IWCA Muriel Harris Outstanding Service Award Call for Nominations: Named after its first recipient and given at every other International Writing Centers Association (IWCA) conference, the Muriel Harris Outstanding Service Award recognizes outstanding service that has benefited the international writing center community in significant and broad-based ways. All nominations should be submitted electronically to Clint Gardner, chair of the IWCA Muriel Harris Outstanding Service Award Committee, at Clint.Gardner@slcc.edu with the email subject line that includes the phrase “MHOSA Nomination.” Nominations should include the following materials:

- A letter of nomination that includes the name and institution of the nominee, your personal knowledge of or experience with the nominee’s service contributions to the writing center community, and your name, institutional affiliation, and email address.
- Detailed support documents (maximum of 5 pages). These may include excerpts from a curriculum vitae, workshop or published material, stories or anecdotes, or original work by the nominee.
- Other letters of support (optional but limited to 2)

All materials must be received by Clint Gardner by June 30, 2016. The winner will be announced at the IWCA Conference in Denver, Colorado, October 14–16, 2016.
NCTE is seeking the next editor of Research in the Teaching of English. The term of the present coeditors, Ellen Cushman and Mary Juzwik, will end in May 2018. Interested persons should send a letter of application to be received no later than August 26, 2016. Letters should include the applicant’s vision for the journal and be accompanied by the applicant’s vita, one sample of published writing (article or book chapter), and two letters specifying financial support from appropriate administrators at the applicant’s institution. Applicants are urged to explore with their administrators the feasibility of assuming the responsibilities of a journal editor. Finalists will be interviewed at the NCTE Annual Convention in Atlanta in November 2016. The applicant appointed by the NCTE Executive Committee will effect a transition, preparing for his or her first issue in August 2018. The appointment is for five years. Applications should be submitted in PDF form via email to kaustin@ncte.org; please include “RTE Editor Application” in the subject line. Direct queries to Kurt Austin, NCTE Senior Developer for Publications, at the email address above or call 217-328-3870, extension 3619.

Nell Ann Pickett Service Award: For her outstanding dedication, service, and leadership, Carolyn Calhoon-Dillahunt of Yakima Valley Community College, WA, has been selected as the 2016 winner of the Nell Ann Pickett Service Award. The Pickett Award is granted each year to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism and whose teaching exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership. The award, presented at the annual CCCC Awards Ceremony, consists of a plaque from NCTE and free registration to the following year’s CCCC Convention. Teaching qualifications include demonstrated past or present excellence; service qualifications include positive contributions to leadership in professional organizations at the regional or national levels and an inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups. Any person may nominate a candidate who meets the award criteria by sending an overview of the applicant’s qualifications in no more than two double-spaced pages, along with a résumé (if available), to Linda Walters-Moore, Nell Ann Pickett Service Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, lwaltersmoore@ncte.org. (The selection committee may request other supporting materials.) The 2017 award committee will select the winner from nominations postmarked no later than November 15, 2016.
Howard Tinberg Wins the Mark Reynolds TETYC Best Article Award for 2016:
The winner of The Mark Reynolds TETYC Best Article Award is “Reconsidering Transfer Knowledge at the Community College: Challenges and Opportunities” by Howard Tinberg, Bristol Community College, Fall River, Massachusetts. The article appeared in the September 2015 issue.

The selection committee members were Teresa Thonney (chair), Dianne Fallon, Rebecca Fleming, Robert Lazaroff, Hope Parisi, and Christie Toth. The award, which includes a plaque and a cash prize provided by past editor Nell Ann Pickett, was presented at the Conference on College Composition and Communication’s annual meeting in Houston in April.

Winners of 2016 Diana Hacker TYCA Outstanding Programs in English Announced: The winners of the 2016 Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Colleges and Teachers have been announced as follows:

AWARDS

Enhancing Developmental Education—Triad Model of ALP at Atlantic Cape (Atlantic Cape Community College, Mays Landing, NJ). Atlantic Cape’s triad model of acceleration pairs nine developmental students from each of two Composition I courses to populate a single corequisite support course that focuses on remediating student skills, acclimating students to college, and mentoring students to develop successful academic habits. This program has significantly increased student success in Composition I and II and student retention.

Fostering Student Success—The BMCC Teaching Academy (Borough of Manhattan Community College/CUNY, NY). The BMCC Teaching Academy is a four-semester professional development opportunity for instructors new to the college and/or early in their teaching careers. In the Teaching Academy, teaching communities comprising four instructors from across the college and one master teacher observe one another and discuss issues related to pedagogy and serving the diverse needs of BMCC students.

HONORABLE MENTIONS

Reaching Across Borders—Of the Community: Service Learning Integration in Two-Year College English Courses (Howard Community College, Columbia, MD). Service learning can be effectively employed in two-year college English
classes (and beyond) from developmental through second-year courses, benefiting students, the community, faculty, and the college. The more substantial the service learning component, the more engaged we have found our students to be, the better they succeed at achieving course objectives, and the closer they come to responsible citizenship.

**Enhancing Developmental Education**—Embedding Developmental in College-Level English: Modularization, Instruction, and Assessment (Manchester Community College, CT). We redesigned our developmental curriculum based on Connecticut legislation mandating that upper-level developmental students be embedded into college-level composition classes. To gauge student learning and evaluate the program, we conducted quantitative assessment and developed authentic assessment practices including pre- and post-semester writing samples, tutor assessment, student self-assessment, and departmental assessment of all composition sections.

**Fostering Student Success**—Make Learning an Event: Using Campus Partnerships to SCOR with Students (Harrisburg Area Community College, Gettysburg, PA). By using the SCOR Model for Student Engagement (Success, Curiosity, Originality, Relationships), Cristal Renzo, Associate Professor, has developed a partnership with student services to link course content to college-wide student life activities. By using campus resources strategically, she has been able to meet learning outcomes through cocurricular experiences that engage students, build leadership skills, encourage global thinking, and improve retention rates.

**Fostering Student Success**—First Year Seminar in the Liberal Arts (Social Sciences and Humanities) (LaGuardia Community College, CUNY, Long Island City). LaGuardia’s new First Year Seminar is a three-credit, three-hour class taken by all incoming students in Liberal Arts. The course’s three main goals are: 1) to help new students develop the “non-cognitive” skills to succeed in college, 2) to introduce them to the college’s resources, services, and co-curricular opportunities, and 3) to provide an overview of Liberal Arts.