



## 2024 CCCC Elections

The biographical information concerning nominees' past and present service to CCCC, NCTE, and other professional associations was supplied by the candidates and is printed for the convenience of members. At the request of the CCCC Officers, candidates for Assistant Chair submitted expanded biographical information and position statements. Candidates are listed in random order.

The following nominations were made by a nominating committee elected by the membership in the summer of 2023. The CCCC Nominating Committee this year consists of:

Esther Milu, Chair, University of Central Florida

Nancy Bou Ayash, University of Washington, Seattle

Jessica Edwards, University of Delaware

Gabriel I. Green, Xavier University of Louisiana

Teresa Grettano, The University of Scranton

Sarah Z. Johnson, Madison College

Staci Perryman-Clark, Western Michigan University

### Assistant Chair

(Vote for one)

**The Assistant Chair serves on the Executive Committee for four years, succeeding to the posts of Associate Chair, Chair, and Past Chair.**



**Jason C. K. Tham** (he/they), Associate Professor of English and Assistant Department Chair, Texas Tech University; Standing Panel Chair, CCCC Queer Caucus; Artificial Intelligence (AI) Subcommittee Member, CCCC Committee on Computers and Composition (7Cs); Vice President, Council for Programs in Technical and Scientific Communication (CPTSC); Member-at-Large, ACM Special Interest Group on Design of Communication (SIGDOC); Incoming Editor-in Chief, *Computers and Composition*. **Formerly:** Member, CCCC Technical and Scientific Communication Awards Committee; Book Review Editor, *Composition Studies*; Associate Editor, *Technical Communication Quarterly*; Associate Editor for Case Studies, *IEEE Transactions on*

*Professional Communication*. **Specialty Areas:** Technical writing and communication, user experience research and design, digital and material rhetorics, collaboration studies, emerging technologies.

**Memberships:** CCCC, Graduate Research Network (GRN), CPTSC, SIGDOC, ATTW, Society for Technical Communication (STC), IEEE Professional Communication Society. **Awards:** Co-principal Investigator, National Humanities Center (NHC) Responsible AI Curriculum Design Project (2024–2026); Co-PI, NSF Engineering Education Program (2023–2025); Ellen Nold Award for Outstanding Article in *Computers and Composition* (2023); Rudolph J. Joenk Award for Best Paper in *IEEE Transactions on Professional Communication* (2023); Frank R. Smith Award for Outstanding Article in *Technical Communication* (2019). **Publications:** *Design Thinking in Technical Communication* (2021), *Designing Technical and Professional Communication* (2021), *Collaborative Writing Playbook* (2021), *Keywords in Design Thinking* (2022), *Writing to Learn in Teams* (2023), *UX Writing: Designing User-Centered Content* (2024). **Program Contributions:** CCCC Stage 1 Reviewer; Roundtable Leader, CCCC Research Network Forum (RNF); presentations at CCCC, Computers & Writing, CPTSC, SIGDOC, ATTW, and IEEE ProComm.

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

CCCC has been an organization that I can count on to bring together teachers and scholars who care about writing, communication, design, and rhetoric. It has connected me with individuals outside my home institution and immediate circles, allowing me to network, collaborate, and share ideas with this intellectual community. Additionally, CCCC has granted me access to research and teaching resources, including professional development workshops, journal publications, and the SWR book series, all from which I get to learn about innovative and equitable ways to teach and study composition. Ever since I was an MA student, the CCCC Convention has been an avenue for my yearly rejuvenation, scholarly speaking. As a teacher, CCCC has provided continuing education to my pedagogical craft. As a researcher, I turn to CCCC for the latest research agendas. And as a citizen of the field, I appreciate that CCCC has offered me an abundance of opportunities to give back by serving in various leadership roles. I seek to contribute to the organization via the Assistant Chair role (and subsequently the Associate Chair and Chair positions) because I feel adequately situated to support CCCC and use my resources to advance the mission of the organization.

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

Across my interdisciplinary work, I advocate for inclusive pedagogy and scholarship. Although my home state has imposed challenges on DEI-related activities, I remain hopeful that perseverance and activism will prevail. For that reason, I continue to promote justice and equity through research, teaching, and service. In the classroom, I encourage students to articulate their positionality in relation to their earned or unearned privilege and power. To my professional writing and communication design students, I provide resources for them to take up the responsibility as advocates for ethical practices. As a researcher, I engage with community-driven scholarship to extend the work of field into local(ized) contexts. I have served as a Faculty Fellow in engaged scholarship, sponsored by the provost's office at my university. With support from the 2020–2021 CCCC Emergent Researcher Award, I have conducted and published research on community-engaged pedagogy. As service to the field, I have supported the development of the Anti-Racist Scholarly Reviewing Heuristic that was released in 2022. These combined efforts contribute to CCCC's mission and commitment to equity and justice advocacy, and I am confident in augmenting these efforts through the Assistant Chair position to make positive and meaningful change in the profession.

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

My rationale for seeking the position of CCCC Assistant Chair stems from a commitment to advancing our field through the promotion of equity and justice. With my research, teaching, and administrative experience, I am confident in bringing valuable insights and leadership to this role. I envision funding initiatives that amplify marginalized communities and promote equitable opportunities for all members. I aim to enhance professional development opportunities for members, particularly early career scholars and graduate students. This may involve new workshops, mentorship programs, or networking events that empower individuals to thrive in their academic careers. I also want to leverage the existing strengths of the membership to boost standing committees and projects that we already excel in. Additionally, I aspire to strengthen connections between CCCC and other related organizations to facilitate interdisciplinary collaboration and knowledge exchange. I am most interested in a cross-organizational or joint initiative that facilitates knowledge and resource mobilization among organizations. Ultimately, my vision for the role of Assistant Chair is rooted in collaboration, advocacy, and innovation. By working together, I am confident that we can further the mission of CCCC and improve the experience of members in the profession.



**Melissa Ianetta** (she/her), Class of 1958 Chair in Communication and Executive Director of Writing and Communication, Georgia Institute of Technology. **Formerly:** Editor, *College English (CE)*; Coeditor, *Writing Center Journal (WCJ)*; Program Co-Chair: International Writing Center Association–National Conference on Peer Tutoring in Writing (IWCA-NCPTW) joint conference; Chair, Mid-Atlantic Writing Center Association Conference; Chair, South Central Writing Center Association Conference; Executive Board Member: CCCC, IWCA, WPA; Co-Chair, CCCC Ad Hoc Committee on the Job Market. **Areas of Expertise:** Undergraduate research, writing center studies, writing program administration, postdoctoral employment, history of rhetoric,

disciplinary rhetoric. **Memberships:** NCTE, IWCA, MLA, CWPA, SWCA. **Awards:** Ron Maxwell Leadership Award, NCPTW; Marion Barry Distinguished Alumni Award, Bridgewater State University; Phoenix Award for Editorial Achievement (for *WCJ*), Council of Editors of Learned Journals.

**Programmatic Awards:** CCCC Program of Excellence Award; Georgia Tech Diversity Champion Award; Regents Teaching Excellence Award, University System of Georgia. **Publications:** *The Oxford Guide for Writing Tutors: Practice and Research* (coauthored); *Landmark Essays in Writing Program Administration* (coedited); articles in *CCC*, *CE*, *PMLA*, *WCJ*, *Rhetoric Review*, *Inside Higher Ed*, *Writing Lab Newsletter*, *WPA*, *Composition Studies*; chapters in collections including *Silence and Listening as Rhetorical Arts* and *Rhetorics for Writing Program Administrators*. **Program Contributions:** Keynotes at CWPA, NCPTW, SWCA; presentations at CCCC, CWPA, IWCA, SCWCA, MLA, MAWCA, NCPTW.

### **How has CCCC provided a professional home for you?**

A first-generation student, I was ignorant of, and so vexed by, the cultural norms and professional expectations of academe during my undergraduate and graduate experiences. Attending the CCCC Convention as a graduate student addressed this gap in my understanding—it not only taught me lots about my research specialty, but also (perhaps more important!) introduced the variety of institutions in which writing is taught, the diversity of ways to contribute to the profession and to my students, and the kinds of career choices and challenges I might face. Put simply, CCCC taught me there are a lot of ways to “writing professor.”

As I moved into a mid-career and senior role, CCCC and NCTE gave me opportunities to serve in ways that have been professionally illuminating and personally meaningful. By serving on the CCCC Executive Committee, editing *College English*, and participating in other organizational roles, I’ve had the chance to provide to some of the next generation of scholars the kind of mentoring that served me so well. Even while my relationship to CCCC has evolved through the stages of my career, my connection to its work has always contributed significantly to my development, our discipline, and what I can contribute.

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

Central to my professional ethics is the belief that those of us in secure positions must render visible the structures that placed us in our roles, commit our energies to supporting colleagues who lack these protections, and help the next generation of scholars find their way in an increasingly tenuous profession. I have enacted these beliefs in my editorial practices and in my mentoring work, which has been sponsored by a variety of our professional networks, including CCCC. On my own campus this ethic has taken the shape of creating institutional structures to help new PhDs explore their options and find their professional futures, and implementing measures to diversify my writing program to better align with our community and our student body. My current research likewise examines best practices in mentoring and preparation for new PhDs. This sort of professional development extends into important areas of our profession my identity and commitments as a writing teacher who believes my students can use their work to take them where they want to go. These efforts resonate strongly with CCCC, for in this work I can both *collaborate* and *advocate*—key actions articulated in the formal CCCC Vision Mission Statement.

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

### while in office?

CCCC is at a crossroads: it is clear from the recent Executive Secretary–Treasurer Report that membership and conference attendance are down alarmingly from pre-pandemic levels. This report further details strategies to counter this trend. Intrigued by plans to engage membership, I would be pleased to contribute to these efforts. I am excited by the thought of responding to the questions “Why go to the conference? What does being together in real time afford that online interactions cannot? How can we create hands-on events that propagate the skills and abilities that foster members’ success?” At the same time, we must ask “How can we better use the online space to support membership needs and meet them—figuratively and literally—where they are?” And in both spaces, “How can we amplify unheard voices to enrich our community and expand access for all our members?” I see almost limitless possibilities to develop members’ research, teaching, and leadership skills through new interactive programmatic experiences, both in person and online. The opportunities I have been afforded in mentoring, editorial work, and program building would serve us well at this specific moment, and I would be honored to serve as our community chooses its future.

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### Executive Committee: Standing Group Representative (Vote for two)



**Kevin Adonis Browne** (he/him), Associate Professor of Rhetoric, Syracuse University, Syracuse, New York. **Formerly:** Senior Lecturer, Department of Literatures, Communication, and Cultural Studies at the University of the West Indies–St Augustine, Trinidad. **Areas of Expertise:** Rhetorics of the African diaspora, philosophies of African diasporic rhetoric. **Memberships:** CCCC, CLA, MLA, RSA. **Awards:** Excellence in Graduate Education Award, Syracuse University, 2024; Bocas Award in Caribbean Literature, 2019. **Publications:** *A Sense of Arrival*; *High Mas: Carnival and the Poetics of Caribbean Culture*; *Tropic Tendencies: Rhetoric, Popular Culture, and the Anglophone Caribbean*; and other publications. **Program Contributions:** Presentations at CCCC.

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

I left home—CCCC—in 2014 feeling isolated and disillusioned. Other colleagues have made a similar decision over the years. Some returned, others have not. While this is an unfortunate reality in many organizations, for me it is as much a critique of the organization as it is an admission of my self-imposed disciplining, arising from a desire to explore marginal(ized) interests. I believe that disjunction in the profession can—and should—be resolved.

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

For me, the arts of rhetoric and composition cannot flourish in the absence of their practitioners whose expressive cultures require acknowledgement, representation, and respect. As a scholar, essayist, and visual & material artist, I am committed to making space—in classrooms and communities—for the artful, ethical study of rhetorics and their composition, especially among populations for whom equity and justice are not merely theoretical, but existential: a matter of physical safety and psychic well-being.

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

I am seeking this office to offer the kind of care, representation, perspective, and expertise I longed for but did not always receive as a young scholar. My commitment to understanding the nature of rhetoric and composition enabled me to seek meaning beyond the organization—not merely to identify its limitations, but to contribute to a vision that is creative, expansive, equitable, and just. Simply put, I believe in this organization and wish to support it.





**Kate L. Pantelides** (she/her), Associate Professor, Provost Fellow, WGST Faculty, Middle Tennessee State University; Advisory Board, Coalition of Feminist Scholars in the History of Rhetoric & Composition. **Formerly:** High school teacher; writing center administrator; WPA; Co-Chair, Feminist Caucus/Workshop; Chair, Midsouth WPA. **Areas of Expertise:** Research methods, inclusive pedagogy, feminisms. **Memberships:** CCCC, UCW. **Awards:** MTSU Outstanding Teaching Award; SWCA Achievement Award; *Best of Rhetoric and Composition Independent Journals* inclusion. **Publications:** *Try This: Research Methods for Writers*; *A Theory of Public Higher Education*; coeditor, special issue of *Journal of Writing Assessment*; articles in *CCC, Composition Forum, Composition Studies, Journal of Technical Writing and Communication*. **Program Contributions:** Presentations at CCCC, WPA.

#### **How has CCCC provided a professional home for you?**

I first came to CCCC as a new high school English teacher. Decades later, CCCC has become an imperfect, important touchstone for me as I advocate for public education in spaces where it is being actively undermined. I rely on the CCCC community, resources, disciplinary research, and, perhaps most regularly, position statements, to buoy my advocacy and policy work in the face of legislation that runs counter to best practices.

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

My career/community/classroom work has been devoted to building supportive, informed, intersectional coalitions and is grounded in radical trust. Since 2015, I have focused on labor advocacy in the field, and intersectional justice at the Convention through my work as a chair of the Feminist Caucus. Most visibly at the Convention, this work has resulted in access to dependent care grants for participants, championing local feminist advocacy in host cities, and recording disciplinary feminist histories.

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

I will (1) support conference participation that takes into account local community needs as well as labor concerns of Convention faculty; (2) strategically leverage our role as a national leader in composition education to push back against regional censorship and policies that run counter to demonstrated best practices; and (3) advocate for schedule changes that ensure standing groups do not have to compete with each other for attendance, particularly identity caucuses.



**Lan Wang-Hiles** (she/her/hers), Associate Professor of English, West Virginia State University (HBCU). **Present Positions:** Chair, CCCC Non-Native English-Speaking Writing Instructors (NNESWIs) Standing Group; Newsletter Editor of Program Administration Interest Section (PAIS), TESOL International Association; Board Member (Higher Education Representative), West Virginia (WV) TESOL. **Memberships:** NCTE, CCCC, International Writing Centers Association (IWCA), Symposium of Second Language Writing (SSLW), TESOL International Association, WV TESOL, NYS TESOL. **Publications:** *Journal of Second Language Writing*, *NYS TESOL Journal*, MLA, the Michigan University Press, Springer, Multilingual Matters, WAC Clearinghouse, Brill, Utah State University Press, IGI Global. **Program Contributions:** Presenting at the abovementioned conferences annually.

#### **How has CCCC provided a professional home for you?**

CCCC is my professional family. In addition to providing us academic "home" for all writing instructors and scholars to connect, share teaching and research interests, and discuss changes we face, CCCC also supports us with coping strategies and professional growth opportunities. Being a non-native English-speaking writing instructor (NNESWI), I feel I am included and settled here because my transnational,

translanguaging, multicultural experiences and pluralistic rhetorical knowledge are valued. At CCCC, my voice and contributions are recognized.

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

Being an Asian female educator who has over 20 years of transnational experiences, teaching at an HBCU, and serving as the Chair, former Vice-Chair of the NNEswIs Standing Group for CCCC, what I am doing perfectly aligns with CCCC's commitment: standing for linguistic, cultural, racial equality and justice. My professional and personal strengths qualify me to advocate for underrepresented and minoritized students and teachers, promoting diversity, inclusivity, and equality in academia.

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

My intersectionality and interdisciplinary teaching experiences, administrative responsibility (Chair of the NNEswIs Standing Group), and prolific publications about NNEswIs topics are my unique strengths and qualifications for this Standing Group Representative position. I will continue to advocate for students' and teachers' racial, cultural, and linguistic equality, making our voices heard and increasing our visibility. My ultimate goal is blurring the dichotomy of native-nonnative boundaries, transforming people's mindset that English belongs to all English users.



**Dr. Mellissa Gyimah** (she/her/hers), Assistant Professor of English at Elgin Community College, Elgin, IL; Adjunct Professor of Research Methodology at Judson University; Committee member/chair for Concordia Education Candidates. **Formerly:** Assistant Professor of Literacy Education and Research at Judson University, Elgin, IL; English teacher at Christchurch Academy, Dover, Kent, UK; *LRA* Editor; *JLR* Reviewer; *AERJ* Reviewer. **Areas of Expertise:** Research methodology and theoretical frameworks. **Memberships:** NCTE, NISOD, MWERA, AERA, ILA. **Awards:** Golden Key recipient for Academic Excellence; installed as member of Phi Beta Delta Society. **Publications:** *Black History Bulletin*; *English Language Program*;

*JoLLe*. **Contributions:** Presentations at NCTE, JoLLe, LRA, and AERA.

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

CCCC affords me the opportunity to live out my passion of connecting the global to the local regarding my pedagogy and praxis. Thus, CCCC allows me to do this in a safe space that is intentionally antiracist, honouring the different ways people think, be and do. All of which inspire me to continue showing up authentically and unapologetically (Black and British) in my own classroom. This, in turn, helps me publish important pieces about pedagogy in NCTE.

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

My global educational background means I believe in building my students' critical consciousness environmentally and globally. Additionally, I use questioning as pedagogy, and help students become facilitators of their own learning—reminding them that they are scholars and co-collaborators of their experience. But I also do this so they know how to advocate for themselves in and out of the classroom. Lastly, I use multimodal discourse and diverse language practices to help students interrogate their environment and learning.

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

I am interested in seeing a better understanding of the immigrant population in colleges—especially across the African diaspora. I would love to form/work on a committee that looks at retention of the immigrant population, and how professors are engaging with, or honouring their funds of knowledge.

Additionally, reviewing position statements (or creating documents to that effect) and their level of inclusivity regarding the Black immigrant demographic would be of great importance to me.

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**Executive Committee: Non-Tenure-Track Faculty Representative  
(Vote for one)**



**Adam J. Phillips**, PhD, (he/him/his), Assistant Professor of Instruction and Assistant Director of First-Year Writing, University of South Florida (USF); Member, Council of Writing Program Administrators (CWPA) Committee for Outstanding Scholarship Award. **Formerly:** Member, CWPA Committee for Graduate Student Research Award. **Specialty Areas of Expertise:** Generative AI and writing, writing program administration, research methods, writing analytics, digital writing. **Memberships:** CCCC, CWPA, RSA, OLC, NCTE, FEA, NEA. **Publications:** Article in *Role*, two articles currently in review (*Composition Forum* and *Rhetoric Review*). **Program Contributions:** Presentations at CCCC.

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

CCCC has given me opportunities to build relationships with other compositionists in the field—expanding my theoretical, methodological, and pedagogical knowledge and forcing me to question and reflect on my current scholarly practices. CCCC has also allowed me a venue to meet and discuss ideas with composition scholars from across the nation/world and provided me avenues for external feedback on my scholarly research and pedagogical strategies.

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

My teaching practices encourage linguistic diversity by supporting alternative forms of discourse, encouraging students to use their authentic voices within writing, and discouraging white language supremacy (WLS), thereby nurturing individual voices, honoring diverse languages and cultural expressions, and fostering inclusivity and authenticity in student work. This approach helps contribute to transformative shifts in writing studies by challenging traditional norms, amplifying marginalized voices, and promoting a more inclusive understanding of language and writing practices.

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

I seek this office not only to provide service for an organization that has helped nurture my professionalization, but also to be a part of enacting change to a field that has historically been inundated with white hegemonic values, adding my voice to a plethora of scholars that have advocated for diversity, equity, and inclusion within writing studies. While in office, I'd like to see CCCC continue its push for linguistic diversity and equal representation.



**Tommy Mayberry** (he/she/they), Director, Centre for Teaching Excellence and Innovation, Yorkville University and Toronto Film School, Canada. **Formerly:** Executive Director, Centre for Teaching and Learning, UAlberta, Canada; Vice-Chair, Educational Developers Caucus (EDC), Society of Teaching and Learning in Higher Education (STLHE); Instructor, Faculty of Arts, UWaterloo, Canada. **Specialty Areas:** Academic drag; critical race theory; teaching queer; faculty development; equity and justice. **Memberships:** NCTE, CCCC, STLHE. **Awards:** CCCC Lavender Rhetorics; Bookseller/Diagram; Innovation in Education; Exceptional Teaching. **Publications:** *Canadian Journal for Studies in Discourse and Writing/Rédactologie*; *Visual Pedagogies*; forthcoming essays

in *College English* and *Composition Studies*; coeditor, *RuPedagogies of Realness 2—The Shequel! Essays on Teaching and Learning Under Attack with RuPaul's Drag Race* (forthcoming). **Program Contributions:** Presentations at CCCC, STLHE, EDC, NeMLA, CWCA.

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

CCCC is an organization where certain academics “find their people,” and that’s absolutely true for me. As an equity-denied emerging academic—a raced-white, queer and transfeminine, able-bodied settler-academic drag queen with a writing pedagogies and rhet/comp background doing CRT counterstory and teaching queer—where else could I find my people? I’ve been invited in and collaborated across Stage Two Review for CCCC 2023; CCCC 2023 and 2024 presentations; and received a 2024 Lavender Rhetorics Award.

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

My work, leadership, research, teaching, faculty development, and activism push intentionally, and hard, on the colonial, whitely, and status quo histories and contemporaries of classrooms, writing, composition, teaching, and learning. I don’t know how to work but in community, in relationship . . . and I don’t want to otherwise. Equity, justice, and decolonization are my fire, and I seek to bring about positive changes in our profession through empowering and in-powering my peers, colleagues, friends, and loved ones.

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

Self-ishly, I don’t want to stop being involved with CCCC. Self-consciously, I want to bring my whole self to our leadership and governing work to be a part of change. Many of us sense that, organizationally, CCCC is at an incredibly important moment, and I want to be a part of change that *feels* radical in its deliberate honesty because it’s not preparatory to the hard, hard work but actually *is* the hard, hard work.

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**Committee on Disability Issues in College Composition  
(Vote for three)**



**Brian Harrell** (he/him/his), Writing Center Specialist and Adjunct Faculty Member, Northeast Ohio Medical University; Senior Lecturer, University of Akron; Associate Lecturer, UW–Green Bay, English Adjunct, North Central Texas College; Outreach Coordinator, Online Writing Center Association, 2023–present; CCCC Registration Committee Volunteer, 2024. **Formerly:** TYCA Breakfast Chair, 2015–2018; TYCA National Conference Committee, 2019–2023. **Areas of Expertise:** Writing center theory & practice, online education, composition theory, composition pedagogy, adjunct labor, and the rhetoric of health and medicine. **Memberships:** CCCC, TYCA, IWCA, OWCA, GSOLE, BENO. **Program Contributions:** Presentations at CCCC, TYCA,

TYCA-Midwest, AAMC.

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

In March of 2014, I was looking for a national professional home after finding my regional home in TYCA-Midwest. As I was living in Ohio, the CCCC Convention was a quick four-hour drive for me in Indianapolis,



Indiana. After a Wednesday workshop, I knew I had found my people. I communicate daily with at least one CCCC colleague. I have presented in some capacity since 2015 in Tampa. CCCC & TYCA people are my professional family.

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

As an online educator, I have seen the lack of sensitivity and awareness for students, faculty, and staff who have disabilities. As the world was in COVID-19 pandemic education, I was called on by several schools to assist in the planning and implementation of online schooling. Through these opportunities, I constantly "advocated for students, teachers, programs, and policies that support ethical and effective teaching and learning," in the online classroom and the in-person classroom.

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

The most important reason I am seeking this position with CCCC is to serve the students and faculty of 4-year graduate, undergraduate, and two-year colleges as we work to create foundations of support for disability issues in college composition. I have seen in my own learning-disabled son (dyslexia) the positive support NCTE has provided his teachers in professional development. My goal is to create support for older students and faculty that are often forgotten.



**Stephanie K. Wheeler** (she/her), Associate Professor of Writing and Rhetoric, University of Central Florida. Nominated for Member, Committee on Disability Issues. **Areas of Expertise:** Disability rhetoric, rhetoric of eugenics, Holocaust rhetoric. **Memberships:** NCTE, CCCC, RSA, CSA. **Awards:** Jack and Anita Hess Faculty Seminar Fellowship, United States Holocaust Museum (2019). **Publications:** "The Construction of Access: The Eugenic Precedent of the Americans with Disabilities Act"; coeditor, *Disability, Access, and the Teaching of Writing* (forthcoming); "Program Profile of the University of Central Florida's Faculty Liaison Program"; articles in *Reflections*. **Program Contributions:** Presentations at NCTE, CCCC, RSA.

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

CCCC not only aligns with my personal values as a writer, researcher, and teacher but also provides tangible avenues to implement these values and positively impact my students and the community. CCCC's supportive and inclusive environment has been pivotal in my professional development, and has come to play a vital role in my career by facilitating connections with like-minded colleagues committed to disability inclusion in academic spaces and society at large.

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

Drawing inspiration from my contributions to the CCCC Houston Access Guide in 2016, I spearheaded the establishment of an access committee for local activists. Collaboratively, we create access guides and coordinate services for events like protests and fundraisers to address diverse access needs. As Director of Undergraduate Programs at UCF, I implement inclusive approaches that center the experiences of individuals with access needs, aligning with CCCC's goal of translating concepts into actionable change for communities.

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

I am eager to join the Committee on Disability Issues and share my insights from my community efforts while gaining a deeper understanding of the broader challenges and opportunities related to accessibility. I look forward to working with like-minded colleagues to find ways to support instructors and researchers in implementing research-based inclusive approaches across various levels, from individual courses to broader institutional settings, that center the experiences of students and faculty with access needs.



**Kerri Rinaldi** (she/her), PhD Candidate, English, Old Dominion University. **Formerly:** Director of the Writing Center, Immaculata University, Pennsylvania; At-Large Representative, Mid-Atlantic Writing Centers Association (MAWCA); Co-Chair, MAWCA 2021 Annual Conference. **Areas of Expertise:** Writing center studies, disability rhetoric. **Memberships:** CCCC, IWCA, MAWCA, SDS; IWCA Accessibility Task Force. **Awards:** CCCC Disability in College Composition Travel Award; ODU Diversity Champion Award; ODU Karl Knight Graduate Literary Essay 1<sup>st</sup> Place Award. **Publications:** Interchapter in *Disruptive Stories: Amplifying Voices from the Writing Center Margins*; articles in *WLN*, *Praxis*. **Program Contributions:** Presentations at CCCC, IWCA,

MAWCA.

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

I have felt so warmly welcomed and encouraged as a scholar and a researcher within CCCC. I have derived incredible value from presenting at conferences, receiving feedback on my research, having the opportunity to connect with those whose work I find impactful, and being introduced to motivating work that is new to me.

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

My dissertation project focuses on how a critical disability studies perspective can upend the epistemologies—and therefore practices—that are the foundation of how we believe writing skills are learned. My ongoing research aligns well with CCCC's mission of valuing diverse ways of knowing and writing.

I bring experience chairing academic conferences and creating comprehensive access guides—for attendees and presenters—emphasizing the importance of accessibility and fostering an environment of inclusivity for all attendees.

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

My commitment to disability justice and inclusion drives my desire to serve on the CDICC. As a deaf scholar, I have lived experiences of the challenges and barriers to access faced by disabled peoples, including at conferences like CCCC. My experiences underscore the urgency of advocating for systemic and sustainable change within academic spaces. I desire to contribute to CDICC's goals of promoting full access and inclusion in our classrooms, pedagogies, professional spaces, and theories.



**J. Logan Smilges** (they/them), Assistant Professor of English Language and Literatures, University of British Columbia; Accessibility Chair, International Trans\* Studies Conference. **Formerly:** Co-chair for the CCCC Disability Studies Standing Group (2020–2022). **Areas of Expertise:** Queer/trans disability studies, rhetorical studies, the history of medicine. **Awards:** NCTE Lavender Rhetorics Award (2024), NCTE Lavender Rhetorics Award (2020), Gene Wise-Warren Susman Prize from the American Studies Association (2019). **Publications:** *Crip Negativity* (2023), *Queer Silence: On Disability and Rhetorical Absence* (2022), essays in *Disability Studies Quarterly*, *Rhetoric Review*, and *College Composition and Communication*, and elsewhere.

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

CCCC was my first academic conference. I applied shortly after the first semester of my MA, was accepted, and went on to deliver a nightmare of a paper. The audience that day, however, was generous to me in a way I have yet to find in any other academic community. CCCC is my professional home because the people who fill it give one another good faith, trusting that each of us is doing our best.

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

Commitments to trans feminism and disability justice run through all of the work I do. They inform the methodologies I adopt in my research, the pedagogies I employ in the classroom, and the modes of care I offer to others. From my prior service to CCCC to the workshops I run for disabled graduate students, I believe it's a responsibility of mine to make our organization more accessible and inclusive for all.

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

All our careers depend on access labor, both our own and others'. This labor is a community responsibility requiring collective effort, and I would be proud to contribute. As a queer and trans disabled person, I am attentive to how accessibility spans beyond disability to include (and sometimes rub up against) gender and sexuality, among other vectors of power. In office, I hope to build connections across CCCC committees to conceive of access expansively and generously.



**Kelin Loe** (she/her), Assistant Professor of English and Writing Center Director, Texas A&M University–Commerce. **Formerly:** Graduate Writing Coordinator (The Graduate School) and PhD Candidate at the University of Massachusetts, Amherst. **Areas of Expertise:** Rhetorical theory, sensory and disability rhetorics, decolonizing writing centers. **Memberships:** CCCC/Disability Studies Standing Group, RSA, C&W, South Central Writing Center Association. **Awards:** CCCC Disability Travel Award. **Publications:** Articles/chapters in process at *Computers & Composition*, *Peitho*, and in *Adequate* (edited collection). **Program Contributions:** Presentations at CCCC, RSA, C&W, and IWAC.

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

As a writing center director, I often explain our disciplinary practices to stakeholders outside the field. When I do so, CCCC provides ground from which to argue. For instance, when justifying why a writing center doesn't teach "perfect English," I can cite the [CCCC 2020 Demand for Black Linguistic Justice](#). Furthermore, I experience my teaching, research, and service as relationships. CCCC, as an organization and a conference, scaffolds ways of creating and maintaining those relationships.

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

As a researcher, I study disabled and neurodivergent experiences from an intersectional perspective, examining and learning to resist multivalent formations of power. As a teacher and writing center director, I aim to foster equity, justice, and student agency by (1) affirming all literacy backgrounds and (2) promoting meta-vocabularies for the writing process, so that (3) students can articulate and achieve their own rhetorical goals, not mine.

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

I seek this office because I wish to serve the community that has educated, mentored, connected, and resourced me, CCCC broadly and our disability community particularly. As a member of the CDICC I will work to read and listen to our concerns and represent them, in collation with the committee, to CCCC (for example, normalizing virtual conference access), and communicate CCCC responses and positions back to the community.

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**Accountability for Equity and Inclusion Committee  
(Vote for five)**



**Xuan Jiang** (she/her/hers), Assistant Director in the Center for Excellence in Writing, Florida International University; CCCC Non-Native English-Speaking Writing Instructor (NNESWI) Standing Group, Liaison to Cs Caucuses. **Formerly:** Assistant Professor, TESOL, Saint Thomas University, FL. **Areas of Expertise:** Writing center pedagogy and research, Asian feminisms and rhetoric, undergraduate research, faculty-student mentorship. **Memberships:** NCTE, CCCC. **Awards:** CCCC Scholars for the Dream Travel Award (2024). **Publications:** 28 publications 2011–2024, including 11 coauthored ones with students. **Program Contributions:** Presentations at CCCC (2023, 2024), National Conference on Peer Tutoring in Writing (NCPTW; 2018–2023), Feminisms and Rhetorics (2023), and Southeast Writing Center Association (SWCA; 2019, 2021).

#### **How has CCCC provided a professional home for you?**

CCCC has provided a comfortable and encouraging space for me to brainstorm and share my research studies. Its workshops, resembling cutting-edge funds of knowledge, encompass the scope of my professional interests and challenge the limit of my current knowledge for better being. Interacting with warm-hearted and open-minded peers within, across, and beyond my standing groups and panels has empowered me to take leadership roles, expand my network, and strengthen my academic and professional collaborations.

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

The current political, institutional, local, and linguist context makes my worksite—a writing center at a Hispanic-Serving Institution in South Florida—a critical location of collaborative research and innovative pedagogy in fighting for equity and justice.

Embracing mindset, knowledge, and programming skills I have acquired from the Office to Advance Women, Equity and Diversity at FIU, I am capable of socially engineering and contextualizing programs to professionally align with CCCC's mission and vision.

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

I see myself as an individual remaining mindful toward others, knowing how to navigate difficult situations, challenging the defaults, and managing the workflow. These qualities will help me follow through CCCC's progressive ideology via AEIC's advising. I really appreciate the role of AEIC to leverage CCCC's accountability. I would be honored as an AEIC member, as I can work with AEIC members and chairs on procedural strategies and public-facing rhetoric to reach the organization's goals.



**Katie Silvester** (she/her), Associate Professor of English, Coordinator of Multilingual Writing, incoming Director of Composition, Indiana University Bloomington. **Formerly:** CCCC Writing Program Certificate of Excellence Committee, Outstanding Book Award Committee, James Berlin Memorial Outstanding Dissertation Award Committee; chair, CCCC SLW Standing Committee (2015). **Areas of Expertise:** Rhetoric and composition, literacy studies, second language acquisition and teaching. **Memberships:** NCTE, CCCC, TESOL. **Awards:** AAUW Dissertation Fellowship; Fulbright-IIE. **Publications:** *Living English, Moving Literacies: Women's Stories of Learning between the US and Nepal*, author; articles in *LiCS*, *JOGLTEP*, *Refugee Concerns Newsletter*; contributor to various edited collections. **Program Contributions:** Presentations at NCTE, CCCC, MLA, TESOL, AAA.

#### **How has CCCC provided a professional home for you?**

I am a longstanding NCTE member with CCCC affiliation since 2008. Several years ago, I served on the Nominating Committee and enjoyed collaborating with colleagues across institutions to support rich representation across constituencies. In addition, I have served as a member of the CCCC Newcomers



Committee, the CCCC James Berlin Dissertation Award Committee, and the CCCC Outstanding Book Award Committee, and would welcome the opportunity to serve on the AEIC in 2025.

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

I've been committed to equity and inclusion at my home institution for many years as a Faculty Council DEI Committee member and chair of my department's DEI Committee. In these positions, I've worked with research and teaching faculty to increase inclusive excellence on my campus and establish new scholarships for Indigenous students. In 2024, I formed Care Partners, a group that brings faculty and students together to discuss parenting, eldercare, and wellness.

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

My rationale for seeking office is to contribute to recommendations for more inclusive program offerings, support the participation of underrepresented groups, and advocate for a more equitable distribution of resources across our organization.



**Codi Renee Blackmon** (she/her), Graduate Assistant (GA) Director of Advanced Writing Courses, East Carolina University (ECU), Greenville, NC; Graduate Teaching Assistant, ECU; Graduate Student Representative, University Copyright Committee, ECU. **Formerly:** Communications Team Member, CCCC Black Caucus; Chair, Program Revision ad hoc Committee, Doctoral Program Committee, ECU; Part-Time Faculty, Department of Rhetoric and Writing, University of Arkansas at Little Rock (UALR); Faculty Senate GA; Faculty Governance Committee; UALR. **Area of Expertise:** (Black) Technical and professional communication. **Memberships:** ATTW, CPTSC, NCTE, CCCC. **Publications:** Coeditor, *Practicing Digital Activisms* (forthcoming);

*constellations*. **Program Contributions:** Presentations at CPTSC, ATTW, C&W, Teaching of Writing Conference (paper accepted).

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

Alicia Hatcher from CCCC's Black Caucus (BC) secured funding for my conference attendance. Sessions like "Rhetorics of Trauma & Recovery" and "Antiracist Labor (Critical Race Theory)" support my dissertation research. Connecting with scholars who authored the CCCC Black TPC Position Statement enhances my work and participating in CCCC's BC, and workshops like "The First Book Workshop" deepened my understanding of antiracism and Blackness. Attendance at the Feminist Coalition roundtables further my studies on Black women academics.

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

I am working with Black professional communicators, racial equity, and digital literacy in online recovery communities. I promote social justice, antiracist, and trauma-informed pedagogies, supporting equitable learning environments. My strengths in advocacy and collaboration advance the field's coalitional work. With a background in TPC, social justice, and race and ethnicity, I amplify BIPOC voices. I define TPC outside of traditional industry definitions to acknowledge and empower individuals' and communities' emergent knowledge work.

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

AEIC aligns with my commitment to fostering inclusive spaces. In a predominantly white global recovery community, I formed a BIPOC and white ally team to address racist incidents. I proposed "asks," and we compiled a list of organization requests, such as antiracist training for volunteers. The campaign was

successful, and many of my recommendations were implemented. Thus, on the AEIC, I aim to recommend such strategies that align with CCCC's values.



**Jameta Nicole Barlow**, Assistant Professor of Writing, Health Policy & Management and WGSS, The George Washington University; Past Chair, Committee on Women in Psychology, American Psychological Association; Women of Color Coordinator, Board, Association of Women in Psychology. **Formerly:** Professional experiences in federal government/national nonprofits/academia/consultant for 24 years. **Areas of Expertise:** Public health, psychology, science & women's health writing. **Publications:** Editor, *Writing Blackgirls' and Women's Health*; coeditor of special issue in *Meridians: feminism, race, transnationalism*; articles in *Biography, Ethnicity & Disease, Agenda, Women & Therapy, American Journal of Health Promotion, Women's Health Issues*. **Program Contributions:** Presentations at CCCC Convention.

#### **How has CCCC provided a professional home for you?**

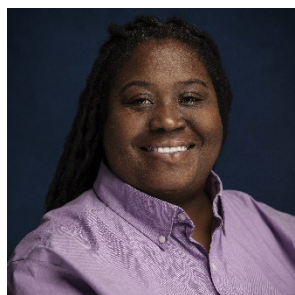
I was introduced to CCCC via my department and through outreach from CCCC members. Through these connections, CCCC has allowed me to bridge gaps between social and applied sciences and writing, especially for public audiences. This has resulted in collaborations with public and academic audiences. Given the political rhetoric around science and health, especially in the last four years, I find CCCC to be a professional home for such discourse.

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

My work utilizes decolonizing methodologies to disrupt cardiometabolic syndrome and structural policies adversely affecting Black girls' and women's health, intergenerational trauma and perinatal mental health, employing Black feminisms and womanism to theorize, implement, and evaluate methodologies, interventions, and policies. This research is in alignment with CCCC's mission to create collaborative spaces and advocacy. My aligned passions are committed to improving writing about Black girls and women, and this centering of the marginalized improves the collective.

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

I believe in accountability and the repairing of injustice. My professional service in psychology, public health, Black studies, and women's health organizations have always been centered around using science to communicate effective strategies to improve communities and repair injustices. Ontologies and epistemologies undergird this process, and writing connects all of the pieces through self-reflexivity and interrogation. If elected, I will take these experiences and assess ways in which CCCC can contribute to these efforts.



**Dr. Wonderful Faison** (she/her/), Associate Professor of English and Director of the Richard Wright Center, Jackson State University, Mississippi; State Representative, SWCA; Editorial Board, CWPA; Board member, GSOLE. **Formerly:** Department chair, Langston University. **Areas of Expertise:** Rhetoric, composition, linguistic diversity, equitable classroom design and assessment. **Memberships:** NCTE, CCCC, IWCA, CWPA, SWCA, GSOLE. **Awards:** IWCA 2024 Outstanding Book Award. **Publications:** "The Impact of CRT Bans on HBCUs: A Red State Comparative Analysis"; author, "The Equitable Classroom: Antiracist Assessment Starts Here" (forthcoming in *TETYC*); articles in *Praxis, Rhetoric Scholarly Quarterly, Peitho, TETYC*.

**Program Contributions:** Presentations at CCCC, MSWCA, SWCA, IWCA.

#### **How has CCCC provided a professional home for you?**

The Conference on College Composition and Communication has been integral to my professional development. It has given me a place to present my ideas/research and to connect with colleagues old and new. I value CCCC because it brings people together and creates a community. And community matters—after all.

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

My work centers on linguistic racism, equitable classroom design, and equitable writing assessment, which connects to the CCCC mission of supporting “agency, power, and potential diverse communicators” while also advocating for “broad and evolving definitions of literacy, communication, rhetoric, and writing” (“About CCCC”). My award-winning edited collection, *Counterstories from the Writing Center*, interrogated the impacts of white women and whiteness on writing center pedagogy and practices and is a foundational text for antiracist writing tutor training.

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

I will not pay lip service to equity or inclusion. I am a historically excluded person due to my race, my gender, my sexuality as a lesbian, and even my socioeconomic class. I want people to enter the spaces of academia that made me fight to stay—not because I was intellectually incapable, but because I was different from the norm. I want no scholar to feel that way again. So here I am.



**Rachel Sanchez** (she/her), English Professor, Career Track, Washington State University (WSU) and Assistant Director of Composition, WSU English Department; CCCC Accountability for Equity and Inclusion Committee Member. **Formerly:** Writing Commons Coordinator, WSU Writing Program. **Areas of Expertise:** Identity and first-year composition; contingent faculty development. **Awards:** Core to Career Fellowship, WSU Common Requirements (2023–2024); Exceptional Professor, Associated Students of WSU (2018); Distinguished Service Award, WSU English Department (2024). **Publications:** *Speaking Up, Speaking Out: Lived Experiences of Non-Tenure Track Faculty in Writing Studies*, coeditor; *About Place Journal*, “Practices of Hope,” Assistant

Editor. **Program Contributions:** Presentations at CCCC; Globalization, Diversity, and Education Conference.

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

I received the Scholars for the Dream award in 2015. School always felt like home to me, but to be seen and celebrated in this way, for my achievements current and potential, affirmed that I mattered. The reward and responsibility of this award propelled me through years of Cs; in this shared home, I built work alongside mentors, co-workers, and even cherished undergraduate students.

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

As Assistant Director of Composition, I'm working with the Director to develop assessment practices that merge portfolio-based and labor-based grading. We do this in service of our graduate TAs who fight for equity and justice in their classrooms and for our undergraduates, from all over the globe, who bring myriad languages, discourses, and rhetorics to the classroom as tools from which they work.

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

Before the nomination, I hadn't sought any office with Cs. I was comfortable participating in the ways I have for the last decade, but I now recognize I'm presented with an opportunity to advocate on a larger scale. I want to support, through nominations, recommendations, and other work, those colleagues who look to Cs as a potential home and need us to make it more accessible for them to feel welcome.



**Ming Fang** (she/her/hers), Associate Teaching Professor of English, Florida International University (FIU), Miami, FL; Vice Chair, CCCC Non-Native English-Speaking Writing Instructor Standing Group; Founding member, Association of Writing Across the Curriculum (AWAC); Founding editorial board member, WAC Repository. **Areas of Expertise:** Multilingual writing. **Memberships:** CCCC, TESOL, AWAC, GSOLE. **Awards:** FIU CASE Service Award, FIU Rewarding Excellence in Teaching. **Publications:** Book chapters on feedback practices, translingual approach to first-year writing, IWAC Proceedings. **Program Contributions:** Presentations at CCCC, TESOL, and IWAC.

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

CCCC is more than just a professional organization; it is a home that has truly witnessed and nurtured my growth as a scholar and educator. Coming from a different discipline, I attended my very first CCCC Convention during the first year of my professional life in academia. This organization has since offered a sense of belonging and a fertile ground for professional enrichment. Over the past decade, my consistent participation in CCCC has deepened my engagement with the field.

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

In my current teaching and administrative role, I have always championed antiracist teaching and administrative practices. As a member of the WAC Repository editorial board, I have valued and adopted the document of Anti-Racist Scholarly Reviewing Practices. My position as Vice-Chair of the CCCC's Non-Native English-Speaking Writing Instructors (NNESWIs) Standing Group has been particularly meaningful, prompting me to delve deeper into strategies for enhancing the sense of belonging among minority and underrepresented groups in our field.

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

My enthusiasm for joining the Accountability for Equity and Inclusion Committee stems from a commitment to fostering DEI within our professional community. I hope to learn and contribute to developing paths to ensure that our professional spaces are welcoming and inclusive for all. As a multilingual professional and a member of an underrepresented group, my personal and professional experiences have shaped my understanding of the importance of equity and inclusion work for self-empowerment and empowering others.



**Elliot Tetreault** (they/them), Assistant Professor of English, SUNY Albany. **Formerly:** Instructor, University of Louisville and Emerson College. **Areas of Expertise:** Political and activist rhetoric; queer and transgender studies; racial justice; digital rhetoric. **Awards:** MLA Mina Shaughnessy Prize (2019), CCCC Gloria Anzaldúa Rhetorician Award (2017). **Publications:** *Truth Be Told: Political Disinformation and Antiracist Queer Resistance*, forthcoming; articles in *CCC*, *Composition Studies*, *Enculturation*, *Computers & Composition*, *Peitho*. **Program Contributions:** Presentations at CCCC, RSA, Computers & Writing, Feminisms & Rhetorics.

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

CCCC has been an important space for mentoring (both as a mentor and mentee) and building connections in my field. As a queer/trans scholar, I have found a supportive community in the Queer Caucus. I have also presented at CCCC many times and have published in *CCC*, and these professional opportunities have helped me find audiences for my work and connect with others who share my social justice commitments.

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



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

I study the rhetorical practices of multiply marginalized activist rhetors and aim to challenge exclusionary citation practices. I teach at an institution where 40% of the student body is from an underrepresented community, and in my teaching, I also center marginalized knowledges—both those of scholars and activists but also those of the students themselves. I serve on the LGBTQ Advisory Council at my institution and have organized a speaker series on antiracist scholarly practices.

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

Having held multiple service roles at my institution focusing on equity and justice, I am eager to move into professional service in my field. I am committed to challenging power through an intersectional approach, aiming to counter systemic oppressions including racism, sexism, ableism, and anti-queerness and anti-transness. I hope to work toward making my field more equitable, collaborating with others and working within whatever affordances and limitations we have.



**Analeigh E. Horton**, PhD (she/her), Assistant Professor, Rhetoric & Composition, Fairleigh Dickinson University (FDU; Teaneck, NJ); Assistant Director, Writing Program, FDU; Outreach Coordinator, CCCC Second Language Writing Standing (SLW) Group. **Formerly:** Graduate Assistant Director, Writing Program, University of Arizona; Leadership Council, WPA-GO; Documentarian, CCCC. **Specialty Areas:** Literacy, SLW, writing program administration. **Memberships:** AWAC, CWPA, TESOL. **Awards:** Bilinsky Foundation Doctoral Researcher; CWPA Graduate Research Award; AAC&U Future Leaders Award finalist. **Publications:** Articles: *JWA*, *Composition Forum*, and *WAC* (accepted); Reviews: *ATD*, *Computers & Composition*;

Chapters: *TextGenEd*, *Threshold Conscripts*, *Documentarian Tales*, *WPA Advocacy in a Pandemic*, *IWAC* edited collection; *Storied Practices*; *Digital Literacies for Human Connection* (accepted). **Program Contributions:** CCCC, SSLW, IWAC.

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

At CCCC, I sat alongside a CCCC Chair, two NCTE Presidents, two CWPA Presidents, and an AWAC Chair. You wouldn't sense my imposter syndrome as their circle welcomed me (first-year faculty!). They shared trade secrets betwixt reminiscing and promising that I'd have my own stories soon. We swapped phone numbers, snapped selfies, and enjoyed friendship. That community—academic family who gets me in ways my biological family can't—is home for me.

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

My experiences of unknowing academic literacies guides my teacher-scholar-administrator-activist ethos. I never envisioned myself in academia. It's been a challenge to learn the ways of the university; I know it's even more challenging for multiply marginalized students and scholars. I ground my teaching and leading in pursuit of open, equal access to education. I "pay back" my mentors by paying it forward as a mentor to those looking to learn.

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

I recognize my positionality and privilege as a US-born, white, straight, cis-female might not make me the most obvious choice. However, I hope to "take up the work" instead of relying upon marginalized communities. I seek to support neurodivergence and linguistic diversity, two identities I personally understand. I'd like to promote conversation between members of varying diversity groups to promote best accessibility and inclusion practices for us all.



**Ritu Sharma** (she/her), Faculty, Purdue University; President, Global Indigenous People, DEI Committee, advisor PG American-Asian Cultural Association, Purdue Global Ambassador, NOSS board member, University's Team of Twelve Service Learning Scholars, Editor, Councilperson for more than a decade and President of City Council. **Areas of Expertise:** Multimodal, retention, persuasive & trauma-informed heutagogy, diversity, culturally sensitive pedagogy. **Memberships:** NCTE, ELATE, AWAC, NOSS, SAMLA, OATYC, NSF, NSCS, CEA. **Awards:** Multiple excellence awards, Diversity award, Team of Twelve award, OATYC award. **Publications:** Articles in academia, Black history, diverse writings, poetry, nonfiction, photography, DEIB. **Research:** Teaching pedagogy, diversity, student success, leadership. **Program Contributions:** Presentations at NOSS, LILLY, PGV, GEC, NCTE, OCIE, NEXT, AWAC, SAMLA, OATYC, CEA, AGLS.

### **How has CCCC provided a professional home for you?**

CCCC has served as an indispensable platform for professional growth, providing a wealth of resources and best practices. Students and countries changed, but CCCC remained an unwavering mentor. It facilitates continued networking with passionate professionals, fostering collaborations that enrich my teaching journey. Additionally, CCCC champions our cause, bolstering support through publications filled with effective teaching practices, insightful strategies, and empowering approaches. These resources not only enhance educators' abilities but also optimize student engagement.

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

As an educator, I advance CCCC's goals through research, collaboration, literacy promotion, empowering students with evidence-based teaching. My research-based inclusive teaching fosters diverse perspectives, ensuring all voices are valued. Leveraging my passion for literature and experience, I innovate teaching methods, adapting to student needs. Advocating inclusive practices, I promote equity in education, sharing successes to encourage broader adoption. My commitment to literacy, research, and societal engagement directly aligns with CCCC's vision, driving positive change and equity in education.

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

Seeking a role aligns with my commitment to advancing research-based pedagogy and heutagogy along with DEIB. I aim to amplify diverse educator voices, advocating for professional growth and curriculum diversity. With a background in innovative teaching, I envision nurturing partnerships in the evolving educational landscapes. My goals encompass community-building, promoting equity, and expanding professional development. I seek to champion inclusive curricula, forge impactful partnerships, and advocate for policies ensuring accessible English education. This will boost positive change and advocacy.

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### **Nominating Committee (Vote for five)**



**Catheryn Jennings** (she/her), Assistant Professor of English and Communication Studies, Affiliated Faculty Environmental Studies, Co-Director of Writing, Hamline University, MN. **Previously:** CCCC Land Acknowledgments Committee, CCCC Local Arrangements Committee. **Memberships:** American Indian Caucus, NCTE. **Presentations:** NCTE, CCCC, AISA (American Indian Studies Association). **Recent Publications:** "Decolonial Practice as a Path for Community Kindness in the Classroom," forthcoming; "We Told Stories, We Laughed, and We Learned from One Another: Relationality, Community, and the Role of Story," *Rhetoric Review*; "Building Community, Self, and Story in Nkwejong (Lansing): The Importance

of Relationality and Community for this Indigenous Academic's Success," *College Composition and Communication*.

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

As a rhetorician, my relationship with composition and the ways we communicate in and out of the classroom is an important part of my pedagogical practices. My membership in NCTE and the American Indian Caucus of CCCC have offered me a place to constellate knowledges with other scholars and makers in the larger academic community to share ideas and build relationships to help best serve my students and my own research goals.

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

As can be seen in my recent publications, equity and justice are at the forefront of my scholarly and pedagogical work and something brought into everything I do as a scholar and community member. I have dedicated my career to focusing on the ways the composition classroom can be a space for healing and connection, a place where decolonization can be held at the core in the return to the value of story and relationality.

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

As I have already done some committee work for CCCC in the past (Land Acknowledgment and Local Arrangements), I would love the opportunity to take a more direct role in the larger conference organization to offer my knowledges and professional skills to the success of the future of the conference.



**Marilee Brooks-Gillies** (she/her), Associate Professor of English and Director of the Writing Center, Alma College; Founding Editor, *ECWCA Journal*; Past-President, East Central Writing Centers Association; Member, International Writing Centers Association Inclusion and Social Justice Task Force; Board Member, Cultural Rhetorics Consortium. **Areas of Expertise:** Cultural rhetorics, writing center administration, writing across the curriculum. **Memberships:** CCCC, ECWCA, IWCA. **Publications:** Articles in *College Composition and Communication*, *Praxis*, *The Journal of Multimodal Rhetorics*, *The Peer Review*, and *enculturation*; coeditor, *Graduate Writing Across the Disciplines*; coeditor of special issues of *Across the Disciplines* and *Harlot*;

several book chapters.

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

CCCC has been a professional home to me since 2007. Through engaging in the conference, I have learned about the depth and breadth of the field, found research partners, and forged and strengthened relationships with other scholars. CCCC's position statements have been a source of guidance and support in conversations with institutional stakeholders who do not always understand the field. I'd like a more active role doing that work with, for, and among others in the field.

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

I build courses, learning environments, and mentoring relationships that emphasize the relevance and importance of rhetoric, engage in antiracist, decolonial, and feminist orientations to rhetoric and writing, and foster a culture of inquiry in which students contribute to disciplinary conversations. As Past-President of the East Central Writing Centers Association and a member of the International Writing Centers Association Inclusion and Social Justice Task Force, I have contributed to positive organizational change focused on equity and justice.

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

I am seeking office to continue contributing to disciplinary change that helps Rhetoric & Writing professionals advocate for themselves and the work of the field in their institutions. My experience as a writing center administrator and leader in other professional organizations who prioritizes pedagogical and scholarly advocacy for equity and justice will guide my contributions to CCCC in support of writing program administrators working toward social change through their everyday labor.



**James Rushing Daniel** (he/him), Assistant Professor of English and Director of Basic Writing and Assessment, Seton Hall University, New Jersey; incoming interviews editor at *Composition Forum*. **Office:** Nominating Committee Member. **Formerly:** Associate Teaching Professor at the University of Washington, Department of English (5 years). **Specialty Areas:** Labor, composition theory. **Memberships:** NCTE, CCCC, RSA, MLA. **Publications:** *Struggling Upward: How Entrepreneurial Culture Is Dismantling the American University* (under contract with Johns Hopkins UP); *Toward an Anti-Capitalist Composition*; coeditor, *Writing Across Difference: Theory and Intervention*; articles in *College Composition and Communication*, *College English*, *Rhetoric Society Quarterly*. **Program Contributions:** Presentations at CCCC, RSA, NCA.

### **How has CCCC provided a professional home for you?**

CCCC has been instrumental in my development as a teacher and a scholar of writing. From my days as a graduate student seeking to situate myself in the field to my current tenure-track position, the organization has fostered immensely productive connections with other scholars, offered valuable professional development opportunities, and presented gratifying service experiences. Additionally, CCCC has allowed me to connect with scholars on the critical issues of academic labor, precarity, and faculty organizing.

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

In both my teaching and scholarship, I strive to support student writers in contexts of exploitation, prejudice, and exclusion. In keeping with the mission and vision of CCCC, I aim to uphold the "agency, power, and potential of diverse communicators" and to broadly promote equity and justice. Relatedly, my work in anti-capitalist pedagogy primarily seeks to problematize global capitalism and to position students to navigate and resist its violent and exclusionary effects.

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

As a scholar who has benefitted enormously from the opportunities afforded to me by CCCC, I would be thrilled to be elected to an organizational office. Our organization faces numerous challenges in the new economy, one of the most pressing being the precarity of academic workers, especially BIPOC faculty. In this role, I will uphold the social justice mission of the organization and advocate for the advancement of minority scholars and contingent faculty.



**Jacob Babb** (he/him/his), CCCC Nominating Committee; Associate Professor of English, Appalachian State University, North Carolina; Coeditor, *Composition Studies*. **Formerly:** Coeditor, *WPA: Writing Program Administration*; CCCC Nominating Committee, CCCC Lavender Rhetorics Award for Excellence in Queer Scholarship Selection Committee. **Areas of Expertise:** Writing program administration, scholarly editing, composition pedagogy, emotional labor, horror studies. **Memberships:** CCCC, CWPA, GSOLE, NCTE, PCA. **Award:** CWPA Outstanding Scholarship Award (2020). **Publications:** *The Things We Carry*, *WPAs in Transition*, articles in *Composition Forum*, *Composition Studies*, *Kairos*, and *WPA: Writing Program Administration*. **Program Contributions:**

Presentations at CCCC.

### **How has CCCC provided a professional home for you?**



CCCC has been a professional home since I was a doctoral student. Through my past work as assistant editor for *College English*, my presentations at the conference, and my participation on committees, I have found CCCC to be a community that sustains my research and pedagogical interests in writing studies. I look forward to the conference every year, where I get to talk with old friends and build new connections with excellent scholar-teachers.

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

CCCC's commitment to equity and justice aligns with all aspects of my work. As a journal editor, I aim to build and support inclusive, transparent processes for submissions and review. As a scholar, I read widely in the field, learning from new voices and making citational justice a priority in my work. As a teacher, I design courses that draw on diverse authors and examine issues of equity and inclusion thoughtfully.

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

I seek election to the Nominating Committee because I believe this committee completes vital work for CCCC. We entrust leadership of our organization to candidates selected by this committee, meaning that this committee must make candidate selections with careful deliberation, working to find leaders that further CCCC's goals of equity and inclusion.



**Charles Woods** (he/him/his), Assistant Professor of English, Texas A&M University-Commerce; Nominating Committee. **Area of Expertise:** Digital rhetorics. **Memberships:** NCTE, CCCC, Computers & Writing. **Awards:** *Kairos* Service Award, *Kairos* John Lovas Award, *Computers & Composition* Michelle Kendrick Award, and A&M-Commerce Teaching with Technology Award. **Publications** in *Computers and Composition*, *Journal of Interactive Technology and Pedagogy*, *Communication Design Quarterly*, *Peitho*, and various edited collections. **Program Contributions:** Woods is coeditor of *The Annual Proceedings of the Computers and Writing Conference*, serves on the 7Cs Committee, chairs the 7Cs Committee Subcommittee on AI, and is the

winner of a CCCC Emergent Researcher Award.

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

CCCC provides a professional home for me in a variety of ways, including by cultivating an inclusive community of scholars who value each other's work and livelihood, and who share a passion for teaching writing. CCCC has provided me with opportunities as an early career scholar and junior faculty member to learn from others, and to challenge myself in my own research and writing. For these reasons—and others—I hope to serve the organization.

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

To contribute to CCCC's mission, I conduct research which empowers individuals and communities, including through the Digital Rhetorical Privacy Collective (DRPC), which is sponsored by a CCCC Emergent Researcher Award. I create collaborative spaces like *The Big Rhetorical Podcast* that transcend my career, community, and classroom. I develop evidence- and practice-based resources with students, which garnered the A&M-Commerce Teaching with Technology Award. I am an advocate for ethical and effective education in my service.

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

My rationale for seeking this office is to serve the organization. I want to solicit and initiate nominations, learn more about the organization (including standard policies) through meetings, and advise future iterations of the committee. Importantly, I believe serving on the Nominating Committee is a great way to gain experience for continuing to serve CCCC in other capacities in the future.



**Marcela Hebbard** (ella/su/she/her/hers), Senior Lecturer, The University of Texas Rio Grande Valley (UTRGV); Membership Coordinator, CCCC NNESWIs SG; Incoming Coeditor, *YSW Journal*; Faculty Senator, UTRGV. **Formerly:** Adult ESL/GED teacher for ten years; Faculty Fellow, UTRGV CTE for three years; Chair. **Areas of Expertise:** Teacher identity, first-year writing, online writing pedagogies, critical pedagogies. **Memberships:** NCTE, CCCC, ALES, iWAC, GSOLE, WPA. **Awards:** UTRGV Accessibility Award; UTRGV CLA Excellence in Teaching Award (2024); Grant Recipient of the Texas International Education Fund (2023). **Publications:** Coauthored articles in *Composition Forum* and *American Journal of Qualitative Research*; book chapters across multiple edited collections for *WAC Clearinghouse* and others. **Program Contributions:** Presentations at NCTEAR, ALES, GSOLE, iWAC, CCCC, NSSHL.

#### **How has CCCC provided a professional home for you?**

Since my inaugural conference attendance in 2016, CCCC has been crucial for my teaching writing career. Engaging in SIGs over the years has helped me cultivate relationships. Many colleagues have become like a supportive family, enabling discussion of shared academic experiences. Through CCCC, I continually learn, share ideas, and advance professionally, staying current of field developments and evolving as a teacher-scholar via its conferences and publications.

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

My work in teaching, research, and service at a historically Hispanic-Serving Institution that is located at the southmost Mexico/US border aligns with CCCC's mission by promoting equitable access to quality education, amplifying marginalized voices, and fostering inclusive learning environments. I strive to introduce my students to diverse perspectives and engage them in initiatives for social justice. My personal strengths in empathy, collaboration, and critical reflection empower me to effect positive change within the profession.

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

I want to join the CCCC Nominating Committee because I'm passionate about making sure our college composition field is diverse and inclusive. Being part of CCCC since 2015, I've seen how important this committee is for choosing leaders. As an immigrant Hispanic woman, I want to help pick leaders who represent different backgrounds and ideas. With my experience in teamwork and caring for our community, I hope to make sure the process of picking leaders is fair and inclusive.



**Michael McCamley** (he/him), Professor of English and Director of First-Year Writing. **Formerly:** Secretary, Council of Writing Program Administrators. **Areas of Expertise:** Composition pedagogy and theory, labor studies, literacy studies, writing program administration, and creative writing pedagogy. **Memberships:** CCCC, NCTE, CWPA. **Publications:** *College English*, *College Composition and Communication*, *WPA: Writing Program Administration*. **Program Contributions:** Presentations at CCCC, CWPA, NCTE, Watson, IWCA, NCPTW.

#### **How has CCCC provided a professional home for you?**

Attending the CCCC Convention as a graduate student was a crucial step in my evolution into a writing studies specialist. Watching big names in the field sharing ideas with everyone from senior scholars to graduate students encouraged me to step outside my comfort zone as an academic. More important, CCCC helped me craft and fuse my scholarly and pedagogical identities.

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

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

Due to my scholarly work in labor issues, I am constantly trying to remind the field of the many ethical challenges we face when it comes to the professionals teaching the majority of our writing classes, as well as how those challenges are shaped by social forces such as race and gender. These challenges permeate our work in ways that are often unspoken and underresearched.

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

One of my hopes while in office is to, as mentioned in the response above, keep ethical labor practices, especially for our most vulnerable members, at the forefront of our work. Similarly, I hope to help the organization continue its equity work, especially when it comes to linguistic justice and navigating the changing needs of our diverse students.



**G. Edzordzi Agbozo** (he/him), Assistant Professor, University of North Carolina Wilmington. **Areas of Expertise:** Discourses of technology, health, and medicine; localization and translation; social justice; critical discourse analysis; transnational and cross-cultural communication; and critical pedagogy. **Memberships:** Reviews Editor, *Rhetoric of Health and Medicine*; Graduate Research Award Committee, ATTW. **Formerly:** Committee on the Status of Graduate Students in the Humanities, MLA; Amplification Award Committee, ATTW; Judge, 2023 Association of Computing Machinery Student Research Competition, SIGDOC. **Awards:** Outstanding Dissertation Award in Technical Communication, NCTE Early Career Educator of Color Award,

Scholars for the Dream Award. **Publications:** *Technical Communication*, *Technical Communication Quarterly*, *Technical Communication & Social Justice*, *IEEE Transactions on Professional Communication*. **Program Contributions:** CCCC Annual Conventions.

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

Amidst the current challenges confronting the humanities, CCCC continues to be a community for dialogue and support to me and many other scholars across the profession through workshops, resources, and grants to facilitate our important work. As an early career educator, the community has helped me to foster students' academic success, prepare them to be effective citizens and professionals, and receive career mentorship from senior teacher-scholars. I plan to replicate this support through my service.

**How does your current work in your career, community, and/or classroom contribute to CCCC's mission and vision, and demonstrate alignment with CCCC'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 pedagogy emphasize practicing context-focused communication by addressing information inaccessibility using multiple literacies to design accessible technical and professional materials—such as to creating visual materials to capture attention and direct audiences toward health information available elsewhere; to address those who might not read in English, but who might understand it; to address those who might have critical information gaps. I will contribute my transnational/international experience to mentoring international scholars in our community.

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

CCCC can provide leadership in advocating for our field and teacher-scholars. That is why I am honored to be nominated as a candidate for the CCCC Nominating Committee. I will bring my leadership experiences to assist the committee in suggesting members for leadership positions to help address current challenges of our field. I also want to create a welcoming professional space for early career transnational scholars and help them find the resources they need for their growth.



**Charles C. Grimm** (he/him), Assistant Professor of English, Georgia Highlands College; Moderator and Advisory Committee member—Writing Studies-Listserv; School of Humanities webmaster. **Formerly:** TYCA Volunteer Committee, 2023; WPA-GO Community Building, 2019–20; CCCC Documentarian, 2020, 2022–23; MLA Summer Institute, 2021. **Areas of Expertise:** Two-year college English; literacy; ghostwriting; utopian literature; TEFL. **Memberships:** TYCA, CCCC, Sigma Tau Delta. **Awards:** Faulkner University Distinguished alumnus. **Publications:** CWPA; Sweetland DRC Blog Carnivals; chapters in upcoming collections *Writing Emergencies* and *Radical Transparency*. **Program Contributions:** Presentations at TYCA, CCCC, SWCA, SAMLA, Dartmouth 50<sup>th</sup> Anniversary, and USG Teaching and Learning Conference. Contributing to Watson Conference 24's *Building the Two-Way Street*.

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

CCCC provided me opportunities to network as a graduate student, especially through the Research Network Forum and TYCA as well as volunteering with the DALN in the conference centers. While I appreciate the opportunities for two-year college professionals to participate, I hope to provide even greater opportunity for collaboration across institution types.

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

As a two-year college teacher-scholar, my primary focus is on classroom teaching for general education courses in composition and humanities. My composition courses emphasize multiliteracies and introduce the concept of multiple Englishes to discuss issues of diversity, equity, and inclusion, and my humanities course emphasizes the role of writing as both IP and active learning.

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

CCCC has given me multiple opportunities to stay active in my field and connect to other graduate students and two-year college professionals, and serving on the nominating committee would give me a chance to pay that back by ensuring equitable distribution of roles by the various criteria that inform our discipline. I hope to see greater representation for contingent labor and professionals outside the R1 contexts that are often overrepresented at CCCC.



**Laura L. Allen** (she/her), Assistant Professor of Writing, York University, Toronto, ON, Canada. **Areas of Expertise:** Rhetoric, digital media, community literacies. **Memberships:** CCCC, ATTW. **Awards:** Nell Ann Pickett Award, Scholars for the Dream Award. **Publications:** *Technical Communication Quarterly*, *Technical Communication*. **Program Contributions:** Presentations at RSA, FemRhet, and CCCC.

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

CCCC has provided a professional home for me by allowing me to connect with a scholarly community beyond the institutions in which I've had the pleasure to work and learn. Specifically, I've been able to share important ideas, be mentored, and provide mentorship to others while advancing organizational, personal, and professional goals.

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

In my most recent collaborative article, I explored mentorship within the field of rhetoric, writing, and technical communication. The article highlights the importance of groups like the CCCC Black Caucus in helping new and emerging scholars of color find a home in the field. Additionally, I share the work of



CCCC with students and colleagues here in Canada interested in writing studies in efforts to make CCCC welcoming to those outside of the United States.

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

I am seeking to serve on the CCCC Nominating Committee to continue the work of making sure the members of the organizational leadership reflect the diversity of its members and ideas. While on this committee, I hope to amplify the voices of marginalized communities who need to be represented throughout CCCC.