

2025 CCCC Resolutions

Resolution 1

Whereas Kofi J. Adisa gathered us to celebrate the 76th CCCC Convention, bringing together a wide range of diversity in cultural identities, disciplinary interests, approaches, and intersections to college composition and communication;

Whereas Kofi J. Adisa called us to consider “Computer Love” with his call to engage with “Extended Play, B-sides, Remix, Collaboration, and Creativity,” inviting attendees to engage in the playful musicality of language and joy in composition pedagogy and praxis; and

Whereas Kofi J. Adisa “let the music guide [him],” inviting us to Baltimore, home of the Soundgarden, where he has tasked us with composing “our song,” as “an obligation to remix what is now into what will be”; and

Whereas Kofi J. Adisa engages the B-sides, seeking collaboration and interdisciplinary approaches that invite us to remix and sample in our pedagogical approaches to writing. His scholarship similarly invites us to imagine how we might work toward a culture of Generative AI Literacy;

BE IT THEREFORE RESOLVED that the 2025 Conference on College Composition and Communication extends our many, many thanks to Kofi J. Adisa’s dedication to our profession, our organization, and our discipline.

Resolution 2

Whereas E. Mairin Barney and members of the Local Arrangements Committee have made significant contributions to support new attendees and returnees and to enhance the Convention experience;

Whereas E. Mairin Barney and members of the Local Arrangements Committee created a comprehensive guide in the form of an inviting website that highlighted the various sections in the Baltimore area and its local history; and

Whereas they worked diligently to provide attendees with detailed information about the city’s local cuisines, about record stores, independent bookstores, thrift stores, and other attractions, and about the literary and cultural historical significance of Baltimore;

BE IT THEREFORE RESOLVED that the 2025 Conference on College Composition and Communication expresses our deepest appreciation to E. Mairin Barney and members of the Local Arrangements Committee by applauding their energy and efforts.

Resolution 3

Whereas Elaine MacDougall, Carmen M. Meza, and James Wright coordinated development of the Accessibility Guide for the 2025 Conference on College Composition and Communication Annual Convention, deepening the field's commitment to a culture of access at all levels;

Whereas Elaine MacDougall, Carmen M. Meza, and James Wright drew on the wisdom of predecessors and experts in the field to create a guide that aims to simultaneously sponsor accessibility literacy for all participants and render the conference experience meaningfully accessible to attendees across differences;

Whereas they worked diligently to provide attendees with detailed accessibility information, including descriptions of conference spaces for visual and auditory access, access for people with mobility impairments, access for parents and lactation rooms, access for neurodivergent attendees and others who benefit from quiet spaces, access information for nonbinary and gender-nonconforming attendees; and crucial information on how to collectively co-create a loving culture of access; and

Whereas they fostered development and organized volunteer staffing of an Access Hub that, in line with best practices highlighted by disability studies scholars in the field, invited both those with identified access needs and those without into communal thinking and practice of access as a mode of loving commitment to shared possibility;

BE IT THEREFORE RESOLVED that the 2025 Conference on College Composition and Communication expresses our deep gratitude to Elaine MacDougall, Carmen M. Meza, and James Wright, and to all who worked with them on growing and enacting a culture of access that we hope will continue to flower in conferences to come.

Resolution 4

Whereas the current onslaught of presidential Executive Orders and pronouncements from the Department of Education, as well as legislation in many states, have attempted to dictate what faculty can and cannot teach and research, as well as which programs should and should not exist;

Whereas Vice President Vance has targeted professors as "the enemy," leading to faculty harassment, intimidation, and threats for carrying out research and fostering culturally responsive teaching and learning environments;

Whereas Project 2025 explicitly calls for an end to Diversity, Equity, and Inclusion initiatives and programs of any kind in higher ed, and calls for reduced if not entirely eliminated enforcement of Title IX protections for our marginalized colleagues;

Whereas CCCC has built on the subject-matter expertise of faculty who teach and research writing, rhetoric, communication, and program administration to publish statements committing to linguistic diversity, linguistic justice, students' rights to their own language, disability studies, ethical research, social justice, and supporting fair standards and practices regarding promotion, tenure, and reappointment of faculty; and

Whereas CCCC members recognize that vigorous and tough-minded academic disagreements are a vital aspect of participation in free expression and in the candid and courageous thinking required in university intellectual life;

BE IT THEREFORE RESOLVED that the CCCC Committee on Academic Freedom, Tenure Appointment and Renewal, and Employment Security requests that NCTE/CCCC leadership

1. Publicly reaffirm faculty's rights to select instructional materials and pedagogical approaches for use in their classrooms, while citing existing position statements and resources.
2. Commit to working with other academic associations (whether discipline-based or not) to resist policies that violate principles of professional autonomy, academic freedom, and shared governance.
3. Develop tools and resources for faculty that respond to legislative and other dictates that impinge on academic freedom.
4. Develop public-facing resources that define academic freedom as an indispensable working condition required in writing and communication classrooms.