



# National Council of Teachers of English®

## COLLEGE SECTION 2020 ELECTIONS

The [College Section Steering Committee](#) (CSSC) members are elected each year to a four-year term. The Chair is elected from with the CSSC for a two-year term and serves on the [NCTE Executive Committee](#) representing the interests of the college membership.

The Nominating Committee prepares a slate of candidates for vacancies that occur annually on the College Section Steering Committee and selects candidates for the succeeding year's College Section Nominating Committee. The candidate who receives the largest number of votes in the election will chair the committee.

### About the 2020 Candidates

Under the constitution of NCTE, every spring each Section (Elementary, Middle Level, Secondary, College) elects members of its own Section Steering Committee and members of the Section Nominating Committee. The following nominations were made by a nominating committee elected by the section membership in spring 2019.

The College Section Nominating Committee this year consists of **Alexis McGee**, University of Alabama, Tuscaloosa, chair; **Dev K. Bose**, University of Arizona, Tucson; and **Polina Chemishanova**, University of North Carolina, Pembroke.

Names on the ballot are presented in random order. The biographical information concerning the nominee's experience and service to NCTE was supplied by the individual nominee.

View candidate bios below.

### [College Section Steering Committee](#)

(one to be elected, term to expire November 2024)

Section Committee members elect a chair who will represent section concerns on the NCTE Executive Committee. Through correspondence and meetings once or twice a year, the members identify and explore issues of section concerns. Often the Section Committee will suggest new programs or revisions to present Council programs that may benefit section members. The Committee helps plan section conferences and portions of the NCTE Annual Convention that will be of interest to section members.



**MARINA DELVECCHIO**, Professor of English, honors program director, Durham Technical Community College, NC; honors program committee chair. **Formerly:** The New Agenda Board of Directors; assistant non-fiction editor, *QU Literary Magazine*; high school English teacher. **Membership(s):** NCTE, SAMLA, CCCC, ILA. **Award(s):** *Kirkus Best Indie Book of 2019 for Dear Jane*, Duke University Humanities Unbounded Teaching Fellowship, Excellence in Teaching Award. **Publication(s):** *Dear Jane*, YA Novel; article in *Opposing Viewpoints: Media and Violence*; essay in *Three Minus One Anthology*. **Program Contribution(s):** Community Life and Rec Center, SNCCSC, SAMLA.

**Position Statement:** An advocate for social justice and full access to literacy for our students, I hope to apply the influence of this position as a means of empowering me to further my stance on equity in the classroom and education as a whole. My research and teaching philosophy is centered on ways in which to engage students in claiming their own education and in empowering themselves despite the inequities and traumas they have experienced. With my experience in teaching English at high school, community college, and four-year institutions, my background in developing and growing the Honors Program at our college and growing its numbers without any funding, and with my extensive knowledge of mass media and

marketing, I have the experience needed to fulfill the needs of this committee in the hopes that it will grow and sustain the needs of our constituents.



**RENEE MORENO**, Professor & director Chicano Studies Writing Center, California State University, Northridge. Formerly: Director, McNair Scholars; CCCC Executive Committee; College Section Steering Committee; NCTE & CCCC Awards Committees; NCTE Research Foundation Chair. Membership(s): NCTE, CCCC, MLA. Award(s): Golden Apple Award, Humanities Fellow, CSUN; Faculty Fellow, U of Notre Dame; IAC Postdoctoral Fellow, UCLA; Grant-in-Aid recipient, NCTE; CCCC Scholar for the Dream. Publication(s): Articles in *College Composition and Communication*, *Aztlan: Journal of Chicano Studies*, *Inside Higher Education*; *Chicano Artists in Denver (1968–1972)*; including online archive, “WPA Mexican-American Artists.” Program Contribution(s): NCTE, CCCC.

**Position Statement:** Teaching and research matters in the complexity of our lives, and I am committed to working to support innovative, creative research projects reflecting the diversity of NCTE.

### College Section Nominating Committee

(three to be elected, term to expire August 2021)



**DAVID M. GRANT**, Associate professor, University of Northern Iowa, Cedar Falls. Formerly: English department writing coordinator. Membership(s): NCTE/CCCC; Rhetoric Society of America; AAUP - United Faculty. Publication(s): Articles in CCC, *Rhetoric Review* (co-author), *Rhetoric Society Quarterly* (contributor), *PRE/TEXT*; book reviews in *JAC*, *Kairos*, and *Environmental History*. Program Contribution(s): Iowa Writing Project.

**Position Statement:** Writing is increasingly multifaceted, multipurposed, multimodal, and multilingual which makes it a critical activity shaping our world. We should celebrate and further the diverse ways literacy can affect our communities and environments to lead us toward a more sustainable future.



**SARA MAURICE WHITVER**, Assistant professor, coordinator of library instruction, University of Alabama; doctoral student, composition and rhetoric, University of Alabama. Formerly: First year experience librarian, University of Alabama; ACRL Poster Session Committee; ACRL Teaching Methods Committee. Membership(s): NCTE, CCCC, ACRL, MLA. Publication(s): “Accessible Library Instruction in Practice” in *Portal: Libraries and the Academy*; “Reiterative Reflection in the Library Instruction Classroom”, *Reference Services Review*; “If the Rubric Fits: Self-Efficacy, Library Instruction, and Collective Assessment”, *The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning*. Program Contribution(s): Computers and Writing, ACRL, ALA.

**Position Statement:** I have been invested in promoting the possibilities and the roles that libraries have in developing literacies. My research specifically focuses on the intersections of disability studies, antiracist pedagogy, teacher training, and mother rhetorics. I am committed to diversity, equity, and inclusion, and if elected, these will continue to be my priorities.



**RACHEL WINEINGER**, Adjunct instructor, composition, Lewis and Clark Community College, Godfrey, IL; Southern Illinois University Edwardsville; writing center tutor; TYCA-MW Nominating Committee. Formerly: NCTE local committee volunteer (2017); Mentoring @ Cs; TYCA reviewer. Membership(s): NCTE, CCCC, TYCA, CWWA, TYCA-MW. Award(s): TETYC Editorial Fellowship (2018), CCCC Professional Equity Program. Program Contribution(s): TYCA, TYCA-Midwest.

**Position Statement:** The College Steering Committee should continue to work toward inclusion, accessibility, and equity. Our members come from community colleges, tribal colleges, HBCUs, dual-enrollment programs at high-schools, universities, and elsewhere; we are made of high school

teachers, tenured professors, graduate students, contingent/NTT faculty, and others. Our backgrounds, experiences, and resources all vary. We are fortunate that the college section includes such diversity and should do all we can to invite, include, value, and support those who care about the profession. Ideally, I would like to help the College Steering Committee reflect the diversity and interests of our members.



**KATIE SILVESTER**, Assistant professor of English, Multilingual Writing Program Coordinator, Indiana University Bloomington; member, CCCC Berlin Dissertation Award Committee, CCCC Outstanding Book Award Committee. **Formerly:** Chair, Second Language Writing SG; CCCC Stage 1 Reviewer. **Membership(s):** NCTE, CCCC, MLA, TESOL. **Award(s):** CCCC Writing Program Certificate of Excellence (multilingual writing program contribution); AAUW Fellow, Fulbright-IIE. **Publication(s):** Articles in *Contested Spaces of Teaching and Learning* and *Critical Views on Teaching and Learning English Around the Globe*; reviews in *CLJ*, *Reflections*, *Comparative Education Review*; contributor, *NCLE Portraits of Change*, TESOL's *Refugee Interest Concerns Newsletter*. **Program Contribution(s):** NCTE, CCCC, CWPA, TESOL, NWSA, AAA.

**Position Statement:** CCCC needs diverse leaders who will represent its members across affiliate interests and programs and promote 1) equity, inclusion, and social justice in the field, 2) college writing teachers at all ranks from all institution types and regions, and, 3) transparency in administration.



**ANNE-MARIE WOMACK**, Professor of practice, writing program, Tulane University, LA; CCCC Committee on Disability Issues and Stage 1 Reviewer; IWDPA Executive Board Member at Large. **Formerly:** Tulane director of writing, Texas A&M instructional technology coordinator. **Membership(s):** NCTE, CCCC, CWPA. **Award(s):** *Kairos* Best Webtext Award for AccessibleSyllabus.com, MERLOT Exemplary Learning Resource Award for AccessibleSyllabus.com, CCCC Disability in Composition Travel. **Publication(s):** *Reading and Writing for Civic Literacy*; articles in *CCC*, *Composition Forum*, *Pedagogy*, *Hybrid Pedagogy*, contributions on ethical job market practices in *The Chronicle of Higher Education*. **Program Contribution(s):** CCCC, CWPA, RSA, Feminisms and Rhetorics.

**Position Statement:** As a writing teacher and disability studies scholar, I am committed to accessible practices and inclusive spaces. If elected, I would approach my work through an intersectional disability justice lens, centering the lived experiences of our members and the people we influence.



**LAUREN LEIGH KELLY**, Assistant professor of Urban Social Justice Education, Rutgers University Graduate School of Education; co-chair, NCTE Local Engagement Committee. **Formerly:** High school English teacher; NCTE/CAEP Program Reviewer; NCTE Rainbow Strand Program Reviewer. **Membership(s):** NCTE Black Caucus; co-chair, AERA Hip-Hop Theories, Praxis, and Pedagogies SIG; proposal reviewer, NCTE, LRA. **Publication(s):** Articles in *English Journal*, *Journal of Adolescent & Adult Literacy*, *Learning, Media and Technology*, *Youth & Society*, *Developmental Psychology*. **Program Contribution(s):** NCTE, LRA, AERA.

**Position Statement:** As an educator, researcher, and scholar in the field of social justice education, I am committed to bringing about equity in schools and communities with a focus on critical consciousness development. As a committee member, I will center educational equity and the needs of historically marginalized youth and families in identifying leaders who best represent the values of NCTE and the power of literacy to bring about social transformation.

### Important Information Regarding the 2020 Election

NCTE, ELATE, TYCA, and Section election ballots will be sent by email to current members in April. If NCTE does not have an email for you on file and you would like to receive a ballot by email, please visit ["My Account"](#) and add it to your membership record. (You may also use ["My Account"](#) to change your email address and update your member profile.) You can contact our NCTE Customer Service Department (877-369-6283) and speak with one of our representatives to update this information as well.

**Elections will close at 11:59 pm Central Time, Monday, June 1, 2020.** Results will be posted mid-June.

**Questions:** Please contact [Linda Walters-Moore](#) at NCTE Headquarters.