

## Standing Committee on Diversity and Inclusivity

**Charge:** *The committee will have the following charge:*

- *Advise NCTE on efforts to foster diversity and inclusivity among members and potential members, including (but not restricted to) in terms of race, ethnicity, sex and gender identity, age, economic status, physical ability, and teaching circumstances. Work in concert with the NCTE Executive Committee and Executive Director on specific assignments that ensure equity and diversity within membership.*
- *Identify strategies to employ the resources and values of diversity and inclusivity to advance NCTE's mission for all members, our students, and our constituencies.*
- *Provide annual or biannual analyses of the effectiveness of NCTE diversity and inclusivity initiatives, and to make recommendations based on that analysis.*
- *Identify existing research or resources that can support a diverse NCTE membership and their professional needs. Identify gaps or opportunities that might be met with new research or resources.*

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? In each activity describe the more important features of the work and connect your work to the [NCTE Vision Statement](#), if applicable.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? (For a full list of current appointive groups and charges, [click here](#).) In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

### 2018 Meetings

In the 2018 report, Toby Emert, who was then chair of this committee, said that on June 5<sup>th</sup> Toby would be stepping down to more fully devote himself to the work of editing *English Journal* and that Julia Torres would take over as chair after the convention in Houston. On September 2 Julia and Toby sent a message asking if current members wanted to remain on the committee. There was no further correspondence to the committee members from them. Toby had sent out (in April) a date and time for our committee to meet at convention, so Kelly Sassi went to the meeting. Only four people were in attendance, and Kelly was the only one from the committee. NCTE's Executive committee asked Kelly to step into the chair role, and she accepted.

### 2019 Meetings

In the first part of 2019, Kelly, with the help of the executive committee and Patrick Owen, sought to fill the openings on the committee. This was challenging, as I sought to recruit new members that would lead to a diverse set of members. NCTE leaders provided leads for people who could help me, and I also used my own network from the National Writing Project. It took longer than expected to get all the positions filled. New members are Robert River Amezola (PA), Kenlea Pebbles (MI), and Jung Kim (IL).

In the meeting between the Chair, the Presidents, and the executive director, it was determined that an area of diversity that NCTE would like to improve upon is connecting with Native American teachers. Kelly recruited a new Native teacher for the committee and put together a proposal for our committee's presentation at NCTE that included Native teachers from Montana, North Dakota, and Michigan.

We finally had our first meeting on March 21, 2019, followed by meetings on May 20<sup>th</sup> and July 29<sup>th</sup>. We will have another meeting on September 25, prior to convention.

In enacting NCTE's vision that our "member-created communities will strengthen cross-community connections, information sharing, and organizing to collaborate more powerfully" Kelly has invited each committee member to take the lead at a meeting, which involves inviting the committee to read/view relevant texts and talk with a guest from an overlapping area of diversity and inclusivity within NCTE to help us as a committee gain a sense of what the concerns are across the organization. As we go through this collaborative process, we are discussing ways to de-mystify NCTE for new members or members who feel outside the mainstream of NCTE.

**1. List names, affiliations, and geographic region for all committee members.**

CHAIR, Kelly Sassi (2021)(North Dakota State University, Fargo)  
Sara K. Ahmed (2019)(NIST International School, Bangkok, Thailand)  
Ruth Alisha Hill (2019)(Communities in Schools of Atlanta, GA)  
Franny Howes (2019)(Oregon Institute of Technology, Klamath Falls)  
Jung Kim (2022)(Lewis University, Romeoville, IL)  
Susi Long (2019)(University of South Carolina, Columbia)  
Siskanna Naynaha (2019)(California State University, Dominguez Hills)  
Kimberly N. Parker (2019)(Cambridge, Rindge and Latin School, MA)  
Kenlea Pebbles (2021) (Michigan State University, East Lansing)  
Robert Rivera-Amezola (2021) (F.S. Key Elementary, PA)  
Executive Committee Liaison, Franki Sibberson (Dublin City Schools, OH)  
Executive Committee Liaison, Leah Zuidema (Dordt College, Sioux Center, IA)  
NCTE Staff Liaison, Lisa Avetisian  
NCTE Staff Liaison, Emily Kirkpatrick  
NCTE Administrative Liaison, Patrick Owen

**2. What actions, projects, initiatives, or studies are “in progress” at this time?**

Preparing for our invited session at NCTE is in progress. Panel members have been invited to fill out a doodle poll with their availability for meeting, and some resources for convention have been shared with the group by email.

Some of the actions we have discussed are developing a welcoming protocol for groups like our panel of Native teachers, developing a high-profile way of demystifying the nominating process, and encouraging greater participation in the organization from all groups.

**3. What have you accomplished so far, and what is your timeline for future work?**

Our committee was dormant for the first half of this fiscal year due to three different chairs cycling through, and with the current new chair, the main accomplishments have been filling the openings on the committee with diverse members, preparing a proposal for a session at NCTE focused on Native American teachers, increasing Native teacher involvement, establishing regular meetings with agendas and minutes shared with all, getting to know each other, and building connections with other entities within NCTE whose work overlaps with ours. Alisha Hill is helping us with building a timeline at our next meeting, and hopefully when we meet for the first time as a full committee face-to-face at convention, we can make progress on a longer timeline and set of goals.

**4. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

We are contributing to NCTE’s role in making the work of Native American teachers visible and considering indigenous perspectives in literacy. With two of the teachers recruited for our invited panel, the Chair has developed a unit of study on Native American Boarding schools that will be piloted this fall. We plan to submit this unit to Read/Write/Think because we believe—with 366 Native American boarding schools across the United States—all students should have an opportunity to learn about this suppressed part of our history.

**Suggestions from your group:** Your good ideas help direct future NCTE actions.

**1. What significant changes or trends in our field point to action from the Council?**

**2. What trends need to factor into medium- to long-term NCTE planning?**

**Kelly Sassi, Chair**