

## College Composition and Communication (CCCC)

Since 1949, the [Conference on College Composition and Communication](#) has been the world's largest professional organization for researching and teaching composition, from writing to new media. Welcome to our community. You'll find the field's leading resources and, more important, expert scholars and teachers eager for you to join us.

### **What major actions or projects have been completed by your group since July 1, 2008?**

1) We have successfully carried out searches for three editorial positions, with many excellent candidates to choose from for all positions. Kathi Yancey has been named editor of College Composition and communication; Bump Halbritter editor of CCCOnline; and Dana Driscoll editor of the MemberWeb. All three have presented excellent credentials and experiences as well as have formulated exciting visions of the future communications among and by the members. In order to meet the publication commitments of the current editor of CCC, the CCCC EC authorized an unusual and temporary arrangement of hybrid publication of articles with both print and digital components. We anticipate other different uses for print and digital to complement each other in the future.

2) The Task Force on Composition and Rhetoric Databases has successfully gained listing of rhetoric, composition, and writing specialties on the Classification of Instructional Programs for the Integrated Postsecondary Education Data System of the National Council of Educational Statistics. This is an important advance in the institutional standing of our programs, allowing many benefits as our programs become visible in higher education accounting systems. This adds to the related achievement of some of the same individuals (though not working under CCCC auspices) in gaining listing of graduate programs in rhetoric and composition on the NSF taxonomy of graduate programs.

3) We have reestablished the Research Initiative after a hiatus. The new Call for Proposals has been issued asking for analysis of the CCCC database, which has been developed over recent years and will continue to grow. This year's initiative was funded from the reserves at a reduced amount, reflecting the decrease in the size of the contingency reserve fund.

4) A plan has been established for the reorganization and rationalization of position statements. This plan has been accepted and is now being implemented. Recommendations accepted, but now committee established to carry out

5) We have initiated a child care service at the annual convention, and implemented it at the 2009 convention. We have reauthorized the service for a second year and then we will evaluate the success and cost-benefit of the program.

6) This year the following Awards have been given

Outstanding Book Awards: Charles Bazerman for *Handbook of Research on Writing: Society, School, Individual, Text*, and John M. Duffy for *Writing from These Roots: Literacy in a Hmong-American Community*

James Berlin Memorial Outstanding Dissertation Award: Eric D. Turley (University of Missouri-St. Louis) for "The Scientific Management of Writing and the Residue of Reform"

The Richard Braddock Award: Ellen Barton for "Further Contributions from the Ethical Turn in Composition/Rhetoric: Analyzing Ethics in Interaction," June 2008 CCC

Outstanding Dissertation Award in Technical Communication: Jonathan Buehl (The Ohio State University) for "Instrument to Evidence to Argument: Visual Mediation of Invisible Phenomena in Scientific Discourse"

Exemplar Award: Victor Villanueva

Scholars for the Dream Travel Awards: Maryam Elena Jamali Ashtiani (California State University, Fresno), Lina Buffington (Philadelphia Futures), Jason B. Esters (Lincoln University), David F. Green, Jr. (Penn State University), Janie Jaramillo-Santoy (Texas Tech University & Texas State Technical College-Harlingen), Marissa M. Juárez (University of Arizona), Wen Ma (Le Moyne College), Sarah Nieto Olivas (Texas State University-San Marcos), Bettina Ramón (Texas State University-San Marcos), and Michelle Bachelor Robinson (University of Louisville)

Chairs' Memorial Scholarship: Tabettha Adkins (University of Louisville), Michael Harker (The Ohio State University), Susan Meyers (University of Arizona), and Ehren Pflugfelder (Purdue University)

Writing Program Certificate of Excellence: North Carolina State University (First-Year Writing Program), University of Massachusetts Amherst (Writing Program), and Washington State University (Writing Program)

Tribal College Faculty Fellowship: Sara Knight (College of Menominee Nation) and Ryan Winn (College of Menominee Nation)

### **What projects, initiatives, or studies are "in progress" at this time?**

- 1) The committee on Disability issues has been recharged to include issues of classroom inclusion and needs of disabled students within its scope.
- 2) A new committee on LGBT/Q issues has also been formed and charged to consider gender identity concerns in the profession.
- 3) A reconstituted Committee on Part-time, Adjunct or Contingent Labor will be looking at how to make progress on these long-standing issues, perhaps working in concert with other higher education professional organizations.
- 4) The Committee on Research continues to explore ways to increase the research culture of our organization and the profession.
- 5) A new Committee on Globalization of Postsecondary Writing Instruction and Research is considering how we can respond as a profession to the increased opportunities for scholarly and classroom communication globally and prepare our students for careers in a globalized world.
- 6) Our EC strategic governance groups are considering how we the current moment provides opportunities to make advances on intransigent professional issues and how we may induce other sponsors, particularly the federal government to increase funding for writing research.

**Strategic Governance:** Over the past few years, the NCTE Executive Committee has established outcomes and priorities relating to these key topics in our field: Multimodal Literacy and Technology, Research and Teaching, English Language Learners, Professional Development, Closing the Achievement Gap, Reading Research, 21<sup>st</sup> Century Literacies, Meeting the Needs of Audiences Currently Unserved/Underserved by NCTE, Attracting, Supporting, and Advancing Early Career Educators, and International Involvement, "Global

English", and NCTE. Does your group have research findings or suggestions to contribute that are relevant to on-going work on these strategic governance topics?

We have reconstituted our committee on The Preparation of Teachers of Writing with a more focused charge. We anticipate their findings will articulate in interesting ways with the NCTE strategic governance initiative on professional Development.

Our Committees on Language Policy and Second Language Writing are providing reports, bibliographies and recommendations relevant to ELLs. Our Committees on Best Practices for Online Writing Instruction, Intellectual Property, and Computers in Composition and Communication similarly produce reports, bibliographies and recommendations relevant to 21st Century Literacies.

*Charles Bazerman, Chair*

## Conference on English Education (CEE)

*Conference on English Education* serves those NCTE members who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy.

### What major actions or projects have been completed by your group since July 1, 2008?

- 1. CEE Conference.** We hosted the first CEE conference in approximately ten years at Elmhurst College in Chicago, Illinois. The theme was "Fast Forward in English Education: Policy into Practice," and was a combination of a traditional conference with keynote speakers, panels, and roundtables, and a working retreat. Keynote speakers included Marilyn Cochran-Smith, Professor of Education Boston College, Anne Ruggles Gere, Professor of English and Education at the University of Michigan and director of the Squire Office for Policy Research, and Leila Christenbury, Professor of English Education at Virginia Commonwealth University. Other conference highlights included a report by Gina DeBlase on ongoing research into the effectiveness of CEE state and regional affiliates and discussion of CEE's role in the National Day on Writing. We have also created a "ning" for post-conference work and follow-up. The conference was a success, as we had 169 registrants, and an initial review of conference evaluations indicated that most attendees found the conference engaging and worthwhile. CEE plans to have a conference every two years, with the next conference being in 2011, exact dates and location to be determined. The 2009 conference planning task force was comprised of Jill VanAntwerp, Marshall George, and Janet Alsup.
- 2. Affiliate Research.** In response to a CEE Executive Committee request, Dr. Gina DeBlase, EC member, conducted the first stage of an interview and survey based research project examining the successful workings of existing CEE state or regional affiliates. Her findings were reported at the CEE conference and will be the foundation for stage two of this project, which will begin to create profiles of effective EE programs nationwide.
- 3. English Education Journal Editorship Search.** A search committee of CEE members (Jonathan Bush, Gina DeBlase, and Colleen Fairbanks, with the assistance of Kurt Austin) has endorsed Lisa Scherff and Leslie Rush to be the new co-editors of *English Education* for a term of five years. We are very excited about Lisa and Leslie taking on this important work for CEE. We also thank Michael Moore for his years of service as journal editor.
- 4. NCTE Annual Convention Planning—Philadelphia 2009.** Friday, November 20<sup>th</sup> will be the featured day for CEE. The day will begin with a large roundtable session and will include a CEE award session, meetings of the CEE Commissions, and the annual CEE business meeting and social. The CEE luncheon speaker will be Gene Luen Yang, author of the Michael Printz award winning graphic novel *American Born Chinese*. The Monday CEE Colloquium will be sponsored by the CEE Commission on Arts and Literacies and is entitled "Arts-Literacy Integration: A Day at the Philadelphia Museum of Art." The 2009 CEE convention Chair is Gina DeBlase.

### What projects, initiatives, or studies are "in progress" at this time?

- 1. CEE and the National Day on Writing.** CEE member Cathy Fleischer is leading CEE efforts to participate in the NCTE National Day on Writing. CEE has created a "local gallery" that identifies a theme and a description of the kinds of writing we'd like to include. Individual sites (such as a particular university's English education program) can then create their own "sub galleries" within which they place their own students' writing. Each sub gallery must have a "curator" who will make sure each entry is appropriate for the site. This variety of response and links across various CEE sites

has the potential to demonstrate to others the complicated nature of teaching writing as well as the commitment of new and practicing teachers to writing instruction. For more information about CEE's involvement in the NDOW, please visit our website at <http://www.ncte.org/cee>.

- 2. CEE Teacher Preparation Standards Task Force.** The NCTE Task Force to Develop Teacher Preparation Standards continues to work. The task force is comprised of Don Zancanella (chair), David Kirkland, Nancy Patterson, Louann Reid, Freddy Thomas, Bonnie Ericson, Les Burns, Penny Pence, Lil Brannon, Kay Haas, Lisa Scherff, and Janet Alsup (ex-officio). The task force has the following charge: The Standards Writing Task Force will produce 1) a set of principles regarding the purpose and characteristics of NCTE standards for teacher preparation; and 2) standards for teacher preparation, based on the 2006 Guidelines for the Preparation of Teachers of English Language Arts. These standards will be appropriate for NCTE's role as a SPA in NCATE but they will be an independent document, available for uses other than NCATE. The task force has written a draft "principles" document and is currently beginning work on the standards. On a related note, a team of CEE members will travel to Baltimore in September of 2009 to meet with ETS representatives to review a revision of the Praxis II content exam.
- 3. CEE Database Project.** CEE continues to urge English Education faculty around the country to submit data about their undergraduate and graduate programs to an online database. The database provides information about the initial preparation of undergraduates in English education as well as graduate programs. English educators can access the database to provide information by going to <http://www.zoomerang.com/Survey/?p=WEB228AQQQAC6M> for undergraduate and initial licensure programs and <http://www.zoomerang.com/Survey/?p=WEB22AQS5AD24> for graduate programs.
- 4. CEE Support for EE Graduate Students.** CEE is continuing to collaborate with the CEE Graduate Student group to provide support and encouragement for masters and doctoral students in English Education. Discussions are ongoing concerning support for attending conferences, a possible dissertation award, and additional electronic resources and communication tools useful for graduate students.
- 5. Membership in IFTE, The International Federation for the Teaching of English.** In July 2009 the NCTE EC gave permission for CEE and other subgroups of NCTE to request membership or affiliation with groups with which NCTE as a larger group may not affiliate. CEE requested such a membership with IFTE, and it was granted. Currently, the CEE EC is voting on whether or not to pursue such membership in IFTE. If the EC votes to join IFTE, CEE will do so in the fall of 2009, and further discussions will be had about this membership at the November EC meeting in Philadelphia.

**Strategic Governance:** Over the past few years, the NCTE Executive Committee has established outcomes and priorities relating to these key topics in our field: Multimodal Literacy and Technology, Research and Teaching, English Language Learners, Professional Development, Closing the Achievement Gap, Reading Research, 21<sup>st</sup> Century Literacies, Meeting the Needs of Audiences Currently Unserved/Underserved by NCTE, Attracting, Supporting, and Advancing Early Career Educators, and International Involvement, "Global English", and NCTE. Does your group have research findings or suggestions to contribute that are relevant to on-going work on these strategic governance topics?

Not at this time, but we hope to do additional work in the areas of International Involvement and Teacher Quality. One of CEE's goals is to plan and conduct research projects on topics important to English educators, such as characteristics of effective English teacher education (in the US and worldwide), effects of so-called "best practices" on K-12 student performance, and supporting early career teachers.

*Janet Alsup, Chair*

## Conference on English Leadership (CEL)

*The [Conference on English Leadership](#) is a collaborative, dynamic, discussion-based forum for English language arts leaders to explore current and emerging issues. CEL welcomes the involvement of all persons who wish to work with others to seek solutions to problems and to share their special insights with others. Leaders of English programs in a variety of settings--rural or urban, small districts or large, public or private, traditional or experimental--will find a vibrant forum for exploring contrasting and controversial ideas within CEL. [CEL Brochure](#) [CEL History](#)*

The Conference on English Leadership (CEL) Executive Committee (EC) met twice in San Antonio during the annual convention and met in Napa, California on April 2–4 for its annual spring meeting.

During the fall conference in San Antonio, a survey was distributed to our membership. The intent of the survey was to elicit information about our members. CEL has suffered somewhat from an identity crisis since we changed our name from CSSEDC (Conference for Secondary School English Department Chairs). We wanted to know about our membership and the people who attend our conference. Who are they? What are their concerns? What are the educational issues that impact their jobs? This information was disseminated during our spring retreat.

The CEL Executive Committee recognizes that we need the capacity to connect with our membership throughout the year, not just during conventions. We are working on ways to do this. Our CEL blog has been eliminated and a CEL NING has been created. Additionally, we are exploring other ways to connect technologically with our members.

Additionally, CEL is moving toward strategic governance. *The Will to Govern Well* has been ordered for each executive committee member. At our board meeting in Philadelphia, we will decide on ways we can implement the governance strategies that seem to be working for the NCTE Executive Committee.

In our attempt to make our logo more reflective of our organization, the CEL EC voted to change the CEL logo. New designs have been narrowed down and the membership will now vote on the new logo. Changes are also being made to our CEL brochure to more clearly reflect the benefits of CEL membership and to more clearly define our mission.

One goal we have worked on for the Philadelphia convention is inviting local educators to the conference and to include them as presenters, etc. The theme of this year's conference is "Building Leadership in a Diverse Society". Ann Roseboro the program chair for Philadelphia has been working hard to achieve diversity in our conference program.

It was apparent in our survey that once someone attends our CEL conferences, they are hooked. The strength of our organization is the relationships that develop during our conferences. We will continue to focus on this strength, while getting the word out to the English/language arts leaders who don't know about us.

*Debbie Smith McCullar, Chair*

## Whole Language Umbrella (WLU)

The [Whole Language Umbrella](#) is an NCTE Conference made up of whole language support groups and individual professionals interested in developing and implementing whole language in educational institutions. WLU is based on a view of whole language as a dynamic philosophy of education.

The Whole Language Umbrella has engaged in the following actions from July 1, 2008-June 30, 2009:

- √ Hosted a successful 2008 Conference, Critical Reflections: Honoring and Nurturing the Whole Child. The conference featured Carole Edelsky, Kathy Short, Bob Wortman and author Monica Brown. 262 participants registered and attended the conference approximately 10% of which were international attendees/members. -- 91 of which attended the preconference (Pedagogies and Policies for a New Era) and 87 participated in the luncheon
- √ Selected Columbia, South Carolina as the site for our 2009 Summer Institute July 9-12, 2009. Given the strong support in conference planning from the local Tucson community, WLU selected a site with similar opportunities for local support and collaboration. At the same time we continue to vary our locations regionally and select sites based on the economically responsible contracts.
- √ Launched on-line proposal system and new timelines. Ten members, beyond the board, participated in the review process. The new process and timeline enabled the construction of the program at the November board meeting. Earlier program notification of program status aided with program and financial planning. 110 strong proposals were submitted by the new Oct 15<sup>th</sup> deadline using the online proposal system.
- √ Planned the 2009 Literacies for All Summer Institute: , **Learning in the Company of Others: Reading ,Writing, and Inquiring in the 21st Century** . For the second consecutive year we have approached conference planning immediately (and intensely) following the wrap up of our annual institute. In September, we secured our featured speakers. They include Lorriane Wilson and Brian Cambourne; Heidi Mills and Tim O'Keefe; Carman Agra Deedy (author) and Katie Wood Ray. Susi Long and teaching colleagues agreed to host a luncheon with a focused titled: *Don't drop us at the schoolhouse door: Tensions and Triumphs in the early years of teaching*. A Preconference Workshop , *Reframing & Reclaiming Whole Language: Building a New Image for a New Era*, was planned. Throughout our planning we worked with our local chair (Marcie Ellerbee) and University of South Carolina colleagues to plan and promote our conference.
- √ Utilized a committee work structure and extranet for board planning and work. As board members took responsibility for key organizational tasks, board members tracked their work, submitted reports and began a written history of the work we do and the processes utilized to engage in such work. Furthermore, formalizing the role of a conference co-chair was intended to help build an apprenticeship cycle.
- √ Selected Lucy Spence as our first web editor. Throughout the year Lucy collaborated with the board to design our website, integrate useful features, and plan for more audio and video contributions. Lucy planned an interview protocol and structure for the 2009 annual summer institute.
- √ Launched the Day of Whole Language at NCTE's annual convention with keynote speakers Peter Johnston, Pegan Jensen and Elizabeth Yanoff. They spoke to a full room of enthusiastic audience. The Monday Photovoice workshop invited participants to collectively study the impacts of NCLB through image. Participants continue to connect and collaborate through an online discussion forum and have submitted a collaborative proposal for NCTE 2009.
- √ Published two issues of Talking Points and new web features including a podcast of featured speakers.

- √ Created guidelines and process for scholarship. As of June 1, 2009 two of the three award recipients had plans to attend the conference in Columbia.
- √ Drafted guidelines for launching the small meetings loan/grant program. The board intends to launch the program January 5, 2010.
- √ Issued the call for new team of *Talking Points* editors.
- √ Elicited nominations for 2 board positions and elected two new board members—Bonnee Bresee and Barbara McKenzie.
- √ Selected 2010 conference site (Indianapolis) in January 2009.
- √ Instituted local conference chair position for conference planning.

Katie Van Sluys, WLU President

## Two-Year College English Association (TYCA)

The [Two-Year College English Association](#) unites teachers committed to the teaching and study of English in the two-year college, to advancing the profession, and providing a national voice for the two-year college in postsecondary education.

Our seven regions, Midwest, Northeast, Pacific Coast, Pacific Northwest, Southeast, Southwest, and West continue to hold regional conferences annually (with the exception of Pacific Coast, which holds its conference every other year). Regional conferences continue to be the strength of TYCA's contact with members, and the primary opportunity to provide professional development opportunities. One of the national TYCA officers attends each regional conference, enhancing the connection between NCTE and TYCA regional members.

The following table lists the last and next conference for each region. Links to more information about each conference is available at <http://www.ncte.org/tyca/regionals>.

REGION	LAST CONFERENCE	NEXT CONFERENCE
<b>TYCA Northeast</b>	"Navigating Change in College English" Atlantic City, NJ October 16-18, 2008	"Working Together: Collaborations Within and Beyond the Classroom" Boston, MA November 12-14, 2009
<b>TYCA Southeast</b>	"Diverse Voices: Gateway to the World" Greensborough, NC February 18-22, 2009	"Chattanooga Choo Choo!: A Southern Literary Journey" Chattanooga, TN February 25-27, 2010
<b>TYCA Midwest</b>	"Navigating Open Waters" Duluth, MN October 2-4, 2008	"Forward: Writing Our Future" Madison, WI October 1-3, 2009
<b>TYCA Southwest</b>	"Elephants in the Room: Tensions in Higher Education (and Possible Resolutions)" Oklahoma City, OK October 30-November 1, 2008	"Bridging the Gaps for Student Success" Little Rock, AR October 29-31, 2009
<b>TYCA West</b>	"Reaching Across Communities: Service In and Out of the Classroom" Prescott, AZ October 10-11, 2008	"Point and Counterpoint: Converging Fugues" Salt Lake City, UT October 9-10, 2009
<b>TYCA Pacific Northwest</b>	Conference cancelled October 2008.	"Sustainability and Renewal" Portland, OR October 9-10, 2009
<b>TYCA Pacific Coast</b>	Scheduled for October 2009.	"ECCTYC 2009: Pathways to Community" Pasadena, CA October 22-24, 2009

### **TYCA Dual Credit / Dual Enrollment Committee**

Early College programs are proliferating around the country and TYCA's Dual Credit/Dual Enrollment Committee, chaired by Andy Anderson (TYCA Midwest) continues to study, collect data, and report to the TYCA EC on the committee's findings. Many of these programs are designed to give high school students an opportunity to earn two-year college

degrees by the time they graduate from high school. The committee, originally established for one year, has been extended.

At the November TYCA EC meeting, Anderson reported that the committee should consider two outcomes from their work:

1. A set of guidelines to help better prepare those who teach college writing on high school campuses.
2. A position on what makes college writing distinct from high school writing in order to define why these college writing courses cannot be eliminated.

At the NCTE Conference in November 2008, a session sponsored by TYCA, NCTE Secondary Section, and CCCC titled "Early College High School: Changing the Educational Landscape" provided enthusiastic discussion from both college and secondary English instructors on the variety and challenges of Early College courses.

TYCA, NCTE Secondary Section, and College Forum representatives have submitted a proposal (pending acceptance at the time of writing) to NCTE Convention 2009 for an extended two-hour roundtable titled "What Lies Between the Lines? Early College and other Reform Movements." Summarized as "...a highly interactive double session roundtable, eight NCTE high school, two-year, and four year college leaders will engage in a critical discussion of early college and other high school/college innovations based on individual research, experiences in program administration and NCTE survey research results."

### **TYCA Research Initiative**

The first phase of the research initiative is now complete with the recent publication of three *TETYC* articles. Members of all four focus areas, Assessment Practices, Technology and the Teaching of Writing, Writing Across the Curriculum, and Working Conditions, have presented panels at CCCC. Research is continuing through targeted surveys, which the committee is first piloting on EC members. NCTE is then putting the revised surveys on Zoomerang for distribution. One survey, related to developmental reading and writing programs, has been piloted and will be released soon. Two others—one on college-level reading and writing programs and one on learning communities—are nearly ready.

This is the result of several years of work, initially funded by the CCCC Research Initiative.

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

*TETYC* continues to be the leading publication about English teaching at two-year colleges. Editor Jeff Sommers reports an increase in the rate of submissions, 113 in 2008 compared to 102 for 2007. Increased submissions give the flexibility to be able to cluster articles in upcoming issues. May 2009 will feature a special issue "Teaching English in the Two-Year College in a Time of War." Jeff has presented at CCCC, TYCA SE, TYCA NE, and NCTE in 2008 where he has been able to speak about the journal. In addition, he holds morning sessions for *TETYC* reviewers annually at CCCC.

A Zoomerang survey was distributed to TYCA members in June. It had been five years since the previous survey

Kip Strasma edits the Book Reviews section of the journal. Working closely with Jeff Sommers, they have published more "cross talk" conversations. The journal is also identifying first-time contributors to the journal as "New Voices."

David Lydic (TYCA SW) is the new *TETYC* Editor. The TYCA to You section of *TETYC* provides a forum for the seven regions.

### **Webtender**

The position of TYCA Webtender has been filled by Bradley Bleck (TYCA-PNW). Bradley launched a new feature on the website for poetry month in April. For each day of the month, he uploaded a TYCA member/author to read a favorite poem.

## **TYCA Blog**

Sandie Barnhouse has posted three Chair's Blogs this spring. However, attempts to generate discussion on the TYCA blog continue to be disappointing.

## **Awards**

TYCA awarded the following in 2008:

### **Diana Hacker / TYCA Outstanding Programs in English Awards**

#### Reaching Across Borders

##### Outstanding Program Award

Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design  
Kingsborough Community College, Brooklyn, NY

##### Honorable Mention

Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction  
Front Range Community College, Westminster, CO

#### Fostering Student Success

##### Outstanding Program Award

ESSAI: The College of DuPage Anthology of Academic Writing Across the Curriculum  
College of DuPage, Glen Ellyn, IL

##### Honorable Mention

Building Community Online: Discussion Boards in a Two-Year College  
Online Writing Center  
Century College, White Bear Lake, MN

#### Enhancing Developmental Education

##### Outstanding Program Award

Writing in the Disciplines  
Montgomery College, Takoma Park, MD

SLCC Community Writing Center  
Salt Lake Community College, Salt Lake City, UT

##### Honorable Mention

Ready or Not Writing  
Minnesota State Community and Technical College, Fergus Falls, MN

### **SPECIAL ACKNOWLEDGEMENT / MOST UNIQUE INITIATIVE**

Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience  
State Fair Community College, Sedalia, MO

#### Enhancing Literature and Cultural Arts

No Entries

**Nell Ann Pickett Award:** Sharon Mitchler, Centralia College, Centralia, Washington

### **Public Image: Fame and Shame Award**

#### **Fame**

The 2009 TYCA Fame Award went to Second Lady, Dr. Jill Biden, for commitment to the mission of community colleges. The fact that she has chosen to continue to teach at a community college after becoming "Second Lady" speaks volumes about her dedication to two-year college ideals.

- Biden said in a statement. "I have always believed in the power of community colleges to endow students with critical life skills, and I am pleased that I can make a difference by doing what I love to do, teaching people who are excited to learn."
- Though she does not have to work, let alone teach at a two-year or four-year college/university, Biden is thought to be the first second lady to hold a paying job while her

husband is in office.

- She could have chosen to teach at George Washington University, or Georgetown University, or the University of Maryland, yet instead, she picked a community college because she feels passionately about them.
- A 28-year veteran educator and community college instructor for nearly a quarter of a century, Dr. Jill Biden, Vice President Biden's wife, currently teaches two classes at Northern Virginia Community College (at the Alexandria campus): an English as a second language course and a developmental English course.
- In addition to Biden's two master's degrees, she also earned a doctorate in education from the University of Delaware in 2007. Her dissertation was on "retaining students in community colleges"
- Biden intends to assume a role as a public advocate for community colleges as second lady, and she also "may advise the Obama administration on related education policies.

"NOTE: Several newspapers and magazines, including *The Boston Globe*, *The Los Angeles Times*, *The Washington Post*, *The Wall Street Journal*, *The Huffington Post*, *Time*, and many others all ran similar stories detailing aspects of Dr. Jill Biden's commitment to community colleges during the past year. However, the Public Image of Two-Year Colleges committee felt the person rather than a single article (often reprinted in many different publications) deserved to be honored with the TYCA 2009 Fame Award.

### **HONORABLE MENTION**

"Brush with Destitution Fuels a Desire to Succeed," an article written by Peter Schworm and printed in *The Boston Globe*, January 21, 2009. The story discussed how an opportunity for a higher education provided by Bunker Hill Community College enabled a homeless individual, Maximilien Yelbi, to comprehend his talent and build a sense of self-worth—an experience that enabled him to ultimately state, "I felt free."

### **Shame**

The 2009 Shame Award went to *U.S. News and World Report* for Kim Clark's January 9, 2009 article, "Community Colleges: Cheaper but Not Necessarily Better." Therein, the author warns those who might opt for "low cost community colleges" rather than pay the rising tuition costs at four-year colleges. "Counselors across the country warn, however, that sometimes students get what they pay for," suggesting that people who often attend community colleges end up with a second rate education.

- Clark goes on to explain that, "Choosing a two-year college could actually harm students' long-term prospects" because "Research has shown that community colleges, overall, do a poor job of getting students into four-year schools."
- Clark's article appeared in "College Knowledge," a section of *U.S. News and World Report* by the U.S. News Education Team. However, at best, it offers sweeping assertions and limited evidence to justify claims that a community college education can be just as effective as lower division education at a four-year college or university.
- Citing a 2008 paper written by Harvard Professor Bridget Terry Long as an authority on community colleges, "found that, among similar students, those who chose two-year colleges were less likely to get a bachelor's degree than those who went straight to a four-year college."
- The "College Knowledge" Education Team and Clark further quote Professor Long who notes that "Since employers tend to pay those who actually earn a degree more than those who've had only a few years of college, saving a few thousand dollars on tuition when you are 18 might end up costing you hundreds of thousands of dollars over your lifetime."
- This is particularly true, according to Long, if students "get discouraged in community college and don't persevere to a bachelor's."

Although Clark's article concludes with a reference to a video by Santa Monica Community College that contains some tips that could help a "community college student succeed" in higher education, overall, the article was derogatory in tone and content. Success as defined by the article means transfer to and the reception of a four-year college/university degree.

- Again, most of the tips have nothing to do with quality education that one may receive at a community college. Rather, they focus on transfer because then and only then "students can take advantage of the low-cost classes at community colleges and still make it through to a *prestigious degree*."
- The author never mentions and in essence dismisses the value of a two-year AA/AS degree or certificate.

- Tips include such advice as, drive “a few extra miles to attend a school [community college] that has a better *transfer* track record.”
- And take honors classes at community colleges to prepare students for rigorous courses and upper-class assignments at universities [the implication being that community college courses in general lack academic rigor and that transfer should be the ultimate goal of a community college student].

#### **TETYC Best Article of the Year Award**

The winner of TETYC's Best Article of the Year Award is "Scoring Rubrics and the Material Conditions of Our Relations with Students" by David Martins. The article appeared in the December 2008 issue.

#### **TYCA Breakfast**

The annual breakfast at CCCC continues to be successful with Jane Wagoner (TYCA-MW) who is finishing her term as committee chair. Sarah Z. Johnson (TYCA-MW) is the new chair. The Diana Hacker Outstanding Program awards as well as the Public Image awards are presented at this event. Ticket sales are strong. Support from publishers has been good, with Bedford/St. Martins the largest contributor (sponsoring the Diana Hacker awards). The cost for breakfast tickets continues to be \$20.

#### **Bylaws Changes**

The TYCA Chair sits on both the CCCC executive committee and the College Section Steering Committee (CSSC). A conflict in scheduling at the NCTE November conventions occurs when the CCCC EC and CSSC meet on the same day (Monday). After consultation with the leaders of CCCC, CSSC, and NCTE, TYCA passed a ballot measure changing its bylaws to allow the TYCA EC to appoint a representative to CSSC, assuring that TYCA will have a representative at their meeting. This arrangement will be similar to our arrangement with College Forum.

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

At NCTE in San Antonio, only three sessions were marked as two-year college focus. Soliciting TYCA members to submit proposals for the NCTE convention continues to be a challenge. This is, in part, due to the success of the TYCA regional conferences, but also a result of higher travel costs along with a general trend of decreases in institutional support. What we hear from members who attend conferences is that limited travel money and difficulty in getting time away from classes means that they choose one conference to attend. For our membership, that is usually a choice between the regional conference or CCCC. TYCA will continue to encourage and facilitate proposal submissions to NCTE.

Twenty TYCA sessions (A.36, D.01, D.07, D.31, E.02, E.03, E.19, E.25, G.08, G.22, G.27, J.09, J.14, K.20, L.25, M.05, M.25, MW.7, N.28, WE.1) were scheduled for CCCC 2009 in San Francisco.

As of this writing, at least six sessions have been identified as accepted. The final numbers are likely to be higher.

#### **National Day on Writing**

TYCA is encouraging members to participate in the NCTE National Day on Writing, October 20, 2009. At this writing, we are in the early planning stages. Regional conference planners are encouraged to solicit program proposals that focus on National Day on Writing activities at local levels. Galleries at the conferences could showcase the types of writing that our members have engaged in. TETYC and/or "TYCA to You" may potentially feature members' experiences.

#### **New Officers**

In November 2008, Sandie Barnhouse (TYCA SE) began her two-year term as TYCA Chair. Eric Bateman (TYCA SW) is now Past Chair and will serve in this capacity for one year. New to the EC is Secretary Clint Gardner (TYCA W), who begins a three-year term.

Carolyn Calhoon-Dillahunt has been elected as TYCA Associate Chair, with her term beginning in November 2009.

The TYCA officers, TYCA Executive Committee members, and the TYCA regional officers are to be commended for their scholarship, energy, and willingness to help establish TYCA as the voice for two-year college English instructors. NCTE staff liaison for TYCA, Linda Walters, continues to provide support and help us stay on schedule throughout the year. We also appreciate the guidance of Kent Williamson, NCTE Executive Director.

### **New TYCA Committees**

In June 2009, two new committees were formed and charged with updating the TYCA position statements: *Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges* and *Research and Scholarship in the Two-Year College*. The committees will conduct research and revise the documents to reflect trends in 21<sup>st</sup> century literacies, including a deep revision of the Bibliographies.

*Sandie McGill Barnhouse, Chair*