**Announcements and Calls for Papers**

**2012–2013 CCCC Research Initiative Call for Proposals:** CCCC is pleased to announce the ninth year of its Research Initiative. This year we invite proposals for research that will advance the organization as articulated in the CCCC strategic governance initiatives (http://www.ncte.org/cccc/policies/strategicissues) and in the CCCC mission statement (http://www.ncte.org/cccc/about). Particular areas of interest include but are not limited to:

- Formal and informal learning of writing
- Outcomes and assessments
- Multilingual writers
- Writing in organizations, communities, and/or cultures
- Working conditions and their influence on teaching and learning
- Disciplinarity
- Development of teachers or researchers
- Technologies for writing and learning to write

We invite proposals for research that employ diverse perspectives and methodologies including historical, rhetorical, qualitative, quantitative, ethnographic, and textual. Each proposal should argue for the significance of topic and methodology and explain and justify its plan for how researchers will gather and analyze evidence and how the evidence will help address the investigators’ research questions. Proposals should also detail the people and resources required to complete the project and argue for their appropriateness. Proposals that have innovative aims or that employ novel concepts, approaches, or methods are encouraged. Research conducted under this initiative is intended to provide support for the vision/mission of the CCCC; each proposal should articulate how the results of the proposed research might accomplish this goal.

CCCC plans to fund proposals of up to $10,000 each. The principal investigators of each proposal must be members of CCCC. Funded proposals are expected to last up to two years but can run for shorter periods of time. **Proposals are to be submitted no later than October 3, 2012,** as email attachments to Kristen Suchor at cccc@ncte.org. Proposals are reviewed by a joint committee composed of the CCCC officers and members selected from the CCCC Research Committee. Decisions will be announced by January 30, 2013. A mid-project report will be due by March 1, 2014. This will be the final report date for projects lasting up to one year. Projects should be completed and a final report submitted by March 1, 2015,
for projects lasting two years. A summary version of the final report will be hosted on the NCTE website.

Proposals should consist of the following:

• A cover page that contains the title of the proposal, the names and full contact information of the investigator(s) (institution, address, phone, email), and, in the event of multiple investigators, the designation of a principal contact.

• A narrative of not more than eight pages arguing for the significance of the project, for the quality of the methodological approach, and for how the project enables the CCCC to realize its vision. Narratives should be single spaced, utilize a standard font no smaller than 12 pts, and utilize 1” margins. In making arguments, the proposal should be clear regarding the question to be addressed; the importance of the question for CCCC; previous related work in the research literature; the evidence to be gathered and the methods of its collection; the analytical methods to be applied; how the evidence and analysis are compatible and appropriate to produce answers to the research question; the qualifications of the researchers to conduct this research; and plans for disseminating the findings.

• A work plan with a timeline of key events and processes, people associated with that work, and milestones associated with events and processes.

• A detailed budget with specific rationale for all expenses. Please note that this grant may not be used to pay indirect costs and/or overhead and must be used to fund direct costs associated with research. Equipment costs are allowable if justified.

• Two-page CVs for each investigator, highlighting successfully completed work relevant to the proposed project.

2012 NCTE Election Results: In NCTE’s 2012 elections, Elementary Section member Kathy Short, University of Arizona, Tucson, was chosen vice president. Short will take office during the NCTE Annual Convention in November.

The College Section also elected new members. Elected to the 2012–2013 College Section Nominating Committee were Kendall Leon, Purdue University, West Lafayette, Indiana, chair; Kevin Browne, Syracuse University, New York; and Mira Shimabukuro, Highline Community College, Des Moines, Washington.

On the NCTE website, see additional 2012 election results and details on submitting nominations for the 2013 elections (http://www.ncte.org/volunteer/elections).

TYCA "Fame" Award Winners: The Two-Year College English Association (TYCA) has announced the winners of the 2012 Public Image of the Two-Year College “Fame” Award along with “Honorable Mentions.” This year’s winner is Grace Chen, who wrote a collective body of articles extolling community colleges, their opportunities, and their leadership in higher education. Her many articles include:
• “New Community College Transfer Programs Putting Students on Fast Track to Success” (August 24, 2011). Here she noted the latest community college transfer programs launched around the country as of August 2011.

• “Community Colleges Leading the Pack in Digital Technology” (October 10, 2011). In this article, Chen explains how The Center for Digital Education and Converge Online recently recognized some of the community colleges across the country that are making the best use of technology to enhance the education experience. That is, she showcases the fine work several community colleges did in: the integration of technology into campus life and course curriculum; documenting the online admissions processes; providing sufficient technology training for both faculty members and students; efficiently using Web 2.0 social functions; accommodating distance education; and providing ample online services for students, including tutoring and advising services.

• “Community Colleges React to President Obama’s State of the Union” (February 3, 2012). In this article, Chen notes that community colleges appreciated the shout-out they received during President Obama’s recent State of the Union address. Still, not all were convinced his plan would work. She admits that “[w]hile it remains to be seen whether additional funding will come in the future, the first step—raising awareness for the important role community colleges play in today’s employment scene—was accomplished through the President’s speech.” (People seem to need to be reminded!

• “Wealthier Students Taking Community College Path” (March 11, 2012). Here Chen explains how “[t]he face of the community college student appears to be changing in more ways than one, as a slow economy and skyrocketing tuition rates at four-year schools have begun to take their toll.” A recent study by student loan provider Sallie Mae found that more students from high-income families are moving to community college right out of high school, thanks to lower tuition costs and better career options. It also seems that the attitude toward community college education is improving, as more students see this path as a viable option to a bright future.

• “Community College Students Headed to NASA” (March 17, 2012). Ninety-two community college students from 24 different states were carefully selected to help design robotic rovers for Mars exploration by NASA. As Leland Melvin, NASA’s associate administrator for education, stated in the press release, “Community colleges offer NASA a great pool of STEM (Science, Technology, Engineering, and Math) talent critical to our scientific and exploration initiatives. They also serve a large portion of our nation’s minority students. Engaging these underserved and underrepresented learners in STEM initiatives helps NASA build a more inclusive and diverse workforce for the future.”

All in all, Grace Chen offered diverse portraits and a plethora of articles this past year accentuating the positive achievements made by community colleges and community college students.

**HONORABLE MENTION #1: “Butte College to Become First Grid-Positive College in the US.”** Over the past few years, Butte Community College in Northern California has distinguished itself as a “national community college leader in sustainability.” As of May 2011, it became the only college in the United States that is “grid
positive—producing more clean energy from sustainable on-site solar power than it uses.” Butte includes “sustainability” in the college’s mission statement, where it represents “one of five initiatives in the college’s strategic plan.” Multiple sources reported that “[i]n addition to the solar projects, the college has developed sustainability-related career and technical education programs; infused sustainability into existing curriculum; created a sustainability studies certificate; conducted numerous student-led green events and activities; gained Leadership in Energy and Environmental Design (LEED) Gold Certification on its Arts Building, and is awaiting final approval of Gold Certification on Student and Administrative Services; developed and implemented a number of sustainability-related workforce development activities; recycles over 75 percent of its waste stream . . .” Cheers to Butte—a community college—for developing comprehensive green technology and career pathways, and infusing “sustainability into career and technical education programs.”

Honorable Mention #2: “Valencia Named Top Community College in Nation” (by Carol Traynor). While Valencia College in Florida won well-deserved recognition as well as the Aspen Prize for Community College Excellence in its own right, Dr. Sanford Shugart, President of Valencia College, gave a nod to the community college system as a whole, including: “It is such a privilege to represent my colleagues and the hundreds of community colleges across the country that have done amazing work for years and years.” “In selecting Valencia as the best community college in America, Aspen officials noted that over half of the college’s full-time students graduate or transfer within three years of entering the school.” Graduation rates have been rising among all Valencia College students, including underrepresented groups. In the past decade, “graduation rates among college-ready African American students” nearly tripled (from 15.4% to 44.3% today). “Graduation rates for college-ready Hispanic students have similarly impressive gains, jumping from 38.7% to 45.5% in the last decade.”

Congratulations to other Aspen Prize Finalists: Lake Area Technical Institute, Watertown, SD; Miami Dade College, Miami, FL; Mississippi Gulf Coast Community College, Perkinston, MS; Mott Community College, Flint, MI; Northeast Iowa Community College, Calmar, IA; Santa Barbara City College, Santa Barbara, CA; Southwest Texas Junior College, Uvalde, TX; Walla Walla Community College, Walla Walla, WA; West Kentucky Community and Technical College, Paducah, KY.

This Fame Award publicly acknowledges the best positive mention of the two-year college appearing in any media during the previous year. Visit the Fame Award website at http://www.ncte.org/tyca/awards/fame to submit nominations for the 2013 award.
Call for Exemplar Award Nominations: The CCCC Executive Committee announces a
call for nominations for its Exemplar Award. This award will be presented, as occa-
sion demands, to a person whose years of service as an exemplar for our organi-
zation represent the highest ideals of scholarship, teaching, and service to the entire
profession. The Exemplar Award seeks to recognize individuals whose record is
national and international in scope, and who set the best examples for the CCCC
membership. Nominations should include a letter of nomination, four letters of
support, and a full curriculum vita. The nominating material should be sent to the
CCCC Exemplar Award Committee at cccc@ncte.org. Nominations must be received
by November 1, 2012.

Call for Submissions for the Diana Hacker TYCA Outstanding Programs in English Awards for
Two-Year Teachers and Colleges: This annual award honors two-year teachers and their
colleges for exemplary programs that enhance students’ language learning, helping
them to achieve their college, career, and personal goals. Categories for submission
for the 2013 award, in both credit and non-credit programs, are as follows: Reaching
across Borders (Partnerships with Business; Partnerships with High Schools, Colleges,
and Universities; Service Learning; Interdisciplinary Programs; Distance/Distributed
Learning; Writing across the Curriculum; and Community Outreach); Fostering
Student Success (Transfer and Honor Programs; Serving Special Populations; Pro-
grams Teaching with Innovative Methods of Instructional Delivery; Mentoring and
Tutoring Programs; Writing across the Curriculum; Student Learning Outcomes;
and Writing Centers); Enhancing Developmental Education (Preparing for the Work-
place; Serving Special Populations; New Models for Building Writing and Reading
Programs; Programs Teaching with Innovative Methods of Instructional Delivery;
Assessment/Placement Programs; and Student Learning Outcomes); and Enhancing
Literature and Cultural Arts (Programs Teaching Literature with Innovative Meth-
ods of Instructional Delivery; Collaborative College and Community Cultural Arts
Programs or Events; and College Literary Arts Programs). The programs may be
exclusively English programs or combination programs with other disciplines, college
services, and community or workplace groups. Colleges may enter a program in more
than one category, if appropriate, but each entry must be submitted separately, and
no program will receive an award in more than one category. The colleges selected
for the awards and for honorable mention will be honored at the TYCA Breakfast
at the CCCC Convention in Las Vegas in March 2013.

The programs will be judged on the following criteria: (1) programs are de-
veloped as thoughtful responses to the educational needs of diverse students; (2)
programs show creative and innovative strategies that solve problems and provide
solutions that go beyond the usual borders and cross traditional lines; (3) programs
show success in meeting goals documenting both evaluative qualitative and quantitative research; (4) programs can be shared so that other teachers and colleges can benefit by adopting or adapting them; (5) programs will reflect collegiality and collaboration among those who participate in or are affected by them; (6) programs reflect the importance of being sensitive to the educational, cultural, ethnic, and business communities; and (7) programs reflect pedagogy informed by sound language theory and practices.

Applicants must submit a completed submission form, a brief description of their program (60 words or fewer), and a narrative of the program (1,000 words or fewer). Submission materials must be submitted by November 10, 2012. Please visit http://www.ncte.org/tyca/awards/programs for more information and to submit the nomination online. For additional information, please contact Linda Walters, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1010; phone 800-369-6283, ext. 3632, tyca@ncte.org.

The CCCC Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the annual convention of the Conference on College Composition and Communication (CCCC) March 13–16, 2013, in Las Vegas. We are offering two Tribal College Faculty Fellowships in the amount of $750 each.

Featuring over 500 sessions focusing on teaching practices, writing and literacy programs, language research, history, theory, information technologies, and professional and technical communication, the annual CCCC meeting provides a forum for thinking, learning, networking, and presenting research on the teaching and learning of writing.

With this fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

How to Apply: By November 15, 2012, please submit an application letter (on institutional letterhead) describing: who you are as a teacher and what you teach at your tribal college; what your research interests are; and what you hope to gain from the experience of attending CCCC (how it could help you in your teaching or research).

Send your application letter to: CCCC Administrative Liaison, NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801-1010; or cccc@ncte.org. Emailed submissions are accepted and encouraged.
**Selection Criteria:** A selection committee will review applications for the Tribal College Faculty Fellowship and award the fellowships based on overall quality of the application letter. You do not need to be a presenter at CCCC in order to qualify for this award.

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**Neil Ann Pickett Service Award Call for Nominations:** This 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. Candidates must meet the following criteria:

1. Major impact on two-year college professionalism.
2. Service qualifications: Positive contributions to professional leadership with a clearly national reach and an inclusive vision demonstrated in such activities as mentoring, publication, or work uniting the goals and efforts of organizations and groups that promote two-year colleges.
3. Teaching qualifications: Past or present excellence in teaching, which exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.

Any person may nominate a service award candidate who meets the award criteria by sending an overview of the applicant’s qualifications in no more than two double-spaced typed pages and a current CV. The selection committee may request other supporting materials. The 2013 award committee will select the winner from nominations postmarked no later than **November 15, 2012**. Please send two-page nominating materials to: Linda Walters, Neil Ann Pickett Service Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1010, tyca@ncte.org.

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**Call for Manuscripts for Notes on American Literature:** The Editorial Board of *Notes on American Literature* welcomes articles that connect literary theory to practice with special focus on teaching of American literature in the twenty-first century. Articles may range from 1,500–2,500 words using the most recent MLA style guide. The deadline for the next round of blind peer review is **October 15, 2012**. If you would like to submit an article describing your research on American authors or works, and/or your ideas for teaching them, please send them as email attachments to mabel.khawaja@hamptonu.edu or to david.curtis@belmont.edu. *Notes on American Literature* is a publication of the National Council of Teachers of English Assembly on American Literature (http://www.ncte.org/assemblies).
Call for Proposals for the Research Network Forum at CCCC: The Research Network Forum, founded in 1987, is a pre-convention workshop at CCCC that provides an opportunity for published researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC convention participants. As in past years, the 2013 session features morning plenary addresses focusing on “The Public Work of Composition,” the 2013 CCCC theme.

Please join the Research Network Forum (RNF) as a Work-in-Progress Presenter (WIPP) and/or serve as a Discussion Leader and/or Editor at this year’s event: March 13, 2013, 9 a.m. to 5 p.m., Las Vegas, Nevada. The RNF welcomes WIPPs at any stage of their research and at any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar). During roundtable discussions, WIPPs are grouped by thematic clusters where they discuss their current projects in an eight-minute presentation and benefit from the responses of other researchers. Additionally, WIPPs bring a prepared handout with their name, contact information (email/phone/snail mail), a brief abstract of their research project, and a list of questions they hope to explore during their roundtable discussion (15 copies for the two sessions). WIPPs present their research at separate morning and afternoon session roundtables.

Discussion Leaders lead thematic roundtables and mentor WIPPs; this role is key to the RNF. We ask that Discussion Leaders be experienced, established researchers. They are welcome to also serve as WIPPs (please fill out two forms—one for the Work-in-Progress role and one for the Discussion Leader role). Serving as a Discussion Leader provides a valuable service to the composition/rhetoric community. Discussion Leaders may serve at the morning session, the afternoon session, or all day.

Participants also include Editors of printed and electronic composition/rhetoric journals who discuss publishing opportunities for completed works-in-progress in an open, roundtable format. We encourage Editors to bring copies of the journals they edit/publish, any other publications, or announcements for display at the RNF meeting. Editors may also serve as WIPPs and Discussion Leaders.

Electronic proposal forms are available at our Google Sites webpage, https://sites.google.com/site/researchnetworkforum/, where you can click on “submit a proposal” for the roles of Work-in-Progress Presenter, Discussion Leader, and/or Editor. The link will be live August 30–October 31, 2012, to accept e-proposals. You may appear on the RNF Program in addition to having a speaking role at the CCCC Convention.

Questions? Email Cochairs Risa P. Gorelick or Gina M. Merys: chairs@rnfonline.com. Remember, what happens in Las Vegas RNF won’t stay in Las Vegas RNF!
Call for Submissions: The CCCC Outstanding Dissertation Award in Technical Communication calls for submissions for 2013. Dissertations will be evaluated by the following five criteria: originality of research, contribution the research makes to the field, methodological soundness of the approach used, awareness of the existing research in the area studied, and overall quality of the writing. The 2013 award is open to dissertations completed during 2012 or 2011. A dissertation may be nominated only once during its two-year period of eligibility. Applicants must submit the following materials: (1) letter of nomination from a dissertation committee member, preferably the chair, emphasizing the significance of the research for technical communication studies; (2) an extended abstract (approximately 250 words); and (3) an unbound copy of the dissertation. Send materials by October 15, 2012, to CCCC Outstanding Dissertation Award in Technical Communication Selection Committee, NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801-1010 or submit to cccc@ncte.org. Email submissions are accepted and encouraged.

WCJ Editorial Search: The International Writing Centers Association (IWCA) invites applications for editorial leadership (i.e., coeditors, editorial teams, single editors) of The Writing Center Journal (WCJ). Candidates will be screened according to the following criteria: broad understanding of writing center scholarship and of rhetoric and composition studies; experience with writing center administration and board service with regional writing center associations or the IWCA; ability to marshal institutional support to sponsor The Writing Center Journal and its editors (e.g., course off-loads, cost offsets, administrative support, etc.); and a record of publication and/or editorial experience with peer-reviewed journals, which may include experience with managing the financial and logistical aspects of journal production, serving as a manuscript reviewer, and/or being involved in the production of an academic journal.

To apply, candidates should present the selection committee with a written statement laying out the candidate’s or team’s editorial vision for the WCJ; a letter from an appropriate representative of the candidate’s home institution that outlines the kinds of support that will be provided to sponsor the WCJ; a current CV; a sample of published writing; and a response to a sample manuscript (to be provided once the other materials are on file) or a sample editorial response that has been provided to a writer in the past.

By October 15, applications should be addressed/ emailed to Jennifer Kunka, Francis Marion University, PO Box 100547. Florence, SC 29502 (JKunka@fmarion.edu). Questions regarding the search can be directed to Selection Committee Chair, Jennifer Kunka (JKunka@fmarion.edu), IWCA President, Nathalie Singh-Corcoran (Nathalie.SinghCorcoran@mail.wvu.edu), or IWCA Past President, Roberta Kjesrud (Roberta.Kjesrud@wwu.edu).
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