

## Elementary Section Steering Committee

The [Elementary Section Steering Committee](#) is responsible for the governance of NCTE's Elementary Section.

### Day of Early Childhood/Early Childhood Education Assembly (ECEA)

The **Early Childhood Education Assembly (ECEA)** held a constitutional meeting culminating meeting of the Day of Early Childhood at the NCTE annual convention in November, 2009. The inaugural meeting was attended by over 70 members including many well known researchers in early childhood. Susi Long, outgoing ESSC chair, was active in promoting the assembly. The ESSC is working with the ECEA to establish an on-going relationship and continue to address early childhood issues and teachers. In an ESSC sponsored motion in February, 2009, the EC approved placing a checkbox for "Early Childhood Education" on NCTE annual conference proposals.

The **2008 Day of Early Childhood** included keynote speakers Katie Wood Ray and Debbie Rowe. Both sessions were outstanding and well attended. The **2009 Day of Early Childhood** features Sonia Nieto and Mary Cowhey at the opening keynote and Vivian Vasquez and Mariana Soto-Manning as keynote speakers for the closing session. The proposal planning committee for the section is pleased with the diversity of breakout sessions addressing literacy and play, digital literacies, critical literacy, literature, talk, and second language learners.

### Early Childhood Strand Motion

A motion was submitted to the NCTE Executive Committee, in February 2009, to add an "Early Childhood Education" strand to the NCTE Annual Convention. This motion was approved. The strand will begin with the 2010 Annual Convention.

### National Day on Writing

Jeff Williams led a discussion of the National Day on Writing and the ESSC brainstormed potential elementary involvement. Several members have submitted guidelines to Kent. ESSC members have actively promoted the NDOW in their home / school communities. The National Day on Writing was discussed at several Elluminate meetings and will be the focus of a meeting on September 2, 2009.

### Outstanding Educator Award

Selection: The committee selected **Karen Smith** as Outstanding Language Arts Educator for 2009. Karen has been contacted and the award will be presented at the annual convention section meeting in Philadelphia, 2009. Barbara Lehman again volunteered to collect the 2010 nominations during the summer.

Policy/ Process: The ESSC discussed the selection process for this award on the listserv and during the November, 2008 meeting. There are outstanding nominees this year, and the committee considered whether nominations should be held for the next year. The decision was that the nominating ESSC member could reenter the same nomination, but the process would not be automatic.

### Graves Award

The Donald Graves Award committee had a conference call July 7th and selected a winner from 15 portfolios submitted. The winner is Nancy Webb, a 6th grade teacher from Virginia. Katie wrote a letter to the top four applicants to let them know that their entries were exceptional and to encourage them to resubmit in the future. The other applicants will receive a letter thanking them for their entries and letting them know that they were not selected. The committee discussed the need for a rubric to help committee members with

the selection process. They also discussed the idea of asking for electronic submissions next year to cut down on the amount of paper used. Debbie Zagorski said that she can scan the hard copy for those teachers who do not have the ability to scan writing samples and then send it on to the committee members. Frank Chiki offered to present the award this year at the get together. The committee includes: Katie Wood Ray, Frank Chiki, and Becky McCraw.

### **Language Arts**

Language Arts Editors, Pat Enciso, Laurie Katz, Barbara Kiefer, Detra Price-Dennis and Melissa Wilson continue to produce excellent journals that provide a research grounded and informative discussion for elementary teachers and teacher educators.

LA Editor Search Committee: The ESSC established a search committee for LA editors to begin work in 2010. The committee, established by new NCTE policy, includes ESSC Chair, Debra Goodman, Member at Large, Becky McCraw, Former School Talk Editor, Franki Sibberson, and Andrea Garcia.

### **School Talk**

The focus for *School Talk* for 2008-2009 was "Rethinking Writing" – honoring 25 years of Donald Graves' publications. Issues include: Writing and the Arts, Youngest writers, Writing and Science, and the work of former Graves' Award Winners. Nancy Johnson and Frank Chiki are editors. The editors have selected the theme of **21st Century Literacies in the 21st Century Classroom** for 2009-2010 issues of *School Talk*. Nancy Johnson is leaving the ESSC and Andrea Garcia will join Frank as co-editor. The October issue is on schedule, with the lead author and other author's writing already submitted. Frank Chiki reports that it should be a dynamic year and he is contacting leaders in the field. There is on-going discussion of the future of *School Talk* within the NCTE new membership formula which involves a set rate of \$25 for all journals.

### **2009 Convention Planning**

The ESSC received a wide range of high quality proposals for the 2009 convention in Philadelphia. The pool of early childhood proposals was rich, and the planning team developed a process for continuing the Day of Early Childhood. The convention planners worked closely with Whole Language Umbrella and other sections and groups. A special focus was on classroom teachers and school based presenters.

### **Books for Children Luncheon**

The 2008 Books for Children luncheon speaker was Tomie DePaola, and 38 authors attended as table hosts. The 2009 Books for Children Luncheon will feature Brian Selznick. Nancy Johnson leads the ESSC in organizing the event and all attendees receive books and other materials.

### **Increasing the Activity and Communication of ESSC**

In a move started during leadership of Franki Sibberson and Susi Long, the ESSC has been discussing ways to continue activity and communication (beyond the listserv) during and between November meetings. In 2008 (and again for 2009) the ESSC decided to take advantage of the opportunity to have full day meetings on convention Thursdays. In addition, the ESSC has begun to hold focused meetings via Elluminate. The ESSC met via Elluminate in February and March, 2009. The February meeting focused on 1) Program Planning for 2009 Conference, 2) National Day on Writing and 3) the Graves Award. In addition, sub-committees were able to provide reports. The March meeting focused on 1) *School Talk* and 2) On-going relationship with Early Childhood Assembly. Meetings in September and October will focus on the National Day on Writing. These meetings have involved more ESSC members in communication and activity between NCTE conferences. In addition, the Elluminate sessions allow ESSC members to get to know each other and establish a closer working relationship - which is limited in annual meetings and e-mail.

### **Whole Language Umbrella**

The ESSC continues its close relationship with the WLU. President Katie Van Sluys attended the ESSC meeting on Monday, Nov. 24. Debra Goodman, ESSC chair, and Becky McCraw, EC Elementary Member at large, attended the WLU annual conference in Columbia, South Carolina where ESSC member Katie Woods Ray was a keynote speaker.

### **Election: Assistant Chair**

The ESSC elected **Jeff Williams** as Assistant Chair for a two year term beginning in November 2009 and ending in November 2011. Jeff is currently serving a one year term as Assistant Chair, designed to stagger the terms of the ESSC chair and assistant chair. This reelection provides continuity in leadership for the ESSC, and the continued participation of Jeff Williams as an active member of EC and ESSC.

### **NCTE Election - Elementary**

The ESSC welcomes newly elected elementary leaders whose terms will begin in November, 2009. The Elementary Representative-at-Large is **Carmen M. Tisdale**, Carver-Lyon Elementary School, Columbia, South Carolina. Elected to the Elementary Section Steering Committee is **Sandra Wilde**, Hunter College, New York.

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

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

ESSC members are focusing efforts on promoting the National Day on Writing. Elluminate meetings in September (9/2/09) and October will focus on Elementary Section activities for the fall, leading up to October 20.

#### **Website**

The ESSC has started discussions of improving the use of the elementary section website. This will be a focus for 2009-2010. The ESSC decided to post the current "one-pagers" on the website and solicit responses about usefulness and other topics. The one pagers provide P-6 teachers with quick references on hot issues to share with administration, parents, etc. Jeff Williams is the ESSC webmaster.

#### **Early Childhood Educators Assembly:**

On-going liaisons between ESSC and ECEA are being established to address the Day of Early Childhood as well as other early childhood issues. One major focus for discussion is the use of the term "elementary section" and whether that needs to be expanded. As stated in the background for the ECEA motion passed by the EC in February, 2009:

Early Childhood language teachers and programs - generally considered educational programs from Birth through Grade 2 - have distinctively different concerns and interests from elementary language arts teachers and programs. In response, the Elementary Section Steering Committee has sponsored and organized the Day of Early Childhood. The proposals are selected from those submitted as elementary sessions, and keynote speakers have been solicited for an opening and closing session. This proposal is a part of an effort by the ESSC to institutionalize support for a visible Early Childhood program within the NCTE annual convention. Providing a meaningful program and visible presence for early childhood teachers helps them to see that they have a place within NCTE, which may positively impact both membership and conference attendance.

#### **Diversity**

The committee has continued to discuss diversity within the ESSC and in NCTE leadership. Work with the nominating committee in 2008 led to the election of Andrea Garcia, Dan Ling Fu, and Jeff Williams. Susi Long shared the "Involvement of Persons of Color" statement

prepared by the ECEA, and suggested the ESSC consider a similar diversity statement. This is an on-going discussion.

**Note: We do have much expertise, but we'd like to get input from the ESSC rather than just listing items. We will post the following on the listserv for the ESSC members to consider together in the next few months:**

**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?

ESSC Responses:

- Note School Talk focus for this year.
- Others forthcoming.

*Debra Goodman, Chair*

*Jeff Williams, Assistant Chair*

## **Middle Level Section Steering Committee**

The [Middle Level Section Steering Committee](#) is responsible for the governance of NCTE's Middle Level Section.

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

#### *San Antonio 2009*

The Middle Level Section Steering Committee met in San Antonio. Present were Nancy Patterson, chair; Carol Gilles; Sandy Hayes; Martha Medlock; Heidi Huckabee; Kerry Conrad  
Ex officio: Shelbie Witte, rep at large; Roxanne Henkin, Voices editor; Terry Bigelow, outgoing section committee member (left before lunch).

Debbie Zagorski demonstrated the new NCTE website. Heidi Huckabee and Kerry Conrad volunteered to be the point people for the website. Kerry Conrad was elected as Assistant Chair.

Roxanne Henkin presented the up-coming themes in the journal: Critical Literacy, Technology Integration, International Literacy, "Talking the Talk, Honoring Student Voices, and Looking Back and Moving Forward". The committee designated who would be writing the section's column, "Post Cards," for each issue.

Mike Roberts was the 12th recipient of the Edwin A. Hoey Award for Outstanding Educator in the English Language Arts. Mike is an eighth grade English teacher at Rowland Hall Middle School in Salt Lake City, Utah. Howard Miller received the 2008 Halley Award for outstanding achievement as a middle level educator.

Newly elected members of the Middle Level Nominating Committee are Samuel A. Reed III, Beeber Middle School, Philadelphia, Pennsylvania; Chair Elizabeth Natzband, Waterville Central Schools, New York; and Emily Todd, Norman Public Schools, Oklahoma

#### *Philadelphia 2009*

Roxanne Henkin has been named the 2009 recipient of the Halle Award.

Cris Tovani will be the Middle Level Get Together speaker. Gordon Korman will be the speaker at the Middle Level Luncheon.

Sandy Hayes is finalizing details for Middle Mosaic. The MLSSC took over sponsorship and organization of Middle Mosaic from Kylene Beers and thanks Kylene for her vision for and leadership of Middle Mosaic.

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

The committee recognized that mandated commercial programs have become a growing issue and we will continue to discuss ways to help teachers negotiate these.

The Middle Level Section Steering Committee now has a monthly "spot" on NCTE's InBox messages that provide information about middle level section topics. The first one highlighted information on the National Day on Writing, grammar lessons that can be found on RWT, the Success in the Middle legislation that we hope will move through Congress, and alerts section members to conversations in the Ning.

All members of the MLSSC have been encouraged to become curators on the National Gallery of Writing and to encourage colleagues to participate. At the beginning of August there were 33 middle level specific galleries.

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None at this time.

*Nancy Patterson, Chair*

## Secondary Section Steering Committee

The [Secondary Section Steering Committee](#) is responsible for the governance of NCTE's Secondary Section.

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

The Secondary Section Steering Committee's work during the yearly meetings and through communications during the year has focused on evaluating the section's activities at the San Antonio convention and planning activities for the upcoming Philadelphia convention.

The Committee's Thursday meeting in San Antonio provided time to make final preparations for the 2008 convention activities sponsored by the SSSC and to hear reports from the subcommittees. The agenda included a report from Executive Director Kent Williamson who discussed the Council's statement on 21st Century Literacies, the National Day on Writing, and the Norman Mailer Competition.

The Committee congratulates Kylene Beers, Convention Chair, the convention staff, and the local committee for making the San Antonio Convention an outstanding event.

Our opening Get Together drew a large audience. Author Francine Prose was well received. The activity following the author's presentation generated discussion and interaction around the tables.

High School Matters drew over 200 attendees. The mini-keynote speakers, Carol Jago, Jim Burke, Patricia Smith, John Golden and Jason Ranker, were varied and informative. Twenty-two roundtables covered a wide range of topics. The end-of-session book raffle and refreshments provided by Holt McDougal provided opportunities for rich conversation and community building. The Alliance for Young Artists and Writers, the nonprofit organization that administers the Scholastic Art and Writing Awards, supported HS Matters by sponsoring speaker Patricia Smith.

The Secondary Section Luncheon speaker, Jimmy Santiago Baca, with his message that "challenging students" are reachable, was timely and well-received. His publisher, New Directions, generously provided copies of his books to be distributed to luncheon attendees. In its eighth year, the High School Teachers of Excellence Awards honored 27 teachers at the section luncheon. Promoted through the affiliates with help from Millie Davis, the initiative invites the identification of outstanding high school language arts teachers from across the country.

At the luncheon, two Paul and Kate Farmer *English Journal* Award recipients were recognized.

At the Monday meeting, Editor Ken Lindblom provided the annual *EJ* report. He described changes he has made to the journal and the process for reviewing and revising articles. He distributed a list and description of upcoming themes through November 2010. Ken suggested that there be a new award for collaborative writing for *EJ*. He and the chair will look into the process for establishing such an award.

Committee members discussed how to follow up on the involvement cards filled out by attendees at our various functions. Felisa Mann created a spreadsheet from the information gathered on the involvement cards. In January, Wanda Porter and Kay Haas sent a joint letter to the 87 teachers who expressed interest in working with the section, describing the various ways they can become involved in section activities.

President Kylene Beers joined the meeting and described some possible changes to the convention format for Philadelphia. She explained how Executive Committee meetings run and the process for determining focal issues, encouraging us to discuss focal issues during our meetings and through online conversations.

Mila Fuller, NCTE's Deputy Executive Director, described her role in NCTE and provided insight into the council's global involvement. She encouraged participation in the Ning.

Jennifer Ochoa provided an overview and history of the National Day on Writing. Committee members provided suggestions for SSSC support and participation.

In February, Wanda and Kay attended the EC meeting in Orlando and helped select and organize proposals for the section's sessions in Philadelphia.

In April, the two met with the EC in Washington, DC. On Advocacy Day, they met with senators and representatives from Hawaii and Kansas to discuss support for the National Day on Writing and other literacy issues important to NCTE.

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

During our November meetings, the committee hopes to choose a timely issue of concern to English teachers. We hope to study the issue through the year, communicate with each other via the internet, possibly with Elluminate sessions, and host a roundtable session during the 2010 session.

This year the Secondary Section will once again join with TYCA to present a session focused on issues of importance to the secondary and two-year college community.

Committee members are making final plans for the events sponsored by the section at the Philadelphia convention.

Throughout the year, Committee members have worked in their schools and communities to encourage and support participation in the National Day on Writing.

**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?

*Readicide* by Kelly Gallagher

*What Research Really Says about Teaching and Learning to Read* ed. by Stephen B. Kucher

*What Research Has to Say about Reading Instruction* ed. by Farstrup and Samuels

*Wanda Porter, Chair*

## College Section Steering Committee

The [College Section Steering Committee](#) is responsible for the governance of NCTE's College Section.

In November 2008, the committee began discussions on pertinent issues and continued those discussions at our spring meeting during the CCCC Convention. The following offers its operations for the year.

### Ohmann Award Committee

Katrina Powell is the current chair of the committee with the following membership:

- Jude Okpala  
Howard Community College
- Linda Ferreira-Buckley  
University of Texas at Austin
- Bill Condon  
Washington State University
- Maureen Daly Goggin  
Arizona State University
- Mary Queen, 2008 Ohmann Award Winner  
American University at Kuwait

### 2009 MLA Session

John Schilb is coordinating the NCTE Session for the 2009 MLA.

Monday, 28 December

#### **152. College English in High School**

*10:15–11:30 a.m., Philadelphia Marriott*

*Presiding:* John L. Schilb, Indiana Univ., Bloomington

1. "Professional Development of Concurrent-Enrollment Faculty Members," Christine R. Farris, Indiana Univ., Bloomington

2. "Developing National Standards for Dual-Credit Composition: Toward 'Formative Regulation,'" Chris Anson, North Carolina State Univ.

3. "'Can't We All Get Along?': Developing Synergies to Improve English Teaching on Both Sides of the High School-College Transition," David Jolliffe, Univ. of Arkansas, Fayetteville

### College Celebration Speaker

The committee has chosen Anne Gere as the College Celebration Speaker for 2009 NCTE Conference.

### College Colloquium

College Section is using the colloquium in November 2009 to present a discussion on writing in High Schools and Colleges.

**Title: What Lies Between the Lines? Early College and Other Reform Movements**

Roundtable Leaders:

Sandie Barnhouse, Rowan Cabarrus Community College, Salisbury, North Carolina  
Linda Ferreira-Buckley, The University of Texas, Austin

### **College Forum**

Beatrice Newman is the College Section representative to the forum.

### **Research Forum**

Linda Ferreira - Buckley is the College Section representative to this forum.

### **College English Editor Search**

The college section has convened a committee to search for a new editor for *College English*. The members of the committee are Jude Chudi Okpala, Mike Palmquist, Kurt Austin, and Jeanne Gunner. The applicants for the editorship will be interviewed at the November convention.

### **Resolution on the Status and Working Conditions of Contingent Faculty (DRAFT)**

The College Section developed a resolution on contingent faculty issues. See Appendix 1.

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

The following College Section members volunteered to curate writing gallery in their schools:

- Jude Chudi Okpala, Howard Community College
- Katrina Powell, Virginia Polytechnic Institute and State University

### **New College Section Officers**

- Mike Palmquist (Incoming chair)
- Katrina Powell (Incoming Assistant Chair)

### **New Committee Members**

- Patricia Dunn (2009-2013)  
Stony Brook University
- Beth L. Brunk-Chevez (2009-2013)  
U of Texas at El Paso
- Freddy Thomas (2009-2013)  
Virginia State University
- Chitrlekha Duttagupta (2009-2013)  
Utah Valley Univ

*Jude Okpala, Chair*

# DRAFT

## Resolution on the Status and Working Conditions of Contingent Faculty

January 2009

College Section Working Group on the Status & Working Conditions of Contingent Faculty

Mike Palmquist (Chair)  
Sue Doe  
James McDonald  
Beatrice Mendez Newman  
Robert Samuels  
Eileen Schell

### Background

For more than two decades, NCTE, CCCC, MLA, and related organizations have struggled to address the status of contingent faculty, or faculty who are not hired in tenure-line positions. Responses to the problem range from calls for reasonable compensation and working conditions for contingent faculty and censure of institutions who fail to meet standards set by professional organizations (Wyoming Resolution 1997) to statements that reassert the importance of preserving and expanding tenure lines in English departments and writing programs (CCCC 1989, MLA 1998, CCCC 2003). These approaches have thus far failed to restrain the growing reliance on contingent faculty to deliver instruction to our students.

We call for an approach that, in recognizing the economic realities facing most institutions, attempts to sidestep objections that funding is simply not available to support an expansion of the current tenure system. Our approach builds in part on efforts to ensure long-term security of employment for instructors who are not in tenure-line positions and recognizes the growth of specialized positions for writing instructors not in tenure lines. Our approach also recognizes recent efforts to institute "instructor tenure" at a growing number of institutions. In calling for the following changes in faculty working conditions, we recognize that change will necessarily occur in local contexts, but we also recognize the role that NCTE, its affiliate organizations and assemblies, and its members can play in supporting change at the local institutional level.

Our argument rests on two observations. First, we believe it is necessary to change the relationship between the vast majority of writing instructors and the institutions which employ them. In a troubling number of institutions, contingent faculty teach a majority – in some cases, an overwhelming majority – of composition courses. These faculty, despite possessing advanced degrees, are often paid poorly and do not receive health, insurance, or retirement benefits. Second, we believe it is necessary to involve faculty who do not have "regular" appointments more fully in the programs that employ them. To accomplish this goal, we call for involving faculty who are not in tenure lines more fully in program governance, urge writing programs and English departments to recognize and to an extent embrace the concept of greater specialization in position descriptions for faculty who are not in tenure lines, and ask faculty who are employed in contingent positions to play a more active role in changing their circumstances.

The language used by professional organizations such as CCCC, NCTE, MLA, and others has often amounted to, in effect, the implication that "relying on contingent faculty is a bad

thing, but if you must do it treat them well." A 1997 NCTE resolution, for example, opens with the observation that "the increasing reliance on graduate students and adjunct faculty threatens to compromise the integrity of academic programs," while the CCCC's 1989 statement of principles and standards for the postsecondary teaching of writing asserts that the "working conditions [of contingent faculty] undermine the capacities of teachers to teach and of students to learn." Past resolutions and statements have, with some exceptions, taken care to avoid criticizing the commitment and qualifications of contingent faculty. However, they have largely called for expanding the current tenure system. In so doing, they have run into harsh economic realities that have worked against an increase in tenure lines.

We offer the following resolution on the status and working conditions of contingent faculty in the hope that we can build on previous statements, while shifting the argument from expanding the current tenure system to creating a parallel structure that provides long-term security of employment for faculty who are not hired into traditional tenure lines. Resolved, the National Council of Teachers of English endorses the following statements on working conditions and long-term security of employment and commits to the following actions.

## **Conditions of Employment**

### **1. Fair Working Conditions**

- Appointment/offer letters should clearly describe the position and identify workload distributions.
- Appointments should be made in a timely manner (as opposed to one week before the start of an academic term).
- Annual evaluations should be provided to all faculty, and should be based on the workload distribution defined in the appointment/offer letter.
- New appointments should receive an appropriate and timely orientation that informs and ensures access to institutional resources, such as access to parking passes, library privileges, computer access, ID cards, assistance with scholarly work, and so on.
- Class size limitations consistent with the recommendations of NCTE and CCC should be placed on courses taught by contingent faculty.
- Contingent faculty who have served for three or more years in a program should not be terminated without at least a full term's notice.

### **2. Fair Compensation**

- Contingent faculty should receive a salary that accurately reflects their teaching duties and any duties outside the classroom they are asked to assume. Compensation, per course, for part-time faculty should never be lower than the per-course compensation for tenure-line faculty with comparable experience, duties, and credentials.
- Contingent faculty should receive annual pay increases consistent with those awarded to tenure-line faculty.
- Contingent faculty should have access to the same benefits packages provide to tenure-line faculty.
- Mechanisms should be developed to allow contingent faculty who are not employed during one or more academic terms (for example, for reasons of childbirth, illness, or other exigencies) to maintain benefits and leave accrual until their return to the institution.
- Contingent faculty should receive support, in the form of office space, secretarial support, access to computers and telephones, access to copying, and so on, comparable to that afforded to tenure-line faculty.

### **3. Involvement in Shared Governance**

- Contingent faculty should be invited to faculty meetings and asked to serve (and, if they agree, compensated for their service) on relevant department, college and university committees.
- Contingent faculty should be involved in the development of evaluation procedures and instruments.
- The rights and responsibilities of contingent faculty should be identified in relevant department, college, and university governing codes.
- Efforts should be made to ensure appropriate and reasonable communication with contingent faculty, so as to more fully involve them in department, college, and university activities and initiatives.

### **4. Respect and Recognition**

- Contingent faculty should be viewed and treated as a valued and integral part of the academic faculty.
- Contingent faculty should have access to most, if not all, of the resources and services that are available to tenure-line faculty, including mentoring programs, support for scholarly work, support for travel, and so on.
- In the event of the conversion of contingent faculty lines to tenure lines, contingent faculty in those positions should be afforded the opportunity to participate in professional development activities that will prepare them to compete for the tenure line positions. This might also include the creation of a probationary period in which the current holder of the line is allowed to work toward the fulfillment of the requirements of the new tenure-line position.

### **Security of Employment**

Instructors should be afforded the opportunity to earn “long-term security of employment” as teaching specialists. Their position descriptions should recognize the specialized nature of their appointments, and evaluations should be tied to those position descriptions and conducted at intervals comparable to those of faculty in traditional tenure-line positions.

### **Actions**

1. NCTE will create and maintain a Web-based collection of resources addressing issues related to the status and working conditions of contingent faculty. This collection will be housed on the College Section pages of the NCTE Web site and maintained by the College Section Steering Committee or its designee. Materials on the site will include, but not be limited to
  - Scholarly work and reports
  - A list of consultants and experts
  - Links to related professional organizations
  - Links to relevant resources and sites
2. NCTE will devote staff resources to the develop of a database addressing the status and working conditions of contingent faculty. The database will include
  - A profile of each institution in the database
  - The percentage of composition courses taught by contingent faculty, faculty in special appointments or staff positions, graduate student assistants, and tenure-track faculty
  - The availability of long-term appointments for non-tenure-track instructors
  - The role of contingent faculty in program governanceThe database will be accessible through the NCTE Contingent Faculty Web pages and will allow users to review and manipulate the data (e.g., ranking institutions on a range of criteria).

3. NCTE, through its staff and the College Section Steering Committee, will establish partnerships with other organizations concerned with the status and working conditions of contingent faculty.
4. NCTE staff will work with the College Section Steering Committee to develop annual reports regarding the status and working conditions of contingent faculty. These reports will be published on the NCTE Contingent Faculty Web pages.