



## NATIONAL COUNCIL OF TEACHERS OF ENGLISH

### 2024 COLLEGE SECTION ELECTIONS

The biographical information concerning the nominees' past and present service to NCTE was supplied by the candidates. Names on the ballot are presented in random order. Each year nominations are made by a nominating committee elected by the membership in the spring.

The 2023–2024 NCTE College Section Nominating Committee members are

- Chair: Tashema Spence-Davis, New York City Department of Education
- Chea Parton, Purdue University
- Melinda J. McBee Orzulak, Bradley University

### COLLEGE SECTION STEERING COMMITTEE

The College Section Steering Committee is responsible for the governance of NCTE's College Section and guides the affairs of the Section. All Steering Committee members serve four-year terms.

(Vote for two.)



**Jody Polleck** (she/her). Professor of literacy, Hunter College (NYC). **Formerly:** ELA teacher/instructional coach (25 years); LRA Chair for Adolescent, College & Adult Literacy; Co-Chair, ELATE Social Justice Commission. **Specialty Area(s)/Area(s) of Expertise:** Adolescent literacies, culturally sustaining instruction, teacher education. **Membership(s):** AERA, LRA, NCTE. **Award(s):** Fulbright, ALER Teacher Education Research Award, Presidential Award for Teaching Excellence. **Publication(s):** *Facilitating Youth-Led Book Clubs as Transformative and Inclusive Spaces*; articles in *Dialogues in Social Justice*, *English Journal*, *Journal of Research in Reading*, *Literacy Research & Instruction*, *Reading & Writing Quarterly*, *Teacher Education Quarterly*. **Program Contribution(s):** AERA, ELATE, LRA, NCTE.

### How has NCTE provided a professional home for you?

I joined NCTE my very first year of teaching in 1999 and have never looked back. NCTE has not only been a supportive community where I have elevated my craft in teaching, it has been a home where I have developed as a researcher and collaborator. I have learned from and been inspired by my colleagues and am continually at ease and humbled by the generosity and love that our community continues to provide.

### How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to

**equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

I am deeply committed to culturally responsive and sustaining practices across all ELA spaces and communities. Both my teaching and research are grounded in humanizing practices that help educators to simultaneously enhance students' literacies while also focusing on their social-emotional learning as well. My strengths come in creating inclusive and loving environments where all students can thrive and develop strategies for literacy growth and critical social justice work within their communities.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

As a longtime attendee and leader in NCTE spaces, I am eager to participate in the College Section Steering Committee. My goal is to ensure that the NCTE vision for equity and justice is sustained and that through meaningful collaborations with my colleagues, we can lift each other up and be thoughtful around recruitment efforts through our areas of expertise, our diverse perspectives, and our mission for inclusivity and coalition-building.



**Dale Allender** (he/him). Associate Professor, CSU Sacramento. **Formerly:** NCTE—Associate Executive Director; English teacher. **Specialty Area(s)/Area(s) of Expertise:** Ethnic studies; Black teacher lineages. **Membership(s):** NCTE; AERA Cultural History SIG; California Faculty Association Antiracism Committee Co-Chair; Center for Black Literature Advisory Board. **Award(s)** CSUS Outstanding Service Award, 2022; Juliana Raskauskas Legacy Award, 2023 NEH (1997); CSUS Outstanding Service (2023); CSUN Africana Studies Certificate of Appreciation (April 2023); \$2.6 million grant U.S.D.E. (2017); NAME Media Award (2003); MCTE Award of Appreciation

(2000). **Publication(s):** *Cultural Deprivation and Cultural Security* (in press); *Our Stories in Our Voices* (2022); *Journal of Language and Literacy Education*; *The Routledge History of Police Brutality in America* (2023). **Program Contribution(s):** Presentations: NCTE, NCTEAR, NAME, NCSS, AERA, CA-NAME, CATE.

**How has NCTE provided a professional home for you?**

NCTE was my first professional organization. Since 1995, NCTE taught me about governance through participation in and observation of a broad range of standing committees, committees, conferences, working groups, and task forces. NCTE established my first and most enduring professional network of educators, scholars, researchers, writers, and artists; they are my teachers, mentors, editors, students, and co-conspirators. NCTE taught me about advocacy through the Resolutions Committee, advocacy days in Washington, DC, and through solidarity efforts across different professional associations.

**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice?**

I teach an academic literacy class. I include instructional strategies related to vocabulary; syntax; discourse; and mis-, dis-, and mal-information. In my role as Co-Chair of the Anti-racism Social Justice committee for CFA, I facilitate the reading of a disruption statement at the opening of all meetings. In my role as Curriculum Chair for Ethnic Studies Now-Sacramento, I have guided five Sacramento area school districts' course development to meet California's new graduation requirement.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

This era of information disorder, book banning, and legislated erasure may present the most impactful literacy challenge to our professions and livelihoods as authors, librarians, scholars, teachers, publishers, and booksellers. I am excited about the possibility of working vigorously and in solidarity with College Section members and the broader Council on our most relevant and pressing issues.



**Danielle Lillge** (she/her). Associate Professor of English, Illinois State University; Co-Chair, ELATE Commission on Social Justice; Coeditor, *English Journal*, The Future Is Now column.

**Formerly:** Secondary English teacher, literacy coach, professional development specialist; English education director; Master's coordinator. **Specialty Area(s)/Area(s) of Expertise:** English education, discourse. **Membership(s):** NCTE, ELATE, AERA, ILA, NWP. **Publication(s):** *Pursuing Social Justice in ELA: A Framework for Negotiating the Challenges of Teaching; Supporting Students in a Time of Core Standards (9–12);* articles in *Research in the Teaching of English*, *Voices from the Middle*, *English Journal*, *English Education*, *Journal of*

*Adolescent & Adult Literacy*, *Teaching and Teacher Education*, *English Teaching*. **Program Contribution(s):** NCTE, ELATE, AERA, NWP, IATE, MCTE, NCTEAR.

**How has NCTE provided a professional home for you?**

Since joining NCTE over two decades ago as an undergraduate and in my professional journey from secondary to higher education, NCTE has challenged and nurtured my professional growth as I seek to serve others in my commitment to equitable, inclusive literacy teaching and learning for all. My continued involvement affirms NCTE's powerful reach in advocating for its members and fostering sustainable coalitions that support us in the challenging and essential work we share.

**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

My work shines light on teachers' efforts to enact equitable, inclusive English instruction in community with others. I explore discourse as a critical pathway for understanding how instructors negotiate inequitable systems and relationships to meet the strengths and needs of learners. My efforts affirm the power of working relationally to effect change by advocating for

the power of instructors and students to shape more equitable and just futures as we challenge inequitable systems and policies.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

Particularly as English studies are increasingly called into question, NCTE's member-led organization is uniquely positioned to advocate for the contributions of instructors, students, and programs within and beyond colleges and universities. I seek office to join Section colleagues in solidarity, especially those whose voices, experiences, and identities are infrequently privileged, as we highlight for diverse stakeholders the power of those who study and teach English to contribute to more just and equitable communities.



**Lindsay Illich** (she/her). Director of the Writing Program and Professor, Curry College. **Formerly:** English instructor, Temple College; Lecturer, Mays Business School MBA Program, Texas A&M University; Assistant Lecturer, Department of English, Texas A&M University. **Specialty Area(s)/Area(s) of Expertise:** Writing studies (FYW, critical literacies), creative writing pedagogy, poetics. **Membership(s):** NCTE, CCCC. **Award(s):** Academic Affairs Faculty Excellence Award (2021); Arts and Humanities Accomplishment Award, Excellence in Teaching Committee (2021); CCCC Research Initiative Grant (2021); Breakout Prize for a First Book of Poetry, Texas Review Press (2015). **Publication(s):** *Earthwhere* (forthcoming); *Teach Living Poets* (coauthor); *Fingerspell*; *Rile & Heave*; articles in *California English*, *Journal of Teaching Writing*, and *Writing on the Edge*. **Program Contribution(s):** Presentations at CCCC, NCTE, AWP, CEA, NDCTE Conventions.

**How has NCTE provided a professional home for you?**

Through conferences, NCTE has afforded me the opportunity to present and to connect with others. Likewise, through its programming such as the Cosponsored Speakers Program and publications such as the NCTE blog, NCTE has opened doors—to new ideas, opportunities, and colleagues. Through NCTE, I met Melissa Alter Smith and partnered with her to coauthor *Teach Living Poets* with NCTE's Books Program.

**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

My current work as an administrator includes developing curriculum addressing critical literacies, equipping students to identify and counter rhetorics of oppression, including standard language ideologies, racism, fascism, ableism, and sex-based discrimination. As a scholar and writer, I'm committed to amplifying marginalized voices and discovering accessible teaching practices. As a teacher, I center student voices and experiences, allowing students to grow and shape their identities as they grow as readers and writers.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

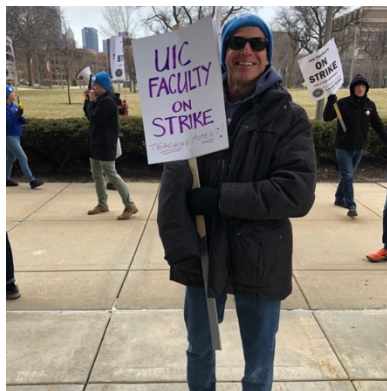
I seek this office to serve my community of teachers and scholars, which includes all the responsibilities of committee membership. During my time in office, I would like to help build

consensus on a broad range of topics and policies, e.g., the limits and affordances of generative AI, standard language ideology, as well as writing studies and English studies as mainstays of humanistic study and cultural production, while also leveraging that study and production to empower students and to fight for linguistic and social justice.

## COLLEGE SECTION NOMINATING COMMITTEE

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.

(Vote for three.)



**Todd DeStigter** (he/him). Associate Professor, English Department, University of Illinois at Chicago (UIC). **Formerly:** High school and middle school English, Spanish, and social studies teacher; Director, UIC English Education Program; ELATE Executive Committee; *English Education* book review editor; *RTE* Review Board. **Specialty Area(s)/Area(s) of Expertise:** Teacher education, literacy studies, ethnographic research. **Membership(s):** NCTE, ELATE, CCCC. **Award(s):** NCTE Richard Meade Award, NCTE Alan Purves Award, UIC Award for Excellence in Teaching, *RTE* Reviewer Award. **Publication(s):** *Reflections of a Citizen Teacher: Literacy, Democracy, and the Forgotten Students of Addison High*; articles in *RTE*, *English Education*, and *English Journal*; chapters in books on teaching for democracy, equity, social justice. **Program Contribution(s):** NCTE, ELATE, AERA, CCCC, NWP, American Studies Association, Illinois Writers' Conference.

### How has NCTE provided a professional home for you?

As a 22-year-old beginning teacher, in desperation I joined NCTE and found it to be a lifeline, providing practical teaching ideas and emotional encouragement. In the decades since, NCTE has been, for me, an enduring source of growth and renewal, an intellectual community with some of the characteristics of a restless and irreverent classroom, a place where diverse voices come together to discover new ways to think and talk about things worthy of our attention.

### How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My teaching is based on my belief that teaching English "matters" beyond our classrooms and that reading and writing can help make ours a more humane and hospitable world. My research and writing are based on similar commitments in that they focus on improving the educational experiences of Latinx (mostly Mexican) students. Most recently, I've begun writing about climate activism and how active teacher union membership complements our vocation as social justice educators.

### What is your rationale for seeking this office? What would you like to accomplish while in office?

One of the great joys of my career was to serve as a faculty mentor for the inaugural cohort of fellows in the Cultivating New Voices among Scholars of Color program (CNV). Now, 24 years later, the resounding success and transformative influence of CNV testifies to the importance of bringing new and diverse voices into NCTE leadership positions. I'm seeking this office because I hope to facilitate that process in the College Section.



**Tom Hong Do.** Assistant Professor of English, California State University, Long Beach. **Formerly:** Associate Professor of English, Concordia University Chicago. **Specialty Area(s)/Area(s) of Expertise:** Rhetoric and writing; race and racism; labor; heritage language. **Membership(s):** NCTE, CCCC, MLA. **Publication(s):** *Racing Translingualism in Composition: Toward a Race-Conscious Translingualism*; "Knowing with Our Bodies: An Embodied and Racialized Approach to Translingualism"; "Not a Model but a Minority: A Counterstory of Asian American Resistance Against Institutional Racism" (forthcoming); "And Suddenly It Ended: The Cultural Tax of Diversity on Racialized Bodies in White Institutional Spaces of the Academy" *College English*. **Award(s):** 2022 National Council of Teachers of English (NCTE) Richard C. Ohmann Outstanding Article in *College English* Award. **Program Contribution(s):** Presentations at CCCC and MLA; CCCC Accountability for Equity and Inclusion Committee (AEIC).

**How has NCTE provided a professional home for you?**

NCTE has provided a professional home for me to grow, connect, and network professionally since I became an educator.

**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

As a member of the CCCC Accountability for Equity and Inclusion Committee (AEIC), I am deeply committed to equity and inclusion. In this role, I work directly with the CCCC to offer advice and changes to the organization to ensure that those who are marginalized are heard and visible.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

At my institution, I serve as chair of the Elections Committee for Faculty Council. Because of my work as chair, I intimately understand the nominating and election process, so I would like to use my experiences to contribute to this position. If elected, I would like to find ways of bringing my DEI work to this committee.



**Xiaodi Zhou** (he/him). Assistant Professor of Literacy Studies at the University of Texas Rio Grande Valley, Brownsville, TX.

**Formerly:** Assistant Professor of Elementary Education at Georgia Southwestern State University; Lecturer of English at Nanjing University; 8th-grade English teacher, Oak Hall School.

**Specialty Area(s)/Area(s) of Expertise:** Dialogic theory, literacy instruction, translanguaging, cultural identities.

**Membership(s):** NCTE, LRA, AAAL, AERA, WRAB.

**Publication(s):** *Research in the Teaching of English*; *Journal of Language, Identity, & Education*; *Journal of Education*; *Journal of Mixed Methods Research*; *Journal of Applied Linguistics Review*.

**Program Contribution(s):** NCTE, LRA, AERA, AAAL,

TESOL.

### **How has NCTE been a professional home for you?**

Ever since 2012, I have been presenting each year at the Annual Convention. The conference has been the perfect space to find so many professionals who expand my understanding of both pedagogy and scholarly advancements in the field of literacy. After each Convention, I return to the institutions where I learn and teach with a wealth of new applicable knowledge and insights, as well as with memories of colleagues and former classmates, and of others I just met.

### **How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

I currently teach preservice instructors in the Rio Grande Valley in Texas. My work is focused on the Mexican American population of the region, wherein I espouse culturally relevant pedagogy with inclusive and quality texts. In my instruction, we deconstruct English-only policies and the dominant US narrative. As a trilingual Chinese American and former emergent bilingual, I can see and speak the world in alternate ways that afford different cultural and linguistic nuances.

### **What is your rationale for seeking this office? What would you like to accomplish while in office?**

Through my work with this position on the Nominating Committee, I hope to keep NCTE strong and efficient by preparing a slate of potential candidates for various NCTE positions. These individuals would have a strong background in English instruction, with a progressive vision for the organization. I also hope to meet with the committee to develop NCTE policy in line with a more inclusive and considerate organization and advise the following year's committee.



**MANDIE BEVELS DUNN** (she/her). Assistant Professor of English education, University of South Florida. **Formerly:** Co-chair, Early Career Cohort of NCTEAR; chair of the ELATE graduate strand; 9th- and 10th-grade English language arts teacher, Northview High. **Specialty**

**Area(s)/Area(s) of Expertise:** Teacher grief and well-

being. **Membership(s):** NCTE; ELATE; AERA: Writing and Literacies SIG; NCTEAR. **Award(s):** Outstanding Research Achievement Award

(University of South Florida); Literati Outstanding Paper Award, 2022,

from *English Teaching: Practice and Critique*. **Publication(s):** *RRQ*; *English Education*; *English Teaching: Practice and Critique*; *English Leadership Quarterly*. **Program**

**Contribution(s):** NCTE; ELATE; AERA; LRA.

**How has NCTE been a professional home for you?**

NCTE has been my professional home since 2013, supporting me in becoming a better teacher and teacher educator. I appreciate being part of teachers' collective efforts to build equitable ELA classrooms. NCTE teachers inspire me to do better.

**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

As past chair of both the ELATE-Graduate Strand (2017–2019) and the Early Career Cohort within NCTEAR (2020–2022), I have consistently collaborated with NCTE colleagues to support graduate students and early career scholars who have been traditionally disadvantaged within academic spaces. Because of my research on teachers' grieving experiences, I am also invested in cultivating equitable practices for addressing death and loss in ELA curriculum, where reading, writing, and thinking together necessitates centering humanity.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

I would like to support the College Section in attending to the trauma and grief teachers have experienced during the pandemic, as well as during recent ongoing and continual racial violence, both in the US and globally. My vision for the Section is that we work together to support teachers and teacher educators by centering wellness, human connection, and the range of life experiences teachers bring with them when they teach.



**Tina Curry** (she/her). Adjunct Professor, National Louis University (NLU); Lead Equity Facilitator and consultant, DePaul University; instructional coach, Chicago Public Schools.

**Formerly:** Equity coach, 3 years; literacy coach, 7 years; literacy specialist, 3 years; middle school ELA teacher, 9 years.

**Specialty Area(s)/Area(s) of Expertise:** Literacy coaching, adult learning, professional development, equity.

**Membership(s):** NCTE, AERA, IRC, ILLC, IWP. **Award(s):** Graduate Professor of the Year, NLU 2019; Most Influential Teacher of the Year, Sarah Goode Academy 2019; Excellence in Equity Book Award Winner, 2022. **Publication(s):** *Teaching for Racial Equity: Becoming Interrupters*. **Program**

**Contribution(s):** Presentations at IATE, NCTE, IRC, AERA, IWP, TLC, and LRA.

**How has NCTE provided a professional home for you?**

NCTE has been a cornerstone of my professional journey, offering a nurturing and collaborative home where I've found like-minded educators committed to advancing literacy and equity. NCTE has been invaluable in shaping my understanding of effective literacy coaching, adult learning, and promoting racial equity. The annual conferences allow me to engage with a community that shares stories and experiences, fostering a sense of belonging critical to my growth as an educator.

**How has your current work in your career, community, and/or classroom contributed to NCTE's mission and vision, and demonstrated alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to**

**making positive changes in the profession?**

My professional journey, rooted in Chicago's vibrant and diverse educational landscape, aligns with NCTE's commitment to equity and justice. My publications and presentations at NCTE events have focused on dismantling systemic barriers, promoting antiracist pedagogy, and creating inclusive learning environments. Leveraging my memberships in NCTE, AERA, IRC, ILLC, and IWP, I have actively participated in creating spaces for dialogue, pushing the boundaries of traditional literacy education, and contributing to the ongoing conversation on equitable practices.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

My rationale for seeking office within NCTE is rooted in my unwavering commitment to fostering equity and justice in education. As a Black woman with extensive experience in coaching, adult learning, and professional development, I bring a unique perspective to the table. In this role, I aim to elevate the voices of underrepresented educators, ensuring that NCTE continues to champion inclusive practices. Together, we can create a future where literacy education is equitable and transformative.



**Ashley S. Boyd** (she/her). Associate Professor of English education; Director, University Common Requirements, WSU. **Formerly:** High school English teacher, Brunswick County, NC; Investigator, Minnesota Arts Integration Program Evaluation; Duke Talent Identification Program Instructor. **Specialty Area(s)/Area(s) of Expertise:** Social justice pedagogies; literacy teacher education. **Membership(s):** NCTE, ELATE, AERA. **Publication(s):** *Social Justice Literacies in the English Classroom: Reading for Justice*; *Journal of Teacher Education*; *Journal of Adolescent & Adult Literacy*; *English Teaching Practice & Critique*. **Award(s):** Best Graduate Seminar, WSU (2023, 2018); Most Supportive Faculty (WSU, 2018); MLK

Distinguished Service Award, WSU (2018); Buchanan Distinguished Scholar Award, WSU (2019, 2017). **Program Contribution(s):** NCTE, ELATE, LRA, AERA, NCTEA.

**How has NCTE provided a professional home for you?**

During my initial teacher certification program in 2004, I joined NCTE and found it to be an invigorating space. As a high school teacher, NCTE provided me with new ideas, inspiring colleagues, and strategies for working with diverse students. This has continued into my university teaching career, and I value the professional development NCTE provides as well as the human connections I have made through the organization through which I experience consistent support and growth.

**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

My personal and professional commitments are based on creating a more socially just and equitable world. My current teaching, research, and scholarship centers on students' (ranging from middle to university level) engagement in social action and the development of a model in which students undertake projects to identify a community problem and act on it through a series of scaffolded steps to develop their multiple and critical literacies and cultivate their public awareness and agency.

**What is your rationale for seeking this office? What would you like to accomplish while in office?**

I am seeking to be on the College Section Nominating Committee so that I can continue the organization's commitments to diversity and inclusion through the selection of equity-oriented candidates. I bring my passion for collaboration and dedication to culturally sustaining teaching across contexts as well as my knowledge of the inner workings of university processes that I have gleaned through my various roles, both teaching and administrative.