Building the Two-Way Street: A Guide for Two-Year/Four-Year
College Writing Program Partnerships

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### 1. Title: Building the Two-Way Street: A Guide for Two-Year/Four-Year College Writing Program Partnerships

**Abstract:** Participants will create a guide to building collaborations between two-year and four-year writing programs within an ecology that supports equity and access in educational attainment. The proposed guide will offer evidence-based strategies to collaborate toward increasing success for students and supporting literacy educators in building professional knowledge of reading and writing instructional contexts. The guide will be available online for writing studies experts, postsecondary literacy educators, and program coordinators. The content and structure of the guide will emerge from collaborative, synchronous workshop activities. Possible topics include (but aren’t limited to): placement processes; curricular alignment; transfer articulation policies and practices; partnerships for research and scholarship across institutions; internships, apprentice programs, and models to support graduate instructors who work across campuses; and model successful collaborations. After completing the guide, the group will identify other ways to continue the project and disseminate results through publications, online webinars and workshops, and/or conference presentations.

**Facilitators:**

* *Joanne Baird Giordano (Salt Lake Community College, Salt Lake City, UT)*
* *Holly Hassel (Michigan Technological University, Houghton, MI)*
* *Erin Lehman, (Ivy Tech Community College, New Castle, IN)*
* *Cassandra Phillips (University of Wisconsin-Milwaukee @ Waukesha County, Waukesha, WI)*
* *Emily Suh (Texas State University, San Marcos, TX)*
* *Lizbett Tinoco (Texas A & M University--San Antonio)*

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### 2. Facilitator information:

For each facilitator (your group needs at least two), include a paragraph with the following information:

* *Name: Joanne Baird Giordano*
* *Pronouns: she/her*
* *Affiliation: Salt Lake Community College*
* *Email address: joanne.giordano@slcc.edu*
* *Bio statement/background (What expertise do you bring to this project?)*
	+ *Giordano has extensive experience coordinating and teaching in writing, developmental reading and writing, and ESL programs at community colleges. She is Chair of the Two-Year College English Association and co-facilitator for the CWPA summer workshop. She has organized national conferences, workshops, and webinars. She has also worked collaboratively on statewide projects for writing placement, developmental education reforms, and general education learning outcomes. Her research focuses on students’ transitions to college reading and writing, along with the experiences and working conditions of two-year college faculty.*
* *Name: Holly Hassel*
* *Pronouns: she/her*
* *Affiliation: Michigan Technological University, Houghton, MI*
* *Email address: hjhassel@mtu.edu*
* *Bio statement/background (What expertise do you bring to this project?)*
	+ *Hassel has served as a writing program administrator at two different universities and led curricular revision efforts in a state-wide, multi-campus two-year college. She has extensive leadership experience in national organizations like the Two-Year College English Association and Conference on College Composition and Communication. Hassel has experience with cross-institutional placement, curriculum, and policy revision in multiple states. Her research focuses on students’ transitions to college reading and writing, as well as writing program administration, pedagogies in women's and gender studies classrooms, feminist leadership and shared governance. She teaches courses in first-year writing, advanced writing, and graduate courses in composition pedagogy.*
* *Name: Erin Lehman*
* *Pronouns: she/her*
* *Affiliation:Ivy Tech Community College*
* *Email address: elehman4@ivytech.edu*
* *Bio statement/background (What expertise do you bring to this project?)*
	+ *Lehman has experience in online learning and is currently the Faculty Lead for the online School of Arts, Sciences, & Education at Ivy Tech Community College. She has taught writing at Ivy Tech Community College for 13 years, serving as instructor and department chair at a small rural campus and now online dean of the College’s centralized delivery hub for online courses. In her current role, she works with about 800 TYC faculty members and oversees about 40,000 student seats (duplicated headcount) each term. She serves as an Executive Board member for CWPA and co-facilitated the CWPA Summer Workshop (2022-2023).*
* *Name: Cassandra Phillips*
* *Pronouns: she/her*
* *Affiliation: University of Wisconsin Milwaukee*
* *Email address: phillicm@uwm.edu*
* *Bio statement/background (What expertise do you bring to this project?)*
	+ *Phillips has extensive experience teaching and coordinating programs in two-year and access institutions. She currently serves as the First Year Writing and Developmental English Coordinator for the College of General Studies at the University of Wisconsin Milwaukee which includes first-year bridge programs on multiple campuses. Her research focuses on writing program development, first year reading & writing pedagogy, literacy studies, and access issues.*
* *Name: Emily Suh*
* *Pronouns: she/her*
* *Affiliation: Texas State University*
* *Email address: emily.suh@txstate.edu*
* *Bio statement/background (What expertise do you bring to this project?)*
	+ *Suh is Integrated Reading and Writing Coordinator at Texas State University where she also teaches doctoral classes in developmental education and developmental literacy. She previously taught developmental and adult education classes at the community college level. She has held leadership positions in the National Organization for Student Success (formerly the National Association for Developmental Education) and the Indiana Association for Developmental Education. She co-authored the College Reading and Learning Association White Paper on Raciolinguistic Justice in College Literacy and Learning and regularly works with two-year colleges as they strengthen their developmental education programming to support at-promise students.*
* *Name: Lizbett Tinoco*
* *Pronouns: she/her*
* *Affiliation: Texas A&M University-San Antonio*
* *Email address: ltinoco@tamusa.edu*
* *Bio statement/background (What expertise do you bring to this project?)*
	+ *Tinoco is Director of Writing Across the Curriculum at Texas A&M-San Antonio where she also teaches graduate courses in writing studies, specifically teaching writing at two-year colleges. She has experience teaching writing and developmental reading and writing at two-year colleges in California, New Mexico, and Texas. She currently co-chairs the Two-Year College English Association’s Workload Committee.*

*In addition, all the members of our facilitation team have administrative experience at various levels (deans, program coordinators, senate leadership, chairs of professional organizations, etc.) as well as experience organizing conferences or workshops (CCCC and TYCA conferences and workshops, CWPA Summer Workshops, state-system conferences, virtual faculty development trainings, national webinars)*

Participant info and background (identify the different roles that the facilitators would play)

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### 3. Primary Contact: Holly Hassel

### 4. Description (please include a Works Cited: *see reading list, below*):

What are the purpose and goals of this collaboration? Who are the intended audiences? Why is this collaboration important to start? Why now?

*Exigency: Changes in student enrollment are shifting the relationship between 2-year and 4-year institutions. For example, at Ivy Tech Community College, the nation’s largest singly accredited community college, online and dual credit courses account for about 70% of the institution’s Fall 2023 course offerings. Online and dual credit offerings are no longer the minority but constitute the majority. Traditional boundaries and pathways between 2-year and 4-year institutions no longer exist due to the ways students are navigating these institutions in real-time, accelerated by the COVID-19 pandemic which moved courses online and made both students and teachers more proficient at online learning.*

*The co-facilitators of this project proposal are faculty/program administrators who have worked in both two-year college and four-year college environments, particularly within writing and literacy programs. These include state-wide reading and writing support programs, online curricula, bridge programs along with writing programs at selective and less-selective universities with MA and PhD programs. We intend to marshal this experience to lead work developing a* ***guide for collaboration between two-year and four-year writing programs****. Some goals we have identified:*

* *Surfacing challenges and successes in building relationships between TYC and four-year university writing and literacy programs toward the goal of increasing equity, access, and success for undergraduate and graduate students*
* *Collecting organized evidence of the labor conditions for contingent faculty (See* [*TYCA Working Paper #9: Contingent Labor and Workload in Two-Year College English*](https://ncte.org/wp-content/uploads/2021/04/TYCA_Working_Paper_9.pdf)*) and graduate students who work at and move between multiple types of institutions in a region or state system.*
* *Identifying successful strategies for collaboration within a system or region in intentional ways that build or strengthen pathways between institutions that are connected through shared systems, students, and geography*
* *Developing a resource ("A Guide") that offers evidence-based strategies to collaborate toward increasing educational access and success for students and labor stability for literacy educators*
* *Supporting new literacy educators and adjunct instructors in building professional knowledge of reading and writing instructional contexts*
* *Supporting literacy educators regardless of experience level or employment type, in applying theoretically-based and research-supported practices for teaching college reading and writing to diverse student populations.*
* *Organizing post-conference virtual events to share the guide and initiate national conversations about strategies for collaborating across institutions.*

*Watson has a reputation among some two-year college teacher-scholars as being less inviting than other conferences; this project would focus on involving two-year instructors in conversation with four-year writing program coordinators for the purpose of building cross-institutional relationships. The ultimate goal is a focus on supporting student development as college writers, readers, and thinkers.*

*It is generally understood but perhaps not articulated that there are already bureaucratic and institutional arrangements that arise either organically or out of necessity between institutions within the same state or region. For example:*

* *Graduate students earn degrees and then teach at a two-year campus*
* *Graduate students (PhD) are concurrently teaching at local colleges locally or online while they pursue advanced degrees*
* *Two-year college students transfer between campuses to pursue higher ed*
* *Four-year college students may be picking up extra classes in person or online from nearby institutions*
* *Online students take courses across the state system and enroll in writing programs at institutions other than their home campuses*
* *Dual credit courses are being offered and taught by two-year college instructors in high schools, often to "advanced" high school students who then go to selective universities*
* *Dual credit courses are being offered online to suit high school student schedules*
* *Adjunct instructors are teaching everywhere*
* *Transfer articulation agreements are "set" and determined but often by individual people (chairs, WPAs) versus agreed upon at a state or regional level*
* *Some states have system-wide agreements about transfer, course articulation, and learning outcomes for courses.*

*At the same time, there is a network of relations and conflicts that complicate these*

*bureaucratic or individually developed relationships that include:*

* *Different curricular designs, course outcomes, or program outcomes, though some state-wide systems may have shared outcomes/goals for students in writing/writing-intensive courses*
* *Regional and sometimes statewide faculty who teach courses that are sequential but that students might take at different institutions with the increasing number of online course offerings and dual credit courses (often offered through two-year colleges and often online)*
* *Recognition of the different teaching, learning, professional, and service conditions that faculty at diverse institutional types may have, including access to administrative support and coordinator reassigned time to invest in program development work, expertise in particular areas of writing program work, and resources for supporting instructors.*
* *Collaborations do currently exist across institutional types, but we don't always know what the options are for creating these relationships, and they can look quite different*
* *Models for collaboration between TYC English faculty and universities in the region*
* *Coordinating staffing issues with instructors who teach across multiple institutions*
* *Elimination of two-year access, such that state-level bodies and legislatures may be mandating particular curricular approaches, placement mechanisms, or assessment processes (standard instruments) that influence some or all of the institutional writing programs in a region/state.*
* *Increase in institutional restructurings--how can two-year and four-year work together to support students' literacy and educational progress in the face of campus closures, mergers, and program consolidations (see, for example, Wisconsin, West Virginia, Pennsylvania, etc)etc.)*
* *Expanding enrollments of historically marginalized students into corequisite and first-year writing classes taught by faculty who may lack training in developmental education theory or developmental literacy pedagogy (Armstrong et al.; Paulson & Armstrong)*

### 5. Annotated schedule:

What will you do when you are together? Please consult the [schedule](#_z337ya) for the number of hours per day you have together. Zoom-only facilitators, make sure to build in lots of screen breaks. (Note that Zoom-only groups meet for slightly fewer hours than in-person groups because of the additional intensity of meeting on screen.)

#### Day 1 Work Session (3:00 to 6:00 EST)

* ***12:00 noon-12:30 p.m: Conference welcome***
* ***12:30 p.m.-2:00 p.m: Keynote/workshop on a theme related to collaboration***
* ***3:00 to 3:30: Introduce the project and participants.*** The facilitators will provide an overview of project activities. Participants will complete a short activity to introduce themselves to the cohort.
* ***3:30 to 4:10: Provide a research-based overview of issues shaping collaborative partnerships for writing and literacy programs.*** The facilitators will draw from recent scholarship and position statements from disciplinary organizations to introduce key issues that inform collaborations between two-year colleges and four-year institutions. Participants will interact with each other through reflective questions and chat discussion prompts designed to help them connect national perspectives to their own working contexts.
* ***4:10 to 4:30: Break***
* ***4:30 to 4:45: Work independently on individual reflective writing***. Participants will explore the following question: “What challenges, opportunities, and exigencies shape how you might work collaboratively across institutions in your own local, regional, and/or state system context?”
* ***4:45 to 5:15: Move to breakout rooms to share and discuss responses to the reflective writing promp***t. Participants will begin creating a list of exigencies for working collaboratively across institutions for the introduction to the guide.
* ***5:15 to 5:30: Break***
* ***5:30 to 6:00: Brainstorm for topics to include in the guide.*** Participants will meet as a large group to share ideas from the breakout discussions and begin working on a list of topics to include in the guide based on exigencies for collaboration across institutions.

#### Day 2 Work Session (12 noon to 5:00 EST)

* ***12:00-12:10: Group Check-In/Overview of Day*:** *The facilitators will provide a brief overview of the accomplishments from day one and review the schedule and goals for the second day of the workshop.*
* ***12:10-1:00: Scholarship Gallery Walk****:*
	+ Participants create lists of relevant scholarship/sources they have read and written to a google document resource arranged by topic. (30 minutes)
	+ Participants comment/add notes for each of the scholarship galleries based on prompts for feedback
	+ Goal: create list of scholarship that will inform the working time throughout day 2
* ***1:15-4:15: Breakout Groups/Working Time:*** Groups of 3-4 will work with facilitators to collaborate on drafting sections of the guide
	+ Discuss gallery walk sources and identify gaps for further research and reading
	+ Identify needs of readers based on exigencies from Day 1
	+ Begin writing sections
	+ *Each group will schedule in breaks of 30 minutes or two breaks of 15 minutes as is compatible with their work; opportunities to change groups if participants have additional desire to contribute to a different topics*
* ***4:30-5:00: Reflective discussion and goal-setting for Day 3:*** *Participants will complete a short reflective writing task before returning for large-group discussion*

#### Day 3 Work Session (12:00 noon to 3:00 EST)

* ***12:00-12:10: Group Check-In/Overview of Day:***  *The facilitators will summarize the accomplishments of Day 1 and 2, and set goals for the day's work.*
* ***12:10-1:00: Gallery Walk of Works in Progress****:*Participants will review the work-in-progress of each of the subgroups and add comments or questions for the group
* ***1:00-2:15: Breakout Groups/Working Time*:** Groups of 3-4 will work with facilitators to collaborate on drafting sections of the guide and planning for sharing deliverables with conference participants
	+ Groups will determine breaks that are compatible with group needs.
* ***2:15-3:00: Wrap-Up and Goal-Setting***: *Preparation for showcase and planning for post-conference activities and collaborations with professional organizations*, including schedule of follow-up activities and timeline for finalizing the guide.
* ***3:00: Break***
* ***3:30 p.m.-6:30 p.m.*** *EST: Showcase of deliverables; debriefing on the collaborative process and conference. (Note: In-person participants will give asynchronous feedback via Slack on the deliverables of their Zoom "project buddies." In-person participants are also welcome to attend the Zoom showcase.)*

### 6. Modality:

Please indicate one preference.

1. **Zoom (Feb 28-Mar 1):** We propose to hold our session exclusively on zoom
2. In-person (Mar 7-9) [Note: [Question 15](#_1ksv4uv) asks if you are interested in a hybrid option]

### 7. Number of participants:

Please estimate the minimum and maximum numbers of participants that would make sense for your group. (For budgeting purposes, we are estimating 20 people per group for a total of around 240 participants, but your project might require more or fewer people, which is perfectly fine.)

*We think that up to 20 people could participate in the work, particularly as one of our pre-conference activities would include gathering information from participants about their areas of interest, priorities, and goals for the guide. We would hope to create structured prompts and outcomes for subgroups to sign on to and use a variety of collaborative tools to support the development of content for the guide. We have six facilitators collaborating which will provide guidance for small groups of 3-4 to work on focused topics.*

### 8. Participant background:

Are you looking for participants with certain kinds of skills (e.g., language, artistic, technical skills), roles, backgrounds, interests, or identities?

*We are looking for people with a background or interest in forging relationships between two and four year institutions or doing other collaborative work across institutions in their state systems, and who understand the benefits of compiling a comprehensive and nuanced record of two-year institutions and how they can inform (and be informed by) other institutions.*

* *People who are already doing this work (could be administrators)*
* *Instructors/faculty who are teaching at multiple institutions, adjunct/contingent faculty*
* *Graduate students*
* *Dual credit coordinators and instructors*
* *Developmental education-focused (i.e., corequisite, or other accelerated developmental education program) coordinators and instructors*
* *Participants who have writing center and learning center experience*

### 9. Preparation:

Would participants need to read, do, and/or bring anything in advance? (As the [Timeline for Facilitators](#_2jxsxqh) indicates, they would be informed of their group a little over a month in advance of the conference’s start.)

*This is our preliminary list of possible readings/works cited and we will narrow the reading list as we get closer to the event. Our preliminary plan is to divide up readings according to subtopics or "tracks" that our group will be pursuing so that participants can read in a more focused way about the topic or topics they will be working on.*

[Readings for Watson Conference](https://drive.google.com/drive/folders/1iWFPwghHM78Woksd1cs1wMA4pOgnOsL1?usp=drive_link)

[**Writing Program Administration**](https://drive.google.com/drive/folders/1tSGnbsxNurIrh3X7aBW47bFYUYUJVp0w?usp=drive_link)

* [Is There a “Good” Writing Program in This Two-Year College? Thirty-Plus Years of Scholarship | ncte.org](https://publicationsncte.org/content/journals/10.58680/tetyc202332589) (Klausman)
* Excerpts/Chapters from [*Two-Year College Writing Studies: Rationale and Praxis for Just Teaching*](https://upcolorado.com/utah-state-university-press/item/6494-two-year-college-writing-studies) (Utah State, 2023)
* Snyder, Snyder. "[Preparing to Become a Two-Year College Writing Program Administrator](https://drive.google.com/file/d/11Xh0U-ySl_t21YS6jm9TqPL7fJUlfj5g/view?usp=sharing)." *WPA: Writing Program Administration*, *43*(3), 106-120.
* Ostman, H. *Writing Program Administration at Two-Year Colleges.* Parlor Press
* Jennifer Randall, Mya Poe, Maria Elena Oliveri & David Slomp (22 Nov 2023): Justice-Oriented, Antiracist Validation: Continuing to Disrupt White Supremacy in Assessment Practices, [*Educational Assessment*](https://www.tandfonline.com/doi/pdf/10.1080/10627197.2023.2285047), DOI: 10.1080/10627197.2023.2285047

[**Two-Year College Issues**](https://drive.google.com/drive/folders/1otmFRBhcjlvDyxqxZOS76HD-ScTIDRBj?usp=drive_link)

* [Two-Year College English Association Working Papers and Position Statements](https://ncte.org/groups/tyca/tyca-position-statements/)
* Giordano, Joanne, and Holly Hassel. [“First-Year in the Two-Year: Preliminary Results from a Study of New Two-Year College Teacher Transitions.”](https://publicationsncte.org/content/journals/10.58680/tetyc202332511) *Teaching English in the Two-Year College*, Volume 50, Issue 3, Mar 2023, p. 255 - 277.
* Holly Hassel and Joanne Baird Giordano, “[Occupy Writing Studies: Rethinking College Composition for the Needs of the Teaching Majority](https://library.ncte.org/journals/CCC/issues/v65-1/24226).” College Composition and Communication, Vol. 65, No. 1, September 2013, pp. 117-139.
* Tinberg, Howard. [*Border Talk: Writing and Knowing in the Two-Year College*](https://wac.colostate.edu/books/ncte/tinberg/). NCTE: 1997.
* Darin Jensen and Christie Toth. [Unknown Knowns: The Past, Present, and Future of Graduate Preparation for Two-Year College English Faculty,](https://library.ncte.org/journals/CE/issues/v79-6/29158) *College English, July 2017,*
* [TYCA Guidelines for Preparing Teachers of English in the Two-Year College](https://library.ncte.org/journals/CE/issues/v79-6/29157), 2016, Carolyn Calhoon-Dillahunt, Darin L. Jensen, Sarah Z. Johnson, Howard Tinberg, and Christie Toth

[**Developmental Literacy**](https://drive.google.com/drive/folders/1RFNkN1A5qqfQ47qcRkYfiCfftdk48Pi8?usp=drive_link)

* Armstrong, Sonya, Jeanine Williams, and Norman Stahl. "[Reading and Writing.](https://drive.google.com/file/d/1aqYu6KqA1SSNZk1UkN6hHKZd2sVDhXlx/view?usp=drive_link)" In *Handbook of College Reading and Study Strategy Research*, eds. Filippo and Bean. 2018.
* Paulson, Eric and Sonya Armstrong. "[Postsecondary Literacy: Coherence in Theory, Terminology, and Teacher Preparation](https://drive.google.com/file/d/1bjhU40xpNSAxLARmVDfFJzQs1cwZXAXp/view?usp=drive_link)." *Journal of Developmental Education*. 2018.
* .Suh, Emily, Sam Owens, and Jeanine Williams. "Raciolinguistic Justice in College Literacy and Learning: A Call for Reflexive Praxis.A white Paper for the College Reading and Learning Association. [CRLA\_2021\_WhitePaper\_Raciolinguistic\_Justice\_v1[27279].pdf](https://drive.google.com/file/d/1Y6AraeKX-MWFhaZF66558P6G9ADpb5ZP/view?usp=drive_link)
* Stahl, Norman and Sonya Armstrong. "Re-Claiming, Re-Inventing, and Re-Reforming a Field: The Future of College Reading." Reading, Journal of College Reading and Learning, 48:1, 47-66, DOI: 10.1080/10790195.2017.1362969

[**Online Literacy Instruction**](https://drive.google.com/drive/folders/18tYoxLjLk1EkfgeuSb3qYzyVweOF7a0Y?usp=drive_link)

* Excerpts/chapters from [*PARS in Charge: Resources and Strategies for Online Writing Program Leaders*](https://wac.colostate.edu/books/practice/pars3/) (WAC, June 2023)
* [“Anyone Can Teach an Online Writing Course”](https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf) from *Bad Ideas about Writing* (Open Access Textbooks, 2017)
* [“Online Education Growth in Community Colleges in the US”](https://onedtech.philhillaa.com/p/online-ed-growth-community-colleges-us?utm_source=onedtech.philhillaa.com&utm_medium=newsletter&utm_campaign=online-education-growth-in-community-colleges-in-the-us) by Glenda Morgan, Ed Tech, (October 2023)
* [Towards Professionalism in Higher Education: An Exploratory Case Study of Struggles and Needs of Online Adjunct Professors](https://olj.onlinelearningconsortium.org/index.php/olj/article/view/2801) by Butters & Gann, Online Learning Journal (September 2022)

[**Dual Credit/Concurrent Enrollment**](https://drive.google.com/drive/folders/1RFNkN1A5qqfQ47qcRkYfiCfftdk48Pi8?usp=drive_link)

* Joint Position Statement on Dual Enrollment in Composition. [full statement](https://cccc.ncte.org/cccc/resources/positions/dualenrollment)
* Selections from the September 2020 special issue of *Teaching English in the Two-Year College* on dual credit and concurrent enrollment. [TETYC\_Volume\_48\_Issue\_1\_Teaching English in the Two-Year College, Volume 48, Number 1, September&nbsp; 2020 (full issue in PDF format).v1.pdf](https://drive.google.com/file/d/1mq7-E3P-myvtxiblKtrBU7yCYj2fItv6/view?usp=drive_link)
* McWain, Katie. “[Finding Freedom at the Composition Threshold: Learning from the Experiences of Dual Enrollment Teachers](https://drive.google.com/file/d/1vvS8IB5wrI_uTs-WrirRJMalKbDqJKQe/view?usp=drive_link).” *Teaching English in the TwoYear College*, vol. 45, no. 4, 2018, pp. 406–24.

[**Collaborating across Institutions/Transfer**](https://drive.google.com/drive/folders/1cmsZIj-qGkxjdX5DsJ_YHVAq9ZwVVNub?usp=drive_link)

* Excerpts/chapters from [Transfer in an Urban Writing Ecology: Reimagining Community College–University Relations in Composition Studies](https://upcolorado.com/utah-state-university-press/item/6494-two-year-college-writing-studies)
* Cole, Kirsti, Joanne Baird Giordano, and Holly Hassel. [*A Faculty Guidebook for Effective Shared Governance and Service in Higher Education*](https://www.routledge.com/A-Faculty-Guidebook-for-Effective-Shared-Governance-and-Service-in-Higher/Cole-Giordano-Hassel/p/book/9781032191706)*.* Routledge, 2023.
* Gere, Anne Ruggles, et al. "Mutual Adjustments: Learning from and Responding to Transfer Student Writers." *College English*, vol. 79, no. 3, March 2017, pp. 333-357.

[**Workload/Labor Conditions**](https://drive.google.com/drive/folders/1LQlLHNqKxNJTaZdVujYW26D3XAR3hStS?usp=drive_link)

* [TYCA White Paper on Two-Year College English Faculty Workload](https://ncte.org/wp-content/uploads/2021/04/TYC_English_Faculty_Workload.pdf)
* Selected working papers from the TYCA Workload Issues Committee: <https://ncte.org/groups/tyca/tyca-position-statements/>
* Selections from [*Labored: The State(ment) and Future of Work in Composition*](https://parlorpress.com/products/labored-the-statement-and-future-of-work-in-composition), eds McClure, Goldstein, and Pemberton
* Cox, Anicca, et al. “The Indianapolis Resolution: Responding to Twenty-First-Century Exigencies/Political Economies of Composition Labor.” *College Composition and Communication*, vol. 68, no. 1, 2016, pp. 38–67.

### 10. Final-day deliverable:

What deliverable would your group share with the whole conference on the last day? It can be very rough—we recognize that these collaborations are only just beginning—but there should be at least something that your group could present.

*Participants will create a guide, which will be available online for writing studies experts and other postsecondary literacy educators and program coordinators. The Two-Year College English Association (TYCA) will provide peer review for the final version of the document and publish the final revised guide through the TYCA section of the National Council of Teachers of English website. We will also seek co-sponsorship from CCCC, the NCTE College Section, and CWPA.*

*After completing the guide, the group will identify other ways to continue the project and disseminate results through publications, online webinars and workshops, and/or conference presentations. The facilitators will organize a virtual workshop to introduce the final version of the guide, along with activities to help participants reflect on how to collaborate across institutions in their local contexts.*

**Potential Deliverables:**

* *A guide to building collaborations between two-year and four-year writing programs within an ecology that supports equity and access in educational attainment; the actual content and structure of the guide will emerge from our synchronous activities; however, we anticipate that some of the following will be topics that will be part of the guide*
	+ *Placement processes*
	+ *Curricular alignment*
	+ *Transfer articulation policies and practices*
	+ *Partnerships for research and scholarship across institutions*
	+ *Internships, apprentice programs, or other models to support graduate instructors who work across campuses*
	+ *Model successful collaborations*
* *Multiple members of the facilitation team have leadership roles in major national organizations and would seek to engage professional organizations in sharing the deliverables.*
	+ *Two-Year College English Association*
	+ *Conference on College Composition and Communication*
	+ *Council of Writing Program Administrators*
	+ *National Council of Teachers of English*
	+ *NCTE College Section Steering Committee*
	+ *National Organization for Student Success*
	+ *College Reading and Learning Association*

### 11. How will participants get credit?

Will participants be coauthors who could list a publication on their CV? Will they be credited in some other way? Please explain their role in the project and how credit will work.

*Participants who create the guide will be listed co-authors. Conference participants who contribute to ideas or share scholarship without working on drafting the guide will be listed as contributors.*

### 12. What happens after the conference?

How will the project develop after the conference? What opportunities for further collaboration will participants have?

*During the conference, participants will identify their individual contributions to the project guide. After the conference, participants will work together in small teams to create sections of the guide. They will also have opportunities to meet with other project members through videoconferencing. The facilitators will work with national organizations (e.g., TYCA, CCCC, and/or NCTE College Section) to offer the guide as an official document of the organization.*

### 13. Working and learning environment:

What strategies might you use to foster an inclusive, accessible, “post-White” (Croom, 2022) environment founded in collective accountability and radical care (Johnston et al., 2022)? Feel free to make use of the [2021 Watson Conference Commitments](https://louisville.edu/conference/watson/history-and-conference-archive/conference-archive/past-conferences/2021-watson-conference/2021-watson-conference-commitments) in your planning. (We will revise them slightly for 2024.)

*Because our event will be part of the Zoom conference week, we affirm the Watson conference commitments. The topic for this workshop creates an inclusive space for bringing four-and two-year college writing faculty together.*

*Our co-facilitators have conducted multiple online and in person professional development activities to support equitable and inclusive practices in postsecondary literacy education and have published research and scholarship on these issues. Our work draws from feminist and anti-racist approaches to teaching college writing and administering literacy programs, and our scholarship focuses on practices that* [*support students and instructors*](https://www.upcolorado.com/utah-state-university-press/item/6535-reaching-all-writers) *who have been traditionally excluded from and marginalized in higher education.*

*The activities that we have planned offer multiple opportunities for different kinds of engagement with the work. For example, we will have individual reflection, small group, and large group tasks that will allow participants to contribute in different ways that match their skills, needs, and energy. Because our final deliverable will be a collaboratively authored document, our group of facilitators will make sure that the voices of our diverse participants will be treated with respect and kindness.*

*As all of us are or have been working actively in two-year college spaces (as well as with asynchronous and synchronous online learning) we have extensive experience in pedagogical techniques that foster interactivity and inclusion and will bring that orientation to the sessions.*

### 16. (OPTIONAL) Questions for the organizers:

Please feel free to ask any questions here.

*We are interested in finding out (or discussing) how the Watson Conference will create a safe and welcoming space for community college faculty who choose to participate as this group seems to be underrepresented at past conferences.*