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.

Vision Statement
By 2022, CCCC will be a clear, trusted public voice for the teaching and learning of writing, composition, rhetoric, and literacy in all higher education contexts. We will advocate for a broad definition of “writing” (including composition, digital production, and diverse language practices) that emphasizes its value as a human activity that empowers individuals and communities to shape their worlds. We will be the leading voice in public discussions about what it means to be an effective writer, and to deliver quality writing instruction. We will provide conditions under which teachers and scholars can discuss, build and practice sustainable, relevant, and ethical models of teaching and learning. We will encourage and support a wide and vibrant range of scholarship at the leading edge of knowledge about writing, composition, rhetoric, and literacy. To support this work, CCCC will enhance participation by members who represent a diversity of races, cultures, languages, identities, institutions, and institutional roles.

Finances
We were $120,411 over budget on operations, though this was offset by modest investment gains ($216,922). But this does not compensate for negative results in operations. We ran a genuine loss last year, as spending exceeded income from operations. In FY15 there were a few areas that led to the loss: 1) Membership dues are declining. Feedback on the work of the organization was positive, but many could get all they need from CCCC without being members. Some assume that they are CCCC members when they are not. In the end, we were $13,938 below projections on membership dues. The convention was excellent, but the surplus from convention was below what was budgeted, falling $12,975 short on sponsorships. Publishers are not working through the organization as much as they once did. Rental of A/V is also very costly, but we remain committed to providing wireless access and projection capability. We can be more careful on these four items in the future. In the end, we need to focus more on strategic items based on our vision. We have $2.29 million in the contingency fund, but spending it wisely requires careful planning and making choices

Activities for FY16:

- In addition to extending our substantial investment in access and equity ($32,829 for the PEP program to provide registration/support to contingent and adjunct faculty who need help to attend the CCCC convention), we earmarked up to $3,000 of spending to match funds raised from the membership to provide a CCCC Contingent Faculty Travel Assistance Fund for convention attendance, and $3,000 to support the Chair’s Scholarship Fund.
- Now that the 5% amount from our contingency reserve is over $120,000, the FY16 budget splits that amount between research grants selected through an open application project (at least $100,000), and the cost of developing a database of graduate and undergraduate writing programs. This makes our investment in member research larger than it has been any year except for FY15, while also providing funds to build a renewable resource of benefit to students, faculty, and program administrators alike.
- We included videotaping of member interviews and advocacy training across the conference.
- We again provided $8,000 in funding to support a CCCC Policy Fellow position. This position has been working with our DC office to help coordinate follow through actions in support of reports filed by our new state-based network of higher education policy analysts, and to provide research summaries and expert testimony/insights drawn from professional practice on public policy issues of concern to our organization. The funding provides a small honorarium ($3,000) and travel fund ($5,000) to help support these activities and s/he is selected by the CCCC Chair and Secretary-Treasurer.
- Under publications, we extended a third year of funding to support a CCCC Social Media Coordinator. This person works with staff as an independent contractor to both produce online events/discussions of interest to CCCC members (on the Connected Community but across other online social media platforms as well), and to more readily connect members to each other in social media contexts. The underlying idea is to enhance the utility and reputation of CCCC by helping members to find both people and resources of value
to them in online spaces they may not otherwise be aware of/paying attention to, and to celebrate and share interesting work members engage in on an ongoing basis. Funds allocated here include a $15,000 honorarium for the year as well as travel funds to attend the CCCC convention.

- There is $166,000 budgeted for interpreting services/CART, A/V, and internet/wireless expenses as well as for professional services. NCTE Staff will be negotiating to ensure that all presenters who notify staff in advance that they will need internet and LCD access for convention presentations in Houston will have free access to these technologies—as has been provided in the past few years. In addition, we budgeted for a significant increase in interpreting service/CART expenses in FY16 as we were over-budget on these expenses for FY15.
- The convention budget includes funding for an online convention app—one that will be extended and improved based on what we learned from use of the app at the 2015 convention.
- New for FY16, the convention budget includes $9,000 for CCCC Standing Group local outreach activities. These funds provide up to $500 each to the Standing Groups, which can be accessed via an application process.

Strategic Governance and Investment
The 2015 CCCC Officers Team met in San Antonio in mid-January for its annual retreat. Our work focused on two large items, along with many specific tasks: responding to a charge from the Executive Committee to devise a plan to spend a portion of our contingency fund for strategic investments in support of CCCC’s long term growth and stability; and ways to build more engagement for both members and the EC throughout the year, beyond our conference meetings.

A suite of proposals for EC approval based on the officers’ ideas for areas in great need of strategic investment:
- A CCCC app, connected to summer app writing residency/workshop for members to work on their own projects and learn how to write apps
- An award for innovation modeled slightly on the XPrize
- A call for proposals for members engaged in public action and advocacy, loosely imagined as a "Strategic Action Grant"; this call would be connected to media, campaign, and public action training efforts at both the 2015 and 2016 CCCC

Publications
Expenses in this sector are projected to decrease by $9,374 (7.4%) and the income is expected to decrease by $9,020 due to a decrease in circulation. The net effect is an estimated loss of $27,650, slightly smaller than the FY15 estimate.

Conventions
Our 2015 conference in Tampa created a new template for future conference planning. In alignment with our strategic goals of improved access and transparency, Program Chair Joyce Locke used YouTube videos to “lift the veil,” as it were, from conference planning, allowing members access to various stages of conference preparation, from submission of proposals, to program review, and conference scheduling. Enhanced interactivity was built into the program, with increased and prime space allotted for poster sessions. Indeed, poster sessions, for the first-time, were formally brought into the program review process. The conference, by any measure, was a resounding success.

We expect similar results from our Houston conference. 2016 Program Chair Linda Adler-Kassner has targeted public action as an important focus of her conference and will include capacity building opportunities around many elements of direct public action, from media engagement to policy analysis and advocacy to public and activist campaign planning and implementation for our members who are interested in these activities.

Howard Tinberg, Chair
Conference on English Education (CEE)

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.

Capacity Building for Literacy Learning
CEE is currently involved in two specific projects that align with NCTE’s emphasis on capacity building. One, the NCTE-ILA Task Force, was formed in the spring of 2014. This collaborative effort is focused on establishing the qualities of literacy teacher preparation and teaching. The task force met for the first time in Washington, DC on 17-18 July 2014, with Melanie Shoffner (CEE) and Vicki Risko (ILA) serving as co-chairs. The other members were Luke Rodesiler and Kristen Hawley Turner representing NCTE/CEE and James Hoffman and William Teale representing ILA, with Vivian Vasquez (NCTE) and Allison Skerett (ILA) joining the task force later in the summer. In November 2014, when Melanie Shoffner moved into the position of CEE Chair, Louann Reid assumed the role of NCTE co-chair.

This past year, the task force completed a synthesis of recent research to be used by NCTE and ILA to develop targeted pieces that speak against the current rhetoric of ineffective literacy teacher education. This document establishes six indicators of quality literacy teacher education: literacy content, literacy pedagogy, application of content and pedagogy, students as literate learners, student assessment, and teachers as literacy professionals. Louann Reid and Vicki Risko will continue to work with Barbara Cambridge (NCTE) and Marcie Post (ILA) to determine next steps for the task force, which will include presentations at the CEE, NCTE and ILA conferences in 2015.

An ongoing second project is the Teachers, Profs, Parents: Writers Who Care weblog [https://writerswhocare.wordpress.com] created by the CEE Writing Teacher Education Commission in the fall of 2013. This weblog highlights the writing work that teachers and students currently do and how that work is affected by educational, political, societal and cultural factors, emphasizing advocacy work in different forms: circulating information about teaching practices and policies, addressing the effects of research on writing and strengthening the connections among universities, K-12 schools, teachers, parents and students. As of June 2015, the weblog had published 42 posts.

CEE has provided support to the Emeritus Assembly of NCTE in publicizing its efforts to mentor new and early career educators, a collaboration that supports the building of capacity across NCTE and CEE membership. Started in January 2015, the Assembly works through the New Teachers Connected Community Site to offer mentoring interactions for new teachers in order to support their development as effective educators. On a more general note, the CEE Commissions offer a means for capacity building within and beyond CEE and NCTE. During the Commission meetings at the 2014 NCTE Convention, Melanie Shoffner relayed the emphasis on capacity building and encouraged the Commissions to consider potential opportunities for such as they discussed future directions with their membership.

US DOE Proposed Regulations for Teacher Preparation
On 3 December 2014, the US DOE published proposed regulations for teacher preparation. As Chair of CEE, Melanie Shoffner wrote a response entitled We’re All Mad Here urging the CEE membership, as well as other interested parties, to use the public comment period to speak against the flawed regulations. This response was published on the CEE website and circulated through other social media outlets. Most notably, Diane Ravitch posted the response on her nationally recognized weblog. Melanie Shoffner worked with CEE members Rebecca Powell, Anne Elrod Whitney and Don Zancanella to craft a more general piece entitled Fighting Back Against Fundamentally Flawed Regulations that was published on the Writers Who Care weblog. As of this writing, the US DOE has not yet finalized the regulations.

Annual NCTE Convention
Melanie Shoffner assumed the position of CEE Chair at the 2014 Convention, with Louann Reid moving to the position of Past Chair. Three new members joined the CEE Executive Committee (Ken Lindblom, Tonya Perry and Anne Whitney) as three members completed their terms (Jamal Cooks, Cathy Fleischer and Tara Johnson). Tara Johnson will remain on the EC in an ex officio capacity as co-editor of English Education with sj Miller.

CEE offered numerous well-attended roundtable discussions, panels and presentations focused on issues in English education during the convention. Young Adult novelist Matt de la Peña was the well-received CEE luncheon speaker.
CEE Commissions met twice during the convention; Commission Chairs noted a very favorable response to a newly instituted second session and encouraged its place on the program at future conventions.

Program chairs for the 2015 Convention are Melanie Shoffner, Chair, and Deb Bieler, EC member. The 2015 luncheon speaker is Valerie Strauss, education writer for The Washington Post.

**CEE Awards**

*National Technology Leadership Initiative (NTLI) Award*

The 2014 CEE National Technology Leadership Initiative (NTLI) Award was awarded to Sarah Hochstetler, Mark Letcher, Kristen Hawley Turner and Leah Zuidema for their NCTE session, “What’s Blogging Got to Do With It?: Story as Advocacy.” The CEE Commission on New Literacies, Technologies, and Teacher Education selects the annual recipient. This award is given to an exemplary presentation on technology at the annual conferences of the member organizations of the Society of Information Technology and Teacher Education (SITE) in order to promote dialogue among professional organizations regarding appropriate technology use in teacher education. The 2014 CEE winners presented their work at the annual SITE conference, held March 2-6, 2015 in Las Vegas, NV.

*Janet Emig Award*

The 2014 Janet Emig Award was awarded to Marcelle Haddix, Syracuse University, and Detra Price-Dennis, Teachers College, Columbia University, for their *English Education* article "Urban Fiction and Multicultural Literature as Transformative Tools for Preparing English Teachers for Diverse Classrooms” published in April 2013. 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.

*Richard Meade Award*

The Richard Meade Award was awarded to Troy Hicks, Central Michigan University, for his book *Crafting Digital Writing*. The award is given in honor of Richard Meade to recognize published research-based work promoting English Language Arts teacher development at any educational level and in any scope and setting.

*Geneva Smitherman Cultural Diversity Award*

The Geneva Smitherman Cultural Diversity Award was awarded to Steven Alvarez, University of Kentucky, for “Translanguaging Tareas: Mexican Immigrant Families Brokering Homework Literacies” and Sana Ansari, Chicago Public Schools, for “What Does College Prep Mean for Black Students?: Examining Ideologies and Academic Socialization.” 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) Deborah Bieler, University of Delaware, “Staying to Talk, Talking to Stay: A Study of the Relationships between Teacher/Student Talk and Teacher/Student Retention” (2) Mollie V. Blackburn, The Ohio State University, “Exploring the Teaching and Learning of LGBT-Themed Young Adult Literature in a Queer-Friendly High School” (3) Ryan M. Rish, Kennesaw State University, “Students Producing Critical Digital Media: Leveraging Social Media to Address Social Issues” (4) Terri L. Rodriguez, College of St. Benedict, “Conceptions, Goals, and Practice of Socially Just English Education: Who Are We as Activist Allies?” 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*

Tara Star Johnson, Purdue University, and sj Miller, University of Colorado Boulder, were selected to replace current editors Leslie Rush, University of Montana, and Lisa Scherff, Cypress Lake High School. Their first issue is scheduled for October 2015.

*Contemporary Issues in Technology and Teacher Education (CITE): English*

Melanie Shoffner, Purdue University, is the current editor of the journal. An incoming editor will be selected in November 2015 to assume the role of co-editor, starting June 2016, before moving into the role of editor in July 2017.
IFTE/CEE 2015 Summer Conference

The 2015 Summer CEE Conference, entitled Common Ground, Global Reach: Teaching English & English Education for Global Literacies, was held at Fordham University in New York City on 6-9 July. The CEE EC met prior to the conference opening session on 6 July. Plenary speakers were Ngaire Hoben (University of Auckland, New Zealand), Hilary Janks (University of the Witwatersrand, South Africa), Mary Kalantzis and Bill Cope (University of Illinois, Urbana-Champaign) and Ernest Morrell (Teachers College, Columbia University).

The conference was a joint effort with IFTE, with CEE taking the lead in conference planning, hosting and administration. Janet Alsup served as Chair of the conference planning committee, with assistance from CEE members Lisa Eckert, Marshall George, John Mayher, Louann Reid and Melanie Shoffner.

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, 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.

Major Actions and Projects Completed: Of the four NCTE current emphases, CEL embraces most strongly (1) capacity building for literacy learning, and (2) educator leadership in school, district, and institutional decision making. The following report provides information illustrative of the organizations work in these area.

Annual Convention: CEL Washington, DC

The 2014 CEL convention programming opened with the Saturday morning CEL-sponsored NCTE session entitled Learning to Lead, Leading to Learn: Transforming Leadership and Literacies in a Diverse Society. Featuring Jeff Wilhelm and including 16 roundtables that offered myriad opportunities for discussion of topics ranging from Purposeful Professional Development to Having Difficult Conversations, the session was designed to meet the needs of literacy leaders.

The CEL luncheon on Sunday featured Naomi Shihab Nye and recognized recipients of the ELQ, Exemplary Leader, Innovative Leader, and Recognition of Excellence awards.

The 2014 CEL Convention was one of the most successful ever. From Alaska to Florida, Maine to California, and many points in between, 194 literacy leaders came together at National Harbor to experience the 46th annual CEL convention. Program Chair Janice Schwarze (Downers Grove North High School, IL) crafted a convention program that provided engaging opportunities for participants to gather in an intimate setting for presentations, conversations, and sharing. Under the umbrella theme Leading in a Collaborative World, the 2014 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 Doug Fisher and Nancy Frey for the Sunday opening session, Sarah Brown Wessling for the Monday opening breakfast, Jim Burke for the Monday luncheon, Heather Rocco and Chris Bronke for the Tuesday opening, and Kylene Beers and Bob Probst for the closing brunch. A new feature for this convention was four panel discussions on Tuesday morning that focused on technology, literacy coaching, assessment, and leadership. These panels featured CEL experts who, in facilitated discussions, shared their experiences and entertained audience questions and observations.

CEL looks forward to the 2015 CEL convention in Minneapolis which offers the theme A Leader's Legacy and is chaired by Karen Delbridge (Laramie County School District, WY). In addition, plans are already underway for CEL 2016, to be chaired by Tracy Recine (Pascack Valley High School, NY). Confirmed speakers for the Minneapolis convention include Carol Jago, Jeff Wilhelm, and Penny Kittle.

English Leadership Quarterly (ELQ)

Thanks are extended to Susan Groenke who served at the helm of the CEL Leadership Quarterly, 2008-2014. Current ELQ Editor, Oona Abrams (Chatham High School, Chatham, NJ), has completed her first year as editor of the English Leadership Quarterly with impressive articles and timely themes. The editorial copy at the beginning of each issue now focuses more specifically on CEL events, both live and digital. In addition, each call for manuscripts is sent out on Twitter in a linked Google doc. Themes for 2015 included Voice and Choice (August 2015) and Getting into Arguments (October 2015). The volume of manuscripts submitted to the journal continues to grow, and the ELQ editor has begun assembling a review team to support peer review of manuscripts. ELQ went “green” in FY16, beginning with the August 2015 issue, thus making more creative formatting and outreach possible.

ELQ award for 2015 Best Article will be presented to Emily S. Meixner at the CEL luncheon on Sunday, November 22nd for "Nurturing Teacher Leadership through Homegrown Professional Development" (Vol. 37, No.2, October 2014). Also to be honored at the luncheon will be two Honorable Mentions. The first will be presented to Jessica Singer Early for "Imagining the Possibilities: Improving the Teaching of Writing through Teacher-Led Inquiry" (Vol. 36, No. 4, April 2014); the second will be presented to Limarys Caraballo and Meredith Hill for "Curriculum-in-Action: Cultivating Literacy, Community and Creativity in Urban Context." (Vol. 27, No. 1, August 2014).
**CEL EC Retreat, Atlanta**

Members of the CEL Executive Committee met in Atlanta, Georgia, March 13-15, 2015, for an intensive two and a half day session of planning and business. With an eye toward CEL’s role in supporting NCTE’s major initiatives *building literacy capacity and educator leadership*, attendees worked to identify new, enhanced, and/or continued initiatives CEL might pursue over the next three years. Members were specifically charged to discuss and clearly define what each new and ongoing initiative might accomplish in its own right; how each contributes to CEL existing goals; how each might become mutually supportive (not competitive) with other initiatives; and how each might unfold over a three-five year period. New initiatives include enhanced professional development opportunities that utilize digital tools, expansion of the Emerging Leader Fellowship, and development of regional institutes.

Additional items that were discussed and approved in Atlanta included an increase in CEL convention fee from $180 (member/pre-registered) to $195 (on-site registration); updating of a print CEL brochure (designed by Members-at-Large Lynn Aprill and Maydie Bombart); moving ELQ to a 100% green format to support inclusion of longer articles, media enhancements, and an environmentally friendly format; establishing a sponsorship program for the Emerging Leaders Fellowship (Leaders’ Legacy Fund); approving the merger of ASCELA into CEL; and requesting to have CEL reserves moved to the NCTE investment portfolio. As noted earlier, ELQ moved to a totally digital format for the new fiscal year.

The Leaders’ Legacy Fund has been established and a call for contributions sent to past chairs. The ASCELA merger to become a sub-group within CEL has been completed and the new group, SCLEA, will join ongoing CEL members at the November convention. By vote of the NCTE Executive Committee, CEL reserves have been moved to the NCTE investment portfolio.

**State Liaison Network**

*Tom Scott (Milwaukee, Wisconsin) and Natalie Croney (Bowling Green, Kentucky), coordinators of the CEL State Liaison Network, reported a total of twenty-nine liaisons in twenty-two states. The State Liaison Network is in its fourth 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 meet each year at the annual convention.*

**Emerging Leader Fellowship (ELF)**

The application deadline of February 28th for the fifth Emerging Leader Fellowship cohort brought a deluge of applications from across the country and from many different instructional levels. Eleven new Emerging Leaders were identified and assigned to mentors. Each of the participants in the program is offered free registration to the CEL Convention at the beginning and end of their cohort. In 2015, Emerging Leaders will participate in a sectional during the convention as well as attend a meeting with facilitators Bil Chinn (Alberta, Canada) and Anna Roseboro (Grand Rapids, MI). Early steps have been established to secure external sponsorship for the Emerging Leaders Fellowship and an appeal for support from past CEL leaders has commenced.

**2014-2015 Elections**

CEL members were once again able to vote either electronically prior to the fall 2014 convention or immediately following candidate speeches on Monday of the CEL convention, an election process initiated in 2013. During the November 2014 election, Heather Rocco (Chatham High School, Chatham, NJ) was elected Associate Chair; Anne Marie Quinlan, retired teacher (Lincoln, NE) was elected Liaison to the Secondary Section; Natalie Croney (Bowling Green High School, Bowling Green, KY) and Chris Bronke (Downers Grove North High School, Downers Grove, IL) were elected Members-at-Large. Retiring from the CEL Executive Committee were Janelle Oxford (Robinson High School, Robinson, IL) and Liz Spencer (Brookfield High School, Brookfield, CT.

The CEL Executive Board continues to draw upon the expertise of appointed members to provide support for major initiatives. For 2015, these individuals include Edie Weinthal (Pascack Valley Regional High School District, Hillsdale, NJ) who serves as Nominations Chair; Elizabeth Truesdell (Kamehameha Schools Hawaii High School, Kea’au, HI) who serves as Convention Booth Coordinator; Tom Scott (University of Wisconsin-Milwaukee, Milwaukee, WI) who serves as Coordinator of the State Liaisons Network, assisted by MAL Natalie Croney; Kerry Mess (Rufus King International High School, Milwaukee, WI) who serves as Coordinator of Sponsorships; and Oona Abrams (Chatham High School, Chatham, NJ) who serves as Editor of the English Leadership Quarterly. Bil Chinn (St. Albert, Alberta) continues to...
serve as Secretary to the Executive Committee; and Janice Schwarze, who leads a subcommittee charged with developing a professional learning initiative for literacy leadership.

The slate of candidates for 2015 as been reviewed and approved by the CEL Executive Board. Four candidates will run for two open Member-at-Large seats at the fall 2015 convention. Candidates include Matthew Morone (New Jersey), Amanda Stearns-Pfeiffer (Michigan), Karen Raino (Illinois), and Kate Baker (New Jersey).

**CEL New Jersey Regional Institute**

During the CEL Retreat in March of 2015, Executive Committee members voted to enhance outreach to literacy leaders in high need areas through regional institutes. This follows the successful pilot of CEL’s 2014 summer institute in Elmhurst, IL, which attracted 50 participants and generated over $10,000 in income. The 2015 regional institute was held at Brookdale Community College in Lincroft, New Jersey on Friday, October 9, 2015. Co-facilitated by Dr. Edie Weinthal (Hillsdale, NJ) and Heather Rocco (Chatham, NJ), this one-day institute is designed specifically to support literacy leaders at all areas and maximizes the logistical advantages of focusing within one geographic area. Featured speakers included Chris Lehman and Tom Marshall as well as numerous regional presenters. Though more will be presented in later reports, initial input suggests the regional conference was a great success with nearly 90 leaders participating.

**Technology Update**

**Twitter:** CEL continues to host #LitLead chats on the second Thursday of each month at 9 p.m. EST. These conversations have been hosted by guests such as Sara Kajder as well as CEL members. The chats are facilitated by Heather Rocco, Associate Chair. The chats draw in individuals who are new to CEL and provide an excellent outreach. The chats are archived via Storify and can be accessed on the CEL blog at nctcel.wordpress.com.

**Blog:** While CEL had many blog posts to upload last year, these have dramatically dropped off due to the intensive time investment needed to request blogs and to continuously follow up.

**Future initiatives:** Associate Chair Heather Rocco and former MAL Janice Schwarze have been leaders in promoting CEL’s presence in digital formats. As CEL investigates new professional development opportunities, digital tools such as Google Hangout and Hangouts on Air will be explored as avenues to bring literacy capacity building to local leaders across the country. Already, CEL members planned a Hangout on Air to create a model of what this online conversation could look like and how it can support CEL members. The video will be ready to share with the Executive Committee for its review in March for discussion of these online professional development possibilities.

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

The Whole Language Umbrella (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.

The 2014-2015 Whole Language Umbrella board members include: Caryl Crowell, President Elect, Jane Baskwill (Halifax, Nova Scotia), Amy Seely Flint (Decatur, GA), Joni Fujita (Honolulu, HI), Maria Perpetua (Perpie) Liwanag (Towson, MA), Prisca Martens (New Freedom, PA), and Lenny Sanchez (Columbia, MO). Talking Points Editors Deborah MacPhee and Sally Brown are also ex-officio members. In July, 2014, the WLU board updated our belief statement which is available on our website.

The board holds full day meetings prior to the NCTE annual convention and the WLU Literacies for All Summer Institute in July. The board has extended the NCTE meeting to a full day, and has added an additional Sunday morning debriefing session following the summer institute in July. In addition, the board holds monthly web meetings throughout the year. Many thanks to outgoing board members: Amy Seely Flint and Prisca Martens whose term ends in July, 2015.

Talking Points
Talking Points is a peer reviewed journal published in May and October. Talking Points editors are Deborah MacPhee, from Illinois State University and Sally Brown, from Georgia Southern University. We are pleased that the editors agreed to extend their term an additional three years.

2014 WLU Literacies for All Summer Institute – Pasadena, California
The WLU Literacies for All Summer Institute took place at the Pasadena Westin on July 17 – 19, 2014. The final registration was 108, with 32 for the preconference. This was a large decrease from 150 and 60 last year in New York. While the site was excellent, we were not able to organize a local committee and had minimal local participation from Los Angeles or California.

Those who attended had high praise for the summer institute program and venue. The theme, Making Meaning: Teaching and Learning Together, was represented throughout the program with presenters working in diverse communities from pre-school to college. The keynote speakers included: David Diaz, Prisca and Ray Martens, Kathy Short, and Opal School Educators Susan Harris MacKay, Kelly Salazar, Levia Friedman, and Mary Gage Davis. David Diaz, a well known author/ illustrator, provided a painting demonstration and donated his painting to WLU.

We continued our tradition of a sociopolitical Preconference Institute: Sustaining Communities of Conscience: Political Realities of Teaching and Learning Together. Bess Altwerger and Rick Meyer organized this important event. The Eye Movement Miscue Analysis (EMMA) Researchers held their annual meeting in conjunction with our conference for the third time. We had several longer coffee breaks in order to extend conversations as well as a Social Hour on Friday (on a balcony overlooking Pasadena) featuring a jazz trio and refreshments.

A new feature instituted in 2014 were 2 ½ hour symposiums on Saturday morning, exploring topics and issues in depth through workshop style sessions: Using Studio Materials, Drawing is Like Reading, featuring the Opal Museum School teachers; Strong Girls Read Strong Books, literature discussion, and Writing Like Historians, a secondary focused symposium. In the past we have offered double sessions opposite other concurrent sessions. Having the symposiums at the same time meant they were well attended and participants raved about them.

Concurrent sessions were substantive and well attended. WLU board members supported specialized sessions that might get a smaller audience. Two California sessions were particularly notable. In Unearthing Rich Family Literacies through Community Mapping, teachers in an NCLE Literacy Exchange group from Rowland Unified School Districts engage build relationships with community through their own community studies. A group from Fresno shared Stories of Home: The Southeast Asian Story Project, a multi-disciplinary project involving high school students in creating a museum of artwork around an inquiry study. Unfortunately, this last session was in the last slot on Saturday and did not have an audience.

WLU reinstituted conference scholarships in 2014 to cover registration costs for teachers. Three scholarships were awarded in 2014 to teachers nominated by WLU member TAWL groups: Edie Lantz Leppert, Literacy Connects,
Tucson, AZ (Tucson TAWL), Joan Lazar, Teaneck Public School System, Teaneck, NJ (North Fork TAWL), and Gennie Pfannenstiel, Grant and Lee Elementary Schools, Columbia, MO (Mid-Missouri TAWL).

Participants in WLU Literacies for All Summer Institute:

<table>
<thead>
<tr>
<th>Event</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLU LFA Institute</td>
<td>262</td>
<td>248</td>
<td>167</td>
<td>134</td>
<td>161</td>
<td>165</td>
<td>107</td>
</tr>
<tr>
<td>Friday Luncheon</td>
<td>117</td>
<td>82</td>
<td>36</td>
<td>20</td>
<td>71</td>
<td>90</td>
<td>43</td>
</tr>
<tr>
<td>Pre Conference</td>
<td>92</td>
<td>59</td>
<td>27</td>
<td>33</td>
<td>34</td>
<td>47</td>
<td>31</td>
</tr>
</tbody>
</table>

Plans for future conferences:

In response to feedback and lower enrollments, the following efforts have been made for future conferences.

1) Local Support: We intend to limit future conference sites to areas with strong local communities that will bring participants to the conference. The July 2015 conference is in Atlanta, Georgia where board member (and past president) Amy Seely Flint is local chair. Local presenters and participants are coming from Georgia universities and schools, and also from Birmingham, Alabama and North Carolina, where there are active WLU members.

2) Advance planning. We are already planning for the next two conferences. The Literacies for All Institute will be in St. Louis in July, 2016 and in Tucson, Arizona in July, 2017.* Both cities have local TAWL (Teachers Applying Whole Language) groups that are affiliated with WLU.

3) Scheduling: The 2015 conference continues the Saturday morning symposiums. Saturday afternoon will offer fewer sessions in each timeslot.

4) Collaborative partnerships: NCTE’s Early Childhood Education Assembly (ECEA) is working with WLU to offer an early childhood strand. A EC keynote session will be added. The Center for Expansion of Language and Thinking (CELT) provides sponsoring support for the pre-conference and holds an annual meeting at WLU.

5) Broaening audience: In addition to ECEA, the preview and other publicity highlighted sessions for secondary and college. College participants included faculty or doctoral students working in areas such as composition and rhetoric. They reported looking for local conferences and felt our description was a good fit with their own teaching and research.

6) Messaging/ Publicity: NCTE staff recommended that our 2015 conference preview really sell WLU and our conference. This included statements about the nature of the conference, specific descriptions of the program sessions, and testimonials (including Katie Wood Ray, Lester Laminack, Ken and Yetta Goodman, etc.). This preview went out to all WLU and elementary section members, but also to all NCTE members in Georgia.

7) Promote conference through personally soliciting strong proposals. WLU board members attended WL sessions at NCTE annual conference and encouraged presenters to attend the summer institute. In addition, WLU members and member groups are bringing groups of teachers and graduate students to the 2015 conference.

Upcoming:

**WLU Literacies for All Summer Institute – July 9 – 11, 2015  Atlanta, Georgia**

Registrations for the Atlanta, Georgia institute exceeded 150 at the end of FY15 in June, 2015. (Final registration in Atlanta was 194 for conference, 33 for pre-conference, and 51 for Friday luncheon.) 2015 keynote speakers include: Grace Lin, Jo Beth Allen, Candace Kuby and Tara Gutshall Rucker, and Peter Johnston. The conference theme, **Sharing Our Stories, Re-visioning Our Worlds: Reading, Writing and Taking Action**, drew a pool of about 70 proposals for 40 concurrent sessions across 7 timeslots on Friday and Saturday. There were so many strong proposals that it was difficult to find room for everyone on the program.

**Strategic Governance Work**

The WLU board has primary goal of providing support for teachers working towards critical, whole language pedagogy during challenging times. Efforts include: increasing presence of P12 teachers at WLU and providing a support community for whole language teachers. WLU board and members see the new school memberships as an opportunity for professional conversations.

**WLU’s Fiscal Health**

WLU saw an increased membership during FY2014. Membership is determined through subscriptions to Talking Points, and institutional subscriptions continue to be strong. The 2014 Summer Institute in Pasadena involved a loss
of about $9,000 in revenue due to lower numbers as well as higher food and AV costs than were budgeted. WLU has a healthy reserve fund and contingency fund, but we are also taking measures (listed above) to increase conference income. In addition to increased numbers at the 2015 conference, we are hopeful that new school memberships will improve WLU’s financial profile.

<table>
<thead>
<tr>
<th></th>
<th>FY15</th>
<th>FY14</th>
<th>FY13</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
<th>1-Yr Trend</th>
<th>5-Yr Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>438</td>
<td>369</td>
<td>396</td>
<td>387</td>
<td>410</td>
<td>472</td>
<td>18.70%</td>
<td>-7.20%</td>
</tr>
<tr>
<td>Institutions</td>
<td>282</td>
<td>279</td>
<td>247</td>
<td>219</td>
<td>237</td>
<td>248</td>
<td>1.08%</td>
<td>13.71%</td>
</tr>
<tr>
<td>Students</td>
<td>50</td>
<td>25</td>
<td>22</td>
<td>20</td>
<td>25</td>
<td>41</td>
<td>100.00%</td>
<td>21.95%</td>
</tr>
<tr>
<td>Total Circulation</td>
<td>770</td>
<td>673</td>
<td>665</td>
<td>626</td>
<td>672</td>
<td>761</td>
<td>14.41%</td>
<td>1.18%</td>
</tr>
</tbody>
</table>

**Website and Social Media:**
WLU maintains an updated website providing information about WLU, the Literacies for All Summer Institute, scholarships, etc. The WLU board has been promoting the facebook site through regular postings, and followers has increased to over 500 during the past year.

**Board Elections:**
New board members serving from 2014 to 2017 are Joni Fujita (Hawaii) and (Maria Perpetua Liwanag (Maryland). President Elect, Caryl Crowell, will begin her term as president in November, 2015. Incoming board members for 2015 to 2018 are Ray Martens (Maryland) and Patricia Paugh (Massachusetts). The 2014-2015 Elections committee was Jane Baskwill and Joni Fujita.

**WLU Awards:**
WLU 2015 Awards to be presented in July, 2015 in Atlanta: Don Holdaway will receive the **Lifetime Membership Award** in recognition for his foundational work, influential to whole language frameworks and teachers. Dorothy Watson will receive the **WLU Service Award** for her lifelong commitment to WLU. This recognition comes on the 25th anniversary of the first WLU conference in 1990, when Dorothy was president of WLU. The **Reclaiming the Joy of Teaching Award** was awarded to Kathryn Moore, a teacher at Har-Ber High School in Springdale, Arkansas. The WLU board also decided to offer the Reclaiming the Joy of Teaching recipient a conference scholarship, and to encourage the recipient and nominator to submit a proposal for the Literacies for All Summer Institute. Lenny Sanchez is coordinating award nominations for the WLU board.

**WLU at NCTE 2014 Convention in Washington, D.C.**
There were 44 sessions designated as WL strand, with a presence throughout the conference. The WLU opening session Telling a Story, Taking a Chance, Creating a World! involved the leadership and teachers from Zaheris School in Mesa, Arizona: Mike Oliver, Jeanne Boiarsky, Jenny Crandell, Kim Prock, Julie Reichert, Scott Ritter, Ranelle Rothlisberger, Zaharis Elementary School, Mesa, Arizona. In a move instituted in 2013, the WLU board attended as many WL sessions as possible, introducing WLU to the participants and inviting presenters to submit proposals for the Literacies for All Summer Institute.

*Debra Goodman, President*
Two-Year College English Association (TYCA)

The Two-Year College English Association (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.

Seven regions make up National TYCA: Midwest, Northeast, Pacific Coast, Pacific Northwest, Southeast, Southwest, and West. Each region has its own regional leadership, and each holds regional conferences annually (with the exception of Pacific Coast, which holds its conference biennially). In addition, the NCTE members who subscribe to Teaching English in the Two-Year College and/or indicate two-year college interest on their member profiles are National TYCA members.

In an effort to keep the regional and national organizations connected, National TYCA officers visit each regional conference during the year, and Regional Chairs and the National Representatives from all seven regions make up the National TYCA Executive Committee. Each region contributes material quarterly to “TYCA to You,” a section in TETYC, and each region has a member on TETYC’s Editorial Board. The regional TYCA organizations, conferences and the journal Teaching English in the Two-Year College remain the primary sources of professional development opportunities for TYCA members. Regional TYCA conferences occur throughout the fall with the exception of TYCA-SE, whose conference is scheduled in February.

At the Tampa 2015 TYCA EC meeting, ideas were gathered to support keeping our regional conferences robust and affordable. Regional representatives will propose that their region consider charging a college a group rate, connecting with state NCTE members, and inviting high school teachers who are teaching dual credit courses—as well as seeking financial support for high school teachers to attend. Specific information about each region and the regional conferences can be found at http://www.ncte.org/tyca/regionals.

<table>
<thead>
<tr>
<th>REGION</th>
<th>FALL CONFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYCA Northeast</td>
<td>&quot;TYCA Northeast at 50: Reflection and Renewal&quot;</td>
</tr>
<tr>
<td></td>
<td>October 15-17, 2015</td>
</tr>
<tr>
<td></td>
<td>Lancaster Marriott at Penn Square</td>
</tr>
<tr>
<td></td>
<td>Lancaster, PA (Visiting Officer: Past Chair, Andy Anderson)</td>
</tr>
<tr>
<td>TYCA Midwest</td>
<td>&quot;TBA - What’s Your Asterisk&quot;</td>
</tr>
<tr>
<td></td>
<td>October 8-10, 2015</td>
</tr>
<tr>
<td></td>
<td>Johnson County Community College (Visiting Officer: Chair, Eva Payne)</td>
</tr>
<tr>
<td>TYCA Southwest</td>
<td>&quot;Walking in Two Worlds&quot;</td>
</tr>
<tr>
<td></td>
<td>October 29-31, 2015</td>
</tr>
<tr>
<td></td>
<td>Hyatt Regency Tamaya</td>
</tr>
<tr>
<td></td>
<td>Albuquerque, NM (Visiting Officer: Chair, Eva Payne)</td>
</tr>
<tr>
<td>TYCA West</td>
<td>&quot;Places of Invention, Locations of Learning: Reading and Writing in the West&quot;</td>
</tr>
<tr>
<td></td>
<td>October 2-3, 2015</td>
</tr>
<tr>
<td></td>
<td>Salt Lake Community College</td>
</tr>
<tr>
<td></td>
<td>Salt Lake City, UT (Visiting Officer: Chair, Eva Payne)</td>
</tr>
<tr>
<td>Pacific Coast/ECCTYC</td>
<td>&quot;Peril and Promises: Writing and Reading the Future&quot;</td>
</tr>
<tr>
<td></td>
<td>October 29 - November 1</td>
</tr>
<tr>
<td></td>
<td>San Jose Double Tree Hotel</td>
</tr>
<tr>
<td></td>
<td>San Jose, CA (Visiting Officer: Secretary, Cheryl Hogue Smith)</td>
</tr>
<tr>
<td>TYCA Pacific Northwest</td>
<td>&quot;Re Form Re View Re New&quot;</td>
</tr>
<tr>
<td></td>
<td>October 23-24, 2015</td>
</tr>
<tr>
<td></td>
<td>Spokane Falls Community College</td>
</tr>
<tr>
<td></td>
<td>Spokane, WA (Visiting Officer: Secretary, Cheryl Hogue Smith)</td>
</tr>
<tr>
<td>TYCA Southeast</td>
<td>&quot;Intentional Teaching Turns the World &quot;</td>
</tr>
<tr>
<td></td>
<td>World’s Fair Park</td>
</tr>
<tr>
<td></td>
<td>Knoxville, TN (Visiting Officer: Secretary, Cheryl Hogue Smith)</td>
</tr>
</tbody>
</table>
TYCA Executive Committee and Task Force Work
The Two-Year College English Association Executive Committee met on March 21, 2015, during the CCCC conference at the Tampa Marriott Waterside, Tampa, Florida. 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:

- **Research Committee - Role of Contingent Faculty Teaching English in the Two-Year College**
  An *ad hoc* committee continues their research on the issue of contingent faculty including advocacy already underway, proposals for next steps, and recommendations. The *ad hoc* committee will report on their progress at the November 2015 NCTE TYCA-EC meeting in Minneapolis.

  Contingent faculty teach more than half of the composition courses at community colleges, and they typically have less agency and voice in curriculum decisions and teaching conditions than their full-time colleagues. As noted in the 2014 NCTE Education Policy Platform, “Improved support for contingent faculty, who shoulder an increasing amount of the teaching load” is an important role for TYCA and NCTE.

- **Research Committee - Preparing Teachers of College Writing**
  Sarah Z. Johnson is chairing the CCCC Task Force on Preparing Teachers of College Writing. The revised statement is due November 2015, and a draft will be submitted to the CCCC Executive Committee in March of 2015. Johnson sent a survey to TYCA membership in January of 2015.

  The results of this work will inform revision of TYCA’s “Guidelines for the Academic Preparation of English Faculty in Two-Year Colleges.”

  A notable concern for TYCA executive committee members is the willingness of states and accreditation bodies to bypass requirements for the preparation of teaching college-transfer courses that will be addressed in the revision.

- **Research Committee - TYCA Developmental Education White Paper**
  The white paper was published in the March 2015 issue of TETYC. TYCA members will be able to use and repackage this document as needed for different audiences.

  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.

- **TYCA Research Committee 2015-16 (*ad hoc*)**
  The TYCA Research committee has taken on two projects: Issues of Placement including the impact of PARCC and Smarter Balanced assessments and emerging the proliferation of dual credit. Both research groups will provide a preliminary overview of their findings at the November 2015 TYCA EC meeting in Minneapolis.

- **TYCA Pre-Conference Workshop at CCCC**
  TYCA has been collaborating with Conference for Basic Writers (CWB) for the last few years to offer a pre-conference workshop. The collaboration will continue with half of the time devoted to CWB and the other half of the time devoted to issues of placement and multi-model communication. Stephanie Maenhardt (West) will chair the TYCA Workshop committee.

- **TYCA Talks at CCCC**
  The Executive Committee took on the task of updating the TYCA Talks event. The new name will be #TYCATalks with the added information in the CCCC program: “Find your tribe, connect with meet people who teach in two-year colleges, find diverse and like-minded colleagues, discuss regional and national issues, exchange ideas, and celebrate our students.”
TYCA Awards

The Mark Reynolds TETYC Best Article Committee, Diana Hacker/TYCA Outstanding Programs in English Committee, and the Nell Ann Pickett Service Award committees will make their selections, which will be announced at the 2016 CCCC Convention in Houston. The “Fame Award” (formerly the “Fame and Shame Awards”) will be selected and announced at the CCCC Convention.

TYCA Breakfast

Suzanne Labadie from Oakland Community College, MI, chairs the TYCA Breakfast Committee, and Brian Harrell from The University of Akron will be assistant chair the 2016 TYCA Breakfast at CCCC in Houston. The event remains a popular conference event. Tickets were again given away to adjunct, graduate student, or local attendees at drawing held during the evening TYCA Talks.

Teaching English in the Two-Year College

TETYC continues to be the leading publication about English teaching at two-year colleges. Jeff Sommers is rotating out as the TETYC editor and Holly Hassel was selected as his replacement. Sommers plans to focus his last issue of TETYC (March 2016) on the various policy issues that are impacting two-year college classrooms, including Prior Learning Credits, College in High Schools, and trends in assessment.

Thanks and Appreciation

Thanks to all who have supported TYCA’s efforts and advocated for our organization, especially TYCA’s current leaders—Officers, TYCA EC members, and TYCA REC members; Linda Walters-Moore, NCTE staff liaison for TYCA; and Barbara Cambridge, NCTE Interim Executive Director.

Eva Payne, Chair