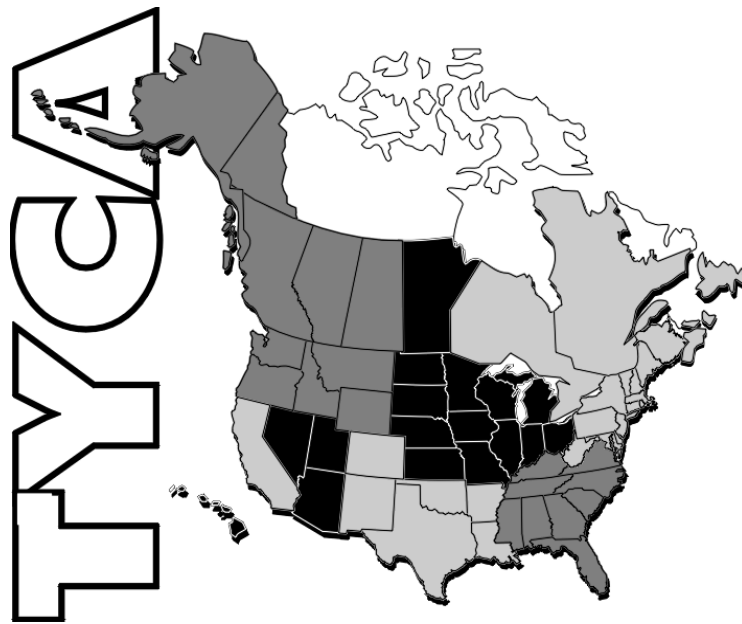


TYCA

Executive Committee

Handbook



2019

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TYCA 2025 Vision

TYCA will advance 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. TYCA will work to ensure that legislative and organizational policymakers, at state, regional, and national levels, recognize and rely upon the expertise of two-year college faculty in addressing the diverse needs of all students.

Higher Education at NCTE

Welcome to one of the higher education constituencies at the National Council of Teachers of English. Your recent election places you on a leadership group for the constituent organization whose handbook accompanies this briefing letter. This may be your first election to NCTE higher education office, or you may be returning for a second or third round of work in one or more of our organizations. In either case, this brief paper attempts to outline and clarify the complex world of higher education at NCTE.

Structure

At some point in NCTE's early history, it became necessary to think about our work in terms of the level at which we participated in education. Therefore, the sections. Initially only three—elementary, secondary, and college. As the world of pre-collegiate education expanded, it became important to clarify the unique teaching in the upper grades, and the middle level was established. Keep in mind, then, that the primary structure of NCTE is based on teaching levels, or sections.

The chairs of each of the sections serves on the central governance board of NCTE, the Executive Committee. Also, on that body are the chairs of the conferences, the chair of TYCA, at-large members, and the NCTE presidential team. The end of this paper will contain a more detailed description of the workings of the NCTE EC. More important to you is the work of higher education.

Higher Education Constituencies in NCTE

Higher education at NCTE provides services to college level faculty. Higher Education members, because of their focused disciplinary interests, have four different constituent organizations that are overlapping, and members are often members of multiple higher education organizations within NCTE. Originally, all members who wished to be identified as college members would choose the College Section as their point of entry to NCTE. The original name of the section was the College Section, which, to become more inclusive in name and remind the members of the various kinds of institutions, was named the Two-Year College, Four-Year College, University Section. While the constitution reads as the Two-Year College, Four-Year College, University Section, in common references it is referred to as the College Section.

In the late 1940's, with the influx of the GI's from World War II to higher education, it became apparent that a highly focused part of college English instruction was in the first-year composition class. From that interest grew a new organization, the Conference on College Composition and Communication (CCCC). The first convention of the CCCC was held in 1949, and the organization grew through the latter half of the twentieth century to become *the* professional organization for the field of Rhetoric and Composition. Because CCCC is a conference within NCTE, it is governed by the Conference rules of NCTE—it has its own budget, it holds an annual convention, and it publishes a journal. In addition, CCCC has a book series, *Studies in Writing and Rhetoric* (SWR), publishes a bibliography of its field, and participates with other internal and external organizations on issues of importance to the profession.

In the 1960's, reacting to the need of English education departments and faculty, the English Language arts Teacher Educators (ELATE) was formed. This college constituent group is composed, primarily, of faculty who teach in English Education programs or who teach English education courses in higher education institutions. However, a considerable part of ELATE's membership comes from secondary teachers, particularly those involved in curricular matters and professional development. Their annual meeting is held in conjunction with the NCTE annual convention in November. In addition to a strong strand of programming, they hold a colloquium addressing identified issues and concerns in teacher education at the annual NCTE meeting each fall, publish a journal, present awards, and publish a book series.

In the mid 1960's community colleges became the new institution in higher education in the United States, and by 1965 CCCC and NCTE helped sponsor six regional conferences on English in the Two-Year College. These regional organizations were autonomous from NCTE, and acted much like affiliates

without affiliate status. For twenty-five years the two-year regionals flourished in varying degrees as they held annual conventions for two-year college English teachers in the six different regions of the country. By 1990 it was apparent that a more structured organization was needed to give two-year college English teachers a voice on the national level. From that the National Two-Year College English Association (TYCA), with its seven regional associations, was formed. The seven regional associations all have the acronym, TYCA, preceding their regional designation, such as TYCA NE, TYCA SE, and so forth. Each regional is still an autonomous organization, but they now have official ties to NCTE through National TYCA NCTE.

Which takes us back to the original organization for higher education, the College Section. While the College Section was, initially, the point of entry for all higher education faculty in NCTE, it is currently not seen as the primary higher education organization. Writing faculty look to CCCC. Teacher educators look to ELATE. Two-year college faculty look to TYCA. And yet all are still significantly connected to the College Section. In order to join one of the constituent organizations, one must join NCTE and declare a voting section. Most choose college, which allows voting for the College Section Steering Committee. As CCCC, ELATE, and TYCA became stronger, more independent constituencies, the College Section appeared more amorphous. In 1998 and 1999 the College Section worked on defining, more closely, who and what it was. The conclusion was that the College Section is really where most higher education faculty members are located. Most college English faculty teach a wide variety of courses. They teach writing at both the introductory and advanced levels, they teach literature at both the introductory and advanced levels, they teach English methods courses, they teach general humanities courses—in short, they are generalists. Most faculty members also have a specialty and may align themselves with other internal organizations, such as ELATE, CCCC, or TYCA, depending on their majority teaching assignments; or they may align themselves with other external organizations such as the Modern Language Association (MLA), the Writing Program Administrators (WPA), associations devoted to specific writers or periods, or other English discipline groups. The result is that many NCTE higher education English faculty belong to more than one NCTE higher education group.

In the 1990's, responding to a need to communicate, and in some cases, coordinate activities, the College Forum was established. Initially it was composed of the chairs and associate or assistant chairs of the constituent organizations, but in the summer of 2000 the College Forum was restructured to become a more permanent and more able body to coordinate and collaborate with the constituent groups. The chairs of the four college level groups plus one elected representative from each group with the higher education member from the presidential team serve on the Forum. The four elected representatives from the constituent organizations would take turns chairing the forum, elected in a four-year rotation, serving as chair during the final year of their term. Staff representation to the Forum is the Senior Program Officer for Higher Education. The Forum meets each summer for a one and a half-day meeting to establish the major agenda for the year. Additionally, and very important for higher education, the College Forum is the entity that provides membership in the American Council of Learned Societies. Listed below are the constituent groups and pertinent information about them:

College Section

Publication

- *College English (CE)*

Conventions

- Major part of November NCTE Annual Convention
- Sponsor of Luncheon, with CCCC, at NCTE Annual Convention
- Summer literature institute that moves around the country (sporadic)

Executive Committee meetings (College Section Steering Committee)

- Monday of NCTE annual convention
- Breakfast meeting at CCCC, if possible

Conference on College Composition and Communication (CCCC)

Publications

- *College Composition and Communication (CCC)*

- *Studies in Writing and Rhetoric (SWR)* A monograph series
- *CCCC Bibliography of Composition and Rhetoric*
- *Forum: Newsletter of the Non-Tenure-Track Faculty Special Interest Group*

Convention

- March or April, Wednesday through Saturday
- Sponsor of luncheon, with College Section, at NCTE Annual Convention

Executive Committee meetings

- Sunday and Monday at annual NCTE convention
- Wednesday preceding spring convention
- Officers meet in November, January, and at CCCC Annual Convention

English Language Arts Teacher Educators (ELATE)

Publications

- *English Education (EE)*
- ELATE Monographs

Convention

- As part of annual NCTE Annual Convention in November
- Colloquium at NCTE Annual Convention

Executive Committee meetings

- Thursday of NCTE Annual Convention

Two-Year College English Association (TYCA)

Publication

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

Convention

- Strand of programming at NCTE Annual Convention
- Strand of programming and workshops at CCCC Annual Convention
- Saturday breakfast meeting at CCCC Annual Convention

Executive Committee meetings

- Saturday at NCTE Annual Convention
- Saturday at the CCCC Annual Convention

Regional Associations

- TYCA Northeast
Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, New York, Pennsylvania, Delaware, District of Columbia, New Jersey, West Virginia, New Brunswick, Newfoundland, Nova Scotia, Ontario
- TYCA Southeast
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia
- TYCA Midwest
Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, South Dakota, Wisconsin, Manitoba
- TYCA Southwest
Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, Texas
- TYCA West
Arizona, Hawaii, Nevada, Utah, Southern Idaho
- TYCA Pacific Northwest
Alaska, Northern Idaho, Montana, Oregon, Washington, Wyoming, Alberta, British Columbia, Saskatchewan, Yukon Territory
- TYCA Pacific Coast
California

Conventions

- TYCA NE, TYCA MW, TYCA SW, TYCA W, TYCA PNW all have fall conventions, usually in October.
- TYCA SE has a February convention

- TYCA Pacific Coast has a convention every other fall

College Forum

- Not a constituent or membership group
- Serves as a communications/coordination vehicle for constituent groups
- Holds membership in the American Council of Learned Societies
- Annual meeting to discuss trends and issues in higher education and prepare report to NCTE EC

NCTE Executive Committee

The NCTE Executive Committee is the primary governance body of the entire National Council of Teachers of English. While CCCC and ELATE have their own budgets, and in many ways operate as higher education learned societies, they are NCTE constituent organizations. Their budgets are approved by the NCTE EC, although it is more a formality than a review. Their work is owned by NCTE. However, they all have a voice on the NCTE EC.

The NCTE EC is composed of the chairs of the four sections, the associate chair of the secondary section (because it is so much larger than the other sections), the four-member presidential team (each member comes from one of the four sections), two members-at-large who must be classroom teachers, the chairs of the conferences (CCCC, ELATE, CEL, LLA), and the chair of TYCA. The presidential team and the members-at-large are elected from the membership as a whole, while the section steering committees select the chairs and associate chairs of the sections, and the constituent groups (conferences and associations) each have their own method of choosing the chair. Also seated on the EC, but not as voting members are the assistant chair of the elementary section and the associate chair of CCCC.

The NCTE EC meets five times during the year, twice at the annual NCTE convention in November, once in February, once in April or May in Washington, DC, and once in July. The NCTE EC sets the agenda for the major work that NCTE will accomplish—it is a key player in the convention programming, it authorizes the membership of many of the committees, it approves the budget for NCTE and the constituent organizations, and it sets policy for English studies and English Language Arts work. The latter is becoming more and more important as education comes under more and more scrutiny from legislative and policy sources, therefore we need NCTE to speak for the best in sound theory and practice for the teaching of our field.

This has been a longer than anticipated but quite brief attempt to give an overview of higher education at NCTE. Your work in your organization within NCTE not only plays a vital role for your particular constituency, but also plays a vital role in the overall field of English studies and English Language Arts. We are a wide and diverse field, but at our core we have much of the same philosophy.

Welcome to your work. The enclosed handbook is your reference to your organization. But please keep in mind that if you have any questions, do not hesitate to contact any higher education staff member listed below:

Staff

- Joan Wallner-Connell, Administrative Liaison Specialist, special responsibilities for the College Section, jwallner-connell@ncte.org.
- Kristen Suchor, Director of Affiliated Groups, special responsibilities for CCCC, ext. 3602, ksuchor@ncte.org
- Linda Walters-Moore, Administrative Liaison Specialist, special responsibilities for TYCA, ext. 3632, lwaltersmoore@ncte.org

1 ***Rosters***

- **TYCA Executive Committee**
- **NCTE Executive Committee**

TYCA Executive Committee 2019-2020

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NOTE: Dates in parentheses after member name indicate elected term.
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NCTE Executive Committee 2018-2019

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NOTE: Dates in parentheses after member name indicate elected term.
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2 ***National TYCA Bylaws*** ***2012***

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.

3 *Membership*

- **TYCA Executive Committee Member Activities & Responsibilities**
- **TYCA Officer Activities & Responsibilities**
- **TYCA Regional Representative Activities & Responsibilities**
- **TYCA Nominating Committee**
- **Past TYCA Executive Committee Members**
- **TYCA Timeline**
- **TYCA Website**
- **How to Become an Active Member of the Council**

TYCA Executive Committee Activities and Responsibilities

(From TYCA By-Laws, Nov. 2012, section II, B)

The TYCA Executive Committee shall:

1. Study and discuss issues common to the teaching of English in two-year colleges and propose specific methods and practices to improve the teaching of English.
2. Encourage the professional development of all teachers of English in two-year colleges.
3. Appoint national committees to explore the problems of teaching English in two-year colleges and make recommendations to address such problems to the Regional Executive Committees (REC), the CCCC Executive Committee, and NCTE Executive Committee.
4. Approve appointments to the non-elected TYCA EC positions: *TETYC* Editor, TYCA to You Editor, Archivist, Webtender, 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 in NCTE and CCCC to the appropriate nominating committees.
10. Encourage program proposals from teachers of English in the two-year college and coordinate with NCTE and CCCC program chairs to ensure an effective two-year college presence in conference programs.
11. Undertake other actions judged appropriate by the Executive Committee to further the mission and purposes of TYCA.

TYCA Officer Responsibilities & Activities

(For additional details consult the TYCA By-laws, Section II.D.)

The person elected will serve for four years, with the first year as Associate Chair, two years as Chair, and the final year as Immediate Past Chair. The term begins officially at **noon on Sunday** at the NCTE Annual Convention in the year of their election, but the elected member is urged to attend the TYCA Executive Committee meeting as a guest in that year. Candidates agree not to campaign during the election process.

As Associate Chair:

- Assist the Chair to carry out the responsibility for the functioning of TYCA.
- Serve as Program Chair to coordinate program proposals and workshops presented by and/or of particular interest to two-year college English members at CCCC and NCTE.
- Attend meetings of the TYCA Executive Committee at the NCTE and the CCCC Annual Conventions and participate in TYCA activities and special events. (The Council does not pay Annual Convention and CCCC Convention expenses, but a \$50 per diem is available in connection with the TYCA Executive Committee meetings.)
- Attend the CCCC Executive Committee meetings at NCTE and CCCC as a voting ex officio member.
- Solicit proposal ideas for the next NCTE and CCCC Convention.
- Attend one or more Regional TYCA Conferences as a representative of National TYCA (Council pays travel expenses)

As Chair:

- Attend meetings of the TYCA Executive Committee at the NCTE and the CCCC Annual Conventions and participate in TYCA activities and special events. (The Council pays Annual Convention and CCCC Convention expenses)
- Attend the CCCC Executive Committee meetings at NCTE and CCCC as an ex officio voting member.
- Attend the NCTE Executive Committee meetings as a voting member. In this capacity attend:
 - One day and a half meeting in February (Friday-Saturday) Note: Those participating in convention planning remain until Sunday.
 - One 3-day meeting in late April/early May (Thursday-Saturday)
 - One 4-day meeting in July (Thursday-Sunday)
 - One 1-day and two partial day meetings at NCTE Annual Convention (Tuesday and Wednesday prior to Convention, Sunday during Convention), all expenses paid in full.
 - Also includes any virtual meetings that would be scheduled.
- All expenses are paid in full in connection with NCTE Executive Committee meetings.
- Assume the responsibility for the functioning of TYCA.
- Plan the agenda for all business meetings.
- Preside at all business meetings of TYCA unless unavoidably absent.
- Appoint all committees authorized by TYCA.
- Prepare a report on TYCA and regional association activities for NCTE's Annual Reports.
- Ensure that REC chairs and regional newsletter editors receive copies of all announcements of committee vacancies and calls for program participants from NCTE and CCCC as they are pertinent to teachers of English in two-year colleges.
- Ensure that all liaisons and appointees to relevant groups in NCTE are appointed.
- Notify CCCC Executive Committee Chair of any proxy representation prior to bi-annual meetings.
- Advise the *TETYC* Editor informally on matters of content and concerns.

- Writes an incoming National TYCA Chair address for *TYCA to You* for the May *TETYC* Journal, which is due in January.
- Attend one or more Regional TYCA Conferences as a representative of National TYCA (Council pays travel expenses)

As Immediate Past Chair:

- Serve in an advisory capacity to the Chair and the TYCA Executive Committee.
- Chair the nominating committee for the officers of the TYCA Executive Committee.
- Attend meetings of the TYCA Executive Committee at the NCTE and the CCCC Annual Conventions and participate in TYCA activities and special events. (The Council does not pay Annual Convention and CCCC Convention expenses, but a \$50 per diem is available in connection with the TYCA Executive Committee meetings)
- Attend the CCCC Executive Committee meetings at NCTE and CCCC as a voting ex officio member.
- Attend one or more Regional TYCA Conferences as a representative of National TYCA (Council pays travel expenses)

Secretary:

- Prepares the official minutes of all National TYCA Executive Committee meetings.
- An *ex officio* voting member of the CCCC Executive Committee.
- Receives a per diem for attending any TYCA, CCCC, and/or College Section meetings during the NCTE and CCCC Annual Conventions.
- Attend one or more Regional TYCA Conferences as a representative of National TYCA (Council pays travel expenses)

TETYC Editor:

- An *ex officio* voting member of the TYCA Executive Committee.
- An *ex officio* voting member of the College Section Steering Committee.
- An *ex officio* voting member of the CCCC Executive Committee.
- Receives a per diem attending any TYCA, CCCC, and/or College Section meetings during the NCTE and CCCC Annual Conventions.
- Travel expenses for NCTE and CCCC Annual Conventions are paid for through the NCTE Journal/Publications Department.

Representatives are chosen from the TYCA Executive Committee to attend the following on behalf of TYCA:

- Attend the College Section Steering Committee meetings as an ex officio voting member at the NCTE and CCCC Annual Conventions.
- Attend College Forum meetings.

TYCA Regional Representative Activities and Responsibilities

National TYCA Executive Committee Meeting, Baltimore, MD, November 2001
Sharon Mitchler, Mike Matthews, Gwen Gresham

In an increased effort to promote National TYCA/NCTE membership, the National TYCA officer and the regional representative to National TYCA should coordinate their efforts to increase awareness of the regionals' relationship to National TYCA.

The regional representative shall:

- Notify the representative from National TYCA when the REC will meet at the regional conference;
- Ask the REC chair to put the National TYCA representative on the agenda of all REC meetings;
- Notify the regional program chair of the National TYCA officer's responsibilities at the regional conference (below);
- Notify the regional program chair that the National TYCA officer should be invited to speak to the membership at large and will also present at a breakout session;
- Notify the conference chair that the National TYCA officer will bring NCTE books and materials to display with the publishers' exhibits;
- Deliver display tri-fold to conference display area, help set up booth, store display tri-fold for next year's conference
- Ask the conference chair to include a check box for National TYCA/NCTE membership on the conference registration form;
- Inform the regional program chair about the strengths of the National TYCA officer so that the program chair can use the National officer most effectively in the regional program; e.g., ask the program chair to work with the National representative on the program theme;
- Ask the conference chair to include a reference to National TYCA of NCTE on all promotional materials for the regional conference;
- Send the call for proposals to *TETYC* for national publication.
- Invite the winner of the TYCA Outstanding Programs Award to present at the Regional Conference if there is a winner from that region.
- Promote presentations at NCTE Annual and CCCC Conventions
- Send to Headquarters accounting of the number of conference registrants not already NCTE members (Regional currently pays NCTE \$2.00/registant)
- Send NCTE Headquarters a complete list of members of Regional Executive Committee (names and schools represented)

Written Reports:

Regional TYCA Executive Committee

Prepare a written report for each major business meeting of the Regional EC; include summary information about all major activities of National TYCA undertaken since previous report.

National TYCA Executive Committee

Prepare two annual written reports to National TYCA (presented at CCCC and NCTE meetings).

Include the following:

- Current membership in the Regional organization
- Dates and locations of future conferences (attach Call for Proposals if available)
- Names and contact information of major officers
- Summary of major developments in Regional, including problems or concerns that ought to be addressed at the national level as well as "best ideas" to be shared with other regional representatives.

- Attach, for archival records, a copy of each report presented to Regional Executive Committee from time of last report to National TYCA.

Quarterly Articles

Submit “TYCA to You” article to editor. . . For *TETYC* issue dated . . .

September	March
December	May

National TYCA officers at Regional Conferences shall:

- Attend all REC meetings;
- Have a marketing plan for increasing National TYCA membership at the regional conference (e.g., limiting the book give-away to NCTE members)
- Run the National TYCA/NCTE booth
- Offer a breakout session
- Address the membership of the regional
- Contact the regional program chair personally to clarify the National officer’s role at the regional conference

TYCA Nominating Committee

The TYCA Nominating Committee prepares a slate of candidates for vacancies as they occur for TYCA Associate Chair and TYCA Secretary. The TYCA Nominating Committee is comprised of the TYCA Immediate Past Chair, who serves as Chair of the Nominating Committee, and the seven regional representatives.

The nominating process is initiated when the Nominating Committee Chair receives nominations by mail or email (in response to a call placed in numerous Council journals.) The Chair circulates these names to the other committee members for consideration.

The Nominating Committee initiates suggestions for nominations and may submit these suggestions individually by a group consensus.

All of the nominating committees attend the Annual Convention in November. Section nominating committees meet on Saturday and Sunday to discuss the names submitted by mail or email, to solicit further nominations, and to generate nominations from within the committee as needed. The individual dates, designated meeting places, and times will be detailed in the "Procedures and Responsibilities" memo sent in August.

The committee's work is essentially completed in mid-December. After convention, the work is finalized by e-mail and/or by telephone conversations.

The committee works within standard NCTE policies on multiple roles, representation of people of color, and related matters. This information is explained in detail in the "Procedures and Responsibilities" memo.

Under Council policy, the committee's convention expenses cannot be paid, but expenses for postage and telephone calls are reimbursed.

All Nominating Committees:

- Advise the following year's Nominating Committee, upon request, of various aspects of the nominating process.
- Agree not to stand for election to other conferences, sections, or nominating committees during their year on the Nominating Committee.
- Will be ineligible for self-nomination.
- Are sent a comprehensive set of guidelines for their work.
- Candidates agree not to campaign during the election process.

Additional Nominating Committee and election information can be found on the NCTE Web site at: <http://www2.ncte.org/get-involved/volunteer/elections/>

TYCA Nominating Committees

2019-2020 (elected Secretary)

Jeffrey Andelora, Mesa Community College, AZ, CHAIR
Liz Ann Baez Aguilar, San Antonio College, TX (Southwest)
Sravani Banerjee, Evergreen Valley College, San Jose, CA (Pacific Coast)
Laura Hammons, Hinds Community College, Raymond, MS (Southeast)
Alan Hutchison, Des Moines Area Community College, IA (Midwest)
Leigh Jonaitis, Bergen Community College, Paramus, NJ (Northeast)
Rob Lively, Truckee Meadows Community College, Reno, NV (West)
Travis Margoni, Yakima Valley Community College, WA (Pacific Northwest)

2018-2019 (elected Associate Chair)

Jeffrey Andelora, Mesa Community College, AZ, CHAIR
Lis Ann Baez Aguilar, San Antonio College, TX (Southwest)
Sravani Banerjee, Evergreen Valley College, San Jose, CA (Pacific Coast)
Laura Hammons, Hinds Community College, Raymond, MS (Southeast)
Alan Hutchison, Des Moines Area Community College, IA (Midwest)
Leigh Jonaitis, Bergen Community College, Paramus, NJ (Northeast)
Rob Lively, Truckee Meadows Community College, Reno, NV (West)
Teresa Thonney, Columbia Basin College, Pasco, WA (Pacific Northwest)

2017-2018

The TYCA Associate Chair and TYCA Secretary positions are not open this year. The next elections will take place in 2019.

2016-2017 (elected Associate Chair and Secretary)

Eva Payne, Chemeketa Community College, Salem, Oregon, CHAIR
Sravani, Banerjee, Evergreen Valley College, San Jose, California
Leigh Jonaitis, Bergen Community College, Paramus, New Jersey
Suzanne Labadie, Oakland Community College, Royal Oak, Michigan
Stephanie Maenhardt, Salt Lake Community College, Utah
Erin O'Neill Armendarez, New Mexico State University, Alamogordo
Susan Slavic, Florida State College, Jacksonville
Teresa Thonney, Columbia Basin College, Pasco, Washington

2015-2016

The TYCA Associate Chair and TYCA Secretary positions are not open this year. The next elections will take place in 2017.

2014-2015 (elected Associate Chair)

Andy Anderson, Johnson County Community College, Overland Park, KS, Chair
Judy Angona, Ocean County College, Toms River, New Jersey
Beverly Fatherree, Hinds Community College, Raymond, Mississippi
Clint Gardner, Salt Lake Community College, Salt Lake City, Utah
Suzanne Labadie, Oakland Community College, Royal Oak, Michigan
David Lydic, Austin Community College, Austin, Texas
Sravani Banerjee, Evergreen Valley College, San Jose, California
Alexis Nelson, Spokane Falls Community College, Washington

2013-2014 (elected Secretary)

Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, Chair
Suzanne Labadie, Oakland Community College, Farmington Hills, MI
Judy Angona, Ocean County College, Toms River, NJ
Jody Millward, Santa Barbara City College, CA
Alexis Nelson, Spokane Falls Community College, WA
Beverly Fatherree, Hinds Community College, Raymond, MS
David Lydic, Austin Community College, TX
Clint Gardner, Salt Lake Community College, UT

2012-2013 (elected Associate Chair)

Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, Chair
Suzanne Labadie, Oakland Community College, Farmington Hills, MI
Judy Angona, Ocean County College, Toms River, NJ
Jody Millward, Santa Barbara City College, CA
Alexis Nelson, Spokane Falls Community College, WA
Beverly Fatherree, Hinds Community College, Raymond, MS
David Lydic, Austin Community College, TX
Clint Gardner, Salt Lake Community College, UT

2011-2012

The TYCA Associate Chair and TYCA Secretary positions are not open this year. The next elections will take place in 2013.

2010-2011 (elected Associate Chair and Secretary)

Sandie Barnhouse, Rowan Cabarrus Community College, Salisbury, North Carolina, Chair
Louise Bown, Salt Lake Community College, Salt Lake City, Utah
Karla Brown, Hawkeye Community College, Waterloo, Iowa
Beverly Fatherree, Hinds Community College, Raymond, Mississippi
David Lydic, Austin Community College, Austin, Texas
Jody Millward, Santa Barbara City College, California
Alexis Nelson, Spokane Falls Community College, Washington
Marsha Nourse, Dean College, Franklin, Massachusetts

2009-2010

The TYCA Associate Chair and TYCA Secretary positions are not open this year. The next elections will take place in 2011.

2008-2009 (elected Associate Chair)

Eric Bateman, San Juan College, Farmington, NM, Chair
Louise Bown, Salt Lake City Community College, Salt Lake City, UT
Elissa Caruth, Oxnard College, Oxnard, CA
Thad Cockrill, Southwest Tennessee Community College, Memphis
David Lydic, Austin Community College, Austin, Texas
Marsha Nourse, Dean College, Franklin, Massachusetts
Eva Payne, Chemeketa Community College, Salem, Oregon
Leslie Roberts, Oakland Community College, Farmington Hills, Michigan

2007-2008 (elected Secretary)

Sharon Mitchler, Centralia College, Centralia, Washington, Chair
Louise Bown, Salt Lake City Community College, Salt Lake City, UT
Elissa Caruth, Oxnard College, Oxnard, CA
Thad Cockrill, Southwest Tennessee Community College, Memphis
David Lydic, Austin Community College, Austin, Texas
Marsha Nourse, Dean College, Franklin, Massachusetts
Eva Payne, Chemeketa Community College, Salem, Oregon
Leslie Roberts, Oakland Community College, Farmington Hills, Michigan

2006-2007 (elected Associate Chair)

Sharon Mitchler, Centralia College, Centralia, Washington, Chair
Louise Bown, Salt Lake City Community College, Salt Lake City, UT
Elissa Caruth, Oxnard College, Oxnard, CA
Thad Cockrill, Southwest Tennessee Community College, Memphis
Gwen Gresham, North Arkansas College, Harrison
Marsha Nourse, Dean College, Franklin, Massachusetts
Eva Payne, Chemeketa Community College, Salem, Oregon
Leslie Roberts, Oakland Community College, Farmington Hills, Michigan

2005-2006

The TYCA Associate Chair and TYCA Secretary positions are not open this year. The next elections will take place in 2007.

2004-2005 (elected Associate Chair and Secretary)

Jody Millward, Santa Barbara City College, California, Chair
Marsha Nourse, Dean College, Franklin, Massachusetts
Sally Fitzgerald, Napa Valley College, Napa Valley, California

Eva Payne, Chemeketa Community College, Salem, Oregon
Christine Jennings, Tidewater Community College, Virginia Beach, Virginia
Gwen Gresham, North Arkansas College, Harrison
Louise Bown, Salt Lake Community College, Salt Lake City, Utah
Leslie Roberts, Oakland Community College, Farmington Hills, Michigan

2003-2004

The TYCA Associate Chair and TYCA Secretary positions are not open this year. The next elections will take place in 2005.

2002-2003 (elected Associate Chair)

Georgia Newman, Chair
Linda Houston
Stasia J. Callan
Sally Fitzgerald
Sharon Mitchler
Christine Jennings
Gwen Gresham
John Paddison

2001-2002

Judith (Jay) Wootten, Chair
Linda Houston
Stasia J. Callan
Sally Fitzgerald
Sharon Mitchler
Linda Isle Jones
Gwen Gresham
John Paddison

2000-2001

Ben Wiley, Chair
Linda Houston
Stasia J. Callan
Janice Albert
Linda Isles Jones
Mike Matthews
Rod Keller

1999-2000

John Lovas, Chair
Janice Albert
Paul Bodmer
Stasia J. Callan
Fred Chancey
Rod Keller
Mike Matthews
Georgia Newman

1998-1999

Lynn Quitman Troyka, Chair
Janice Albert
Libby Bay
Paul Bodmer
Fred Chancey
Rod Keller
Mike Matthews
Georgia Newman

1997-1998

Paul Bodmer, Chair
Libby Bay
Fred Chancey
Jo Ellen Coppersmith
Mike Matthews
Georgia Newman
Mark Snowwhite
Judith (Jay) Wootten

1996-1997

Paul Bodmer, Chair
Libby Bay
Georgia Newman
Judith (Jay) Wootten
Dennis Kriewald
Jo Ellen Coppersmith
Fred Chancey
John Lovas

1995-1996

Helon Raines, Chair
Paul Bodmer
Libby Bay
Ben Wiley
Jo Ellen Coppersmith
John Lovas
Dennis Kriewald
Barbara Guiland

Past TYCA Executive Committee Members

2018-2019

Cheryl Hogue Smith, **Chair**, Kingsborough Community College, Brooklyn, NY
Jeffrey Andelora, **Past Chair**, Mesa Community College, AZ
Suzanne Labadie, **Secretary**, Oakland Community College, Royal Oak, MI
Holly Hassel, **Editor**, **TETYC**, University of Wisconsin-Marathon County, Wausau
Liz Ann Baez Aguilar, **Southwest Representative**, San Antonio College, TX
Brian Anderson, **Southwest Chair**, College of the Mainland, Texas City, TX
Sravani Banerjee, **Pacific Coast/ECCTYC Representative**, Evergreen Valley College, San Jose, CA
Ira Bucchino, **Northeast Chair**, Bergen Community College, Paramus, NJ
Laura Hammons, **Southeast Representative**, Hinds Community College, Raymond, MS
Alan Hutchison, **Midwest Representative**, Des Moines Area Community College, Ankeny, IA
Carmen Carrasquillo Jay, **Pacific Coast/ECCTYC Chair**, San Diego Miramar College, CA
Sarah Z. Johnson, **Midwest Chair**, Madison Area Technical College, WI
Leigh Jonaitis, **Northeast Representative**, Bergen Community College, Paramus, NJ
Justin Jory, **West Chair**, Salt Lake Community College, Salt Lake City, UT
Tim Krason, **Southeast Chair**, Hinds Community College, Raymond, MS
Robert Lively, **West Representative**, Truckee Meadows Community College, Reno, NV
Travis Margoni, **Pacific Northwest Chair**, Yakima Valley Community College, WA
Teresa Thonney, **Pacific Northwest Representative**, Columbia Basin College, Pasco, WA
Stephanie Maenhardt, **TYCA Archivist**, Salt Lake Community College, Salt Lake City, UT
Sybil Priebe, **Editor**, "TYCA to You", North Dakota State College of Science, Wahpeton, ND
Linda Walters-Moore, **NCTE Staff Liaison**

2017-2018

Jeffrey Andelora, **Chair**, Mesa Community College, AZ
Cheryl Hogue Smith, **Associate Chair**, Kingsborough Community College, Brooklyn, NY
Suzanne Labadie, **Secretary**, Oakland Community College, Royal Oak, MI
Holly Hassel, **Editor**, **TETYC**, University of Wisconsin-Marathon County, Wausau
Liz Ann Baez Aguilar, **Southwest Representative**, San Antonio College, TX
Sravani Banerjee, **Pacific Coast/ECCTYC Representative**, Evergreen Valley College, San Jose, CA
Mary Gruis, **Midwest Chair**, Ridgewater College, Hutchinson, MN
Laura Hammons, **Southeast Representative**, Hinds Community College, Raymond, MS
Nancy Herschap, **Southwest Chair**, Laredo Community College, TX
Alan Hutchison, **Midwest Representative**, Des Moines Area Community College, Ankeny, IA
Carmen Carrasquillo Jay, **Pacific Coast/ECCTYC Chair**, San Diego Miramar College, CA
Leigh Jonaitis, **Northeast Representative**, Bergen Community College, Paramus, NJ
Justin Jory, **West Chair**, Salt Lake Community College, Salt Lake City, UT
Tim Krason, **Southeast Chair**, Hinds Community College, Raymond, MS
Robert Lively, **West Representative**, Truckee Meadows Community College, Reno, NV
Travis Margoni, **Pacific Northwest Chair**, Yakima Valley Community College, WA
Elizabeth Nesius, **Northeast Chair**, Hudson County Community College, Jersey City, NJ
Teresa Thonney, **Pacific Northwest Representative**, Columbia Basin College, Pasco, WA
Stephanie Maenhardt, **TYCA Archivist**, Salt Lake Community College, Salt Lake City, UT
Sybil Priebe, **Editor**, "TYCA to You", North Dakota State College of Science, Wahpeton, ND
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Sravani Banerjee, **Pacific Coast/ECCTYC Representative**, Evergreen Valley College, San Jose, CA
Kelly Bender, **Northeast Chair**, Passaic County Community College, Paterson, NJ

Michelle Byrne, **Midwest Chair**, University of Akron, OH
 Raj Chekuri, **Southwest Chair**, Laredo Community College, TX
 Perri Gallagher, **Pacific Coast/ECCTYC Chair**, Ohlone College, Newark, CA
 Leigh Jonaitis, **Northeast Representative**, Bergen Community College, Paramus, NJ
 Justin Jory, **West Chair**, Salt Lake Community College, Salt Lake City, UT
 Suzanne Labadie, **Midwest Representative**, Oakland Community College, Royal Oak, MI
 Stephanie Maenhardt, **West Representative**, Salt Lake Community College, Salt Lake City, UT
 Travis Margoni, **Pacific Northwest Chair**, Yakima Valley Community College, WA
 Erin O'Neill Armendarez, **Southwest Representative**, New Mexico State University, Alamogordo
 Matthew Simon, **Southeast Chair**, Tri-County Technical College, Pendleton, SC
 Susan Slavicz, **Southeast Representative**, Florida State College, Jacksonville
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2015-2016

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 Sravani Banerjee, **Pacific Coast/ECCTYC Representative**, Evergreen Valley College, San Jose, CA
 Joy Barber, **Pacific Northwest Co-Chair**, City College/Montana State University, Billings
 Iris Bucchino, **Northeast Chair**, Bergen County Community College, Paramus, NJ
 Michelle Byrne, **Midwest Chair**, University of Akron, OH
 Dodie Forrest, **Pacific Northwest Co-Chair**, Yakima Valley Community College, WA
 Perri Gallagher, **Pacific Coast/ECCTYC Chair**, Ohlone College, Newark, CA
 Leigh Jonaitis, **Northeast Representative**, Bergen Community College, Paramus, NJ
 Suzanne Labadie, **Midwest Representative**, Oakland Community College, Royal Oak, MI
 Stephanie Maenhardt, **West Chair/Representative**, Salt Lake Community College, Salt Lake City, UT
 Toni McMillen, **Southwest Chair**, Collin College, McKinney, TX
 Erin O'Neill Armendarez, **Southwest Representative**, New Mexico State University, Alamogordo
 Matthew Simon, **Southeast Chair**, Tri-County Technical College, Pendleton, SC
 Susan Slavicz, **Southeast Representative**, Florida State College, Jacksonville
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2014-2015

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 Sravani Banerjee, **Pacific Coast/ECCTYC Representative**, Evergreen Valley College, San Jose, CA
 Deborah Bertsch, **Midwest Chair**, Columbus State Community College, Ohio
 Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
 Dodie Forrest, **Pacific Northwest Co-Chair**, Yakima Valley Community College, WA
 Perri Gallagher, **Pacific Coast/ECCTYC Chair**, Ohlone College, Newark, CA
 Clint Gardner, **Archivist**, Salt Lake Community College, Salt Lake City, UT
 Suzanne Labadie, **Midwest Representative**, Oakland Community College, Royal Oak, MI
 Laurie Lieberman, **Northeast Chair**, Bergen County Community College, Paramus, NJ
 David Lydic, **Southwest Representative**, Austin Community College, TX
 Stephanie Maenhardt, **West Representative**, Salt Lake Community College, Salt Lake City, UT
 Toni McMillen, **Southwest Chair**, Collin College, McKinney, TX

Alexis Nelson, **Pacific Northwest Representative**, Spokane Falls Community College, Spokane, WA
Sybil Priebe, **Editor, "TYCA to You"**, North Dakota State College of Science, Wahpeton, ND
Cheryl Siemers, **Pacific Northwest Co-Chair**, Kenai Peninsula College, Soldotna, AK
Susan Slavic, **Southeast Chair**, Florida State College, Jacksonville
Linda Walters-Moore, **NCTE Staff Liaison**

2013-2014

Andy Anderson, **Chair**, Johnson County Community College, Overland Park, KS
Eva Payne, **Associate Chair**, Chemeketa Community College, Salem, OR
Sarah Z. Johnson, **Secretary**, Madison Area Technical College, Madison, WI
Jeff Sommers, **Editor, TETYC**, Westchester University, Philadelphia, PA
Judy Angona, **Northeast Representative**, Ocean County College, Toms River, NJ
Sravani Banerjee, **Pacific Coast/ECCTYC Representative**, Evergreen Valley College, San Jose, CA
Deborah Bertsch, **Midwest Chair**, Columbus State Community College, Ohio
Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
Dodie Forrest, **Pacific Northwest Chair**, Yakima Valley Community College, WA
Perri Gallagher, **Pacific Coast/ECCTYC Chair**, Ohlone College, Newark, CA
Clinton Gardner, **West Representative**, Salt Lake Community College, Salt Lake City, UT
Suzanne Labadie, **Midwest Representative**, Oakland Community College, Royal Oak, MI
Laurie Lieberman, **Northeast Chair**, Bergen County Community College, Paramus, NJ
David Lydic, **Southwest Representative**, Austin Community College, TX
Stephanie Maenhardt, **West Chair**, Salt Lake Community College, UT
Toni McMillen, **Southwest Chair**, Collin College, McKinney, TX
Alexis Nelson, **Pacific Northwest Representative**, Spokane Falls Community College, Spokane, WA
Sybil Priebe, **Editor, "TYCA to You"**, North Dakota State College of Science, Wahpeton, ND
Susan Slavic, **Southeast Chair**, Florida State College, Jacksonville
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2012-2013

Andy Anderson, **Chair**, Johnson County Community College, Overland Park, KS
Carolyn Calhoun-Dillahunt, **Past Chair**, Yakima Valley Community College, WA
Sarah Z. Johnson, **Secretary**, Madison Area Technical College, WI
Jeff Sommers, **Editor, TETYC**, Westchester University, Philadelphia, PA
Judy Angona, **Northeast Representative**, Ocean County College, Toms River, NJ
Michael Berberich, **Southwest Chair**, Galveston College, TX
Bradley Bleck, **TYCA Webtender**, Spokane Falls Community College, Spokane, WA
Gary Enns, **Pacific Coast/ECCTYC Chair**, Cerro Coso Community College, Lake Isabella, CA
Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
Dodie Forrest, **Pacific Northwest Chair**, Yakima Valley Community College, WA
Clint Gardner, **West Representative/TYCA Archivist**, Salt Lake Community College, UT
Suzanne Labadie, **Midwest Representative**, Oakland Community College, Royal Oak, MI
Laurie Lieberman, **Northeast Chair**, Bergen County Community College, Paramus, NJ
David Lydic, **Southwest Representative/Editor, "TYCA to You"**, Austin Community College, TX
Stephanie Maenhardt, **West Chair**, Salt Lake Community College, UT
Jody Millward, **Pacific Coast/ECCTYC Representative**, Santa Barbara City College, CA
Alexis Nelson, **Pacific Northwest Representative/College Section Committee Representative**, Spokane Falls Community College, Spokane, WA
Richard Peraud, **Midwest Chair**, St. Louis Community College, MO
Bonnie Startt, **Southeast Chair**, Tidewater Community College, Virginia Beach, VA
Linda Walters-Moore, **NCTE Staff Liaison**

2011-2012

Carolyn Calhoun-Dillahunt, **Chair**, Yakima Valley Community College, WA
Andy Anderson, **Associate Chair**, Johnson County Community College, Overland Park, KS
Sarah Z. Johnson, **Secretary**, Madison Area Technical College, WI
Jeff Sommers, **Editor, TETYC**, Westchester University, Philadelphia, PA
Judy Angona, **Northeast Representative**, Ocean County College, Toms River, NJ

Michael Berberich, **Southwest Chair**, Galveston College, TX
 Bradley Bleck, **TYCA Webtender**, Spokane Falls Community College, Spokane, WA
 Gary Enns, **Pacific Coast/ECCTYC Chair**, Cerro Coso Community College, Lake Isabella, CA
 Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
 Dodie Forrest, **Pacific Northwest Co-Chair**, Yakima Valley Community College, WA
 Clint Gardner, **West Representative/TYCA Archivist**, Salt Lake Community College, UT
 Jeffrey Klausman, **Pacific Northwest Co-Chair**, Whatcom Community College, Bellingham, WA
 Laurie Lieberman, **Northeast Chair**, Bergen County Community College, Paramus, NJ
 David Lydic, **Southwest Representative/Editor, "TYCA to You"**, Austin Community College, TX
 Jody Millward, **Pacific Coast/ECCTYC Representative**, Santa Barbara City College, CA
 Alexis Nelson, **Pacific Northwest Representative/College Section Committee Representative**,
 Spokane Falls Community College, Spokane, WA
 Paul Resnick, **Midwest Chair**, Illinois Central College, East Peoria
 Leslie Roberts, **Midwest Representative**, Oakland Community College, Farmington Hills, MI
 Shelley Rodrigo, **West Chair**, Mesa Community College, AZ
 Bonnie Startt, **Southeast Chair**, Tidewater Community College, Virginia Beach, VA
 Linda Walters-Moore, **NCTE Staff Liaison**

2010-2011

Carolyn Calhoun-Dillahunt, **Chair**, Yakima Valley Community College, WA
 Sandie McGill Barnhouse, **Past Chair**, Rowan Cabarrus Community College, Salisbury, NC
 Clinton Gardner, **Secretary**, Salt Lake Community College, UT
 Judy Angona, **Northeast Representative**, Ocean County College, Toms River, NJ
 Michael Berberich, **Southwest Chair**, Galveston College, TX
 Bradley Bleck, **TYCA Webtender**, Spokane Falls Community College, Spokane, WA
 Louise Bown, **West Representative**, Salt Lake City Community College, UT
 Karla Brown, **Midwest Representative**, Hawkeye Community College, Waterloo, IA
 Gary Enns, **Pacific Coast/ECCTYC Chair**, Cerro Coso Community College, Lake Isabella, CA
 Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
 Dodie Forrest, **Pacific Northwest Co-Chair**, Yakima Valley Community College, WA
 Jeffrey Klausman, **Pacific Northwest Co-Chair**, Whatcom Community College, Bellingham, WA
 Laurie Lieberman, **Northeast Chair**, Bergen County Community College, Paramus, NJ
 David Lydic, **Southwest Representative/Editor, "TYCA to You"**, Austin Community College, TX
 Jody Millward, **Pacific Coast/ECCTYC Representative**, Santa Barbara City College, CA
 Alexis Nelson, **Pacific Northwest Representative/College Section Committee Representative**,
 Spokane Falls Community College, Spokane, WA
 Eva Payne, **College Forum Representative**, Chemeketa Community College, Salem, OR
 Paul Resnick, **Midwest Chair**, Illinois Central College, East Peoria
 Shelley Rodrigo, **West Chair**, Mesa Community College, AZ
 Jeff Sommers, **Editor, TETYC**, Westchester University, Philadelphia, PA
 Bonnie Startt, **Southeast Chair**, Tidewater Community College, Virginia Beach, VA
 Linda Walters-Moore, **NCTE Staff Liaison**

2009-2010

Sandie McGill Barnhouse, **Chair**, Rowan Cabarrus Community College, Salisbury, NC
 Carolyn Calhoun-Dillahunt, **Associate Chair**, Yakima Valley Community College, WA
 Clinton Gardner, **Secretary**, Salt Lake Community College, UT
 Bradley Bleck, **TYCA Webtender**, Spokane Falls Community College, Spokane, WA
 Louise Bown, **West Representative**, Salt Lake City Community College, UT
 Karla Brown, **Midwest Representative**, Hawkeye Community College, Waterloo, IA
 Barbara Cooper, **Northeast Chair**, Howard Community College, Columbia, MD
 Gary Enns, **Pacific Coast/ECCTYC Chair**, Cerro Coso Community College, Lake Isabella, CA
 Samm Erickson, **Pacific Northwest Co-Chair**, Portland Community College, OR
 Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
 Jeffrey Klausman, **Pacific Northwest Co-Chair**, Whatcom Community College, Bellingham, WA
 Irma Luna, **Southwest Chair**, San Antonio College, TX
 David Lydic, **Southwest Representative/"TYCA to You" Editor**, Austin Community College, TX

Jody Millward, **Pacific Coast/ECTYC Representative**, Santa Barbara City College, CA
 Alexis Nelson, **Pacific Northwest Representative/College Section Comm Rep**, Spokane Falls
 Community College, WA
 Marsha Nourse, **Northeast Representative**, Dean College, Franklin, MA
 Eva Payne, **College Forum Representative**, Chemeketa Community College, Salem, OR
 Paul Resnick, **Midwest Chair**, Illinois Central College, East Peoria
 Jeff Sommers, **TETYC Editor**, Westchester University, Philadelphia, PA
 Bonnie Startt, **Southeast Chair**, Tidewater Community College
 Brittany Stephenson, **West Chair**, Salt Lake Community College, UT
 Linda Walters-Moore, **NCTE Staff Liaison**

2008-2009

Sandie McGill Barnhouse, **Chair**, Rowan Cabarrus Community College, Salisbury, NC
 Eric Bateman, **Past Chair**, San Juan College, Farmington, NM
 Clinton Gardner, **Secretary**, Salt Lake Community College, UT
 Bradley Bleck, **TYCA Webtender**, Spokane Falls Community College, Spokane, WA
 Louise Bown, **West Representative**, Salt Lake City Community College, UT
 Karla Brown, **Midwest Representative**, Hawkeye Community College, Waterloo, IA
 Elissa Caruth, **Pacific Coast/ECCTYC Representative**, Oxnard College, CA
 Barbara Cooper, **Northeast Chair**, Howard Community College, Columbia, MD
 Samm Erickson, **Pacific Northwest Co-Chair**, Portland Community College, OR
 Beverly Fatherree, **Southeast Representative**, Hinds Community College, Raymond, MS
 Carol Hammond, **West Chair**, Yavapai College, Prescott, AZ
 Irma Luna, **Southwest Chair**, San Antonio College, TX
 David Lydic, **Southwest Representative/"TYCA to You" Editor**, Austin Community College, TX
 Deborah McCollum, **Southwest Chair**, Hinds Community College, Raymond, MS
 Marsha Nourse, **Northeast Representative**, Dean College, Franklin, MA
 Eva Payne, **Pacific Northwest Representative/College Forum Representative**, Chemeketa
 Community College, Salem, OR
 Rise Quay, **Pacific Northwest Co-Chair**, Central Oregon Community College, Bend
 Paul Resnick, **Midwest Chair**, Illinois Central College, East Peoria
 Heidi Ramirez, **Pacific Coast/ECCTYC Chair**, Hartnell College, Salinas, CA
 Jeff Sommers, **TETYC Editor**, Westchester University, Philadelphia, PA
 Linda Walters-Moore, **NCTE Staff Liaison**

2007-2008

Eric Bateman, **(Chair)**, San Juan College, Farmington, NM
 Sandie McGill Barnhouse, **(Associate Chair)**, Rowan Cabarrus Community College, Salisbury, NC
 Carolyn Calhoun-Dillahunt, **(Secretary)**, Yakima Valley Community College, Grandview, WA
 Louise Bown, **West Representative**, Salt Lake City Community College, Salt Lake City, UT
 Elissa Caruth, **Pacific Coast/ECCTYC Representative**, Oxnard College, Oxnard, CA
 Thad Cockrill, **Southeast Representative**, Southwest Tennessee Community College, Memphis, TN
 Samm Erickson, **Pacific Northwest Co-Chair**, Portland Community College, Portland, OR
 Carol Hammond, **West Chair**, Yavapai College, Prescott, AZ
 Joel Henderson, **Southeast Chair, (Editor, TYCA To You)**, Chattanooga State Technical Community
 College, Chattanooga, TN
 Irma Luna, **Southwest Chair**, San Antonio College, San Antonio, TX
 David Lydic, **Southwest Representative**, Austin Community College, Austin, TX
 Marsha Nourse, **Northeast Representative**, Dean College, Franklin, MA
 Eva Payne, **Pacific Northwest Representative/College Forum Representative**, Chemeketa
 Community College, Salem, OR
 Paul Resnick, **Midwest Chair**, Illinois Central College, East Peoria, IL
 Rise Quay, **Pacific Northwest Co-Chair**, Central Oregon Community College, Bend, OR
 Heidi Ramirez, **Pacific Coast/ECCTYC Chair**, Hartnell College, Salinas, CA
 Leslie Roberts, **Midwest Representative**, Oakland Community College, Farmington Hills, MI
 Jeff Sommers, **(Editor, TETYC)**, Miami University, Middletown, OH
 David Steinhart, **Northeast Chair**, Community College of Allegheny County, Monroeville, PA

Linda Walters-Moore, **NCTE Staff Liaison**

2006-2007

Eric Bateman, **(Chair)**, San Juan College, Farmington, NM
Sharon Mitchler, **(Past Chair)**, Centralia College, Centralia, WA
Carolyn Calhoun-Dillahunt, **(Secretary)**, Yakima Valley Community College, Grandview, WA
Louise Bown, **West Representative**, Salt Lake City Community College, Salt Lake City, UT
Karla Brown, **Midwest Chair**, Hawkeye Community College, Waterloo, IA
Elissa Caruth, **Pacific Coast/ECCTYC Representative**, Oxnard College, Oxnard, CA
Thad Cockrill, **Southeast Representative**, Southwest Tennessee Community College, Memphis, TN
Barbara Cooper, **Northeast Chair**, Howard Community College, Columbia, MD
Samm Erickson, **Pacific Northwest Co-Chair**, Portland Community College, Portland, OR
Joel Henderson, **Southeast Chair, (Editor, TYCA To You)**, Chattanooga State Technical Community College, Chattanooga, TN
Tom Hurley, **Pacific Coast/ECCTYC Chair**, Diablo Valley College, Pleasant Hill, CA
David Lydic, **Southwest Representative**, Austin Community College, Austin, TX
Joan Mathis, **Southwest Chair**, Paris Junior College, Paris, TX
Mike Matthews, **(Webtender)**, Tarrant County College Northwest Campus, Fort Worth, TX
Marsha Nourse, **Northeast Representative**, Dean College, Franklin, MA
Eva Payne, **Pacific Northwest Representative**, Chemeketa Community College, Salem, OR
Lois Powers, **(Archivist)**, Fullerton College, Fullerton, CA
Rise Quay, **Pacific Northwest Co-Chair**, Central Oregon Community College, Bend, OR
Leslie Roberts, **Midwest Representative**, Oakland Community College, Farmington Hills, MI
Jeff Sommers, **(Editor, TETYC)**, Miami University, Middletown, OH
Bradley Waltman, **West Chair**, Community College of Southern Nevada, Las Vegas, NV
Sheldon Wrice, **College Forum Representative**, Community and Technical College, Univ of Akron, OH
Linda Walters-Moore, **NCTE Staff Liaison**

2005-2006

Sharon Mitchler, **(Chair)**, Centralia College, Centralia, WA
Eric Bateman, **(Associate Chair)**, San Juan College, Farmington, NM
Carolyn Calhoun-Dillahunt, **(Secretary)**, Yakima Valley Community College, Grandview, WA
Louise Bown, **West Representative**, Salt Lake City Community College, Salt Lake City, UT
Karla Brown, **Midwest Chair**, Hawkeye Community College, Waterloo, IA
Elissa Caruth, **Pacific Coast/ECCTYC Representative**, Oxnard College, Oxnard, CA
Thad Cockrill, **Southeast Representative**, Southwest Tennessee Community College, Memphis, TN
Barbara Cooper, **Northeast Chair**, Howard Community College, Columbia, MD
Gwen Gresham, **Southwest Representative**, North Arkansas College, Harrison, AR
Tom Gribble, **Pacific Northwest Co-Chair**, Spokane Community College, Spokane, WA
Joel Henderson, **Southeast Chair, (Editor, TYCA To You)**, Chattanooga State Technical Community College, Chattanooga, TN
Tom Hurley, **Pacific Coast/ECCTYC Chair**, Diablo Valley College, Pleasant Hill, CA
Joan Mathis, **Southwest Chair**, Paris Junior College, Paris, TX
Mike Matthews, **(Webtender)**, Tarrant County College Northwest Campus, Fort Worth, TX
Alexis Nelson, **Pacific Northwest Co-Chair**, Spokane Falls Community College, Spokane, WA
Marsha Nourse, **Northeast Representative**, Dean College, Franklin, MA
Eva Payne, **Pacific Northwest Representative**, Chemeketa Community College, Salem, OR
Lois Powers, **(Archivist)**, Fullerton College, Fullerton, CA
Leslie Roberts, **Midwest Representative**, Oakland Community College, Farmington Hills, MI
Jeff Sommers, **(Editor, TETYC)**, Miami University, Middletown, OH
Mary Verbout, **West Chair**, Yavapai College, Prescott, AZ
Sheldon Wrice, **College Forum Representative**, Community and Technical College, Univ of Akron, OH
Linda Walters-Moore, **NCTE Staff Liaison**

2004-2005

Sharon Mitchler, **(Chair)**, Centralia College, Centralia, WA
Marilyn Valentino **(Past Chair)**, Lorain County Community College, Elyria, OH

Sandie McGill Barnhouse (**Secretary**), Rowan Cabarrus Community College, Salisbury, NC
 Don Andrews, **Southeast Chair**, Chattanooga State Technical Community College, Chattanooga, TN
 Louise Bown, **West Representative**, Salt Lake City Community College, Salt Lake City, UT
 Karla Brown, **Midwest Chair**, Hawkeye Community College, Waterloo, IA
 Gill Creel, (**Editor, TYCA To You**), Minneapolis Community & Technical College, Minneapolis, MN
 Barbara Cooper, **Northeast Chair**, Howard Community College, Columbia, MD
 Sallyanne Fitzgerald, **Pacific Coast/ECCTYC Representative**, Napa Valley College, Napa, CA
 Michael Gos, **Southwest Chair**, Lee College, Baytown, TX
 Gwen Gresham, **Southwest Representative**, North Arkansas College, Harrison, AR
 Tom Gribble, **Pacific Northwest Co-Chair**, Spokane Community College, Spokane, WA
 Christine Jennings, **Southeast Representative**, Tidewater Community College, Virginia Beach, VA
 Mike Matthews, (**Webtender**), Tarrant County College Northwest Campus, Fort Worth, TX
 Alexis Nelson, **Pacific Northwest Co-Chair**, Spokane Falls Community College, Spokane, WA
 Marsha Nourse, **Northeast Representative**, Dean College, Franklin, MA
 Eva Payne, **Pacific Northwest Representative**, Chemeketa Community College, Salem, OR
 Lois Powers, (**Archivist**), Fullerton College, Fullerton, CA
 Leslie Roberts, **Midwest Representative**, Oakland Community College, Farmington Hills, MI
 Barbara Smith, **West Chair**, Western Wyoming Community College, Rock Springs, WY
 Howard Tinberg, (**Editor, TETYC**), Bristol Community College, Fall River, MA
 Sterling Warner, **Pacific Coast/ECCTYC Chair**, Evergreen Valley College, San Jose, CA
 Sheldon Wrice, **College Forum Representative**, Community and Technical College, Univ of Akron, OH

2003-2004

Marilyn Valentino (**Chair**), Lorain County Community College, Elyria, OH
 Jody Millward (**Past Chair**), Santa Barbara City College, CA
 Sharon Mitchler, (**Associate Chair**), Centralia College, WA
 Sandie McGill Barnhouse (**Secretary**), Rowan Cabarrus Community College, Salisbury, NC
 Don Andrews, **Southeast Chair**, Chattanooga State Technical Community College, TN
 Eric Bateman, **West Representative**, Great Basin College, Winnemucca, NV
 Stasia J. Callan, **Northeast Representative**, Monroe Community College, Rochester, NY
 Gill Creel, (**Editor, TYCA To You**), Minneapolis Community & Technical College, MN
 Dave Critchett, **Northeast Chair**, Community College of Rhode Island, Warwick
 Sally Fitzgerald, **ECCTYC Representative**, Napa Valley College, CA
 Michael Gos, **Southwest Chair**, Lee College, Baytown, TX
 Gwen Gresham, **Southwest Representative**, North Arkansas College, Harrison
 Tom Gribble, **Pacific Northwest Co-Chair**, Spokane Community College, WA
 Christine Jennings, **Southeast Representative**, Tidewater Community College, Virginia Beach, VA
 Alexis Nelson, **Pacific Northwest Co-Chair**, Spokane Falls Community College, WA
 Eva Payne, **Pacific Northwest Representative**, Chemeketa Community College, OR
 Lois Powers, (**Archivist**), Fullerton College, CA
 Leslie Roberts, **Midwest Representative**, Oakland Community Coll, Orchard Ridge, Farmington Hills, MI
 Joanna Tardoni, **West Chair**, Western Wyoming Community College, Rock Springs
 Howard Tinberg, (**Editor, TETYC**), Bristol Community College, Fall River, MA
 Jane Wagoner, **Midwest Chair**, Wilbur Wright College, Chicago, IL
 Sterling Warner, **ECCTYC Chair**, Evergreen Valley College, San Jose, CA
 Sheldon Wrice, **College Forum Representative**, Community and Technical College, Univ of Akron, OH

2002-2003

Jody Millward (**Chair**), Santa Barbara City College, CA
 Marilyn Valentino (**Associate Chair**), Lorain County Community College, Elyria, OH
 Frank Madden (**Past Chair**), SUNY Westchester Community College, Valhalla, NY
 Sandie McGill Barnhouse (**Secretary**), Rowan Cabarrus Community College, Salisbury, NC
 Eric Bateman, **West Representative**, Great Basin College, Winnemucca, NV
 Patricia Blaine, **Southeast Chair**, Paducah Community College, KY
 Stasia J. Callan, **Northeast Representative**, Monroe Community College, Rochester, NY
 Beth Camp, **Pacific Northwest Chair**, Linn-Benton Community College, Albany, OR
 Gill Creel, (**Editor, TYCA To You**), Minneapolis Community & Technical College, MN

Dave Critchett, **Northeast Chair**, Community College of Rhode Island, Warwick
 Sally Fitzgerald, **ECCTYC Representative**, Napa Valley College, CA
 Michael Gos, **Southwest Chair**, Lee College, Baytown, TX
 Gwen Gresham, **Southwest Representative**, North Arkansas College, Harrison
 Christine Jennings, **Southeast Representative**, Tidewater Community College, Virginia Beach, VA
 Mike Matthews, **College Forum Representative**, Tarrant County College, Fort Worth, TX
 Candace Mesa, **West Chair**, Dixie State College, St. George, UT
 Sharon Mitchler, **Pacific Northwest Representative**, Centralia College, WA
 Lois Powers, **(Archivist)**, Fullerton College, CA
 Leslie Roberts, **Midwest Representative**, Oakland Community Coll, Orchard Ridge, Farmington Hills, MI
 Howard Tinberg, **(Editor, TETYC)**, Bristol Community College, Fall River, MA
 Sterling Warner, **ECCTYC Chair**, Evergreen Valley College, San Jose, CA
 Sheldon Wrice, **Midwest Chair**, Community and Technical College, University of Akron, OH

2001-2002

Frank Madden (Chair), SUNY Westchester Community College, Valhalla, NY
 Jody Millward (Associate Chair), Santa Barbara City College, CA
 Georgia Newman (Past Chair), Georgia College and State University, Milledgeville, GA
 T. Ella Strother (Secretary), Madison Area Technical College, WI
 Judith Angona, Ocean Community College, Toms River, NJ
 Eric Bateman, Great Basin College, Winnemucca, NV
 Michael Berberich, Galveston College, TX
 Patricia Blaine, Paducah Community College, KY
 Stasia J. Callan, Monroe Community College, Rochester, NY
 Beth Camp, Linn-Benton Community College, Albany, OR
 Gill Creel, (Editor, TYCA To You) Minneapolis Community & Technical College, MN
 Sally Fitzgerald, Napa Valley College, CA
 Gwen Gresham, North Arkansas College, Harrison
 Linda Houston, The Ohio State University Agricultural Institute, Wooster, OH
 Christine Jennings, Tidewater Community College, Virginia Beach, VA
 Mike Matthews, Tarrant County College, Fort Worth, TX
 Candace Mesa, Dixie State College, St. George, UT
 Sharon Mitchler, Centralia College, WA
 Lois Powers, (Archivist), Fullerton College, CA
 Howard Tinberg, (Editor, TETYC), Bristol Community College, Fall River, MA
 Sterling Warner, Evergreen Valley College, San Jose, CA
 Sheldon Wrice, Community and Technical College, University of Akron, OH

2000-2001

Judith (Jay) Wootten (Past Chair), Kent State-Salem Campus, OH
 Georgia Newman (Chair), Georgia College and State University, Milledgeville, GA
 Frank Madden (Associate Chair), SUNY Westchester Community College, Valhalla, NY
 Janice Albert, Las Positas College, Livermore, CA
 Judith Angona, Ocean Community College, Toms River, NJ
 Michael Berberich, Galveston College, TX
 Patricia Blaine, Paducah Community College, KY
 Louise Bown, Salt Lake Community College, UT
 Stasia J. Callan, Monroe Community College, Rochester, NY
 Linda Houston, The Ohio State University Agricultural Institute, Wooster, OH
 Linda Isles Jones, Greenville Technical College, SC
 Rod Keller, Ricks College, Rexburg, ID
 Mike Matthews, Tarrant County College, Fort Worth, TX
 Jody Millward (CCCC Representative), Santa Barbara City College, CA
 Sharon Mitchler, Centralia College, WA
 Lois Powers, Fullerton College, CA
 Mark Reynolds (Editor, TETYC), Jefferson Davis Community College, Brewton, AL
 Ida Short (Assist. Chair, College Section), Schoolcraft College, Livonia, MI
 Patricia Lambert Stock, Michigan State University, East Lansing, MI
 T. Ella Strother, Madison Area Technical College, WI
 Howard Tinberg, Bristol Community College, Fall River, MA

Sterling Warner, Evergreen Valley College, San Jose, CA
Ben Wiley, St. Petersburg Junior College, FL
Sheldon Wrice, Community and Technical College, University of Akron, OH
Kathleen Yancey (Chair, College Section), University of North Carolina, Charlotte, NC

1999-2000

Judith (Jay) Wootten (Chair), Kent State-Salem Campus, OH
Ben Wiley, (Past Chair) St. Petersburg Junior College, FL
Georgia Newman (Associate Chair), Polk Community College, Winter Haven, FL
Janice Albert, Las Positas College, Livermore, CA
Judith Angona, Ocean Community College, Toms River, NJ
Michael Berberich, Galveston College, TX
Patricia Blaine, Paducah Community College, KY Louise Bown, Salt Lake Community College, UT
Stasia J. Callan, Monroe Community College, Rochester, NY Sharon Mitchler, Centralia College, WA
Linda Houston, The Ohio State University Agricultural Institute, Wooster, OH
Linda Isles Jones, Greenville Technical College, SC Rod Keller, Ricks College, Rexsburg, ID
Mike Matthews, Tarrant County College, Fort Worth, TX
Jody Millward (CCCC Representative), Santa Barbara City College, CA
Lois Powers, Fullerton College, CA
Mark Reynolds (Editor, TETYC), Jefferson Davis Community College, Brewton, AL
Ida Short (Assist. Chair, College Section), Schoolcraft College, Livonia, MI
Patricia Lambert Stock, Michigan State University, East Lansing, MI
T. Ella Strother, Madison Area Technical College, WI
Howard Tinberg, Bristol Community College, Fall River, MA
Sterling Warner, Evergreen Valley College, San Jose, CA
Ben Wiley, St. Petersburg Junior College, FL
Sheldon Wrice, Community and Technical College, University of Akron, OH
Kathleen Yancey (Chair, College Section), University of North Carolina, Charlotte, NC

1998-1999

Ben Wiley (Chair), St. Petersburg Junior College, FL
John Lovas (Past Chair), De Anza College, Cupertino, CA
Judith (Jay) Wooten (Associate Chair), Kent State-Salem Campus, OH
Janice Albert, Las Positas College, Oakland, CA
Eric Bateman, Great Basin College, Winnemucca, NV
Paul Bodmer, Bismarck State College, ND
Rebecca Burnett (CCCC Representative), Iowa State University, Ames, IA
Stasia J. Callan, Monroe Community College, Rochester, NY
Fred Chancey, Chemeketa Community College, Salem, OR
Lynn Fauth, Oxnard College, CA
Rod Keller, Ricks College, Rexburg, ID
John Lovas, De Anza College, Cupertino, CA
Mike Matthews, Tarrant County Junior College, Northeast Campus, Hurst, TX
Georgia Newman, Polk Community College, Winter Haven, FL
Elizabeth Nist (CCCC Representative), Anoka-Ramsey Community College, Coon Rapids, MN
Marsha Nourse, Dean College, Franklin, MA
Lois Powers, Fullerton College, CA
Mark Reynolds (Editor, TETYC), Jefferson Davis Community College, Brewton, AL
Ida Short (Asst. Chair, College Section), Schoolcraft College, Livonia, MI
Charles Smires, Florida Community College, Jacksonville, FL
Terry Stewart, Amarillo State College, TX
Howard Tinberg, Bristol Community College, Attleboro, MA
Kathleen Yancey (Chair, College Section), University of North Carolina, Charlotte, NC

1997-1998

John Lovas (Chair), De Anza College, Cupertino, CA
Lynn Quitman Troyka (Past Chair), Queensborough Community College, CUNY

Ben Wiley (Associate Chair), St. Petersburg Junior College, FL
 Janice Albert, Las Positas College, Oakland, CA
 Eric Bateman, Great Basin College, Winnemucca, NV
 Libby Bay, Rockland Community College, Suffern, NY
 Paul Bodmer, Bismarck State College, ND
 Rebecca Burnett (CCCC Representative), Iowa State University, Ames, IA
 Fred Chancey, Chemeketa Community College, Salem, OR
 Robert Dees, Orange Coast College, Costa Mesa, CA
 Gail Hawisher (Asst. Chair, College Section), University of Illinois, Urbana-Champaign, IL
 Rod Keller, Ricks College, Rexburg, ID
 Frank Madden (Chair, College Section), Westchester Community College, Valhalla, NY
 Mike Matthews, Tarrant County Junior College, Northeast Campus, Hurst, TX
 Georgia Newman, Polk Community College, Winter Haven, FL
 Elizabeth Nist (CCCC Representative), Anoka-Ramsey Community College, Coon Rapids, MN
 Marsha Nourse, Dean College, Franklin, MA
 Lois Powers, Fullerton College, CA
 Mark Reynolds (Editor, TETYC), Jefferson Davis Community College, Brewton, AL
 Charles Smires, Florida Community College, Jacksonville, FL
 Terry Stewart, Amarillo State College, TX
 Howard Tinberg, Bristol Community College, Attleboro, MA
 Lynn Quitman Troyka, Queensborough Community College, CUNY
 Judith (Jay) Wootten, Kent State-Salem Campus, OH

1996-1997

Lynn Quitman Troyka (Chair), Queensborough Community College, CUNY
 Paul Bodmer (Past Chair), Bismarck State College, ND
 John Lovas (Associate Chair), De Anza College, Cupertino, CA
 Libby Bay, Rockland Community College, Suffern, NY
 Paul Bodmer, Bismarck State College, ND
 JoLayne Call, Utah Valley State College, Orem, UT
 Fred Chancey, Chemeketa Community College, Salem, OR
 Jo Ellen Coppersmith, Utah Valley State College, Orem, UT
 Robert Dees, Orange Coast College, Costa Mesa, CA
 Gwen Gresham, North Arkansas Community College, Harrison, AR
 Dick Harrington, Piedmont Virginia Community College, Charlottesville, VA
 Gail Hawisher (Asst. Chair, College Section), University of Illinois, Urbana-Champaign, IL
 David Jolliffe (CCCC Representative), DePaul University, Chicago, IL
 Dennis Kriewald, Laredo Community College, TX
 Frank Madden (Chair, College Section), Westchester Community College, Valhalla, NY
 Georgia Newman, Polk Community College, Winter Haven, FL
 Elizabeth Nist (CCCC Representative), Anoka-Ramsey Community College, Coon Rapids, MN
 Marsha Nourse, Dean College, Franklin, MA
 Lois Powers, Fullerton College, CA
 Mark Reynolds (Editor, TETYC), Jefferson Davis Community College, Brewton, AL
 Mark Snowwhite, CRAFTON HILLS College, Yucaipa, CA
 Judith (Jay) Wootten, Kent State-Salem Campus, OH

1995-1996

Paul Bodmer (Chair), Bismarck State College, ND
 Libby Bay (Associate Chair), Rockland Community College Suffern, NY
 Charles Annal, New Hampshire Technical Institute, Concord, NH
 Jo Ellen Coppersmith, Utah Valley State College, Orem, UT
 Robert Dees, Orange Coast College, Costa Mesa, CA
 Lester Faigley (Chair, CCCC), University of Texas at Austin
 Dick Harrington, Piedmont Virginia Community College, Charlottesville, VA
 Gail Hawisher (Asst. Chair, College Section), University of Illinois, Urbana-Champaign, IL
 Rod Keller, Ricks College, Rexburg, ID

Dennis Kriewald, Laredo Community College, TX
John Lovas, De Anza College, Cupertino, CA
Frank Madden (Chair, College Section), Westchester Community College, Valhalla, NY
Mike Matthews, Tarrant County Junior College, Northeast Campus, Hurst, TX
Marsha Nourse, Dean College, Franklin, MA
Lois Powers, Fullerton College, CA
Ed Reynolds, Spokane Falls Community College, WA
Mark Reynolds (Editor, TETYC), Jefferson Davis Community College, Brewton, AL
Judith (Jay) Wootten, Kent State-Salem Campus, OH

TYCA Timeline

November

- Nell Ann Pickett Award deadline for nominations is November 15.
- NCTE Annual Convention.
 - Chair attends NCTE Executive Committee Meetings preparing TYCA agenda items if any. The NCTE Executive Committee meets the Wednesday before the convention begins and on Sunday during the convention.
 - TYCA Chair prepares agenda and presides over the TYCA Executive Committee meeting.
 - The four officers of TYCA (Chair, Associate Chair, Past Chair, Secretary, and the editor of *TETYC*) attend the CCCC Executive Committee meeting as *ex officio* voting members of the CCCC Executive Committee.
 - TYCA Representative and the editor of *TETYC* attend the College Section Steering Committee as *ex officio* voting members of the College Section Steering Committee.
 - TYCA Officers and Executive Committee members take office at noon on Sunday of the NCTE Annual Convention.

December

- Diana Hacker TYCA Outstanding Programs in English Award deadline for nominations is December 1.
- In-depth reports on regional conference and outgoing National TYCA Chair address due to Editor of *TYCA to You* for the March *TETYC* Journal by December 1.
- Final Slate of TYCA Candidates due at NCTE Headquarters on December 15.
- TYCA Secretary sends draft minutes to the TYCA Chair and TYCA Administrative Liaison.
- Award Committees deliberate Diana Hacker TYCA Outstanding Programs, Nell Ann Pickett Award, and Mark Reynolds *TETYC* Best Article Award.

January

- Copy of *TYCA to You* from Editor to TYCA Administrative Liaison for March *TETYC* Journal by January 1.
- Deadline for decision by Award Committees is January 10 (Diana Hacker TYCA Outstanding Programs, Nell Ann Pickett Award, and Mark Reynolds *TETYC* Best Article Award)
- TYCA Chair prepares TYCA report for NCTE Executive Committee agenda and TYCA agenda items if any.
- Incoming National TYCA Chair address for *TYCA to You*, and regional conferences' calls are due to the TYCA Administrative Liaison for the May *TETYC* Journal by January 15.
- Regional TYCA Representatives need to ask the program chairs of their respective regions to reserve a booth, free of charge, for the NCTE/TYCA Representative for upcoming regional conferences.

February

- Chair attends NCTE Executive Committee Meeting preparing TYCA agenda items if any.
- Regional TYCA Representatives submit *TYCA to You* article to *TYCA to You* editor by February 1.
- TYCA Officer attends TYCA SE Regional Conference as representative of National TYCA and NCTE.
- TYCA Chair attends Convention Planning and NCTE Executive Committee Meeting.
- TYCA Chair plans agenda for TYCA EC meeting at CCCC Convention with assistance from TYCA Administrative Liaison and TYCA officers.

March

- Copy of *TYCA to You* from Editor to TYCA Administrative Liaison for May *TETYC* Journal by March 1.
- CCCC Annual Convention.
 - TYCA Chair prepares agenda and presides over the TYCA Executive Committee meeting.
 - TYCA EC members suggest nominees for committees and other TYCA volunteer positions
 - The four officers of TYCA: Chair, Associate Chair, Past Chair, Secretary, and the editor of *TETYC* attend the CCCC Executive Committee meeting as *ex officio* voting members of the CCCC Executive Committee.
 - TYCA Representative and the editor of *TETYC* attend the College Section Steering Committee as *ex officio* voting members of the College Section Steering Committee.

April/May

- Chair attends NCTE Executive Committee Virtual Meeting preparing TYCA agenda items if any (May).
- TYCA Secretary sends draft minutes to the TYCA Chair and TYCA Administrative Liaison.
- TYCA Chair nominates new committee members (awards, standing committees, and ad-hoc committees)

June

- Regional TYCA Representatives submit *TYCA to You* article to *TYCA to You* editor by June 1 for September issue.
- NCTE and TYCA ballots due at Headquarters by June 1.
- TYCA Chair participates in CCCC Convention Planning in Urbana, Illinois.

July/August

- Copy of *TYCA to You* from Editor to TYCA Administrative Liaison for September *TETYC* Journal by second week of July 1.
- TYCA Chair prepares TYCA report for NCTE Executive Committee agenda and TYCA agenda items if any.
- TYCA Chair attends the NCTE Executive Committee meeting (July/August)

September

- Regional Representatives submit *TYCA to You* article to *TYCA to You* editor by September 1 for December issue.
- National TYCA Nominating Committee begins its term. The committee consists of: Immediate Past Chair of TYCA and the seven regional representatives.

October

- Copy of *TYCA to You* from Editor to TYCA Administrative Liaison for December *TETYC* Journal by October 1.
- TYCA Chair plans agenda for TYCA EC meeting at Annual Convention with assistance from TYCA Administrative Liaison and TYCA officers.
- TYCA Officers attend Regional TYCA Conferences as representatives of National TYCA and NCTE.

TYCA Website & Archives

TYCA Website

<http://www2.ncte.org/groups/tyca/>

TYCA Archives

<http://tycaarchive.wordpress.com>

How to Become an Active Member of the Council

Several paths exist for TYCA members to become active in the Council:

- complete the annual interest profile for committee service; as vacancies exist you may be contacted by the chair
- volunteer to serve on NCTE's opinion panel
- volunteer to participate in national initiatives
- indicate your willingness to serve as an NCTE spokesperson
- volunteer to be a grassroots advocate
- volunteer to serve on task forces
- draft and submit to the Executive Committee position statements on education policy

Committees

The Executive Committee oversees committees, approving the appointment of Committee Chairs. Committee Chairs are usually selected from a list of three unranked candidates recommended by the outgoing Director/Chair as "fully qualified."

Headquarters staff provides a list of interested members to the Chair who selects committee members. The chair is not restricted to select only those on this list.

Chairs select members to fill vacancies considering representativeness (e.g., gender, people of color, elementary, middle, secondary, and classroom teachers).

In most cases, a newly selected member should expect to serve as a committee member for three years of the committee's existence. You must be an NCTE member to serve on an NCTE Appointed Council Group.

For a list of current NCTE Appointed Council Groups:

<http://www2.ncte.org/get-involved/volunteer/groups/>.

Nominating Committees

One of the most fundamental operations of the Council takes place at the Annual Convention—the nomination of the national, section, ELATE, and TYCA election slates. The NCTE Nominating Committee has profound importance to the College Section because it determines which College leaders will be eligible to run for Vice President, Trustees of the Research Foundation, and the next NCTE Nominating Committee. However, the College Nominating Committee influences the College Section more directly because this group ensures the active, strategic leadership of the Section as it chooses election slates for both Steering and Nominating Committees. Additional Nominating Committee and election information can be found on the NCTE Web site at: <http://www2.ncte.org/get-involved/volunteer/elections/>.

For more suggestions on how to get involved, visit the NCTE Website at:

<http://www2.ncte.org/get-involved/volunteer/>

4 *Annual Reports*

- **2019**
- **2018**
- **2017**

TYCA Annual Report

Submitted by
Cheryl Hogue Smith, TYCA Chair

2019

Overview

The Two-Year College English Association (TYCA) membership consists of NCTE members who subscribe to *Teaching English in the Two-Year College (TETYC)* and/or indicate two-year college interest on their member profiles. TYCA also has seven regional organizations: Northeast, Southeast, Southwest, West, Pacific Coast (ECCTYC), Pacific Northwest, and Midwest. Currently it is possible to belong to a regional TYCA without belonging to national TYCA and vice versa.

The TYCA Executive Committee consists of eleven voting members: Chair, Associate Chair or Past Chair, Secretary, Editor of *TETYC*, and a representative from each of the seven regional organizations. The TYCA EC meets twice a year on the Saturday during the NCTE and CCCC Conventions. The TYCA Chair is a voting member of the NCTE and CCCC ECs, while the Secretary and Associate Chair or Past Chair are voting members of the CCCC EC.

TYCA Regional Organizations

TYCA's seven regionals each have their own executive committee and have one representative sit on the national TYCA EC. The regional conferences have a long history, dating back to the mid-1960s, and provide an affordable, local conference for TYCA members and non-members alike. Most are held in October with the exception of TYCA-SE, which is held in February. TYCA-PNW moved its fall 2018 conference to Spring 2019 but will return to a fall conference in the future. Information about each region and their conference can be found at www.ncte.org/tyca/regionals.

Region	Date	Theme	Location	Visiting Officer
Southeast	February 13-16, 2019	Dare to Dream: Bridging Ideas for Student Success	Peabody Hotel Memphis, TN	Cheryl Hogue Smith (Emergency cancel)
Pacific Northwest	April 26-27, 2019	Community: Nurturing Deep Connections on Our Campuses, in Our Classrooms, and in Our Writing Centers	Yakima Valley College, WA	Suzanne Labadie
West	October 11-12, 2019	The Work of Community Colleges	Truckee Meadows Community College Reno, NV	Cheryl Hogue Smith
Midwest	October 17-19, 2019	Welcome to Akron: Where the Rubber Meets the Road	University of Akron Akron, OH	Jeff Andelora
Northeast	October 24-26, 2019	Reinvigorating the Public Sphere	Westin Portland Harborview Portland, ME	Suzanne Labadie
Southwest	October 24-26, 2019	Reinvigorating the Public Sphere	Montgomery College The Woodlands, TX	Jeff Andelora
Pacific Coast/ECCTYC	October 2020			

TYCA National Election

Sarah Z. Johnson has been elected as Associate Chair of TYCA. Her term begins in December 2019.

TYCA Conference

The following is an account of the TYCA 2019 Conference from Joanne Baird Giordano's (Conference Chair) perspective, as told in the September issue of *TETYC*:

Organizing the Conference

The TYCA Conference Planning Committee began meeting in late spring 2019 with an initial focus on developing a framework for planning the conference for future years, including establishing a schedule; developing a proposal process; establishing a peer review process; drafting review criteria; figuring out how to coordinate efforts with NCTE, the TYCA Executive Committee, TYCA Regionals, and CCCC; and identifying tasks that would need to be completed each year to maintain and organize the conference. The Committee selected the theme, "Starting the Conversation: Scholarship, and Activism at Two-Year Colleges" to reflect that a key purpose for a national conference is to bring two-year college teacher-scholar-activists together to share resources, research, and best practices for strengthening our work as professionals and as advocates for students.

The conference schedule included an opening session, five concurrent sessions with ten presentations in each time slot, a luncheon with TYCA awards and a keynote speaker, an evening event. The Committee decided to have more sessions with fewer potential attendees in each presentation to increase the diversity of the sessions, include as many participants on the program as possible, and help TYCA members receive funding to attend the conference. Options for concurrent sessions included 15-minute individual presentations, 60-minute panel presentations or discussions, roundtable discussions, interactive workshops, and poster sessions. The Committee initially planned on including digital sessions but lacked the resources to offer online sessions during the first year of the conference. In addition to TYCA conference sessions, the Council on Basic Writing invited attendees to attend their annual workshop sessions, and Leigh Jonaitis (CBW Chair and a member of the Planning Committee) worked to create a schedule that would integrate CBW workshop sessions into the TYCA Conference. Because this first conference lacked funding for offering free social activities for attendees, TYCA made arrangements with Norton (a conference sponsor) to have attendees attend their annual party in connection with CCCC on the same day as the TYCA Conference.

Proposals for the conference were due after notifications about accepted and rejected proposals were distributed for CCCC 2019 so that TYCA and CCCC members could either a) revise proposals that hadn't been accepted or b) develop a different presentation for TYCA if they had a presentation on the CCCC program. Presenters could appear on both conference programs, provided that the TYCA presentation was different from their work for CCCC.

The conference had a national peer review process with experienced reviewers from all of the TYCA regions, along with others who are active in TYCA at the national level. The process was competitive with approximately three times as many submitted proposals as available sessions in the schedule. Reviewers rated proposals based on the following criteria:

- Focuses on teaching, writing center or learning assistance programs, or other work of two-year college English teacher-scholars;
- Provides attendees with practical strategies for teaching English in the first two college years or engaging as a professional in the discipline;
- Presents concepts and practices that are relevant to working with a wide range of diverse learners at open-admissions institutions;
- Uses research or other evidence to support recommended practices.

NCTE coordinated the submissions process, which meant that neither the reviewers nor the Committee knew the identities or institutional affiliations of people who submitted proposals until after the presentations were selected and organized into a schedule. Proposals were reviewed by three reviewers, followed by an additional review from Planning Committee Members. All of the sessions that were highly rated by the initial reviewers were automatically selected for the

conference program. Proposals with mixed or mid-range reviews were accepted based on reviews from the Committee and the extent to which the presentation would help create a conference program that represented diverse and varied interests of TYCA members. Proposals were rejected if they didn't have a clear purpose or if they didn't reflect an understanding of the work of two-year college English professionals; however, the committee members reviewed all of the proposals rejected in the first stage of the review process to confirm that the reviewers assessed proposals based on the evaluation criteria, and they were able to verify that all of the peer reviews followed the criteria.

Although the proposals were reviewed through a blind process, every TYCA region had representation on the conference program. The largest category represented by submissions was first-year writing (not surprising, given that the conference was offered in connection to CCCC), followed by accelerated learning programs. The final program also included presentations on pedagogy, diversity, writing centers and learning assistance programs, developmental education, literature, creative writing, online teaching, high impact practices, and faculty development. The session topics illustrate the complex and varied types of work that two-year college English professionals engage in at their campuses, along with the interests of faculty at four-year campuses with a strong interest in teaching students in their first two years of college.

Key Issues Emerging from the Conference

The opening conference session was organized around interactive discussions about teacher-scholar-activism (see Sullivan 2015) and access to higher education. The session began with short remarks about national issues facing TYCA members from the incoming and outgoing TYCA Chairs and TYCA Conference Chair. Attendees then reviewed and responded to recent events and national initiatives that affect the work of two-year college English teachers and their students. Through small group table discussions and reports back to the large group, attendees identified national priorities for teacher-scholar activism at two-year colleges focused on three interrelated topics: access to higher education, legislative and administrative mandates that impose initiatives and requirements on two-year college English programs, and resources for engaging in teacher-scholar activist work.

Through these discussions, attendees identified key priorities for TYCA and its members. Challenges affecting how instructors and programs support students included eliminating and reducing developmental education, acceleration from developmental education to first-year writing, enrollment for dual credit high school students, various issues for US resident and international multilingual students, placement reform, limited resources for supporting at-risk students, and barriers for student retention (for example, food insecurity, transportation, and financial aid). Multiple groups discussed contingent labor, equitable hiring, and support for adjunct instructors. Some groups also identified a shift in hiring practices that increasingly emphasizes specialization in writing studies.

Attendees identified several issues affecting scholarship and the collection of evidence to support the work of engaging in teacher-scholar-activism, including misconceptions in the profession that two-year college instructors aren't qualified to do research, scholars from other institution types talking at (rather than with) two-year college teacher-scholars, a lack of resources and funding, and teaching loads that limit time for research. From the opening session conversations, three key issues emerged as research gaps that require more investigation and evidence to support the work of two-year college English programs: a) processes for assessing college readiness and placing students, b) co-requisite support and related developmental education issues; and c) integrated reading and writing, especially whether the IRW model adequately addresses students' development as college readers. These issues are directly connected to initiatives frequently imposed on writing and developmental education programs through legislation or administrative mandates.

Because of limited funding, the conference luncheon was a ticketed event that was open to both TYCA Conference attendees and participants in the CCCC. Recipients of the 2019 TYCA Outstanding Programs in English Awards from North Central Michigan College and Salt Lake

Community College received their awards and made brief remarks about their programs. Most of the luncheon time was devoted to the keynote speaker, Kiese Laymon, Otilie Schillig Professor of English and Creative Writing at the University of Mississippi. He is the author of the memoir *Heavy*, which received the 2019 Andrew Carnegie Medal in Nonfiction. Laymon shared a piece that explored his own experiences with trauma and dealing with student trauma as a college English professor. The reading was followed by a question and answer session that initiated ongoing conference conversations about teaching and approaching students with honesty. (From “Starting the Conversation: The Origin, Execution, and Future of TYCA’s First National Conference,” with Jeff Andelora and Cheryl Hogue Smith, *Teaching English in the Two-Year College*, forthcoming in September)

From the same article, in my words, are thoughts about the future of the Conference:

The Future Is Ours to Take

On that very day, even as the historic first national conference was taking place, the TYCA national officers presented a second proposal to the C’s EC, asking the Cs to underwrite TYCA for a second national conference to be held in Milwaukee on March 25, 2020, the Wednesday before the next Cs. This proposal, prepared with the expert assistance of Emily Kirkpatrick and Kristen Suchor, reflected the resounding success of the first conference. The TYCA conference numbers were impressive: Of the 339 attendees who were actively engaging in the first TYCA conference, approximately 85% registered for both the TYCA and Cs conferences, with over 50% enrolling to become Cs members at the time of the TYCA registration and almost 30% attending the Cs annual conference for the first time. Not only had we exceeded our target registration number of 250 attendees by 89 registrants, we had successfully demonstrated that a TYCA national conference would benefit the Cs, both in membership and C’s conference attendance. Upon hearing of TYCA’s success, the Cs EC once again overwhelmingly supported the TYCA proposal and agreed to underwrite a second TYCA national conference the day before the 2020 Cs conference in Milwaukee.

Of course, with the proposal accepted, the TYCA leadership team were committed to another year of hard work to ensure a second successful conference. The inaugural 2018 proposal specified that TYCA would need three consecutive successful national conferences if TYCA were to become self-sustaining, and with our first successful conference behind us, we optimistically decided to prepare beyond Milwaukee and think, too, about the 2021 Cs in Spokane and 2022 Cs in Chicago. So, three days later at the TYCA EC meeting, the TYCA EC implemented a structure for the conference, whereby the TYCA EC would appoint an Incoming Conference Chair (to become Conference Chair in 2021 and then Outgoing Conference Chair in 2022), along with representation from each TYCA region. For 2020, Joanne Giordano has agreed to continue to chair the conference for one more year, becoming Outgoing Conference Chair in 2021, and Stephanie Maenhardt has agreed to be 2020 incoming Conference Chair, becoming Conference Chair in 2021 and Outgoing Conference Chair in 2022. For continuity, during these crucial first years of conference planning, we wanted the Conference Committee to remain largely the same. Therefore, for TYCA 2020, we elected to have mostly “veteran” committee members, adding newly appointed members Jennifer Duncan (SE) and Emily Beals, former Incoming Breakfast Chair.

The TYCA national conference started as a way to save TYCA’s very existence, but it has also enacted an earlier vision of a conference that would bring together the seven separate TYCA regional associations. While these regionals have always been linked through the TYCA EC (the TYCA EC includes representatives from each region, while the national TYCA is represented by a TYCA officer at each of the regional conferences), the current national climate in the two-year colleges demanded a wider and more unified conversation. The opening session discussions outlined above demonstrate how crucial this conversation really is. For the first time ever, the seven regions were able to discover common problems and opportunities and develop action agendas on a national scale to address such pressing issues as dual enrollment, contingent faculty, and “eliminated” developmental courses—all of which have a crucial impact on two-year English faculty across the regions.

While we celebrate the success of our first national conference, however, we can't forget that for TYCA to become self-sustaining, TYCA 2020 and TYCA 2021 *must* be successful. We also need to remember that the success and professional impact of TYCA as a national organization will continue to be crucially linked to the vitality of our regional conferences and the continuing development and replenishment of our regional leadership teams, where our national leaders are so often nurtured

The TYCA 2020 Conference CFP is live, and proposals will be accepted until September 15th.

Emily Kirkpatrick is working to secure the luncheon speaker for TYCA 2020.

TYCA Awards

TYCA honors its award winners each year at CCCC. For next year, they will once again be presented at the TYCA conference, with the exception of the Mark Reynolds *TETYC* Best Article Award awards, which will be presented at the CCCC Awards Reception. Committees for each of the following awards work to decide on finalists from a list of nominations. The TYCA awards are as follows:

- **Diana Hacker TYCA Outstanding Programs in English Awards**
- **Nell Ann Pickett Service Award**

This award had not been funded for many years, but because of the success of the first national conference, the Southeast representative presented a proposal from Mark Reynolds, former *TETYC* editor, that asked the TYCA EC to reconstitute the award. The TYCA EC unanimously voted to do so.

- **The Mark Reynolds *TETYC* Best Article Award**

We have asked the CCCC Chair to present the award when they present other awards from NCTE journals; in 2019, the Mark Reynolds *TETYC* best article award was presented dead last.

Teaching English in the Two-Year College

TETYC continues to be the leading publication about teaching English in the two-year colleges. Holly Hassel is in her second year as editor and has several innovative ideas to expand submissions and readership. Each region contributes material quarterly to "TYCA to You," a section in *TETYC*, and each region has a member on *TETYC*'s Editorial Board. *TETYC* provides a primary source for professional development for TYCA members.

In August, Holly Hassel, *TETYC*'s current editor, was elected as the next CCCC's Assistant Chair; TYCA is working with Kurt Austin and Holly Hassel to find a new editor for the journal.

TYCA White Paper on Workload

Holly Hassel has taken the lead on writing a white paper about Workload Conditions in Two-Year Colleges. According to Holly, "Our group has been collecting secondary source research on various areas of workload to create a bibliography for our white paper. We are almost done with a draft of our workload survey. Joanne Baird Giordano and I are meeting in the next week to draft the IRB proposal that we will submit to my university's IRB. Once we have that approval, we can move ahead with disseminating the survey through the various channels. We are hoping to do that in September."

TYCA Listserv

Our TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions. <https://groups.google.com/forum/#!forum/tyca-listserv>

Appreciation, Recognition, and Thanks

Thanks to Linda Walters-Moore for her help with all things TYCA. We would be a lesser group without her.

Thanks to Kristen Sucher and, especially, Emily Kirkpatrick for their help with the TYCA 2019 Conference; their contributions helped make it the success it was.

And thanks to Jeff Andelora and Suzanne Labadie, TYCA's Past Chair and Secretary, for their stellar work!

Thanks to Holly Hassel for her outstanding work with *TETYC* these last four years.

TYCA members and elected officers are grateful to the leaders of NCTE, CCCC, and the College Section for their staunch support of TYCA.

TYCA Annual Report

Submitted by
Jeff Andelora, TYCA Chair

2018

Overview

The Two-Year College English Association (TYCA) membership consists of NCTE members who subscribe to *Teaching English in the Two-Year College (TETYC)* and/or indicate two-year college interest on their member profiles. TYCA also has seven regional organizations: Northeast, Southeast, Southwest, West, Pacific Coast (ECCTYC), Pacific Northwest, and Midwest. Currently it is possible to belong to a regional TYCA without belonging to national TYCA, and vice versa.

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TYCA Regional Organizations

TYCA's seven regionals each have their own executive committee and have one representative sit on the national TYCA EC. The regional conferences have a long history, dating back to the mid-1960s, and provide an affordable, local conference for TYCA members and non-members alike. Most are held in October with the exception of TYCA-SE, which is held in February. TYCA-PNW will move its Fall 2018 conference to Spring 2019 in order to maintain its joint-conference relationship with the Pacific North West Writing Center Association, which is moving from fall to spring. As of this writing, not all conference information is available. Information about each region and their conference can be found at www.ncte.org/tyca/regionals.

Region	Upcoming TYCA Regional Conferences
TYCA Northeast	"English at the Crossroads: Power and Possibilities" October 11-13, 2018 LaGuardia Community College Long Island, NY (Visiting Officer: Jeff Andelora)
TYCA Southeast	TBA February 2019 TBA TBA (Visiting Officer: TBA)
TYCA Southwest	"Connect—Collaborate—Innovate: The Tides of Change" October 25-27, 2018 San Luis Resort Galveston, TX (Visiting Officer: Suzanne Labadie)
TYCA West	"The Big Picture: Transfer, Threshold Concepts, and the Two-Year College" October 12-13, 2019 Salt Lake City Community College Salt Lake City, UT (Visiting Officer: Suzanne Labadie)
TYCA Pacific Coast/ECCTYC	TBA October 2019 TBA TBA (Visiting Officer: TBA)
TYCA Pacific Northwest	"Community: Nurturing Deep Connections on Our Campuses, in Our Classrooms, and in Our Writing Centers" April 26-27, 2019 Yakima Valley College Yakima, WA (Visiting Officer: TBA)
TYCA Midwest	"Educators on the Edge" October 11-13, 2018 Embassy Suites, Indy Downtown Indianapolis, IN (Visiting Officer: Cheryl Hogue Smith)

TYCA Executive Committee Meeting

The TYCA EC last met on Saturday, March 17, 2018, at CCCC in Kansas City, MO. Discussion of the first national TYCA conference dominated the agenda. What follows is a brief recap of the meeting:

- The CCCC EC approved on Wednesday, March 14, TYCA's request for seed money for their first national conference in Pittsburgh on March 2019, the Wednesday before CCCC.
- The EC decided on a Conference Planning Committee: Joanne Giordano, Sarah Z Johnson, Travis Margoni, Stephanie Maenhardt, and Beverly Fatherree. We agreed to ask Joanne to chair the committee. Also important was making sure all regions were represented.
- Additional items discussed:
 - Conference theme
 - Strands for concurrent sessions
 - Possible keynote speaker(s)
 - Collaborating with other groups (CBW) and integration with CCCC
 - Meals/Publisher Sponsorship
 - Call for Proposals and Timeline
 - Engaging TYCA Regional organizations
- Asao Inoue, CCCC Program Chair, visited to express support for conference.
- Emily Kirkpatrick, NCTE's Executive Director, visited to express her support, along with some action items to we needed to get started on.

TYCA Awards

TYCA honors its award winners each year at CCCC. The Nell Ann Pickett Service Award and Mark Reynolds *TETYC* Best Article Award awards are presented at the CCCC Awards Reception. The Diana Hacker Awards and the Public Image Committee "Fame Award" recipients are recognized at the TYCA Breakfast. Committees for each of the following awards work to decide on finalists from a list of nominations. Winners of the 2018 awards are as follows:

- **Diana Hacker TYCA Outstanding Programs in English Awards:** The Diana Hacker TYCA Outstanding Programs in English Award went Salt Lake Community College for their "Writing Across the College" program. Honorable mentions went to Queensborough Community College for "Students Working in Interdisciplinary Groups" and Midland's Technical College for "Student English Conference." Sravani Banerjee chaired the Awards Committee, and winners were honored at the 2018 TYCA Breakfast at CCCC.
- **Nell Ann Pickett Service Award:** The Nell-Ann Pickett Award Committee received no nominations last year, so no award was given.
- **The Mark Reynolds *TETYC* Best Article Award:** The 2018 Mark Reynolds *TETYC* Best Article Award went to Mara Lee Grayson for "Race Talk in the Composition Classroom: Narrative Song Lyrics as Texts for Racial Literacy," which appeared in the December 2017 issue of *TETYC*. The award was presented at the 2018 CCCC Awards Reception. Last year's winner Taiyon Coleman chaired the committee, and Mara lee Grayson will chair next year's.
- **Fame Award:** No 2018 TYCA Fame was awarded.

TYCA Breakfast

The TYCA Breakfast took place on Saturday morning at 7:00 at CCCC. Brian Harrell hosted the 2018 breakfast, which remains a popular conference event. Because of the TYCA conference at the 2019 CCCC in Pittsburgh, the TYCA breakfast will not be held.

Teaching English in the Two-Year College

TETYC continues to be the leading publication about teaching English in the two-year colleges. Holly Hassel is in her second year as editor and has several innovative ideas to expand submissions and readership. Each region contributes material quarterly to "TYCA to You," a section in *TETYC*, and each region has a member on *TETYC*'s Editorial Board. *TETYC* provides a primary source for professional development for TYCA members.

TYCA at NCTE Advocacy Day

TYCA Chair Jeff Andelora, is the chair of NCTE's Policy and Advocacy subcommittee, which plays an active role in NCTE's Advocacy Day each spring in Washington, D.C.

TYCA Listserv

Our TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions. <https://groups.google.com/forum/#!forum/tyca-listserv>

TYCA Conference Planning

Under the leadership of Joanne Giordano, the TYCA Conference Planning Committee has been working to plan the first TYCA National Conference, on the Wednesday before CCCC 2019 in Pittsburgh. The "[Call for Proposals](http://www2.ncte.org/groups/tyca/2019-tyca-conference-call-proposals/)" (<http://www2.ncte.org/groups/tyca/2019-tyca-conference-call-proposals/>) is online.

Appreciation, Recognition, and Thanks

Thanks to Cheryl Hogue-Smith and Suzanne Labadie, TYCA's Assistant Chair and Secretary, for their stellar work!

TYCA members and elected officers are grateful to the leaders of NCTE, CCCC, and the College Section for their staunch support of TYCA.

All of TYCA's officers, past and present, have greatly appreciated the work of our NCTE liaison, Linda Walters-Moore.

TYCA Annual Report

Submitted by
Jeff Andelora, TYCA Chair

2017

TYCA membership is composed of dues paying members from each of its seven regions: Northeast, Southeast, Southwest, West, Pacific Coast (ECCTYC), Pacific Northwest, and Midwest. Each region has its own executive committee and conference. Members of the regional organizations do not necessarily belong to the national organization. NCTE members who subscribe to *Teaching English in the Two-Year College* (TETYC) and/or indicate two-year college interest on their member profiles are National TYCA members.

The National TYCA Executive Committee is comprised of eleven voting members: Chair, Associate Chair or Immediate Past Chair, Secretary, Editor of TETYC, and seven Regional Representatives. The TYCA EC meets on Saturday during the NCTE Convention and CCCC.

Each region contributes material quarterly to "TYCA to You," a section in TETYC, and each region has a member on TETYC's Editorial Board. *Teaching English in the Two-Year College* provides a primary source for professional development for TYCA members. Regional conferences, open to all, provide an affordable, local conference for TYCA members and non-members alike.

Regional TYCA conferences occur throughout the fall with the exception of TYCA-SE, which takes place in February. Information about each region and their conference can be found at www.ncte.org/tyca/regionals.

Region	Upcoming TYCA Regional Conferences
TYCA Northeast	"In the Middle of It All: Moving English from the Margins of Higher Education" October 26-28, 2017 Chase Center on the Riverfront/Westin Wilmington Wilmington, DE (Visiting Officer: Past Chair: Eva Payne)
TYCA Southeast	"Confluent Teaching: Merging Tradition and Innovation in the 21st Century Classroom" February 22-25, 2017 They Hyatt House Charleston Charleston, SC (Visiting Officer: Newly Elected AC/Secretary)
TYCA Southwest	"Convergence" October 19-21, 2017 Embassy Suites Loveland, CO (Visiting Officer: Chair, Jeff Andelora)
TYCA West	"The Measure of Tomorrow: Assessment through the Lens of Race, Diversity & Inclusion" October 13-14, 2017 Glendale Community College Glendale, AZ (Visiting Officer: Secretary, Cheryl Hogue Smith)
TYCA Pacific Coast/ECCTYC	"Inspiration, Innovation, Inclusion" October 20-21, 2017 San Diego Miramar College San Diego, CA (Visiting Officer: Past Chair: Eva Payne)
TYCA Pacific Northwest	"Resist/Persist: Teaching and Tutoring College Writers for Justice, Safety, and Progress" October 13-14, 2017 UW Tacoma Tacoma, WA (Visiting Officer: Chair, Jeff Andelora)
TYCA Midwest	"Cultivating Curiosity" October 5-7, 2017 St. Paul Hotel St. Paul, MN (Visiting Officer: Secretary, Cheryl Hogue Smith)

TYCA Executive Committee

The TYCA EC last met on Saturday, March 18, 2017, at CCCC in Portland, OR. This was Jeff Andelora's first meeting as TYCA Chair. The following two items dominated discussion:

- **Research Committee**

With the recent completion of three TYCA documents—[TYCA Guidelines for the Preparing Teachers of English in the Two-Year Colleges](#), [TYCA White Paper on Placement Reform](#), and the [TYCA White Paper on Developmental Education Reforms](#)--the EC voted to pursue a joint research project with CCCC that addresses issues of class size and workload. This was in response to some community college faculty being required to teach a 6/6 or 7/7 load each year, even as class size goes up. The TYCA chair has met with CCCC and TYCA leadership, all of whom support this project. More to come.

- **TYCA Structure and Membership**

The EC discussed strategies to reposition TYCA within NCTE. Currently TYCA has no revenue stream with which to fund its awards, and there is considerable confusion among members about the relationship between TYCA and the regional organizations. (Regional members don't need to be part of the national organization; in fact, many aren't aware of the national organization.) The TYCA chair has sent a proposal to Emily Kirkpatrick and is awaiting a response.

TYCA Awards

TYCA honors its award winners at each year CCCC. The Nell Ann Pickett Service Award and Mark Reynolds *TETYC* Best Article Award awards are presented at the CCCC Awards Reception. The Diana Hacker Awards and the Public Image Committee "Fame Award" recipients are recognized at the TYCA Breakfast. Sravani Banerjee is chairing an *ad hoc* committee working on revising and clarifying the criteria for the Diana Hacker awards. Committees for each of the following awards work to decide on finalists from a list of nominations:

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

Winners of the 2017 Diana Hacker TYCA Outstanding Programs in English Awards were announced and honored at the TYCA Breakfast at CCCC.

- **Nell Ann Pickett Service Award**

The Nell-Ann Pickett Award Committee received no nominations last year, so no award was given.

- **The Mark Reynolds *TETYC* Best Article Award**

The 2017 Mark Reynolds *TETYC* Best Article Award was announced at the CCCC Awards Reception.

- **Fame Award**

The 2017 TYCA Fame award was announced in Portland at the TYCA Breakfast.

TYCA Breakfast

The TYCA Breakfast takes place on Saturday morning at 7:00 at CCCC. Suzanne Labadie from Oakland Community College, MI, is chairing the 2017 TYCA Breakfast along with her assistant chair, Brian Harrell. The breakfast remains a popular conference event.

Teaching English in the Two-Year College

TETYC continues to be the leading publication about English teaching at two-year colleges. Holly Hassel is in her first year as editor and has several innovative ideas to expand submissions and readership.

TYCA at NCTE Advocacy Day

TYCA Chair Jeff Andelora, a member of NCTE's Policy and Advocacy subcommittee, participated in NCTE's Advocacy Day, April 27-28, 2017, in Washington, D.C.

TYCA Listserv

Our new TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions.

Appreciation, Recognition, and Thanks

Congratulations to Cheryl Hogue-Smith and Suzanne Labadie, newly elected Assistant Chair and Secretary, respectively!

TYCA members and elected officers are grateful to the leaders of NCTE, the College Section, and CCCC for their staunch support of TYCA.

All of TYCA's officers, past and present, have greatly appreciated the work of our NCTE liaison, Linda Walters-Moore.

5 *Agendas/Minutes*

- *Unapproved Minutes 2019 -- CCCC, Pittsburgh, PA*
- *Minutes 2018 – Annual, Houston, TX*
- *Minutes 2018 – CCCC, Kansas City, MO*

Unapproved Minutes

Two-Year College English Association Executive Committee Meeting

Westin Convention Center, Pittsburgh
Washington Room
Pittsburgh, Pennsylvania

Saturday, March 16, 2019
8:00 a.m.–5:00 p.m.

ITEM	PAGE
1. READING (Suzanne Labadie)	
2. WELCOME AND INTRODUCTIONS Stephanie Maenhardt Laura Hammons, SE Rep Rob Lively, TYCA West Rep Theresa Thonney, PNW Sravani Banerjee, Pacific Coast Rep Linda Walters-Moore, NCTE Liaison Michael Berberich, SW visitor Alan Hutchison, Midwest Rep Sybil Priebe, TYCA To You David Lydic sitting in for Liz Anne Aguilar Leigh Jonaitis, Northeast Rep Jeff Andelora, Past Chair	
3. REVIEW OF PARLIAMENTARY PROCEDURE (Cheryl Hogue Smith)	
4. ADOPTION OF THE AGENDA Maenhardt/Banerjee	
5. APPROVAL OF THE MINUTES (November 2018) Maenhardt/Andelora	1
6. CHAIR'S REMARKS (Cheryl Hogue Smith)	
7. ACCEPTANCE OF CONSENT AGENDA REPORTS Maenhardt/Lively	
<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>Alice Sturgis The Standard Code of Parliamentary Procedure Page 116</p>	

	A. Chair's Report (Cheryl Hogue Smith)	
	B. Awards Committees	
	1. Mark Reynolds <i>TETYC</i> Best Article Award (Mara Lee Grayson)	8
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	C. Regional Reports	
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	7. Pacific Coast Regional (Sravani Banerjee)	21
	D. Publications Report: <i>TETYC</i> (Holly Hassel)	25
	E. Publications Report: TYCA to You (Sybil Priebe)	42
	F. TYCA Archivist (Stephanie Maenhardt)	43

	G. TYCA Officers Visit to Regional Conference 2019	44
8.	REPORTS FOR DISCUSSION	
	<p>A. CCCC Chair or Associate Chair Update (Asao Inoue)</p> <p>Discussed adding the TYCA program to the C's program. Cheryl will get the information about what we need in the program to Asao, and he will discuss it with Julie/Officers related to next year.</p> <p>We would also like to adjust the script for the best article award for TETYC. Cheryl will email Asao about this.</p>	
	<p>B. Executive Director's Report (Emily Kirkpatrick)</p> <p>n/a</p>	
9.	ACTION ITEMS	
10.	NEW BUSINESS	
	<p>A. 2019 TYCA Conference --</p> <p>Feedback on Conference:</p> <ul style="list-style-type: none"> • It would be nice to have a printed program. We'd also like to have the TYCA strand in the CCCC program. • We would like to see more bridges between the 4Cs and TYCA program. One way might be to print the TYCA program in the 4Cs program (10 pages or so). • Registration process needs work • Share CFP earlier. Solicit submissions earlier. Make decisions earlier. Is this possible? • Issues w/ publishers and when they would speak. Lack of clarity around this...NCTE sold packages for publishers and they determined how things would work. We need to revise the packages in collaboration with Patrick from NCTE. <p>Waiting for conference survey w/ evaluation and to continue identifying issues that are pressing that we'd like to continue to discuss as an organization. Stephanie to follow-up with survey results (EC).</p> <p>Joanne is putting together a guide for the conference (draft) what needs to happen when and such so that future planners will have a starting point.</p> <p>Building the program:</p> <ul style="list-style-type: none"> • One major accomplishment was the effectiveness of the blind reviewing process. Great representation from around the country and had 3x the proposals expected. 	

	<p>SZ Johnson oversaw this and did great work. Extensive process that began with key areas of interest and filed accepted proposals in these topical categories to ensure a balanced program.</p> <ul style="list-style-type: none"> • Next year, we need more reading, ESL, Literature, Creative Writing. Work was done to ensure that interest threads were spread out throughout the time slots. Next year we will try to keep the reviewers outside the planning committee, rather than drawing upon these people for additional work. • The aim was to have 50 sessions, which may or may not be enough. NCTE believes this is a bit high. Less than 50% were accepted, so the process was very competitive. • Joanne will share rubric with regions so they could employ it with their own review process. • There was a flaw in the proposal system that required submitters to submit twice...this will be fixed in the next year. • What about mentoring sessions? Would this be something to include next year? Since C's had this thread, we did not do it this year, but we can revisit that next year. • Keeping program focused on the topics that matter for TYC faculty is important. Avoid moving to a more personal, chair-based model, which can alienate attendees. • Add round-table sessions to the program 	
	<p>B. 2020 TYCA Conference</p> <p>Planning Committee Discussion:</p> <ul style="list-style-type: none"> • Chair: As we develop a sustainable process, we want to build in mechanisms to create continuity and consistency. Use model of 3-year commitment: Incoming conference chair, current chair, past chair. <ul style="list-style-type: none"> ◦ Cheryl proposes we maintain Joanne Giordano as chair for one more year. Either Maenhardt or SZ Johnson, will be the assistant chair and ultimately move on to the chair position and then past chair. We may draw upon regional reps to ensure that the leadership of the conference rotates through the regions. Outgoing regional reps or EC leaders could be good people to tap for this work, but they might otherwise be able to refer people who would be able to take on the role. ◦ TYCA conference chair will be appointed by the TYCA Chair, under advisement of the board. <p>MOTION: Move that the chair, under the advisement of the board, will appoint the chair and associate chair for future TYCA conferences. (Banerjee/Hutchison)</p> <p>MOTION: Move that the conference chair work to ensure representation from all regions in forming a planning committee, gathering stage one reviewers, and putting together the program for the TYCA National conference. (Labadie/Maenhardt)</p> <ul style="list-style-type: none"> • Other roles on program committee include regional liaison; proposal review; marketing; coordinating main events like luncheon/opening session, etc. • We'll need to devise a new role for the TYCA breakfast chair. This person could 	

	<p>be pulled into the planning committee to coordinate the luncheon. Interfacing with publishers, organizing the program for lunch, etc. The old position is no longer relevant, so should be eliminated. But the work will be rolled into the TYCA conference planning committee.</p> <p>MOTION: Sunset the breakfast chair position (Maenhardt/Jonaitis)</p> <p>Next Year's Program:</p> <ul style="list-style-type: none"> • CFP will be completed by May 1* (changed to end of May after meeting). Deadline for proposals will be in September. Notifications will be in October. • Cheryl suggested a coordination with Kiese Laymon's topic of "Honesty" in next year's theme. • Opening session for next year could be focused around workload issues (contingent faculty, teaching load, etc.) • It was noted that next year's conference is located in a state/city where the 2-year college has been dismantled. • One program/panel idea is to host a "TYCA to You" session that would bring the regional reps together to invite people to become involved in their region. Sybil is willing to chair this panel. <p>Luncheon: should we allow people to enter and listen, not eat? We had to turn away people at the door who did not buy a ticket and just wanted to hear the speaker.</p> <p>Evening Event:</p> <ul style="list-style-type: none"> • TYCA Evening event was missed. We can survey about what would work. Could move the event later. Could have a different type of event, such as bowling, archery, axe throwing, • We could consider hosting a Tuesday night gathering for people coming in-- informal, pay your own way, etc. <p>Collaboration: Collaboration with SIGs and CBW, etc. There is competition for Wednesday activities, and we may want to consider how to collaborate more effectively with these groups. They want to get more TYCA members to join in on these standing groups, and we could arrange something so that TYCA attendees would be able to go to a designated session (1hr) sponsored by the standing group.</p> <p>Accessibility of conference: how can TYCA take the lead in making the conference accessible? Could we offer accessibility partners? Posting material online might be one way to help to address this. Can we request CART services for the opening session @TYCA?</p> <p>Discounted rates: adjuncts and grad students are struggling to afford the conference. Cheryl will look for info on how many adjuncts/grad students attended. We are not in a position to compromise our revenue at this point; We must have 250 attendees that pay full price to break even with CCC money but making attendance more accessible for adjuncts is a goal of the organization. Could we offer a lowered rate for adjuncts? Cheryl will check with Emily to see if this is possible or if there's a model for this. Program committee will connect with local schools to encourage adjunct attendance.</p>	
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	<p>Marketing:</p> <ul style="list-style-type: none"> • We need to take care that we don't assume similar success next year. There were many people who came because it was "the first," and we need to plan to expand our marketing efforts and double down. • What would be the process for getting a little more active with our social media? Sybil is interested in doing this for us. Shalyn Getz currently manages TYCA's SM presence. Linda will check and see if we can have more direct access. • No signage for TYCA Conference at Check-in or at the entrance to our meeting rooms. Branding is key and it is something that we might be able to work on now that we have a national presence. Linda will check with NCTE/Brains on Fire to determine what the cost might be to implement a new brand and what limitations we might have. Sybil will mock up a contest/call for entries to solicit student ideas for a logo. • We'd also like to have a TYCA registration table of sorts where people could check in with members of the EC or planning committee and maybe handouts and a raffle for t-shirts, sign-ups for dinner, etc. We may be able to repurpose the materials from the TYCA booth for this purpose. Linda will see what is possible. 	
	<p>C. TYCA 2025 Vision</p> <p>The committee reviewed the language of the current 2020 Vision to update it for the coming 5 years.</p> <ul style="list-style-type: none"> • Perhaps we could adjust the final line to say "students" instead of adult learners. • "Advanced public understanding" -- TYCA will advance might be better language. • We have many things happening within the organization-- conference, journal, white papers, etc.-- but are we really addressing the major public issues that area affecting our profession? What about the "activist" role of teacher/scholar/activist-- what are we doing there? • We'd like to see more public communication about issues relevant to our field. • We discussed creating videos in the past to address the major issues that affect us, and posting • Why is the word "advocate" missing? Is that part of what we do? <p>Revision:</p> <p>MOTION: Moved that the TYCA 2025 vision statement is: TYCA will advance 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. TYCA will work to ensure that legislative and organizational policy makers, at state, regional, and national levels, recognize and rely upon the expertise of two-year college faculty in addressing the diverse needs of students. (Jonaitis/Maenhardt)</p>	

	<p>D. CCCC 2-Year Chair</p> <p>We need to work at recruiting TYC people who might be able to serve in the capacity of the CCCC chair. This committee can be instrumental in helping this to happen. We could be more deliberate about getting people onto the nominating committees. Encourage people to run for the 4Cs executive committee as a member at large.</p> <p>TYCA doesn't currently have a consistent role on the nominating committee for C's chair. We could ask 4Cs for more consistent representation on that committee.</p>	
	<p>E. NCTE Guidelines for Organizational Responses to Public Issues</p> <p>NCTE has provided guidelines for how to respond to public issues. As members of TYCA, we are representatives of NCTE when we speak on issues like this, not just TYCA.</p>	45
	<p>F. Nell Ann Pickett Award</p> <p>Cheryl has spoken with NCTE (Emily) about reconstituting the award, which we have not been able to offer for two years because of lack of funds. There was a concern about offering the award again without having a real budget for it. We could also give the award without any \$\$ attached to it. That would require changing the award.</p> <p>Several members spoke in favor of the award.</p> <p>We also need to be sure we're getting applications/submissions for this award from all regions.</p> <p>Laura Hammons (SE) provided a letter from Mark Reynolds that makes an earnest request that we do what it takes to get this award back on the books.</p> <p>MOTION: Move that we award the Nell Ann Pickett award for 2020, to include registration for the conference in the year in which it is awarded. (Hammons/Lively)</p> <p>Do we need a nominations sub-committee who is thinking about recommendations for this and other awards...it could be a way to institutionalize the focus on these awards and opportunities? Perhaps we should use the existing nominating committee a little more actively. This committee is called by and used by the chair to accomplish these things.</p>	
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	<p>A. TYCA EC Meeting: Saturday, November 23, 2019, Baltimore, MD</p>	

	B. TYCA EC Meeting: Saturday, March 28, 2020, Milwaukee, WI	
12.	ADJOURNMENT -- (Andelora/Maenhardt)	
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Approved Minutes

Two-Year College English Association Executive Committee Meeting

George R. Brown Convention Center
Conference Room 212
Houston, Texas

Saturday, November 17, 2018
8:00 a.m.–5:00 p.m.

ITEM		PAGE
1.	READING	
2.	WELCOME AND INTRODUCTIONS Jeff Andelora, Chair/Past-Chair Cheryl Hogue Smith, Associate Chair Stephanie Maenhardt, Historian Sravani Banerjee, Pacific Coast Rep Alan Hutchinson, Midwest Rep Elizabeth Nesius, Northeast Rep Teresa Thonney, Pacific Northwest Rep Liz Ann Aguilar, Southwest Rep Brian Anderson, Southwest Chair Robert Lively, West Rep Laura Hammon, Southeast Rep Suzanne Labadie, Secretary	
3.	REVIEW OF PARLIAMENTARY PROCEDURE (Jeff Andelora) At TYCA, we keep it less formal. We may change	
4.	ADOPTION OF THE AGENDA Motion to Accept: Hogue Smith Second: Maenhardt APPROVED	
5.	APPROVAL OF THE MINUTES (March 2018) Motion to Accept: Hogue Smith Second: Lively APPROVED	1
6.	CHAIR'S REMARKS (Jeff Andelora) Conference is the biggest thing going on for us right now. It's moved along quickly and successfully so far. We need to make a profit on this conference; right now, we are an expense to the organization. The end goal is to have more voice and presence in the organization to better serve our two-year college members. Cheryl is well equipped to take on this project, and as such happy to pass things on to her. This is the year we'll be electing an associate chair. Jeff will stay on as past chair for a year and then a new person will be coming on. Nominations are needed for TYCA Associate Chair	
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>Alice Sturgis <i>The Standard Code of Parliamentary Procedure</i> Page 116</p> <p>Motion to Approve: HOGUE SMITH Second: MAENHARDT APPROVED</p>	
	A. Chair's Report (Jeff Andelora)	9
	A. Awards Committees	
	1. Nell Ann Pickett Award (no funding currently available)	
	2. Public Image: TYCA Fame Award (Samantha Krag)	12
	3. Mark Reynolds <i>TETYC</i> Best Article Award	
	4. Diana Hacker/TYCA Awards (Sravani Banerjee) • December 1st deadline-- still time to submit nominations!	13
	A. Regional Reports	
	1. Midwest Regional (Alan Hutchison)	14
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	A. Publications Report: <i>TETYC</i> (Holly Hassel)	31
	A. Publications Report: TYCA to You (Sybil Priebe)	45
	A. College Section Steering Committee (Shelley Rodrigo)	46
	A. TYCA Archivist (Stephanie Maenhardt)	
	A. TYCA Officers Visit to Regional Conference 2018-19	48
	A. TYCA Breakfast (Brian Harrell)	49
8.	REPORTS FOR DISCUSSION	
	A. CCCC Chair Update (Carolyn Calhoun-Dillahunt) <ul style="list-style-type: none"> Position statements for revision: Dual Credit-- collaborative with all relevant groups within the organization. 	
	B. Executive Director's Report (Emily Kirkpatrick) <ul style="list-style-type: none"> Featured speaker will be Kiese Laymon (<i>Heavy</i>)-- excited about the TYCA conference coming up. What Emily needs from our EC is: What networks do we need to tap into to ensure that 2-year college instructors that are not yet connected get there. Where should we go, beyond the regions, to grow TYCA? Leadership trajectory for TYCA looks great-- sad to say goodbye to Jeff but looking forward to Cheryl's term as chair. Ideas from the group: Consider tapping into the adjunct communities-- reduced membership cost? How to use the institutional membership to serve faculty/adjuncts Administrative buy-in is key -- can help with funding for participation in conferences/PD We could use regional reps to spread the word, but this isn't a sustainable model How to we reach the dual enrollment population? Regions can turn over membership lists 	
	C. TYCA Budget (Jon Coffman) <ul style="list-style-type: none"> Adjustments/corrections were made to the report provided. TYCA Sponsorship dollars have been incorporated into the budget in a different way; we are trying to more accurately report the income of the organization as we build out a conference and try to grow the organization. Finances are improved from last year Dues income has increased We might want to revisit the discussion about increasing the fee from \$2 to \$5. In 	50

	order to do so, we may want to be a little clearer about what the increase is for and why "\$5"?	
	<p>D. Regional Reports Discussion</p> <ul style="list-style-type: none"> • Southwest: Conferences: Successful conference in Galveston; used grant funding and had a generous administrator and as such made a good amount of money. SW is also working on engaging new members, growing participation in the broader region. Efforts in the works are geared toward grad students in local universities, administrators, etc. They're also aiming to draw in newer faculty. We hope to also use the notion of a national conference as an incentive to participate. Statewide outcomes are also an issue-- how are they being interpreted in different places? Legislation: mandated dual enrollment; mandated corequisite courses; selecting a major by the end of 8th grade; limiting inclusion of literature and speech instruction; etc. • Pacific Northwest: Conferences: There is discussion about when to have the conference. Have been joining with PNW Writing Center Association...and as such moved conference to spring. This will be the last joint conference and we'll move back to October. Conference will be April 26-27 in Yakima. PNW is not making sufficient money with our conferences, and we'd like advice on how to improve. Similar numbers to other regions, but they're making far less. The new chair is excited and working hard to promote the region. They're hopeful that the fall conference will bring new energy to the region. • Southeast: Legislation: Push toward career education in the area. Hold on step raises for faculty (MS). There is an attempt to reclassify CC faculty as "midpoint" -- lower classification than HS instructors. Conferences: SE has strong financials. Conference planners seek out grants from tourism and visitors' boards; humanities grants/societies; statewide boards for community colleges have cash to share. • West: Conferences/Membership: West is considering developing more social media presence to draw interest from newer faculty. There is some consideration of reorganizing the region in order to get more attendance. Right now, it is mostly large city faculty, rather than the smaller states/locations. Legislation: Governor of Nevada promised a big influx of cash for TYCs...hoping it comes through. • Northeast: Conference: Met at LaGuardia CC in NY-- first at a school and first in NYC proper. This brought in some difficulties re: perceptions of the city, proximity of school and hotel, accommodations for those with disabilities, etc. Next year they'll return to the traditional model of hotel/conference center. Added an appointed position of conference chair to their EC to liaise between conference team and the REC. Webtender and social media are two separate jobs on their REC. The organization is struggling to get NH and VT involved in the region. Legislation: NJ legislation demands that TYCs adjust all programs to 60 credits or fewer; 120 limit on 4-year colleges. This will obviously have financial impacts to the CCs and 4-year schools. Guided pathways are implemented statewide also. Legislation is coming for OERs as well. • Midwest: Conference: Had a successful conference in Indianapolis/Ivy Tech. Brought in new membership from IN. The region struggles with membership west of Omaha and KC...and some more remote areas of the states. State-rep responsibilities are being revisited so that they have a clear sense of expectations for their work. Working on a similar document for conference planning for the region. Legislation: Iowa collaborates with local HS instructors, free luncheon, paid 	

	<p>for by regional CC, to work on dual-enrollment issues. IA also has a statewide meeting for CC faculty just to keep the conversation open. Retirement in IA is on the line due to new state leadership and bargaining has been gutted because of right-to-work legislation in the last couple years.</p> <ul style="list-style-type: none"> • Pacific Coast/CA: Conference: No conference since 2015 because we lost money. Since then, membership has dwindled to 5. Looking at partnerships to join with other organizations for a conference. CSU is particular org they might connect with, as the dwindling membership is affecting their organization as well. Sravani will look into the possibility of connecting with TYCA West for the October conference. <p>Legislation: AB705 State legislation that states by Fall 2019 students can self-place into Freshman Composition. Students must be transfer level within 1 year of beginning work at a CC/JC. Working on creating guidelines requiring corequisites, IRWs, supplemental instruction and embedded tutors, etc., to address this situation.</p>	
	<p>E. Conference Planning Update</p> <ul style="list-style-type: none"> • Marketing • Attendance Numbers: 22 registered now; more coming, obviously; • Sessions- 150+ proposals; conference program prepared by December 1; opening session is interactive panel discussion; 5x10 sessions (total of 50); evening event w/ Norton as well as opportunities for dining and take action groups; ticketed lunch; • Roles for TYCA EC-- adding chair to board-- or using the chair/associate chair to shape the conference and maintain continuity; <p>The EC recommends that we get people together for nationwide issues-- how can we move the needle on teacher pay/oversight? Other big-picture issues as well. In addition, there was suggestion that we use ideas from Southeast for fundraising-- grants from local orgs, etc.</p>	
	<p>F. NCTE Update (Chadwick)</p> <ul style="list-style-type: none"> • We don't have enough TYC faculty at the table when we do our planning and subcommittee work for the organization. What can we do to make your experience better? Please feel free to reach out directly to the presidential team-- we serve you, not us. • What's going on at the NCTE table? Neurodiversity statement; Governance subcommittee-- addressing HEA and other issues related to higher ed.; the movement toward accountability for CC/UNI faculty; NCTE not able to move the needle on faculty pay...but what can we do? Working to get NCTE into a bipartisan resource organization for all legislators. Also working to promote "literacy" as a multidisciplinary need, not just "ELA." Working NCTE into members lives-- we care, we are interested, and we are in the classrooms. 	
	<p>G. Diana Hacker Award</p> <ul style="list-style-type: none"> • Deadline is December 1st • Do we need to streamline and adjust the process for application? The requirements are extensive and complicated. The application process is a bit arduous. • The chair charges this committee to review and revise the function of this award and to revise the submission process to be more streamlined and effective for the organization. 	
9.	ACTION ITEMS	

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	<p>A. TYCA ListServ (Suzanne Labadie)</p> <ul style="list-style-type: none"> • How can we leverage the listserv to...increase membership, engagement, etc. • Ideally, we could create posts that start a conversation... • Avoid writing for the sake of writing-- people don't need another email. • Use the listserv to gather information...survey the membership on relevant topics. • Evaluate research needs of the organization 	
10.	NEW BUSINESS	
	<p>A. Research Projects (Suzanne Labadie)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Workload research- White papers are useful and are cited broadly. Even if they may not create change, they are useful for informing the profession on these issues. • Hassell has sent a class size research proposal to Cs-- we will know whether it is accepted in January. • Hiring lecturers rather than faculty; the aim to get rid of tenure. • Deprofessionalization of faculty. • NCTE is revisiting their position statement on adjuncts...perhaps we could collaborate with them. On the other hand, two-year college faculty have a unique connection to this issue. 	
	<p>B. Strengthening Relations between National and Regionals (Suzanne Labadie)</p> <ul style="list-style-type: none"> • Registration is a big factor in whether people understand the connection between regions and national TYCA. Joining the two registrations together may be the only way to make this connection clearer. • Would rebranding help? Is naming an issue? TYCA? TYCEA? TETYC? • We need to help the relationship between the two make more sense to regional members • The conference is the first step in making this happen; we may need to see what happens at the conference and then identify what our "brand" is that will make sense to the regions. • Video, perhaps with clips from national conference, promoting the conference, promoting the organization. Attendees take photos and videos and upload them. • Sravani, Holly, Liz Ann, Suzanne will set up a strategy to collect videos. Suzanne will email this group. 	
	<p>C. TYCA Fame Award (Cheryl Hogue Smith)</p> <ul style="list-style-type: none"> • Motion: Sunset the TYCA Fame Award (Hogue Smith) • Second (Hassell) <p>APPROVED</p>	
	<p>D. Regional Assessment/Dues (Andelora)</p> <p>MOTION: We will not go to regions and ask for an increase in revenue. (Hogue Smith)</p> <p>SECOND: Hammons</p> <p>APPROVED</p>	

	<p>E. Futuring TYCA (Hogue Smith)</p> <ul style="list-style-type: none"> • Try to tap more into 4-year institutions. Let's push the 4-year members to see that we do the same work and they really should be working with TYCA as well. • There is some resistance from 4-year instructors to joining in with two-year colleges for PD; they feel that our work excludes them or doesn't apply. • Our organization is actually dedicated to the teaching of English in the first two years of college...not only to two-year colleges. • Let's be sure to maintain our unique character while also promoting these connections. 	
	<p>F. Social Media Presence</p> <ul style="list-style-type: none"> • Should TYCA national have a social media presence on our own? How should we approach making this happen? • Perhaps we need to put together a communications plan, via taskforce, to determine the best way to make this happen. • Cheryl will speak with the current twitter account and get us more involved in it. She will also determine whether there is a communications plan and whether the EC might provide a little support or guidance to optimize how it works. 	
11.	ANNOUNCEMENTS	54
	<p>Associate Chair Nominations/Suggestions</p> <ul style="list-style-type: none"> • Nominations were taken from the EC 	
	A. TYCA EC Meeting: Saturday, March 16, 2019, Pittsburgh, PA	
	A. TYCA EC Meeting: Saturday, November 23, 2019, Baltimore, MD	
12.	ADJOURNMENT Lively/Maenhardt	
13.	INFORMATION ITEMS	55
	A. TYCA 2020 Vision	56
	A. TYCA Executive Committee Roster 2018-19	57
	A. National TYCA Constitution and Bylaws, November 2012	61
	A. TYCA Committee Matrix 2018	70
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	A. Future Meetings of NCTE and CCCC	85
	A. TYCA Membership Brochure	86

Approved Minutes

Two-Year College English Association Executive Committee Meeting

Kansas City Marriott Downtown
12th Street Meeting Room
Kansas City, Missouri

Saturday, March 17, 2018
9:30 a.m.–5:00 p.m.

ITEM		PAGE
1.	<p>READING</p> <p>Quote from Paul Bodmer - a memorial of his experience of the first TYCA Breakfast</p>	
2.	<p>WELCOME AND INTRODUCTIONS</p> <p>Cheryl Hogue Smith, Associate Chair Jeff Andelora, Chair Suzanne Labadie, Secretary Leigh Jonaitis, Northeast Rep Stephanie Maenhardt, TYCA Archivist Alan Hutchison, Midwest Rep Liz Ann Baez Aguilar, Southwest Rep Theresa Thonney, Pacific Northwest Rep Robert Lively, West Rep Holly Hassel, TETYC Editor Sravani Banerjee, Pacific Coast/ECCTYC Rep Laura Hammons, Southeast Rep Linda Walters-Moore, TYCA Administrative Liaison Justin Jory, West Chair</p>	
3.	REVIEW OF PARLIAMENTARY PROCEDURE (Jeff Andelora)	
4.	<p>ADOPTION OF THE AGENDA Thonney/Lively</p> <p>MOTION: Move conference discussion to after the chair's report (item 6.5) Hassel/Maenhardt</p>	
5.	<p>APPROVAL OF THE MINUTES (November 2017) Maenhardt/Labadie</p>	1
6.	<p>CHAIR'S REMARKS (Jeff Andelora)</p> <ul style="list-style-type: none"> Conference discussion began a year ago because we learned we had no money to pay for our own awards and that we cost NCTE \$24k per year. We are completely dependent on NCTE for all travel, awards, administration, space, etc. In addition, the other major organization coming out of NCTE (CCCC) is running a budget deficit this year. NCTE is doing good work to responsibly use the funds that we have; this is a move to get the financial house in order. Holding a conference that turns a profit is the only way to balance the TYCA budget, and it will help to establish the organization. TYCs 	

	are facing huge challenges across the nation (cuts in LA education, working conditions, dual enrollment, etc.), and the organization needs to show up and be a stronger voice and presence to address these issues. Without a little bit of money and a national presence, it is difficult for national TYCA to help.	
6.5	<p>TYCA CONFERENCE DISCUSSION</p> <p>General Notes</p> <ul style="list-style-type: none"> • Conference planning is a good opportunity to draw in people from outside the EC. • Planning Committee— will circulate a call for people who would like to be involved in the committee (TYCA Listserv). • Jeff will appoint a few people to get started. Beverly Fatherree, Stephanie Maenhardt, Joanne Giordano, Travis Margoni, Sarah Z Johnson will head things up. This group can open it up and seek others who would like to be involved. We will develop recommendations for the group and their work. • Need representation from all regions. In addition to the reps on EC we'd like to have another regional EC member engaged in the process. • Develop connections with other groups we'll be conflicting with on the Wednesday program... • Need to be sure we're not trying to be too many things to too many people. • Might we reach out to local HS to indicate that the conference is happening and that they may want to participate? • Recommended PC Positions: "program" chair, REC liaison, external groups liaison, communications chair (Job: get people to come and to submit proposals; engage over social media) • Vershawn also looking for a TYC local arrangements co-chair— could be a joint position with PC if that is useful. • In booking sessions/luncheon: sometimes it is possible to tap into a company/sponsorship that might add income for our conference— i.e. supported by publisher/company. • TYCA breakfast: Because we are asking for \$250 from registrants (\$150 for TYCA conference, \$100 to add on CCCC registration) perhaps no breakfast, which would be an additional \$40 ticket. • TYCA Awards would be part of the luncheon @ conference on Wednesday. Or...they could be tied into an event with Bedford during an evening. • We will keep TYCA Talks (#TYCAPerforming) but should reschedule for another day: Thursday/Friday evening. • Some discussion about the chair of the planning committee was had. We would like to have someone who is not otherwise positioned in TYCA/REC— a new voice/person who might be involved in other ways in the future. We have a great list of people, all of whom will be involved. • Consider offering featured sessions <p>Motion: Move that we appoint Joanne Giordano as the first chair of the National TYCA Conference.</p> <p>Hassel/Banerjee</p> <ul style="list-style-type: none"> • The chair will be in touch with Joanne Giordano about this charge. • Speakers: Tom Hanks, Junot Diaz, Ellen Degeneres, Amy Tan, Jesmyn Ward. Qualities we're looking for: connection to CCs; someone who would champion the CC in some way; Big Draw; potentially an author; Emily K. has a good 	

	<p>sense of who might really be accessible to us and interested...PC should consult with her.</p> <p>Recommendations on Conference Theme: Theme for CCCC is “performance’— may be nice to have some connection there. Playing on the word “form”: Forming identify; re-forming and reforming Topics: skills transfer, dual credit, pedagogy. performance of pedagogy practice, pedagogy, performance</p> <p>Ideas for Strands/Things we think should be encouraged in the CFP: guided pathways, pedagogy, basic writing, dual enrollment, online instruction, ESL, tech, lit/humanities, professional issues, taking action.</p> <p>CFP should include info about type of sessions— we want a strong pedagogy to focus what people sometimes feel is missing from their CCCC experience.</p> <p>Engaging the TYCA Regions</p> <ul style="list-style-type: none"> • Use TYCA Regional Reps • Engage a different regional rep on the planning committee—looking for 2nd rep from each of the regions • Consider Including a “best of” session from each regional TYCA in the program. • Linda will provide a list of CCCC attendees from each of the regions for the last 3 years to guide communications. <p>Offering an incentive for regional membership will be a good idea to encourage attendance. Identifying TYCA Regional members as “non-members” may not be productive. Eliminate all distinctions between member and non-member from the registration process if possible.</p> <ul style="list-style-type: none"> • identify a communications chair who can interface with the membership chair in each region • Consider some sort of visual engagement with the regions @ conference— map on the wall with pins and writing...ask Cheryl for more detail. <p>Engaging with CCCC and Friends of TYCA</p> <ul style="list-style-type: none"> • TYCA EC officers will interface with CCCC EC in the process of planning • How can we ensure that there is strong interaction between 2-year/4-year faculty at Cs? • Consider a panel that engages 2/4 year crossover issues • Market our conference at Summer Cs conferences— ensure that someone mentions it/communicates with conference chairs. • Also market and mention at WPA conference in July. <p>Timeline</p> <ul style="list-style-type: none"> • Jeff will contact Joanne Giordano by 3/23. • Planning committee should establish team by April 7, including a call to the TYCA Listserv • CFP should be complete by April 30. • EC will review CFP by May 7 and forward to Emily K. • Submissions due August 1 	
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	<ul style="list-style-type: none"> • Acceptance notifications September 1 • Deadline for accepting September 15 <p>Key things to keep in mind in planning process Transparency, Inclusion, Diversity</p>	
7.	ACCEPTANCE OF CONSENT AGENDA REPORTS Hogue Smith/Banerjee	
	<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 (Jeff Andelora)	22
	B. Awards Committees	
	1. Nell Ann Pickett Award (award not given this year)	
	2. Public Image: TYCA Fame Award (Samantha Krag)	25
	3. Mark Reynolds TETYC Best Article Award (Taiyon Coleman)	
	4. Diana Hacker/TYCA Awards (Sravani Banerjee)	26
	C. Regional Reports	
	1. Midwest Regional (Alan Hutchison)	
	2. Northeast Regional (Leigh Jonaitis)	27
	3. Southeast Regional (Susan Slaviczy)	28
	4. West Regional (Robert Lively)	29
	5. Pacific Northwest Regional (Teresa Thonney)	31
	6. Southwest Regional (Liz Ann Baez Aguilar)	32
	7. Pacific Coast Regional (Sravani Banerjee)	33
	D. Publications Report: TETYC (Holly Hassel)	35
	E. Publications Report: TYCA to You (Sybil Priebe)	47

	F. TYCA Archivist (Stephanie Maenhardt)	
	G. TYCA Officers Visit to Regional Conference 2018-19	48
	H. TYCA Breakfast (Brian Harrell)	49
8.	REPORTS FOR DISCUSSION	
	<p>A. CCCC Chair or Associate Chair Update (Carolyn Calhoon-Dillahunt or Asao Inoue)</p> <ul style="list-style-type: none"> The committee applauded and congratulated Asao for his work at ensuring all voices were heard at this conference. <p>Asao's Remarks</p> <ul style="list-style-type: none"> Connect with Vershawn to mitigate programmatic conflicts for 2019 Cs. As incoming CCCC chair, Asao will provide whatever support he can for this event, especially as we get closer to the date. Many reasons for the Wednesday date choice on TYCA's end. Asao agrees that Wednesday is clearly the right day for this event...based upon our thoughts as a committee as well as his past experience with the K-12 Saturday programming attempt in Portland. Committee asked Asao about what themes we might consider?: something that pairs well with the theme for CCCC would be great...something with an easy or interesting connection. Draw upon the local situation in Pittsburg—are there issues there that might provide a good focus/starting place? 	
	<p>B. Executive Director's Report (Emily Kirkpatrick)</p> <p>Emily's Remarks</p> <ul style="list-style-type: none"> Thanks to the leadership that brought the TYCA conference into being. Logistically, the conference has been vetted as a Wednesday conference. EC officers and NCTE will connect with CCCC leadership to plan further. TYCA should establish a planning team: small group that should be identified today. Include roles of 1. framing agenda, 2. team to identify candidates for featured speakers (get started within 2 months), 3. Regional liaison; 4. connections with other groups in field (CBW). consider engaging dual enrollment as a key part of the event; Budget will be managed by NCTE; Sponsorship opportunities will be pursued by NCTE Marketing: the conference will be promoted at NCTE Develop a wish list for NCTE/Emily and they will review and do best to support Develop a list of questions about the facilities if needed. Consider HS instructors/DE people in scheduling (sessions p.m. and later) Jeff may be able to have a chance to speak at NCTE to promote TYCA conf. Designate a conference chair. NCTE's call for papers platform will be shared Deadline for Call for Papers? Must be available by May. News Release should also be provided for by NCTE—but cannot do until the theme, CFP, date, etc. Sooner the better. Need to have a great speaker...someone who will be a good draw. 	

	NCTE wants TYCA to be more visible as part of the organization. Let's work together to raise TYCA's profile nationwide related to FYC.	
9.	ACTION ITEMS	
	<p>A. TYCA Research Committee</p> <ul style="list-style-type: none"> • White Paper on Working Conditions/Labor Practices in the TYC, for both full-time and contingent faculty. <p>Part of the document identifies the situation— synthesis/overview of the issues. Identify how these issues impact students — something faculty and administrators can use as a reference when making changes in policy/contracts.</p> <p>Paper may include information about Workload/Class Size Questions to consider: How much time does it take to read and respond to a paper? Feedback practices? Compare these numbers with scantron professions? Holly will share links to information she has related to class size and student success from the Feminist Caucus.</p> <p>What is the Connection between equity gaps and student success.</p> <p>Issues: right to work, collective bargaining, top-down mandates, state legislatures, academic freedom, salary/benefits, course load, shared governance, competency-based education, workplace safety</p> <p>Motion: Move that the chair recharge the TYCA Research committee with the goal of producing a white paper on labor practices and working conditions for TYC faculty, particularly as they impact student success.</p> <p>Hogue Smith/Lively</p>	
10.	NEW BUSINESS	
	A. TYCA National Conference – Moved to item 6.5	
	<p>B. Strategic planning: review of motions, committee matrix, 2020 Vision, TYCA goals (Cheryl Hogue Smith)</p> <p>Current Issues for TYCA Membership</p> <ul style="list-style-type: none"> • Dual Enrollment • Guided Pathways Implementation • Attack on Liberal Arts • Social Justice Concerns • Conference Planning Software • Membership: Do we need a National Membership Chair? <p>Additional Issues that may be addressed in a White Paper:</p> <ul style="list-style-type: none"> • Contingent Faculty/Working Conditions • De-professionalization • Academic Freedom <p>We're seeing faculty working conditions and academic freedom attacked on many sides. Community Colleges being abolished in WI, Faculty-wide communication</p>	

	<p>shut down in NY. 100+ adjuncts fired in KY. 60 by 30— 60% of population 25-34 should have a degree/certificate by 2030 (Texas Higher Education). This top-down policy is resulting in grade inflation. Similar “success” mandates are happening in CA and NV.</p> <p>How do we address these issues from the context of the TYCA Mission/Vision?</p> <ul style="list-style-type: none"> • We must talk to each other and share information. • Working conditions are linked clearly to the ability to accomplish goals of literacy education. • National Organization is in a position to address these things. Education is driven by “mega-orgs”— TYC faculty needs to have more of a voice at the table in these discussions— a voice that represents disciplinary knowledge • Consider how we can begin addressing these issues at the TYCA Conference. <p>EC Officers in connection with Holly Hassel will work to revise the 2020 Vision (2025) and present at the November meeting.</p> <p>See item 9A for details on White Paper.</p> <p>Remaining unaddressed issues will be on the agenda for November in Houston.</p>	
11.	ANNOUNCEMENTS	50
	A. TYCA EC Meeting: Saturday, November 17, 2018, Houston, Texas	
	B. TYCA EC Meeting: Saturday, March 16, 2019, Pittsburgh, Pennsylvania	
	C. Hacker Award materials — please promote and distribute EARLY in your regions. We would like to have more submissions!	
12.	ADJOURNMENT Hogue Smith/Banerjee	
13.	INFORMATION ITEMS	51
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6 *Committees*

TYCA COMMITTEES 2019-20

Standing Committees	Term	Charge & Start Date
TYCA Nominating Committee Past Chair 7 Regional Reps		TYCA nominations NCTE nominations CCCC nominations (Term = one year, beginning fall/academic year)
Nell Ann Pickett Award Carolyn Calhoon-Dillahunt, Chair* Sharon Mitchler Shelley Rodrigo Sandie Barnhouse *2016—Last winner will chair committee.	19-20	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)
Outstanding Programs Award Sravani Banerjee, Chair Justin Jory Leigh Jonaitis Juliette Ludeker	16-19 16-19 16-19 16-19	Honor two-year college teachers and outstanding English programs. (Term = three years, rotating; start date = fall/academic year)
TETYC Best Article of Year Award Mara Lee Grayson, Chair Robert Lazaroff Rebecca Fleming Marlena Stanford Holly Larson*	19-23 17-21 17-21 17-21 19-20	Choose best article from the journal for the year. (Term = four years, rotating; start date = Jan./calendar year) <i>Effective 2014, the winner(s)* of the “Best Article” award will serve a one-year term on the committee.</i>

AD HOC Committees and Task Forces	Term	Charge & Start Date
Research Initiative		Re-charged (Two committees working on Dual Enrollment and Placement) (Term = 3 years, beginning fall/academic year)

NCTE/CCCC Committees	Term	Charge & Start Date
College Forum Cheryl Hogue Smith	18-20	TYCA Chair serves as representative to College Forum. (Term = two years; beginning Nov./NCTE)
College Section Steering Committee Cheryl Hogue Smith Holly Hassel	18-20 16-21	TYCA Chair is <i>ex officio</i> voting member, TETYC Editor is <i>ex officio</i> non-voting member

7 *Awards*

- **Diana Hacker TYCA Outstanding Programs in English Awards**
- **Nell Ann Pickett Service Award**
- **Mark Reynolds *TETYC* Best Article Award**

Diana Hacker TYCA Outstanding Programs in English Awards

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

*The first awards in memory of Diana Hacker were presented at the
TYCA Breakfast at the CCCC Convention in 2005*

*The awards are now given at the Annual
TYCA Conference Luncheon at the CCCC Convention
(Started in 2018)*

The Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges will be given annually and will honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals. The colleges selected for the awards (one in each category) and for honorable mention will be honored at the TYCA Luncheon at the CCCC Convention held each Spring.

Applicants must complete the online submission form, with a brief description of their program (60 words or fewer), and a narrative (1,000 words or fewer). Submission materials must be electronically submitted by December 1. Submission information and electronic form are available at <http://www2.ncte.org/awards/tyca-diana-hacker-outstanding-programs-in-english-award/>.

Award Winners

2019

Composition Programs and Writing

Award

Accelerated Learning and Writing
North Central Michigan College, Petoskey

Award

Online + at SLCC
Salt Lake Community College, UT

Honorable Mention

Placement Reform through Rhetorical Analysis
Southwestern Illinois College, Belleville

2018

Reaching Across Borders

Award

Writing Across the College
Salt Lake Community College, UT

Fostering Student Success

Honorable Mention

Students Working in Interdisciplinary Groups (SWIG)
Queensborough Community College, Bayside, NY

Enhancing Literature and Cultural Arts

Honorable Mention

Midlands Technical College Student English Conference
Midlands Technical College, Columbia, SC

2017

Reaching Across Borders

Award

The Study of Global Literature for Intercultural Competence: Paid Internship for Graduate Students
Cerritos College, Norwalk, CA

Honorable Mention

The English Department Connectivity Committee
Columbus State Community College, Columbus, OH

Fostering Student Success**Award**

The Evergreen Valley College Writing Center
Evergreen Valley College, San Jose, CA

Enhancing Developmental Education**Award**

Multiple Pathways in Developmental English
Hudson County Community College, Jersey City, NJ

Honorable Mention

UCBA Emporium Model for Basic Writing to Enhance Progress to College Level Writing
University of Cincinnati Blue Ash College, Cincinnati, OH

2016**Reaching Across Borders****Honorable Mention**

Of the Community: Service Learning Integration in Two-Year College English Courses
Howard Community College, Columbia, MD

Enhancing Developmental Education**Award**

Triad Model of ALP at Atlantic Cape
Atlantic Cape Community College, Mays Landing, NJ

Honorable Mention

Embedding Developmental in College-level English: Modularization, Instruction, and Assessment
Manchester Community College, CT

Fostering Student Success**Award**

The BMCC Teaching Academy
Borough of Manhattan Community College/CUNY, NY

Honorable Mention

Make Learning and Event: Using Campus Partnerships to SCOR with Students
Harrisburg Area Community College, Gettysburg, PA

Honorable Mention

First Year Seminar in the Liberal Arts (Social Sciences and Humanities)
LaGuardia Community College, City University of New York, Long Island City

2015**Reaching Across Borders****Award**

Embracing the Trend: Student Success with Our Adjunct Faculty
Bergen Community College, Paramus, NJ

Honorable Mention

Global Humanities Institute
Montgomery College, Takoma Park, MD

Enhancing Developmental Education**Award**

Developing a Cohesive Academic Literacy Program for Underprepared Students in the University of Wisconsin's Writing Program
University of Wisconsin Colleges, Madison

Fostering Student Success**Award**

Thematic 101 Experience (TOEs) Program

Spokane Community College, WA

Honorable Mention

Faculty Professional Learning Community in Rhetoric and Composition

Harvard Community College, Columbia, MD

For a full listing of past winners, go to:

http://www2.ncte.org/wp-content/uploads/2019/03/OP_Past_Winners.pdf

Nell Ann Pickett Service Award

The Nell Ann Pickett Service Award Committee is appointed by the chair of National TYCA to select an annual award winner for this honor. In appointing the committee, the chair will rotate membership among the seven regional TYCA organizations. The previous winner of the award will be invited to serve on the committee. More information is available at <http://www2.ncte.org/awards/tyca-nell-ann-pickett-award/>.

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

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

- **Major Impact on Two-Year College Professionalism**
- **Service Qualification:** Positive contributions to leadership in professional organizations at the regional or national levels and inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups that promote two-year colleges.
- **Teaching Qualification:** Demonstrated past or present excellence in teaching which exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.

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

Nominations must be submitted electronically, no later than November 15, to tyca@ncte.org.

Award Winners

2019 No award was given (sponsorship ended)
2018 No award was given (sponsorship ended)
2017 No award was given (sponsorship ended)
2016 Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA
2015 Leslie J. Roberts, Oakland Community College, Orchard Ridge Campus, Farmington Hills, MI

For a full listing of past winners, go to:

<http://www2.ncte.org/awards/tyca-nell-ann-pickett-award/>

Mark Reynolds *TETYC* Best Article Award*

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

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

Nature of the Award: A plaque will be awarded to the author of the winning article along with a cash award of \$250.

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

More information is available at <http://www2.ncte.org/awards/journal-article-awards/tyca-best-article/>.

Award Winners

- 2019 Holly Larson, Seminole State College, FL
Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production (December 2018)
- 2018 Mara Lee Grayson, Pace University, New York, NY
Race Talk in the Composition Classroom: Narrative Song Lyrics as Texts for Racial Literacy (December 2017)
- 2017 Michael Kuhne, Shannon Gibney, Kathleen DeVore, Renee Long of Minneapolis Community & Technical College; and Taiyon Coleman of St. Catherine's University in St. Paul
The Risky Business of Engaging Racial Equity in Writing Instruction: A Tragedy in Five Acts (May 2016)
- 2016 Howard Tinberg, Bristol Community College, Fall River, MA
Reconsidering Transfer Knowledge at the community College: Challenges and Opportunities (September 2015)
- 2015 Hope Parisi, Kingsborough Community College, NY
Third-Party Address: A Dialogic Option in Portfolio Reflection for Basic Writers (September 2014)
- Christie Toth, University of Utah, Salt Lake City
Unmeasured Engagement: Two-Year College English Faculty and Disciplinary Professional Organizations (May 2014)

For a full listing of past winners, go to:

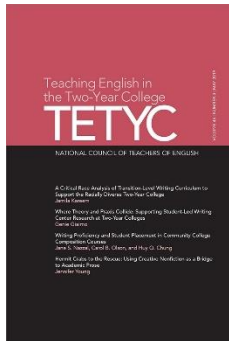
<http://www2.ncte.org/awards/journal-article-awards/tyca-best-article/>

*At the 2010 CCCC Conference in Louisville, the *TETYC* Best Article of the Year Award Selection Committee requested that the TYCA Executive Committee consider renaming this award for a long-time TYCA member who has contributed to the scholarship and mission of TYCA and the *Teaching of English in the Two-Year College* journal. The TYCA EC approved the change. A Committee was formed. They looked at numerous candidates and unanimously nominated former *TETYC* editor Mark Reynolds for the honor.

8 ***Publications & Position Statements***

- ***Teaching English in the Two-Year College***
- ***TYCA Regionals: Publications***
- ***Research and Scholarship in the Two-Year College*** (November 2010)
- ***TYCA Executive Committee Statement on Concurrent Enrollment*** (March 2012)
- ***Characteristics of the Highly Effective Two-Year College Instructor in English*** (March 2012)
- ***TYCA White Paper on Developmental Education Reforms*** (March 2014)
- ***TYCA White Paper on Placement Reform*** (April 2016)
- ***TYCA Guidelines for Preparing Teachers of English in the Two-Year College*** (April 2016)

Teaching English in the Two-Year College



Teaching English in the Two-Year College (TETYC) publishes articles for two-year college English teachers and those teaching the first two years of English in four-year institutions.

We seek **articles (4,000–7,000 words)** in all areas of composition (basic, first-year, and advanced); business, technical, and creative writing; and the teaching of literature in the first two college years. We also publish articles on topics such as program and curriculum development, assessment, technology and online learning, writing program administration, developmental education in writing and reading, speech, writing centers in two-year colleges, journalism, reading, ESL, and other areas of professional concern.

Submission Guidelines: *TETYC* also publishes several regular features:

- **Instructional Notes:** short articles describing successful classroom approaches, 1,200–4,000 words (see *TETYC* Guidelines for Writing Instructional Notes – <http://www2.ncte.org/resources/journals/teaching-english-in-the-two-year-college/tetyc-instructional-guidelines/>);
- **Reviews** of books, software, and other nonprint materials (see Guidelines for Book and Media Reviewers – (<http://www2.ncte.org/resources/journals/teaching-english-in-the-two-year-college/book-review-information/>))
- **What Works for Me:** brief descriptions of successful classroom activities, 200–750 words.

Beginning in September 2016, *TETYC* will publish two new features:

Review Essays will be 2,000–3,000 words and offer a synthesis of recently published works on a common topic or theme. Aimed at the busy teacher-scholar, review essays should indicate how the works included (at least three books, articles, Web publications, or other types of professional resources) are interconnected and speak to a shared professional concern. See more information in the Guidelines for Book and Media Reviewers (see link above).

Symposiums aim to bring together diverse voices on a common topic of interest to two-year college English teachers and may be from 2,000 to 4,000 words. Sample topics might be reflections on white papers or position statements from NCTE, TYCA, or CCCC; commentary on trends in the field; or responses to recent studies, research pieces, or policy reports. Writers interested in contributing a Symposium piece should submit a proposal through Editorial Manager (see below) that includes the suggested topic, names and short background on contributing writers, and a brief summary of the perspectives that the piece will offer.

Submission Guidelines and Information: All pages should be numbered. Beneath the article title on the first page should be a one-sentence descriptor of the article. Longer essays should provide at least one level of internal headings. All documentation should be in text (with a works-cited list), following the latest *MLA Handbook* (8th edition). **The author's name should not appear on any pages of the manuscript.** Authors should familiarize themselves with NCTE's Statement on Gender and Language (<http://www2.ncte.org/statement/genderfairuseoflang/>). Articles, Instructional Notes, What Works for Me, and reviews are all submitted for double-blind review by a minimum of two outside readers. The editor makes final decisions regarding all manuscripts based on reviewers' recommendations, usually within three months.

Using students' or others' work: Articles that incorporate work from students or other subjects should include either documentation of Institutional Review Board approval or permission from writers to be included in the manuscript (even when such work is used anonymously or pseudonymously). To access the permission form needed to include the work of others in your submission (especially student work), go to: http://www.ncte.org/library/NCTEFiles/Resources/Journals/TETYC/STUDENT_CTP.docx.

Where to Send: Manuscripts should be submitted to the **TETYC Editorial Manager** (<https://www.editorialmanager.com/tetyc/default.aspx>) manuscript submission and review site. Please register there as an author. Once logged in to the system, follow the instructions to upload your submission.

TETYC encourages publication by first-time authors. The editor invites inquiries about potential articles or manuscripts in progress and is willing to assist in developing projects for the journal. Queries and general correspondence may be sent to Editor Holly Hassel at tetyc.editor@gmail.com.

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Teaching English in the Two-Year College welcomes **reviews** of new and recently released scholarly books, textbooks, DVDs, websites, and other media of interest to teachers of English in two-year colleges.

The **TETYC review** is intended to be a space that allows scholars and readers to take a very close look at an important idea/text within the field. The review provides a close analysis of the text, and it may put the text in conversation with ideas and/or other texts in the field. Done well, the review makes connections, adds to the ideas in the original text, and is generative, pushing the reader forward into new ways of thinking.

Submit reviews via the TETYC Editorial Manager site (choose "Book Review" from the list of article types).

Review Essays: From time to time, TETYC will publish review essays that feature multiple texts that speak to a key issue in the field. These essays will tend to be slightly longer than traditional reviews, but shorter than feature articles. If you have an idea for a review essay, we ask that you query the review editors at the addresses below. Please provide information about the texts you would review, the issue they speak to, and why you think that issue is important to TETYC readers.

Cross-Talk Reviews: Additionally, TETYC will occasionally publish special "Cross-Talk" reviews, mainly by invitation.

- Cross-Talk I: Two reviews (750-1,000 words each), plus up to a 100-word response by author.
- Cross-Talk II: Two 750-word reviews, two 250-word responses by reviewers, one 750-word response by author.

Questions? Contact book review editors Mark Blaauw-Hara at markblaauwhara@gmail.com or Sheri Rysdam at srysdam@uvu.edu.

Subscriptions: *Teaching English in the Two-Year College* is published quarterly by the National Council of Teachers of English (NCTE). Annual membership in NCTE is \$50 for individuals, and a subscription to TETYC is \$25. Institutions and non-members may subscribe for \$75. To join NCTE and/or subscribe to TETYC, call the Customer Service Department toll free at 1-877-369-6283. Orders may also be placed online at <https://secure.ncte.org/store/tetyc>.

These guidelines are also available online at <http://www2.ncte.org/resources/journals/teaching-english-in-the-two-year-college/write-for-us/>.

TYCA Regional Publications

Each TYCA Region produces a journal/newsletter. They can be accessed at the following websites:

TYCA Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, Manitoba

Midwest Messenger – <https://sites.google.com/view/tycamwalternative/home?authuser=0>

TYCA Northeast: Connecticut, District of Columbia, Delaware, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, New Brunswick, Newfoundland, Nova Scotia, Ontario, Quebec

TYCA Nor'easter – <https://www.tycanortheast.org/>

TYCA Pacific Coast (ECCTYC): California

inside english – <http://www.ecctyc.org>

TYCA Pacific Northwest: Alaska, Northern Idaho, Montana, Oregon, Washington, British Columbia, Saskatchewan, Yukon Territory

Pacific View – <http://tyca-pnw.org>

TYCA Southeast: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Southeast Journal – <http://www.tycase.org/>

TYCA Southwest: Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, Texas

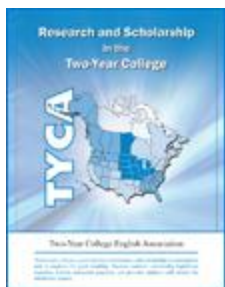
Southwest Newsletter – <http://tycasw.org/wp/>

TYCA West: Arizona, Hawaii, Nevada, Utah, Southern Idaho, Wyoming

TYCA West Newsletter – <http://tycawest.org/>

Research and Scholarship in the Two-Year College

(Revised November 2010)



At two-year colleges, good teaching matters most, and scholarship is a prerequisite and co-requisite for good teaching – because teacher's scholarship legitimizes expertise, informs classroom practice, and provides students with models for intellectual inquiry.

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

The complete document can be downloaded at

<http://www2.ncte.org/groups/tyca/tyca-position-statements/>.

Recommendations

1. As practical steps toward creating a campus-wide culture that fosters teaching, scholarship and research, we recommend the following initiatives:
 - Establish **A Center for Faculty** (which would sponsor speakers and workshops, award mini and semester long research grants and other projects)
 - Provide **renewable funding** from the college administration and/or faculty union for participation in professional organizations (TYCA, NCTE, MLA, and CCCC)
 - Endow **faculty chairs** (Funded by college foundation donors and awarded to faculty who have distinguished themselves on or off campus through their research and scholarship, it would require a yearly lecture or presentation by the chair-holder or by a guest speaker sponsored by that chair holder and brought to campus for that purpose)
 - Support **membership in a university-college consortium** (Join a consortium of universities and four and two-year colleges to sponsor summer programs of research and study for their members).
 - Encourage **applications for NEH summer grants and seminars** (many government sponsored agencies are reaching out specifically to two year college faculty to apply for these programs)
 - Offer **sabbaticals** (Give faculty members the opportunity to develop and work on research projects—and renew themselves professionally and intellectually)
 - Institute **research and scholarship as part of the reward system** (While quality teaching should be the most important factor in awarding tenure and promotion at a two-year college, the value of research and scholarship, as it contributes to the development of the teacher-scholar and for its own sake, should be acknowledged.)
2. Given that part-time faculty have assumed an increasingly visible role in community college classrooms, we urge that, like their full-time colleagues, part-time faculty benefit from the opportunity to reflect on their teaching practice and to share their insights with other teacher-scholars.
3. Given that virtually half of the students entering postsecondary education in this country do so through two-year colleges, we recommend that state and national committees, national studies, and collaborative efforts for the funding of state and national projects for the teaching of postsecondary English seek and require representation by two-year college faculty.

Prepared by an ad hoc committee of the Two-Year College English Association of the National Council of Teachers of English:

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Howard Tinberg, Bristol Community College, Fall River, Massachusetts, Co-Chair
Jeff Andelora, Mesa Community College, Arizona
Sharon Gerald, Jones County Junior College, Ellisville, Mississippi
Matthew Kim, Illinois State University, Normal
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Jeff Sommers, West Chester University, Pennsylvania

Approved by the Two-Year College English Association Executive Committee, November 20, 2010

TYCA Executive Committee Statement on Concurrent Enrollment

Preface:

Concurrent enrollment courses are those for which high school students earn college credit, and several forms exist for delivery of instruction: 1) college courses taught at high schools by high school faculty, 2) college courses taught by visiting college faculty at high schools, and 3) high school students attending classes on a college campus. Of these, the most controversial is the first: college courses taught by high school faculty at the high school often have minimal oversight by the sponsoring colleges because of limited budgets. The lack of sufficient release time for collaboration between college faculty and high school faculty makes the quality of instruction difficult to guarantee.

Rationale:

Because of the significant economic investment undertaken by states in funding concurrent enrollment programs, it is important that states commit to programs that will benefit all students, regardless of economic status. For example, recent research reveals that the number of high school graduates who must enroll in remedial classes upon entering colleges is growing. This trend indicates that while a few students are reaping the benefits of dual enrollment, others are not acquiring college-ready skills. With limited educational dollars available, it is problematic that dual enrollment benefits high achieving students often already enjoying substantial privilege, thus reinforcing existing economic disparities, impoverishing traditional high school classrooms, and contradicting the promise of dual credit to promote access for all students.

TYCA Executive Committee Concerns:

1. Quality control for courses
2. Environment on the high school campus
3. The cognitive and affective readiness of students
4. Policies for handling parental involvement
5. College support of high school faculty
6. College grades awarded to concurrently enrolled students

Recommendations:

1. TYCA EC supports the standards of the National Alliance of Concurrent Enrollment Partnerships (nacep.org), with one addition to Curriculum 1: class enrollment limits be identical to those on the college campus. These standards are measurable criteria that address quality in concurrent enrollment programs.

The national standards also promote the implementation of policies and practices to ensure that concurrent enrollment courses at the high school are the same as courses offered on-campus at the sponsoring college or university; students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; and instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution.

NACEP standards encourage strong accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations. While they are the basis for accreditation, all concurrent enrollment programs can benefit by using the standards as a framework for program development.

NACEP's standards of program quality were first adopted in 2002, covering five categories:

- Curriculum

- Faculty
- Students
- Assessment
- Program Evaluation

The complete set of standards can be found at <http://www.nacep.org/standards/2011>

2. TYCA EC argues that DC/CE English programs should be subjected to regular assessment to determine programmatic quality, utility, and equity, and TYCA EC encourages continued data collection and investigation of student performance within classes and the demographic makeup of the students served by the programs to ensure academic integrity for all students. Pertinent research tasks may include:
 - Data collection on how many students across their states earn dual enrollment credits
 - Ascertainment of which English courses are taught through concurrent enrollment
 - Data collection on success, retention, and degree completion rates
 - Surveys regarding the method of oversight (For example, do college English faculty receive enough release time to adequately assess the success and oversee dual enrollment in their areas?)

Conclusion:

Dual credit is a program praised enthusiastically by students, administrators, and parents; moreover, these programs are often endorsed or even mandated by legislators. That students would be eager participants is easily understood: they welcome the opportunity to get their high school diplomas while accumulating college credit that enables them to start college a step ahead. That parents would be pleased is predictable: dual credit allows students to earn college credit at tuition rates well below the usual; often dual credit students pay nothing and state funding pays the tuition. That administrators would be eager participants is obvious: they generate a new funding source when the college receives reimbursement for these students; in addition, some perceive these courses as a recruiting tool. Legislators see dual credit as a way to reduce student demands on the public university systems, and perhaps more importantly, as a way to encourage and support high performing students. It is a prime concern of TYCA that the economic investment undertaken in funding concurrent enrollment programs be shared among all students regardless of economic status.

Prepared by an ad-hoc committee of the Two-Year College English Association (TYCA)
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 David Lydic, Austin Community College, Texas
 Alexis Nelson, Spokane Falls Community College, Washington
 Eva Payne, Chemeketa Community College, Salem, Oregon

This statement was approved by the National Two-Year College English Association (TYCA), March 24, 2012 at its executive committee meeting held during the CCCC Convention in St. Louis.

For more information on Dual Credit and Concurrent Enrollment, go to:
<https://sites.google.com/site/tycadualcredit>.

Characteristics of the Highly Effective Two-Year College Instructor in Englishⁱ

Preface:

The highly competent English instructor in today's two-year college—like highly competent faculty at all levels of education—is a skilled educator, an accomplished scholar, and an active learner, contributor, and leader within the profession. What distinguishes the two-year college English instructor is his or her dedication to open educational access, commitment to democratic participation and equity within higher education, and ability to help make these ideals a reality for highly diverse learners from backgrounds that cross conventional divides of age, race, ethnicity, class, and academic preparation.ⁱⁱ

Rationale:

The Two-Year College English Association (TYCA) of the National Council of Teachers of English has developed this document to offer guidelines for individual faculty, faculty groups, administrators, boards of trustees, accrediting agencies—in short, those who may screen, hire, assess, or evaluate two-year college English faculty. The document identifies and briefly describes the unique strengths of highly effective two-year college English instructors.ⁱⁱⁱ

Characteristics:

- 1. Highly effective two-year college English instructors are exemplary teacher-scholars.** Their teaching is informed both by reflective practice and by application of the best available theoretical approaches. Highly effective instructors recognize that ongoing scholarship legitimizes their expertise, informs their practice, and provides their students with models for intellectual inquiry. Moreover, teacher-scholars share their scholarship in a process of “critical inquiry and critical exchange” (cf. Slevin 6) through publications in professional journals and presentations at conferences of relevant professional organizations.^{iv}
- 2. Highly effective two-year college English instructors center their classrooms on students.** They involve students in the learning process through a variety of approaches from group work and projects to debates to individual presentations. They reflect on their own ways of learning so that they approach each class with a belief that others, too, can learn if teachers offer them ways to do so. Before, during, and after each of their classes, these effective teachers examine what has been most successful and use that reflective process to modify how they teach subsequent classes.
- 3. Highly effective two-year college English instructors understand and value student diversity.** Their curriculum design and teaching approaches are genuinely inclusive and responsive to the broad differences in age; social and economic backgrounds; racial, ethnic, religious, and international affiliations; learning styles; and academic preparation that reflect the democratic nature of the typical two-year college classroom.
- 4. Highly effective two-year college English instructors collaborate with full time and part time colleagues to maximize student success.** They work collegially to develop curriculum; assess classes, teachers, and programs; and create enriching professional development opportunities for all faculty. They are flexible and supportive in accepting varied teaching assignments and administrative responsibilities as needed in an effort to meet department and program needs.
- 5. Highly effective two-year college English instructors develop individual areas of expertise that contribute to well-rounded academic departments.** Over the course of their careers, they build deep theoretical and practical knowledge of one or more discipline-specific areas, such as curriculum design, writing theory, multi-modal composing, developmental writing/education, writing across/in the disciplines, writing center operation, English-language learner theory, distance learning and hybrid course design, educational technologies, experiential and service learning, course and program assessment, and dual credit/dual enrollment programs.

6. **Highly effective two-year college English instructors accept the responsibility of college and broader community leadership.** Their academic credentials, ongoing scholarship, and classroom expertise offer invaluable leadership resources to decision-making groups addressing a variety of educational and societal issues. In the college setting, the trained instructor's professional values and judgments are essential to making sound course, program, general education, and accreditation decisions. In the larger community setting, the highly effective instructor's deep knowledge and well-honed critical thinking abilities promise capable leadership of broadly-based ad hoc working groups.

Conclusion:

TYCA recognizes the many talents of two-year college English teachers amid the powerful forces that impact teaching in two-year colleges. In light of the growing momentum toward standardization of curriculum, such as via the Common Core State Standards and the Degree Qualifications Profile, TYCA affirms that the effectiveness of any curriculum is dependent upon the effectiveness of instruction, which is itself dependent upon public and institutional support of faculty and faculty development. Moreover, TYCA emphasizes that both effective curriculum and effective instruction are deeply embedded in local conditions. To that end, TYCA offers these characteristics of highly effective two-year instructors in the hope that they can form the basis for meaningful discussion of faculty hiring and professional development; of evaluating teaching effectiveness; and of decisions related to retention and promotion. Finally, we expect that these guidelines can become a foundation for fully recognizing and utilizing the professional expertise of two-year college English faculty.

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- . "Research and Scholarship in the Two-Year College." *TETYC* 39:1 (Sept. 2011): 7-28. Print.

ⁱProposed new name: "two-year college" is more inclusive than "community college," recognizing technical and "junior" colleges.

ⁱⁱAdapted from "Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges," TYCA statement.

ⁱⁱⁱThe bulk of this statement comprises statements and definitions in other TYCA statements, notably "Guidelines on the Preparation of English Faculty at Two-Year Colleges" and "Research and Scholarship in Two-Year Colleges" but also references "Beliefs about Technology and the Preparation of English Teachers, a ELATE Position Statement."

^{iv}This and the following characteristics are adapted from "Research and Scholarship" plus other documents as noted.

Prepared by an ad-hoc committee of the Two-Year College English Association (TYCA)
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This statement was approved by the National Two-Year College English Association (TYCA), March 24, 2012 at its executive committee meeting held during the CCCC Convention in St. Louis.

TYCA Write Paper on Developmental Education Reforms

**The TYCA Executive Committee approved this White Paper
at its March 2014 meeting at the CCCC Convention in Indianapolis, IN**

Executive Summary

Reform movements aimed at improving success and completion rates of underprepared students at America's two-year colleges are sweeping the country. Legislatures from Florida to Washington, from Connecticut to Colorado, are mandating reform. The Two-Year College English Association (TYCA) offers this white paper to provide an overview of this current reform movement, highlight some of the potential problems, and offers recommendations. Overall, TYCA expresses reservations about legislative imperatives to reform development reading and writing instruction in postsecondary education, particularly those efforts that exclude two-year college faculty from the public discourse and ignore the academic and material realities of two-year college students' lives.

Respectfully submitted,

TYCA Research Committee, 2013-2014

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Jeff Klausman, Whatcom Community College (co-chair)

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To read the complete paper, follow this link, <http://www2.ncte.org/groups/tyca/tyca-position-statements/>, or pick up a copy of the March 2015 issue of *Teaching English in the Two-Year College*, pages 227-243.

TYCA Write Paper on Placement Reform

**The TYCA Executive Committee approved this White Paper
at its April 2016 meeting at the CCCC Convention in Houston, TX**

Executive Summary

Recently, two-year colleges have witnessed broad reforms to developmental education, instituted partly by state legislatures, partly by faculty and administrators, and partly by non-profit organizations such as Achieving the Dream. These reforms are intended to improve student success. A major obstacle to success, according to research from the Community College Research Center at Columbia University and elsewhere, is misplacement into developmental English courses, usually via unsound and unfair high-stakes placement tests. Fortunately, alternative placement processes have been developed that diminish if not fully eliminate the frequency of misplacement, thus expanding access to college-level courses, reducing financial cost and time to degree, and improving student success rates.

These new processes recognize the many factors that play a role in a student's success in a first-year composition course: academic literacies, study skills, time management, financial security, and engagement. Non-traditional students, more broadly represented at two-year colleges, may be strong in many of these areas in ways that standardized tests simply cannot measure. Just as significantly, these tests may negatively impact student engagement while misrepresenting college writing. Moreover, the educational opportunity that first contact with new students offers is squandered. Finally, relying upon standardized tests for placement may have legal implications as they have been linked to “disparate impact”; that is, they may unfairly penalize certain protected groups.

A relatively low-cost and yet theoretically supportable alternative to testing that TYCA recommends is using multiple measures to aid an informed placement decision. Among the multiple measures that have been used are high-school GPA, SAT/ACT scores, Smarter Balanced or PARCC scores, AP test scores and course grades, college transcripts, Learning and Study-Strategies Inventory (LASSI), and student writing samples. These multiple measures are often but not always used in some combination. This white paper presents the multiple measures placement process developed at Highline College in Washington State as an instructive case study of this approach.

Another promising alternative to high-stakes placement testing is directed self-placement (DSP). With DSP, students choose their own course placement through a process of guided self-assessment in relation to the college's curricular options. DSP can draw upon multiple measures as well as other educational information, provided either in person with an advisor or online. DSP has been studied widely at four-year colleges though less so at two-year colleges. Nonetheless, emerging research suggests that DSP enhances student engagement at all levels, including developmental courses, and increases access and success. Further, it supports the educational mission of the college. This white paper presents Mid-Michigan College's longstanding DSP process as a case study.

Regardless of the process—multiple measures, DSP, or some combination—TYCA recommends that all writing placement practices:

1. be grounded in disciplinary knowledge;
2. be developed by local faculty whose work is recognized and compensated by their institution;
3. be sensitive to effects on diverse student populations;
4. be assessed and validated locally;
5. be integrated into campus-wide efforts to improve student success.

TYCA encourages faculty and administrators to work collaboratively to develop the placement process that best suits the needs of their students and the capacities of their individual institutions.

TYCA Research Committee

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To read the complete paper, follow this link, <http://www2.ncte.org/groups/tyca/tyca-position-statements/>.

TYCA Guidelines for Preparing Teachers of English in the Two-Year College

**The TYCA Executive Committee approved this White Paper
at its April 2016 meeting at the CCCC Convention in Houston, TX**

Executive Summary

This report, produced by the Two-Year College Association (TYCA), provides guidelines for preparing future two-year college English faculty. The document, which aligns with the *CCCC Position Statement on Preparing Teachers of College Writing* (<http://www2.ncte.org/statement/statementonprep/>) and TYCA's *Characteristics of a Highly Effective Two-Year College English Instructor* (<http://www2.ncte.org/groups/tyca/tyca-position-statements/>), presents recommendations for those who train future two-year college English professionals: directors and faculty of English studies graduate programs. These guidelines also provide graduate students who are interested in two-year college teaching careers with recommendations for a combination of relevant coursework and research, professionalization activities, and hands-on experiences that will prepare them to be engaged two-year college teacher-scholars.

Given the growth of community colleges, both in terms of enrollment and prominence in national education policy, now is the time to call on graduate programs to take seriously the work of educating future faculty for the full range of institutional contexts in which they might teach. The millions of students whose first experiences with postsecondary writing are in two-year college English classrooms deserve to learn with engaged professionals who employ context-appropriate best practices in our field.

These guidelines recommend that graduate programs adopt four broad goals for meeting the needs of future two-year college and open admissions faculty, who constitute the teaching majority:

- Make two-year colleges visible to graduate students;
- Collaborate with two-year college colleagues;
- Develop curricula relevant to two-year college teaching;
- Prepare future two-year college faculty to be engaged professionals.

Some of the key recommendations include the following:

- Integrate readings and discussions of two-year colleges and two-year college issues across English studies graduate curricula;
- Collaborate with area two-year colleges to establish mentorship and research networks for graduate students;
- Partner with area two-year colleges to create teaching and writing center practica that will give graduate students hands-on experience in two-year college settings;
- Invite interested doctorate-holding two-year college faculty to teach graduate courses and/or serve on relevant thesis and dissertation committees;
- Expand graduate course offerings to include topics valuable to faculty teaching in open admissions and teaching-intensive colleges and universities, including two-year colleges;
- Support thesis and dissertation projects relevant to two-year colleges;
- Familiarize graduate students with TYCA and its flagship journal, *Teaching English in the Two-Year College*;
- Encourage graduate students to participate in state, regional, and national professional organizations with a significant two-year college presence, particularly (although not exclusively) TYCA, CCCC, NCTE, CWWA, IWCA, NCPTW, MLA, CRLA, and NADE.

Prepared by a Task Force of the Two-Year College English Association of the National Council of Teachers of English

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To read the complete paper, follow this link, <http://www2.ncte.org/groups/tyca/tyca-position-statements/>.

9 *College Forum of NCTE*

College Forum of NCTE

Introduction

The College Forum is a Committee of the National Council of Teachers of English formed to address issues of concern to the higher education members of NCTE. As such, it is a collaboration within NCTE of the four higher education groups, College Section, CCCC, ELATE, and TYCA, who share their common concerns and agendas with each other. The Forum also speaks as the higher education voice to the higher education community outside of NCTE to establish liaisons and collaborations with other professional associations and learned societies. Because of the double nature of the Forum's voice, both within and outside of NCTE, the leadership on the Forum articulates higher education concerns for NCTE and for the academy.

Mission

The College Forum of the National Council of Teachers of English addresses the key issues in the teaching and learning of College English.

To achieve this mission, the College Forum has the following purposes:

- Articulate concerns for further inquiry and advocacy (e.g. position statements).
- Develop strategic alliances with other higher education organizations (e.g. ACLS, AAHE).
- Identify potential projects and articulate means for carrying them out (e.g. identifying participants or investigators, possible funding sources, and potential strategies or processes).

Meetings

Meetings are held annually during the July NCTE Executive Committee meeting and as needed during other NCTE Executive Committee meetings or via conference call.

Members

College Forum Chair: NCTE Presidential Team Member and ACLS Rep

Chairs of Constituent Organizations (College Section, CCCC, ELATE, TYCA)

Liaison: NCTE Executive Director

Roles

Chairs of Constituent Organizations (College Section, CCCC, ELATE, TYCA)

- Contribute to College Forum meetings
- Report to their constituent group on the work of the Forum.
- Report back to the Forum on the work of their group.

NCTE Presidential Team Member (elected from College Section)

- Serves as NCTE representative to ACLS
- Shares NCTE efforts on higher education matters
- Reports on ACLS initiatives
- Establishes a conversation at ACLS focused on the scholarship of teaching

BACKGROUND

The College Forum Committee has taken shape slowly over the last decade or so, evolving largely as a function of the changing relationship between CCCC and NCTE. In 1989, and again in 1995, CCCC was denied admission to the American Council of Learned Societies on English Education (ACLS). The original "College Forum of NCTE", comprised of CCCC, the Conference on English Education (CEE), the

College Section, and the Two-Year College English Association (TYCA), was formed to give more scholarly weight to a third application to ACLS. Admission was granted to this group.

Citing CCCC's failure to gain admission to ACLS with a stand-alone application, by 1990 some members (including members of the Executive Committee) began to question whether CCCC could continue to thrive as a scholarly entity within the organizational structure of NCTE. In the ensuing years, the CCCC Executive Committee systematically examined our connections to NCTE relative to governance, convention planning, and budgetary matters. In 1994, the Task Force on NCTE/CCCC Relations began a formal study into the NCTE/CCCC relationship. The following year, a Phase II Task Force was appointed by the Chair of CCCC to focus specifically on fiscal matters and to consider the merits of three courses of action: business as usual, renegotiated NCTE/CCCC interaction, or the creation of an independent "CCCC" organization. Ultimately, CCCC remained within the Council, and the Council became more responsive to its higher education constituency, namely, CCCC, CEE, the College Section, and eventually TYCA. The College Forum Planning Group emerged as a visible response on the part of NCTE to the concerns of these bodies.

In 1996, the College Forum Planning Group proposed that the College Forum become a formal group within NCTE with a clearly defined ongoing mission. The NCTE Executive Committee accepted this recommendation in September 1996. Since then, representatives of NCTE and of the constituent higher education groups in the Council have been meeting periodically to tackle selected professional issues and to figure out the exact form the College Forum should take. The Higher Education Subcommittee of the NCTE Executive Committee was charged with coordinating the efforts of the higher education groups and recommending how to establish the College Forum as a viable entity within the Council. Accordingly, the NCTE Executive Committee, in February 2000, authorized a retreat that took place June 9-11, 2000 with thirteen representatives of CCCC, TYCA, CEE, the College Section, and NCTE.

The retreat culminated with a series of recommendations that were passed in the following motion by the NCTE Executive Committee in September 2000:

That the three recommendations be adopted including a budget of up to \$7500 for an annual meeting and that the College Forum Committee will review itself after one full cycle. (Gilyard, Blau) CARRIED

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

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

Recommendation 3: That the NCTE Executive Committee charge the College Forum Committee with:

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

The College Forum has already achieved noteworthy results given its involvement in the Coalition for the Academic Workforce, the National Initiative for a Networked Cultural Heritage (NINCH), and the Preparing Future Faculty Program. The College Forum Committee promises to be an important vehicle for furthering the missions of the higher education groups and of NCTE.

August 2011

From 2008 to early 2010, the College Forum took on a project to study writing and the transition from high school to college by polling students and faculty alike to determine what they value most in teaching and learning composition. Extensive data was collected and analyzed but only a few presentations were made on the work.

In 2010 and 2011, the Committee became largely inactive. They held sparsely attended early morning meetings at each of the last conventions. It was, in fact, difficult to identify a convenient meeting time for the group since its inception because of the many other commitments weighing on their time at the Convention.

In August 2011, the NCTE Executive Committee approved a proposal to streamline the membership of the group to the four college-level Chairs and the college-level NCTE Presidential Team member (who also serves as the NCTE representative to ACLS), with continued support from the NCTE Executive Director and an Administrative Liaison. The group of leaders meets briefly face-to-face at the July/August NCTE Executive Committee meeting to look for intersections of work and opportunities for collaboration around current issues. In addition, the group may also caucus during the NCTE Convention, or at the February or April EC meetings, or via a conference call during a slower time of the year if an additional meeting is needed. By leveraging the travel they have already committed to and the face-to-face time already scheduled, the College Forum may be able to promote more substantive ties/collaborations across the college groups on issues of shared concern (i.e., adjunct faculty working conditions; the preparation of faculty; issues relevant to the humanities, generally).

Appendix

- A. NCTE Mission Statement
- B. NCTE's Vision
- C. NCTE Core Values and Benefits
- D. Constitution of the National Council of Teachers of English (January 2013)
- E. NCTE Governance Structure
- F. Policy on Involvement of People of Color
- G. NCTE Policy on Multiple Roles of Council Leaders
- H. NCTE Gift Acceptance Policy
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- J. NCTE Process for Adopting Official Guidelines and Short Documents
- K. Promoting Efficient Democratic Meetings
- L. Guidelines for Making Formal Motions
- M. Annual Business Meeting Rules of Conduct for the Board of Directors and Other Members of the Council
- N. How NCTE Resolutions Are Submitted and Processed

APPENDIX A

NCTE Mission Statement

(September 20, 1990; Motion 90:137)

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

APPENDIX B

NCTE'S Vision

NCTE and its members will apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them. As the nation's oldest organization of pre-K through graduate school literacy educators, NCTE has a rich history of deriving expertise and advocacy from its members' professional research, practice, and knowledge. Today, we must more precisely align this expertise to advance access, power, agency, affiliation, and impact for all learners.

Access: NCTE and its members will strengthen or create inclusive hubs for state-of-the-art practices, research, and resources, providing access for more diverse voices to create, collaborate, and lead, within and beyond the organization.

Power: NCTE and its members will actively engage families, community members, administrators, colleagues, and other stakeholders and contribute to and critique policy at the local, state, and national levels.

Agency: NCTE and its members will be leaders in nationally recognized instruction, research, and assessment practices that support diverse learners in their journeys to becoming critical thinkers, consumers, and creators who advocate for and actively contribute to a better world.

Affiliation: NCTE's member-created communities will strengthen cross-community connections, information sharing, and organizing to collaborate more powerfully.

Impact: Ultimately, NCTE and its members' efforts will deepen every student's consciousness of worth and widen possibilities for all students' access, power, agency, affiliation, and impact, across a lifetime.

NCTE members will see the benefits of our collective work through the successes of our instruction, research, public advocacy, and, most critically, our students.

Approved by the NCTE Executive Committee May 2017

APPENDIX C

NCTE Core Values And Benefits (2002)

Writing

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

Literature

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

Integrated Language Arts

NCTE is the one professional organization that has always stood for an integrated approach to language instruction. In this regard, NCTE has a unique role in helping educators understand the role that all the expressions of language play in learning as well as in helping them expand their definitions of literacy to include reading, writing, speaking, listening, viewing, and media study. Members benefit by understanding the integrated curriculum in terms of what it means to lead a literate 21st century life, in terms of its ability to expand each student's communication potential, and in terms of its ability to provide wider access to populations of students not currently well served by schools. Members also benefit from the experience and expertise of fellow teachers and curriculum specialists who have put in place an integrated curriculum in their classroom.

Diversity

The English/Language Arts classroom can and should be a unique place to develop voice as well as to respect and to hear all voices. It is the place where many students learn they have a right to their own language, where multiple forms of literacy are explored, where censorship is abhorred, and where difference is valued in pursuit of an education befitting a democracy. Members benefit from opportunities to work with and hear from colleagues with varying backgrounds and experience; to study, question and critique dominant and often assumed societal stances; to learn how to create classrooms where students develop voices that make them effective participants in academic and public discourses; and, from opportunities to learn how to make their classrooms more relevant, more inclusive, and more critical to the lives of the learners they teach and the society in which they teach.

Knowledgeable, Caring Teachers

The key to good education is having knowledgeable teachers in every classroom who understand and care about students, language, learning, teaching, and curriculum. NCTE plays a unique role in fostering,

supporting, and leading the way in developing collaborative, participatory, and effective forms of professional development where teachers' voices are heard and respected. Members benefit by assuming leadership roles in the English/Language Arts field, by attending conferences, by participating in professional development activities, by finding support for teacher research, and by finding colleagues at all levels, from pre-kindergarten through college, who mentor and sustain their faith in the work of teaching generally, and teaching the English/Language Arts particularly.

Advocacy

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

Public Education

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

APPENDIX D

Constitution of the National Council of Teachers of English January 2013

I. NAME

The name of this association shall be the National Council of Teachers of English, hereinafter sometimes referred to as “the Association,” “the Corporation,” or “the Council.”

II. LOCATION

Its location shall be in Kansas City, Jackson County, Missouri, but it may locate its office or offices as the Board of Directors or the Executive Committee may from time to time establish.

III. OBJECT

The purpose of this Association is to improve the quality of instruction in English at all educational levels; to encourage research, experimentation, and investigation in the teaching of English; to facilitate professional cooperation of the members; to hold public discussions and programs; to sponsor the publication of desirable articles and reports; and to integrate the efforts of all those who are concerned with the improvement of instruction in English.

IV. MEMBERSHIP

The Council offers three types of membership: individual voting membership, emeritus voting membership, and student nonvoting membership. Individual voting membership in one Section of the Council shall be available to all persons engaged in the teaching or supervision of English at any school level and to all others interested in the improvement of such teaching.

V. AFFILIATED ASSOCIATIONS

A. Basic Qualifications

1. Bona fide associations of teachers of English having twenty-five or more members, including English sections of city, state, or regional teachers' associations and student groups consisting of ten or more nonvoting members of the Council and organized under faculty sponsorship, may become affiliates of the Council. Every affiliate of the Council shall appoint or elect a liaison officer for the purpose of interpreting the affiliate to the Council and the Council to the affiliate.
2. The Council recognizes the desirability of organizing affiliates at local, regional, state, or interstate levels, but normally not more than one affiliate shall be accepted into the Council from any one of these levels in any single geographic area except for justifiable reasons. Whenever applications for affiliation are received from a new association in a locality, a region, or a state in which another affiliate at the same level is already operating, the Executive Committee shall not take action on the application until at least thirty days after the application is announced in a regular communication sent by the Council to affiliates. The Council shall encourage local, regional, and state groups to affiliate with the next higher unit as well as with the Council.

B. Affiliation Fees

Affiliates shall pay annual affiliation fees, the amount of which shall be fixed by the bylaws.

C. Criteria for Affiliation

Affiliates of the Council or groups of English teachers applying for affiliation with the Council shall meet the following standards:

1. All members of the governing board either of the affiliate or the group applying for affiliation shall be members of the National Council.
2. The affiliate or the group applying for affiliation shall have a functionally written constitution which shall provide for continuity of personnel within the administration of the group (e.g., by providing either for overlapping terms for members, for rotation of officers, or for an executive officer, etc.). A copy of this constitution shall be filed in the executive office of the Council with an indication of the stated provision.
3. An affiliate or a group applying for affiliation with the National Council shall establish at least one general meeting a year for its total membership, of which a part shall be devoted to the business of the affiliate, and at least one other additional meeting a year of its governing body.
4. Each affiliate or group applying for affiliation with the Council shall designate that its secretary and/or liaison officer submit reports at least annually to the Council, and that these reports shall include:
 - a. a statement of the membership of the affiliate;
 - b. a generalized report of an annual meeting;
 - c. the results of the election of officers;
 - d. a summary of projects undertaken or contemplated;
 - e. notice of special situations and problems as they arise in the area served by the affiliate; and
 - f. notice of special needs of the affiliate or its committees.
5. Each affiliate or group applying for affiliation with the Council shall maintain some effective means of disseminating information among its members.

D. Representation at Council Meetings

1. With the exception of directors representing junior affiliates, the certified member of the Board of Directors of the Council from an affiliate or an alternate shall attend the meeting of the Board of Directors of the Council at least once in every three years or the affiliate shall be suspended.
2. The Executive Director of the National Council shall send the certified Director representing an affiliate a formal acknowledgment of certification, including an appropriate certificate; material concerning the functions, organization, and purposes of the National Council; material concerning current issues and problems to be brought to the attention of the Board of Directors of the Council sufficiently in advance of the annual meeting that the Director may confer with the affiliate or its officers and directors so as to receive instructions regarding the attitudes of the affiliate relative to current issues and problems.
3. Certified members of the Board of Directors shall report to the members of their affiliates the actions of the Board of Directors of the National Council.

E. Responsibilities of the National Council

1. The Executive Director of the National Council, assisted by other staff members, shall work to increase the services to affiliates performed by the Council and especially shall assume responsibility for the following functions:
 - a. screening the applications of new affiliates;

- b. keeping records of the activities of the affiliates;
 - c. preparing to visit affiliates for the purpose of appraisal and counsel to the greatest extent possible;
 - d. working over a period of years toward establishing a vertical and coordinated sequence of responsibility and action between the affiliates and the National Council;
 - e. helping to create a desirable uniformity in the functions and purposes of affiliates;
 - f. planning and initiating an organization of regional areas of the National Council; and
 - g. promoting positive and continuing programs of action among affiliates based upon the recommendations and policies of the National Council.
2. A publication of the National Council shall be issued regularly and frequently to all officers and directors of the National Council and to all officers and directors of affiliates.

VI. OFFICERS AND MANAGEMENT

A. Board of Directors

1. *Authority.* The Board of Directors and other Council members present at the Annual Business Meeting shall approve or disapprove official position statements on educational issues, such position statements being subject to ratification by the membership. [see Article XI.C., Annual Business Meeting] A second, separate procedure for adopting position statements may originate with the Executive Committee. An official position statement may also be adopted 1) when the Executive Committee submits it on a ballot to the entire membership and it is approved by a majority of those responding within 30 days, or 2) when two-thirds of the members of the Executive Committee have voted to approve it. The Board of Directors and other Council members present at the Annual Business Meeting shall have the further responsibility to recommend new Council programs and to advise the Executive Committee on its direction of Council operations. The Board shall receive annually reports on headquarters operations and on the activities of the Executive Committee and of all other duly constituted Council bodies.
2. *Election.* The Directors shall be chosen in the following manner:
 - a. Each local, state, or regional association affiliated with the Council and with dues fully paid shall be entitled to select one or more of its members who are also members of the National Council to serve as Directors of the Council. Any Director chosen to represent an affiliate shall be familiar with the affairs of the affiliate. All affiliates shall be entitled to name one member of the Board of Directors. Affiliates which have between 150–349 members who are also members of NCTE shall be entitled to name two members of the Board of Directors; affiliates with 350–549 such members, three directors; with 550–749, four directors; and so on, up to a maximum of six directors. Affiliates which name more than one member to the Board of Directors shall name their liaison officer as one member of the Board of Directors. Each junior affiliate shall be entitled to designate one faculty sponsor as a member of the Board of Directors. Such Directors shall serve from the opening of one annual meeting to the opening of the next annual meeting, unless in the meantime the affiliation of their association with the Council has lapsed.
 - b. Members of the Section Committees (see Article VII, Section B) shall serve as members of the Board of Directors, representing their respective Sections.
 - c. Council officers, representatives at large, officers of conferences, directors of commissions, chairs of Council committees, and editors of Council periodicals shall be ex officio voting members of the Board of Directors.
 - d. Former past presidents of the Council shall be voting members ex officio of the Board of Directors.
 - e. Assemblies of the Council whose dues are fully paid shall be entitled to select one or more of their members who are also members of the National Council to serve as Directors of the Council. All Assemblies shall be entitled to name one member to the Board of Directors. Assemblies which have between 150–349 members who are also

members of NCTE shall be entitled to name two members to the Board of Directors; assemblies with 350–549 such members, three directors; with 550–749, four directors, and so on, up to a maximum of six directors.

3. *Alternates.* In case a Director appointed regularly by an affiliate is unable to attend an annual meeting, an alternate may be sent provided that the alternate presents the proper credentials and fulfills all other requirements for a fully accredited Director from the affiliate group. The alternate does not, however, take over the unexpired term of office of the regularly constituted Director unless specifically selected to do so by regular constitutional process.

B. Election of Officers, Representatives at Large, and Other Officials

1. *Officers.* The members of the Council shall elect annually from the membership of the Council a vice president, who shall serve in the following year as president-elect, in the next year as president, and during the fourth year as past president.
2. *Representatives at Large.* The members of the Council shall elect from the membership of the Council three representatives at large to the Executive Committee, one each from the elementary, middle, and secondary teaching levels. All shall be classroom teachers at their respective levels at the time of nomination. All shall serve two-year terms.
3. *Nominating Committee.* A Nominating Committee of seven members, five elected by ballot and two appointed by the Officers, shall propose candidates for an election conducted during April and May. Candidates for election to the Nominating Committee shall be grouped by geographical region and by voting section (elementary, middle, secondary, college), with the voting sections rotating annually among the regions. The elected candidate receiving the greatest number of votes shall chair the Nominating Committee. No member elected to the Nominating Committee for two consecutive years shall be eligible for reelection until two years have passed. The chair of the Nominating Committee in any one year will serve as consultant to the Nominating Committee elected the following year.
4. *Election Procedures and Calendar.* The procedures and calendar for nomination and election shall be as follows:
 - a. *Nominations.* The Nominating Committee shall send to the Executive Director not later than December 15 the following slate of candidates: two candidates for vice president, two candidates for representative at large, two candidates for each vacancy on the Board of Trustees of the Research Foundation, and fifteen candidates for the five places on the Nominating Committee during the following year. Should an unexpected vacancy call for a special election (see Article VI, Section B, Part 5), the Nominating Committee shall prepare slates as requested by the Executive Committee. The Nominating Committee shall serve from September 1 following its formation through August 31 of the next year.
 - b. *Publication of the Slate.* The Executive Director shall send an announcement of the slate of candidates to the membership during the February preceding the next election.
 - c. *Petitions.* Additional names for trustees of the Research Foundation, representatives at large, and members of the next Nominating Committee may be added to the ballot by a petition signed by fifty members of the Council provided that the petition reaches the Executive Director of the Council not later than January 10, that it is accompanied by the written consent of the person nominated, that the person nominated be a member of the Council, that in the case of the representative at large the person nominated be a classroom teacher from the appropriate level, and that in the case of the Nominating Committee the person is from the appropriate level (elementary, middle, secondary, or college) for that particular region during the year in question. A separate petition shall be required for each nomination by petition.

- d. *Balloting.* Ballots shall be sent to members of the Council on or about April 15. The deadline for returning ballots shall be June 1. In each case, the candidate receiving the greatest number of votes shall be elected.
 - e. *Announcement of Results.* Immediately after the balloting has closed and the results are known, the Executive Director shall notify all candidates. Included in the first fall mailing to the membership at large shall be a report of the results.
5. *Continuity of Officers.* If the office of the president is vacated, for whatever reason, the president-elect shall serve also as president pro tem. In that event, the Executive Committee shall appoint a member of the Council to perform the duties of the president-elect until the end of the next annual meeting. If the office of either president-elect or vice president is vacated, the Executive Committee shall follow the same procedure of appointing a member of the Council to carry out the duties of that office until the end of the next annual meeting. If the office of the past president is vacated, the quorum specified in Article VI, Section C, Part 1, shall be reduced by one.

For such vacancies, [among the office of president, president-elect, or vice president], the Nominating Committee shall submit within two months of the vacancy a slate of two candidates for a special election by the membership. The individual so elected shall assume office at the next annual meeting. Those appointed by the Executive Committee to fill the offices until that annual meeting shall not continue in succession of offices unless their names are included in the slate submitted by the Nominating Committee and they are elected by the membership. A president-elect who serves as president pro tem through the annual meeting shall succeed to the presidency, and the retiring past president shall be invited to serve an additional year on the Executive Committee. Should that person decline, the post of past president shall be left vacant and the quorum specified in Article VI, Section C, Part 1 shall be reduced by one. Should the successful candidate for vice president withdraw after the election but before assuming the duties of that office, the candidate on the same slate shall assume the duties. Should that candidate decline to serve or be unable to serve, the Executive Committee shall fill the post by one-year appointment as stipulated above.

C. Executive Committee

- 1. *Membership and Quorum.* The officers of the Council (the president, the president-elect, the vice president, and the past president), the chairs and associate chairs of the Sections, the representatives at large, the chair of TYCA, and the chairs of the NCTE conferences (CCCC, ELATE, CEL, and LLA), shall constitute the Executive Committee, which shall be responsible for approving official NCTE policies, i.e., decisions concerning internal Council operations and structure. A simple majority of the total number of voting members of the Executive Committee shall constitute a quorum.
- 2. *Duties.* The Executive Committee shall take actions on position statements on educational issues approved by the Board of Directors or by the entire membership in ballots, exercising budgetary responsibility in implementing such actions. Subject to the limitations imposed by Article XII, Section A, the Executive Committee shall have the authority to approve budgets, to review annual audits, to enter into contracts, to incur debts, to invest funds, and to sell and acquire property in the best interests of the Council. Such activities shall be reported annually to the Board of Directors.
- 3. *Eligibility.* Although not barred from candidacy for election to the Executive Committee, editors of Council journals, directors of commissions, and trustees of the Research Foundation shall resign from those positions if they are elected to the Executive Committee.
- 4. *Electronic Meetings.* Any meeting of the Executive Committee may be conducted by electronic means such as conference telephone call, webinar, or similar electronic

communication, so long as all persons participating are able to remain in communications contact with one another at the same time. Participation by such means shall constitute an individual's presence in person at the meeting. Provided that a quorum exists, decisions taken by vote during electronic meetings shall be deemed binding, in the same manner that decisions taken by vote during live meetings are.

VII. SECTIONS

A. Membership

Individual voting members of the National Council of Teachers of English select the Section in which they wish voting membership: Elementary Section, Middle Level Section, Secondary Section, or College Section. All individual voting members receive a subscription to *The Council Chronicle*.

B. Governance of Sections

1. *Section Committees.* Each Section shall have a steering committee known as the Section Committee, with eight elected members and with the officers of the Council serving as ex officio members of their respective Section Committees. In addition, when the voting membership of a Section exceeds 10,000, the Section Committee shall be increased by one member for each additional 5,000 voting members. Section Committee members shall usually serve for four-year terms and shall take office at the close of the November meeting following their election.

Each Section Committee shall have a chair whom the membership of the Committee shall choose from among those Section Committee members who have one or more years to serve. The term of the chair shall be two years.

In addition, when the voting membership of a Section exceeds 15,000, the Section Committee shall elect from its membership an associate chair. For each further increase of 15,000 voting members in a Section, the Section shall elect an additional associate chair. The term of office for an associate chair shall normally be two years, and the election for this office shall normally be in alternate years from the election of the Section chair. When a Section Committee member who has only one year remaining on the Section Committee is elected as Section chair or associate chair, that member will serve an additional year on the committee in order to complete the two-year term as chair or associate chair. An associate chair with one or more years left to serve on the Section Committee at the time of the election of the next chair shall be eligible to serve as chair. If the Section Committee chooses an associate chair to serve as chair, they shall also select another member of the Section Committee to fill the unexpired term of the associate chair.

2. *Section Nominating Committees.* Each Section shall have a nominating committee of three members, elected by ballot of the membership of the Section. The candidate receiving the greatest number of votes shall chair the committee. The Section Nominating Committee shall be chosen from a slate of six candidates prepared by the Section Nominating Committee in the preceding year.

Except under one circumstance, the Section Nominating Committee shall send to the Executive Director by December 15 a slate of four candidates, two to be elected to the Section Committee; and six additional candidates, three to be elected to constitute the next Section Nominating Committee. The exception occurs when Sections reach 15,000 voting members and thus have more than eight elected members on the Section Committee, in years when more than two vacancies are to be filled, the Section Nominating Committee shall submit a slate of twice the number of candidates needed to fill all vacancies.

3. *Petitions.* Slates submitted on December 15 shall appear in the Section journals in March. Additional nominations either for the Section Committee or for the Section Nominating Committee may be added to the ballot by a petition signed by fifty members of the Section provided that the petition be accompanied by a statement of written consent from the persons nominated, that the candidates be members of the Section in question, and that the petition reach the Executive Director of the Council not later than January 10.
4. *Calendar of Events.* Ballots shall be sent to members of the Sections on or about April 15. The deadline for returning ballots shall be June 1. All candidates shall be notified immediately of the results. A general announcement to the membership shall be included in the first fall mailing to the membership.

VIII. COMMITTEES OF THE COUNCIL

In addition to the committees authorized in Article VI, B3 and C (Nominating Committee and Executive Committee) and Article VII (Section nominating committees and Section steering committees), and to affiliates (Article V), the Council recognizes the following constituent groups:

A. Committees

1. General committees appointed by the Executive Committee as standing committees or as short-term committees to carry on activities at one or more levels of instruction. Such committees shall report at designated times to the Executive Committee and Board of Directors of the Council.
2. Intra-Sectional committees appointed by the Section Committees to carry on Sectional duties. Such committees must be approved by the Executive Committee of the Council.
3. Intra-commission committees (see “Commissions” below) chosen by the commission to carry on commission activities.

B. Commissions

Commissions are authorized by the Executive Committee of the Council to carry out specific large-scale projects or studies. The director of a commission shall be appointed by the Executive Committee of the Council and members approved by the Executive Committee. A commission when authorized shall have responsibility for establishing its procedures and activities, subject to the approval of the Executive Committee of the Council. A commission shall issue progress reports and terminal reports to the Executive Committee and Board of Directors of the Council at times designated by the Executive Committee.

C. Conferences

Conferences are authorized by the Executive Committee of the Council for specific or indefinite terms with the principal responsibility for holding meetings for exchange of views on specific professional topics. The chair and other officers may be appointed by the Executive Committee of the Council or elected by the membership of the conference, as the Executive Committee of the Council authorizes when the conference is established. A conference when authorized shall have the responsibility for planning its meetings and interim activities, subject to the approval of the Executive Committee of the Council. If the Executive Committee of the Council so requests, a conference shall issue progress reports at times designated by the Executive Committee of the Council.

Approval of application for the authorization of new conferences shall be subject to minimum requirements for membership and for annual income, such requirements to be set by the

Executive Committee of the Council. All individual voting members of a conference shall also be members of the Council.

D. Task Forces

Task Forces are authorized by the Executive Committee of the Council to carry out specific, targeted, high-priority projects identified by the Executive Committee. The director of a task force shall be appointed by the Executive Committee, and its members shall be approved by the Executive Committee. The chair shall issue progress reports as requested by the Executive Committee and annually to the Board of Directors.

E. Assemblies

Assemblies are authorized by the Executive Committee to serve the interests and purposes of persons who share special interests or who have jobs alike. To be authorized, an assembly must maintain a minimum membership of twenty-five, and all officers and other members of its governing board must be members of the Council. An assembly shall pay to the Council annual dues which shall be keyed to the size of assembly membership and shall follow the same schedule as dues for NCTE affiliates as stated in Bylaw 2. An assembly may set whatever individual dues its membership authorizes.

IX. THE RESEARCH FOUNDATION

A. Purpose

The Council shall maintain an educational foundation, the purpose of which shall be the financial support of research studies in English teaching, as well as other Council activities of the kinds enumerated in Article III of this Constitution.

B. Name

The name of this Foundation shall be the Research Foundation of the National Council of Teachers of English, Established in Honor of J. N. Hook.

C. Trustees

1. Management of the Foundation shall be vested in seven Trustees, none of whom shall be at the same time members of the Executive Committee, and whose policies shall be subject to approval by the Executive Committee.
2. The term of the Trustees shall be three years. One or more Trustees shall be elected each year, as needed to maintain a total of five elected Trustees. The two additional Trustees shall be appointed by the five elected Trustees, for terms varying from one to five years each, at the discretion of the elected Trustees. Any Trustee who has served six consecutive years may not serve again until at least three additional years have passed.
3. Nomination and election of the Trustees shall be conducted in the same way as nomination and election of Council officers as described in Article VI, Section B4 of this Constitution.
4. The duties and responsibilities of the Trustees shall be (a) to encourage gifts and special grants to the Foundation; (b) to manage the investment of funds not currently needed to carry on the work of the Foundation; and (c) to grant funds to qualified individuals, committees, and other groups, within or outside the Council, for specified projects of the sort for which the Foundation is established.

5. Except for the payment of reasonable compensation for services actually rendered to or for the Foundation, none of the funds or earnings of the Foundation shall inure to the financial benefit of any Trustee or of any other private person or party, but shall be used solely and exclusively for the objects and purposes of the Foundation and the Council.
6. The Trustees shall not grant or make commitments to grant funds in excess of those currently in the treasury of the Foundation.

D. Contributions to the Foundation

1. After the election of the first Trustees, the Council shall transfer to the Foundation from its accumulated earnings a sum of money to be determined by the Executive Committee. Thereafter, additional transfers of Council funds may be made as directed by the Executive Committee.
2. Council members and other individuals, groups, or corporations shall be encouraged to make donations and bequests to the Foundation, such gifts to be used at the direction of the Trustees in accordance with the purpose of the Foundation. Donors or grantors may specify the uses of their gifts if those uses fall within the purpose of the Foundation. The Trustees shall be empowered to accept or decline any proffered gifts.

X. OTHER GROUPS WITHIN THE COUNCIL

The NCTE Executive Committee may establish other kinds of groups within the Council (e.g., consortia and associations) to meet the emerging needs of its members. The Executive Committee will review such groups every three years to determine whether they are continuing to meet the needs earlier identified and if they are fulfilling their membership projections and fiscal goals.

XI. MEETINGS

A. Meetings of the Council

The annual meeting of the Council shall be held at such place and time as the Executive Committee shall designate, and shall provide in its schedule time for an Annual Business Meeting for the Board of Directors and other members of the Council. (Special meetings may be called at any time by the Executive Committee or by petition, filed with the Executive Director, of ten percent of the membership of the Council.)

B. Meetings of the Board of Directors

1. *Time and Quorum.* The Board of Directors shall meet in connection with the Annual Business Meeting at the time and place of the annual meeting of the Council. Special meetings of the Board shall be called by the Executive Director at the direction of the Executive Committee, or upon written request made three months in advance of the date for the meeting by twenty percent of the members of the Board. Twenty percent of the Board shall constitute a quorum.
2. *Exceptions.* In the event that there is no annual meeting of the Council, there shall be a meeting of the Board of Directors. In the event that a meeting of the Board of Directors shall prove impossible, the Executive Committee shall submit all required reports by mail to the Directors and shall seek by ballot votes on proposed policy statements.

C. Annual Business Meeting

The Directors present and other Council members present shall adopt any special rules governing the conduct of the meeting, including the specification of a quorum. Directors present and other Council members present may participate in debate and vote on position

statements (resolutions) and other matters at the meeting. A majority of those present and voting shall be required for approval of a resolution. Each resolution so approved will be presented to the entire membership for ratification on a ballot, accompanied by explanations of the effects, positive and negative, of the statements. All resolutions forwarded to the membership must be ratified within 30 days by a majority vote in which the number of those voting for ratification equals at least ten percent of the Council's membership. Resolutions so ratified by the membership shall become official NCTE positions that go to the Executive Committee for action.

XII. BUDGETS

A. Limitation

Neither the Council nor any officer or committee shall contract indebtedness exceeding the net balance then remaining in the treasury plus fifty percent of the other assets of the Council.

B. Budgets

The Executive Committee shall consider each May a tentative budget for the next fiscal year. Proposed budget requests from constituent groups of the Council shall be submitted to the Executive Director not later than September 15. At its November meeting, the Executive Committee shall amend or confirm the budget proposed in May. Expenditures which are provided for within the budget shall be authorized by the chief fiscal administrator of the Council. Expenditures which exceed budget ceilings or support activities not provided for in the budget shall require authorization by the Executive Committee.

C. Fiscal Year

The Executive Committee shall determine the date of the fiscal year.

XIII. AMENDMENTS

A. Requirements

This Constitution may be amended by two-thirds vote of the members present at any regular meeting of the Council, provided that at least one month's notice be given to each member of the nature of any proposed amendment or addition, such notice to be sent upon the order of the Executive Committee; or by two-thirds vote of those participating in a ballot submitted to the members of the Council.

B. Proposal by Petition

If a proposal to amend this Constitution is presented to the Executive Committee with the signatures of one percent of the members of the Council, the Executive Committee shall within twelve months submit it to a vote, either giving a proper notice and bringing it before a legal meeting of the Council or sending out a ballot upon the proposal.

XIV. IRS REQUIREMENTS FOR SECTION 501(c)(3) ORGANIZATIONS

- A. NCTE is organized exclusively for educational 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.
- B. No part of the net earnings of NCTE 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 object set forth in section A hereof and in Article III of this constitution.

- C. No substantial part of the activities of NCTE 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.
- D. Notwithstanding any other provision of these articles, NCTE 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.
- E. Upon the dissolution of NCTE, 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.

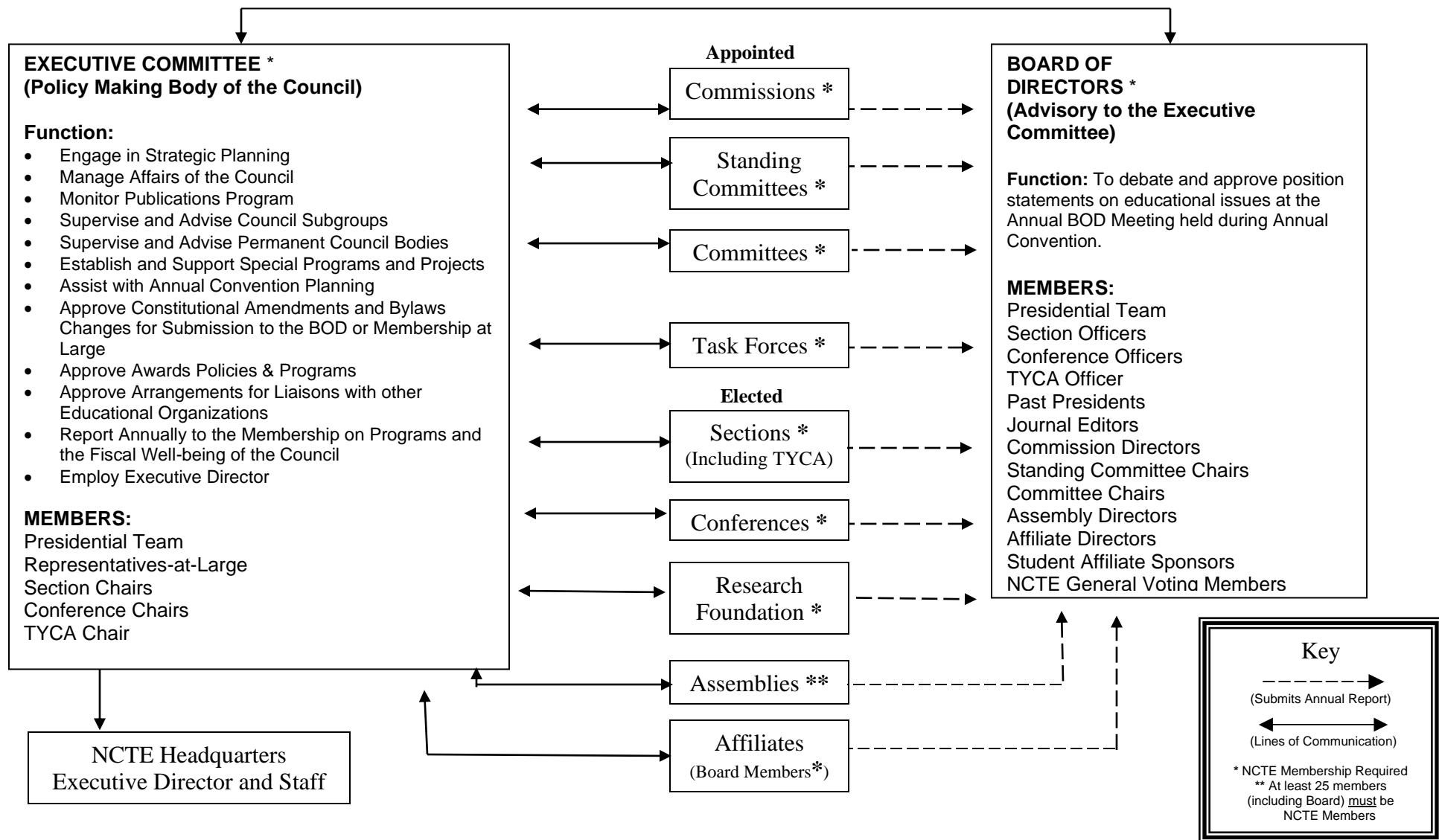
BYLAWS

- 1.
 - a. The annual membership fee for individual members of the Council, including a subscription to *The Council Chronicle*, shall not be more than \$50.00. The fees for all other types of membership (e.g., nonvoting student members, voting emeritus members) shall be determined by the Executive Committee.
 - b. Of the annual dues of each voting member five percent shall be considered a donation to the Research Foundation of the National Council of Teachers of English.
 - c. In lieu of annual fees an individual member may pay an amount fifteen times the annual membership fee for a life membership, either in a lump sum or in six consecutive annual installments; this will include the cost of one individual voting membership each year.
- 2. The annual dues for affiliates in Class C, having between 25 and 249 members, shall be \$10.00; for affiliates in Class B, having between 250 and 499 members, shall be \$15.00; for affiliates in Class A, having 500 or more members, shall be \$25.00; and for student affiliates shall be \$2.50.
- 3. The Executive Committee shall employ an Executive Director who shall perform the functions of secretary and treasurer, and such duties as the Executive Committee may designate.
- 4. The names of the officers, the directors, and the chairs and members of all committees of the Council shall be published annually to the membership.
- 5. The minutes of the Board of Directors meeting for the preceding year shall be presented to the Board of Directors at each annual meeting.
- 6. Any time this constitution authorizes a vote of the entire membership of the Council, that vote may be conducted by electronic means. NCTE staff shall establish and oversee a secure process that validates the electronic ballots while protecting the identity of the voter.

7. These bylaws may be amended by majority vote of the members attending any Annual Business Meeting, provided notice of the proposed change has been given to all members at least thirty days before the meeting, or by a three-quarters vote of members attending the Annual Business Meeting.

APPENDIX E

NCTE Governance Structure



APPENDIX F

NCTE Policy on Involvement of People of Color

It is the policy of the National Council of Teachers of English (NCTE) that it embrace diversity and demonstrate sensitivity to the concerns of people of color and they be represented on Council sponsored programs, and that a similar policy be urged on affiliated organizations (conferences, assemblies, and affiliates). People of color refers to historically underrepresented groups -- African Americans, Pacific Islanders, American Indians, Asian Americans, and Latinos. To this end, NCTE expresses a desire and commitment to embrace diversity and:

- to include people of color on appointed commissions, boards, committees, task forces, and other official groups;
- to include people of color among the leadership of the above groups;
- to include people of color among the nominees presented by each nominating committee;
- to include in NCTE conventions and workshop sessions dealing with interests of people of color and using as leaders or consultants practicing teachers of color from the levels of instruction concerned;
- to include people of color in verbal and visual materials intended to represent or describe NCTE; and
- to include people of color in any recruiting efforts.

In order to monitor the effecting of this policy, the Advisory Committee of People of Color will be maintained until such time as deemed unnecessary by the Board of Directors.

The intent of this policy should not be construed to impose any particular requirements on NCTE or to mean every subcommittee within a commission, board, committee, task force, or other official group.

This policy was approved by the NCTE Board of Directors in 1980. The policy was updated in February 1994 to reflect the action of the NCTE Executive Committee (November 1991) to use the term "people of color" or to use the exact term of ethnicity when referring to the historically underrepresented groups. The second item was added by the Executive Committee (September 1996) at the request of the NCTE Task Force on Involving People of Color in the Council.

- a leadership database, including people of color, will be available as a reference for each NCTE Nominating Committee for the selection of candidates for offices.

This element was added in September 2001 to reflect action of the NCTE Executive Committee.

This policy was approved by the NCTE Executive Committee on August 18, 2016 and supersedes the prior policies.

See <http://www2.ncte.org/get-involved/volunteer/elections/election-policies/> for the 1996 Report from the Task Force on Involving People of Color in the Council. The 2001 Audit of Implementation of Recommendations from the 1996 Report on Involving People of Color in the Council can be found online at <http://www2.ncte.org/get-involved/volunteer/elections/election-policies/>.

APPENDIX G

NCTE Policy on Multiple Roles of Council Leaders

NCTE is composed of many talented individuals from every educational level and every phase of English language arts. The Executive Committee, wishing to encourage wide participation by members in NCTE activities, has established the following guidelines. Nominating committees and those responsible for recommending roles for Council members (e.g., commission directors, committee chairs) should consult these guidelines in their deliberations.

I. Executive Committee

Some Executive Committee members (vice president, representatives-at-large) are initially nominated for their posts by nominating committees. Potential candidates for these offices should be informed at the time of nomination that they would be expected to resign from conflicting positions if they are elected.

Other Executive Committee members represent NCTE constituent groups (sections and conferences). It will be the responsibility of those groups, through their nominating committees, to inform candidates for top leadership positions that election would involve resignation from responsibilities that conflict with their Executive Committee roles.

II. Other Council Positions

A. Situations involving conflicts

No individual or group within the Council should appoint or nominate a member for a Council position without notifying the potential candidate of existing conflicts and of the necessity of resigning from the conflicting Council posts upon being elected or accepting appointments to the new position.

B. Non-conflict situations

Even when conflicts do not exist, individuals and groups with responsibility for nominations or appointments should make a special attempt to use the talents of capable NCTE members not currently involved in Council activities. New talent should be sought out and nurtured, especially in roles that provide an opportunity for initial involvement in Council work (e.g., membership on committees). Longstanding Council members whose terms in strong leadership positions have ended should also be considered so the benefit of their experience is not lost to the Council. In short, wide participation means that present Council leaders are responsible for developing new leadership and making continuing use of the talents of those who have served the Council well in the past.

C. Dual Candidacy for Elected Offices

No one may stand for election to more than one major Council post in the same year: e.g., the College Section Steering Committee and the CCCC Executive Committee; the Secondary Section Steering Committee and the CEE Executive Committee. We cannot rank order level of service; even if we could, potential candidates might rank them differently. Since nominating committees work on different calendars (with the NCTE Nominating Committee first), and elections and assumptions of office work on different calendars, the principle is that anyone who accepts candidacy for one major role will be barred from consideration by subsequent nominating committees.

D. Reservation and Refinements

It is clear that certain Council positions do not call for "new faces." Executive Committee posts, commission directorships, and similar roles require proven leaders who might or might not currently hold Council positions. In such cases, service in multiple non-conflicting roles might be warranted.

Furthermore, nominating and appointing bodies should not exclude an individual from consideration for a position of greater responsibility when the individual is presently in a conflicting post of lesser responsibility. For example, a commission member should not automatically be excluded from consideration as a nominee for representative-at-large, or for the directorship of a different commission. In such cases, the guidelines for "Situations Involving Conflicts" (above) should be followed, thus permitting the individual to accept or decline the new nomination or appointment, with full knowledge of the implications for resigning from his or her present role.

None of the reservations above apply to multiple roles that are based on liaison responsibilities. For example, a commission member might be chair of a committee whose work is within the purview of the commission. Liaison responsibilities inherently involve multiple roles, their purpose being to coordinate the flow of information among groups whose goals are related.

Finally, none of the guidelines should be interpreted as a negation of existing NCTE policies and practices regarding adequate representation of people of color, women, classroom teachers, etc., in Council activities.

APPENDIX H

NCTE Gift Acceptance Policy

(Approved 5/02/2003; Revised 11/15/2006, Motion 2006:63)

Purpose of Policy. The primary function of the policy is to formalize the conditions and procedures to be followed by NCTE in accepting donations.

Acceptance of Gifts. NCTE reserves the right to accept or decline any gift. The Executive Director and Past President) will decide upon and accept or reject in advance of execution any NCTE-administered gift that is an exception to standard criteria for acceptance.

NCTE welcomes gifts that support the pursuit of its mission. Indicators that a gift is acceptable include:

- NCTE has a use or need for the gift or, when there is no immediate need, the gift is marketable.
- The gift and its accompanying terms are legal.
- The purpose of the gift is compatible with the work/priorities of NCTE or the unit for whose benefit the gift is intended.
- The cost required to support/sustain the gift does not diminish the value of the gift to a negligible sum.
- There does not appear to be a physical hazard and/or liability concern associated with the gift.

The following types of gifts are deemed eligible for acceptance by NCTE:

- Outright gifts of cash, checks, or marketable securities
- Gifts-in-kind
- Life insurance
- Annuity contracts and gifts of residual interest
- Trust agreements
- Bequests

Designated Gifts. NCTE must decide, when accepting any gift, that the purpose of the donation is acceptable. In general, NCTE must ensure that there is a clearly stated purpose related to any special funds received and that the expenditures involved conform to policy. Due care must be exercised to avoid engaging NCTE in contractual relationships outside of its functional authority.

Additionally, designated funds should only be given in support of Executive Committee-approved programs (for the purpose of budget relief) and should not represent intent on behalf of the donor to exercise his/her own desires for initiation or management of a particular program or activity.

Review of Policy. In order to ensure that this Policy continues to be effective, it shall be reviewed periodically. The Executive Director is responsible for initiating this review at intervals not to exceed three (3) years.

NCTE Gift Acceptance Policy

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III.	Definitions

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- VIII. Gift Receipting
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- X. Gift Disposition
- XI. Appendix of Related Policies

I. Introduction/Rationale

The National Council of Teachers of English is a registered charity and, as such, it seeks donations that will (1) enhance its mission in the field of English as it relates to teaching, research, professional development and community service, and (2) provide financial support for its operations. Donations from individuals, corporations, foundations, other members of the private sector and from government are becoming an increasingly important source of funds, and it is prudent to set out the provisions, which govern NCTE's donation policy and fundraising activity.

II. Purpose of Policy Statement

This document has been established to:

- Formalize the conditions and procedures to be followed by NCTE in accepting donations.
- Ensure that informed decisions are made on the acceptance of gifts and that such gifts are receipted in accordance with the requirements of the Internal Revenue Service.
- Ensure that efficient administrative, legal, and accounting practices and procedures are followed
- Enable accurate reporting of gifts bestowed upon NCTE, its Research Foundation, its conferences, forum associations, and other subordinate units
- Ensure consistent, equitable relations with donors
- Ensure due diligence prior to making a decision with respect to a gift which:
 - might expose NCTE to an uncertain and potentially significant liability
 - is precedent-setting or involves sensitive issues
 - may have come from illegal activities
 - because of its unusual nature, presents questions as to whether it is
 - within the role and scope of NCTE.

In order to ensure that this Policy continues to be effective, it shall be reviewed periodically. The Executive Director is responsible for initiating this review at intervals not to exceed three (3) years.

III. Definitions

Gift: A voluntary transfer of cash and kind, from individuals, industry, foundations and other sources to NCTE for either unrestricted or restricted utilization in the operation of NCTE. Gifts are made without expectation of return; no consideration (outside of appropriate recognition) to the donor or to anyone designated by the donor may result from the payment. Gifts may be monetary (cash, checks, credit cards) or non-monetary (e.g. securities, real property, or personal property).

Current Use gifts: Gifts or grants given to NCTE that the donor has directed are to be immediately used in support of various programs or projects. These gifts are especially valuable to NCTE because they provide direct relief to the General Fund.

Deferred gifts: Gifts or grants pledged to NCTE that the donor has directed are to be used in support of various programs or projects when the instrument of payment makes those funds available.

Endowed gifts: Gifts or bequests, given to NCTE, to be held permanently for the income derived, as part of NCTE's endowment fund.

Gift Acceptance Committee: Composed of the Executive Director, Past President, and one member of the Executive Committee, as designated by the President.

Gift-in-Kind: Donated tangible and intangible assets and property such as real estate, notes, mortgages, royalty or copyright interests, art, books, equipment, automobiles, inventory, personal property, securities, and other physical assets or materials, which represent value to NCTE.

Unrestricted gifts: Gifts, given to NCTE, where the donor has not specified the purpose for which the gift is to be used.

Restricted gifts: Gifts, given to NCTE, where the donor has specified that the gift be used to support a particular purpose.

Gift Pledges: Gift contributions to NCTE that are pledged over a period of time (normally to a maximum of 5 years, depending on the size of the gift and the nature of the appeal).

Official Charitable Receipt: The official charitable receipt is a statement issued by NCTE that includes a declaration as to the value of the gift, date of the gift and name of the donor.

IV. Gift Solicitation

NCTE's Executive Director and Past President must authorize the solicitation of gifts. This approval applies uniformly to both those solicitations conducted at NCTE headquarters and those conducted by affiliated agencies of NCTE.

NCTE's solicitation of gifts is informed by and consistent with priorities established by appropriate NCTE processes.

V. Gift Eligibility

NCTE welcomes gifts that support the pursuit of its mission. Indicators that a gift is acceptable include:

- NCTE has a use or need for the gift or, when there is no immediate need, the gift is marketable.
- The gift and its accompanying terms are legal.
- The purpose of the gift is compatible with the work/priorities of NCTE or the unit for whose benefit the gift is intended.
- The cost required to support/sustain the gift does not diminish the value of the gift to a negligible sum.
- There does not appear to be a physical hazard and/or liability concern associated with the gift.

NCTE deems the following types of gifts eligible for acceptance:

- Outright gifts of cash, checks, or marketable securities
- Gifts-in-kind
- Life insurance
- Annuity contracts and gifts of residual interest
- Trust agreements
- Bequests

NCTE has the right to decline any gift that is not consistent with its mission. Gifts will not be accepted by NCTE that, in the judgment of the members of the Gift Acceptance Committee:

- Violate any federal, provincial or municipal law;

- Create any fund with restrictive clauses that would violate the Human Rights Code, or that reserve to the donor or his/her designee the right to designate the recipient;
- Compromise NCTE's integrity or interfere with NCTE's institutional judgment;
- As a condition thereof, require any action on the part of NCTE which is unacceptable to NCTE or violates NCTE policies and regulations;
- Require or stipulate the future employment at NCTE of any specified person or doing business with any specified company or person;
- Contain unreasonable conditions;
- Are gifts of partial interest in property, unless NCTE agrees otherwise;
- Are financially unsound or that would expose NCTE to liability or to diminishment of its reputation;
- Rely on an appraisal or evaluation, provided to the donor by third parties, that is perceived to be inaccurate or unreliable.

A Note About Pledges

Pledges are an important part of the fund raising process. If the donor receives consideration for the pledge, the pledge will by law be legally binding. Consideration would include any privileges afforded the donor as a result of the pledge. Unbinding pledges are considered to be conditional on continued goodwill of the donor.

In the case of a binding commitment, the donor shall execute a Charitable Deferred Pledge Agreement, which is a commitment to the donor's estate in the event of his/her death before the completion of the pledge.

NCTE's policy is to not pursue any unfilled pledge commitment through legal means unless the Executive Director and Past President decide that special situations or circumstances involving any particular pledge would warrant such action.

VI. Gift Acceptance

NCTE reserves the right to accept or decline any gift. Members of the Gift Acceptance Committee will decide upon and accept or reject in advance of execution any NCTE-administered gift that is an exception to standard criteria for acceptance.

Ownership of all gifts directed to NCTE vests in NCTE, whether said gifts are for the benefit of NCTE generally or for some specific purpose in it.

Gifts accepted by NCTE will be used solely for the purpose specified by the donor.

Undesignated gifts shall be used for such purposes as NCTE judges will best advance its mission and priorities. Income earned on unrestricted gifts less than \$25,000 may be used for NCTE purposes specified by the Gift Acceptance Committee. Income earned on unrestricted gifts of \$25,000 or more may be used for NCTE purposes specified by vote of the Executive Committee.

Valuation of Gifts

Due to Federal tax regulations, NCTE does not provide appraisals for donations received. A qualified appraisal to be used for tax purposes is the responsibility of the donor. For more information regarding IRS regulations on Charitable Contributions, contact the Internal Revenue Service.

The acceptance of corporate gifts or corporate-sponsored foundation gifts shall be consistent with the Relations with For-Profit Business Entities policy, adopted in September 2002.

Except as required by law, all information obtained from or about donors or prospects shall be held in strictest confidence by NCTE.

VII. Designated Funds

Designated Funds

Designated funds are gifts for current operating purposes but restricted to a particular division, department, project, or purpose by donors or other outside agencies. In order to be considered a gift for tax purposes, a gift cannot be restricted to the benefit of particular individuals and the donor must relinquish complete control over the use of the funds.

NCTE must decide, when accepting any gift, that the purpose of the donation is acceptable. In general, NCTE must ensure that there is a clearly stated purpose related to any special funds received and that the expenditures involved conform to policy. Due care must be exercised to avoid engaging NCTE in contractual relationships outside of its functional authority.

Additionally, designated funds should only be given in support of Executive Committee-approved programs (for the purpose of budget relief) and should not represent intent on behalf of the donor to exercise his/her own desires for initiation or management of a particular program or activity.

In the event that NCTE sees fit to terminate the restrictions of a gift, it will seek to use such funds for a purpose that reflects as near as possible the original restriction. Restrictions shall be deemed unable to be fulfilled due to circumstances, including, but not limited to: the termination of a NCTE program; the insufficiency of the restricted funds to fulfill the designated purpose where no funds from other sources are available to supplement the restricted funds; and the designated purpose is no longer consistent with the mission of NCTE and its individual programs.

Reports on gift use will only be made available upon request.

Endowments

In order to establish an endowment, NCTE must receive a minimum of \$5,000 in order to commence with administration of the gift. NCTE, unless otherwise agreed, will not be responsible for the solicitation of gifts necessary to reach the minimum balance necessary for payout. The donor(s) will have no more than three (3) years to reach the endowment level. If it is not reached at that time, the monies will be redirected toward general funds use and/or priorities identified by the Executive Director and Past President, unless otherwise agreed. Once the endowment level is reached, any shortfall between the interest earned and the specified payout will be the responsibility of the donor(s).

Endowed gifts will be added to the Endowment Fund and managed by an outside investment manager as selected and guided by the Executive Director and Past President, in consultation with the Division Director, Finance.

Earnings for gift accounts will be maximized to the extent possible in keeping with sound financial management practices.

Income earned on a donor's endowed gift will be used for the purpose stipulated by the donor.

Occasionally, funds sought and contributed for a NCTE purpose are insufficient to make the project viable. If NCTE is unable to proceed, benefactors will be invited to redirect their contributions to an analogous purpose, and/or to curtail future pledged payments.

VIII. Gift Receipting

NCTE will acknowledge the receipt of all gifts in writing and in a manner that satisfies the IRS's substantiation requirements set forth in IRC Section 170(f) for the deduction of charitable gifts by individual donors.

Charitable gifts to NCTE in the form of cash, checks or credit cards received by any department in NCTE,

shall be directed to the designated staff member, along with related correspondence and any specific instructions, on the day they are received. When the designated staff member is not available, this same material is to be advanced to the NCTE Business/Finance Secretary.

The designated staff member is responsible for accepting, processing and acknowledging donations to NCTE. The designated staff member shall advise the Executive Director and Past President of donations and pledges received and shall maintain appropriate records relating to the donation. Additionally, reasonable efforts to protect the confidentiality of donors shall be undertaken.

All eligible gifts will be acknowledged with an official charitable receipt accompanied by correspondence prepared by the designated staff member. These documents are deemed to be the official acceptance of the gift and its related terms and conditions, as well as official certification of the donation for income tax purposes.

NCTE receives, on occasion, payments that are not considered charitable gifts. In certain circumstances, individuals may wish to donate consulting fees or honoraria earned in the course of their NCTE duties. Such amounts constitute taxable income in their hands. If the individual does choose to donate these to NCTE, he/she would first be required to accept payment for services, then proceed to make a donation in order to qualify for income tax deductions. Otherwise, forfeiture of payments or redirection of funds, while constituting a gift, would not qualify for tax deductions.

IX. Gift Recognition

Gifts received by NCTE will be acknowledged through appropriate venues during the course of each fiscal (July 1-June 30) year. This public recognition is meant to express NCTE's appreciation and gratitude for the generosity of those individuals and institutions that have committed themselves to supporting the profession.

NCTE will honor donor's wishes as to how published credit should appear and will honor those who wish for their contributions to be credited anonymously.

Individuals whose gifts are matched by their employers will receive campaign recognition but will not receive individual credit for the amount matched.

X. Disposition of Gifts

Gifts intended for NCTE are accepted with the understanding that NCTE retains the right to handle or dispose of gift material in the best interest of the institution. Donated materials will be accepted only if they meet current NCTE needs.

XI. Related Policies

NCTE: Motion 79:37, February 1, 1979, Charitable Remainder Trusts

NCTE: Motion 83:59, May 6, 1983, Investment Policies & Procedures

NCTE: Motion 2001:94 & 116, September 22, 2001, Volunteer Fundraising Structure

NCTE: Motion 2001:131, November 14, 2001, Designated Fund Management within FY Parameters

NCTE: Motion 2002:44, April 27, 2002, Approval Body for Fundraising Solicitation

NCTE: Motion 2002:65, September 22, 2002, Relations with For-Profit Business Entities

APPENDIX I

Harassment and Other Unacceptable Behaviors

NCTE is committed to a work environment free of inappropriate and disrespectful conduct and communication. Accordingly, NCTE prohibits any action or conduct by any staff member that reasonably could be viewed as unlawful harassment. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, religion, sexual orientation or any other legally protected characteristic will not be tolerated.

Sexual harassment in the workplace by a manager, employee or non-employee, including any vendor, volunteer, or client, will not be tolerated. It is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited whether in the form of verbal comments, physical overtures, or visual materials such as cartoons, pictures or photos, or e-mail.

"Sexual harassment" refers to behavior of a sexual nature that is unwelcome or personally offensive--behavior that debilitates morale or interferes with the work performance and effectiveness of its victims. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as a basis for an employment decision affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

If comments of a sexual nature are unwelcome by an individual and persist, they too may constitute harassment.

Sexual harassment does not generally refer to behavior of occasional compliments of a socially acceptable nature.

Commonly accepted "fraternization" among employees and supervisors, defined as conduct of a socially acceptable, friendly, or congenial nature that adds to team-building or a pleasant work environment, is not by definition sexual harassment. However: When "fraternization" goes beyond what reasonably can be deemed behavior of a socially acceptable nature in the workplace and becomes unwelcome, it is objectionable.

Some behavior, which may be appropriate in a social setting, may not be appropriate in the workplace. These include, but are not limited to:

- *Specific speech:* innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, and threats;
- *Specific physical actions:* unwanted physical contact including touching, pinching, brushing the body, coerced sexual intercourse, and assault; and
- *Specific non-verbal and non-physical items or actions:* sexually suggestive objects or pictures, sexually graphic commentaries, suggestive or insulting sounds, leering, "cat calls," and obscene gestures.

It is important that you play a role in preventing or eliminating offensive behavior by:

- Making it clear that you do not approve of actions or conduct that may be offensive;

- Supporting NCTE's policy against sexual harassment and harassment of any kind;
- Promptly informing the person or persons involved that they should stop engaging in the conduct that is offensive or objectionable to you or others; and
- Promptly bringing the matter to the attention of your supervisor, the Human Resources Director, or the Executive Director.

APPENDIX J

NCTE Process for Adopting Official Guidelines and Short Document

Motion 2004:25, April 2004 Executive Committee Meeting

(for use along with stipulations in section VI.A.1 of the NCTE Constitution)

To eliminate the current NCTE short documents process and replace it with the following:

When an official Council subgroup submits a document for publication on the website, the Executive Director must review the document with the following criteria:

1. If the document is not a policy document (but instead gives advice or guidelines, or addresses specific and practical educational matters), and it does not contradict existing NCTE policy, it may be published on the NCTE website. Prior to publication, appropriate staff members working with Council experts and at least one Executive Committee member will review the document.
2. If the document addresses policy matters, but merely expands upon or explicates existing NCTE policy, it may be published on the website once it undergoes a brief review. Staff will initiate the review by identifying the “source” policy from which the proposed policy flows and referring it for a decision to at least two Council members with expertise about the matters addressed and one Executive Committee member. If a majority of those consulted concur that the proposed policy is not a departure from official Council policy, it may be published as is. If a majority does not agree, it will be returned to the author with review comments attached.
3. If the document violates or contradicts existing NCTE policy, it may not be published on the NCTE website.
4. If the document is a policy document, and it addresses an area in which NCTE does not have an existing policy statement, then it must be referred to the president for possible inclusion on an Executive Committee agenda. As the agenda is formed by the president, s/he must determine whether the policy matter is of salience to the current work of the Executive Committee. If the president determines that the matter will not be taken up by the Executive Committee, then the NCTE members proposing the policy should be informed in a timely manner of the procedure for submitting a resolution to the Resolutions Committee. Until the Executive Committee has approved a policy consonant with the original document, it may not be published on the NCTE website.

Because documents without listed authors are often understood to represent the views or policies of the whole organization, almost all texts posted on the website should have authors listed. All documents by current members of NCTE subgroups must include the date posted and list authors, except those issued by the Executive Committee, the Board of Directors, or the NCTE staff. Conferences, assemblies, and affiliates may post statements as the position of their body, on the basis of their own internal processes, though their statements may not be represented as the policy of NCTE.

Original policy documents are those that put forward a particular position or point-of-view on matters that are intended to influence broad practices integral to the teaching and learning of English language arts. They are declaratory and decisive in tone — not merely descriptive. From time to time, there will be a need for clearer definition of positions on questions that had only been implied by an earlier policy. Whether these statements comprise new “original” policy (thus requiring a vote of the Executive

Committee, Board of Directors, or membership), or are merely extensions of current policy depend upon the range of influence they are intended to have, or the degree to which opinion on the question is split in our professional community or society. Generally, statements that should have a particularly far-reaching effect or that attempt to resolve an intense controversy will be interpreted as “policy” and held to the same high standard of review and approval required of original policy.

On an annual basis, staff, working with Council members with appropriate expertise, will review the website contents to keep statements up-to-date and consonant with current NCTE policy.

APPENDIX K

Promoting Efficient Democratic Meetings

**Prepared by Erika Lindemann
NCTE Executive Committee Parliamentarian**

1. Meetings proceed efficiently when members are thoroughly prepared to discuss the items on the agenda. As you read through the agenda book, make notes on questions you want to ask, additional information you need, and possible actions that you would like to propose.
2. During the meeting, listen carefully to the discussion. To keep track of where you are, especially as the day gets long, you may want to check off agenda items as they are dispensed with.
3. Persistent whispering during discussion can be distracting and may mislead the chair into thinking that there is a problem when in fact there isn't one. If you need to talk with someone, it is appropriate to adjourn to the hall or to a far corner of the room for a conversation.
4. If a motion is on the floor and others are addressing the points you want to make, you need not feel compelled to speak. Speaking to a motion may be warranted, however, if substantial support is sought for an action. In that case, you can sometimes simply say, "I favor/oppose the motion for reasons already stated."
5. If a motion is not on the floor but may be called for, you can perform a valuable service by drafting one as you listen to the discussion. Writing motions out helps focus the discussion and makes the secretary's work easier.
6. Though parliamentary law fixes no limits on debate, discussion ordinarily can be kept within reasonable time frames if speakers confine themselves to the subject, state their arguments and opinions concisely, address their comments to the chair, and speak only once on each motion.
7. Try to disagree without being disagreeable, especially when you feel passionately about a subject. Limit your remarks to the subject at hand. Resist impulses to attack, either directly or by innuendo, people's motives, character, and past actions or comments. Control body language that conveys strong approval or disapproval.
8. If you are uncertain about what is going on or what you are voting on, be sure to ask. You may interrupt the discussion by saying "Parliamentary inquiry" to gain recognition from the chair, who will respond, "State your inquiry." "Point of order" calls attention to a perceived mistake, an omission, or an error in procedure.
9. In democratic bodies, a majority vote decides a question. Sometimes, however, you may find it necessary to protect the rights of the minority to present proposals, to be heard, and to oppose majority views. It is entirely proper, for example, to second a motion with which you disagree so that it can be discussed. If you second such a motion, you are nevertheless free to vote for or against it.

APPENDIX L

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.

APPENDIX M

Annual Business Meeting Rules of Conduct for the Board Of Directors and Other Members of the Council

IMPORTANT: Only NCTE voting members may participate in discussion and may vote at the meeting. To verify your membership and to obtain a voting card for the meeting, present your NCTE membership card at the door before the meeting. **Note to Directors:** Please obtain your voting card at the door before the meeting.

A. RULES STATED IN THE NCTE CONSTITUTION AND BYLAWS.

These rules cannot be altered at the Annual Business Meeting unless consideration of a Constitutional amendment has been announced to the membership a month in advance. (XIII.A)

1. The Board of Directors can act in an advisory capacity to the Executive Committee with regard to the Council's *internal operations and structure*, making recommendations to the Executive Committee concerning Council programs and operations. (VI.A.1)
2. The Board of Directors and other NCTE members present at the Annual Business Meeting may debate and vote on *position statements on educational issues* and other matters. (VI.A.1)
3. Position statements on educational issues approved by a majority of those present and voting at the Annual Business Meeting will be sent by ballot to the membership for ratification. (XI.C.)

In addition to the above, special rules of conduct are adopted each year for the Annual Business Meeting. The rules for this year are listed below.

B. RULES OF CONDUCT

1. Directors and other NCTE members must be identified by a voting card. Only properly identified Directors and voting members may participate in the meeting. Nonmembers may attend the meeting but not participate as voters or discussants.
2. A quorum of twenty percent of the members of the board is required for the transaction of business at the meeting.
3. *Sturgis Standard Code of Parliamentary Procedure* applies on questions of procedure and parliamentary law not specified in the Constitution, bylaws, or other rules adopted by NCTE.
4. The parliamentarian interprets the rules and advises the presiding officer on parliamentary procedures.
5. A Director or other NCTE member wishing the floor should go to a microphone and give his or her name and affiliation or state when recognized by the presiding officer.
6. The chair may request that a motion be written and signed by the maker so that it might be read by the chair to the voting body.
7. In discussion of resolutions and all other motions except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
 - b. No one may speak a second time on a subject until all who wish to speak have been heard.
 - c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
 - d. Discussion will be limited to no more than 15 minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in 10-minute increments at the discretion of the presiding officer or by a majority of those voting.
 - e. Discussion of an amendment to a motion or resolution will be limited to no more than 10 minutes; this time may be extended in 6-minute increments at the discretion of the chair or by a majority of those voting.
 - f. Substitute motions or resolutions will not be accepted.
 - g. Amendments to amendments will not be accepted, in order to avoid confusion.
 - h. With regard to resolutions, only the RESOLVED sections are subject to a vote; accordingly, discussion of the RESOLVED sections and not the background statements is in order.
8. In discussion of all items of business, a motion to POSTPONE OR TABLE TEMPORARILY (i.e., without noting a specific time for reconsideration) is **not debatable**, and the main motion can be acted on at the current meeting only if the assembly votes to resume its consideration. A motion to POSTPONE OR TABLE UNTIL A SPECIFIC LATER TIME **is debatable** in terms of the reasons for postponement or the times specified.
9. A Director or other NCTE member at the Annual Business Meeting may offer a sense-of-the-house motion at the specified time. Such motions are advisory to the Executive Committee or other appropriate Council bodies. They do not constitute official Council policy.
10. Discussion of sense-of-the-house motions:
- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted (three copies) to the President or Parliamentarian before the adoption of the agenda. (Brief prefatory statements in explanation of the motion are **not** part of the motion and need not be submitted in writing.)
 - b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
 - c. Speakers on sense-of-the-house motions shall be limited to 2 minutes each, except by dispensation of the chair.
 - d. Discussion of a sense-of-the-house motion shall be limited to 10 minutes, except by dispensation of the chair.
 - e. If approved, sense-of-the-house motions are advisory to the Executive Committee or other Council bodies. They represent the opinion of the majority of members attending the Annual Business Meeting.

11. A Director or other NCTE member who wishes to call attention to a matter of concern to the Council may, at the discretion of the chair, make a personal declaration on the subject at the specified times, but no discussion or vote will follow. Declarations shall be limited to 3 minutes.
12. A Director or other NCTE member who wishes to introduce business not provided for in the agenda must move to suspend the rules of conduct for the meeting, which can be done with the assent of two-thirds of the Directors and other members attending. Business so introduced will be regarded as sense-of-the-house motions subject to the specifications in items 9 and 10 above.
13. Unfinished items of business at the hour set for adjournment can be resumed at a time set by the chair, if two-thirds of the Directors and other members attending approve a session at which business is to be resumed.

APPENDIX N

How NCTE Resolutions Are Submitted and Processed

A Major Activity of the Annual Business Meeting

A major part of the Annual Business Meeting for the Board of Directors and Other Members of the Council is the consideration of resolutions which, when published, will represent to the profession the sentiments of the Council on important education issues. This information sheet tells where resolutions come from, how they are modified, how the Committee on Resolutions functions, how members can play a part in shaping resolutions on their concerns, and what happens to resolutions that are passed.

Source of Resolutions

A call for resolutions, with submission instructions, appears in The Council Chronicle and on the NCTE website. Any member or member group (committee, affiliate, etc.) may submit a resolution for consideration to the Committee on Resolutions. A resolution sent to the chair must be accompanied by the signatures of five voting members of the Council and must be received before October 15 to be considered at the Annual Convention.

Function of the Committee on Resolutions

The Committee reviews all resolutions presented by members and member groups and may prepare resolutions of its own on topics on which the Committee believes action is needed. The Committee will often combine resolutions on the same or similar topics, especially where there is a duplication, and it will also edit resolutions for consistency of form and quality of writing style.

The Committee on Resolutions makes the final decisions about which resolutions will be submitted to the members at the Annual Business Meeting. Among the criteria they will use in deciding for or against a proposed resolution are the consistency of the resolution with the NCTE Constitution and the stated purposes of the Council, the likelihood of its receiving support from a substantial number of Council members, the existence of previous resolutions on a topic, and the appropriateness of the content to a business meeting. As to the last, a resolution that takes up a topic which the Constitution clearly assigns as a responsibility to the Executive Committee would not be presented as a resolution. The point of view of the proposers would, however, be forwarded appropriately.

Revisions of First Drafts of Resolutions

Drafts of resolutions are available at the door immediately after the Elementary, Middle, and Secondary Section Get-Togethers on Thursday. Copies will also be available at the door of Thursday's General Session. The Committee on Resolutions hears commentary and suggestions about the drafts of all resolutions in an Open Hearing on Resolutions from 9:15 to 11:00 a.m. on Friday, November __, in the _____. The Committee on Resolutions is especially interested in hearing from the individuals or groups who proposed the original resolution. No new resolutions may be submitted at this time. However, members may present other concerns as sense-of-the-house motions at the Annual Business Meeting (see below). As a result of commentary during the open meeting, the Committee on Resolutions may change resolutions, both substantively and editorially, before final preparation of the resolutions.

Reading and Discussion of Resolutions

Final drafts of resolutions are available at the door of the Annual Business Meeting on Friday, November __, beginning at 5:30 p.m., in the _____. At the meeting, each resolution (but not the background

statement) is read aloud, and a member of the Committee on Resolutions moves for its adoption. Resolutions are considered in the order in which they are presented by the Committee on Resolutions. Resolutions may be amended during discussion.

Disposition of Resolutions

By early January resolutions passed at the Annual Business Meeting for the Board of Directors and Other Members of the Council are submitted to the membership for a ratification vote. Items approved by 10% of the membership go forward to the NCTE Executive Committee for appropriate implementation action. All ratified resolutions are reported to the membership in *The Council Chronicle* and on the NCTE website.

Sense-of-the-House Motions

Sense-of-the-house motions are statements that reflect the opinion of the majority of members attending the Annual Business Meeting. They may be prepared at the Convention and members may offer them for discussion and action at the Annual Business Meeting. In order to be considered, sense-of-the-house motions must be presented in writing (three copies) to the NCTE President or Parliamentarian before the adoption of the agenda. Sense-of-the-house motions should be no longer than 50 words, not including background statements. Such motions, if passed, are advisory to the Executive Committee or other appropriate Council bodies. They do not constitute official Council policy.