

Standing Committee on Diversity and Inclusivity

Names and states for members:

Kamania Wynter-Hoyte (2024) (Co-Chair) – SC
Susi Long (2024) (Co-Chair) – SC
Lynsey Burkins (2024) – OH
Shekema Dunlap (2023) – GA
Shashray McCormack (2023) – KY
Jason Irizarry (2024) – CT
Diana Liu (2024) – NY
Sanjuana Rodriguez (2024) – GA
Tim San Pedro (2024) – OH
Dywanna Smith (2024) – SC
Caitlin O’Connor (2024) (withdrew from committee 9/23)
Lamar Timmons Long – NY

Nominations for upcoming year:

1. Tamara Butler, College of Charleston – SC
2. Joaquin Munoz, University of British Columbia – Canada
3. Jazmen Moore, University of Washington – Washington (state)
4. Hui Ling Malone, University of California, Santa Barbara – CA
5. Grace Player, UCONN, – CT
6. Jarvis Jackson, Georgia Southern University – GA

Actions, projects, initiatives, or studies in progress

1. Examining Presence and Absence of Indigenous People and Presentations, and Issues within NCTE Structures: Committee member, Tim San Pedro and UBC faculty member Joaquin Munoz are in the process of examining NCTE convention programs from the past ten years to determine trends in Indigenous presence/absence in addition to developing a panel discussion for NCTE 2023 in which audience can listen to the issues put forward regarding Indigenous presence at NCTE.

2. The following ideas have been submitted to the EC and we are ready to move forward with them when approved:

a) Revamping Convention Proposal formats:

- To make them more accessible to teachers with changes like these:
 - o If you are a teacher, respond to these questions . . .
 - o If you are a teacher educator or educational researcher, respond to these questions . . .
 - o If you are a school administrator, respond to these questions . . .
- Include proposal questions to ask how the presentation will address issues of equity and justice in their respective spaces
- Revamp rubrics to align with new proposal formats
- Make rubrics available to proposers (transparency)

b) Standing Position on Each Nominating Committee for Member of D&I Committee

To help to ensure that slates of nominees for NCTE offices, section steering committees, and boards have a proven history of equity/diversity work, we propose that a representative from the Standing Committee on Diversity and Inclusivity always sit on each Nominating committee.

c) One General Session Speaker Chosen by Diversity Committee Each Year

To bring visibility and solidarity to issues of justice and equity, we propose that the Standing Committee on Diversity and Inclusivity be responsible for inviting the speaker to one of the major **General Sessions** annually which all conference attendees attend.

Often issues such as anti-Blackness, anti-Indigeneity, anti-Fat discrimination, and anti-LGBTQIA+ are hidden within the many sessions offered at NCTE. NCTE's commitment to addressing those issues would be communicated to more members if major general sessions were headlined by key people in these areas. In addition, these general sessions would end by pointing toward regular sessions that take up the issue of focus so that attendees can continue their learning, solidarity-building, and work toward change in literacy education.

d) Establishing Six Annual "Good Trouble" Awards based on John Lewis's famous quote: "Never ever be afraid to make some noise and get in good trouble, necessary trouble."

Six annual awards would be given by the Committee at each year's Convention to honor individuals or groups who bring to life John Lewis's commitment to "speak up, speak out, get in the way" through documented, ongoing dedication to equity, activism, and justice in literacy education. The six "Good Trouble" awards would be given in the following categories to individuals or groups:

- PreK–12 Classroom Teachers
- PreK–12 Students
- Teacher Educators
- Preservice Teachers
- Administrators (K–12 or higher education)
- Community Members

Criteria will be established by the committee upon approval of the award.

Each awardee would receive:

- \$500 per award = \$3,000 total per year, funded by NCTE to prioritize and bring visibility solidarity to the work.
- Registration for the upcoming NCTE national Convention.
- A place on the program annually for a "Good Trouble Panel."
- An interview with awardees to be published in NCTE's journals.

The establishment of these awards:

- Responds to attempts across the country to silence the teaching of whole histories and ban books with Black, Brown, Indigenous, and LGBTQIA+ stories of joy, pain, resistance, and resilience as well as attempts to remove Educators of Color from school boards and other leadership positions including ODEI offices in K–12 and higher education.
- Recognizes and honors the courage and conviction of teachers, administrators, students, preservice teachers, teacher educators, and community members who persevere with justice-oriented literacy pedagogies, are actively engaged in navigating challenges and the continual creation of what justice means in their educational spaces, uplift communities, and speak out to inform and educate.
- Acknowledges that oppressive systems are not new: The silencing of hard-won justice-oriented pedagogies, policies, and materials is reflective of efforts that have been in place since the time of colonization and continue today. Thus, the annual recognition of courageous efforts goes beyond of-the-moment measures in the work to build cadres and provide examples of courageous, thoughtful work over time.
- Recognizes the responsibility of national professional organizations to give courage to all educators and students by bringing to light those who are the most courageous in standing against inequities and injustices and who persevere in replacing dehumanizing literacy practices with those that invite joy, resistance, resilience, and criticality for all ages.

Accomplishments and timeline for future work

1. 2022 Convention Presentations:

- o The Role of NCTE, Literacy Educators, and the Community in Support of Anti-Racist Literacy Education
- o Using Our Voices for Change: Support from the Standing Committee on Diversity and Inclusivity

2. 2023 Convention Acceptances:

- Workshop: "Strategies for Addressing Book Banning and Attempts to Remove Racial Histories from Teaching in Public Schools and Universities" - Kamania Wynter-Hoyte, Susi Long, Wintre Johnson, Kindel Nash
- "Blame It on the Juice: Promoting Fat Love and Body Inclusivity in the ELA Classroom" - Dywanna Smith and Jarvis Jackson
- "Beyond Land Acknowledgments: Centering Indigenous Presence (and Absence) at NCTE" - Tim San Pedro, Joaquin Munoz

3. Google document sharing NCTE 2023 presentations by all committee members:

https://docs.google.com/document/d/1V6PLhkBsffBUW5V_2rVGanV5oWzhkO0B/edit?usp=sharing&oid=102450135802864334461&rtpof=true&sd=true

4. Posters for the 2023 Convention focused on anti-Fat phobia, stigma, and discrimination.

5. Journal Special Issues with focus on anti-Fat bias, ace, and gender

- *English Teaching: Practice and Critique* (Editor: Vaughn Watson): May 2024 - Dywanna Smith and Jarvis Jackson, Guest Editors Manuscripts were submitted Sept 20th; currently under review.
- *English Leadership Quarterly* (Editor: Cody Miller): February 2025 issue - Dywanna Smith and TBA, Guest Editors. Call for manuscripts will be disseminated December 2023
- *Language Arts* (Editor: Sandra Osorio): November 2025 issue - Dywanna Smith and Janice Baines, Guest Editors, Call for manuscripts has been sent to journal editors for fall 2023 dissemination

6. PD Workshops: Focus on Anti-Fat Bias Intersecting with Race and Gender: Proposal for 3 sessions submitted to Emily Kirkpatrick Sept 2023 to be carried out in spring 2024