NATIONAL COUNCIL OF TEACHERS OF ENGLISH
COLLEGE SECTION—2021 SLATE OF NOMINEES

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 2021 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 2020. The College Section Nominating Committee this year consists of Lauren Leigh Kelly, Rutgers University, New Brunswick, NJ, chair; Katherine Silvester, Indiana University, Bloomington; and Anne-Marie Womack, Tulane University, New Orleans, LA. 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. The committee’s nominations were printed in the March issue of College English and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 3097, Champaign, IL 61826-3097, no later than June 1, 2021. Please use the enclosed return envelope.

COLLEGE SECTION STEERING COMMITTEE
Term to expire in November 2025

Section Committee members elect a chair who represents 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.

(Vote for three of six.)

LIZ ANN BÁEZ AGUILAR

Professor of English and Dual-Credit Liaison, San Antonio College (SAC), TX. Membership(s): NCTE, TCCTA, and TYCA-SW. Contribution(s): TYCA Task Force, Presentations at TYCA-SW, CSS, EAPC, HACU, SCOLAS, and ALFH. Publication(s): Creative writing in Kaleidoscope: A Collection of Short Stories & Love to Mama: A Tribute to Mothers. Recognition(s): Community College Award, AAHHE, William H. Meardy Faculty Award, Western Region ACCT Faculty Member Award, Robert W. Wiley Award, TCCTA Past President, and nominated as SAC Piper Professor. Research Interest(s): LatinX Students and Writing and Learning Experiences in Higher Education.

Position Statement: An advocate of faculty through my service for my college, state, and regional levels, I hope to represent the value of a liberal arts education amidst a growing metric driven system. As a
game-changer, I represent the faculty and programs that are marginalized by promoting sustainability on a global and equitable scale.

LAVIE T. LEASURE

Associate Professor of English, Associate Dean of Arts, Humanities and Social Sciences, Winston-Salem State University (WSSU), NC. **Formerly:** Interim Dean of First, Second, Transfer Year Experiences and Engagement, WSSU; Chair, Liberal Studies, WSSU. **Membership(s):** NCTE, Council on Undergraduate Research (CUR), Sigma Tau Delta International English Honor Society, National Association of Professional Women, Women's Fund of Winston-Salem. **Award(s):** Undergraduate Scholarship in the Humanities Faculty Fellow (Mellon Grant), WSSU. **Publication(s):** “Who Speaks for Margaret Garner?” *Callaloo* 35.2.

**Position Statement:** Theoretically, I believe experiential learning is the most engaging and effective way to learn from analysis, collaboration, and problem solving. Education is comprised of a community which is focused on the progress and growth of everyone involved. Learning is dynamic, so I am imperative about investing in the experiences which will enhance the quality of education available to all.

SISKANNA NAYNAHA

Associate Professor, English, Coordinator, Writing Across the Curriculum, Chair, CSUDH University Writing Committee, California State University, Dominguez Hills. **Formerly:** NCTE committees at both the regional and national levels. **Publication(s):** *Linked Courses for General Education and Integrative Learning: A Guide for Faculty and Administrators*, *Pacific View*, *Community College Moment*, *College English*.

**Position Statement:** While I have served as a WPA at different institutions for over 10 years now, I am thrilled to serve our field at the national level. Attending past NCTE conferences, workshops, and institutes taught me the indispensable value of an organization that supports, mentors, and connects educators who are committed to teaching excellence as well as leading local and national efforts focusing on the design and administration of the writing programs that deeply impact so many of our students’ and colleagues’ lives every day. I have committed my professional career to increasing social justice in language and literacy education through the systemic analysis and ongoing structural reform of our field.

RESHMA RAMKELLAWAN-ARTEAGA

Part Time Lecturer, Rutgers the State University of New Jersey, NJ; Assistant Adjunct Faculty, The City College of New York, NY; Educational Consultant. **Formerly:** Middle school assistant principal, middle school English teacher. **Membership(s):** NCTE, AERA, ILA. **Publication(s):** *Voices in Urban Education, Review of Education, Pedagogy and Cultural Studies, Coronavirus Chronicles, Chapter in Handbook of Research on Formative Assessment in Pre-K through Elementary Classrooms, The English Record*.

**Position Statement:** I am a critical educator with an eye geared towards the complexities of intersectional identities and relations. My nuanced and rich lived experiences, particularly as it relates to cultural-ethnic constructs, have allowed for the development of a lens that critically examines the enacting of literacy practices in urban classroom spaces. Working as both an adjunct and consultant affords the opportunity exist in a hybrid third space; one that bridges academia to “the work.” Teaching pre-service educators allows for essential time to probe their lived experiences and the implications for teaching and learning, particularly in non-white spaces. As a consultant, being in the field allows for greater awareness around trends and best practices that will further motivate future generations of students. I sincerely believe I have the capacity to offer the group extensive support and serve as a thought partner. Thank you for your time and consideration.
JESSIE L. MOORE

Professor of English & Director, Center for Engaged Learning, Elon University; Co-Chair, CCC Committee on Undergraduate Research. Formerly: CCCC Secretary; CCCC Executive Committee. Membership(s): NCTE, CCCC, CWPA, ATTW, ISSOTL. Award(s): ISSOTL Distinguished Service Award. Publication(s): Co-editor, Understanding Writing Transfer; co-editor, Critical Transitions: Writing and the Question of Transfer; co-editor, Excellence in Mentoring Undergraduate Research; articles in Composition Studies, Composition Forum, Computers and Composition, WPA, Written Communication. Program Contribution(s): NCTE, CCCC, CWPA, ISSOTL, AAC&U.

Position Statement: NCTE offered timely online resources in response to racial violence and the global pandemic, adding value to NCTE membership. The College Section Steering Committee should collaborate with CCCC, TYCA, and ELATE to increase offerings for College Section members, while amplifying the work of diverse teacher-scholars. College Section research and resources should equip members to enact NCTE’s vision “to apply the power of language and literacy to actively pursue justice and equity.”

MARA LEE GRAYSON

Assistant Professor of English, Writing Center Interim Director, California State University, Dominguez Hills; Co-Chair, CCCC Taskforce on Assessing Whiteness for Equity, Understanding, and Change. Formerly: NCTE Local Engagement Committee; CCCC Nominating Committee; NCTE Early Career Educator of Color Leadership Award Committee. Membership(s): Chair, NCTE/CCCC Jewish Caucus; CCCC Committee for Change; TETYC Mark Reynolds Best Article Award Committee; CWPA; proposal reviewer, NCTE, CCCC. Award(s): CCCC Emergent Researcher; TETYC Best Article Award. Publication(s): Teaching Racial Literacy; Race Talk in the Age of the Trigger Warning; articles in English Education, Teaching English in the Two-Year College, Composition Studies, JAEPL. Program Contribution(s): NCTE, CCCC, TYCA, MLA.

Position Statement: I am committed to working toward equity in our organization and discipline through ongoing antiracist praxis. I will support initiatives that address members’ diverse goals, identities, and institutional contexts and directly challenge the injustices so many college educators and students continue to experience.

COLLEGE SECTION NOMINATING COMMITTEE

Term to expire in August 2022

Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

(Vote for three of six.)

SRAVANI BANERJEE

Professor of English, ASPIRE faculty, Writing Center Coordinator at Evergreen Valley College, San Jose, CA. Formerly: Served as National TYCA rep; Chaired the Diana Hacker TYCA Outstanding Programs in English Award; ECCYTC Regional Director. Membership(s): TYCA, NCTE, CCCC’s. Award(s): Evergreen Valley College-Distinguished faculty of the Year; EPIC Community College Fellowship-Stanford Global Studies Program. Publication(s): Essays in Visions Across America; Compiled an anthology of Asian and Asian American Literature (in review). Program Contribution(s): Conference presentations at YRC, ECCTYC, TYCA National Conference, NCTE, and CCCC’s.
**Position Statement:** A firm believer in the sociocultural theory of learning, I focus on creating a culture of empathy and equity to empower our diverse student population. My research is focused on project-based learning, equity in education, and celebrating diversity in the classroom. As an EPIC Fellow, I am currently working on globalizing my curriculum to inspire our students to be civically responsible global citizens.

**RUTH OSORIO**

Assistant Professor of English and Women's Studies at Old Dominion University. 
**Formerly:** co-chair of CCCC Disability Studies Standing Group. **Membership(s):** CCCC, CCCC Committee on Disability Issues, RSA, NCTE, MLA. **Award(s):** CCCC Disability in College Composition Travel Award. **Publication(s):** articles in CCC, Rhetoric Review, Enculturation, Peitho. **Program Contribution(s):** presentations at CCCC, NCTE, MLA, Feminisms and Rhetoric, Computers and Writing.

**Position Statement:** I am committed to access and community in our professional organizations. Indeed, that was the focus on my co-edited Symposium in CCC, “Enacting a Culture of Access in Our Conference Spaces,” published in Fall 2020. I will strive to incorporate transformative access into my work on the NCTE College Section Nominating Committee. Furthermore, I have taught in a community college, writing center, R1 institution, and majority-minority university, and I value the writing instruction that occurs in diverse settings.

**ISABEL BACA**

Associate Professor of English, University of Texas at El Paso. **Formerly:** NCTE Research Foundation, Board of Trustees; NCTE College Section Steering Committee; CCCC Nominating Committee. **Membership(s):** NCTE, CCCC, NCTE/CCCC Latinx Caucus, CCCC Language Policy Committee, Coalition for Community Writing (CCW). **Award(s):** NEH Grant, University of Texas System Regents’ Outstanding Teaching Award. **Recent Publication(s):** Bordered Writers: Latinx Identities and Literacy Practices at Hispanic-Serving Institutions and revised NCTE Position Statement “Teaching and Understanding Writing: Guiding Principles.” **Program Contribution(s):** Presented at NCTE, CCCC, CCW.

**Position Statement:** Inclusivity and diversity in and outside the classroom are important. If elected, I will ensure that inclusivity and diversity are very much present in the organization. I will seek candidates dedicated to promoting multiliteracies, social change through community-based learning, and respect for linguistic and cultural diversity. Advocating for nominees who support inclusivity, social justice, and social change through education is crucial.

**THOMAS MATHEWS HORNE**

Professor of English, Oklahoma City Community College, Oklahoma City; parliamentarian, faculty association; co-advisor, Sexuality and Gender Acceptance; Instructional Learning Committee; Instructional Administrative Procedures Committee; Pre-Education Program. **Formerly:** Title III Re-design Composition I & II, and Composition OER Transition. **Membership(s):** NCTE, CCCC, TYCA. **Publication(s):** Proud Heritage (co-authored entry on Oklahoma LGBTQIA+ history). **Program Contribution(s):** Oklahoma DaVinci Institute 2020.

**Position Statement:** I vividly remember being cold, hungry, and abandoned at fifteen. That is why I not only teach but live social justice advocacy and empowerment, whether by helping to start a homeless youth shelter in Oklahoma City or by completing my degree in order to promote fairness and equality as a community college composition instructor. Service to NCTE informs and supports my commitment to justice in our world, in hiring, and in the classroom. This commitment will guide my work if I am elected. Thank you for your consideration and the honor of being nominated.
BIANCA NIGHTENGALE-LEE

Assistant professor in the department of Curriculum Culture & Educational Inquiry at Florida Atlantic University; Provost & Faculty Senate Diversity Taskforce Committee. Formerly: Elementary teacher; District Literacy Coach; Louisville Writing Project Director, CAEP Program Reviewer. Memberships: NCTE, AACTE Diversified Teacher Workforce Chair, AERA, LRA, NAME. Award(s): NCTE Research Initiative Grant Award Winner, LRA Star Fellow; ATE Clinical Fellow. Publication(s): Articles in Journal of Literacy Innovation, Journal of Teacher Education, Oxford Research Encyclopedia of Education, Information and Learning Sciences. Program Contributions: NCTE, AERA, LRA, AACTE.

Position Statement: As a critically engaged scholar, I am committed to re-framing traditionalized notions of literacy research within academic, school, and community based settings for students of Color. If elected I will continue to center critical and anti-racist frameworks to identify leaders who exemplify the principles of NCTE to imagine a more just and equitable future for all children.

CASSIE A. WRIGHT

Advanced lecturer in the Program in Writing and Rhetoric, Stanford University; Executive producer and co-host of the Rhetorically Speaking podcast. Formerly: course coordinator, Stanford University; writing program director, Southern New Hampshire University; basic writing coordinator, University of Arizona; co-chair of Student-Athlete SIG, CCC; reviewer for CLJ and Peitho. Membership(s): NCTE, CCC, RSA, AAUP. Publication(s): co-author on Assigning, Responding, Evaluating 5th ed with Edward M White; reviews and articles in Rhetoric Review and Journal of Writing Program Administration. Program Contribution(s): Notation in Science Communication assessment, Stanford University.

Position Statement: CCCC needs diverse leadership in thought, experience, and rank who work to actively represent our broad communal needs, and who advocate for transparent and inclusive teaching, research, labor, and administrative practices among our community.