

The NCTE Editorial Board

I. Introduction

The Editorial Board as we know it has had a long and complex history, and its functions have evolved over time. The first NCTE publications (as early as 1913 according to archival evidence) grew out of committee reports. A more formal structure evolved in 1930, when a Committee on Publications was created, consisting of staff members (the Executive Secretary and the Director of Publications) and volunteers, later including a panel of Consultant Readers. In 1973, the Committee on Publications was reconstituted by the Executive Committee as the NCTE Editorial Board and charged with the responsibility of establishing priorities for the planning of a long-range program of NCTE publications.

II. Role of the Editorial Board

The Editorial Board is a committee of NCTE appointed by the Executive Committee. Broadly speaking, the role of the Editorial Board is to fulfill the mission of the Council as articulated in the following motion:

NCTE MISSION STATEMENT

(September 20, 1990; Motion 90:137)

The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.

More specifically, the Board is charged with responsibility to oversee the Council's list of professional books and to provide strategic direction to the program. The Editorial Board is not a policy-making body but is the chief advisory group for the NCTE Books Program.

In response to recent changes in academic publishing generally, and specifically in order to make the Books Program more dynamic, the Executive Committee endorsed two motions (May 2001 and again in July 2003) that laid out particular goals for the Editorial Board.

May 2001 Motion

In May 2001, the Executive Committee endorsed for staff and for the Editorial Board a book publications program with the following major goals:

- To disseminate knowledge of use and appeal to practitioners
- To disseminate knowledge that is “cutting edge” or otherwise of professional importance with regard to educational practice, policy, and research
- To disseminate research, knowledge for theory-building, and other pertinent texts
- To break even or make a profit by FY 2004 and thereafter

July 2003 Motion

In July 2003, the Executive Committee further defined the charge of the Editorial Board to emphasize its strategic function. In this role, the Board supports the advancement of the Book Publications Program in collaboration with staff, under the guidance of the Executive Committee, reporting to the Executive Committee each year at its November meeting about the extent to which the publications list conforms to the direction the Editorial Board is providing the publications program. To achieve this goal, the Board’s responsibilities may be summarized as follows (for the complete July 2003 motion, see Appendix A):

- Offer strategic oversight for the Program, evaluating and analyzing the NCTE list globally to see if it meets the current needs of the profession.
- Review current NCTE catalog holdings for content.
- Work as an online community throughout the year, providing a stream of knowledge and feedback to staff about the efficacy of the NCTE list and about new or topical developments in the field.
- Identify new topics and potential authors for NCTE through a variety of sources, including books and journals; knowledge drawn from their professional lives through their own networks, teaching experience,

conferences, colleagues, and workshops; and from NCTE commissions and committees.

- Look ahead two to five years to determine what content knowledge and research findings will be in demand.
- Reflect on and evaluate current processes, providing feedback and critiques to publications staff.
- Suggest new collaborations and distribution patterns to expand the readership of NCTE publications.
- Serve, where appropriate, as expert readers. We may consult you about the merits of a particular book proposal or ask you to evaluate a book from another publisher that we are considering for distribution.

III. Relationship to Executive Committee

All Board members are formally approved for their positions at a regular meeting of the Executive Committee. Although the Editorial Board enjoys a great deal of independence, it answers, like all NCTE committees, to the Executive Committee and is expected to implement all motions endorsed by the Executive Committee.

In 2002, the Executive Committee identified the following “core values” that are to inform all NCTE programs, including the Books Program: ❖Writing
❖Literature❖Integrated Language Arts ❖Diversity ❖Knowledgeable, Caring Teachers ❖Advocacy ❖Public Education (See Appendix B.)

IV. Selection and Structure

Selection Process

Each year, the Senior Editor sends out a call for nominations to committees, commissions, section chairs, Executive Committee members, and other leaders of the Council. From the names submitted, the Executive Committee invites new

members to serve on the NCTE Editorial Board to fill slots that are going to be vacated. The criteria for selection (Appendix C) are listed in the memo containing the call for nominations.

Length of Term

Board members are invited to serve for three-year terms. The terms are staggered to ensure continuity; thus typically there are never more than four new members during any year. Service on the Board begins immediately after the NCTE Annual Convention (November) of the year that you are invited to serve and continues through Annual Convention (November) of your third year of service.

Composition of the Board

The Editorial Board is composed of twelve members, nine of whom are appointed to be broadly representative of the various levels and interests within the Council. NCTE's Executive Director (or designee), the Director of the Publications Division, and the Senior Editor serve ex officio. The breakdown of representation of appointed members is as follows: College (2); Secondary (2); Middle Level (1); Elementary (2); Teacher Education (1); Research (1).

For a list of recent Board members and the current Board, see Appendix D.

Representation

Representation by Area of Expertise

You were invited to serve, not only as one who is eminently qualified, but also as one who could provide an appropriate subject-area balance to the Board, given your expertise in issues related to a particular teaching level or academic area. The Executive Committee believes that you have the professional credentials appropriate to the level that you have been asked to represent.

Policy on Involvement of People of Color

As with all committees, commissions, and affiliated organizations of NCTE, representation by people of color is an essential consideration in our selection process.