

# Research and Scholarship in the Two-Year College



## Two-Year College English Association

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

**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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**A**s 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” 167)

. . . faculty members at community colleges are expected to be proficient in the use of instructional technologies, including presentation software like PowerPoint, teaching in classrooms equipped with the latest technology (“smart” classrooms), developing supplemental Web sites for their classes, teaching online or through other distance learning media like cable TV, developing independent learning sections of foreign language courses, and so on. While new technologies are transforming how higher education delivers courses, their uses are particularly important at community colleges given their mission of making education accessible and accommodating students’ different learning styles. (“A Community College Teaching Career”)

### Rationale, Definition, and Challenges

The statements above, excerpted from reports written by the MLA Committee on Community Colleges, present an accurate description of the work of community college faculty: teaching, (face-to-face and online), and a commitment to student learning form the basis of the community college mission. Faculty are recognized primarily for their dedication to the twin pillars of teaching and student learning (with college and community service as secondary expectations). Faculty efforts that focus on research and publication, on the other hand, are likely to fall under the radar and receive little formal recognition, even as the demand on faculty to upgrade teaching skills, most notably, in regards to instructional technology, increases. The challenge of upgrading pedagogical practices without the incentive or opportunity to engage in scholarly exchanges about teaching remains steep.

The fact is that community college faculty need to be both exemplary teachers and knowledgeable scholars. Yet, unless expectations for quality community

college work are rendered explicit and achievements in both teaching and scholarship accorded appropriate recognition, we will not achieve the hoped-for balance which this document advocates. Pressures on faculty to improve their “productivity” and to become ever more accountable in meeting standardized benchmarks for student learning outcomes will likely reduce incentives to achieve excellence in scholarship and research (and the concomitant activity of publication). Some faculty will no doubt continue to do research and to publish their work, whether as part of their jobs or as candidates in doctoral programs. Nonetheless, others, perhaps most, will not. It is the purpose of this document to set down explicit expectations for the teacher-scholar of English at the two-year college and the appropriate rewards for such a role, as well as to provide models and resources.

### Why Scholarship at Two-Year Colleges?

At two-year colleges, good teaching matters most, but this committee views scholarship as a prerequisite and a corequisite for good teaching—because

teachers' scholarship legitimizes their expertise, informs their classroom practice, and provides their students with models for intellectual inquiry. We concur with the "ADE Statement of Good Practice: Teaching, Evaluation, and Scholarship" that "teaching and scholarly activity are mutually reinforcing, [and] departments and institutions should create conditions that encourage all faculty members to engage in intellectual inquiry" (45). While recognizing the range and distinctive mission of the two-year college, we agree that all "faculty members need to engage in scholarly projects that sustain and renew their intellectual lives. [In] two-year colleges, where teaching has long dominated the mission and the reward system, faculty members need support that affirms the ways in which scholarship vitalizes teaching [. . .]. Scholarship, broadly defined, is essential to effective teaching and to a satisfying professional life in the humanities" (43). The committee understands scholarly renewal as a continuing dialogue. The scholarship-teaching connection we envision benefits not only the scholar, but also that scholar's students, institution, and professional associations.

### The Changing Two-Year College Professoriate

Two-thirds of all faculty at community colleges are part-time (National Center for Educational Statistics 8). So often shuttling from one campus to another, adjunct faculty may struggle to find the time, the opportunity, and the means to engage in the kind of deliberative scholarship that we recommend in this document. Nevertheless, given the increasingly important role that part-time faculty have been given at community colleges, we see it as absolutely essential that part-time faculty be provided the opportunity to reflect on their teaching practice and to become members of the teacher-scholar community.

### Reflective Practice

To create meaningful discourse between scholarship and the classroom, the committee believes *reflective practice* is crucial to good teaching. A reflective practitioner "turns thought back on action and on the knowing which is implicit in action" (Schön 50).

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

### What Is a Teacher-Scholar?

The call for community college faculty to become both exemplary teachers and scholars is hardly new. In 1988, the Commission on the Future of the Community College made that same point when it foregrounded faculty development as a key priority for community colleges. Few disagreed with that finding, and it should be noted that many community colleges currently boast of programs that recognize the professional growth of faculty, including achievement points for presentations and publications. However, defining the kind of scholarship and research appropriate for community college faculty has been especially challenging. The conventional view of research and scholarship holds that the former involves the discovery of new knowledge while the latter amounts to a familiarity with, and understanding of, what is already known. Research institutions have historically assumed that faculty would engage in both activities: making new knowledge and keeping up-to-date with advances in their particular areas of expertise. But is it realistic to assume that faculty at community colleges will have the time and skills to engage in conventional academic research?

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

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*Scholarship Reconsidered: Priorities of the Professoriate*. Boyer segregates the various activities of the professoriate into several categories of scholarship, from the scholarship of discovery (conventional research) to the scholarship of integration and the scholarship of application.

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

Finally, community colleges have had little success in recognizing the work of faculty outside the

classroom, for reasons that have already been stated. Indeed, the redefinition of what we mean by scholarship and research seems only to have marginalized community college faculty further (the more rigorous and thereby privileged “scholarship of discovery” is reserved for faculty in elite institutions).

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

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## Research and Scholarship: Areas of Inquiry

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**A**cknowledging the need for two-year college faculty to become reflective practitioners engaged in serious research and scholarship, what areas of critical inquiry—traditional and nontraditional—ought they to pursue? What areas are new to the profession? What areas are still open for investigation? This section will describe the wide scope of such inquiry under the following seven genres: writing research, literary/biographical research, historical research, pedagogical research, assessment, creative writing, and new areas of inquiry. These categories are meant to be representative, not exclusive, and may overlap or intersect. While some may parallel studies in four-year institutions, others may be unique to the two-year college.

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

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

## Writing Research

At the heart of our teaching is the teaching of writing in all its forms. Approximately half of students entering postsecondary institutions do so through community colleges (Grubb 3), and the majority of classes taught are first-year composition in its many forms—from honors classes to technical writing to developmental classes to ESL. Further, the significant percentage of students (from 25 to nearly 80 percent according to Grubb 171) who enroll in pre–first-year or developmental courses encourages teacher-scholars at two-year colleges to examine this student population in detail. Through publications like *Teaching English in the Two-Year College*, *College English*, and *College Composition and Communication*, and TYCA’s Outstanding Program Awards, two-year college teachers are translating theory into practice and presenting findings on composition studies, developmental writers, writing centers, technical communication, and digitally mediated learning.

Examples of some notable work in writing research include Smokey Wilson’s award-winning ethnographic study of her developmental students’ reading and writing and her findings about the nature of literacy and, from Bristol Community College, Howard Tinberg’s and Jean-Paul Nadeau’s study of first-semester community college writers (Wilson, “What Happened?” *What about Rose, Interactive*). The collaborative work of Gill Creel, Michael Kuhne, Maddy Riggle and their students at Minneapolis Community and Technical College shows how the theory of Boal’s Theatre of the Oppressed can be mined for classroom activities. Kip Strasma and others at Illinois Central College have been involved in computer-mediated writing research. Howard Tinberg of Bristol Community College, Ellen Mohr of Johnson County Community College, Jill Pennington of Lansing Community College, Heather Ostman of Westchester Community College and Clint Gardner of Salt Lake Community College have investigated learning environments in writing centers (Tinberg, *Border Talk*).

## Literary/Biographical Research

Two-year faculty are also pursuing traditional research fields of literary analysis, biography, language studies, and the humanities. At Westchester Community College in New York, two-year college scholars

James Werner, (*American Flaneur: The Cosmic Physiognomy of Edgar Allan Poe*); Elise Martucci, (*The Environmental Unconscious in the Fiction of Don DeLillo*), and Richard Courage, (*The Muse in Bronzeville: African-American Creative Expression in Chicago, 1932-1950*) have published books of traditional literary criticism. Devoted teachers, including the many adjuncts who eke out time and space to design and implement their studies, continue theoretical, literary, and primary research begun in graduate school or inspired by local writers. Others win NEH study grants, Fulbright awards for studies abroad, and state awards to look deeper into the subjects of their courses. This research, unfortunately, is not always published or given the press or prestige offered faculty in four-year institutions. However, this good work does exist and is often shared in the community as part of our commitment to service.

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

## Historical Research

Research has not only been done about great writers of fiction, but also about significant contributors to our field. Jane Maher in New York undertook a project that led to the publication of the only full-

length biography of Mina Shaughnessy, considered the founder of basic writing pedagogy. Future opportunities exist for biographers of other pioneers in our discipline. In addition, histories of the discipline focusing on the two-year college appear to be fruitful, as evident in Jeff Andelora's research on the emergence of the Two-Year College English Association (TYCA).

### About the Profession

Within the profession, we note the need to get back to long standing discussions such as the literature/composition divide. How does this debate play out in the context of a two-year college where generalists must manage heavy course loads? We note also subjects that we've only begun to explore, such as the graduate preparation of two-year college instructors. Are the colleges and universities providing this education working with two-year colleges to design curriculum? Model programs and courses might be highlighted. While adjunct faculty are far from new to the two-year college scene, we need to further explore how matters of research and scholarship apply to these individuals who do most of our teaching. If the increasing expectation of productivity makes it difficult for full-time faculty to produce research and scholarship, how can adjunct faculty, who have even more unrealistic demands upon their time and energy, ensure their large numbers are heard?

### Teaching with Digital Media

Another area we might explore further in our scholarship is the use of listservs, blogs, wikis, nings, Twitter, Facebook, and other social media as scholarly writing spaces, given the popularity of the Community College English blog, tech/rhet listserv, and TYCA Facebook, for example. What new functions do these spaces serve? How do they impact upon writing instruction? A relatively new development in reflective practice is the use of Weblogs, or blogs. The late John Lovas of DeAnza College in California used the Weblog format to document his work as a two-year college teacher of English by posting almost daily over an eighteen-month period. Significant data about the use of new media in delivering writing instruction has been rendered through the important TYCA Research Initiative chaired by Jody Millward of Santa Barbara City College.

### Pedagogical Research

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

Jody Millward, Gregory Shafer, and Dianne Fallon have received a CCCC Research Initiative Grant to investigate two-year college programs and practices in assessment, writing across the curriculum, and digital literacies. This research should prove invaluable in laying the groundwork for future studies.

In addition to collecting this information, researchers also examine their individual practices inside the classroom and outside factors that affect student learning. Colleagues such as Jeffrey Sommers, Howard Tinberg, Donna Killian Duffy, and Jack Mino have joined the Carnegie Academy for the Scholarship of Teaching and Learning to investigate and document teaching practices and successful student learning to share with others.

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

Some two-year teacher-scholars have changed the way we evaluate texts and have, in fact, written texts to more closely meet the needs of our students. Laura K. Noell in Virginia discusses the scholarship involved in writing textbooks that is often overlooked. However, this linking of theory and practice is the hallmark of our teaching as reflective practitioners. As Howard Tinberg has written:

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



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

William Costanzo of Westchester Community College in New York has been a pioneer in researching and writing about the use of film and media in the classroom, both in the teaching of writing and for its own sake. His best-selling NCTE book, *Reading the Movies*, has gone through six printings—and has just been followed with a sequel publication, *Great Films and How to Teach Them*.

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

The classroom has been the scene of dizzying change. Even such a basic instructional tool such as the print textbook is coming under fire for its cost and static nature. Technological developments bring the potential of new delivery methods of classroom content, new methods of communication at large, new concepts of what composition means, and new opportunities for professional engagement, service,

and identity. Our profession, like others, cannot subsist in a trickle-down economy in which pedagogical knowledge is generated by elites and packaged neatly for delivery to everyone else. We must all be knowledge makers at a time when technologies emerge in our teaching faster than pedagogical articles emerge in our professional lives. Approaches to new media in the classroom, multimodal assignments, and new delivery methods for online instruction are among the types of curriculum development we do as a matter of course in our jobs. This curriculum development means we also forge new pedagogical theories as we test and assess our classroom approaches. Additionally, we face the reinvention of the classroom with more online, hybrid, and web-enhanced environments. Our scholarship should reflect these changes. Models of effective online instruction would be helpful, as would research concerning the effects of such instruction on faculty workload and student success.

How are we helping students adjust to rapid change in terms of both literacy and ethics? In what ways are we teaching them to think through their own identities as digital citizens and as ethical consumers and producers of intellectual property? What it means to be literate and a responsible citizen is in a constant state of flux in this digital age. Thus, we in the profession of two-year college English are in a constant state of pedagogical development as researchers, theorists, and practitioners alike.

Our student body seems to be changing in other ways as well, and scholarship has recently begun to emerge exploring the student who enrolls in college courses while simultaneously being enrolled in high school (Bodmer; McCrimmon). More research needs to be done regarding the effects of dual enrollment, including college readiness, for the students themselves as well as for their college classmates. How is dual enrollment affecting instruction?

## Assessment

In the last five to ten years, two-year college faculty have initiated more class-based assessment, both formative and summative, in their writing, literature, and humanities courses. This entails documenting the learning of students and designing new ways of learning that are later assessed qualitatively and quantitatively. Again, the results of much of this class-based research stay within the walls of the colleges; how-

ever, it could and should be shared more widely with the academic community through publication. Such research needs to be conducted and distributed now more than ever, in the light of increasing state mandated pressures to standardize assessment. A good first step in studying the challenges has been taken by colleagues spearheading the TYCA Research Initiative (Sullivan).

### Creative Writing

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

### New Areas of Inquiry

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

mental English courses and up to six levels or more of ESL courses that precede college credit courses. Other questions, such as how reading relates to writing, how and what kind of grammar instruction works, and the difficulty level of writing assignments, need further study.

Considering the two-year college students' unique learning needs, two-year English faculty should be seen as partners in the study of college communication and of language studies, which many of us teach. Chris Jennings of Tidewater Community College has collaborated with high school teachers to address the problems many students have making the transition from high school to college work. In a similar spirit, partnerships should be created among college and university faculty when important state and national studies are conducted. Two-year college faculty should not merely be consulted but be made part of the team of scholars investigating such issues as national college reading and writing standards, competencies, and the development of college English course design and delivery.

What is the consensus, if any, regarding the role of and emphasis on reading and grammar instruction in developmental courses, or the role of literature in teaching writing, for instance? Beyond the developmental level, in what way can students in sophomore-level credit courses like surveys of literature—which often differ from their counterparts at universities—be productive subjects of research? Madden sees our role in these courses as different because of the overall responsibility we feel for our students. This role is often defined by our students' unique needs and a vision of ourselves as “transformative educators,” and goes well beyond introductions to college writing or literature. It means introducing our students to new ways of seeing and using their minds and “transforming them into literate, discerning people” (“Crossing” 727). In this respect, the instruction the two-year college teacher does at both the developmental and transfer levels of reading and writing can be seen as “transformative.”

As nonconventional research becomes more visible, teachers in two-year colleges and students will be enriched. However, much scholarship remains invisible and unpublished, so two-year college faculty have to rely on university research, which may or may not be applicable and which may need to be

adapted. Recognition of scholarship that informs teaching and learning must be honored. If community college teachers are to achieve teaching excellence, they must be rewarded and acknowledged for pursuing a variety of research interests.

Additionally, we need to look carefully at the development of two-year college English departments and their programs. For example, how have long-standing departments changed over time, both in terms of faculty and curriculum? What is the state of first-year composition courses/programs in two-year colleges? Of developmental writing programs? Do departments have writing programs with a designated writing program administrator or director? If so, what are their duties and challenges and how are they funded? If not, how do departments handle such issues as course placement, textbook selection, curriculum development, and course and program-level assessment? In what other ways is the curriculum changing? For example, are departments still offering traditional literature courses (American and British literature survey courses), or are new courses finding their way into the curriculum? How are departments changing to respond to the needs of their communities? Another important area for research concerns leadership in two-year college English departments. Who are the current leaders? What are their qualifications? How are they approaching the curricular, programmatic, and human resource challenges they're facing? How do they manage departments that often include such diverse programs such as first-year composition, literature, humanities, creative writing, English as a Second Language? What kinds of professional growth opportunities do they provide for their adjunct faculty? What is the state of academic support, such as writing and tutoring centers, provided within our institutions?

### The Work To Be Done

Given the quality of the work that has been done—and continues to be done—two-year college teacher-scholars have much to be proud of. But there is much, much more work that is needed, not only in the many areas of scholarship cited above, but in helping to define and to support the role of the teacher-scholar itself. This work will only be accomplished when the majority of two-year college faculty strive to be

teacher-scholars. Realistically, that will only happen and be sustained when two-year college administrators and personnel committees encourage, recognize, and reward the practice of scholarship (as defined above) by faculty members.

### Challenges and Opportunities

Most faculty members who teach at four year colleges and universities have Ph.D.'s, and expect to do research and to publish. They often collaborate with and support each other in this work. At these institutions, senior faculty, academic deans, and presidents, having followed this route to success themselves, insist on research and scholarship as a high priority. They demonstrate their commitment to it in the most tangible way—by rewarding it through tenure and promotion. There is no question about the value given to research and scholarship on these campuses.

Many two-year college faculty, however, lack the credentials and research experience of their colleagues at four year colleges and universities; moreover, they are burdened with teaching loads that discourage rather than encourage and reward the kind of research and scholarship advocated in this document. When faced with the challenge of being teacher/scholars, they often respond: “My (limited) graduate work did not prepare me for this kind of research. *How* am I supposed to develop the skills to do research and to write about it?” and “*When* am I going to find the time? I teach 15 hours (or more). I don't have enough time now to teach my classes and grade my papers.”

If we believe that the ideal of the teacher/scholar is equally important at the two-year college, then how do we encourage faculty members to define themselves this way? How do we get the attention of administrators and personnel committees to reward and sustain the practice of scholarship? This is more than a shift in emphasis. It's a redefinition of values and roles and will require more than pointing out to an unconvinced administration the merits of the teacher-scholar. *The two-fold solution to this problem is to hire faculty who bring research skill and experience with them and to support those who do not with opportunities for professional development.* We offer the following recommendations as steps toward providing those opportunities.

## Recommendations

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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.

## Resources and Bibliography

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

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

What we do here is sketch the outline of such work and offer some starting points for a more complete effort. Existing bibliographies such as the *CCCC Bibliography* and the *MLA International Bibliography* do not identify scholars by the type of institutional affiliation. The CCCC and MLA bibliographies have also not included the newsletters and journals of the Two-Year College English Association (TYCA) Regionals within their scope. Some of those journals are documented in the ERIC database, but individual articles may not be identified by author and title. Additionally, dissertations about two-year college English or by two-year college faculty have not been identified as such in sources such as *Dissertation Abstracts*, though dissertation titles often convey that information. *Dissertation Abstracts*, nevertheless, remains an important source for cutting edge scholarship on the community college.

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



## Two-Year College English: Books

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

Ostman, Heather. *At the Threshold: Writing Program Administration and the Community College*. West Lafayette, IN: Parlor Press, 2011. Print.

Tinberg, Howard, and Jean-Paul Nadeau. *The Community College Writer: Exceeding Expectations*. Carbondale: Southern Illinois UP, 2010. Print.

Wilson, Smokey. "What about Rose?" *Using Teacher Research to Reverse School Failure*. New York: Teachers College, 2007. Print.

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

Alford, Barry, and Keith Kroll, eds. *The Politics of Writing in the Two-Year College*. Portsmouth: Boynton, 2001. Print.

Hillocks, George, Jr. *Ways of Thinking, Ways of Teaching*. New York: Teachers College, 1999. Print.

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

Tinberg, Howard B. *Border Talk: Writing and Knowing in the Two-Year College*. Urbana: NCTE, 1997. Print.

Sonomura, Marion Okawa. *Idiomacity in the Basic Writing of American English: Formulas and Idioms in the Writing of Multilingual and Creole-Speaking Community College Students in Hawaii*. New York: Lang, 1996. Print.

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

Reynolds, Mark, ed. *Two-Year College English: Essays for a New Century*. Urbana: NCTE, 1994. Print.

Gibson, Walker, ed. *New Students in Two-Year Colleges: Twelve Essays*. Urbana: NCTE, 1979. Print.

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

*Two-Year Colleges*. Spec. issue of *College English* 35 (1974): 879–1000. Print.

Barton, Thomas L., and Anna M. Beachner. *Teaching English in the Two-Year College*. Menlo Park: Cummings, 1970. Print.

Joint Committee of the National Council of Teachers of English and the Conference on College Composition and Communication, Samuel Weingarten, chairman, Frederick P. Kroeger, assoc. chairman. *English in the Two-Year College: Report*. Champaign: NCTE, 1965. Print.

Archer, Jerome W. *Research and the Development of English Programs in the Junior College: Proceedings of the Tempe Conference, 1965*. Champaign: NCTE, 1965. Print.

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

### General

*The Chronicle of Higher Education*

*Community College Review*

*Community College Times*

*Community, Technical, and Junior College Journal*

*Inside Higher Ed*

### Academic/Discipline-Focused Journals

*Association of Departments of English Bulletin*

*College Composition and Communication*

*College English*

*The Community College Humanities Review*

*Composition Forum* (Association of Teachers of Advanced Composition)

*Composition Studies*

*Computers and Composition*

*Journal of Basic Writing*

*Journal of Second Language Writing*

*Pedagogy*

*Publications of the Modern Language Association of America*

*Research in the Teaching of English*

*Rhetoric Review*

*Teaching English in the Two-Year College*

*Writing on the Edge*

*The Writing Instructor*

*Written Communication*

*Writing Program Administration* (Council of Writing Program Administrators)

### Web-Based Journals

*Basic Writing e-Journal*

*Computers and Composition Online*

*Kairos*

*Lore: An E-Journal for Teachers of Writing*

## State Journals

*OATYC* (Ohio Association of Two-Year Colleges)  
*Michigan Community College Journal: Research and Practice* (published by Schoolcraft College, Livonia, MI)

*Pedagogy Journal* (published by New Hampshire Community Technical Colleges)

## TYCA National Journal

*Teaching English in the Two-Year College*

Here we list recent scholarship by two-year faculty published in the main journal devoted to teaching English at two-year campuses, *TETYC*.

Bickmore, Lisa, and Ron Christiansen. “Who Will Be the Inventors? Why Not Us’: Multimodal Compositions in the Two-Year College Classroom.” *Teaching English in the Two-Year College* 37.3 (2010): 230-242. Print.

Cook, Devan. “The Location of Error: Reflections on a Research Project.” *TETYC* 38.1 (2010): 22-33. Print.

Kurtyka, Faith. “The Expression of Wise Others’: Using Students’ Views of Academic Discourse to Talk about Social Justice.” *TETYC* 38.1 (2010): 47-60. Print.

Murphy, Sean P., Elizabeth Aiossa, and Mary Mugica Winter. “Preparing Future Faculty: Ten Years Later.” *Teaching English in the Two-Year College* 37.4 (2010): 350-362. Print.

Griffin, Merilee, Amy Falberg, and Gigi Krygier. “Bridging the Gap between High School Teachers of Writing in an Online Assessment Community.” *TETYC* 37.3 (2010): 295-304. Print.

Welch, Kristen, Nicholas Lee, and Dustin Shuman. “Teaching Visual Rhetoric in the First-Year Composition Classroom.” *TETYC* 37.3 (2010): 256-264. Print.

Fallon, Dianne, Cindy J. Lahar, and David Susman. “Taking the High Road to Transfer: Building Bridges between English and Psychology.” *TETYC* 37 (2009): 41-55. Print.

Scordaras, Maria. “Just Not Enough Time: Accelerated Composition Courses and Struggling ESL Writers.” *TETYC* 36 (2009): 270-279. Print.

Andelora, Jeffrey. “TYCA and the Struggle for a National Voice: 1994-1997.” *TETYC* 35 (2008): 252-265. Print.

Del Principe, Ann and Janine Graziano-King. “When Timing Isn’t Everything: Resisting the Use of Timed Tests to Assess Writing Ability.” *TETYC* 35

(2008): 297-312. Print.

Andelora, Jeffrey. “Forging a National Identity: TYCA and the Two-Year College Teacher-Scholar.” *TETYC* 35 (2008): 350-362.

Klausman, Jeffrey. “Mapping the Terrain: The Two-Year College Program Administrator.” *Teaching English in the Two-Year College* 35.3 (2008): 238-251. Print.

Millward, Jody. An Analysis of the National ‘TYCA Research Initiative Survey Section III: Technology and Pedagogy’ in Two-Year College English Programs.” *TETYC* 35 (2008): 372-397. Print.

Sullivan, Patrick. “An Analysis of the National TYCA Research Initiative Survey, Section II: Assessment Practices in Two-Year College English Programs.” *TETYC* 36 (2008): 7-26. Print.

Roberts, Leslie. “An Analysis of the National TYCA Research Initiative Survey Section IV: Writing Across the Curriculum and Writing Centers in Two-Year College English Programs.” *TETYC* 36 (2008): 138-152. Print.

Andelora, Jeffrey. “The Professionalization of Two-Year College English Faculty: 1950–1990.” *TETYC* 35 (2007): 6-19. Print.

Andelora, Jeffrey. “TYCA and the Struggle for a National Voice: 1991-1993.” *TETYC* 35 (2007): 133-148. Print.

Speigelman, Candace and Kami Day. “Valuing Research at Small and Community Colleges.” *TETYC* 34 (2006): 135-150. Print.

Buffamanti, Suzanne Denise David, and Robert Morris. “Imposed Upon: Assessing Critical Thinking at a Community College Using Authentic Assessment.” *TETYC* 34 (2006): 81-96. Print.

## TYCA Regional Journals

*Inside English* (ECCTYC/TYCA–Pacific)

*TYCA Midwest Messenger*

*TYCA–Southeast Journal*

## Organizations with Web Sites about Two-Year College English

American Association of Community Colleges:  
*Community College English*

Conference on College Composition and Communication  
 ERIC Clearinghouse

National Council of Teachers of English:

Two-Year College English Association (TYCA)

TYCA Regionals

## Other Electronic Publications by Two-Year College Authors or about Two-Year College English

- Sommers, Jeff, Helene Adams Androne, Ellenmarie Wahlrab, and Angela Sneider. "Critical Reading Outcomes and Literary Study in a Problem-Based Learning (PBL) Literature Course." *MountainRise* 3:1 (2006). Web. 10 Oct. 2010.
- Sommers, Jeff. "The Hegemony of the Final Exam: Problem-Based Learning in the Literature Classroom." *Inventio: Creative Thinking about Learning and Teaching* 7:1 (Spring 2005). Web. 10 Oct. 2010.
- Darling, Charles. "Guide to Grammar and Writing." Capitol Community College Foundation. (2004). Web. 10 Oct. 2010.
- Raufman, Lisa, and Anita Colby. "The Instructional Role of the Two-Year College Learning Resources Center." 2002-04. Web. 10 Oct. 2010.
- Reynolds, Mark. "The Intellectual Work of Two-Year-College Teaching." *ADE Bulletin* 121 (Winter 1998): 37-40. Web. 10 Oct. 2010.
- Holladay, Sylvia. "The Challenge to the Humanities in the Two-Year College: Going Beyond the Information Given." *ADE Bulletin* 84 (Fall 1986): 6-10. Web. 10 Oct. 2010.

## Examples of Community College Weblogs

- Moraine Valley Community College Library Blog  
Northeast State Technical Community College Blog  
Western Nebraska Community College Blog

## Additional Selected Helpful Background Sources for Research on Teaching Writing and Literature

### Writing

- Glau, Gregory R., and Chitrakleha Duttagupta. *The Bedford Bibliography for Teachers of Basic Writing*. 3rd ed. Boston: Bedford, 2010. Print.
- Sullivan, Patrick, Howard Tinberg, and Sheridan Blau. *What Is "College-Level" Writing?* Vol. 2. Urbana: NCTE, 2010. Print.
- Miller, Susan, ed. *The Norton Book of Composition Studies*. New York: Norton, 2009. Print.
- O'Neill, Peggy, Cindy Moore, and Brian Huot. *A Guide to College Writing Assessment*. Utah State UP, 2009. Print.
- Warnock, Scott. *Teaching Writing Online: How and Why*. Urbana: NCTE, 2009. Print.

Smagorinsky, Peter, ed. *Research on Composition: Multiple Perspectives On Two Decades of Change*. New York: Teachers College, 2006. Print.

Sullivan, Patrick, and Howard Tinberg, eds. *What Is "College-Level" Writing?* Urbana: NCTE, 2006. Print.

Reynolds, Nedra, Patricia Bizzell, and Bruce Herzberg. *The Bedford Bibliography for Teachers of Writing*. 6th ed. Boston: Bedford, 2004. Print.

Villanueva, Victor, ed. *Cross-Talk in Comp Theory: A Reader*, 2nd ed. Urbana: NCTE, 2003. Print.

Tate, Gary, Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies*. New York: Oxford UP, 2001. Print.

Lauer, Janice M., and J. William Asher. *Composition Research: Empirical Designs*. New York: Oxford UP, 1988. Print.

North, Stephen M. *The Making of Knowledge in Composition: Portrait of an Emerging Field*. Portsmouth: Heinemann, 1987. Print.

Hillocks, George, Jr. *Research on Written Composition: New Directions for Teaching*. Urbana: ERIC, 1986. Print.

### Literature

Lancashire, Ian, ed. *Teaching Literature and Language Online*. New York: MLA, 2009. Print.

Damrosch, David, ed. *Teaching World Literature*. New York: MLA, 2009. Print.

Tabachnick, Stephen E., ed. *Teaching the Graphic Novel*. New York: MLA, 2009, Print.

Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 5th ed. New York: MLA, 2008. Print.

Nicholls, David G., ed. *Introduction to Scholarship in Modern Languages and Literatures*. 3rd ed. New York: MLA, 2007. Print.

Greenblatt, Stephen, and Giles Gunn, eds. *Redrawing the Boundaries: The Transformation of English and American Literary Studies*. New York: MLA, 1992. Print.

Approaches to Teaching World Literature. Book Series. New York: MLA, 1980. Print.

### Other Useful Sources

*The Chair's Reference: MLA, ADE, ADFL Policies, Statements, Recommendations, and Departmental Self-Study Aids*. Special Joint Issue, *ADE Bulletin* and *ADFL Bulletin* Winter-Spring (2009). Print.

*MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: MLA, 2008. Print.

*The Scholarship of Teaching and Learning*. Spec. issue of *Teaching English in the Two-Year College* 32.1 (2004): 1-107. Print.

*Twenty-Fifth Anniversary Issue, 1974-99*. Spec. issue of *Teaching English in the Two-Year College* 27.1 (1999): 1-136. Print.

Olson, Gary A., and Todd W. Taylor, eds. *Publishing in Rhetoric and Composition*. Albany: State U of New York P, 1997. Print.

Reynolds, Mark. "Writing for Professional Publication." *TETYC* 18.4 (1991): 290-96. Print.

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Commission on the Future of the Community College. *Building Communities: A Vision for a New Century*. 67 min. Washington, DC: American Assn. of Community and Junior Colleges, 1988. Videocassette.

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