



National Council of
Teachers of English

COLLEGE SECTION 2022 ELECTION

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 2022 College Section Nominating Committee: chair, Bianca Nightengale-Lee, Florida Atlantic University; Isabel Baca, University of Texas at El Paso; and Ruth Osorio, Old Dominion University, VA.

For College Section Steering Committee

Term to expire in November 2026

(Vote for one of two.)

ADAM HUBRIG (they/them)



Assistant Professor of English, Sam Houston State University, Texas; CCCCs Nominating Committee Member; Coalition for Community Writing Board Member; Lavender Rhetorics Award Reader. **Formerly:** Co-director, Nebraska Writing Project; Community College Adjunct Instructor; Director, Writing Lincoln Initiative (literacy outreach program). **Area of Expertise:** disability. **Memberships:** CCCC, CCW, SDS, NCTE. **Awards:** 2020 CCCC's Disability Travel Award; 2018 Nebraska Writing Project Teacher of the Year. **Publications:** Articles in *College Composition and Communication*, *Journal of Multimodal Rhetoric*, *Community Literacy Journal*, and *Reflections*; Currently guest

editing special issues on disability for *TETYC*, *CLJ*, and *SPARK*. **Program Contributions:** presentations at NCTE, CCCC, TYCA, and CCW; CCW access guide.

How has NCTE provided a professional home for you?

As a disabled, nonbinary, and autistic teacher and scholar, the most meaningful aspect of my involvement in NCTE has been finding community. Through NCTE, I have built relationships with other disabled, queer, and nonbinary instructors, creating peer mentor groups that have helped us navigate professional and personal difficulties. NCTE and these mentor communities, specifically, have been a site of encouragement and empowerment, helping me find a place in the profession of teaching English.

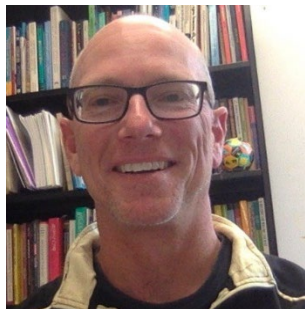
How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My own work in teaching, mentorship, and community practices revolve around *care*, especially as informed by disability, antiracism, and queer theory. Much of this care work has revolved around the equity and justice issue of *access*, taking careful steps in negotiation with disabled and marginalized people from my classroom practices to national conference planning. In my teaching, scholarship, and service, I am committed to access work, especially for multiply marginalized people.

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

While I am committed to care and access, I don't believe my individual actions are nearly enough to provide access, as inaccessibility and the interlocking forms of oppression that cause it are systemic problems. Through the College Section Steering Committee, I want to move toward greater accessibility at the programmatic level, including NCTE events as well as eliminating barriers to professionalization and publication for disabled and other marginalized scholars in our field.

JONATHAN BUSH (he/him)



Professor of English, Western Michigan University; Director, Third Coast Writing Project. **Formerly:** President, Michigan Council of Teachers of English; NCTE Editorial Board, NCTE Task Force on Journals; ELATE Nominating Committee; *English Education* Search Committee; ACE Fellow. **Areas of Expertise:** English education, composition. **Memberships:** NCTE, NWP, ELATE, MCTE, ELATE Commission on Writing Teacher Education. **Awards:** MCTE Fries Award for English Education, Michigan Association of State Universities Distinguished Professor WMU Nominee. **Publications:** *Grammar to Enhance and Enrich Student Writing, But Will It Work with Real Students? Scenarios for Teaching ELA*, *English Journal*, *English Education*, *CCC*, *Pedagogy*, *Language Arts Journal of Michigan*, *Teaching/Writing*, *Writers Who Care*. **Program Contributions:** NCTE, CCCC, NWP, MCTE.

How has NCTE provided a professional home for you?

NCTE has been an essential part of my career. Throughout my work both as a teacher and as an academic at the university level, NCTE's people, connections, and ideas inspired my work and scholarly directions. My professional worldview and perspectives have developed from my interaction with NCTE and all the colleagues and friendships I've developed over the years. I treasure the resources, community, connections, and energy of NCTE, and its commitment to equity and justice.

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 teacher educator, my work focuses on helping new ELA teachers create perspectives and practices. As our world has developed, so has my own research and teaching. My classes

engage future teachers in ideas of justice and equity and explore key issues in teaching alongside community organizations and committed, passionate teachers in diverse settings. My scholarship works with teachers and their students through writing and reading practices to engage positively in a democratic society.

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

NCTE leaders shape and grow the direction of the organization and help teachers and scholars connect, grow, and develop as professionals and public scholars who advocate for social justice, equity, and inclusion in their classrooms and communities. Serving on the College Section allows me to represent the College constituency while also growing connections and collaborative opportunities throughout NCTE to meet the changing and evolving needs of all our members and our profession.

For College Section Nominating Committee

Term to expire in August 2023

(Vote for three of six.)

SWETA BANIYA (she/her)



Present Position: Assistant Professor of Rhetoric, Professional and Technical Writing, Virginia Tech. **Areas of Expertise:** professional and technical writing, crisis communication, digital rhetorics. **Memberships:** NCTE, RSA, SIGDOC. **Awards:** 2021 CCCC Outstanding Dissertation Award in Technical Communication-Honorable Mention. **Publications:** Programmatic Perspective, Technical Communications, *Journal of Business and Technical Communications*, *enculturation*, *Sparks4C4Equality* journal, *Xchanges*, *Journal of Technology education*, *International Journal of Technology and Design Education*, among others. Forthcoming book project entitled *Transnational Assemblages: Social Justice Oriented Technical Communication in Global Disaster Management*. **Grants:** SIGDOC Career Advancement Grant, CPTSC Grant, CCCC's Research Initiative Grant.

How has NCTE provided a professional home for you?

NCTE has provided space for me to present my research and has presented me with various awards. NCTE is now the home for my forthcoming book.

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 an international scholar of color, I want to support NCTE's work and mission toward contributing to supporting BIPOC teachers, researchers, and educators. Through my scholarship as well as teaching, I aim to build coalitions and communities that attempts to dismantle social inequities.

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

This is my first time applying for this role, which I am really excited about. I thrive to create spaces for scholars like me, and hence through this role I would like to create space for equitable nominations in various committees such that tokenization doesn't happen.

SHULING YANG (she/her)



Assistant Professor of Literacy, East Tennessee State University; Teaching and Learning in Early Childhood/Elementary Division, ALER; Editorial Review Board Member for *Reading Horizon*. **Formerly:** English teacher/lecturer in China for ten years. **Areas of Expertise:** early literacy, family literacy, biliteracy, teacher preparation. **Memberships:** NCTE, AERA, LRA, ILA, ALER. **Awards:** NCTE ECEOC Award; NCTE Research Grant; AERA Division C Equity Grant; Jeanne Chall Research Fellowship (ILA). **Publications:** articles in *Bilingual Research Journal* (first author, "Translanguaging for

Biliteracy: Book Reading Practices in a Chinese Bilingual Family"), *Literacy Today*, *Tennessee Literacy Journal*, *Online Learning Journal* (forthcoming); book chapter in IGI Global Publishing.

Program Contributions: ILA, AERA, LRA.

How has NCTE provided a professional home for you?

NCTE provides space that nourishes diversity and inclusiveness. As a literacy educator, I have received incredible mentorship and support in the organization. I felt loved and inspired by scholars at NCTE, which made this place so special. I see how NCTE members learn, connect, collaborate, and support each other to grow. NCTE has becoming a true professional home for me.

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 changes in the profession?

As person of Asian descent, my recent research focuses include: 1) develop elementary students' social justice awareness via multicultural picture books; and 2) how naming traditions of Chinese Americans can be related to elementary classrooms in reading instruction, culture, and identity. Both align well with NCTE's mission statement and vision in supporting learners "becoming critical thinkers", involving diverse families, and "widening possibilities for students" agency.

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

While serving on the Nominating Committee, I will work to recruit candidates who prioritize issues in literacy education. I will work to include more diverse voices to support NCTE's vision for equity, growth, and the successes of our students.

RUSSELL MAYO (he/him)



Assistant Professor of English and Writing Program Director, Purdue University Northwest, IN; Co-chair, ELATE Commission on Climate Change and the Environment in English Education. **Formerly:** Graduate instructor and Assistant Writing Center Director, University of Illinois-Chicago; middle grades teacher, Chapel Hill-Carrboro City Schools. **Specialty Areas/Areas of Expertise:** composition/rhetoric, English education, environmental studies. **Memberships:** NCTE, CCCC, ELATE, IWCA, RSA. **Awards:** ELATE Graduate Research Award (2019); NEH Summer Institute Fellow (2012). **Publications:** Coeditor, *Teaching Ecocomposition in the Age of Climate Change* (book under review);

works in *Composition Forum*, *English Journal*, *The Peer Review*, *Screen Education*. **Program Contributions:** presentations at NCTE, AERA, CCCC, ELATE, IWCA, RSA.

How has NCTE provided a professional home for you?

I've been an NCTE member and an active member of numerous NCTE affiliate organizations since 2014. During this time, I have found NCTE to be a welcoming and generative professional space for learning, engagement, and discovery. I've had the pleasure of collaborating with hundreds of NCTE members across many panels, roundtables, commissions, SIGs, and summer conferences, and I look forward to continuing to learn with and from my NCTE colleagues.

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 changes in the profession?

Teaching is my passion, and I've had the pleasure of working with students at the secondary and post-secondary levels since 2003. I believe that literacy study offers a variety of critical tools for individuals and communities to better understand and impact our world. Like NCTE, I am deeply committed to improving English and language arts teaching, and learning at all levels of education—PreK-12 and beyond—in and out of schools.

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

As an interdisciplinary scholar whose teaching and research span English education, composition/rhetoric, writing centers, and environmental studies, I work closely with many NCTE affiliate groups and sponsored organizations. As a member of the Nominating Committee, I intend to advance a collaborative spirit within and across NCTE's affiliates by supporting diverse leaders whose literacy teaching and scholarship engages critically with what Freire called "the word and the world."

BRAD JACOBSON (he/him)



Assistant Professor of English, University of Texas at El Paso; Chair, Association for Writing Across the Curriculum (AWAC) Partnerships Committee. **Formerly:** Director of Wildcat Writers (high school-college partnership); faculty support for general education writing; high school teacher. **Specialty Areas/Areas of Expertise:** identity and writing, genre studies, teacher training. **Memberships:** NCTE, CCCC, ELATE, Coalition for Community Writing (CCW), AWAC. **Publications:** Articles in *Writing Program Administration*, *Journal of Literacy Research*, *Journal of Writing Assessment*, other journals and edited collections. **Program Contributions:** NCTE, CCCC, AWAC, CCW,

AAC&U.

How has NCTE provided a professional home for you?

I joined NCTE as a graduate student, and my first CCCC and NCTE conferences introduced me to colleagues, mentors, and ideas that continue to inspire me in my research and teaching. I now work across college and secondary contexts, and NCTE publications line my shelves and fill my syllabi. I often introduce graduate students and practicing teachers to NCTE, inviting them to participate in Member Gatherings or to co-present at conferences.

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 teacher educator at an HSI in the US-México borderlands, I am committed to modeling pedagogies that disrupt dominant discourses of literacy and that position learners as knowledge-creators. I partner with local high school teachers to create community-engaged learning experiences and agentive writing opportunities, and to make college pathways visible. My research and teaching emphasize collaboration, agency, and writing-related learning opportunities across institutional and disciplinary boundaries.

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

In a time of nationwide hostility toward antiracist instructional approaches and the educators who implement them, it is important to have leaders across NCTE who will advocate and agitate for equitable and just educational futures. If elected to serve on the College Section Nominating Committee, I will work with colleagues and professional networks to ensure the committee is identifying candidates from a range of life experiences and positionalities to lead this work.

AH-YOUNG SONG (she/her)



Visiting Assistant Professor of Education, Vassar College, Poughkeepsie, NY. **Formerly:** high school ELA instructor for seven years; professional development coach in New York City. **Area of Expertise:** critical multimodal literacies. **Memberships:** NCTE, NCTEAR, LRA, AERA. **Award:** NCTE Cultivating New Voices among Scholars of Color Fellow (2018-2020). **Publications:** *English Journal*, *Journal of Literacy Research*, *Multicultural Perspectives*, *Changing English: Studies in Culture and Education*. **Program Contributions:** presentations at NCTE, AERA, NCTEAR.

How has NCTE provided a professional home for you?

NCTE offers supportive spaces for practitioners and researchers to co-create learning spaces that foreground love and justice. As a former Cultivating New Voices fellow, I have been inspired by the company of scholars of color who have led with generosity and humanizing praxis. In addition, in my work with teachers and pre-service educators, I regularly point to NCTE journals, conferences, and workshops as rich sources of community and professional support.

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 research, teaching, and community engagement roles have been led by principles of equity and justice. My most recent publications, for instance, have traced how multiply marginalized students have expressed their complex identities and depth of knowledge using critical multimodalities. I have also presented at the 2021 NCTE Annual Convention on racial identity formation, to help educators better understand their own racial identity positions in order to affirm the strengths of culturally and racially diverse learners.

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

As a committee member, I would help ensure that NCTE recruits and elects advocates and leaders who will steward a mission of advancing access, power, and agency for all learners. I am committed to expanding inclusive, racially just, and culturally affirming learning spaces, and it is in this spirit that I would be honored to serve in the College Section Nominating Committee.

NAITNAPHIT LIMLAMAI (she/hers)



NCTE College Section Nominating Committee. Doctoral candidate, University of Michigan; teacher educator, University of Michigan, Eastern Michigan University; Diversity, Inclusion, Justice, Equity Chair, Michigan Council of Teachers of English (MCTE). **Formerly:** high school English teacher for 13 years. **Areas of Expertise:** justice, secondary English teacher preparation, pedagogical content knowledge, writing studies, collaboration, humanizing qualitative research. **Memberships:** NCTE, ALAN, ELATE (ELA teacher educators), MCTE. **Awards:** NCTE Affiliate Multicultural Program Award (2020). **Publications:** articles in *Language Arts Journal of*

Michigan, *English Journal*, *Written Communication*, *Writing Across the Curriculum*. **Program Contributions:** presentations at NCTE, CCCC, ELATE, MCTE.

How has NCTE provided a professional home for you?

Since I joined as a high school English teacher, NCTE has been a community of like-minded educators who affirm and productively challenge my teaching decisions. Using NCTE networks, I have connected with other teachers and teacher educators nationally and at the state affiliate to provide programming and support for secondary teachers and teacher educators. By connecting with specific groups (i.e., ALAN, ELATE), I have cultivated collaborations to reflect on my teaching practices.

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 research and teaching center what is meant by justice in secondary English language arts teacher preparation, how teacher educators and preservice teachers take up those ideas, and how those ideas move from teacher preparation into secondary classrooms. In my research, teaching, and service, I consider ways that teacher educators and teachers can make literacy learning transformative for students and our world, imagining and building spaces where all student identities are recognized and valued.

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

My position as a thirteen-year high school English teacher and four-year teacher educator and researcher offer experience and scholarship that can bridge the gap between teacher preparation and secondary English language arts classrooms. While in office, I will identify candidates for the College Section Steering Committee who understand the unique concerns of teacher educators and secondary teachers so that we may work in concert with each other.