborative Learning as Democratic Practice: A History*, Mara Holt

*Genre of Power: Police Report Writers and Readers in the Justice System*, Leslie Seawright

*Inside the Subject: A Theory of Identity for the Study of Writing*, Raúl Sánchez

*Reframing the Relational: A Pedagogical Ethic for Cross-Curricular Literacy Work*, Sandra L. Tarabochia

*Translanguaging outside the Academy: Negotiating Rhetoric and Healthcare in the Spanish Caribbean*, Rachel Bloom-Pojar

Copublication

*Reading Challenging Texts: Layering Literacies through the Arts*, James S. Chisholm and Kathryn F. Whitmore (Copublisher: Routledge)

**Kurt Austin, NCTE Publications Director**

## **College Composition and Communication (CCC)**

*College Composition and Communication* (<http://cccc.ncte.org/cccc/ccc/>) publishes research and scholarship in rhetoric and composition studies that support college teachers in reflecting on and improving their practices in teaching writing and that reflects the most current scholarship and theory in the field. The field of composition studies draws on research and theories from a broad range of humanistic disciplines—English studies, rhetoric, cultural studies, LGBT studies, gender studies, critical theory, education, technology studies, race studies, communication, philosophy of language, anthropology, sociology, and others—and from within composition and rhetoric studies, where a number of subfields have also developed, such as technical communication, computers and composition, writing across the curriculum, research practices, and the history of these fields.

### **Current Activities**

This report outlines the current work of the journal, *College Composition and Communication*. I include submission and decision data, as well as information on the current rotation of CCC editorial board members. My term as editor ends with the December 2019 issues, and I am in the process of finalizing my remaining issues for 2019, and I am in discussion with Kurt Austin and Malea Powell, incoming editor, about the transition. My goal is to have Malea begin vetting articles before the end of 2018.

### **Submission Data at a Glance (July 1, 2017 – June 30, 2018)**

#### Submissions and Statuses:

<b>Decisions Made</b>	<b>146</b>
Submissions and Statuses	
Initial Submission (125)	
Accept Conditionally	3
Rejected after Review	35
Desk Rejected	51
Revise and Resubmit	36
After First Revision (18)	
Accept	4
Accept Conditionally	7
Rejected after Review	7
After Second Revision (3)	
Accept	2
Reject	1
<b>Pending Submissions</b>	<b>10</b>

<b>Total Decisions/Submissions</b>			<b>156</b>
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Performance Statistics:

**Review Process**

	Total Reviewers Utilized	178	
	Unique Reviewers Utilized	146	
	Average Days to Complete Review	47.5	
	# of Early Reviews	137	
	Average # of Days Early	24.9	
	# of Late Reviews	49	
	Average # of Days Late	23.1	
	Reviewer "Accept" Recommendation Rate	23%	

**Decisions**

	<b>Turnaround Time (Average, in Days)</b>	<b>63.2</b>	
	Acceptance Rate (New)	2.4%	
	Acceptance Rate (Revised)	60.0%	
	<b>Acceptance Rate (Overall)</b>	<b>10.3%</b>	

**Editorial Board**

Here are the current members of our twenty-member editorial board:

- Steven Alvarez, St. John's University (2018-2020)
- Olga Aksakalova, LaGuardia Community College (2018-2020)
- Chase Bollig, Gonzaga University (2017-2019)
- Dylan Dryer, University of Maine (2015-2018)
- Frank Farmer, University of Kansas (2017-2018)
- Joanne Giordano, University of Wisconsin-Marathon (2018-2020)
- D. Alexis Hart, Allegheny College (2018-2020)
- Tobi Jacobi, Colorado State University (2016-2018)
- Diane Kelly-Riley, University of Idaho (2017-2019)
- Steve Lamos, University of Colorado Boulder (2017-2019)
- LuMing Mao, Miami University (2015-2018)
- Paula Mathieu, Boston College (2015-2018)
- Heidi McKee, Miami University (2017-2019)
- Vorris Nunley, University of California, Riverside (2016-2018)
- Octavio Pimentel, Texas State University (2016-2018)
- Katrina Powell, Virginia Tech (2016-2018)
- Jessica Restaino, Montclair State University (2018-2020)
- Keith Rhodes, University of Denver (2016-2018)
- Kate Vieira, University of Wisconsin-Madison (2018-2020)

- Melanie Yergeau, University of Michigan (2018-2020)

We thank the following members who are cycling off the board at the end of 2018 for their service to the journal: Dylan Dryer, Franker Farmer, Tobi Jacobi, LuMing Mao, Paula Mathieu, Vorris Nunley, Octavio Pimentel, Katrina Powell, and Keith Rhodes.

I will be discussing with Malea Powell, the in-coming editor, how she would like to proceed with the selection of replacement board members.

**Jonathan Alexander, Editor**

## **College English (CE)**

*College English* (<http://www2.ncte.org/resources/journals/college-english/>) is the professional journal for the college scholar-teacher. *CE* publishes articles about literature, rhetoric-composition, critical theory, creative writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional issues related to the teaching of English. Issues may also include review essays.

This report includes information on the past year of activity and describes new and ongoing initiatives.

### **Editorial Board**

The composition of the editorial board remains consistent, with the addition of Andrew Jeter of Niles West High School. Other board members include:

Brenda Jo Brueggemann, University of Connecticut  
Michelle Cox, Cornell University  
Anne Ruggles Gere, University of Michigan  
Karen Keaton Jackson, North Carolina Central University  
Seth Kahn, West Chester University of Pennsylvania  
Neal Lerner, Northeastern University  
Susan Wolff Murphy, Texas A&M University-Corpus Christi  
Susan Schorn, University of Texas-Austin  
Krista Ratcliffe, Arizona State University  
Jacqueline Rhodes, Michigan State University  
Jenny Rice, University of Kentucky  
Tiffany Rousculp, Salt Lake Community College  
Shirley K. Rose, Arizona State University  
Howard Tinberg, Bristol Community College  
Elizabeth Wardle, Miami University of Ohio  
Kathleen Blake Yancey, Florida State University

Members of the board served as proposal reviewers for both the special issue and the scholarly editing issues as described below. I'll take this opportunity to thank them again for their service and hard work.

### **Ongoing and New Initiatives**

In my application for the *CE* editorship, I named an increased attention to the classroom as an area of central concern. To those ends, and in addition to the "And Gladly Teach" feature, I've attempted to find other means to encourage scholarship from teacher-scholars, including participating in a half-day workshop on pedagogical scholarship at the 2018 CCCC Convention and presenting on its role in *College English* at both the 2017 MLA convention and at the 2018 NCTE meeting.

*CE* has a tradition of publishing special issues produced by guest editors. In order to continue to this tradition and widen access to this opportunity, a call for special issues was released in April 2018. Proposals were reviewed by the *CE* Editorial Board after the July 15 deadline. Eighteen proposals were received. In consultation with the board, we offered two special issues. "Weaving the Text: Transdisciplinary Redefinitions," to be edited by Suresh Canagarajah, which examines textual studies from multiple disciplinary orientations, will be published as the September 2019 issue, and "Transdisciplinary Intersections in Composition Studies and Technical Professional Communication," to be edited by Anis Bawarshi, Laura Gonzales, and Ann Shivers-McNair, will appear as the September 2020 issue.

In addition to these special issues, in April 2018 a call went out for a themed issue, "Scholarly Editing: History, Performance, Future." By the 1 July 2018 deadline, we had received 47 essay proposals. We invited five essays, which have been received and are currently under review by the editor for the May 2019 issue.

### **Editorial Queue**

*Manuscript decisions\**

Manuscripts Received: 136

Rejected: 119

Accepted: 17

\*These numbers do not include submissions for the scholarly editing issue nor proposals for the special issues.

**Melissa lanetta, Editor**

## English Education (EE)

*English Education* (<http://www2.ncte.org/resources/journals/english-education/>) is the journal of English Language Arts Teacher Educators (ELATE), formerly the Conference on English Education (CEE), a constituent organization of the National Council of Teachers of English (NCTE). The journal serves teachers who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy at all levels of instruction. (Published October, January, April, and July.)

### First, a brief overview of the journal's statistics:

We<sup>1</sup> received on average just over 1 new manuscript per week between July 1, 2017, and June 30, 2018, which is reasonably consistent with previous years as follows:

Fiscal year	2014-15	2015-16	2016-17	2017-18
# of new ms's	72	60	80	61

The average time between submission and initial decision letter (whether that be “reject,” “revise and resubmit,” “conditionally accept,” or—in one case—“accept”) was **just over two months**. Our acceptance rate was **about 15%**. These statistics are in keeping with our goals of reasonably prompt feedback and maintaining the rigor and quality of the journal.

### Second, highlights of the year's accomplishments:

Our third themed issue, *Designing Professional Development for Equity and Social Justice* (January 2018), was in keeping with the previous themed issues' orientations toward social justice. Interestingly, the Emig Award winners selected during my tenure were both from their respective year's themed issues, which I think affirms the socially just stance we've taken. Other than that, we're just chugging along, happy to bring attention to the good work in our field.

### Third, plans for the future:

Our fourth themed issue, titled *Working Through Whiteness and White Supremacy in English Education*, is in the pipeline for publication for January 2019, fulfilling our initial intent of reserving one issue per year for a themed issue. Also in the works are two editorials celebrating *English Education's* 50<sup>th</sup> anniversary (began in 1969, so 2019). The first editorial will be written by a group of former editors (anticipated April 2019); the second by a group of Emig Award winners (anticipated July 2019). These editorials will dovetail with an anniversary event at the 2019 ELATE conference. Speaking of ELATE, the October issue of *EE* will reflect the new name on its covers and front matter.

Finally, I also would like to see what we (both the editorial team and NCTE writ large) can do to document and increase the journal's impact beyond the scope of our readership.

**Tara Star Johnson, Editor**

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<sup>1</sup> By “we” I mean the editorial team, which during FY 17-18 consisted of Tara Star Johnson as editor; Shea Kerkhoff as assistant editor; and Tiffany Karalis as editorial assistant, all affiliated with Purdue University. As of Fall 2018, the team still consists of Tara and Shea (now at UMSL), but we've added Lanette Jimerson as an assistant editor and David Premont as editorial assistant (both at Purdue).

## **English Journal (EJ)**

*English Journal* (<http://www.ncte.org/journals/ej>) is a journal of ideas for English language arts teachers in junior and senior high schools and middle schools. *EJ* presents information on the teaching of writing and reading, literature, and language. Each issue examines the relationship of theory and research to classroom practice in the teaching of English. *English Journal* is published bimonthly - September, November, January, March, May, and July.

### **Editorial Team**

The editorial team consists of Editor Julie Gorlewski and Associate Editor David Gorlewski. During this volume period, Julie served as an Associate Professor and the Chair of the Teaching and Learning Department at Virginia Commonwealth University in Richmond, Virginia; and David was serving as an Affiliate Faculty member at VCU. Both are now affiliated with the State University of New York at Buffalo. Theresa Kay, senior editorial associate, operates out of Fairbanks, Alaska. The editorial associate was Nicholas Shipman. In addition, NCTE production assistant Rona Smith provides expert assistance in preparing the journal for final publication. Finally, members of the Secondary Steering Section contribute theme-based introductory articles in each issue under the heading of *High School Matters*.

### **Writers and Published Manuscripts**

The co-editors have access to an online manuscript submission and peer review system for scholarly publications called Editorial Manager (EM). Data from EM indicated that there were 225 manuscript submissions to *English Journal* from November 16, 2016 through November 15, 2017 (which was the submission deadline for volume 107.6). From these submissions, 69 peer reviewed articles were selected for publication. Of that group, 45 articles had first authors who were college or university faculty. Of the remaining 24 articles, 23 had first authors who were either middle school or high school classroom teachers, and one was written by a doctoral student.

Those numbers do not include the regular columns (which are discussed in the next section). Given the number of submissions and the number of articles accepted for publication, Volume 107 of *English Journal* had an acceptance rate of 30%.

### **Columns and Columnists**

Volume 107 continued the *English Journal* tradition of including columns under the following titles and with the following editors:

- Carpe Librum: Seize the (YA) Book - Pauline Skowron-Schmidt (Offers reviews of current Young Adult literature)
- Continuous Becoming: Moving Toward Mastery – Victoria P. Hankey (Provides a forum for teachers to explore their craft)
- Disabling Assumptions – Patricia A. Dunn (Addresses issues related to students with disabilities)
- Lingua Anglia: Bridging Language and Learners – Pamela J. Hickey (Reviews topics related to English Language Learners)
- Soft(a)ware in the English Classroom – Tom Liam Lynch (Explores the implications of educational software)
- Speaking Truth to Power – P.L. Thomas & Christian Z. Goering (Focuses on power, resistance, and equity)
- Under Discussion: Teaching Speaking and Listening – Lisa Barker (Explores direct instruction in speaking and listening)
- Book Reviews – Ken Lindblom (Provides overviews and critiques of current educational texts)

### **Issue Themes and Content**

All six issues that comprise Volume 106 had specific themes and two had guest editors (who added a layer of expertise to the respective topic). These included:

- 107.1 (*Multicultural and Multivoiced Stories for Adolescents*, guest edited by Kelly Byrne Bull and Jacqueline Bach – with Julie Gorlewski)
- 107.2 (*Death in the English Classroom*)
- 107.3 (*Writing Is Power: Helping Students Craft Their Wor(l)ds*, guest edited by Pamela J. Hickey and Vicki McQuitty – with Julie Gorlewski)
- 107.4 (*The Essence of Improvement: Leadership in English Language Arts Instruction*)
- 107.5 (*Embracing Enduring Tensions in English Education*)
- 107.6 (*Equity and English: Constructing a Just Future*)

Each issue in Volume 107 included a *From the Editors* section and each included a *High School Matters* column. In all, Volume 107 consisted of:

- 69 articles
- 19 poems
- 40 columns
- 0 “*EJ* in Focus”
- 3 “Speaking My Mind”

## Poetry

The poetry section was edited by Lauren Gatti. The topics and emotions explored in the poems are often related to the respective issue’s theme.

## Anonymized Reviewing Process

*EJ* is refereed by peer reviewers from both the United States and Canada. Reviewers consist primarily of college faculty members and middle and high school English teachers, as well as ELA consultants and librarians. The editorial team has continued the practice of publishing the names of all reviewers in the July issue.

## English Journal Writing Awards

The **Paul and Kate Farmer Awards** are presented annually to authors of the best articles published in the journal during the previous volume year. Eligible entrants must be secondary school teachers and may include those on leave or not currently teaching.

This year’s selection committee was chaired by Amanda Palmer with members Courtney Morgan, Tiffany Rehbein, Ann Quinlan, and Vaughn Watson.

The 2017 award recipients were:

- First Selection: Nicole Boudreau Smith for *A Principled Revolution in the Teaching of Writing* which appeared in Volume 106.5, May, 2017.
- Honorable Mention: Jaclyn Burr for *Springsteen, Spoken Word, and Social Justice: Engaging Students in Activism through Songs and Poetry* which appeared in Volume 106.6, July, 2017.

The **Edwin M. Hopkins Award** is named after the author of the lead article in the very first issue of *English Journal* over a century ago. Edwin M. Hopkins was a professor of rhetoric and English language at the University of Kansas, a member of the first Board of Directors of NCTE, and co-author of the first NCTE constitution. The purpose of the award is to recognize outstanding *English Journal* articles written by someone who does not qualify for the Farmer Award. Recipients are generally from higher education. This award is presented biennially so recipients will be honored at the 2018 conference. Those eligible will be drawn from articles that appeared in Volume 106 and 107.

## **A Final Note**

As noted earlier, Volume 106 included four issues with guest editors. Though the inclusion of guest editors entails additional work on our part, we believe that the practice taps into the unique expertise and experiences of educators, and offers *EJ* readers topics and discussions of greater variety, depth and focus. We urge the incoming editorial team to consider continuing this practice when unique situations present themselves.

**Julie A. Gorlewski, Editor**

**David A. Gorlewski, Associate Editor**

## Language Arts (LA)

Language Arts (<http://www2.ncte.org/resources/journals/language-arts/>) provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in pre-kindergarten through the eighth grade. Issues discuss both theory and classroom practice, highlight current research, and review children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators. (Published September, November, January, March, May, and July)

### Volume 96: September 2018 - July 2019

Issue Theme	Date	Submitted MS	Rejected MS	Published MS	Invited MS	Percent Published
Youth Culture(s) and Childhood	Sept. 2018	6	5	1	2	16.6%
Viewpoints and Visions	Nov. 2018	22	21	1	1	4.5%
Life Lessons: Autobiographies, Biographies, and Memoirs	Jan. 2019	6	5	1	2	16.6%
Language Learning and Linguistic Diversity	Mar. 2019	23	22	1	2	4.3%
Critical Literacies	May 2019	26	TBD	TBD	TBD	TBD
Viewpoints and Visions	July 2019	24	TBD	TBD	TBD	TBD
TOTALS		106	TBD	TBD	TBD	TBD

### Volume 96 Feature Articles, Perspectives on Practice, and Departments

#### Feature Articles

Feature Articles include original research studies of literacy and language, preschool-grade 8. Characterized by methodological and theoretical soundness, Feature Articles include portraits of the language arts across multiple contexts and modalities, provide clear implications for teaching and learning, and make a significant contribution to advancing knowledge in the field. We also consider submissions that are conceptual in nature and that attend to broader issues, research trends, and policies shaping the field of language arts. (approximately 6,500 words)

#### Perspectives on Practice

These submissions speak directly to the diverse practitioners of the language arts, including teachers, librarians, literacy specialists, children's book authors and illustrators, professional development providers, and more. Submissions may include a description of an innovative teaching strategy; an exploration of promising new apps, book series, or games that support literacy learning; insights related to creating children's literature; professional learning opportunities that nurture inquiry and reflection; perspectives on current or controversial issues in the field of language arts; or additional topics determined by the author. These first-person contributions are chosen by the editors and are engaging and accessible to the multiple audiences of Language Arts. (approximately 1000-1500 words)

#### Research & Policy

The goal of this Department is to offer insightful research and policy pieces related to the field of Language Arts. Articles will be invited and include the following: research synthesis, emerging or cutting edge theoretical frameworks or studies, past/present perspectives on seminal research, or reviews of critical areas of policy. A few scholars who have contributed to this department are Anne Haas Dyson, Vivian Vasquez, and Mileidis Gort. Elizabeth Marshall and Theresa Rogers are the department editors. (approximately 5,000 words)

### **Invited Dialogue**

Some issues will include interviews with a variety of individuals who can provide additional insights related to the themes for each issue. Guests include notable scholars and authors of children's literature as well as publishing representatives such as editors and book designers. Individuals interviewed in volume 96 include Carole Boston Weatherford, Hilary Janks, and Jabari Mahiri. Jennifer D. Turner is the department editor with assistance on occasions from Alan R. Bailey. (approximately 4,000 words)

### **Language Arts Lessons**

This department brings a range of pedagogical and literary theories to the classroom in accessible and meaningful ways. We invite experts to offer a short, lively description of a pedagogical practice (e.g., writing workshop) or theoretical perspective and to provide questions and activities that teachers can use immediately in their classroom. For instance, a scholar or teacher may write a short piece about how to read comics and then demonstrate how to invite students to make meaning with visual texts; a feminist scholar may offer ideas about how to engage young people in analyzing the construction of gender in a picturebook or novel. In each Language Arts Lessons column, we will also highlight 2-3 professional texts to extend and enrich the inquiries. Scholars who have been invited to write for this department include Kathleen M. Collins, Jackie Marsh, and Caitlin Ryan. Elizabeth Dutro and Mary Kelly are the department editors. (approximately 1500 words)

### **Children's Literature Reviews**

This department will continue to highlight recently published children's literature for children. It will feature the Notable Children's Books in the English Language Arts (March issue) as well as the winners of the Charlotte Huck and Orbis Pictus Awards (November issue). Notable poetry books will be published in the July issue. Our department editor will work closely with the editorial team to ensure that the column aligns with themed issues. Grace Enriquez is the department editor. (approximately 3,500 words)

### **Volume 97 Calls for Manuscripts**

#### **September 2019: Engaging Families in Language Arts Learning**

For this issue we seek Feature Article and Perspectives on Practice submissions that explore the participation of families in language and literacy learning. How are definitions of families changing, and in what ways does this impact our understandings of family engagement in literacy learning? What is "family literacy" and how might it be viewed differently by parents, guardians, teachers, schools, and librarians? How can teachers, schools, and librarians reach out to all families in new and different ways while drawing on their "funds of knowledge" to support and enhance their children's language arts learning? What roles can families play in supporting their children's literacy learning? For instance, seminal studies of early readers demonstrated the significance of families and the home environment in helping young children learn to read before entering school without having had any formal instruction. What recent studies build upon this scholarship? How are family literacy practices evolving in the digital era in which we live? Should family literacy programs support language arts learning for family members and children simultaneously? What theoretical frameworks attuned to racial and linguistic diversity, asset-based pedagogies, and social class can help us envision more culturally responsive family literacy engagements and programs? Are there particular literacy practices teachers have implemented (e.g., writing suitcases and collecting family stories) that lead to increased engagement with the language arts for children and their families? Join us in putting together an issue that will give us much to consider in regard to engaging families in language arts learning.

**Due September 15, 2018**

### **November 2019: Viewpoints and Visions**

For this unthemed issue, we invite Feature Article and Perspectives on Practice submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today's readers of *Language Arts*? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children's literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. **Submission deadline: November 15, 2018**

### **January 2020: Multimodal Literacies**

In 2005, NCTE framed its "[Position Statement on Multimodal Literacies](http://www2.ncte.org/statement/multimodalliteracies/)"

(<http://www2.ncte.org/statement/multimodalliteracies/>) with a question from William Kist, asking, "Has there ever been a time when we have not been awash in a remarkable torrent of symbols and opportunities for reading and writing them?" More than a decade later, teachers, researchers, librarians, and policy makers are continuing to grapple with expanding definitions and practices of multimodal literacies. Across PreK-8 classrooms and in community-based programs, we see incorporation of the arts, music, and drama into literacy education as well as expanding definitions of texts to include the written, digital, visual, and the embodied. As children navigate multiple modes (visual, aural, gestural, etc.) across an increasingly diverse set of digital and social media platforms, many teachers have created educational contexts responsive to the range and variation of children's multimodal literacies. In this issue, we invite Feature Articles and Perspectives on Practice submissions that explore multimodal literacies. Some questions you might consider include: How are you incorporating multimodalities into your teaching? What are you noticing about how young people read multimodal texts (e.g., picturebooks, graphic novels, e-books) and create multimodal texts (e.g., podcasts, comics, digital stories)? In what ways are you assessing students' multimodal compositions? How are you striving to capture and represent the complexities of multimodal literacies within your research? What are promising theoretical frameworks that we can draw on to understand and illuminate children's multimodal composing processes? In what ways can multimodal literacies help advance equity-oriented and social justice pedagogies? Join us as we craft an issue responsive to and reflective of the multimodal nature of literacy.

**Due: January 15, 2019**

### **March 2020: Readers, Reading, and Responding**

For this issue we seek Feature Article and Perspectives on Practice submissions that explore the nuances, complexities, and practices of children responding to a range of print, multimodal, and digital texts. We ask you to consider whether and how modes of response have remained the same or developed in the many years since foundational reader response theorists such as Louise Rosenblatt, Richard Beach, Lawrence Sipe, and Judith Langer encouraged teachers to value readers/texts/context (albeit across a continuum) while fostering literary understandings? What current pedagogies, theories, and studies build upon or complicate this earlier reader response criticism? Some questions you might consider include: How do teachers, reading specialists, literacy coaches, and librarians decide the importance of responding to texts in their classrooms or other teaching contexts? What are you noticing about features or genres of diverse series and/or multimodal texts that evoke certain kinds of responses in readers? In what ways have educators considered or negotiated tensions between asking students to engage in 'close readings' versus interpreting texts from experiential, cultural, social, or other stances and positionalities? What emerging theories of response incorporate the intersectional nature of student characteristics of race/ethnicity, class, gender, development, geography, etc. within the meaning making process? Beyond reading and writing, how are the arts, music, dance, drama or other modalities viewed as ways of responding in classrooms and other out-of-school spaces? How might studies of response help us to better understand or advance children's racial literacy, critical literacy, agency, introspection, and awareness of social justice? Join us in putting together an issue that will give us much to consider in regard to broadening our understandings of the many ways youth respond to texts. **Due: March 15, 2019**

### **May 2020: Teacher Learning and the Language Arts**

Teaching the language arts in PreK-8 settings is oftentimes challenging for novice and veteran teachers alike and requires ongoing professional learning. For this themed issue, we invite Feature Article and Perspectives on Practice submissions that address teacher learning and the language arts across a continuum. Some questions to consider might be: what do highly effective language arts teachers look like and what can others learn from their everyday classroom practices? In what ways do teacher beliefs, identities, and ways of knowing contribute to the successful implementation of language arts instruction? What kinds of texts, communities, or practices support teachers' learning? Where are teachers finding inspiration and resources for ongoing growth in the profession? What can be done to ensure that educators are successful in teaching the language arts to students who are often marginalized in schools due to factors such as race, socioeconomic status, sexual orientation, etc.? Students often inspire new lines of inquiry into our teaching practice. Are there particular students or problems of practice that have catalyzed teachers' learning trajectories? How can teacher education programs prepare preservice teachers to become highly effective teachers of reading and writing and how can this work be sustained when preservice teachers become inservice teachers? What accounts for teacher development and adaptation throughout the trajectory of a teaching career? What types of professional learning groups and contexts help to sustain and further develop growth in teacher practices? How are teachers engaging in inquiry related to the language arts to improve their pedagogy and what kinds of insights does this inquiry provide? Join us in putting together an issue that will give us much to contemplate about teacher learning and the language arts. **Submission deadline: May 15, 2019**

### **July 2020: Viewpoints and Visions**

For this unthemed issue, we invite Feature Article and Perspectives on Practice submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today's readers of *Language Arts*? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children's literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. **Submission deadline: July 15, 2019**

**Wanda Brooks, Jonda C. McNair, and Kelly Wissman, Co-Editors**

## Research in the Teaching of English (RTE)

*Research in the Teaching of English* (<http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/>) is the flagship research journal of the National Council of Teachers of English (NCTE) in the United States. It is a broad-based, multidisciplinary journal composed of original research articles and short scholarly essays on a wide range of topics significant to those concerned with the teaching and learning of languages and literacies around the world, both in and beyond schools and universities.

Housed at Northeastern University and Michigan State University in 2017, the editorial team included co-editors Ellen Cushman and Mary M. Juzwik and assistant editors Scott Jarvie, who worked as production editor, and Heather Falconer, who handled special projects and daily journal tasks. Heather continued in this position until December 2017 to finalize the last two issues in volume year 52 and to provide transition continuity to the new editorial team. The new editorial team from the University of Pennsylvania includes co-editors, Gerald Campano, Ebony Thomas, and Amy Stornaiulo, who took over the day-to-day work of the journal in September 2017.

The teams work closely with Kurt Austin and Rona Smith at NCTE.

This report represents work completed for volume year 52. Over the five years of the Cushman-Juzwik co-editorship (2012-2017), we have sought to better position *RTE* globally by continuing to expand the diversity of contributors; by supporting diverse worldviews in educational research; by exploring new, creative and divergent methods and ideas in *RTE* manuscripts; and by building upon the research and review writing capacities among authors and reviewers.

To support this vision, we took steps to:

- build a diverse knowledge base,
- improve *RTE*'s impact on educational research and literacy studies,
- maintain the quality of manuscripts, and
- promote and maintain a strong pipeline of diverse scholars.

### Pipeline and closing out the journal update

In the past year, the journal notes the following accomplishments from 9/2/2016 - 9/1/2017:

- Numbers of submissions have decreased slightly (from a high of 221 in Yr3 (2015 +13%); to 196 in Yr4 (2016 -11%) to 180 in Yr5 (2017 -8.5% ).
- *RTE* received manuscripts (articles and forums) from 27 different countries, including 91 manuscripts from outside the U.S. (46.7% of all manuscripts received).
- For fiscal year 2016 (June 2016 – June 2017), *RTE*'s circulation was 2,106. Of those, 1,483 were regular print subscriptions and 623 were Green, electronic-only subscriptions (see Table 1).
- The total income for the journal for FY 17 was \$88,118.46 (compared to \$95,417 in FY16 and \$101,900 in 2015). NCTE budgeted \$80,000 to make in FY18, compared to \$95,541.09 the previous year.
- Across the years of our editorial term, the impact factor has risen steadily (Figure 1) and now compares favorably to journals in its class (Figure 2).

The table below details the value of publishing in *RTE*.

*Table 1. A summary of RTE's circulation, impact factor and acceptance rate.*

	Last year	This year
Circulation	2210	2106
Impact factor	1.622	1.976
Acceptance rate	5.2% without forums 6.3% with forums	4.97% without forums 6.63 % with forums

As you can see in the Figure 1 below, the impact factor of *RTE* ranks considerably higher compared to previous years and reached an all-time record high for the journal with a 1.96 impact factor for 2017. This impact factor also surpassed other Q1 journals in education and education research (figure 1) (such as *Written Communication*, all other *NCTE* journals, and *The Journal of Literacy Research*, and the *Journal of Adolescent and Adult Literacy*, see figure 2).

**2017 Journal Impact Factor & percentile rank in category for: RESEARCH IN THE TEACHING OF ENGLISH**

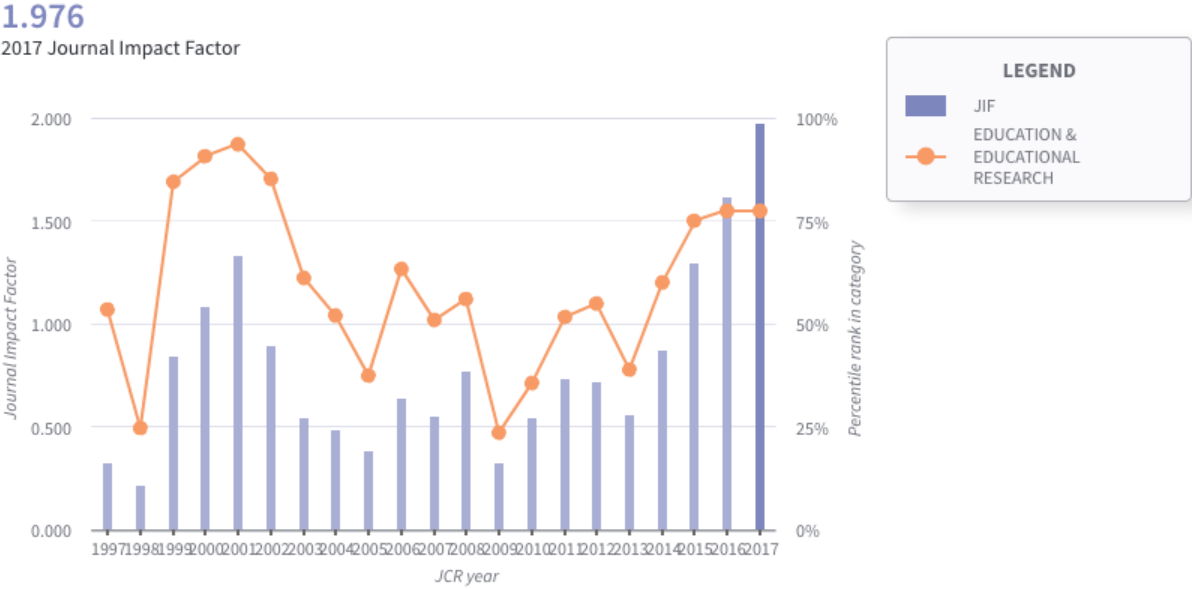


Figure 1: RTE Journal Comparison of Impact Factor 1991-2017; Source: InCites: Journal Citation Reports.

Citing Journal Data		
	Impact	Cited Journal
1		ALL Journals
2	1.976	RES TEACH ENGL
3		COLL COMPOS COMM...
4	2.739	READ RES QUART
5	1.267	WRIT COMMUN
6		COLL ENGL
7	2.634	HARVARD EDUC REV
8		ENGL J
9	1.178	THEOR PRACT
10	4.000	EDUC RESEARCHER
11	2.256	TESOL QUART
12		LANG ARTS
13		ENGLISH EDUC
14	1.710	J LIT RES
15	0.892	LINGUIST EDUC
16		EQUITY EXCELL EDUC
17	1.177	J ADOLESC ADULT LIT

Figure 2. Journal Comparison of Citing Journal Data: Impact Factor for 2017. Source: InCites: : Journal Citation Reports.

### What We Have Done to Increase RTE's Impact

The RTE team worked vigorously to increase the impact factor of the journal in numerous ways, such as recruiting manuscripts, encouraging citations to the journal, handing out free issues to interested authors, and to make the visible to international audiences. We're grateful to a strong board who has also supported these efforts.

In the 2016-2017 year, we received submissions from 37 different regions in the world, with reviewers representing 11 different countries. While reviewers still largely represent Anglophone countries, the editorial team has continued to recruit from underrepresented regions, such as Asia and Latin America.

### Journal Accountability Report

This section provides a summary of activities of the journal for the period between September 01, 2016 and September 01, 2017.

#### Submissions

RTE has continued to see consistency in manuscript *submissions* in the past four years. The following table provides comparative statistics of manuscripts submitted between the last four reporting periods.

As Table 2 will reflect, the number of revised submissions during this reporting period are significantly lower than prior years. This is due to necessary tapering given the approaching end of our editorship. Between 2015-2017 we consciously worked to ensure that the incoming editorial team had a clean slate from which to build, with only solid manuscripts in the transition pipeline (see "Pipeline" section for more information).

Table 2: A comparison of manuscript submissions for the last five years.

Reporting Period	New MS Received	Revisions Invited	Revised MS Received
8/1/12 – 9/1/13	178	49	36
9/2/13 – 9/1/14	196	70	64
9/2/14 – 9/1/15	221	61	65
9/2/15 – 9/1/16	196	92	20
9/2/16 - 9/1/17	181	61	55

The manuscripts submitted for consideration have represented a wide diversity of countries and languages, from Eastern Europe to Latin America. Over our editorship, the number of countries submitting manuscripts by year end has stayed steady with marked increases in our second and last year of our editorial terms. This provides evidence of some success in our international manuscript recruitment efforts.

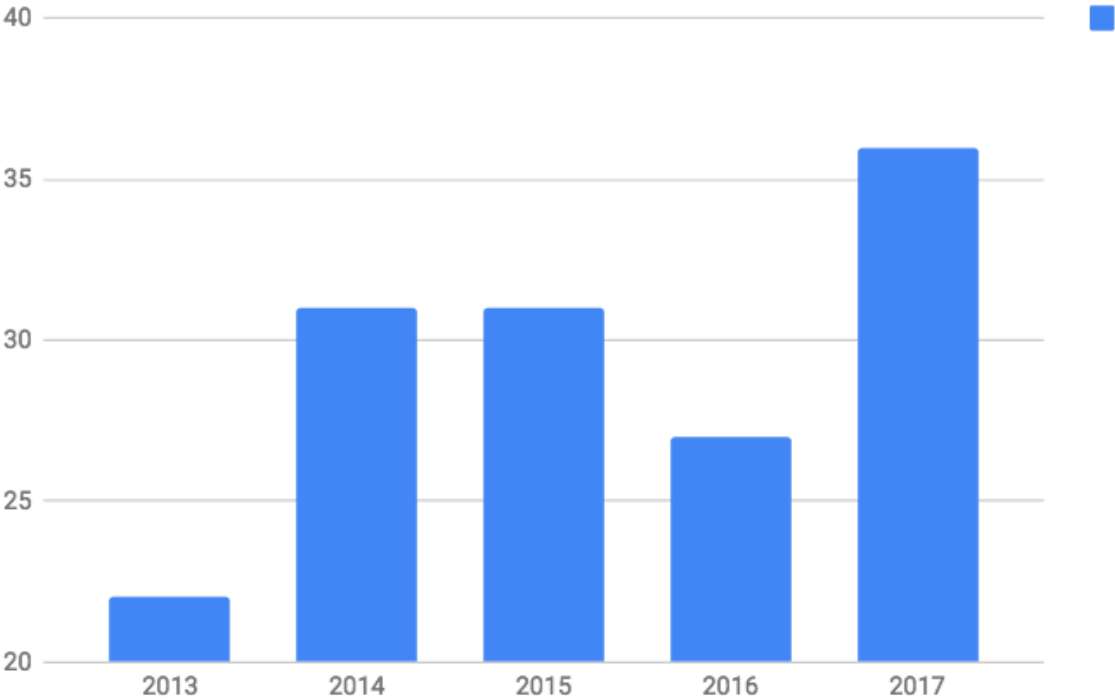


Figure 4: Total number of countries submitting manuscripts by year-ending.

Accepted submissions for publication, however, have been limited to 6 countries. This suggests that while the international reach of RTE is expanding, representation in its pages of authors outside of the United States is an area in need of improvement. One of the more noticeable factors impacting this publication breakdown is that a *timeliness* gap appears to exist in the scholarship. Submissions from underrepresented regions frequently address questions and concerns that are already fairly well addressed in the literature (e.g., the effect of educator attitudes on learning, analyses of textbooks for gendered or racialized language).

The frequency of these types of submissions suggests to us that there is a need for pedagogical help in cultivating *new* research and timeliness of scholarship. We believe that this is an important topic for the incoming editorial team to address. A second issue that has also affected this publication rate is genre- and discourse-awareness. Guidance for submitters with regard to the conventions of *RTE*'s publications for non-Anglophone regions might also help bring these voices to the forefront.

Though no data exists from previous editorships on the matter of diversity of authors represented in the pages of the journal, we can report that our editorship saw approximately one third of the total authorship roster were persons of color\*

Volume Number	Years	Authorship representation
48	2013-14	10 of the 25 authors published were persons of color
49	2014-15	8 of 26 authors published were persons of color
50	2015-16	7 of the 20 authors published were persons of color
51	2016-17	9 of the 27 authors published were persons of color
52	2017-18	8 of the 26 authors published were persons of color

**Total** 42 (32%) of the 124 authors published

\* Authors of color include those representing a historically underrepresented group or two or more racial categories (32 authors), and Asian, including international authors (10 authors).

### **Journal Turnaround Time**

The table below shows the average number of days between the date a manuscript was received and the first decision. This data set includes articles and forums. The turnaround time is down from 61 last year.

*Table 3: Average # of days between the date the manuscript was received and the first decision.*

<b>Submission to First Decision</b> Average number of days between the date the manuscript was received and the first decision.	41.3
<b>Time to Decision</b> Average number of days from when Ellen and Mary assumed responsibility for making decision and when decision was submitted.	44

### **Reviewer Statistics**

This section provides the breakdown of Total Reviewers Invited to Review during the time period, which includes manuscripts *submitted before* the time period, as well as the status of each invitation as of the report date.

*Table 4: Total Reviewers Invited to Review*

Number of Manuscripts Sent Out for Review	90
Total Reviewers Invited	370

Reviewers who Completed Reviews	208
Declined to Review	85
Have Not Responded to Review Invitation	0

### **Reviewer Recommendation Summary**

This section shows the total number of recommendation terms submitted by reviewers during the specified time period. The column of percentages is simply an indicator of the frequency with which each term is used.

*Table 5: Reviewer Recommendation Summary*

Reviewer Recommendation Term	Reviews Completed	Frequency of Recommendation
Accept with minor editing	32	13.9%
Conditional Accept with Specified Revisions	30	13%
Reject	50	21.6%
Reject and Resubmit (as new submission)	40	17.3%
Revise and resubmit	70	34.2%
Total Reviews completed	231	100%

### **Editor Decision Recommendation Summary**

The following tables shows editors' decision summary. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time period. Total decisions for each revision number are also provided.

Editor Decision	Original Submission	Rev 1	Rev 2	Rev 3	Rev 4	Rev 5
Total	181					
Accept (includes conditionals, etc.)	1	1	7	5	2	1
Reject	145	3	2			
Reject and Resubmit (as new submission)	9	3				
Revise and resubmit*	20	11	2			

Table 6: Editor Decision Recommendation Summary

**Summary of Published Content**

The following figures reflect the types of content RTE has published during our editorial tenure, including topic areas, populations studied, and keyword classifications. As reflected in this data, we have made great efforts to represent topics and populations that are historically underrepresented in the English/Language Arts literature.

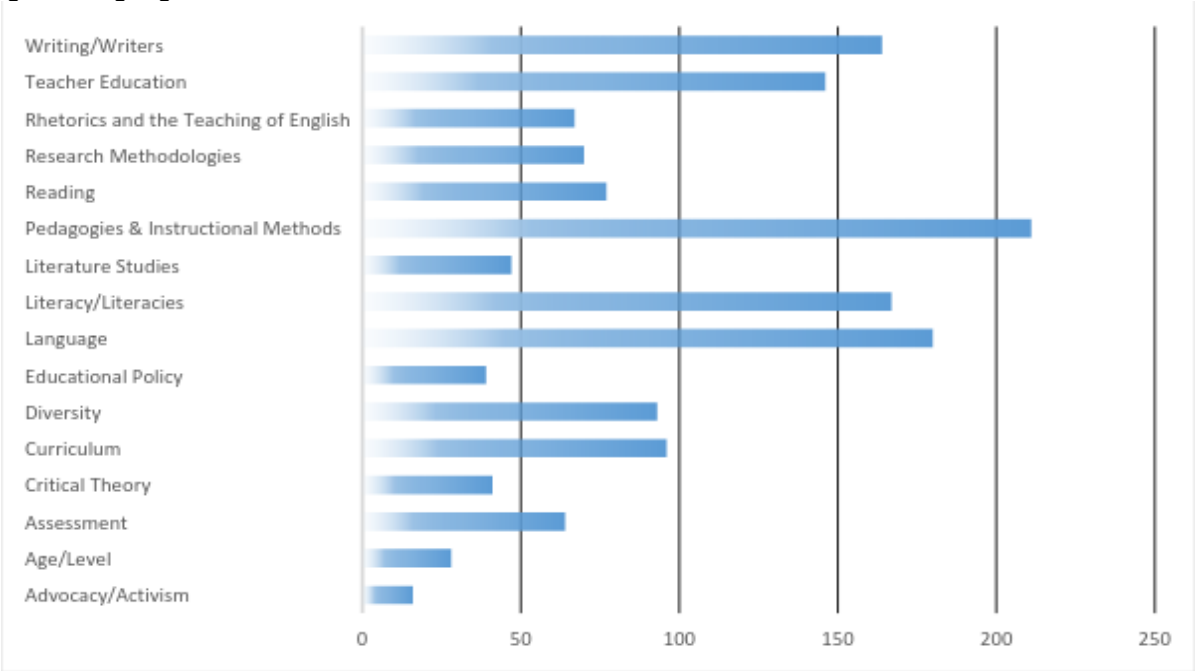


Figure 7. During our editorial tenure, publications have fallen into 16 different category types.

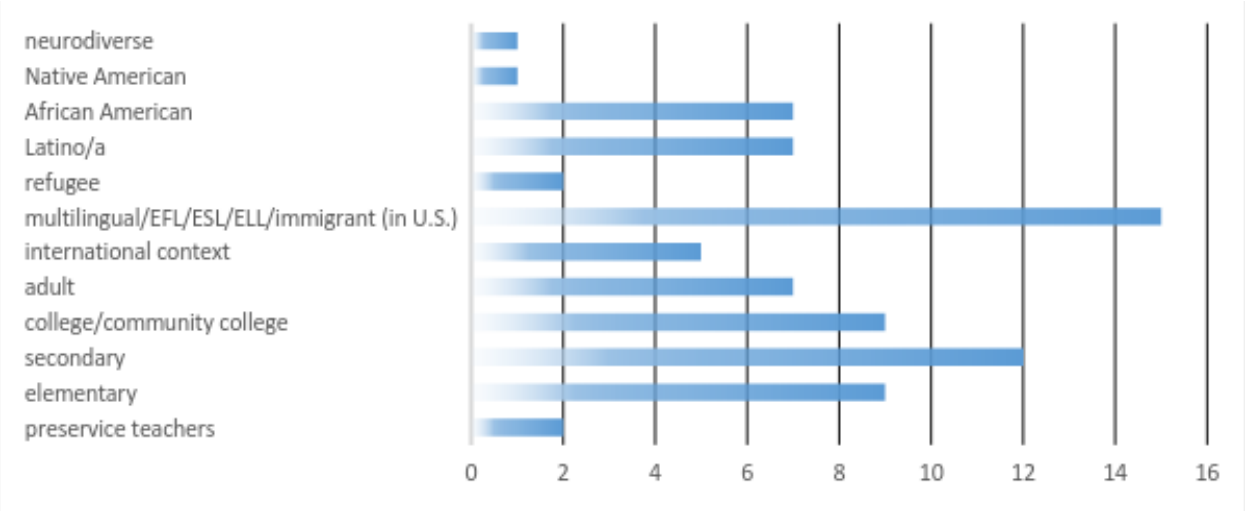


Figure 8. The data represented in this figure reflects the editorial team’s commitment to giving voice to many of the populations historically underrepresented in the English/Language Arts literature.

**Special Projects**

### Translations

To support the goal of increasing the global presence of the journal, *RTE* began the practice of publishing abstract translations in the following languages: Arabic, French, German, Hindi, Korean, Mandarin, Russian and Spanish.

### Capacity Building for Scholarly Writing in the Field

A topic that has become salient in this past year is the transnational nature of academic life and its influence on scholarship in the research community. In keeping with the desire to publish more authors from non-Anglophone countries, we realize that there is a need to build capacity for those scholars who find themselves working outside of their native countries and/or languages. Building capacity -- and redefining what counts as capacity -- for transnational scholarship in language, literacy, and English education is a huge issue for the field to consider right now. We hope the next editorial team is prepared to take up this issue.

### Purves Award

The Alan C. Purves Award is presented annually to the author(s) of an article published in the *Research in the Teaching of English* from the previous year's volume. The winning article is judged based on the committee's assessment of the likelihood of having the greatest impact on educational practice. The Purves Award committee, composed of Rob Simon (University of Toronto-OISE), Cristina Guerrero (a teacher and equity officer in TDSB, and OISE doctoral student), and Maria Paula Ghiso, Teachers College, Chair), selected two winning articles this year:

Writing the Self: Black Queer Youth Challenge Heteronormative Ways of Being in an After-School Writing Club" by Latrise P. Johnson, and "Translanguaging, Coloniality, and English Classrooms: An Exploration of Two Bicoastal Urban Classrooms" by Cati de los Rios & Kate Seltzer. Both articles appeared in issue 52.1.

**Ellen Cushman and Mary Juzwik, Co-Editors**

## **Talking Points (TP)**

*Talking Points* (<http://www2.ncte.org/resources/journals/talking-points/>) is published by WLU, the Whole Language Umbrella, a conference of NCTE. *Talking Points* helps promote literacy research and the use of whole language instruction in classrooms. It provides a forum for parents, classroom teachers, and researchers to reflect about literacy and learning. (Published semiannually, October and May.)

*Talking Points* journal published two issues beginning July 1, 2017 and ending June 30, 2018. The October 2017 issue was “Composing and Creating in Writing Classrooms,” and the May 2018 issue was “Teaching Literacy as a Tool for Social Action.” We are continuing with our non-themed issues since it has helped with increasing the number of manuscripts submitted without having to extend the deadlines.

For the year, we received 17 submissions that went out for review and five that were rejected by the editors before being sent out for review. There are currently 63 reviewers in the EM system. We sent 56 invitations to 39 reviewers. From the total invitations sent, 34 were accepted, 14 were uninvited because reviewers did not respond to the invitation, and eight invitations were declined. In total, 21 different reviewers completed reviews. Seven of those completed multiple reviews (up to four) during the year. Twenty-five reviews were submitted on time and nine were submitted late. While we have a strong group of committed reviewers, we continue to work at recruiting additional reviewers, as our work as editors depends on the timely response of reviewers. Our committed reviewers provide to authors extensive constructive feedback with a positive and encouraging tone.

Kathryn Mitchell Pierce and her professional study group continue to write a column for each issue of *Talking Points*. The “Classroom Voices” column includes classroom teacher profiles, teacher comments on issues in whole language education, including a focus on teachers who are taking up leadership positions in their educational settings. Topics for the column during 2017-2018, which will correlate with each issue’s theme were:

- Exploring literature with and for young children and adults
- Composing and creating in writing classrooms

Each of the editors has been supported by graduate assistants, Megan Anderson and Kim Aitkens, who assist with the editorial process as well as the continued support of Rona Smith at NCTE.

As our second term as editors of *Talking Points* will end with the May 2019 issue, a call for new editors came out in the May 2018 issue with a proposal submission data of July 1, 2018. Three quality proposals were received by NCTE. At the Literacies for All Summer Institute in Baltimore in July 2018, the WLU Board developed a process to evaluate the proposals and select the next editor/editors. Beginning with the October 2019 issue, the co-editors of *Talking Points* will be Dr. Pat Paugh, University of Massachusetts, and Dr. Sherry Sanden, Illinois State University. Dr. Paugh and Dr. Sanden are both active members of WLU. In their proposal, they shared a vision that reflects the goals and values of the Whole Language Umbrella.

**Sally Brown, Deborah MacPhee, Co-Editors**

## **Teaching English in the Two-Year College (TETYC)**

*Teaching English in the Two-Year College* (<http://www2.ncte.org/resources/journals/teaching-english-in-the-two-year-college/>), the journal of the Two-Year College English Association (TYCA), is for instructors of English in two-year colleges as well as for teachers of first- and second-year composition in four-year institutions. *TETYC* publishes theoretical and practical articles on composition, developmental studies, technical and business communication, literature, creative expression, language, and the profession. Published September, December, March, and May.

In this report, I describe some of the recent activities I have engaged in as journal editor and give an overview of the recent and future issues.

One new activity is *TETYC*'s participation in the editorial fellowship opportunity created by the CCCC Executive Committee. The goal is to provide greater opportunities for new scholars to learn about the editing and publishing process. The *TETYC* fellow is Rachel Wineinger, who is an adjunct faculty member at Lewis and Clark Community College in Godfrey, IL. She attended the reviewer meeting at 4Cs in Kansas City. She has been working on different phases of the manuscript review process, including on a decision letter for a manuscript that was desk rejected and is in the process of drafting a decision letter for a revise and resubmit

Our reviewer meeting at CCCC in Kansas City had about 20 attendees. We brainstormed some ideas for special issue emphases. I continue to be interested in a special issue with a social justice theme but would like to put out a call for self-nominations for interested guest editors. I hope to get to that before the next TYCA EC meeting. Other activities I participated in as editor at the convention were editor's office hours in which I answered questions from prospective authors, and the "think tank" session where attendees who are interested in vetting ideas in response to the next year's CCCC CFP can talk over their concepts with CCCC EC members.

I have participated in a few other activities of interest to the TYCA EC. In my new position as North Dakota State University, I'll be able to offer a graduate seminar, ENG 758: Teaching Writing in the Two-Year College. One of the affordances of taking this different position is the ability to do more work to better prepare students at the graduate level for two-year college teaching positions. A component of the course I plan to use is an interview project, where students will be asked to develop an interview protocol and schedule a skype or email interview with a two-year college teacher-scholar to learn more about the work they do. I will send out an email request looking for willing interviewees to this group but also the TYCA list, and I would gladly share the syllabus in progress with others who are potentially interested in pitching something like it with a collaborating university partner.

I was invited in April to be a guest keynote speaker at an inaugural CUNY conference focused on critical pedagogies. As part of that, I collaborated with Leah Anderst, a faculty member at Queensborough Community College, to present on placement and writing assessment; I also made a number of pitches to presenters at the conference to submit to *TETYC* and have seen an uptick in submission from that two-year college system (which is often represented in our pages, but I am glad to have the additional manuscripts).

Another project in progress that I am excited about, and will be good exposure for the journal, is a collaboratively authored article that I proposed with the prior three *TETYC* editors, Jeff Sommers, Howard Tinberg, and Mark Reynolds. In response to the *College English* editor's CFP for articles focused on scholarly editing. Our proposal was one of those accepted of 40 proposals (I include the submitted abstract below). We are excited about the prospect of having *TETYC* featured in the special issue which is slated for April 2019. As both a retrospective and forward-looking piece that draws from the experiences of a quarter-century of the journal's editorship, I hope this will be an important contribution to the scholarship on editing in English Studies.

### **Overview of journal Issues:**

The special issue in May 2018 included themed articles and was the result of a collaboration with Amy Lynch Biniek who is the editor of *Forum: The Newsletter of Part-Time and Contingent Faculty*. This journal follows traditional peer review processes and appears alternately in CCC and TETYC. We have decided to partner for a special issue that will appear in May 2018 focused on Academic Freedom and Labor in College English. The table of contents is as follows:

"Col(labor)ation: Academic Freedom, Working Conditions, and the Teaching of College English,"  
Amy Lynch-Binieck and Holly Hassel (collaborative editors' introduction)

Symposium on Academic Freedom and Labor (multiple contributors)

**Feature articles:**

- A Critical Time for Developmental Reform: Empowering Interventions in a Precarious Landscape, Anthony Warnke and Kristen Higgins
- Opening Possibilities: The Expression of Academic Freedom of Teachers in a Writing Program, Jeff Klausman
- Finding Freedom at the Threshold: Liminal Positionality and Political Possibility for Dual Credit Composition Instructors, Katie McWain

**Forum Table of Contents**

- Plagiarism and Contingency: A Problem of Academic Freedom, Sandra M. Leonard
- Academic Freedom, Contingency, and the Place of Professional Learning Communities, Alexis Teagarden
- Contingent faculty and academic freedom in the age of Trump: Organizing the disenfranchised is the key to success, Bob Samuels

**September:** This issue includes pieces focused on class size, introduction to literature, creative writing in composition, and reading instruction.

- 2 feature articles
- 3 instructional notes
- One book review

**December:** Articles in this issue focus on two-year college instructor participation in scholarly dialogues about writing; writing about work, and three book reviews.

- 1 articles
- 3 reviews
- 1 ww4m
- 2 instructional notes

I also include the Journal Accountability Report below from Editorial Manager.

**CE issue proposal**

Editing at the Intersection: *TETYC* As a Site of Disciplinary Crossroads  
Holly Hassel, Mark Reynolds, Jeff Sommers, and Howard Tinberg

*Teaching English in the Two-Year College* has historically been characterized by its position in a somewhat liminal space. Cynthia Lewiecki-Wilson and Jeff Sommers called this "Professing at the Fault Lines" in CCC in 1999, while Howard Tinberg in *Border Talk: Writing and Knowing in the Two-Year College* similarly situates two-year college teaching as existing in contested spaces. More recently, the "TYCA Guidelines for Preparing Teachers of English in the Two-Year College" (2017) and an accompanying symposium (Jensen and Toth) have sought to create a professional agenda that would "make two-year colleges visible across the English studies graduate curriculum" (30) and builds on the previous call of Hassel and Giordano (2013) to move two-year college writing to the center of writing studies in ways that respond to the professional needs of the "teaching majority."

One critical factor in this work is knowledge production--the range of journals that serves writing studies teacher-scholars; however, the journal that bears a disproportionate responsibility for fulfilling the needs of the teaching majority is *Teaching English in the Two-Year College*, for several reasons: its explicit mission to focus on teaching; the responsibility *TETYC* bears for the largest institutional sector of college English teaching in the US, and because they are the most diverse institutions in the country in both the preparation of instructors to teach in them and the populations of students most likely to attend them. Last, two-year college English, while largely focused on writing, is less likely to be siloed among specialists--teacher-scholars in these sites teach across the full range of the English curriculum.

In this collaboratively authored piece by the last four editors of *Teaching English in the Two-Year College*, we seek to accomplish several goals:

- a) To chart some of the crossroads and binaries at which *TETYC* operates (specialist/generalist, theory/practice, writing and literature, teaching and research)
- b) To link these overlaps and fractures within two-year college English to movements and shifts within the discipline and within higher ed generally (informed by the work of Jensen and Toth, 2017)
- c) To situate *TETYC* (in its past, present, and future) within the larger conversations and purposes for scholarly editing and knowledge production in the field, through the unique lens of the collective narrative of a quarter century of editorial experience with the journal.
- d) To pose questions and identify some pathways for the future of *TETYC* in building an *integrated model of labor, pedagogy, and scholarship* for the field as pressures on academia, on the role of the faculty, and on the mission of college educations mount (see Kalish, et al 2019; Reynolds 2017).
- e) To trace the historical role of the journal as advocate for a professionalized, two-year college teacher/scholar, while considering the ways that editorial work at the two-year college level confronts several key challenges. These include limited support in such institutions for the scholarly work of editorships; the absence of graduate programs and related editorial support resources (such as a ready pool of skilled students with advanced disciplinary knowledge to provide assistance), and teaching-focused missions of such institutions.

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#### Authors:

- Holly Hassel, current editor of *TETYC*, 2016-present, Professor, University of Wisconsin-Marathon County

- Mark Reynolds, past editor of *TETYC* , 1994-2010, Professor Emeritus, Jefferson Davis Community College
- Jeff Sommers editor of *TETYC*, 2006-2016, Professor Emeritus, Miami University; Professor Emeritus, West Chester University
- Howard Tinberg, past editor of *TETYC*, 2001-2006, Professor, Bristol Community College

### Journal Accountability Report

Summary of activity for the journal office between Feb 09, 2018 and Aug 27, 2018.

This report was run Aug 27, 2018 08:51:14.

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[Submission/Revision Statistics](#)   
 [Journal Turnaround Time](#)   
 [Reviewer Statistics](#)   
 [Decision Summary](#)  
[Correspondence History](#)

### Submission Statistics

<p><b>New Manuscripts Received (by First Receipt Date)</b></p> <p><i>Bona Fide manuscripts submitted by Authors during the specified time period. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i></p>	33
<p><b>New Manuscripts Received (by current Initial Date Submitted)</b></p> <p><i>Manuscripts submitted by Authors during the specified time period. This number may change if a submission is returned to the Author and resubmitted by the Author at a later date. In this case, the resubmission date is stored as the Initial Date Submitted, overwriting the original Initial Date Submitted. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i></p>	33
<p><b>Submissions Removed by the Journal Office</b></p> <p><i>Editorial staff may remove submissions from the system before an Editor is assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i></p>	0
<p><b>Submissions Transferred</b></p> <p><i>Manuscripts that were transferred to another publication before an Editor was invited or assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i></p>	0

<p><b>Manuscripts Submitted but not yet Assigned to an Editor</b></p> <p><i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author for approval. This category includes any submissions being worked on, before any Editors have been assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i></p>	0
<p><b>Manuscripts Returned to the Author and Removed by the Author</b></p> <p><i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author. The Author can edit the submission, or approve the submission, or remove the submission. This category includes any submissions that the Author has removed (deleted), which means they cannot be resubmitted. Manuscripts included in this category are also included in New Manuscripts Received above.</i></p>	0
<p><b>Revisions Requested</b></p> <p><i>Journal rendered a Revise decision during the specified time period.</i></p>	13
<p><b>Revised Manuscripts Received</b></p> <p><i>Author submitted a revision during the specified time period. This figure is independent of the date the original manuscript was submitted, or when the revision was requested.</i></p>	7

### **Total Revisions Received**

*This section includes revisions that were received by the journal office during the specified time period. This is not a subset of Revisions Requested in the Submission Statistics. The revision may have been requested at any time, but the counts below reflect revised submissions by the Author during the time period.*

	<b>Rev 1</b>
<b>Revisions Submitted by Author</b>	7
<b>Revisions Declined by Author</b>	0
<b>Average Turnaround Time for Author (days)</b>	107.7

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## Journal Turnaround Time

*This section includes submissions received by the journal office during the specified time period. The statistics are an indication of how long key activities are taking in the process.*

<b>Submission to Editor Assignment</b>  <i>Average number of days between the date the manuscript was received and the first Editor was assigned.</i>	1
<b>Submission to Reviewer Invitation</b>  <i>Average number of days between the date the manuscript was received and the first Reviewer was invited.</i>	17.4
<b>Submission to First Decision</b>  <i>Average number of days between the date the manuscript was received and the first decision.</i>	74.4

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## Reviewer Invitation Statistics

*This section provides the breakdown of Total Reviewers Invited to Review during the time period, and the status of each invitation as of the report date.*

<b>Total Reviewers Invited</b>  <i>Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.</i>	116
<b>Agreed to Review</b>  <i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i>	5
<b>Reviewers who Completed Reviews</b>  <i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i>	63

<p><b>Declined to Review</b></p> <p><i>Number of Reviewers invited during the time period who declined to review.</i></p>	19
<p><b>Have not Responded to Review Invitation</b></p> <p><i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i></p>	7
<p><b>Uninvited Reviewers</b></p> <p><i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i></p>	22
<p><b>Terminated Reviewers</b></p> <p><i>Number of Reviewers invited during the time period whose roles were subsequently terminated by an Editor who chose to make a decision without waiting for the review to be completed.</i></p>	0

### Reviewer Performance Averages

*This section includes some key statistics about the peer review process. Unless otherwise specified, all calculations are based on reviews completed during the time period.*

<p><b>Days to Respond to Invitation</b></p> <p><i>Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.</i></p>	1.1
<p><b>Days to Complete Review (from Date Invited)</b></p> <p><i>Average days between date Reviewer was invited to review and the date the review was completed.</i></p>	22.4

<p><b>Days to Complete Review (from Date Agreed to Review)</b></p> <p><i>Average days between date Reviewer agreed to the review invitation and the date the review was completed.</i></p>	21.3
<p><b>Number of Reviews per Reviewer</b></p> <p><i>Average number of reviews completed by each Reviewer during the time period.</i></p>	1.1
<p><b>Number of Late Reviews</b></p> <p><i>Total number of reviews completed after the due date.</i></p>	17
<p><b>Average Days Late</b></p> <p><i>For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.</i></p>	6.6
<p><b>Number of Early Reviews</b></p> <p><i>Total number of reviews completed on or before the due date.</i></p>	56
<p><b>Average Days Early</b></p> <p><i>For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.</i></p>	11.5

### Reviewer Recommendation Summary

*This section shows the total number of Recommendation Terms submitted during the specified time period. The column of percentages is simply an indicator of the frequency with which each Term is used.*

<b>Reviewer Recommendation Term</b>	<b>Reviews Completed</b>	<b>Frequency of Recommendation</b>
Accept	16	21.9%
Accept Conditionally	12	16.4%
Decline to Publish	16	21.9%
Revise and Resubmit	29	39.7%
Total Reviews Completed	73	100%

### **Decision Summary**

*A separate table is displayed for each Revision Number. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time period. The Average Time to Decision is the number of days between the date the manuscript was received by the journal office, and the date the final decision was made. For a Revision, the Average Time to Decision is the average number of days between the date the Revision was submitted to the journal office and the date the final decision was made.*

<b>Accepted On Submission</b>	<b>Total Submissions</b>
During Submission By Editor	0
After Submission to Publication	0

### **Original Submission**

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept Conditionally	4	13.8%	99
Do Not Accept	16	55.2%	101.4
Reject MS without Field Review	2	6.9%	16.5
Revise and Resubmit	7	24.1%	138.6
Total Editor Decisions	29	100%	104.2

#### **Revision 1**

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept	4	50%	87.8
Accept Conditionally	2	25%	148
Do Not Accept	2	25%	158.5
Total Editor Decisions	8	100%	120.5

**Holly Hassel, Editor**

## **Voices From the Middle (VM)**

*Voices from the Middle* (<http://www2.ncte.org/resources/journals/voices-from-the-middle/>) publishes original contributions by middle level teachers, students, teacher educators, and researchers in response to specific themes that focus on our discipline, our teaching, and our students. *Voices* offers middle level teachers innovative and practical ideas for classroom use that are rooted in current research; this is a journal for teachers by teachers. (Published September, December, March, and May)

### **Second Completed Volume Year**

Volume 25 was the second volume under our editorship. It featured the following themes: September 2017 – Voices’ 25<sup>th</sup> Anniversary Celebration, December 2017 – Teachers Who Write (as Teachers of Writers), March 2018 - Urban Middle Literacies, and May 2018 – What’s Next in Teaching with Digital Tools and Social Media. Each issue also included invited columnists exploring YA and Middle Grades Literature, New Teacher Voices, Student Voices, Research (in the classroom), and Reflections from the Nerdy Book Club. Each issue was also anchored by centerpiece articles written by lead thinkers in our field (entitled “Leading the Call.”)

### **September 2019 Issue Planning**

Following the success of the 25<sup>th</sup> anniversary issue which featured the voices of practicing teachers, middle school students, and YA/middle grades and practitioner authors, we are beginning to plan an invitation-only Dear Teacher issue which will print in September 2019. Submissions will be gathered across multiple opportunities for reader participation, all of which will be distributed across social media. We are very excited what this issue will offer our readers.

### **Linda Rief Voices from the Middle Award**

The recipient of this year’s Linda Rief Voices from the Middle Award is Shelly K. Durham from Central Junior High in Moore, Oklahoma. Her article, “Some Things a Poet Does: Sharing the Process” appeared in the December 2017 issue. Peter Anderson and Kaitlyn Kraushaar’s article, “We Must Write Together,” also from the December issue, received honorable mention. Both awardees will be recognized at the Middle Level Luncheon at the 2018 NCTE Convention.

### **Upcoming Issues**

To date, content has been set for all of Volume 26 with announced dates and calls for Volume 27.

### **Social Media and Digital Content Strategy**

The editors continued to develop a regular social media identity in Instagram and Facebook. Themed posts are shared on specific days of the week, all of which engage readers both in the content of the journal and emergent discussions in our field. We have completed a second season of a regular podcast which is currently themed as a multi-segmented radio show. Season Three begins with an interview with author Aisha Saeed within a series focused on the current middle grades and YA texts that our students are most excited to read. Member and reader uptake of the social media sites continues to help us build readership and buzz.

### **Sara Kajder and Shelbie Witte, Co-Editors**