The Conference on College Composition and Communication (http://www.ncte.org/cccc) supports and promotes the teaching and study of college composition and communication by 1) sponsoring meetings and publishing scholarly materials for the exchange of knowledge about composition, composition pedagogy, and rhetoric; 2) supporting a wide range of research on composition, communication, and rhetoric; 3) working to enhance the conditions for learning and teaching college composition and to promote professional development; and 4) acting as an advocate for language and literacy education nationally and internationally.

Strange Days
During most of this fiscal year, the CCCC has been in a transitional mode, dealing with the late September 2015 resignation of our chair, Adam Banks, and working with NCTE’s new executive director, Emily Kirkpatrick. The CCCC bylaws specify that the past chair would serve as chair in the event of a vacancy, and Howard Tinberg graciously stepped up during October, November, and December as chair, presiding over the meeting of the Executive Committee at the NCTE Convention in Minneapolis and providing much-needed wisdom and stability during this unprecedented event. Because the 2 past chairs serve on the CCCC Nominating Committee, Chris Anson agreed to serve in Adam Banks’s stead for the next 2 years. Otherwise, I decided not to fill the position of Past Chair.

Not Your Father’s Executive Committee
At its November 2015 retreat, the CCCC Executive Committee took up questions of member participation, organizational transparency, institutional bias, the nature of organizational committees, and the possibility of creating a more active, robust executive committee. It is ironic that elected members of the EC reported that they felt disenfranchised in the past; as a way of building capacity with people of energy and passion, I wanted to foster a sense of reinvention, and invited the EC to brainstorm new models for imagining our conference and our way of doing things. We began taking steps to become a more active EC, changing from a body that endorses things to a body that acts on things.

One of Howard Tinberg’s last acts was to take up the assertions of institutional bias and investigate whether, and to what extent, the CCCC has exhibited such bias. In keeping with our turn toward a more active EC, he created an EC task force and charged them with gathering documents and writing a report by January, in time for the officers’ retreat. The EC task force did just that, and the officers took up the information in the report, starting in January, 2016.

The officers felt task force’s work was a great example of what a subcommittee of the EC can accomplish in a short amount of time. The synthesis reflects what we anticipated—that there have been some ambitious and hopeful efforts in the past, but the organization encounters challenges sustaining and completing them. We can see that initiatives that don’t have direct action goals risk languishing, and this observation helped the officers and the EC to craft initiatives during the year.

I identified 3 challenges we are facing: Internal trust, external awareness, and slowness/pace. Many of this year’s efforts addressed these 3 challenges. Internally, we began loosening structures to make CCCC inclusivity visible. We also began new work in maintaining and disseminating the history and good work of committees, task forces, and their charges. In terms of external awareness, it is clear that CCCC committees and task forces have generated much good work, but then it languished on the website in forms that others can’t use. We began exploring how we might translate our position statements for broader audiences. Part of this effort will be aided by a recently approved template for new position statements, which is attentive to scaffolding the translation of CCCC work for other audiences.

Part of our institutional slowness comes from the creation of committees and the naturally slow development of educational research undertaken by our committees and task forces. During this year, I worked to refine committee charges to enable them to do their work more responsively. Where there was no clear charge for a group, I recommended that we not reconstitute that group. Much of the ongoing work of the organization has begun moving to a more active Executive Committee.
A more involved EC asks members not just for bi-annual discussions of budgets and position statements, but also for ongoing work on the strategic action of the organization. To help establish this new culture of action, I formed 7 subcommittees where such strategic work is taking place.

- Diversity (following up with January report)
- Mentoring (creating pathways for leadership in C’s, participation in field)
- Committees (liaisons, coordination, relevance, etc)
- Alliances and Partnerships (outside of C’s for collaboration, joint research, and so on)
- Awards (audit of number, consistency, budget, alignment with strategy)
- Special Projects (audit of expenditures for convention-goers, alignment with strategy)
- Position Statements (promulgating our positions in new ways)

At the same time, we have been encouraging the development of standing groups as an avenue for membership action. SIGs and standing groups often engage in grassroots efforts at a pace that supersedes the work of committees charged by the EC. The C’s has a long and rich history of member groups in the form of SIGs, caucuses, and other standing groups, and further recognized and strengthened them in 2011 by creating a more formal structure called Standing Group, whereby a group of members who has demonstrated some longevity and can commit to providing the EC with short yearly reports may receive guaranteed spots on the program and automatic renewals of their meeting times and spaces at the convention. By all accounts, this project has been successful: last count shows more than 20 standing groups. Inherently and definitionally member-based, a given standing group is the logical place for issues and identities of C’s members, and is far more autonomous than any top-down committee appointed by the chair.

Where the C’s was, until recently, best visualized as an inverted pyramid, I think it is now evolving to an image of a barbell, much more robust member participation at the grassroots, and more involved and active guidance at the leadership.

The CCCC Executive Committee met in Houston, and hashed out many pressing issues from its members, its committees, and the C’s membership in general. Responding to expected budget shortfalls, the committee cut back its 2017 budget in several key categories, proving that it is, in fact, capable of fiscal restraint.

The EC also enacted 2 major initiatives related to CCCC strategic investment that the officers brought forward.

**On the Road**

One of the projects the officers worked on involves pop-up, or regional, conferences, and the officers brought a complete proposal to the EC, where the idea was endorsed and funded at $34,000 (4 conferences up to $6000 each, $4000 travel, $5000 staff time, $1000 for 8 CCCC registrations). We received 8 applications this summer and funded 4 of them:

- San Jose St. U. *Making Spaces for Diverse Writing Practice*. 3 days, summer 17. Skinnell, Baer.

**Emergent Research/er Project**

A second project involves expanding our research awards to include new research and new researchers. The project was approved and funded by our EC, which decided to increase the amount set aside for all research projects (this new one as well as the existing one) from 5% of reserves to 6.5% of reserves (approximately $150,000). We recently received 19 proposals for our regular Research Initiative and a whopping 37 proposals for the new Emergent Research/er project. In order to manage this volume, I created 2 groups of evaluators composed of volunteers from the research committee, the executive committee, and the officers.
Love of Labor
At our annual business meeting, which was held on the last day of the Houston convention, the members took up a suite of resolutions designed to make the C’s more responsive to labor issues in the discipline. After vigorous debate that dealt not with the importance of labor issues, but rather with the practicality of organizational action, the members passed most of the resolutions. Key to several of these resolutions was the creation of a liaison for labor issues, and I have named Holly Hassel and Keith Rhodes as our inaugural liaisons. There is more to be enacted out of those resolutions, of course. Together with the liaisons, I have been working with the labor caucus, as well as the proponents of those resolutions, to craft the means and mechanics of the rest of their implementation.

Research Initiative Recipients 2015-2016
We accepted the recommendations of our committee to award our Research Initiative Grants, with only minor revisions to budgets. In all, we funded 12 out of 40 total proposals:

- **Talking About Writing: Mining Key Concepts in Students’ Reflections on Drafts in Progress.** Chris Anson, Chen Chen, and Meredith Reed, North Carolina State University; and Ian G. Anson, University of Maryland, Baltimore County
- **Revealing the Educational Experiences and Needs of Los Otros DREAMers.** René Agustín De los Santos, Tatiana Galvan de la Fuente, Saúl González, and Priscilla Nunez, Universidad Autónoma de Baja California
- **Tracing the Impact of Undergraduate Research in Rhetoric and Composition/Writing Studies.** Jenn Fishman, Marquette University, Jane Greer, University of Missouri-Kansas City, and Dominic DelliCarpini, York College of Pennsylvania
- **Federal Grant Programs and Corollary Institutional Review Board Protocols: An Analysis of Reciprocity in Policy Determination, Implementation, and Impact on Writing Studies Research.** Johanna Hillen and Joseph Moxley, University of South Florida, and Norbert Elliot, New Jersey Institute of Technology
- **First-Year Composition as Big Data.** Chris Holcomb and Duncan Buell, University of South Carolina
- **Applying Threshold Concepts for Understanding Vertical Transfer from College into the Professions: A Transfer-Based Study of Early-Career Engineers’ Writing Practices.** Wendy Olson and Dave Kim, Washington State University Vancouver
- **The History of Race in Composition Studies and Writing Program Administration.** Iris Ruiz, University of California Merced, and Genevieve Garcia de Mueller, University of Texas Rio Grande Valley
- **Undergraduates as Writer-Researchers: A Longitudinal Collection of Case Studies.** Donna Scheidt and Holly Middleton, High Point University
- **On Their Own Terms: A Study of Writing Discourses in Colombia, India, Nepal, and Romania.** Shyam Sharma, Stony Brook University; Ligia Mihut, Barry University; Sara Alvarez, University of Louisville; and Santosh Khadka, California State University Northridge
- **Critical Hip-Hop Rhetoric Pedagogy and Freshman Composition at an Historically Black University: A Pilot Study.** Brian Stone and Shawanda Stewart, Huston-Tillotson University
- **The Community College Success Stories Project.** Patrick Sullivan, Manchester Community College
- **A Qualitative Study of How Students and Teachers Experience Varying Class Sizes in First Year Composition.** Kathryn Valentine and Glen McClish, San Diego State University

Conventions
The chairs of the 2 conferences (Houston and Portland) showed considerable innovation in format and theme. Program Chair Linda Adler-Kassner organized the 2016 Houston convention around action April 6-9, including offering members training on community outreach, making podcasts, and communicating with the publics. Registrations were higher than anticipated (2928), due to walk-in’s and late registrations. Our 2017 program chair Carolyn Calhoun-Dillahunt issued her call for proposals for our convention in Portland, March 15-18, and fielded 2,013 proposals. Her theme, Cultivating Capacity, Creating Change, continues in the vein of recent conventions with a focus on action within and without the organization. She has planned for a convention of 2600 registered attendees.

Joyce Carter, Chair
The Conference on English Education (http://www.ncte.org/cee) serves those NCTE members who are engaged in the preparation, support and continuing education of teachers of English language arts/literacy.

Annual NCTE Convention
Mollie Blackburn was elected to serve as the CEE Vice Chair; she will assume the Chair position at the NCTE 2016 Convention. Don Zancanella was elected to serve as the CEE Liaison to IFTTE (International Federation of Teachers of English). Three new members joined the CEE Executive Committee at the NCTE 2015 Convention (Troy Hicks, Robert Petrone and David Schaafsma) as three members completed their terms (David Kirkland, Louann Reid and Leah Zuidema).

CEE offered numerous well-attended roundtable discussions, panels and presentations focused on issues in English education during the convention. Washington Post correspondent Valerie Strauss was the very well-received CEE luncheon speaker. Program chairs for the 2016 Convention are Melanie Shoffner, Chair, and Ken Lindblom, EC member. The 2016 luncheon speakers are Andrew Aydin and Nate Powell, author and illustrator (respectively) of the graphic novel March: Book One.

CEE 2017 Summer Conference
Planning has begun for the CEE 2017 Summer Conference, to be held at Ohio State University 1-4 June 2017. Mollie Blackburn (Ohio State University), as CEE Vice Chair, is chairing the conference planning committee, made up of CEE EC members, David Schaafsma (University of Illinois – Chicago), Melanie Shoffner (Purdue University) and Anne Whitney (Pennsylvania State University), and CEE-GS Conference Chair, Amy Piotrowski (Utah State University-Uintah Basin). The conference theme is (Com)Passionate English Education; the committee is currently working on potential conference speakers.

CEE Awards
The CEE Awards Committees will meet between June and October 2016 to determine the following 2016 awards, to be presented at the NCTE 2016 Convention: Geneva Smitherman Cultural Diversity Award, Emig Award, Meade Award, Moffett Award and Research Initiative Grants, including the inaugural Graduate Student Research Award.

CEE Graduate Student Research Award
The new CEE Graduate Student Research Award was approved and established by CEE at the NCTE 2015 Convention. This award is separate from the CEE Research Initiative Awards and focused on supporting the work of future scholars in the field of English Education whose research advances the mission of CEE. One award will be given yearly.

James N. Britton Award for Inquiry within the English Language Arts
The Britton Award was awarded to Carmen Kynard, John Jay College of Criminal Justice, CUNY, New York, NY, for her book Vernacular Insurrections: Race, Black Protest, and the New Century in Composition-Literacies Studies (SUNY Press, 2013). The award is given in honor of James N. Britton to support English Language Arts teacher development by promoting classroom-based research in which teachers at any level raise questions about teaching and learning in their own teaching/learning settings.

Janet Emig Award
The Janet Emig Award was awarded to Denise N. Morgan and Kristine E. Pytash of Ohio State University, Columbus, for their article "Preparing Preservice Teachers to Become Teachers of Writing: A 20-Year Review of the Research Literature" published in English Education in October 2014. The award is given in honor of Janet Emig, Professor Emeritus of English Education at Rutgers University, for her contribution to the field of English Education.

James Moffett Memorial Award for Teacher Research
The James Moffett Award was awarded to Danielle Zarnick, Easterly Parkway Elementary School, State College, PA, for How Might the Use of Essential Questions in Second-Grade English Language Arts Foster a Student Inquiry Culture
in Our Classrooms? This award is a grant (usually $1000) offered by CEE, in conjunction with the National Writing Project, to support teacher research projects that further the spirit and scholarship of James Moffett.

Geneva Smitherman Cultural Diversity Award
The Geneva Smitherman Cultural Diversity Award was awarded to Robyn West, Metea Valley High School, Aurora, IL, for Teaching Citizenship: Encouraging Students to Take Responsibility for Themselves & Their World and Ting Yuan, College of Staten Island, City University of New York, Staten Island, NY, for (Re)negotiating Racialized Identities and Selves Through Literacy Practices and Understandings. This grant is given to first-time NCTE Annual Conference presenters who are members of groups historically underrepresented in NCTE and CEE.

CEE Research Initiative Award
The CEE Research Initiative Award was awarded to the following four recipients: (1) Nicole Mirra, University of Texas at El Paso for Exploring Connected Learning as a Framework for Transforming Digital Literacy Teacher Education; (2) Gholnecsr Muhammad, Georgia State University, Atlanta, GA for Black Lives Matter in Multimodal Literacy Practices: A Descriptive Case Study of Resistance Writing within a Literacy Collaborative; (3) Sunshine Sullivan, Houghton College, Houghton, NY and David Bruce, University of Buffalo, Buffalo, NY for Professional Learning Communities around Digital Literacies in Rural Schools; (4) Jon Wargo & Cassie Brownell, Michigan State University, East Lansing, MI for #hearmyhome: (Re)Educating the Senses to Community Literacies. This award is given in support of research projects that advance the mission of CEE and contribute to CEE’s efforts to communicate more effectively with different audiences.

Journals

English Education
At the end of May 2016, sj Miller chose to step down as co-editor of the journal to begin a new role as Deputy Director of Educational Equity Supports and Services at NYU Metropolitan Center for Research on Equity and the Transformation of Schools. Tara Star Johnson (Purdue University) will serve as sole editor of the journal beginning with the October 2016 issue.

Contemporary Issues in Technology and Teacher Education (CITE): English
Nicole Mirra (University of Texas at El Paso) has assumed the position of co-editor with Melanie Shoffner (Purdue University). She will move to the position of sole editor in July 2017 when Melanie Shoffner steps down.

CEE Commissions
The CEE Commissions continue to address issues within and beyond CEE and NCTE that build on strengths and interests specific to commission members. CEE Commissions met twice during the NCTE 2015 Convention to discuss and move forward with various projects, including the following: the newly established Commission on the School-to-Prison-Pipeline (STPP) met for the first time to determine initial projects; the Arts & Literacies Commission finalized an arts-themed issue of English Journal to be published May 2016; the New Literacies, Technologies and Teacher Education Commission made revisions to the nomination process for the NTLI Award process.

Inclusion of Emeritus Assembly of NCTE
Anna Roseboro, Chair of the Emeritus Assembly, contacted Melanie Shoffner, Chair of CEE, to discuss the possibility of disbanding the assembly in order to join CEE as active members, given the alignment of interests across the two groups and the support CEE could offer regarding mentorship to new and early career educators. Discussion is ongoing, with a goal to formalize this collaboration by the NCTE 2016 Convention.

CEE Membership
Melanie Shoffner, CEE Chair, established an initiative to increase CEE membership, building on the belief that teacher educators can accomplish more, together, than separately, and there is much to accomplish in teacher education in the current climate. This initiative coincided with NCTE’s determination to work with conferences on membership recruitment, so that work moved forward this fall. A recruitment message was sent to 7322 NCTE members, selected from the college section and those that had a professor job title. In response to the initial message, 17 subscribed or renewed a lapsed subscription. With a 33% open rate (considered strong), a follow-up message was sent to those
that opened the first message, resulting in 7 more subscriptions. In total, CEE added 24 new members to the membership of 825.

**International Recognition for CEE**

In June 2016, Melanie Shoffner, in her capacity as CEE Chair, was invited to give the closing remarks at the Dartmouth Symposium held at the annual conference of the National Association for the Teaching of English (NATE) in Stratford upon Avon, England. In July 2016, again in her capacity as CEE Chair, Melanie was invited to speak at the Australian Association for the Teaching of English/Australian Literacy Educators’ Association (AATE/ALEA) Conference and the Re-Reading Dartmouth Pre-Conference Symposium in Adelaide, South Australia.

**Melanie Shoffner, Chair**
Conference on English Leadership (CEL)

The Conference on English Leadership (http://www.ncte.org/cel) is an intimate professional community dedicated to building the leadership capacity of literacy teachers. CEL reaches out to department chairs/heads, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. Together, these teacher-leaders investigate mutual issues, analyze current research, and gather effective resources as they share personal experiences and successful programs with one another.

CEL focuses strongly on building leadership capacity for literacy leaders. Each of the various actions discussed below were designed to support literacy leaders as they learn new skills, advance the cause of literacy education within local schools, districts, and states, and gain new tools to promote advocacy on behalf of literacy learning.

CEL continues to embrace strongly capacity building for literacy learning, and educator leadership in school, district, and institutional decision making. The following report provides information illustrative of the organization’s work in these areas over the past year.

Annual Convention:

CEL Minneapolis, MN: The 2015 CEL convention programming opened with the Saturday morning CEL-sponsored NCTE session entitled Learning to Lead, Leading to Learn: Leading New Initiatives with Love, Agency, and Energy. Featuring Christopher Lehman (The Educator Collaborative), Maggie Beattie Roberts (Teachers College Reading and Writing Project), and Kate Roberts (Teachers College Reading and Writing Project), and including 18 roundtables that offered myriad opportunities for discussion of topics ranging from Influential Leadership for Maximum Impact to Social Media to Make Learning Social to Having Difficult Conversations. The session was designed to meet the needs of diverse literacy leaders.

The CEL luncheon on Sunday featured Stephen Dunn, author of 18 books of poetry, including Different Hours which was awarded the Pulitzer Prize in 2001. In addition, the luncheon provided an opportunity to recognize the CEL Kent Williamson Exemplary Leader Awardee, Penny Kittle.

The 2015 CEL Convention was one of our more successful in recent years. With 179 attendees, participants traveled from as far as Hawaii and New England to share in the intimate professional environment promised. Program Chair Karen Delbridge (Laramie, Wyoming) crafted the 47th annual CEL convention to provide engaging opportunities for participants to gather in an intimate setting for presentations, conversations, and sharing. Under the umbrella theme A Leader’s Legacy, the 2015 CEL convention was a model of literacy leaders collaborating to push their own knowledge forward. Throughout the CEL convention, participants were inspired by outstanding keynote speakers including Harvey (Smokey) Daniels and Sara K. Ahmed (Literacy, Empathy, and Inquiry: Raising Upstanders in a Bystander World) for the opening session; Jeff Wilhelm (Teacher Researchers and Reflective Practitioners as Agents of Communication, Collaboration, and Change) on Monday morning; Carol Jago (Investing in the Realms of Gold: Why Children Deserve More Literature, Art, Dance, and Music) for Monday lunch; and Penny Kittle (Book Love: Building Reading Lives that Last) for the closing session. Monday’s program also allowed for recognition of Alan Brown of Wake Forest University, recipient of the Innovative Leader Award.

A key feature of any CEL convention is the numerous sections and panels planned throughout the convention. This year we featured 45 different sectional offerings for participants to interact with approximately 95 CEL member-leaders and providing many opportunities to personalize new learning to individual circumstances and sites.

CEL Atlanta, Georgia: Building upon the successes of the CEL Minneapolis convention, Program Chair Tracy Recine (Pascack Valley High School, NJ) has developed a dynamic slate of offerings for Atlanta which offers the theme Innovative Leadership: Navigating Changes in Literacy Education. Featured speakers will include Ernest Morrell, Penny Kittle, Kelly Gallagher, Kristin Turner, Troy Hicks, Jemelleh Coes, and Sara Kajder. In addition, participants will have a wide array of sessions, socials, and other events designed to engage both first-timers and veteran CEL members.
Preceding the CEL convention which begins on Sunday, November 20, 2016 at 1:30 with the First-Timers welcome, will be several CEL events. CEL will host an open NCTE session on Friday, November 18th from 9:30-10:45 a.m. “Learning to Lead, Leading to Learn: Innovative Leaders in a Connected World” will feature Meenoo Rami and include an array of roundtable breakout sessions led by CEL facilitators. This session is intended for literacy leaders, K-university.

Calling all literacy leaders—at every level! This session offers a unique opportunity to explore new insights into ways that technology can become a vital learning tool to support literacy instruction in ELA classrooms. Through a combination of keynote presentation and interactive roundtable discussions led by veteran literacy leaders, participants will engage new ideas and personalize applications for their own instructional settings.

**CEL Convention Luncheon:** The CEL luncheon is scheduled for Sunday, November 20th at 11:30. The featured speaker will be Mignon Fogarty (aka Grammar Girl) and will also honor the CEL Kent Williamson Exemplary Leader for 2016, Carol Jago. In addition, winners for best articles in the English Leadership Quarterly will be announced.

**CEL Future Conventions:** Plans are already underway for CEL 2017 and 2018. The 2018 Houston Convention will be the 50th anniversary of CEL and a special time for celebration!

**CEL Retreat:** The annual CEL working retreat was held on April 8-9, 2016 in Chicago, Illinois. This year CEL utilized logistics at Downers Grove North High School with some housing and locations for social events provided by local EC members. The two-day retreat was dedicated to long and short range planning with most time spent in task groups that included convention planning, regional institutes, and continuing conversations.

- **Budget:** At the time of the retreat, the CEL budget was still under development. The retreat provided needed time to review the former budget in detail, discuss future cost containment issues as well as methods of enhancing revenues, and opened discussion for some program delivery changes. The 2016-2017 budget promises to find CEL “in the black” and in healthier financial standing than in recent years.

- **Regional Institutes:** Natalie Croney (Bowling Green, KY) was selected Program Chair for the fall 2016 CEL Regional Institute scheduled for Kentucky on September 30, 2016. Unfortunately, in September of 2016 with a little over a week remaining, leaders felt the institute under-enrolled and chose to cancel it to recoup funds. The lack of success of this venue was unanticipated, particularly in light of success of the previous offering in New Jersey and will be the focus of study in Atlanta. CEL reminds committed to future regional institutes.

- **Emerging Leaders Fellowship:** Changes were recommended to this program to enhance the interaction among mentors and mentees and to help manage funding for this critical project. Primarily, those accepted for this initiative meet electronically in small groups with their mentor throughout the year. At the end of the two-year initiative, mentor groups will attend the convention and present together. Early response has been exceptionally positive to these changes. Members of the cohort will be eligible for free CEL convention registration at the conclusion of their mentorship provided they have fully participated in the program.

Over the past year the Executive Committee has explored various ways to raise funding for the ELF project. Efforts have included the development of the Leaders Legacy Fund which raised over $1,000 from former CEL leaders to support Emerging Leaders fellows. In addition, Academic Merit has agreed to sponsor the ELF program for the next year.

It is with great sadness that we report the death of Bil Chinn, much beloved and respected CEL member and ELF leader. Bil died suddenly in early September. He was instrumental in the success of the ELF program that has been partially funded by former EC member contribution over the past year. Wanda Porter, current CEL Past Chair, has agreed to step into the leadership role for ELF on an interim basis as a new coordinator is considered.
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- **CEL Elections**: The slate of members running for associate chair and member-at-large (2 positions) was submitted by Nominations Chair, Edie Weinthal. Running for Associate Chair: Janice Schwarze (1 candidate running); Running for member-at-Large (2 positions): Emily Meixner, Elsie Lindy Olan, Karen Reed-Nordwall, and Debbie Cohen

**English Leadership Quarterly (ELQ)**
Current ELQ Editor, Oona Abrams (Chatham High School, Chatham, NJ), has completed her third year as editor of the *English Leadership Quarterly* with impressive articles and timely themes. CEL will be conducting interviews for a new editor for ELQ during the Atlanta Convention.

**State Liaison Network**
Tom Scott (Milwaukee, Wisconsin) continues to coordinate this important network. Tom reports a total of twenty-nine liaisons in twenty-two states. The State Liaison Network is moving into its fifth year and serves as a critical conduit for communication to various constituents. Plans for the future include providing more online support for State Liaisons. Currently, State Liaisons are slated to meet in Atlanta

**Rebecca Sipe, Chair**
Whole Language Umbrella (WLU)

The Whole Language Umbrella ([http://www.ncte.org/wlu](http://www.ncte.org/wlu)) is an NCTE Conference made up of whole language support groups and individual professionals interested in developing and implementing whole language in educational institutions. WLU is based on a view of whole language as a dynamic philosophy of education.

Until the July 2016 conference, the WLU Executive Board consisted of Caryl Crowell, President; Debra Goodman, past President, and board members Ray Martens, Jane Baskwill, Joni Fujita, Lenny Sánchez, Pat Paugh, and Perpie Liwanag. In recent elections, Roxanne Henkin was elected as incoming President and Deborah MacPhee and David Schultz were elected as incoming board members. Lenny Sanchez and Jane Baskwill concluded their terms. We were not able to locate any international nominees for this new term. Since Jane Baskwill, of Nova Scotia, left the board at the conclusion of this year’s conference, we will be without international representation until at least next year’s election cycle.

WLU Board Meetings

The board met on-line or through conference calls on February 21, April 10, and June 2. Business conducted in these meetings consisted primarily of conference planning. Kathryn Mitchell Pierce, local conference chair, was included for at least part of these meetings. The budget for FY2017 was approved at the April 10 meeting. Julie May was also able to join the discussion at the June 2 meeting to answer questions from the board and explain conference details that still needed attention. In the June 2 meeting, some time was spent brainstorming ideas for the 2017 conference to be held in Tucson, AZ. Also on the agendas were the selection of award winners and scholarship recipients. Shelli Thelen, of Mid-Missouri TAWL will be receiving the Joy of Teaching Award. Amy Seely Flint was selected to receive the 2016 Service Award and Debra Goodman will receive the 2016 Lifetime Membership Award. Additionally, WLU is awarding scholarships to cover registration for members of four TAWL groups (Mid-Missouri, Louisville, Tucson, and Central Illinois) as well as two at-large scholarships.

The board also met at the July 2016 WLU Summer Literacies for All Conference in St. Louis. Emily Kirkpatrick was able to attend part of the meeting on Wednesday, July 13, 2016 and updated the board on changes at NCTE. Susan Houser was in attendance when the board met following the conference, on Sunday, July 17, 2016. Board meeting agendas included a welcome for those new board members who were able to attend and thank-you’s for departing board members Jane Baskwill and Lenny Sanchez, updates for the 2016 conference, a Talking Points report, plans for the Delegates’ Assembly, WLU strand sessions at NCTE 2016, desired first choice speakers for the 2017 WLU conference, participation in National Media Literacy Week partnering with the National Association for Media Literacy Education, potential WLU projects, a conference debrief, committee assignments, and fund-raising ideas.

Since the conference, the board met online on September 11, 2016 and will meet next on October 16, 2016.

Budget Issues

The 2015 Summer Institute appears on the FY2016 budget and shows a net profit of $5552, a considerable improvement from the previous year. This improvement demonstrates to us the importance of holding our annual conference in a location where we already have local support from a TAWL group or a significant number of active WLU members who can help us draw attendance. The 2014 conference was held in Pasadena, where there was no local support group and where the promised outreach from NCTE did not materialize.

The St. Louis conference, which falls under the FY2017 budget made a profit of $11,577. Gross revenue for FY2016 grew by $11,534 over FY 2015, to a total of $68,306. However, we still posted a net loss of $5,835, a figure that is on the decline. This was an improvement over the budgeted net loss of $8775. WLU appears to be on an upward trend financially, a trend we hope will continue into the new budget year.

WLU at NCTE
At the February conference planning meeting in Washington DC, President Caryl Crowell and Past President Debra Goodman reviewed proposals for the WLU strand for the 2016 Annual Convention. They filled the designated slots for the WLU strand and selected a session offered by Heidi Mills and Tim O’Keefe for the Opening Session. Over 130 sessions were submitted for the strand and approximately 50 were approved to be designated WLU sessions. With so many session proposals of such high quality, Caryl and Debi were among the last to complete the task. Caryl was very appreciative of Debi’s support and encourages the NCTE Executive Committee to assure that two WLU board members are available to review proposals for the annual convention. Had Caryl been the only person reviewing proposals, she would not have been able to complete the selection process and still make her flight home. At the convention, the WLU board will attend as many of the WLU strand sessions as possible and extend personal invitations to the presenters to also submit proposals for the 2017 WLU conference.

In February 2016, Caryl Crowell, President, attended Advocacy Day and met with the Senator of Alaska, and representatives from Arizona and New Mexico.

Talking Points

Deborah MacPhee and Sally Brown agreed to continue as editors of Talking Points, and asked that the board pursue discussion of their request to use electronic submissions. The board is also interested in pursuing the possibility of advertising by philosophically aligned publishers to help support the cost of electronic submissions and to expand the size of the journal. Since the July meeting, we received approval to go ahead with electronic manager and we hope to have it in place for the May 2017 issue. The board is also discussing a list of potential advertisers to be confirmed in our October 2016 online meeting. The May 2016 issue of Talking Points was out almost a month late and included three excellent articles, a column on professional resources, and an add for the Summer Institute. Beginning in October 2016, Talking Points will include a new section called “Classroom Voices” with contributions from Kathryn Mitchell Pierce and a group of teachers she works with. We’re excited about this new addition to the journal.

WLU Literacies for All Summer Institute

The 2016 institute was held in the St. Louis, MO area July 14-16, 2016 at the Crowne Plaza hotel in Clayton, MO. Kathryn Mitchell Pierce was the local chair for the conference. The theme of the conference was “Literacy That Matters: Curriculum, Creativity, and Critical Action.” This theme invited us to share the ways in which we move beyond the limits of mandated curriculum, commercial programs, and testing as we explore language and literacy teaching and learning that matter in the lives of our students and their communities. Keynote speakers for the conference general sessions were Mitali Perkins (opening session), Korina Jocson (Friday morning general session), Anne Haas Dyson (Saturday morning, early childhood session), and Donalyn Miller (closing session). Alex Cuenca was the speaker at the Friday luncheon. We received 75 proposals for concurrent sessions, including symposia, and three proposals for the preconference session. We accepted 58 proposals for 48 sessions including several combined individual sessions, three symposia, and a preconference session on advocacy. The EMMA researchers group met on Thursday morning before the conference. CELT did not hold a meeting at this year’s conference because a CELT rejuvenation conference immediately followed the WLU conference. We tried new formats for the poster sessions this year – having poster presenters available during an extended coffee break and their posters remaining in place throughout the day with written feedback forms available. Poster session presenters had positive feedback about this new arrangement. We also moved the Delegates’ Assembly, which typically has followed the closing speaker, to a time slot immediately preceding the closing speaker, in the same room, with refreshments available. We were able to attract a greater audience and used the time for strategic planning in committees around the topics of membership and member services, potential projects, and TAWL groups. Several ideas from these small group sessions are being discussed currently in board meetings with plans to move forward on some of the ideas presented.

NCTE staff changed part way through our conference planning process. New staff members, Julie May and Emily Nafziger, were wonderful to work with. They were responsive, organized, available and on top of things. However, promotion for the conference was delayed and the board expressed concerns about missing the opportunity to enlist local district support for teachers to attend the conference. We also received a comment about this in the post-
Most districts must commit funds for summer professional development by the end of March at the latest. We also fielded requests for registration information in March, information that was not available for almost another month. In the past, a Save-the-Date flyer has been distributed in March. This year, it was not available for release until early May, with the full preview following two weeks later. We have already received a proposed promotion schedule for the 2017 conference with information going out much earlier.

For the 2016 conference, we piloted a reduced rate for P-12 educators in the hopes of making it easier for classroom/school-based people who typically do not receive district support to attend the conference. There were a total of 170 registered participants including members, nonmembers, and students. We filled our hotel block early, but the hotel was able to open more rooms closer to the conference. The preconference session was a very successful session of 38 participants who came to hear Cathy Fleischer and Jenna Fournel present on Everyday Advocacy. The conference did very well financially, with a profit of $11,577, considerably more than the $2300 projected for the FY 2017 budget. After experiencing a loss in the 2014 conference in Pasadena, it’s a relief that the Atlanta and St. Louis conference both posted a profit. Throughout the conference, we heard many remarks about how wonderful the speakers and breakout sessions were and how much people enjoyed the conference. The postconference survey, while low in the number of respondents, conveyed similar results.

WLU 2017 Conference

The 2017 literacies for All Summer Institute will be held in Tucson, Arizona, at the Marriott University Park. Although this hotel will be a tight fit for us, and will require some creative scheduling and possibly out-of-hotel sessions at nearby museums, the locations will offer attendees easy access to restaurants, downtown attractions, and the University of Arizona. A reception is planned for the World of Words, a library of international children’s literature in the College of Education on the University of Arizona campus. We have already received commitments from three speakers: Curtis Acosta, a recent UA Ph.D. recipient and one of the Kenneth S. Goodman In Defense of Good Teaching award winners; Perry Gilmore, UA professor in the College of Education; and Deborah Rowe, who will anchor our early childhood strand. The theme of the conference is “Global Literacies, Global Conversations; Celebrating Our Connections.” The call was distributed at the 2016 conference and made available on the website shortly thereafter.

Strategic Planning

The decision to pilot a reduced registration at the Summer Institute is a result of the survey conducted last year that found only 16% of attendees were P-12 teachers. At the 2016 conference, 38 teachers took advantage of the reduced registration fee, pushing the percentage of P-12 teachers attending to almost 21%. Our annual Delegates’ Assembly was moved to a different time slot to encourage more attendance and, rather than a typical informational meeting, it was a working committee meeting to solicit input and engagement around the areas of membership and member services, potential WLU projects/publications, and TAWL groups.

In the TAWL group meeting, representatives of all our TAWL groups were present and shared ideas about holding meetings, local conferences, and ideas for expanding connections between our groups. David Schultz, board member, has offered to be the liaison between TAWL groups and will post on Connected Community, Facebook, and other possible media so groups can stay in touch with each other. A membership group met and suggested several ideas for expanding and servicing members. Among the ideas currently being discussed by the board are reaching out to all presenters at both NCTE and WLU conferences, creating a mentor program between new members and established members, and forming alliances with like-minded organizations with the intent of extending our reach. A potential projects group proposes to publish an edited volume focused on how teachers are creating whole language communities and practices in their classrooms in these times of Common Core and high-stakes testing. Debi Goodman and Pat Paugh are leading this effort. A social action group also delivered pages of ideas that the board has yet to take up. Since the conference, another possibility for a community service project has arisen. A colleague of Caryl Crowell’s who consults on the Navajo Nation shared about the lack of classroom and school libraries in reservation schools. The board is discussing the possibility of beginning a book drive by asking 2017 conference attendees to bring new or gently used books to the conference, or buy them from the local bookstore vendor at the conference, to be donated to these schools.
Jenna Fournel attended the conference as a presenter during the preconference session. Emily Kirkpatrick attended the board meeting prior to the conference. Susan Houser, incoming NCTE President, was present at the Sunday board meeting, attended the entire conference, greeted the attendees in a general plenary session, and also presented in a concurrent session. The board sees the participation of these three NCTE affiliated people as important to strengthening ties between WLU and NCTE, aligning missions where appropriate, and helping NCTE become more familiar with the mission, beliefs, and activities of WLU.

**TAWL Groups**

It has been a good year for TAWL groups. Both Mid-Missouri and Tucson TAWL held successful fall conferences. Tucson TAWL also held a one-day workshop featuring Jerry Harste on April 30, 2016 and is currently planning for their fall 2016 conference featuring Rick Meyer, a past-president of WLU, as the keynote speaker. The newly formed Louisville TAWL group has met several times. There is also a new Central Illinois TAWL group and another group forming in Lafayette, Louisiana. This particular group is being organized by a group of speech and language therapists that reached out to WLU for information on forming a TAWL group. One of their members was given a registration scholarship for this year’s Summer Institute and others of their group presented in a concurrent session.

**Caryl Crowell, President**
**Two-Year College English Association (TYCA)**

The Two-Year College English Association ([http://www.ncte.org/tyca](http://www.ncte.org/tyca)) unites teachers committed to the teaching and study of English in the two-year college, to advancing the profession, and providing a national voice for the two-year college in postsecondary education.

TYCA membership is composed of dues paying members from each of its seven regions: Midwest, Northeast, Pacific Coast, Pacific Northwest, Southeast, Southwest, and West. Each region has its own leadership and conference. In addition, the NCTE members who subscribe to *Teaching English in the Two-Year College (TETYC)* and/or indicate two-year college interest on their member profiles are National TYCA members.

The National TYCA Executive Committee is comprised of the seven Regional Chairs and the seven Regional Representatives as well as the elected National officers: Chair, Secretary, and Associate Chair or Past Chair. The TYCA EC holds meetings at NCTE and CCCC conferences.

Each region contributes material quarterly to “TYCA to You,” a section in *TETYC*, and each region has a member on *TETYC*’s Editorial Board. *Teaching English in the Two-Year College* provides a primary source for professional development for TYCA members. Regional conferences, open to all, provide an affordable, local conference for TYCA members and non-members alike.

Regional TYCA conferences occur throughout the fall with the exception of TYCA-SE that holds its conference in February. Specific information about each region and the regional conferences can be found at [http://www.ncte.org/tyca/regionals](http://www.ncte.org/tyca/regionals).

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<tr>
<th>REGION</th>
<th>UPCOMING FALL CONFERENCES</th>
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<tr>
<td>TYCA Northeast</td>
<td>&quot;Creative Collaboration for Critical Literacy&quot;</td>
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<td>October 13-15, 2016</td>
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<td>Hilton Hartford Hotel</td>
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<td>Hartford, CT (Visiting Officer: Chair, Eva Payne)</td>
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<td>TYCA Midwest</td>
<td>&quot;Get Off Your Apathy (Yes!)&quot;)</td>
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<td>October 13-15, 2016</td>
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<td>Marriott St. Louis Grand Hotel</td>
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<td>St. Louis, MO (Visiting Officer: National Associate Chair Jeff Andelora)</td>
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<td>TYCA Southwest</td>
<td>&quot;TBA&quot;</td>
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<td>October 27-29, 2016</td>
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<td>Drury Plaza Hotel-San Antonio Riverwalk</td>
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<td>San Antonio, TX (Visiting Officer: Secretary, Cheryl Hogue Smith)</td>
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<td>TYCA West</td>
<td>&quot;Social Action and Engagement in the English Classroom&quot;</td>
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<td>October 14-15, 2016</td>
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<td>Las Vegas, NV (Visiting Officer: Secretary, Cheryl Hogue Smith)</td>
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<td>Pacific Coast/ECCTYC</td>
<td>Next conference scheduled for fall 2017</td>
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<td>TYCA Pacific Northwest</td>
<td>&quot;Beyond Good Intentions&quot;</td>
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<td>Oregon State University</td>
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<td>Corvallis, OR (Visiting Officer: National Associate Chair Jeff Andelora)</td>
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<td>TYCA Southeast</td>
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<td>They Hyatt House Charleston</td>
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<td>Charleston, SC (Visiting Officer: Chair, Eva Payne)</td>
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**TYCA Executive Committee and Task Force Work**
The Two-Year College English Association Executive Committee met on April 9, 2016, during the CCCC conference in Houston, TX. The following topics describe the major activities of standing committees and task force work related to NCTE’s focus of improving the teaching and learning of literacy:

A. **TYCA Guidelines for the Academic Preparation of English Faculty in Two-Year Colleges** – completed fall 2015 by Carolyn Calhoon Dillahunt, Sarah Z. Johnson, Howard Tinberg, Christie Toth, and Darren Jensen. The Guidelines were approved via e-mail vote in February 2016, and will be published in *College English* in 2016.

B. **TYCA White Paper on Placement Reform** – completed fall 2015 by Jeffrey Klausman, Christie Toth, Wendy Swyt, Brett Griffiths, Patrick Sullivan, Anthony Warnke, Amy L. Williams, Joanne Giordano and Leslie Roberts. This timely research recommends using multiple measures for placement and was approved via e-mail vote in February 2016, and was published in *TETYC*.

C. **TYCA Developmental Education White Paper**

The white paper was published in the March 2015 issue of *TETYC*. The white paper discusses the emerging national trend to “shorten the pipeline” of developmental coursework and the many variations employed to redesign remediation for those students who arrive at the open door of community colleges underprepared for college-level work and makes recommendations for best practices.

**Changing TYCA – Talks to #TYCAtakesaction**

TYCA Talks at CCCC changed to #tycatakesaction and invited Houston attendees to “Find their tribe: Connect with like-minded, diverse colleagues who teach in two-year colleges. Where we will share our emerging local, regional, and national issues, exchange ideas, celebrate our students, and use our collective voice to advocate for our open door institutions."

The new name and description brought a diverse active group to the event, but the TYCA EC has proposed changing the day of TYCA’s CCCC event to Wednesday evening immediately following and in the same location the often well-attended two-year Wednesday afternoon workshops. We will pilot this change as TYCA celebrates its 21st anniversary of TYCA at CCCCs in Portland. We are excited about the possibilities of a new night and time for a gathering of people wanting to connect with two-year faculty attending CCCCs. We hope the connections people make at the #TYCACreatingChange event will be strengthened by it being at the beginning of the conference rather than at the end of the conference.

**Review of TYCA Position Statements**

Following Howard Tinberg’s initiative as CCCC Chair to review and update CCCC position statements, Payne asked the TYCA EC to review and update, if needed, TYCA’s position statements on a four-year cycle. EC members have this work underway and will report in Houston on the progress. The work is scheduled to be completed in November 2016.

**Regional Conference Planning Updates**

At the November 2015 meeting in Minneapolis, TYCA EC regional representatives brought forward the need to better support for regional conference planners. The EC discussed strategies that would provide a more sustainable, streamlined system for our volunteer regional conference planners. TYCA regional conferences offer high quality professional development for faculty at a reasonable price—especially for the growing number of adjunct faculty and high school teachers delivering dual credit classes.

A common concern among the conference planners was the amount of work involved in planning of the regional conferences. Eva forwarded a “wish list” to Emily Kirkpatrick:

1. Using NCTE conference planning software that would provide an ongoing, easy-to-access database for regional conference planners. Regional conference planners reported wanting software that could help them with calling for proposals, emailing the presenters (and those not chosen), creating a program,
handling registration, creating progress reports (including budget) to the regional EC, and storing from year-to-year the mailing lists for each region.

2. Accessing NCTE affiliate members to invite the growing number of high school English Language Arts teachers who are teaching dual enrollment/dual credit courses to regional conferences.

3. Creating a "push" rather than a "pull" at the NCTE office to support regional conference planners. Each year the TYCA support person at NCTE would e-mail the regional planners as soon as they are identified with a link to the software and an electronic handbook to help the volunteer planners understand and streamline the process. This is captured in the draft of the NCTE – TYCA Liaison Duties, discussed with Linda Walters-Moor in June 2016 and sent to Emily Kirkpatrick for approval.

4. Providing NCTE support in the form of brief webinars offered by NCTE personnel to the regional conference planners once or twice each year to answer questions and offer encouragement as they plan their region’s conference. This would also provide a forum to share "best practices" among the conference planners.

TYCA Awards
Annually, TYCA honors its award winners at CCCC. The Nell Ann Pickett Service Award and Mark Reynolds TETYC Best Article Award awards are presented at the CCCC Awards/Recognition Reception. The Diana Hacker Awards and 2016 Public Image Committee "Fame Award" recipients are recognized at the TYCA Breakfast. Jeff Andelora is chairing an ad hoc committee working on revising and clarifying the criteria for the Diana Hacker awards.

The 2016 award recipients and committees are to be commended for their work over the past year.

- **Diana Hacker TYCA Outstanding Programs in English Awards**

  **Reaching Across Borders**
  Honorable Mention: *Of the Community: Service Learning Integration in Two-Year College English Courses*, Howard Community College, Columbia, Maryland

  **Enhancing Developmental Education**
  Award: *Triad Model of ALP at Atlantic Cape*, Atlantic Cape Community College, Mays Landing, New Jersey

  Honorable Mention: *Embedding Developmental in College-Level English: Modularization, Instruction, and Assessment*, Manchester Community College, Connecticut

  **Fostering Student Success**
  Award: *The BMCC Teaching Academy*, Borough of Manhattan Community College/CUNY, New York, New York

  Honorable Mention: *Make Learning and Event: Using Campus Partnerships to SCOR with Students*, Harrisburg Area Community College, Gettysburg, Pennsylvania

  Honorable Mention: *First Year Seminar in the Liberal Arts (Social Sciences and Humanities)*, LaGuardia Community College/CUNY, Long Island City, New York

- **Nell Ann Pickett Service Award**
  Carolyn Calhoon-Dillahun, Yakima Valley Community College, Washington

- **The Mark Reynolds TETYC Best Article Award**
  Howard Tinberg, Bristol Community College, Fall River, Massachusetts
“Reconsidering Transfer Knowledge at the Community College: Challenges and Opportunities” (September 2015)

- **Fame Award**
  The 2016 TYCA Fame award was announced in Houston at the TYCA Breakfast. The 2016 TYCA Fame award went to Manny Fernandez for “A Global Community’s College,” an article published in *The New York Times*: October 30, 2015.

**TYCA Breakfast**
Suzanne Labadie from Oakland Community College, MI, is chairing the 2017 TYCA Breakfast along with her assistant chair, Brian Harrell. The breakfast remains a popular conference event. Houston’s breakfast was served buffet style to reduce costs, and the change had the added benefit of creating an opportunity for attendees to visit while waiting in line. However, we will suggest that, minimally, two lines are available if buffet style is used again to speed the process of getting people their food more quickly. The buffet line slowness made the CCCC business meeting wait for a quorum of folks who were coming from the TYCA breakfast.

**Teaching English in the Two-Year College**
*TETYC* continues to be the leading publication about English teaching at two-year colleges. Jeff Sommers’ last issue is May of 2016, and Holly Hassel is coming on board as editor. Holly has several innovative ideas to expand submissions and readership.

**TYCA at NCTE Advocacy Day**

**TYCA Listserv**
Our new TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions.

**Appreciation, Recognition, and Thanks**
TYCA members and elected officers are grateful to all of those who have supported TYCA’s efforts and advocated for our organization.

I am especially grateful for Emily Kirkpatrick’s interest and support of two-year colleges and look forward to her visiting one of our regional conferences soon.

All of TYCA’s officers, past and present, have appreciated so much the work of our NCTE liaison, Linda Walters-Moore. Linda has been consistent in her helpfulness, attentiveness, friendliness, and promptness in supporting TYCA. Thank you, Linda.

**Eva Payne, Chair**