Call for Papers: Special Issue of *Teaching English in the Two-Year College*

“Preparing Two-Year College English Faculty”
Publication: September 2017
Submission Deadline: December 1, 2016

In July 2017, an updated organizational statement from the Two-Year College English Association, “Guidelines for the Graduate Preparation of Two-Year College English Faculty,” will appear in *College English* (and will also subsequently appear in *TETYC* in September). Aimed at graduate programs, the document updates the 2004 “Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges” and spells out standards for best preparing two-year college English professionals. To build on this work, the September 2017 issue of *Teaching English in the Two-Year College* will focus on the special issue theme of “Preparing Two-Year College English Faculty.” The journal invites submission of full manuscripts related to this theme.

A rich scholarly body of work across the discipline has identified how best to prepare instructors for success in the two-year college English classroom (see Andelora, “Forging,” “Professionalization,” “Teacher/Scholar,” “TYCA: 1991–1993,” “TYCA: 1994–1997”; Calhoon-Dillahunt; Toth; Toth, Griffiths, and Thirolf; Lovas; Sullivan; Hassel and Giordano; Hassel; TYCA, “Characteristics,” “Research”). Building on this foundation, I invite submissions that speak to the ongoing work of preparing faculty for the unique teaching environments of two-year college English (including writing of all types, literary studies, and other areas of teaching and professional activity). Submissions might address the following topics:

- Department, institutional, or state-sponsored faculty development
- Effective or ineffective graduate school/training models
- Postgraduate preparation for teaching
- Role of assessment
- Ongoing faculty development
- Strategies for effective departmental collaborations, including writing across the curriculum and writing in the disciplines
- Model programs
> Challenges of professional development in two-year colleges (see Klausman, “Mapping,” “Not”)
> Internal and external forms of professional development for instructors
> Tensions or objections to “faculty development” (see Penrose)
> Fiscal, intellectual, disciplinary, or state/local contexts and constraints shaping faculty development
> Using classroom or program-level data to shape professional development activities
> Inter-institutional collaborations
> Risks, rewards, and challenges of collective work (versus individual scholarship)
> Strategies for creating integrated teaching, service, and research responsibilities in the two-year college
> Role of administration in faculty development

Of course, this is not an exhaustive list; submission cover letters should specify how the manuscript advances this special issue theme.

Complete essay submissions should be received by the editor for consideration in the special issue by December 1, 2016. Authors should follow the submission guidelines for Feature Articles, Instructional Notes, Symposia, Review Essays, or What Works for Me manuscripts available at the TETYC webpage, including submission via the Editorial Manager system.

References and Related Sources


Call for Papers: Academic Freedom and the Teaching of English in the Two-Year College—May 2018 Special Issue of TETYC

Many of us teaching in higher education have recognized important changes to the cultural, financial, structural, and ethical aspects of postsecondary teaching, from the increasing reliance on contingent faculty to a decline in state funding contributions to public colleges, and an increasing emphasis on corporate management models. These converging factors are reshaping higher education, but have a particular resonance for two-year college English instructors who work with a wide range of students, take on many uncompensated service and administrative responsibilities, and often work off the tenure track. Further, two-year colleges traditionally have
had fewer instances of shared/faculty governance than our university counterparts. As a result, our institutions may be affected disproportionately by these paradigm shifts in higher education.

Within this context, TETYC invites proposals for articles or other features focused on the special issue theme of “Academic Freedom and the Teaching of English in the Two-Year College.” (See the Information for Authors page or the TETYC website for an overview of the types of pieces the journal publishes.) I imagine this theme expansively, with the following suggested topics or themes serving as a starting point:

> Contingency, expectations of continuing employment, and short-term or long-term contract faculty
> Teaching and learning conditions, and working conditions more broadly
> State contexts, including legislative influence on higher education institutions within specific states
> Curricular regularization /standardization
> Faculty autonomy— influenced by employment status or other factors, deprofessionalizing or professionalizing efforts within institutions, or other contexts
> Imposition of corporate models on the two-year college mission; reductions in state funding and disinvestment in public higher education—impacts, consequences, opportunities?
> Ongoing faculty development in two-year college English (including institutional and departmental training for instructors)
> How we develop our programs within the 21st-century college and other contexts
> Liberal education, vocational education, and the multipronged missions of two-year colleges
> Faculty protections and job security inflected differently across the states, including assaults on public unions, threats to tenure and shared governance, legislation mandating right-to-work policies, etc.
> The risks and rewards of teacher-scholar-activist work; with a greater need than ever for faculty advocacy, what are the risks of such work? (See Sullivan, 2015.)

**Timeline and Process**

Unlike prior calls for special issues which seek complete manuscripts, the TETYC editor and editorial board hope to work with authors closely throughout the process of developing manuscripts.

> Proposals of 500 words are invited for submission by November 1, 2016. Authors should remove all identifying references from their submissions; the proposals should identify the type of manuscript (feature article, instructional note, symposium, review essay, etc.), as well as key arguments and sources and the exigency and importance of the topic to readers of TETYC.
> Please submit proposals to the TETYC Editorial Manager site; when the dropdown menu appears, select “Proposal for Special Issue” as the article type.
Proposals will be reviewed by the Editorial Board, with authors of pieces selected for inclusion to be notified by March 1, 2017. Complete manuscripts will be due to the TETYC submission system, Editorial Manager, by August 15, 2017. Revision suggestions will be provided by October 1, 2017, and final manuscripts are due to the editor by December 30, 2017.

Resources and References


2016 TYCA Fame Award Winners

The Two-Year College English Association (TYCA) has announced the winners of the 2016 Public Image of the Two-Year College Fame Award, along with Honorable Mentions.

Fame:

In his article, Manny Fernandez writes about how community colleges are becoming hubs of global interaction, reflecting the more global world we live in. He highlights Houston Community College as a case study, noting that among colleges that grant AA degrees to international students, HCC ranks 29th, “ahead of prestigious destinations like Stanford, [MIT], George Washington University, and the University of California, Davis.”

Honorable Mention:

This article reviews the top ten finalists for the Community College Innovation Challenge (CCIC) and is a notable article because it promotes community colleges’ development of a technical workforce in STEM careers and highlights the work two-year college students are doing to “help society deal with growing resource demands.”

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 Web site at http://www.ncte.org/tyca/awards/fame to submit nominations for the 2017 award.

Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges

Call for Submissions: 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 2017 award, in both credit and noncredit 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; Programs 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 Workplace; 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 Methods 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 pro-
gram 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 Portland, Oregon, in March 2017. The programs will be judged on the following criteria: (1) programs are developed 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 reflect collegiality and collaboration among those who participate in or are affected by the program; (6) programs reflect the importance of being sensitive to the educational, cultural, ethnic and business community; 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, 2016. 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-Moore, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1906; phone 800-369-6283, ext. 3632, tyca@ncte.org.

Nell 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 vita. 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. Please send two-page
nominating materials (include a resume, if possible) to: Linda Walters-Moore, Nell Ann Pickett Service Award Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, tyca@ncte.org.

Call for Nominations

The CCCC Stonewall Service Award is presented annually and seeks to recognize members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession. Nominations should include a letter of nomination, 3–5 letters of recommendation, and a full curriculum vitae. Please send nominations to cccc@ncte.org by November 1, 2016. Please visit http://www.ncte.org/cccc/awards/stonewall for further details.

Fellowship Available

The CCCC Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the annual Conference on College Composition and Communication (CCCC) Convention, March 15–18, 2017, in Portland, Oregon. We are offering two Tribal College Faculty Fellowships in the amount of $1,250 each.

Featuring more than 500 sessions focusing on teaching practices, writing and literacy programs, language research, history, theory, information technologies, and professional and technical communication, the annual CCCC Convention 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, 2016, 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 the CCCC Administrative Liaison at cccc@ncte.org.

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.