COLLEGE SECTION 2021 Election Results

The College Section Steering Committee (CSSC) members are elected each year to a four-year term. The Chair is elected from within 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.

Thanks to the 2021 College Section Nominating Committee: Lauren Leigh Kelly, Rutgers University, New Brunswick, NJ, chair; Katherine Silvester, Indiana University, Bloomington; and Anne-Marie Womack, Tulane University, New Orleans, LA.

For College Section Steering Committee
Term to expire in November 2025

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 RAMKELAWAN-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 PreK 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 preservice educators allows for essential time to probe their lived experiences and the implications for teaching and
learning, particularly in nonwhite 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.

JESSIE L. MOORE

Professor of English and Director, Center for Engaged Learning, Elon University; Cochair, CCCC 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): Coeditor, Understanding Writing Transfer; coeditor, Critical Transitions: Writing and the Question of Transfer; coeditor, 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.”

For College Section Nominating Committee
Term to expire in August 2022

BIANCA NIGHTENGALE-LEE, CHAIR

Assistant professor in the department of Curriculum Culture & Educational Inquiry at Florida Atlantic University; Provost and 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 reframing 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 antiracist frameworks to identify leaders who exemplify the principles of NCTE to imagine a more just and equitable future for all children.

RUTH OSORIO

Assistant Professor of English and Women’s Studies at Old Dominion University. Formerly: cochair 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 coedited 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.